



**New College of Florida Board of Trustees
Wednesday, April 26, at 2:00 – 4:00 pm**

Sudakoff Conference Center

5845 General Dougher Pl,

Sarasota, FL 34243

Virtual viewing link:

<https://www.youtube.com/@NewCollegeofFL>

BOT Meeting Agenda

1. Prayer

2. Call to Order

- Roll Call, Establish Quorum, Confirm Public Notice of Meeting

3. Pledge of Allegiance

4. Call for Public Comment

5. Consent Agenda

ACTION ITEMS

- Approve Minutes of the February 28, 2023, BOT Meeting
- Approve Reviewed 2021-22 Performance Based Funding Data Integrity Audit and Data Integrity Certification
- Approval of Regulation Amendments - Regulation 3-1002(6): Tuition and Fees
- Approval of Regulation Amendments - Regulation 4-2005: Degree Program Planning and Approval
- Approval of Regulation Amendments - Regulation 4-6001: Institutes and Centers

INFORMATIONAL ITEM

- Alternative Admissions Option

BOARD MOTION: APPROVAL OF CONSENT AGENDA ACTION ITEMS AND ACCEPTANCE OF CONSENT INFORMATIONAL ITEMS

6. President's Report – *Richard Corcoran, Interim President*

7. 2023 Accountability Plan – *Brad Thiessen, Interim Provost*

8. Changing Institutional Accreditors – *Brad Thiessen, Interim Provost*

9. Academic, Student and External Affairs Committee

- Determination of Tenure for Dr. Rebecca Black, Dr. Lin Jiang, Dr. Nassima Neggaz, Dr. Gerardo Toro-Farmer, Dr. Hugo Viera-Vargas

10. Adjournment

**New College of Florida Board of Trustees
Sudakoff Conference Center
Draft Minutes for February 28, 2023**

Prayer

Pastor Carl Dixon, Calvary Chapel Church conducted the prayer.

Pledge of Allegiance

Joshua Broyhill, New College Student, called for the pledge.

Call to Order

The meeting was called to order at 1:10 p.m. and a quorum was established.

Trustees Present: Debra A. Jenks (Chair), Ron Christaldi (Vice Chair), Ryan Anderson, Mark Bauerlein, Lance Karp, Grace Keenan, Charles Kesler, Matthew Lepinski, Sarah Mackie, Christopher Rufo, Mary Ruiz, Matthew Spalding, and Eddie Speir

Acknowledgment of Notice of Meeting

Associate Vice President of Government Relations Christie Fitz-Patrick confirmed the meeting had been duly noticed.

Board of Governors Presentation

Governor Alan Levine presented the Board of Governors information and received questions from the Board.

Call for Public Comment

Public comment process ensued. The following members of the public provided comments: Sonia Howman, Mike Sanderson, David Gillman, Liz Leininger, David Land, Benjamin Casey, Betsy Braden, Jeanine Ashforth, Tamara Solum, Alisa Mitchell, Dani Johnson, Rev. Dr. John C. Dorhauer, Sam Sharf, Ruth Beltran, Kristen Miller, Jeremy Bicha, Sara Engels, Cynthia Shellabarger, Lisa Mejia (written provided), Jenny Wright, Olivia Paré, Jens Albiez, Joyce White, Shari Gorman, Debra Polito, Elizabeth Albiez, Rocio Ramirez Castro, Brendan Hersh, Diego Villada, Michael Penney, Wendy Armstrong, Alaska Miller, Tracy Fero, Eliana Salzhauer, Joshua Epstein, Matthew Senecal, Chloe Foder, Carol Lerner, Alana Armstrong-Penney, Arthur Miller, Ph.D., Robin Williams

Consent Agenda

The consent agenda was presented and a request was made by Chair Jenks that it be approved.

A motion to approve the consent agenda was made, seconded and discussion ensued on approving the minutes of the January 25, BOT Meeting and approving the minutes of the January 31, 2023, BOT Meeting. VC Christaldi asked whether the January 31 minutes provided to the Board included his changes as emailed. AVP Fitz-Patrick confirmed. Trustee Ruiz requested her Chair comments be added to the meeting minutes for January 31 and then questioned whether the January 25 minutes needed to be approved by the board since it was not an official meeting of the full board. After clarification from legal counsel was received it was determined the minutes were just recorded for a record of the public meeting. It was removed from the consent agenda. Following discussion, the consent agenda was approved unanimously.

Consent agenda action items approved were as follows:

- Approve Minutes of the January 31, 2023, BOT meeting
- Approve Minutes of the February 13, 2023, Special BOT Meeting
- Approve Minutes of the February 21, 2023, Special BOT Meeting

Informational Items provided to the Board for their review as part of the Consent Agenda include:

- Board of Trustees Committee Assignments

President's Report

Interim President Richard Corcoran provided his remarks. After remarks were provided, Chair Jenks asked General Counsel Bill Galvano to confirm what is the oversight of the Board for direct-support organizations. GC Galvano relayed the oversight is fully at the discretion of the board. Chair Jenks stated to the board for them to keep their calendars open in case a meeting needed to be called in reference to the New College Foundation, Inc. in the coming weeks.

Draft Policy on Implementation of Diversity, Equity and Inclusion Changes

Brad Thiessen, Chief of Staff presented the draft policy on the implementation of diversity, equity and inclusion changes and received questions from the Board.

Following discussion, a motion was made to authorize the Interim President to follow through on the steps made in item one inclusive of eliminating the Office of Outreach and Inclusive Excellence, and making other personnel decisions as necessary in support of all laws and regulations, seconded and approved with 10 voting yes and 3 voting no. A second motion was made to authorize the Interim President to amend Section 5.2.2.1 of the Faculty Handbook to eliminate the request for "a statement regarding the candidate's contribution to, or approach to achieving diversity," seconded and approved with 10 voting yes and 3 voting no.

Status of the New College of Florida United Faculty of Florida Collective Bargaining Agreement

Chair Jenks stated, this item was deferred from the January 31 meeting to this meeting and she has taken discussion and consideration of the NCUFF Item off the Feb. 28th Board of Trustees agenda in accordance with legal guidance. Florida law requires that in conducting negotiations with the bargaining agent, the President or designee shall consult with and attempt to represent the views of the Board of Trustees. While the College's President and designated committee bargained in good faith with NCUFF, significant changes have occurred since the negotiations and tentative agreement on certain terms were reached. Accordingly, she directed New College's new Interim President Corcoran and the management committee to return to the bargaining table as quickly as possible after appropriate consultation. No action for the Board is needed at this time.

Updates to 2022-2023 Operating Budget

Chair Jenks requested Vice President of Finance and Administration Chris Kinsley present the revised operating budget for fiscal year 2022-23. VP Kinsley provided an overview of the changes.

Following discussion, a motion was made to approve the revised operating budget for fiscal year 2022-23, seconded and approved unanimously.

Adjournment

There being no other business, the meeting was adjourned 4:47 p.m.

Respectfully Submitted,

Christie Fitz-Patrick
AVP Government Relations and BOT Liaison

DRAFT

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Approve Reviewed 2021-22 Performance Based Funding Data Integrity Audit and Data Integrity Certification

PROPOSED BOARD ACTION

Consider approval of required review of the 2021-22 Performance Based Funding Data Integrity Audit completed by Mauldin and Jenkins for the period from October 1, 2021 through September 30, 2022.

BACKGROUND

University presidents and boards of trustees are to direct their Chief Audit Executives (CAE) to perform an audit of the university's processes that ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors. Audits are to be conducted in accordance with professional auditing standards and are to be submitted to the Board of Governors by March 1st each year.

Additionally, university presidents and boards of trustees are required to execute a Data Integrity Certification affirmatively certifying each representation. The audit results provide a basis for the president's and chair's certification.

Supporting Documentation:

- Regulation 4.002
- CAE Summary of the Performance Based Funding Data Integrity Audit
- Mauldin & Jenkins Independent Accountant's Report
- Data Integrity Certification

Facilitator(s)/Presenter(s):

Alexander G. Tzoumas, Chief Audit Executive/Chief Compliance Officer

4.002 State University System Chief Audit Executives

- (1) Each university shall have an office of chief audit executive as a point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in the operations of the university.
- (2) Each board of trustees shall establish a committee responsible for addressing audit, financial- and fraud-related compliance, controls, and investigative matters. For purposes of this regulation, this committee will be referred to as the audit and compliance committee. **This committee shall have a charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices.** A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.
- (3) Each board of trustees shall adopt a charter which defines the duties and responsibilities of the office of chief audit executive. The charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors. At a minimum, the charter shall specify that the chief audit executive:
 - (a) Provide direction for, supervise, and coordinate audits and investigations which promote economy, efficiency, and effectiveness in the administration of university programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.
 - (b) Conduct, supervise, or coordinate activities for the purpose of preventing and detecting fraud and abuse within university programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.
 - (c) Address significant and credible allegations relating to waste, fraud, or financial mismanagement as provided in Board of Governors Regulation 4.001.
 - (d) Keep the president and board of trustees informed concerning significant and credible allegations and known occurrences of waste, fraud, mismanagement, abuses, and deficiencies relating to university programs and operations; recommend corrective actions; and report on the progress made in implementing corrective actions.
 - (e) Promote, in collaboration with other appropriate university officials, effective coordination between the university and the Florida Auditor General, federal auditors, accrediting bodies, and other governmental or oversight bodies.
 - (f) Review and make recommendations, as appropriate, concerning policies and regulations related to the university's programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.

- (g) Communicate to the president and the board of trustees, at least annually, the office's plans and resource requirements, including significant changes, and the impact of resource limitations.
 - (h) Provide training and outreach, to the extent practicable, designed to promote accountability and address topics such as fraud awareness, risk management, controls, and other related subject matter.
 - (i) Coordinate or request audit, financial- and fraud-related compliance, controls, and investigative information or assistance as may be necessary from any university, federal, state, or local government entity.
 - (j) Develop and maintain a quality assurance and improvement program for the office of chief audit executive.
 - (k) Establish policies which articulate the steps for reporting and escalating matters of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
 - (l) Inform the board of trustees when contracting for specific instances of audit or investigative assistance.
- (4) The board of trustees must obtain Board of Governors' approval before outsourcing the chief audit executive's entire audit or investigative function.
- (5) Each board of trustees shall ensure that the university chief audit executive is organizationally independent and objective to perform the responsibilities of the position. The chief audit executive shall:
- (a) Report functionally to the board of trustees and administratively to the president.
 - (b) Report routinely to the board of trustees on matters including significant risk exposures, control issues, fraud risks, governance issues, and other matters requested by the president and the board of trustees.
 - (c) Conduct and report on audits, investigations, and other inquiries free of actual or perceived impairment to the independence of the chief audit executive's office.
 - (d) Have timely access to any records, data, and other information in possession or control of the university including information reported to the university's hotline/helpline.
 - (e) Notify the chair of the board of trustees' audit committee or the president, as appropriate, of any unresolved restriction or barrier imposed by any individual on the scope of an inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry. The chief audit executive shall work with the board of trustees and university management to remedy scope or access limitations. If the university is not able to remedy such limitations, the chief audit executive shall timely notify the Board of Governors, through the OIGC, of any such restriction, barrier, or limitation.

- (6) In carrying out the auditing duties and responsibilities set forth in this regulation, each chief audit executive shall review and evaluate controls necessary to enhance and promote the accountability of the university. The chief audit executive shall perform or supervise audits and prepare reports of their findings, recommendations, and opinions. The scope and assignment of the audits shall be determined by the chief audit executive; however, the president and board of trustees may request the chief audit executive direct, perform, or supervise audit engagements.
- (a) Audit engagements shall be performed in accordance with the *International Professional Practices Framework*, published by the Institute of Internal Auditors, Inc.; the *Government Auditing Standards*, published by the United States Government Accountability Office; and/or the *Information Systems Auditing Standards* published by ISACA. All audit reports shall describe the extent to which standards were followed.
 - (b) At the conclusion of each audit engagement, the chief audit executive shall prepare a report to communicate the audit results and action plans to the board of trustees and university management. A copy of the final audit report will be provided to the Board of Governors consistent with Board of Governors Regulation 1.001(6)(g).
 - (c) The chief audit executive shall monitor the disposition of results communicated to university management and determine whether corrective actions have been effectively implemented or that senior management or the board of trustees, as appropriate, has accepted the risk of not taking corrective action. If, in the chief audit executive's judgment, senior management or the board of trustees has chosen not to take corrective actions to address substantiated instances of waste, fraud, or financial mismanagement, then the chief audit executive shall timely notify the Board of Governors, through the OIGC.
 - (d) The chief audit executive shall develop audit plans based on the results of periodic risk assessments. The plans shall be submitted to the board of trustees for approval. A copy of approved audit plans will be provided to appropriate university management and the Board of Governors.
 - (e) The chief audit executive must develop and maintain a quality assurance and improvement program in accordance with professional audit standards. This program must include an external assessment conducted at least once every five (5) years. The external assessment report and any related improvement plans shall be presented to the board of trustees, with a copy provided to the Board of Governors.
- (7) Each chief audit executive shall initiate, conduct, supervise, or coordinate investigations that fall within the purview of the chief audit executive's office and be designated by their board of trustees as the employee to review statutory whistleblower information and coordinate all activities of the university as required by the Florida Whistle-blower's Act. Investigative assignments shall be performed in

accordance with professional standards issued for the State University System. All final investigative reports shall be submitted to the appropriate action officials, board of trustees, and the Board of Governors if, in the chief audit executive's judgment, the allegations are determined to be significant and credible. Such reports shall be redacted to protect confidential information and the identity of individuals, when provided for by law.

- (8) By September 30th of each year, the chief audit executive shall prepare a report summarizing the activities of the office for the preceding fiscal year. The report shall be provided to the president, board of trustees, and the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 11-3-16.

Date: April 11, 2023
To: New College of Florida Board of Trustees
President Corcoran
From: Alexander G. Tzoumas, Chief Audit Executive / Chief Compliance Officer
Subject: Summary of the Performance Based Funding Data Integrity Audit

In accordance with the June 25, 2020 correspondence received from Board of Governors' Chairman Sydney Kitson, the New College of Florida must perform an annual Data Integrity Audit. The integrity of data provided to the Board of Governors by each State University System institution is critical to the performance-based funding decision-making process. The objective of the independent audit is to:

- 1) Confirm whether the process controls established by the College ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors that support performance funding metrics; and,
- 2) Provide an objective basis of support for the College's President and Board of Trustees' Chairman to sign the representations made in the Performance Based Funding – Data Integrity Certification.

While the directive from Board of Governors' Chairman requires the performance of an annual audit, each respective university's Board of Trustees and Chief Audit Executive may set the audit scope and objectives. Since the previous audits found zero material data reporting exceptions, the Chief Audit Executive, in coordination with the Chairman of the Board of Trustees' Audit and Compliance Committee, Chief Financial Officer, and Board of Governor's Inspector General's Office, determined the objectives of the audit should remain the same as prior years but the scope could be modified such that all ten metrics would be audited every three years on a rotational basis. The scope of the 21-22 audit is detailed in the attached report prepared by Mauldin & Jenkins. Mauldin & Jenkins has performed the independent Performance Based Funding audit for the last five years.

Present Audit Exception

The fiscal year (FY) 21-22 audit procedures performed by Mauldin and Jenkins to assist New College of Florida in determining the completeness, accuracy, and timeliness of Performance Funding Metrics data submission identified zero exceptions.

Previous Audit Exception

The FY20-21 Performance Based Funding Data Integrity Audit identified one exception as detailed below.

Exception

There was one immaterial exception identified in the audit as follows:

We identified seven (7) students who did not have the proper Student Class Level value in Banner. These students had a value of "U" (Upper Division Undergraduate) instead of an "L" (Lower Division Undergraduate).

Management Response

Management provided the following explanation for the cause of the exception and the remediation efforts being made.

In October 2020, our Information Technology programmer inadvertently changed the reporting program of this data element in the Board of Governor (BOG) Student Instruction File (SIF) files, while modifying the reporting program to account for the Registrar's substantial change to the College's transfer credit policy. The change resulted in misclassifying some undergraduate students from “L” (Lower Division Undergraduate) to “U” (Upper Division Undergraduate”). The change did not impact the New College of Florida performance funding reporting numbers. Our Information Technology office has corrected the reporting program since then and we will complete the resubmission of the BOG Student Instruction File (SIF) files for Fall 2020 and Spring 2021 by the end of February, 2022.

The FY 19-20 Performance Based Funding Data Integrity Audit procedures identified zero exceptions.

The FY 18-19 Audit noted one immaterial exception regarding the enrollment process of a Career Seminar and the effect on the calculation of Metric 1. The exception did not impact previous years funding disbursements and the Board of Governors was informed before funds were distributed for that year. The Board of Governors has since revised the calculation of Metric 1 by excluding post graduate enrollment in any SUS courses. The result is that the Career Seminar will no longer be included in the calculation of Metric 1.

Conclusion

Based upon the work performed by Mauldin & Jenkins and the internal process controls confirmed to be in place and operating effectively, I have concluded the processes and procedures used to report the Performance Based Funding Data are functioning in a reliable manner to ensure in all material respects the completeness, accuracy, and timeliness of data submissions and meet Board of Governors’ certification objectives.

Enc: Performance Based Data Integrity Agreed-Upon Procedures Audit dated September 30, 2021 with scope attachment
Performance Based Funding Data Integrity Certification Form
Management’s Representation Letter to Mauldin & Jenkins

**NEW COLLEGE OF FLORIDA
INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING
AGREED-UPON PROCEDURES**

SEPTEMBER 30, 2022

**NEW COLLEGE OF FLORIDA
INDEPENDENT ACCOUNTANT’S REPORT ON APPLYING
AGREED-UPON PROCEDURES**

SEPTEMBER 30, 2022

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Trustees
New College of Florida
Sarasota, Florida 34243

We have performed the procedures enumerated below, which were agreed to by the Board of Trustees of New College of Florida (the "College"), solely to assist the College in determining whether the College has processes established to ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors (the "BOG") which support the Performance Funding Metrics of the College as of September 30, 2022. The College is responsible for all processes and procedures related to the complete, accurate and timely submission of data to the BOG.

New College of Florida has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of the College. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings were as follows:

We reviewed the BOG submissions relating to the Performance Funding Metrics identified and published by the State University System of Florida (the "SUS") specific to the certification. See Attachment I for a listing of the submissions management selected for testing in the current year.

a) Testing of data accuracy.

1. Identify and evaluate data validity controls to ensure that data extracted from the primary systems of record are accurate and complete. This may include review of controls over code used to create the data submission. Review each measure's definition and calculation for the consistency of data submissions with the data definitions and guidance provided by the BOG.
2. As appropriate, select samples from data the College has submitted to the BOG for its Performance Funding Model. Vouch selected data to original source documents (this will most likely include the College's student and financial systems used to capture relevant information).
3. Evaluate the results of the testing and conclude on the completeness and accuracy of the submissions examined.

Procedures Performed

- For each metric and submission file identified, listed in Attachment I, we performed the following procedures for the specific metrics identified in the Performance Funding Metrics published by the SUS:
 - Obtained complete submission file for time period being tested;
 - Selected a sample size of thirty (30) data items, or other representative sample, to test for each file submission and each metric specific to the performance funding testing;
 - Verified data reported in the submission files specific to the metrics identified by the SUS agreed to the source system Banner;
 - Verified the data reported for each metric agreed with the SUDS data dictionary.
- To determine the completeness of the files being submitted, we performed the following procedures:
 - For each term and reported time frame, we obtained a file which was extracted from Banner and compared to submission files extracted by the Institutional Research and Analysis department. For each comparison we identified any person that was on the Banner report that was not in the file submission. We then selected a sample size based on the size of the file and errors returned and verified the student was properly omitted for the specific submission based on the current data definitions. Selected files and corresponding sample sizes are as follows:
 1. All students enrolled were compared to the Student Instruction Files (SIF) submitted. No differences were identified.
 2. All students who received Pell grants were compared to the Student Financial Aid (SFA) files submitted. No differences were identified.
 3. All students who had a degree awarded were compared to the Degrees Awarded (SIFD) files submitted. No differences were identified.

Findings

No exceptions were identified as a result of applying these procedures.

- b) Evaluate the veracity of the College Data Administrator's data submission statements that indicate, "I certify that this file/data represents the position of this College for the term being reported."

1. Interview the College Data Administrator to consider the reasonableness of the various coordination efforts with the Data Administrator's staff, the other Data Custodians' staff, BOG IRM, and other knowledgeable individuals which form the basis for personal and professional satisfaction that data submitted to the BOG is complete, accurate and submitted timely.
2. Inquire how the Data Administrator knows the key controls are in place and operating effectively. If not already done, consider verifying these key controls are in place and adequate to support the Data Administrator's assertions.

Procedures Performed

- Interviewed the following people who have significant responsibility for the data being reported and submitted to the BOG:
 - Director of Institutional Research and Assessment, Office of Institutional Research and Assessment;
 - Director of Administrative Computing, Office of Information Technology;
 - Controller, Business Office;
 - Registrar, Office of the Registrar;
 - Associate Dean of Enrollment Services and Director of Admissions, Office of Admissions and Financial Aid;
 - Director of Financial Aid, Office of Admissions and Financial Aid.
- Verified communication with the Institutional Research and Assessment department is on-going and clear to ensure accurate and timely data submission. Also, verified the Data Administrator understands the key controls specific to the metrics being tested and that they are functioning. This was performed through review of emails, various correspondence between departments, and discussions with each personnel.
- Verified with the Director of Institutional Research and Assessment their communication with the BOG and IRM to ensure data being submitted meets the data definitions. This was performed through review of correspondence and emails.

Findings

No exceptions were identified as a result of applying these procedures.

We were engaged by New College of Florida to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestations standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the processes and procedures for the complete, accurate and timely submission of data to the BOG. Additionally, the specific accuracy of the current year data submissions was not a part of our review. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to this engagement.

This report is intended solely for the information and use of New College of Florida's Board of Trustees and management and is not intended to be and should not be used by anyone other than these specified parties.

Mauldin & Jenkins, LLC

Bradenton, Florida
January 20, 2023

**NEW COLLEGE OF FLORIDA
METRIC RELATED SUBMISSIONS
OCTOBER 1, 2021 THROUGH SEPTEMBER 30, 2022**

ATTACHMENT I

Performance Based Funding Metrics Tested	
3	Cost to the Student Net Tuition and Fees for Resident Undergraduates per 120 Credit Hours
4	Four-Year FTIC Graduation Rate
9a	Two-Year Graduation Rate for FCS Associate in Arts Transfer Student
9b	Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year

For the above metrics, the data elements specific to those metrics were tested in the below submission files.

Submissions Tested				
Due Date	Submission	Term or Year	Rept Time Frame	Sample Tested
10/13/2021	SFA - Student Financial Aid File	Annual 2020	20202021	60
11/12/2021	SIF- Student Instruction File	Summer 2021	202105	1
1/21/2022	SIF - Student Instruction File	Fall 2021	202108	30
2/1/2022	RET - Retention File	Annual 2020	20202021	1
6/15/2022	SIF - Student Instruction File	Spring 2022	202201	30
6/29/2022	SIFD - Degrees Awarded	Spring 2022	202201	30
9/23/2022	SIF- Student Instruction File	Summer 2022	202205	9
N/A ⁽¹⁾	HTD - Hours to Degree	Annual 2021	20202021	30

⁽¹⁾ NCF used to be exempt for the HTD submission and still does not submit a traditional HTD file. The BOG accepts a simplified version of the HTD file from NCF that does not have a due date.



Data Integrity Certification

March 2023

In accordance with Board of Governors Regulation 5.001(8), university presidents and boards of trustees are to review, accept, and use the annual data integrity audit to verify the data submitted for implementing the Performance-based Funding model complies with the data definitions established by the Board of Governors.

Given the importance of submitting accurate and reliable data, boards of trustees for those universities designated as preeminent or emerging preeminent are also asked to review, accept, and use the annual data integrity audit of those metrics to verify the data submitted complies with the data definitions established by the Board of Governors.

Applicable Board of Governors Regulations and Florida Statutes: Regulations 1.001(3)(f), 3.007, and 5.001; Sections 1.001.706, 1001.7065, and 1001.92, Florida Statutes

Instructions: To complete this certification, university presidents and boards of trustees are to review each representation in the section below and confirm compliance by signing in the appropriate spaces provided at the bottom of the form. Should there be an exception to any of the representations, please describe the exception in the space provided.

Once completed and signed, convert the document to a PDF and ensure it is ADA compliant. Then submit it via the Chief Audit Executives Reports System (CAERS) by the close of business on March 1, 2023.

University Name: New College of Florida

Data Integrity Certification Representations:

1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance-based Funding decision-making and Preeminence or Emerging-preeminence Status.
2. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.
3. In accordance with Board of Governors Regulation 3.007, my university provided accurate data to the Board of Governors Office.

Data Integrity Certification, March 2023

4. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors. The due diligence includes performing tests on the file using applications, processes, and data definitions provided by the Board Office. A written explanation of any identified critical errors was included with the file submission.
5. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule.
6. I am responsible for taking timely and appropriate preventive/ corrective actions for deficiencies noted through reviews, audits, and investigations.
7. I recognize that Board of Governors' and statutory requirements for the use of data related to the Performance-based Funding initiative and Preeminence or Emerging-preeminence status consideration will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting data used for these purposes have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating the related metrics.
8. I certify that I agreed to the scope of work for the Performance-based Funding Data Integrity Audit and the Preeminence or Emerging-preeminence Data Integrity Audit (if applicable) conducted by my chief audit executive.
9. In accordance with section 1001.706, Florida Statutes, I certify that the audit conducted verified that the data submitted pursuant to sections 1001.7065 and 1001.92, Florida Statutes [regarding Preeminence and Performance-based Funding, respectively], complies with the data definitions established by the Board of Governors.

Exceptions to Note: None

Data Integrity Certification, March 2023


Data Integrity Certification Representations, Signatures:

I certify that all information provided as part of the Board of Governors Data Integrity Certification for Performance-based Funding and Preeminence or Emerging-preeminence status (if applicable) is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.

Certification:  _____
University President

Date: 1/23/23

I certify that this Board of Governors Data Integrity Certification for Performance-based Funding and Preeminence or Emerging-preeminence status (if applicable) has been approved by the university board of trustees and is true and correct to the best of my knowledge.

Certification:  _____
University Board of Trustees Chair

Date: 1/23/23

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Revised Regulation 3.1002 *Tuition and Fees*

PROPOSED BOARD ACTION

Consider approval of amendments to New College of Florida Regulation 3.1002 *Tuition and Fees*.

BACKGROUND INFORMATION

As Florida's premier honors college, both first year and second year students (freshmen and sophomores) are required to live on campus and purchase a meal plan pursuant to New College of Florida Regulation 6-3002 Residency Requirement.

The Board of Trustees increased meal plan rates for the Fall 2021-22 Fiscal Year. The proposed change to the regulation increases rates by 25%, or from \$1528 to \$1910 per semester. The amount of the increase will be covered for Fiscal Year 23-24 by a one-time meal plan scholarship. ⁱ This increase will allow the College to address 1) Food and labor cost inflation; 2) Improvements to the meal plan. Proposed improvements include, but are not limited to:

- Adding a baker
- Having the Boar's Head be open during the January ISP period
- Adding "Grab and Go" options on the Bayfront campus

This is the 10th and final year of the current contract with Metz Culinary Management, which will require New College to go out to bid for a new vendor or stay with Metz. At this point, the base "All You Care to Eat" Residential Meal Plan, priced at \$1,528 per semester, is by far the lowest in the state. The proposed increase will continue to maintain New College as lowest in the state at \$1910 per semester. Here is a sampling of other Florida school's rates for comparable plans:

Florida Gulf Coast University	\$2,277
University of Florida	\$2,300
Florida State University	\$2,574
Eckerd College	\$3,304
Ringling College	\$3,370

All students must purchase the base meal plan; however, off campus students may satisfy this requirement by choosing the "Commuter 25" block plan. The Declining Balance plan, which is currently used by approximately 35 students, or less than 5% of all students, would be eliminated. The existing and proposed regulatory language is as follows

EXISTING REGULATION LANGUAGE

3.1002 (6) Tuition and Fees

(6) Meal Plan Rates. All meal plan contracts are inclusive of Fall and Spring Terms.

Base Meal Plan	Fall	Spring	Total	ISP
Residential	\$ 1,528	\$ 1,528	\$ 3,056	\$ 486
Commuter 25 Block	\$ 425	\$ 425	\$ 850	
Commuter 50 Block	\$ 600	\$ 600	\$ 1,200	
Commuter 100 Block	\$ 900	\$ 900	\$ 1,800	

Students may increase their buying power above the mandatory base rates through the purchase of supplementary meal plans.

Fees include buying power in the dining hall and sales tax, if applicable

TEXT OF PROPOSED REGULATION AMENDMENT

The full text of the proposed regulation amendment is set out following this notice. ~~Strikethrough~~ indicates deletion; Underline indicates addition.

3-1002 (6) Tuition and Fees Schedule (Strike All Existing, and Replace with)

(6) Meal Plan Rates

The per term Meal Plan Rate for 2023/2024 for residential students shall be \$1,910, with the ISP term rate being \$608. Off campus students are required to purchase either 1) A Commuter Meal Plan or the 2) A Residential Meal Plan. The ISP Meal Plan optional for commuter students, students who have fulfilled all mandatory ISPs, and for students who have been approved for an off-campus ISP.

The President is authorized to approve all meal plan alternative rates, including commuter plans, the stand-alone ISP meal plan rate, employee plans, and visitor plans.

Supporting Documentation Included: Regulation 3.1002

Facilitators/Presenters: Vice President for Finance and Administration, Chris Kinsley

ⁱ The total of all scholarships, including the meal plan scholarship, may not exceed the total cost of attendance.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Revised Regulation 4-2005 *Degree Program Planning and Approval*

PROPOSED BOARD ACTION

Consider approval of amendments to New College of Florida Regulation 4-2005 *Degree Program Planning and Approval*. The amendments align the regulation with BOG Regulation 8.011 *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

BACKGROUND

On June 30, 2022, the Florida Board of Governors amended Regulation 8.011 (*Authorization of New Academic Degree Programs and Other Curricular Offerings*) to include procedures for authorizing certificate programs, program minors, and program concentrations, tracks, and areas of emphasis. Section (7) of this updated BOG Regulation states:

Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7)(a)-(d) of this regulation. Copies of each university's policies or regulations for approving other academic curricular offerings shall be provided to the Board of Governors' office.

The proposed amendments would put us in compliance with this BOG regulation:

- Section (1): A purpose statement was added
- Section (2): Definitions were added to align with definitions from the BOG regulation. As required by the BOG regulation, New College terminology is identified (e.g., program majors are equivalent to Areas of Concentration)
- Section (3): The degree program authorization process was updated to align with BOG Regulation 8.011. One additional step was added in (3)(c): new degree program proposals shall be shared with the Institutional Accreditation Liaison to determine if the program would result in a substantive change. This addition aligns with BOG Regulation 8.011(7).
- Section (4): As required by BOG Regulation 8.011(7), a process for authorizing other academic curricular offerings was added. The process for program majors (AOCs) and certificate programs mirrors the process outlined in Appendix 7 of the Faculty Handbook (*Approval of New Areas of Concentration and Certificate Programs*). An expedited process to authorize minors (secondary fields) or program tracks was added in Section (4)(b).

Supporting Documentation: Regulation 4-2005

Facilitators/Presenters: Dr. Brad Thiessen, Interim Provost

Other Support Documents Available: N/A

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4-2005 Degree Program and Other Curricular Offerings Planning and Approval

(1) This regulation establishes criteria and administrative processes to establish new academic programs and other curricular offerings that are of the highest quality and aligned with the Florida Board of Governors (BOG) and New College of Florida (NCF) strategic plans.

(2) Definitions

(a) Degree program: An organized curriculum leading to a degree in an area of study assigned a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2)(b) of this regulation. Examples of degree programs at NCF include Liberal Arts (CIP 24.0199) and Biological and Physical Sciences (CIP 30.0101).

(b) Program major: An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share core courses with all other majors within the same degree program. These core courses shall not include common prerequisites as defined in Florida Statute 1007.25. Although the program major and degree program names may be identical in some cases, only the degree program shall be assigned a CIP code and included in the SUS Academic Degree Program Inventory. NCF refers to program majors as “Areas of Concentration” (AOCs). Examples of AOCs include Art (offered under the Liberal Arts degree program) and Chemistry (offered under the Biological and Physical Sciences degree program).

(c) Program concentration, Area of Emphasis, Track, or similar curricular offering: Any organized curriculum offered as part of a program major that enhances or complements the degree program in a manner that leads to specific educational or occupational goals. The number of credit hours in a program concentration, area of emphasis, track, or similar curricular offering shall not equal or exceed the number of credit hours established for the program major at the same degree level. Example of tracks at NCF include the Area Studies, Systemic, and Issue tracks within the International & Area Studies AOC (program major) housed within the International/Globalization Studies degree program (CIP 30.2001).

(d) Program minor: Any organized curriculum, independent of the program major, which leads to the completion of specific educational or occupational goals. Program minors are typically optional and may or may not appear on the student’s transcript or credential. NCF refers to program minors as “Secondary Fields.”

(e) College credit certificate program: An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside any degree program. Examples of college credit certificate programs at NCF include the Innovative Digital Media certificate and the Geographic Information Systems certificate.

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(f) Non-college credit certificate: An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.) that leads to specific educational or occupational goals and for which the College awards a certificate or diploma upon completion.

(3) Process for new degree program authorization.

(a) The Provost, in consultation with the faculty, will determine new degree programs to explore for implementation over the period covered by the ~~university~~ College's strategic plan and the ~~university work~~ annual accountability plan. The Provost will choose to direct development of a new academic degree program pre-proposal, which will be submitted for review to the academic program coordination workgroup established by the State University System CAVP (Council of Academic Vice Presidents), pursuant to Florida Board of Governors Regulation 8.004. ~~Proposals to explore implementation of a new degree program can be initiated by either groups of faculty or the Provost. The Provost will determine whether and when to include exploration of new programs in the New College of Florida work plan. Proposals for exploration must be consistent with the Strategic Plan for New College of Florida.~~

(b) Following the review by the CAVP academic program coordination workgroup, the Provost will determine whether and when to include the proposed degree program in the one-year category on the College's annual accountability plan. The Provost will then determine whether to direct the development of a new degree program proposal. The proposal, which adopts the common State University System new degree proposal format, shall address the following criteria:

i. Institutional and State-Level Accountability

1. Program goals are aligned with SUS strategic plan goals, NCF's mission, and NCF's strategic planning goals. Program goals relate to institutional strengths, and the program is consistent with the program list provided in NCF's annual accountability plan.
2. There is a need for more individuals to be educated in the program. Estimate the headcount and full-time equivalent enrollment in the program, and indicate steps to be taken to achieve a diverse student body. Consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program.
3. Identify programs with a substantially similar curriculum at private or public state universities in Florida and investigate the potential impact on those programs. Document any discussions on opportunities for collaboration with the affected university and substantiate the need for duplication. If a program with a substantially similar curriculum exists at a historically black university in the State University System, determine whether the proposed program may adversely affect that university's ability to achieve or maintain student diversity in its existing program.

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4. Provide a complete budget for the program that is comparable in cost to similar existing programs. The budget shall reflect the purpose of the proposal and provide evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.
5. Describe the projected benefit (quantitate and/or qualitative) to the College, local community, and the state of Florida if the program is implemented. Demonstrate efficient use of resources and justification for the investment.

ii. Institutional Readiness

1. Provide evidence that the College has the resources in place or will make the necessary investments to ensure that the proposed program will be of high quality. If appropriate, provide evidence that the proposed program will specifically relate to existing institutional strengths. If program reviews in disciplines pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.
2. Describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies, as well as a strategy for assessing student learning and reviewing academic-workforce alignment to make curricular adjustments as needed. Clearly specify appropriate admissions and graduation criteria. The course of study and required credit hours should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.
3. Demonstrate that sufficient qualified faculty are available to initiate the program based on estimated enrollments and that, if appropriate, there is a commitment to hiring additional faculty in later years. Demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service.
4. Demonstrate that the necessary library volumes and serials; classrooms, teaching laboratories, research laboratories, offices, and any other types of physical spaces; equipment; and appropriate clinical and internship sites shall be available to implement the program. The proposal shall also indicate whether appropriate fellowships, scholarships, and assistantships are in place or if the university has made sufficient plans for their existence when student support is the norm for similar programs in the discipline.

~~(H)~~(c) Proposed new degree programs shall be reviewed by the Vice President for Finance and Administration and the Provost. The proposal shall be shared with the Institutional Accreditation Liaison to determine if the program constitutes a substantive change. The Provost and the Vice President for Finance and Administration ~~Together they will develop a recommendation to the President. The President will determine~~ whether to recommend the new program to the Board of Trustees for approval.

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- ~~(a) If the proposed new program consists of assigning a new CIP code to an existing New College of Florida Area of Concentration, the process can be expedited without the review in (b) below, and with a recommendation from the Provost directly to the President for consideration by the Board of Trustees for final approval.~~
- ~~(b) Except in the case of (a) above, proposals for new degree programs shall demonstrate the following:~~
 - ~~1. The goals of the new degree program are consistent with:~~
 - ~~a. one or more goals of the SUS strategic planning goals;~~
 - ~~b. aligned with the New College mission and strategic planning goals;~~
 - ~~c. relate to New College institutional strengths; and~~
 - ~~d. consistent with the New College of Florida work plan.~~
 - ~~2. There is a need for more students to be educated in the program at the proposed degree level, including:~~
 - ~~a. estimating the headcount of FTE students in the program;~~
 - ~~b. indicating steps to be taken to achieve a diverse student body; and~~
 - ~~c. considering any impact similar programs offered at other post-secondary institutions in Florida may have on the proposed program.~~
 - ~~3. Identifying programs at another university in Florida with a substantially similar curriculum and investigate the potential impact of the new program, including:~~
 - ~~a. discussing the potential for collaboration with the affected university;~~
 - ~~b. substantiating the need for a duplicate program; and~~
 - ~~c. if the duplicate program exists at a historically black university in the SUS, determining whether the proposed program may adversely affect the historically black university's ability to achieve or maintain student diversity in its existing program.~~
 - ~~4. The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs. The budget shall reflect the purpose of the proposal and provide~~

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- ~~evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.~~
- ~~5. The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.~~
 - ~~6. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.~~
 - ~~7. The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality.~~
 - ~~a. The proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths.~~
 - ~~b. If program reviews in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.~~
 - ~~8. The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning.~~
 - ~~a. Admissions and graduation criteria shall be clearly specified and appropriate.~~
 - ~~b. The course of study and credit hours required should include a timeframe consistent with similar programs.~~
 - ~~c. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Board of Governors Regulation 3.006.~~
 - ~~9. The proposal shall demonstrate that sufficient qualified faculty are available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service.~~

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~~10. The proposal shall demonstrate that the necessary library volumes and serials, classroom, teaching laboratory, research laboratory, office and any other type of physical space, equipment, and appropriate clinical and internship sites shall be available to implement the program.~~

~~11. For a graduate level program, the proposal shall indicate whether appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.~~

~~(2)(d) The New College of Florida NCF Board of Trustees will review s the proposed new academic degree program proposal with regard to the criteria outlined in paragraph(3)(b) and its implementation costs, and vote on whether to approve the proposed new academic program.~~

~~(e) Within four weeks of approval of a bachelor's, master's, specialist, or advanced master's degree program by the New College of Florida NCF Board of Trustees, New College shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related Board of Trustees approval documents.~~

~~i. For new degree programs at the undergraduate level, the office of the Board of Governors will assign a CIP code and add the program to the State University System Academic Degree Program Inventory.~~

~~(3)ii. For new degree programs at the master's level, the Board of Governors will consider approval at a regularly scheduled meeting.~~

(4) Process for authorization of other academic curricular offerings

(a) For Program Majors (Area of Concentration), College Credit Certificate Programs, and Non-College Credit Certificate Programs:

i. Faculty who wish to propose a new undergraduate Area of Concentration shall prepare the following documents and submit them to the Provost's Office:

1. An Academic Learning Compact that articulates student learning outcomes

2. A General Catalog description that includes graduation requirements

3. A forward-looking assessment plan

4. A four-year plan of courses and educational activities that align with the learning outcomes and graduate requirements

5. Identification of any new resources the new AOC will need in order to be successful (e.g., faculty, library resources, facilities, equipment, staff support)

ii. The Provost acknowledges receipt of the proposal and forwards it to the Divisions for feedback during Division meetings. This feedback is forwarded to the Educational Policies Committee (EPC).

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iii. The EPC reviews the proposal and considers approval. EPC-approved proposals are then forwarded to the Provost for approval. The Provost then shares the proposal with the Institutional Accreditation Liaison to determine if the new program major represents a substantive change.

(b) For Program Minors or Program Concentrations, Areas of Emphasis, or Tracks

i. Faculty who wish to propose a new minor or program concentration, area of emphasis or track shall submit the following documents to the appropriate Division Chair or Interdisciplinary Program Director:

1. A General Catalog description that includes graduation requirements
2. Identification of any new resources the new AOC will need in order to be successful (e.g., faculty, library resources, facilities, equipment, staff support)

ii. The Division Chair or Interdisciplinary Program Director considers approval and forwards the proposal to the Provost. The Provost then considers approval.

Authority: Article IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulation 8.011

History: Adopted 11-16-13; Revised 02-24-17 (technical amendment); Revised 04-26-23

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Revised Regulation 4-6001 *Institutes and Centers*

PROPOSED BOARD ACTION

Consider approval of amendments to New College of Florida Regulation 4-6001 *Institutes and Centers*. The amendments align the regulation with BOG Regulation 10.015 *Institutes and Centers*.

BACKGROUND

On March 30, 2022, the Florida Board of Governors amended Regulation 10.015 *Institutes and Centers*. The proposed amendments would put us in compliance with this BOG regulation:

Section (1): Definitions were slightly modified to align with the BOG regulation

Section (3)(f): Adds the responsibility for New College to notify the BOG within 30 days of establishing or terminating a university institute or center.

Section (4)(b): Switches the annual reporting deadline from September 30 to December 1, in accordance with the BOG regulation.

Section (4)(c)(4): Adds the requirement to provide an evaluation/review summary to the NCF Board of Trustees and then the BOG within 30 days of that BOT review.

Supporting Documentation: Regulation 4-6001

Facilitators/Presenters: Dr. Brad Thiessen, Interim Provost

Other Support Documents Available: N/A

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4-6001 Institutes and Centers

~~In order to~~ This regulation establishes criteria and guidelines to ensure that institutes and centers implemented at NCF within New College of Florida enhance existing College activities, ~~and~~ are aligned with the goals of the ~~BOG, and are of the highest quality, the following regulations have been established.~~ Florida Board of Governors (BOG).

(1) Definitions. ~~Within the context of these regulations, institutes and centers are defined as follows:~~

- (a) State of Florida Institute or Center. An ~~entity~~ organization with a statewide mission that may include two or more state universities established to coordinate inter-institutional research, service, and teaching across the State University System. ~~Two or more institutions within the State University System may participate in an institute or center, which~~ State of Florida Institutes and Centers must be approved by the BOG. The operational budgets of State of Florida institutes and centers reside within the base budgets of the host institutions; additional budget requests must be reviewed by the Council of Academic Vice Presidents (CAVP). Only those proposals that receive a positive recommendation are carried forward to the BOG for consideration.
- (b) University Institute or Center. An entity that is generally established by NCF ~~at NCF~~ to coordinate institutional research, service, and/or educational/training activities that enhance existing instruction, research, and service. The budget of a university institute or center and any requests for additional funding are wholly within the purview of NCF.
- (c) Exclusions. A number of units within NCF that are excluded from this policy use the term “Institute” or “Center” in their names, but do not meet the definitions in (1)(a) and (1)(b) above. Examples of these units include the Counseling and Wellness Center, the Fitness Center, the Gender and Diversity Center, the Pritzker Marine Biology Research Center, the Quantitative Resource Center, the Writing Resource Center, the Academic Resource Center, and certain other centers.

(2) University Regulations for Institutes and Centers. The New College of Florida Board of Trustees (BOT) has adopted this regulation for establishing, operating, evaluating, reviewing, and disbanding university institutes and centers in accordance with criteria from the BOG. The President of NCF is designated by the ~~Trustees~~ BOT to grant authorization for the development and implementation of university institutes and centers ~~at the College~~. A copy of NCF’s university institute and center policies shall be on file in the BOG’s Office of Academic and Student Affairs.

(3) Establishment of Institutes or Centers

- (a) To establish a State of Florida Institute or Center, the Provost of NCF shall prepare and submit a proposal to the New College BOT for approval. Approved proposals shall be submitted to the BOG’s Office of Academic and Student Affairs.
- ~~(a)~~ 1. The proposal shall specify the purpose of the organization, the need and demand to be a State of Florida institute or center, consistency with the BOG Strategic Plan, and funding resources. The proposal shall also include a draft of the proposed Memorandum of Understanding, which has been ratified by the presidents of all affiliated institutions. The Memorandum of Understanding shall contain, at a minimum:

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- ~~1.~~a. The name of the institute or center;
 - ~~2.~~b. The identification of the host institution and participating institutions;
 - ~~3.~~c. The mission of the institute or center;
 - ~~4.~~d. Guidelines for appointing, funding, supervising, and evaluating the director of the institute or center;
 - ~~5.~~e. The criteria for appointments to the institute or center's advisory board, including terms, roles, authority, and, if known, current numbers;
 - ~~6.~~f. Expectations for the administrative and logistical support for the institute or center, including expectations regarding the reimbursement to the host university for direct costs of administrative services rendered by the university to the institute or center;
 - ~~7.~~g. Procedures at the institutional level for recommending increases/decreases in the appropriation of State funds for the institute or center;
 - ~~8.~~h. Specifications for the processing of contracts and grants, including the percentage of overhead funds to be returned to the institute or center; and
 - ~~9.~~i. Expectations and criteria for the cyclic review of the institute or center and other planning and expectations for its operation.
- (b) After review by ~~the~~ BOG staff, the proposal will be forwarded to the Council of Academic Vice Presidents (CAVP) for approval and recommendation to the Chancellor. The Chancellor then determines whether or not this proposal should be carried forward to the BOG. Any state of Florida institute or center must receive full approval from the BOG prior to implementation to receive State of Florida status.
- (c) University institutes and centers at NCF shall be established in accordance with this regulation. An application for a NCF university institute and center should include the following elements:
1. Concept paper.
 2. Estimated expenditures for the institute/center (staff, facilities, and budget).
 3. Name and qualifications of the proposed institute/center director, ~~his or her disciplinary affiliation, and other College affiliations.~~
 4. Mission of the institute/center.
 5. Identification of the types and qualifications of individuals and/or organizations which might be formally affiliated with the institute/center other than employees of the institute/center.

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6. Identification of the manner in which ~~undergraduate~~ NCF students will benefit from establishment of the institute/center.
7. Identification of the expected outcomes and assessment measures to be used in evaluating the effectiveness of the proposed institute/center.
8. Recommendation from the appropriate Chair, if the focus is disciplinary/divisional, and the Provost, if the focus is at the College level.

(d) The Provost or his/her designee will coordinate review of the proposal and provide the proposal to the Administrative Council and the NCF Faculty for information and comment. If the proposal is deemed to have merit, the Provost will then present the proposal to the President for approval. Following approval by the President, the proposal will be presented to the BOT for approval.

(e) A copy of an approved NCF new university institute or center proposal containing basic descriptive, contact, and fiscal information shall be submitted to the BOG's Office of Academic and Student Affairs. In cases where more than one university is participating, a host university is designated to handle reporting and evaluation of the institute or center.

~~(e)~~(f) NCF is responsible for notifying the BOG office about the establishment or termination of any university institute and center within 30 days of such action.

(4) Institute and Center Reporting Requirements

(a) The BOG's Office of Academic and Student Affairs shall ~~provide~~ maintain an online ~~Institute and Center Reporting database~~, which will also serve as the official inventory of approved State University System Institutes and Centers.

~~(b) Initial Reporting. Upon receipt of notification that a record has been created for the institute or center in the Institute and Center Reporting database, NCF shall enter descriptive and budgetary information in accordance with instructions provided by the Office of Academic and Student Affairs.~~

~~(e)~~(b) Annual Reporting. No later than ~~September 30~~ December 1 of each year, ~~actual and estimated expenditure and position data~~ information shall be entered in the database for the fiscal year running from July 1 of the previous year to June 30 of the current year, in accordance with instructions provided by provided to the BOG's Office of Academic and Student Affairs. Prior to submission to the Office of Academic and Student Affairs, all annual reporting information must be approved by the NCF BOT ~~of NCF or their designee~~.

~~(d)~~(c) Evaluation/Review. Copies of all evaluation/review information shall be submitted to the BOG's Office of Academic and Student Affairs.

1. State of Florida institutes and centers shall be reviewed based on criteria and procedures established below and within the Memorandum of Understanding. External consultants may be used in the review process. At a minimum, each State of Florida institute or center shall be

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reviewed every five years by the host institution. A copy of the review will be provided to the Council of Academic Vice Presidents to inform any related budget recommendations.

2. NCF university institutes and centers ~~shall undergo a formal review~~ must be reviewed at least every seven years.
3. At a minimum, all evaluations/reviews shall include:
 - a. A determination of the institute or center's progress toward defined goals and objectives within the context of the institute or center's mission, the participating university missions, and the current BOG's Strategic Plan;
 - b. An assessment of the return on investment of State dollars, if applicable;
 - c. The need for continuation of the institute or center;
 - d. Possible changes in mission or organizational structure;
 - e. Budget reduction or expansion;
 - f. Recommendations for change of classification (State of Florida, ~~Infrastructural~~, or University institute or center), if applicable; and
 - g. Recommendations for status change (active, inactive, terminated), if applicable.
4. Upon completion, a summary of the evaluation/review must be provided to the NCF BOT with a certification that the evaluation/review contained all the required components. A copy of the summary must be submitted to the BOG office within 30 days after the NCF BOT review.

- (5) Disbanding an Institute or Center. University institutes and centers at NCF shall be disbanded at the request of NCF; and, in the case where the College is the host university, with the agreement of participating universities. State of Florida institutes and centers shall be disbanded at the recommendation of the Council of Academic Vice Presidents and upon the approval of the BOG. When an institute or center is disbanded, the host university shall notify the BOG's Office of Academic and Student Affairs.
- (6) If a disbanded institute or center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

Authority: Article IX, Sec. 7, Fla. Constitution; Fla. Stat. Chapter 1004; Fla. Board of Governors Regulations 1.001 and 10.015

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History: Adopted 05-13-06; Revised and renumbered 11-07-09; Revised 03-11-17 (technical amendment); Revised 04-26-23

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Informational Report: Alternative Admissions Option (No Board Action Required)

BACKGROUND

Revisions made to NCF Regulation 5-1002 on April 20, 2021 include an annual reporting requirement to the Board of Trustees for those students admitted under the “alternative admissions option”. The “alternative admissions option” is an option for admission of an applicant who does not fully meet minimum admissions requirements but who has special attributes, special talents, or unique circumstances that may contribute to a representative and diverse student body. Up to 15% of the College’s first-time-in-college students may be admitted in this way (as “profile admits”) each year. In accordance with 5-1002(5b) the Office of the Provost will coordinate additional advising resources to support students who are “profile admits” and report on their progress (retention and graduation rates) annually, compared to the entire student body.

Supporting Documentation Included:

- BOT Profile Admit Report
- Profile Admit Data

Informational Update Report on FTIC Profile Admit Students

(Prepared by the Office of the Provost, April 2023)

An FTIC profile admit is a student who is admitted to New College without having fully met minimum admissions requirements. According to Regulation 5-1002 on Undergraduate Admissions, the Office of Admissions may admit an applicant who does not fully meet minimum admission requirements but who has special attributes, special talents or unique circumstances that may contribute to a representative and diverse student body, when the applicant can reasonably be expected to do satisfactory work at NCF. In April 2021, additional language was added to Regulation 5-1002

(5) Substitution, Modification or Waiver of Admissions Requirements (a) “up to 15% of the College's first-time-in-college students may be admitted in this way each year.”

Analysis of data from Admissions and Institutional Research show that we are in compliance with this requirement:

- From Fall 2017-Fall 2022, only 2-8% of FTIC students were profile admitted (Table 1).
- Table 2 shows that of the profile admitted applicants only 18-22% enrolled at New College in the last two years.

Section 5b of the same regulation states that the “Office of the Provost will coordinate additional advising resources to support students who did not fully meet minimum admission requirements, and report on their progress annually to the Board of Trustees. The report will detail the retention and graduation rates for these students as compared to the entire student body.”

Data in Table 3 from Admissions and Institutional Research show the following:

- Given the small number of profile admit students in each entering year, yearly variations in retention and four-year graduation rates are much greater among this population than among the larger populations of non-profile admit students.
- Summing data from the last 12 years, the FTIC profile admit students have a lower first-year retention rate (65%) compared to non-profile admit students (82%).
- Summing data for FTIC students entering from Fall 2010 through Fall 2018, the four-year graduation rate is lower for profile admit students (40%) than for non-profile admit students (56%).

Student Support Strategies

1. Notification

At the start of each semester, the Office of Enrollment Management notifies the Provost's Office (Dean of Studies) of the profile admitted students. This list includes student names and admissions exceptions.

2. Intervention

The Dean of Studies reviews the list and contacts the faculty advisors with specific recommendations to support student success. These recommendations include working with the students to ensure that students are:

- Enrolled in a Set Sail first-year seminar.

- Connected with supportive resources specific to their profile exception including but not limited to the Writing Resource Center, Quantitative Resource Center, and Student Success Center.
- Enrolled in a language course (if missing the state-required world language requirement), or a plan to complete the language requirement is discussed with student and advisor.
- Enrolled in a math course (if missing the math requirement). Recently, several supportive math courses have been added to the schedule including “To Infinity and Beyond” and “Set Sail: Mathematical Thinking: Puzzles, Problems and Exploration.”

3. Continued Campus Connection and Tracking

- The Office of Enrollment Management continues to track profile admits and communicates with students who have missing requirement.
- The Dean of Studies continues to work with students each semester and provides additional supportive measures including Academic Success tutorials, group support sessions offered by the CWC, and specific academic courses.
- Development of the Academic Support Referral system (ASR) connects all students (regardless of admission status) with student success coaches and specific academic supports (including, coaching, tutoring, and additional faculty support).

Our goal for profile admits is that they are retained, supported, and eligible to graduate at the same rate as non-profile admits. Recent improvements in student support programs and targeted course development as well as new FTIC programming will help these students achieve this goal.

New College of Florida
Academic Year 2022-2023
FTIC Profile Admit Students Retention and Graduation Rates Report

Table 1. Percent of FTIC Profile Admit Students

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
FTIC Entering Cohort	199	192	147	156	160	188
FTIC Profile Admit Students	4	11	11	12	11	12
% FTIC Profile Admit Students	2%	6%	7%	8%	7%	6%

Table 2. Percent of FTIC Profile Admitted Applicants Enrolled at New College of Florida

Term	Total FTIC Profile Admitted Applicants	Total FTIC Profile Admitted and Enrolled Students	% FTIC Profile Admit Applicants Enrolled at NCF
Fall 2013	33	5	15%
Fall 2014	28	7	25%
Fall 2015	16	3	19%
Fall 2016	37	3	8%
Fall 2017	16	4	25%
Fall 2018	18	11	61%
Fall 2019	66	11	17%
Fall 2020	67	12	18%
Fall 2021	52	11	21%
Fall 2022	54	12	22%

Table 3. FTIC Profile Admitted Students First-Year Retention and Four-Year Graduation Rates

Entering Term	FTIC Profile Admit Students							FTIC Non-Profile Admit Students						
	Entering Cohort	Retained in the Spring Term	Fall to Spring Retention Rate	Retained in First Year	First-Year Retention Rate	Grad. in Four Years	Four-Year Grad. Rate	Entering Cohort	Retained in the Spring Term	Fall to Spring Retention Rate	Retained in First Year	First-Year Retention Rate	Grad. in Four Years	Four-Year Grad. Rate
Fall 2010	1	1	100%	0	0%	0	0%	182	171	94%	158	87%	98	54%
Fall 2011	4	4	100%	3	75%	1	25%	233	215	92%	193	83%	134	58%
Fall 2012	7	7	100%	6	86%	4	57%	216	202	94%	175	81%	113	52%
Fall 2013	5	4	80%	5	100%	2	40%	217	199	92%	173	80%	117	54%
Fall 2014	7	6	86%	6	86%	4	57%	228	218	96%	185	81%	127	56%
Fall 2015	3	3	100%	3	100%	2	67%	258	243	94%	217	84%	149	58%
Fall 2016	3	2	67%	1	33%	0	0%	227	211	93%	180	79%	124	55%
Fall 2017	4	3	75%	3	75%	3	75%	195	178	91%	148	76%	107	55%
Fall 2018	11	9	82%	7	64%	2	18%	181	168	93%	158	87%	110	61%
Fall 2019	11	8	73%	4	36%		N/A	136	125	92%	114	84%		N/A
Fall 2020	12	9	75%	8	67%		N/A	144	131	91%	115	80%		N/A
Fall 2021	11	7	64%	5	45%		N/A	149	136	91%	115	77%		N/A
Fall 2022	12	12	100%		N/A		N/A	176	162	92%		N/A		N/A
Grand Total	91	75	82%	51	65%	18	40%	2,542	2,359	93%	1,931	82%	1,079	56%

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2022

SUBJECT: 2023 Accountability Plan

PROPOSED BOARD ACTION

Consider approval of New College of Florida's 2023 Accountability Plan to be submitted to the Board of Governors by May 1, 2023. The Accountability Plan will be presented at the June meeting of the Board of Governors.

Authorize the President to make necessary grammatical and formatting adjustments to the Accountability Plan prior to submission.

BACKGROUND

In accordance with Florida Statute 1001.706 and Board Regulation 2.002, New College of Florida's 2023 Accountability Plan outlines the College's top priorities and strategic directions, and reports performance on previously approved institutional and system goals. The layout for the 2023 Accountability Plan is largely the same as the 2022 template, with a few notable changes that are listed below.

- (1) A new narrative section has been added to capture institution's specific endorsement of the Board of Governors' Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community.
- (2) PBF#1: Percent of Bachelor's Graduates Enrolled or Employed wage threshold changed from \$30,000 to \$40,000.
- (3) PBF#3: Average Cost to the Student will be reported in two ways this year – as PBF3.1 and PBF3.2 where PBF3.1 uses the same historical methodology while PBF3.2 uses the same method except it excludes federal emergency funds. Having this data in the 2023 plans will enable us to make a smooth transition off of these federal emergency funds in the 2024 plans.
- (4) PBF#9A: FCS AA Transfer Graduation Rate has changed from a two-year to a three-year measure.

Supporting Documentation Included: 2023 Accountability Plan
Facilitators/Presenters: Interim Provost Brad Thiessen
Other Support Documents Available: N/A

2023

ACCOUNTABILITY PLAN

NEW COLLEGE OF FLORIDA

Draft 4/26/23





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



STRATEGY

Mission Statement

New College of Florida enrolls intellectually ambitious and talented students and, through unfettered intellectual inquiry and debate, provides them with a traditional liberal arts education. This education is strategically designed to allow students to examine what it means to be a human with all the beauty and challenges that this entails. This objective purposefully includes, but is not limited to, that employers competitively recruit them for their abilities in both hard and soft skills immediately upon graduation. Through their education at New College, students will build upon their innate talents and abilities as humans to be creative, analytical, knowledgeable, forward- thinking, curious, humble, and empathetic.

New College of Florida promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.



Statement of Strategy

To be the number one liberal arts college in the nation we must move quickly and strategically. To realize our full potential as a national leader, New College of Florida will implement the following strategies:

1. Enrollment Growth

Students. Students. Students.

Our historical enrollment is unacceptable. We currently sit at 691 and have never been beyond 875. Our historical freshman enrollment hovers around 200. This will change.

2. Increase Funding

Money. Money. Money.

New College has not excelled at raising funds publicly or privately. This too will change. Successful fundraising allows us to rebuild to excellence, to recruit students, and to recruit faculty.

3. Add world-class faculty

New College should expand its faculty. While it has many excellent members on staff, this can be added to through intentional and sustained recruitment.

4. Strengthen quality and reputation of academic programs.

New College needs to have a defined curriculum that is crafted to achieve the aim of the liberal arts education: to teach students how to think. Students who graduate from New College should immediately be recognizable to employers as having the hard and soft skillsets needed to enhance their organizations. To do this, the college course progression should intentionally build students' abilities to think critically on any issue, as well as understand the challenges and the beauty that inherently result from being human.

The course progression should not be so broad as to be meaningless, a chaotic hodgepodge of courses that are unrelated in a strategic way to accomplishing these aims. New College will work to bring its programs and course offerings into alignment with its mission and goals.

5. Be a beacon for free speech to the nation.

New College aims to serve as a beacon of free speech, free inquiry, and free debate in Florida and beyond.

First, New College will ensure that it follows the Chicago Principles, adopted by the State University System in Florida in 2019, because "without a vibrant commitment to free and open inquiry, a university ceases to be a university." Second, New College will institute a segment of the required freshman orientation segment which addresses the importance of free speech and inquiry at New College. Third, New College will host symposiums with nationally recognized speakers on topics relating to the status of free speech nationally and around the world.

6. Uniquely prepare our students to conquer the world.

New College embraces the power of relationships and community. At a time when more and more universities move large numbers of students through classes without any real opportunity for 1:1 faculty engagement, New College has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. It is crucial that New College students engage with the community through coursework, internships, independent studies, and senior thesis projects. These relationships are the building blocks that strengthen our academic experience for a student at New College.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

As Florida's designated honors college, New College of Florida provides an affordable, high-quality educational experience that consistently ranks among the top public liberal arts and sciences colleges in the nation. To fully realize our potential, we must address serious challenges:

- (1) Attracting students. To do this, New College needs to improve its academic offerings, marketing, infrastructure, co-curriculars, extracurriculars, student life, and food options.
- (2) Improving infrastructure. New College must improve its infrastructure by adding additional buildings, as well as renovating existing buildings. Inadequate residence halls, aging academic spaces, and growing deferred maintenance make it difficult to recruit top students and faculty. Our technological infrastructure also fails to meet the expectations of students and employees.
- (3) Improving student life. New College has not historically provided a strong student life experience outside of the classroom. To meet student expectations, we must add an athletics program, improve the residential experience, ensure quality of food program and add more food options, and provide campus events that enhance the college experience.

The investment from the Legislature affords us the opportunity to address these challenges and position New College of Florida as the number one Liberal Arts Honors College in the nation.



Three Key Initiatives & Investments

To increase student enrollment, retention, graduation rates, and post-graduation success, New College of Florida is investing in growing students in the following:

(1) Increasing scholarships

Increasing FTIC and transfers through new articulation agreements and enhanced financial aid packages.

(2) Improving student experience

The waterfront site and historical buildings provide New College with one of the most beautiful geographical locations for a college in the nation. Students will be drawn to this with addition of amenities that enhance the students' quality of life, including housing updates, improving food quality and availability, and a new investment in athletics.

(3) Becoming the top liberal-arts college in the nation

First, New College will be a traditional liberal arts college in that it purposefully prepares students to think about the human condition through the reading the greatest writers throughout history that have struggled to define this condition and answer its challenges. We aim for students to live an examined life. This is the foundation for preparing an educated person to go out into the world and wrestle with the issues that will face him or her in their personal and professional lives.

Second, New College will use this foundation to ensure that every student graduates with the ability to do something of value, as measured by their own personal goals, as well as wages. Courses that aim to provide these skills will go beyond the technical content in order to teach mindsets, not merely skillsets, so that students are prepared for a rapidly changing world, including the advancement of AI. With these two goals, we are creating a curriculum scope and sequence.

Third, we are recruiting, hiring, training, and investing in the development of world-class faculty that are in alignment with these aims.

No other college or university in the country has implemented such a forward-thinking program, combining the best of the past and the promise of the future, and the uniqueness and marketability of its graduates will draw students to its program.

(4) Infrastructure.

Beyond taking care of some deferred maintenance, we are investing in top-notch facilities — residence halls and academic/mixed-use spaces — and best-in-class technology. Our goal is for the appearance and usefulness of our physical campus to match the quality of our academic program.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Academic Contract System and Block Tuition Model

New College of Florida's block tuition academic contract system — a system that charges full-time students the same tuition regardless of how many credit hours they attempt — incentivizes students to complete their degrees within four years. The effectiveness of this system is evidenced by:

- 86% of degrees awarded without excess hours
- 80% of resident undergraduate students completing at least 15 credit hours in Fall 2021
- An average net cost of -\$8,360 (-\$14,510 including federal emergency funds) for a bachelor's degree (tuition, fees, books, and supplies)

Actions Taken in 2022-23

To further improve graduation rates, New College of Florida implemented its Student Success Plan initiatives:

- (1) We started conferring degrees in January and August. This allows students who complete their degree requirements in Fall or Summer to earn their degrees in a timely manner.
- (2) We awarded \$200,000 in retention and completion scholarships to resolve short-term financial hardships before they became barriers to a student's ability to graduate on-time. Every student who received a completion scholarship in Fall 2022 graduated, demonstrating a tremendous return on investment. Furthermore, 37 of 38 students receiving retention scholarships in Fall 2022 were retained into Spring 2023.
- (3) We opened a One-Stop Shop with staff from the Offices of the Registrar, Finance, and Financial Aid to quickly resolve student concerns and improve quality service.



STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

Student Achievements

- Third-year student Michael Bolesh was selected as a Boren scholar, joining the French component of the African Flagship Language Initiative (AFLI) to study in Dakar.
- Since 2005, NCF has produced 26 NSF Graduate Research Fellowship awardees and 9 honorable mentions. This year, three students were recognized for this prestigious five-year award for STEM graduate studies:
 - Corinne Laughrey: Physics and Astronomy - Astronomy and Astrophysics
 - Mason Tedeschi: STEM Education and Learning Research - Science Education
 - Elizabeth White: Life Sciences - Evolutionary Biology (Honorable Mention)
- Three students presented research at the 2023 NCUR (National Conference on Undergraduate Research):
 - Francis FernandezGarcia - "Indigenous Representation in International Organizations: How Arctic Indigenous Peoples Cooperate to Address Climate Change"
 - Qadira Locke - "Women's Fashion and Sumptuary Laws in the Joseon Dynasty Korea (1392-1897)"
 - Sydney Haas - "The Measurement of Nitrates and Phosphates in the Sarasota Bay"

Faculty Achievements

- Jayne Gardiner (Biology and Director of NCF's Pritzker Marine Biology Research Center) was named a rotating program director for the Biological Oceanography Program of the National Science Foundation.
- Xia Shi (History and International Studies) earned a Fulbright award to carry out research in Taiwan for her next book *Concubines in Public: Embodied Subjects and the Politics of the Private in Republican China*.
- Robert Zamsky (English) earned the 2020 Elizabeth Agee Award in American Literature for his forthcoming book, *Orphic Bend: Music and Innovative Poetics*.
- Yidong Gong (Anthropology and International & Area Studies) earned one of fifteen Luce/ACLS Early Career Fellowships in China Studies for a book project offering an analysis of medicine from China in South Sudan.

Program Achievements

- NCF's Applied Data Science program ranked #25 on Fortune Magazine's list of best data science programs.
- NCF's one-stop shop, the START Center, was recognized with the Distinction Award for Student Experience at the Transact 360 Conference.
- The Society for Analytical Chemists of Pittsburgh awarded NCF's chemistry program an Undergraduate Analytical Research Program Grant for red tide research.
- The Chronicle of Higher Education highlighted NCF's innovative career preparation program in a report entitled *New Pathways from College to Career*.

Institutional Achievements

- New College of Florida maintained its status as a top-ranked liberal arts college:
 - #5 among public liberal arts colleges (U.S. News & World Report)
 - Also #40 most innovative, #49 best value, and #52 in social mobility
 - #4 among public liberal arts colleges (Washington Monthly)
 - #29 best value public college (Princeton Review)
 - Also #3 for making an impact, #7 in financial aid, and #7 best alumni network
 - Top 10 best buy public college (Fiske Guide)



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 9a: FCS AA Transfer Three-Year Graduation Rate

Although we project a second consecutive year of improvement to our annual three-year graduation rate for FCS AA transfers in 2023-24, we're likely to see a decline in the rolling three-year average of these graduation rates. The use of a rolling three-year average distorts our actual performance and is likely to again cost us improvement points on this metric.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	52.3	50.4	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	52	54	56	58	60

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from \$30,000 to \$40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

2. Median Wages of Bachelor's Graduates Employed Full-time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	25,900	29,700	36,500	32,400	34,900	.	.	.	.	.
APPROVED GOALS	27,400	28,000	31,000	36,000	37,000	38,000	39,000	40,000	41,000	.
PROPOSED GOALS	.	.	.	.	.	38,000	39,000	40,000	41,000	42,000

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	-1,060	-1,340	-2,120	-4,500	-14,510	.	.	.	.	.
APPROVED GOALS	6,750	6,000	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

2023 ACCOUNTABILITY PLAN

NEW COLLEGE OF FLORIDA

Draft 4/26/2023



3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	-1,060	-1,340	-560	-1,330	-8,360	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

PERFORMANCE-BASED FUNDING METRICS (cont.)

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	55.7	57.9	53.9	55.3	58.3	.	.	.	.	.
APPROVED GOALS	55	57.5	60	54.8	57	59	62	66	67	.
PROPOSED GOALS	.	.	.	.	.	59	62	66	67	68

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	75.9	85.9	80.3	78.8	75.0	.	.	.	.	.
APPROVED GOALS	80	80	82	80	82	84	85	86	87	.
PROPOSED GOALS	.	.	.	.	.	84	85	86	87	88

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	48.0	52.6	57.9	46.2	50.6	.	.	.	.	.
APPROVED GOALS	51	50	52	43.7	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	33.3	31.7	28.4	30.4	30.0	.	.	.	.	.
APPROVED GOALS	30	31	32	30	31	32	33	34	35	.
PROPOSED GOALS	.	.	.	.	.	32	33	34	35	36



PERFORMANCE-BASED FUNDING METRICS (cont.)

8. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	60.0	36.1	38.6	46.8	55.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	55	56	57	58	59

Note: In November 2022, the Board's Budget and Finance Committee approved a change to this metric to replace the high school class rank of newly admitted FTIC students with high school grade point average.

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2015-18*	2016-19*	2017-20*	2018-21*	2019-22*	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	64.3	67.4	75.6	67.5	58.1	.	.	.	.	.
APPROVED GOALS	.	.	.	66	62	64	66	68	70	.
PROPOSED GOALS	.	.	.	.	.	64	66	68	70	71

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate. An asterisk is shown where a three-year rolling average has been used until cohort reaches at least 25 for three consecutive cohorts.

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	60.0	62.1	60.6	65.2	57.4	.	.	.	.	.
APPROVED GOALS	.	.	.	68.4	55	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	60	62	64	65	66

10. BOT Choice: Percent of FTIC Graduates Completing 3+ High-Impact Practices

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	57.9	65.7	86.2	93.1	93.0	.	.	.	.	.
APPROVED GOALS	55	55	59	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90



KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	5	4	4	4	4	.	.	.	.	.
APPROVED GOALS	5	5	5	4	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	37	22	25	21	29	.	.	.	.	.
APPROVED GOALS	41	40	30	25	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3.9	3.9	3.8	3.9	4.0	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.8	3.8	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	83	87	82	82	86	.	.	.	.	.
APPROVED GOALS	83	83	84	80	82	83	84	85	86	.
PROPOSED GOALS	.	.	.	.	.	83	84	85	86	87



KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	60	64	64	66	63	.	.	.	.	.
APPROVED GOALS	60.5	62	64	66	59	60	65	70	71	.
PROPOSED GOALS	.	.	.	.	.	60	65	70	71	72

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18*	2017-19*	2018-20*	2019-21*	2020-22*	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	26	29	25	23	21	.	.	.	.	.
APPROVED GOALS	.	.	.	22	24	27	33	40	50	.
PROPOSED GOALS	.	.	.	.	.	27	33	40	50	55

Note: An asterisk is shown where a three-year rolling average has been used until cohort reaches at least 25 for three consecutive cohorts.

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	51	55	47	54	50	.	.	.	.	.
APPROVED GOALS	.	.	60	50	50	55	60	62	64	.
PROPOSED GOALS	.	.	.	.	.	51	53	55	57	59

8. Bachelor's Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	177	213	183	158	156	.	.	.	.	.
APPROVED GOALS	180	190	200	158	160	150	150	170	175	.
PROPOSED GOALS	.	.	.	.	.	139	140	150	175	190

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7	16	9	12	16	.	.	.	.	.
APPROVED GOALS	7	15	10	12	16	8	12	20	25	.
PROPOSED GOALS	.	.	.	.	.	7	8	10	20	30



KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	20	13	22	15	26	.	.	.	.	.
APPROVED GOALS	22	22	20	15	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	19	27	28	29	30

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	3	3	5	6	5	.	.	.	.	.
APPROVED GOALS	1	2	2	4	4	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5	5

12. Percent of Bachelor's Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	40	38	46	38	42	.	.	.	.	.
APPROVED GOALS	41	42	43	37	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	39	40	41	42	43

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

14. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

15. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	0	0	0	0	N/A	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

16. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	.
PROPOSED GOALS	100	100	100	100	100

17. Total Research Expenditures (\$Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	875	962	999	960	1,252	.	.	.	.	.
APPROVED GOALS	1,100	1,300	1,000	970	1,000	1,100	1,150	1,200	1,250	.
PROPOSED GOALS	.	.	.	.	.	1,250	1,300	1,350	1,400	1,450

18. Research Expenditures from External Sources (\$Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	492	606	455	495	855	.	.	.	.	.
APPROVED GOALS	.	.	615	430	550	625	700	800	850	.
PROPOSED GOALS	.	.	.	.	.	800	850	900	950	1,000



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

20. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	808	703	646	633	671	.	.	.	.	.
APPROVED GOALS	860	825	710	592	610	630	660	710	750	.
PROPOSED GOALS	.	.	.	.	.	660	680	725	780	880
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	29	24	29	27	20	.	.	.	.	.
APPROVED GOALS	30	35	32	28	20	35	40	40	50	.
PROPOSED GOALS	.	.	.	.	.	20	30	40	50	50

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	197	150	159	165	193	195	200	235	270	320
FTIC: Returning	496	457	389	368	346	350	350	350	360	400
Transfer: FCS w/ AA	41	30	36	35	39	40	50	55	60	65
Other Undergraduates	74	64	58	61	86	70	75	80	85	90
Post-Baccalaureates	0	2	4	4	7	5	5	5	5	5
Subtotal	808	703	646	633	671	660	680	725	780	880
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	29	24	29	27	20	20	30	40	50	50
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
Subtotal	29	24	29	27	20	20	30	40	50	50
TOTAL	837	727	675	660	691	680	710	765	830	930

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	82	86	82	79	80	.	.	.	.	.
APPROVED GOALS	.	83	84	85	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	227	233	147	167	164	203	205	210	247	284	336
UPPER	710	646	617	543	521	526	511	528	539	561	616
GRAD 1	21	20	18	22	18	14	14	21	29	36	36
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	957	899	782	732	703	743	730	759	815	881	988

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	0	0	0	44	3	5	5	5	5	5
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	21	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	31	0	0	0	0	0	0
Classroom (0-49%)	100	100	100	5	97	95	95	95	95	95
GRADUATE										
All Distance (100%)	0	0	0	25	22	25	25	30	30	35
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	25	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	18	0	0	0	0	0	0
Classroom (0-49%)	100	100	100	32	78	75	75	70	70	65

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
(none)						

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
(none)						



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours: This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis: This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant: This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a: Graduate Degrees within Programs of Strategic Emphasis: This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10. FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10. FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10. UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10. UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-10. USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School Class: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.



DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (summer, fall, spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.



DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.



DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



STATE UNIVERSITY SYSTEM OF FLORIDA



NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 26, 2023

SUBJECT: Changing institutional accreditors

PROPOSED BOARD ACTION

Direct New College of Florida staff to begin this summer with the process to switch institutional accreditors from SACSCOC (the Southern Association of Colleges and Schools Commission on Colleges) to the HLC (Higher Learning Commission).

BACKGROUND

Florida Statute 1008.47 allows Florida public colleges and universities to switch from SACSCOC to a new institutional accreditor following their next reaffirmation or fifth-year review.

If we follow this default timeline, New College of Florida will begin the process after its fifth-year review in 2026. Because the process to switch accreditors takes time, waiting this long means that we will apply for initial accreditation with a new accreditor at the same time as we prepare a full decennial SACSCOC reaffirmation review (due 2030).

An accelerated timeline will benefit New College of Florida. Beginning the process in Summer 2023 will allow us the opportunity to complete the switch to a new accreditor before we reach the next SACSCOC decennial review cycle.

In addition to directing the timing of this process, the Board is also being asked to approve which of the five BOG-recommended institutional accreditors New College of Florida will apply to for initial accreditation. Based on a systemwide review of accreditation standards, an analysis of mission fit, and a careful evaluation of which potential new accreditor will strengthen institutional quality through rigorous oversight, we recommend New College of Florida apply to the Higher Learning Commission.

If approved by the Board of Trustees, New College of Florida will provide information to the U.S. Department of Education to seek approval to apply to the Higher Learning Commission.

Supporting Documentation Included: Accreditation overview document

Facilitators/Presenters: Dr. Brad Thiessen, Interim Provost

Other Support Documents Available: N/A

Overview

Accreditation: A peer-review process intended to promote quality & ensure continuous improvement.

Accredited institutions may distribute **federal financial aid**.

Historically, **six regional accreditors** served specific regions.

New College of Florida is accredited by **SACSCOC**.

1967 = initial accreditation

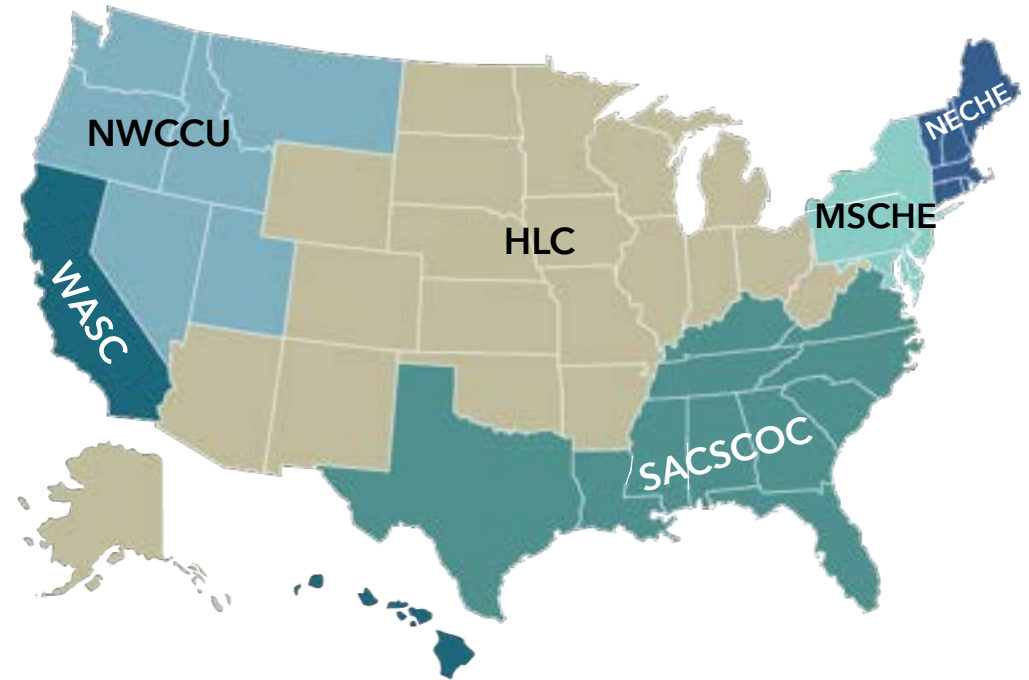
2004 = initial accreditation as standalone public

2021 = most recent reaffirmation

Upcoming SACSCOC milestones:

2025-26 = Fifth-year review

2030-31 = Decennial reaffirmation review



Florida public colleges and universities must switch accreditors

As of July 2020, the USDOE recognized the six regional accreditors (plus other national accreditors) as “**institutional**” accreditors. These institutional accreditors can accredit institutions **outside their traditional regional boundaries**.

Florida Statute 1008.47 requires Florida public colleges and universities to **switch from SACSCOC to a new institutional accreditor**.

Schools must switch accreditors **following their next reaffirmation or fifth-year review date**.

The law will sunset on December 31, 2032.

This means New College of Florida must begin the process to switch accreditors following our 2026 fifth-year review.

We are free to choose any institutional accreditor recognized by the USDOE and vetted by the Florida Board of Governors.

The Florida Board of Governors has identified the six (formerly regional) accreditors as being most appropriate for SUS schools.

We must determine:

- (1) **Which institutional accreditor** do we voluntarily choose for initial accreditation application.
- (2) **When we will begin the process** to switch to that new institutional accreditor.

(1) Which institutional accreditor do we voluntarily choose for initial accreditation application?

The following table compares the six institutional accreditors on a variety of characteristics that will impact New College of Florida:

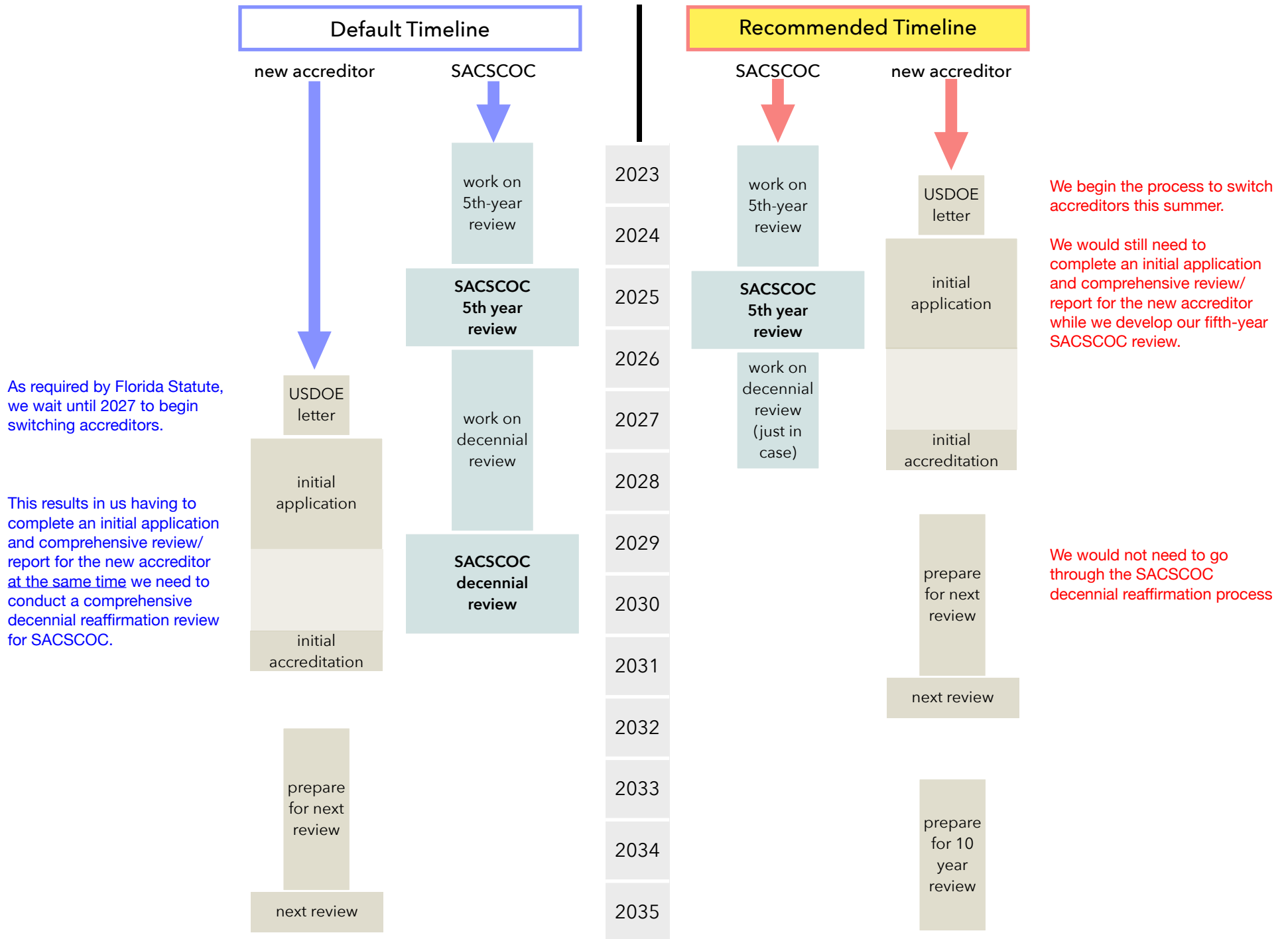
	SACSCOC	HLC	MSCHE	NECHE	NWCCU	WSCUC
% of ranked public liberal arts schools	22%	30%	39%	9%	0%	0%
% of small liberal arts schools	14%	31%	29%	5%	5%	17%
% of COPLAC (public liberal arts) schools	33%	30%	13%	17%	3%	3%
Public university representation on executive council	15%	50%	25%	0%	14%	44%
Time to transition (in months)	–	<18	23-30	8	12-24	18
Time until next review (in years)	5	4	<8	5	3	6
Full accreditation cycle (in years)	10	10	8	10	7	6, 8, 10
Start-up fees	N/A	\$23k	\$35k	\$19k	\$21k	\$31.5k
Monitoring / reaffirmation fees	\$7,000	\$0	\$11k	\$28k	\$18k	\$26k
Total fees (one reaffirmation cycle)	\$110k	\$73k	\$150k	\$200k	\$172k	\$187.5k

HLC, the Higher Learning Commission, seems to be the best option for New College of Florida:

- We would join peer institutions (31% of *small*, 30% of *ranked*, and 30% of *public* liberal arts colleges are with the HLC)
- Public universities have strong representation on the HLC executive council (making up 50% of the council membership)
- The HLC offers an accelerated application process that could be completed in less than 18 months
- The HLC offers a 10-year accreditation cycle (as opposed to 6-8 year cycles offered by some other institutional accreditors)
- The HLC appears to be the lowest-cost option

Recommendation: NCF begin the process to switch accreditors to the Higher Learning Commission

(2) When should we begin the process to switch to a new institutional accreditor?



Next Steps:

Prior to applying to a new accrediting agency, we must receive approval from the U.S. Department of Education.

To receive USDOE approval, we must submit information, including:

- A confirmation that we have not in the past 24 months had our accreditation withdrawn, revoked, or terminated
- The reason(s) why we are seeking the change
- An explanation of how we believe the new accrediting agency would strengthen institutional quality
- If applicable, an explanation of how the new accrediting agency's standards are more closely aligned with our mission
- An explanation showing we are not requesting a change in order to lessen oversight/rigor or evade sanctions.
- An explanation that the requested change is not motivated by a weak or deteriorating financial condition
- An explanation that our membership with the new accrediting agency would be voluntary

Once approved by the USDOE, we must:

1. Apply for membership with the new accrediting agency while maintaining SACSCOC accreditation
2. Receive membership from the new accrediting agency
3. Notify the USDOE
4. Maintain accreditation with SACSCOC until the USDOE has provided written acknowledgment of the change

Recommendation: NCF begin the process this summer to switch accreditors to the Higher Learning Commission

**NEW COLLEGE OF FLORIDA BOARD OF
TRUSTEES Meeting Date: April 26, 2023**

SUBJECT: Dr. Rebecca Black Tenure Package for Consideration

PROPOSED ACTION

Consideration of tenure for New College faculty member Dr. Rebecca Black.

Sections 4.5 - 4.6 of the *New College Faculty Handbook* describe the College's policies and procedures for granting New College faculty tenure. Briefly these are:

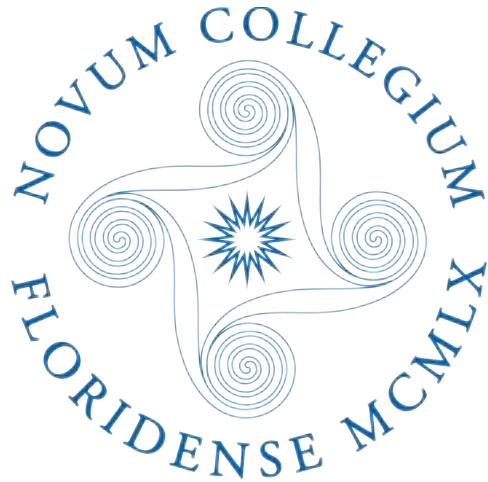
- In August, candidates assemble their evaluation file for review; letters are requested from New College and outside references. The evaluation file is made available for review by faculty within the candidate's Division.
- The Divisional vote on tenure is conducted in November; a majority of three-fourths is required for a positive tenure vote.
- The Provost's Advisory Committee (comprised of two faculty representatives from each Division) independently reviews the application and forwards a positive or negative recommendation to the Provost.
- Based on a review of the file, the Divisional vote, and the PAC's recommendation, the Provost makes a recommendation to the President, who subsequently forwards a recommendation to the Board of Trustees.
- The final decision rests with the Board of Trustees.
- If tenure is not awarded, the candidate may stand again in the mandatory year without penalty.

Supporting Documentation Included: Trustees have received relevant portions of the candidate's Tenure packet. Included are:

Candidate's Curriculum Vitae
External Review Letters
Support Letters from Students/Alumni/Colleagues
Provost's Advisory Committee Evaluation
Statements on Research/Teaching
Division Chair Evaluation
Provost's Evaluation
Interim President's Recommendation

Facilitators/Presenters: Brad Thiessen
Interim Provost and Vice President for Academic Affairs

Other Support Documents Available: The *New College Faculty Handbook*; in addition, the complete Tenure Packet is available in the Office of the Provost.



NEW COLLEGE OF FLORIDA

REBECCA BLACK

Division of Natural Sciences

Candidate for Tenure

2022 - 2023

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Rebecca E. Black, Ph.D.

Division of Natural Sciences, New College of Florida ◊ 5800 Bay Shore Rd. ◊ Sarasota, FL 34243

Education

The University of Chicago, Chicago, IL

PhD, Inorganic Chemistry, June 2018

MS, Chemistry, Oct. 2014

Professor Richard F. Jordan, Advisor

Augustana College, Rock Island, IL

BA, Chemistry and English (May 2013)

Honors, *magna cum laude*, Phi Beta Kappa

Professors Gregory J. Domski & Dell Jensen, Advisors

Academic Position & Teaching Experience

Assistant Professor of Organic Chemistry, New College of Florida Division of Natural Sciences,
Sarasota, FL (2018 – present)

Courses: Organic Chemistry I (F18, F20, F21), Organic Chemistry II: Structure & Reaction (S19, S21, S22), Organic Chemistry Synthesis Laboratory (S19, S20, S22), Chemical Research, Communication, and Careers (F20, S21), Organometallic Chemistry and Catalysis for Organic and Polymer Synthesis (F19, F21), contributed to COVID-19: An Interdisciplinary Approach to the Pandemic (F20), General Chemistry I (F19), Transition Metal Catalysis for Organic and Polymer Synthesis (F18)

Tutorials Sponsored: Organometallic Chemistry and Phosphine Ligand Synthesis Laboratory Research (F20, S21, F21, S22), Synthesis of Ru(II) Phosphine & Acceptorless Dehydrogenation Catalysis Research (S22), Overseeing (BIPHEP-derivative) Ru Complexes in Acceptorless Dehydrogenation Catalysis (S22), Thesis Compilation and Communication of Scientific Findings (S22), Evaluating (BIPHEP-derivative) Ru Complexes in Acceptorless Dehydrogenation Catalysis (F21), Thesis Writing and Scientific Literacy (F21), Ligand and Transition Metal Catalyst Synthesis Laboratory (F20, S21), Chemical Ecology Laboratory (S21), Organometallic Synthesis Chemistry Research (S20), Thesis Writing (F19, S20)

Independent Study Projects Sponsored: Synthesis of Phosphine Ligands for Ru(II) Acceptorless Dehydrogenation (2020, 2022), Organometallic Chemistry and Phosphine Ligand Synthesis Laboratory Research (2021), Chemical Ecology Laboratory (2021), Scientific Poetry (2021), Orthopedic Surgical Research/Shadowing Internship (2020), Air-free Organic Phosphine-Ligand Synthesis (2019), Science and Poetry: An Exploratory Writing ISP (2019)

University of Chicago Department of Chemistry, Chicago, IL

Teaching Assistant & Guest Lecturer, “Inorganic Chemistry II” (Spring 2014, 2015, 2016)

Assistant Instructor & Course Co-Creator, “Advanced Training for Teachers & Researchers in Chemistry,” (Fall 2014 – Spring 2016)

Teaching Assistant, “Honors Organic Chemistry I & II,” (lecture and lab, Fall 2013, Spring 2014)

University of Chicago, Chicago, IL

Teaching Mentor, “Course Design & College Teaching,” Chicago Center for Teaching (Fall 2017)

Organic Chemistry Tutor, University of Chicago College Core (Fall 2015 – Spring 2016)

Research Interests and Experience

New College of Florida

Organic/Organometallic Synthesis & Catalysis – prepare new biphenyl-based bisphosphino ligands with(out) pendent bases, evaluate their Ru(II) complexes in acceptorless dehydrogenation catalysis

Chemical Education – design, implement, and evaluate (i) term-long research projects for Organic Chemistry I and II lecture courses and (ii) professional writing assignments for Organic Chemistry II laboratory for the development of information literacy, problem-solving, presentation, and writing skills

Graduate Research at University of Chicago

Organometallic Synthesis & Polymerization Catalysis – synthesized new (phosphinosulfonate)Pd(II) complexes, evaluated as olefin (co)polymerization catalysts; probed olefin insertions of (PO)Pd(II)-fluoride complexes & olefin polymerization mechanisms by low T NMR and DFT; characterized new compounds and polymers by 1D and 2D NMR, HRMS, XRD, GPC, and DSC.

Chemical Education – improved undergraduate education through graduate teaching assistant training

Publications

Black, R. E.; Kilyanek, S. M.; Reinhard, E. D.; Jordan, R. F. Olefin Insertion Reactivity of a (Phosphine-arenesulfonate)Palladium(II) Fluoride Complex. *Organometallics* **2019**, *38*, 4250–4260. <https://doi.org/10.1021/acs.organomet.9b00545>

Black, R. E. Olefin Polymerization Behavior and Reactivity of Palladium(II) Alkyl and Fluoride Complexes Bearing Phosphine-Sulfonate Ligands. Doctoral dissertation, The University of Chicago, **2018**. <https://knowledge.uchicago.edu/record/1618?ln=en>

Black, R. E.; Jordan, R. F. Synthesis and Reactivity of Palladium(II) Alkyl Complexes that Contain Phosphine-cyclopentanesulfonate Ligands. *Organometallics* **2017**, *36*, 3415–3428. <https://doi.org/10.1021/acs.organomet.7b00572>

Dragisich, V.; Keller, V.; **Black, R.**; Heaps, C. W.; Kamm, J. M.; Olechnowicz, F.; Raybin, J.; Rombola, M.; Zhao, M. Development of an Advanced Training Course for Teachers and Researchers in Chemistry. *J. Chem. Educ.* **2016**, *93*, 1211–1216. <https://doi.org/10.1021/acs.jchemed.5b00578>

In-Progress Manuscripts

*undergraduate co-author

Black, R. E.; Goldberg, M. J.; Alam, I.; Stryker, J.; McKenna, N.; Markham, S.; Reiter, E. Evaluation of a Ru(II) Complex Bearing Bis(diphenylphosphino)biphenyl Ligand with 2-Substituted PAr₂ Groups Under Alcohol Acceptorless Dehydrogenation Conditions. Fully drafted; expected submission to *Organometallics* during fall 2022 pre-tenure sabbatical.

Black, R. E. Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project centered on the UN Sustainable Development Goals. Invited book chapter, *ACS Symposium e-Book 'Chemistry in Context.'* Fully drafted; expected submission during fall 2022 pre-tenure sabbatical with final deadline March 31, 2023.

Black, R. E. Replacing lab reports: Building professional writing instruction into the Organic Chemistry laboratory. *In Progress; IRB proposal submitted*; expect submission to *J. Chem. Educ.* in Summer 2023.

Black, R. E. Organic Chemistry infographics for building information literacy and writing skills. *In Progress*; expected submission to *J. Chem. Educ.* in Summer 2023.

Supervised Undergraduate Honors Theses

"Synthesis and Characterization of BIPHEP-type Ligands and a Ru(II) Complex for Catalytic Alcohol Acceptorless Dehydrogenation," Matthew Goldberg, May 2022

"Photoluminescent Quantum Yield of Eu²⁺-Doped Sr²⁺ Borate System," William Alexander Bottorff, May 2020

Scientific Presentations and Invited Lectures

*undergraduate co-author

Black, R. E. "Ru(II) Complexes Bearing (Non-)Base Functionalized BIPHEP-type Ligands: Synthesis, Characterization, and Catalytic Alcohol Acceptorless Dehydrogenation Performance" *ACS Spring 2022 National Meeting & Expo*, March 20-24, 2022. In-person Oral Presentation, March 20, 2022.

Goldberg, M. J.; Alam, I.; Stryker, J. S.; Markham, S.; McKenna, N.; Homer, D.; Black, R. E. "Synthesis, Characterization, and Catalytic Acceptorless Dehydrogenation Performance of Ru(II) Complexes Bearing BIPHEP-type Ligands." *ACS Spring 2022 National Meeting & Expo*, In-person Poster Presentation, March 20, 2022.

o *Recognized as a Finalist in the Inorganic Chemistry Division Poster Competition*

Goldberg, M. J.; Alam, I.; Stryker, J. S.; Markham, S.; Black, R. E. "Synthesis, Characterization, and Catalytic Performance of Ru(II) Complexes Bearing 2,2'-bis(diphenylphosphino)Biphenyl (BIPHEP) Derivatives." *South Eastern Regional Meeting (SERMACS)*, In-Person Poster Presentation, November 11, 2021.

Goldberg, M. J.; Alam, I.; Black, R. E. "Pendent base-functionalized biphenyl-derived bisphosphine ligands: synthesis and characterization." *ACS Spring 2021 National Meeting & Expo*, Poster Presentation, April 21, 2021; American Chemical Society National Meeting. **Published** to *SciMeetings* May 27, 2021. <https://doi.org/10.1021/scimeetings.1c00373>

Black, R. E.; Goldberg, M. J. "Synthesis and characterization of biphenyl-derived bisphosphine ligands bearing pendent bases." *ACS Spring 2020 National Meeting & Expo*, Online, March 21-25, 2020; American Chemical Society. **Published** to *SciMeetings* Apr 29, 2020. <https://doi.org/10.1021/scimeetings.0c04176>

Black, R. E. "The Impact of Organic Ligand Design on Homogenous Transition-Metal Catalyst Performance: Toward More "Green" Polymers and Organic Reactions," *Chemistry, Biochemistry, and Physics Lecture Series*, Florida Southern College, Lakeland, FL, Invited Seminar Presentation, Oct. 2019.

Black, R. E. "Copolymerization of Ethylene and Polar Monomers Using Palladium(II) Catalysts Bearing Phosphine-Sulfonate Ligands and Designing Catalysts for Acceptorless Dehydrogenation Reactions," *Natural Science Seminar*, New College of Florida, Sarasota, FL, Invited Seminar Presentation, April 2019.

Black, R. E. "Olefin Insertion into a Pd-F Bond in CH₂=CH₂/CH₂=CHF Copolymerization," *Graduate Student Recruitment*, University of Chicago, Poster Presentation, Feb. and March 2017.

- Black, R. E.** "Synthesis of phosphine-sulfonate Pd(II) complexes for the polymerization of ethylene to linear polyethylene," *CHEM Chat Seminar Series*, Augustana College, Rock Island, IL, **Invited Seminar Presentation**, Sept. 2016.
- Black, R. E.** "Phosphine-sulfonate palladium(II) catalysts with rigid, aliphatic backbones for copolymerization of ethylene and polar monomers," *ACS Spring 2016 National Meeting & Expo*, **Oral Presentation**, San Diego, CA, March 2016.
- Black, R. E.** "Comparative Reactivity of CO₂ with Transition Metal Alkyls," *Graduate Student Recruitment*, University of Chicago, **Poster Presentations**, Feb./March 2016 and Feb./March 2015.
-

Scholarship of Teaching and Learning

Public-Facing Presentations

- Black, R. E.** "Writing-Enhanced Organic Chemistry II Lab: Learning to Write in Professionally-Relevant Genres." *2022 Ohio PKAL Regional Network Meeting*, virtual, **Oral Presentation**, Oct. 29, 2022.
- Black, R. E.** "Writing-Enhanced Organic Chemistry II Lab: Learning to Write in Professionally-Relevant Genres." *2022 Florida Organic Faculty Meeting*, in-person, **Oral Presentation**, Sept. 23, 2022.
- Black, R. E.** "Writing-Enhanced Organic Chemistry II Lab: Learning to Write in Professionally-Relevant Genres." Chemical Education Division, 'High Impact Educational Practices in the Chemistry Classroom' Symposium. *ACS Fall 2022 National Meeting & Expo*, in-person, **Oral Presentation** on Aug. 22, 2022. **also invited to the Sci-Mix, **Poster Presentation** on Aug. 22, 2022.
- Black, R. E.** "Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project." Chemical Education Division, 'Chemistry in Context' Symposium. *ACS Spring 2022 National Meeting & Expo*, in-person, **Oral Presentation**, March 23, 2022.
- Black, R. E.** and Domski, G. "Leveling the Playing Field in Chemistry," Top Hat **Webinar Discussion**, virtual, March 17, 2022.
- Black, R. E.** "Building Professional Writing Instruction into Organic Chemistry II Lab: Replacing the Lab Report." *ACS Spring 2021 National Meeting & Expo*, virtual, **Oral Presentation**, April 5, 2021; American Chemical Society. **Published** to SciMeetings May 27, 2021. <https://doi.org/10.1021/scimeetings.1c00382>
- Black, R. E.** "Writing science news article reflections and wiki articles in organic chemistry to build student chemical literature and information management skills." *ACS Spring 2020 National Meeting & Expo*, virtual, March 21-25, 2020; American Chemical Society. **Published** to SciMeetings Apr 30, 2020. <https://doi.org/10.1021/scimeetings.0c06000>
- Black, R. E.** and Raybin, J. "Pedagogy Toolbox," *First-Year Chemistry Graduate Orientation*, University of Chicago, in-person, **Invited Lecture**, Sept. 2015.
- Black, R. E.**, Heaps, C. W.; Kamm, J. M.; Olechnowicz, F.; Raybin, J.; Rombola, M. "Presentation Skills," *First-Year Chemistry Graduate Training Course*, University of Chicago, in-person, **Invited Lecture**, Sept. 2015.
- Black, R. E.**, Heaps, C. W.; Kamm, J. M.; Olechnowicz, F.; Raybin, J.; Rombola, M. "Dealing with Problem Students," *First-Year Chemistry Graduate Training Course*, University of Chicago, **Invited Lecture**, Oct. 2014.

Selected Internal Presentations and Workshops

Black, R. E. and Leininger, E. C. "Chart Your Course (CYC*) Faculty Training." *New College of Florida's new skills-focused general education program. Designed and facilitated two versions of a four-session Interactive Workshop, June 23, 30, July 7, 14; July 19-22, 2021. Onboarded 37 (~38%) of New College faculty to the goals & best practices in designing and teaching CYC courses; intro to Transparent Teaching, AAC&U VALUE Rubrics, goal alignment, Backward Design, and using student reflection.

Black, R. E. "Canvas Basics," Facilitated Interactive 3-h Workshop, Educational Technology Services, New College of Florida, July 28, 2020.

Black, R. E. "Looking Forward, Glancing Back II: Identifying Best Practices in Advising," Facilitated Discussion, Teaching Tuesdays, New College of Florida, Sarasota, FL, Jan. 2021.

Black, R. E., Giglioli, I.; Lopez Zafra, M.; Roy, T. "Strategies for Promoting Faculty Success," Presentation and Discussion, Teaching Tuesdays, New College of Florida, Sarasota, FL, Oct. 2020.

Black, R. E. "Teaching using POGIL (Process-Oriented Guided Inquiry Learning)," Presentation and Interactive Workshop, Teaching Tuesdays, New College of Florida, Sarasota, FL, Nov. 2019.

Invited Panels – STEM Academia/Career Development

"Teaching Careers in Higher Education," UChicago myCHOICE seminar series, virtual, Jan. 24, 2022.

"Careers in Academia," Midwest Women in Science Conference, UChicago, virtual, Sept. 18, 2021.

"CHEM 500 Alumni Panel," UChicago Department of Chemistry, virtual, April, 14, 2021.

"Working at a Small Liberal Arts College," UChicago Women in Chemistry, virtual, March, 24, 2021.

"Research Statements Best Practices (STEM)," UChicago Annual Academic Job Market Summer Camp, UChicagoGRAD, virtual, July, 14, 2020.

"Working at Teaching Colleges: Perspectives from Alumni," The Chicago Center for Teaching and UChicagoGRAD, Panel Moderator, in-person, May, 2018.

Funding

Grant: *American Chemical Society Petroleum Research Fund Undergraduate New Investigator (ACS PRF UNI): "Ruthenium(II) Complexes Bearing Base-Functionalized Bis(diphenylphosphino)biphenyl Ligands for Alcohol Acceptorless Dehydrogenation", PI: Rebecca E. Black, New College of Florida: \$55,000 (Fall 2021 – Fall 2023)*

Professional Development Funding:

Faculty Development Fund, New College of Florida Office of the Provost:

- \$15,000 for summer research and professional development (\$5k/summer; 2019, 2020, and 2021)
- \$986 for summer JOEL NMR spectrometer instrument maintenance (Summer 2022)

New College of Florida Office of the Provost:

- \$3,500 for a team of 7 to attend the *AAC&U Summer General Education and Assessment Institute*, virtual (June 2021)
- Registration and travel to attend *AAC&U Conferences on General Education, Pedagogy, and Assessment*, online (Feb. 11–13, 2021) and Jacksonville, FL (Feb. 20–22, 2020); *AAC&U Conference Transforming STEM Higher Education*, Chicago, IL (Nov. 7–9, 2022)

Fellowships & Scholarships:

Department of Education GAANN Fellowship, Univ. of Chicago (2014–2016)

Edward L. Hill Student Research Assistantship in the Natural Sciences, Augustana College (2011)

Awards & Certificates:

College Teaching Certificate, Chicago Center for Teaching (2018)

Joan Shiu Award for Student Service, Univ. of Chicago Chemistry (2016)

Edith Barnard Memorial Award in Chemistry for Service to Others, Univ. of Chicago Chemistry (2015)

Gerhard Closs Teaching Award in Organic Chemistry, Univ. of Chicago Chemistry (2014)

ACS Organic Division Undergraduate Award - 2013, ACS Division of Organic Chemistry (2013)

Institutional, Professional, and Community Service

Institutional Service

Academic Adviser (Fall 2019 – present)

Committee Member, Writing Advisory Committee (Fall 2020 – Spring 2022)

Committee Member, Chart Your Course (CYC*) Steering Committee (Fall 2021 – Spring 2022)

*New College of Florida's new skills-development focused General Education program

Secretary, New College United Faculty of Florida (Fall 2019 – Spring 2022)

Academic Program Presenter, Admitted Students Day (May 2019, 2022)

Committee Member, Ad hoc S-STEM proposal planning committee (Spring 2021 – Fall 2021)

Committee Member, Chart Your Course (CYC) Implementation Committee (Spring – Summer 2021)

Academic Program Presenter, New Student Orientation (Aug. 2019, 2020, 2021)

Chemistry AOC Representative, Experience New College Academic Fair (Feb. 2019, 2020)

Committee Member, Ad hoc HHMI proposal planning committee (Fall 2019, preproposal submitted Jan. 14, 2020)

Chemistry AOC Representative, AOC Fair (~once per semester)

Departmental / Program Service

New College of Florida – Natural Science Division

NMR Spectrometer maintenance/trainings, organize site-visits, fill LN₂/He (Spring – Summer 2022)

Co-organizer, Natural Science Seminar Series (weekly) (Fall 2020 – Spring 2022)

Search committee member, Associate in Chemistry (Spring 2022)

Organizer, facilitated AOC learning goals conversations with chemistry faculty (Fall 2021)

Search committee member, Associate in Chemistry (Spring 2021)

Search committee member, Visiting Assistant Professor in Biochemistry (Spring 2020)

Co-facilitator, on-campus Boy Scout event to earn Chemistry merit badge (Nov. 13, 2019)

University of Chicago – Department of Chemistry

Lead Student Organizer, Chemistry Graduate Student Recruitment (2016 – 2017)

Student Advisory Committee member, Chemistry Graduate Student Recruitment (2014 – 2017)

Committee Member, NMR Facility Student Committee (2016 – 2017)

Co-developer, Training Course for First-Year Chemistry Graduate Students (2014 – 2016)

Co-organizer, First-Year Journal Club (2014 – 2015)

Other Internal Service – New College of Florida Community

Organizer, weekly New College of Florida Table Top Board Game Nights (Spring 2022 – present)

Club Sponsor, New College of Florida Hoop Troupe (Spring 2022 – present)

Club Sponsor, Baking for a Cause (Fall 2019 – Spring 2021)

Academic Program Retreat, by NCF Chair of the Faculty & Provost, virtual (Jan 12 and 13, 2021)

"The New College Way" inclusive campus climate workshop, by Uneeda Brewer, sponsored by

NCF's Chief Diversity Officer and President's Cabinet, in-person (Jan 30 and 31, 2020)
Organizer, Chemistry community Demo Day and AOC Q&A (April 24 and 27, 2019)
Co-organizer, weekly New College of Florida Happy Hour, campus socials (Fall 2019 – Spring 2020)

Service to the Profession

Co-President, Division of Chemical Education Symposium: *Engaging Students with Real-World Context*, Spring 2022 ACS National Meeting, San Diego, CA (March 23, 2022)
President, Division of Inorganic Chemistry Symposium: *Organometallic Chemistry: Catalysis-Late Transition Metals*, Spring 2022 ACS National Meeting, San Diego, CA (March 20, 2022)
Grant Proposal Reviewer, (ACS PRF, 2021)
Peer Reviewer, *The Journal of Physical Chemistry* (2020)

Professional Memberships

American Chemical Society: Division memberships: Inorganic Chemistry - Organometallic Chemistry, Chemical Education, Organic Chemistry, Catalysis Science and Technology
VIPeR (Virtual Inorganic Pedagogical Electronic Resource)
Organic Chemistry Educational Resources (OrganicERs) faculty learning community
American Association of Colleges and Universities (AAC&U)
National Center for Faculty Development & Diversity (NCFDD)
Council on Undergraduate Research (CUR)

Professional Development

External Professional Development Training

- o **AAC&U Summer General Education and Assessment Institute**, online (June 8–11, 2021)
- o **AAC&U Conference on General Education, Pedagogy, and Assessment**: "Embracing the Best Emerging Practices for Quality & Equity," online (Feb. 11–13, 2021)
- o **AAC&U Pre-Conference Workshop**: "Academic Integrity as an Outcome of Authentic Learning," online (Feb. 8, 2021)
- o **Quality Matters course: Designing Your Blended Course**, ASYCH Moodle (July 9–23, 2020)
- o **NCFDD Faculty Success Program**, online (May 17–Aug. 8, 2020)
- o **American Chemical Society Publication's "ACS Reviewer Lab™ Course"**, virtual (June 4, 2020)
- o **AAC&U Conference on General Education, Pedagogy, and Assessment**: "Reflection and Meaning-Making in Turbulent Times," Jacksonville, FL (Feb. 20–22, 2020)
- o **AAC&U Pre-Conference Workshop**: "Making VALUE Work on Your Campus: Successful Strategies and Lessons Learned," Jacksonville, FL (Feb. 20, 2020)
- o **Project Kaleidoscope AAC&U Transforming STEM Higher Education Conference**, Chicago, IL (Nov. 7–9, 2019)
- o **AAC&U Pre-Conference Workshop**: "EvaluateUR - A New Approach to Support Learning from Undergraduate Research," Chicago, IL (Nov. 6, 2019)
- o **STEM Education Workshop**, University of South Florida, Tampa, FL (Feb. 15, 2019)
- o **Course Design and College Teaching Course**, discussed *What the Best College Teachers Do* by Bain, Chicago Center for Teaching, Chicago, IL (met weekly for 11 weeks, Spring 2017)
- o **Cottrell Scholars Collaborative Workshop**: "Mobilizing the Forgotten Army: Preparing TAs for Leadership in STEM Education", Georgia Institute of Technology, Atlanta, GA (May 27–29, 2015)

Internal Professional Development Training

New College of Florida

- o **Career Design Champion** program, NCF CEO, in-person (June 2022)
- o **Academic Publishing Workshop**, online (Summer 2022)

- o **Writing Enhanced Course (WEC) Workshop**, online (Summer 2022)
- o Regular attendee of **Teaching Tuesdays** (~weekly, Fall 2019 – present)
- o **Writing about Learning and Teaching in Higher Education Workshop**, discussed Writing about Learning and Teaching in Higher Education Creating and Contributing to Scholarly Conversations across a Range of Genres by Healey, Matthews & Cook-Sather (5 sessions/10 wks, Summer 2021)
- o **Writing Enhanced Course (WEC) Workshop**, discussed Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (Bean), online (5 sessions/10 wks Summer 2021)
- o **CYC Faculty Training Workshops (two)**, *Co-developed, co-facilitated*, in-person (June/July 2021)
- o **Advising Workshop** (in-person Aug. 12, 2019; online Jan. 20, 2021)
- o **Kaltura Basics Training**, online (Aug. 12, 2020)
- o **Academic Continuity for Flexible Delivery Workshop**, ASYNCH with 3 SYNCH sessions (July 13–24, 2020)
- o **Writing Enhanced Course (+ Online Writing Instruction) Workshop**, discussed Small Teaching Online by Darby and Engaging Ideas by Bean, online (5 sessions/10 wks Summer 2020)
- o **Write Your Journal Article or Book Chapter in 10 Weeks Workshop**, discussed Writing Your Journal Article in 12 Weeks by Belcher, online (5 sessions/10 wks, Summer 2020)
- o **Canvas Basics Workshop**, *Facilitated*, Educational Technology Services, online (July 28, 2020)
- o **Learning Thresholds: Honoring Learning in Liminal Spaces Workshop** (Feb. 7, 2020)
- o **ORPS Grant Development Workshop**, online (Jan. 17, 2020)
- o **Narrative Evaluations Workshop**, in-person (Aug. 16, 2019)
- o **First-Year Seminar Workshop**, in-person (June 17–19, 2019)
- o **Writing Enhanced Course Workshop**, in-person (June 13–14, 2019)

University of Chicago, Chicago Center for Teaching (CCT), UChicagoGRAD, myCHOICE

- o **Academic Communicators Network event**: “Building Your Online Reputation and Expanding the Audience for Your Work,” UChicago Provost & Office of Communications (May 30, 2018)
- o **An Insider's View of the NSF Review Process panel**, UChicago Provost (May 4, 2018)
- o **Fundamentals of Teaching in PSD Course**, CCT (Sept. 29, Oct. 6, 20, 27, 2016)
- o **Teaching@Chicago Conference**, CCT (Sept. 22, 2016)
- o **Academic Job Market Summer Camp**, UChicagoGRAD/CCT (July 11–12 2016)
- o **Workshop on Teaching Portfolios**, CCT (May 12, 2016)
- o **Preparing Future Faculty**, UChicago Franke Institute of the Humanities (May 12, 2016)
- o **PSD Teaching Discussion Hour: Active Engagement**, CCT (Feb. 1, 2016)
- o **Seminar on Course Design**, CCT (Jan. 25, 2016)
- o **Seminar on Teaching Portfolios**, CCT (Jan. 22, 2016)
- o **UChicagoGRAD Road Show**, UChicagoGRAD and myCHOICE (Jan. 13, 2016)
- o **Talking about Teaching on the Job Market**, CCT (Dec. 7, 2015)
- o **College Teaching Symposium**, CCT (Nov. 15th, 2015)
- o **Scientific Teaching: the cutting edge of STEM pedagogy**, Diane Ebert-May, myCHOICE (Sept. 17, 2015)
- o **Preparing for the Academic Job Market**, UChicago Industrial Relations (July 20, 2015)

Science Communication Development

- o **Communicating Science Workshop**, Alan Alda Center for Communicating Science, Chicago, IL (March 16, 2016); improvisation activities for scientists to communicate science to general audiences
- o **Science manuscript editor** for Boston Professional Group Editing Ltd. (2015–2016); edited ~50 pre-submission manuscripts in catalysis, material science, and nanomaterials/technology.

Scientific Conferences

- o **26th Annual Green Chemistry & Engineering Conference**, symposium: “Careers in Green Chemistry and Engineering Designed for Sustainable Use,” virtual (May 20, 2022)
- o **Spring 2022 American Chemical Society National Meeting**: “Bonding Through Chemistry,” San Diego, CA (March 20–24, 2022)
- o **Midwest Women in Science Conference**, virtual (Sept. 18–19, 2021)
- o **Spring 2021 American Chemical Society National Meeting**: “Macromolecular Chemistry: The Second Century,” virtual (April 5–16, 2021)

- *ACS Cross-Division Virtual Live Content Event, Catalysis Science and Technology (CATL)*, Virtual mini-conference, #ChemistsLive (Sept. 25, 2020)
- *24th Annual Green Chemistry & Engineering Virtual Conference*, "Re-imagining Chemistry Education: Systems Thinking, and Green and Sustainable Chemistry," virtual (June 15–19, 2020)
- *Spring 2020 American Chemical Society National Meeting*, online content (March 2020)
- *Spring 2019 American Chemical Society National Meeting*: "Chemistry for the New Frontiers," Orlando, FL (March 31–April 4, 2019)
- *Chicago Symposium*, "Excellence in Teaching Mathematics and Science" @ Northwestern (April 13, 2017) and @ Roosevelt University (Feb. 3, 2017)
- *Midstates Consortium for Math & Science Undergraduate Research Symposium* (Nov. 12, 2016)
- *ACS on Campus event*: "Publishing and Communicating Science" (Nov. 7, 2016)
- *2016 Science and Engineering Talent Showcase*, UChicagoGRAD (Oct. 27, 2016)
- *Spring 2016 American Chemical Society National Meeting*: "Computers in Chemistry," San Diego, CA (March 2016)

Webinars: The Chronicle Forum: Teaching for Inclusivity: What college leaders need to know (May 19, 2022); NCFDD Webinar: Every Summer Needs a Plan (May 12, 2022); C&EN Webinar: Power and Beauty: The Ease of Drawing Chemistry in 3D and Color (May 4, 2022); ACS Webinar: Using Storytelling to Advance Equity in Chemistry (April, 6, 2022); SLiThEr webinar: Christopher Pratt on Detangling Chemistry Education Research, Scholarship of Teaching & Learning, and Science Education (March, 3, 2022); SLiThEr webinar: Chip Narato on Covalent Bond Classification (Feb. 2, 2022); C&EN Webinar: An Introduction to JASON NMR Processing Software using a number of worked examples (Nov. 16, 2021); ACS Webinar: Bringing Systems Thinking into the Chemistry Classroom" (Nov. 11, 2021); NCFDD Webinar: Cultivating your Network of Mentors, Sponsors & Collaborators (Aug. 12, 2021); ACS Webinar: The Power of Hydrogen: From First Element to Green Energy Catalyst (Feb. 11, 2021); MIT Biology Webinar: Small molecule therapeutics, course *COVID-19, SARS-CoV-2 and the Pandemic* (James Bradner, Novartis Institutes, Nov 24, 2020); MIT Biology Webinar: Vaccines, course *COVID-19, SARS-CoV-2 and the Pandemic* (Kizzmekia Corbett, NIH, Nov. 10, 2020); MIT Biology Webinar: Insights from the COVID-19 pandemic, *COVID-19, SARS-CoV-2 and the Pandemic* (Anthony Fauci, NIAID, Sept 22, 2020); ACS Webinars: COVID-19 Vaccines: Progress, Challenges and Hope (Dec. 21, 2020); ACS-PRF and CUR Grants Talk (July 7, 2020); Teaching Remotely Together: Lessons Learned (June 30, 2020); How this Coronavirus is (and isn't) Different from Other Viruses (June 26, 2020); Better Communication in Digital Age: Learning to Love Brevity & Clarity (June 23, 2020); 10 Essential Scholarly Publishing Tips from an ACS Editor (June 2, 2020); The Proposal Writing Process: Practical Tips (May 3, 2020)

15 September 2022

Dear Committee Members:

I have reviewed the portfolio of scholarly work assembled by Professor Rebecca Black, and I write today in support of her promotion to Associate Professor with tenure at New College of Florida. Although I do not know Professor Black personally, I do possess experience and expertise in the realm of chemical education research and related scholarship of teaching and learning. Given my expertise, I have focused my review on that portion of Professor Black's scholarly contributions (specifically the projects described in the spring 2020 and spring 2021 ACS National Meeting CHED presentations and the draft of the ACS Symposium E-Book chapter). During her time at NCF, Professor Black has engaged in a series of projects with the potential for significant positive impact within the field of chemical education, at the institutional level and beyond.

Anyone who teaches chemistry understands that it can sometimes be challenging to spark students' interest in the field. Woven throughout Professor Black's work is a unifying theme of creatively engaging students in both content and activities that will serve them well not just in future courses, but also in future employment. For example, her spring 2020 CHED presentation describes activities in which students practiced skills in choosing and focusing in on a research topic, use appropriate resources to conduct research, understand how organic chemistry plays a role in current news, and contribute to a shared informational repository (Wiki). In her organic chemistry II course (spring 2021 CHED presentation), Professor Black has eschewed a more traditional lab report format, replacing it with diverse types of writing assignments including informational briefs (before carrying out lab work) and memos (reporting on the lab work they performed) to contextualize the experiments the students conducted and allow them to practice writing in different formats (formal, informal, reflection) and for different audiences. Such varied approaches can help students to understand how chemistry applies to their lives and appreciate the transferrable skills they develop through completing their course assignments.

Professor Black's scholarly products (published conference presentation slides and e-book chapter) provide thorough descriptions of the rationale, situation within the field, activities, and outcomes for the pedagogical activities described. Thus, they afford a solid foundation for any other instructors who wish to adopt and/or adapt the activities she has designed and implemented, and they demonstrate the alignment of her projects with NCF Chemistry's goals of "encourag(ing) and develop(ing) independence, scientific judgment, and a high level of performance."

The manuscripts related to Professor Black's scholarship of teaching and learning work are all still in preparation, rendering more traditional metrics of impact, such as citation count or article views, impossible to utilize. However, the draft of the e-book chapter suggests that it, along with the Journal of Chemical Education manuscripts describing the activities from the ACS National Meeting CHED presentations, will have significant reach within the chemical education community. That Professor Black was invited to contribute this chapter suggests clear relevance and importance of her work to the field. The chapter itself is incredibly thorough while remaining accessible to a wide audience, and the activity is firmly grounded in prior literature in the areas of scientific communication, context-based instruction and students' ability to transfer knowledge to new contexts, transparency in assignment design, and the importance of problem-solving and other professional skills for career development. The project addresses an area (sustainability) that the American Chemical Society has recently identified as a priority in its strategic planning, suggesting the potential for wide interest from and adoption among the community of chemistry educators once the e-book is published. The level of detail provided in the CHED presentation slides suggest that the manuscripts in preparation describing those projects will be of high interest and use to

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chemical educators once they are published as well, particularly if they end up, as intended, in the *Journal of Chemical Education*, one of the most prominent journals today in the field of chemical education.

Professor Black has engaged in a program of scholarship of teaching and learning in chemistry that addresses needs and can help promote student buy-in and engagement in their chemistry courses. Her scholarly products describing the various pedagogical activities include background information to situate her work within the field and make a strong case for the utility of the activities, including detailed discussions of positive student outcomes. Additionally, her works conclude with or include in some way suggestions and future directions for the projects (e.g. "Wiki Molecule Project: Future Modifications" from the 2020 CHED presentation slides), suggesting a trajectory of continual improvement and expansion.

In closing, I would like to reiterate my support for Professor Black's application for promotion and tenure at New College of Florida. Her work in the area of chemistry scholarship of teaching and learning is poised to be widely disseminated to and useful in a variety of chemical education contexts, and I look forward to reading and learning more from her manuscripts once they are published. Please let me know if you have any questions or would like to further discuss any aspect of my review and recommendation.

Sincerely,

Mary Beth Anzovino

RECEIVED
SEP 30 2022

Mary E. (Mary Beth) Anzovino, Ph.D.
Associate Professor of Chemistry
Georgia Gwinnett College

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August 15, 2022

Dear tenure file evaluators,

I am writing this letter as an external reviewer for the scholarship portion of Dr. Rebecca Black's file for tenure and promotion. I am a tenured associate professor of chemistry at Stockton University in New Jersey. Stockton University is a medium-sized public, predominantly undergraduate university, where there is an emphasis in the importance of faculty-mentored undergraduate research. I currently have an active undergraduate research program in organometallic chemistry. While there are obvious dissimilarities between our two institutions, as an organometallic chemist at a public PUI, I am well-equipped to judge the quality of the scholarship portion of Dr. Black's file. Dr. Black and I also share very similar research interests.

I have had the opportunity to thoroughly review Dr. Black's scholarship materials. First, it is clear that she is committed to a high-impact undergraduate research program given the active involvement of her students in the research process. She has developed an active and externally funded research program in synthetic and catalytic organometallic chemistry, focusing on the application of diphosphine ligands in ruthenium-catalyzed dehydrogenation reactions. In my view, the topic of her scholarship strikes an excellent balance of building upon an established field within organometallic chemistry and introducing novel approaches/ideas. I find that this balance is important in undergraduate research programs so that vital progress can be made despite limitations in the experience of the personnel performing the research and the limited time available to focus on scholarship for the professor. Dr. Black has also been highly engaged in chemical education research, integrating her teaching and scholarship.

Dr. Black and her students have made five presentations at national and regional American Chemical Society meetings. These conferences are the premier scientific meetings within our field and provide opportunity for national visibility among other researchers in the discipline. Therefore, her focus on submitting abstracts for these conferences and presenting with her students is highly commendable. Dr. Black has also had a proposal funded from the American Chemical Society Petroleum Research Fund (Undergraduate New Investigator). These grants, specifically the Undergraduate New Investigator Awards, are designed to provide seed money for early career faculty at PUIs. The proposal is peer-reviewed by experts in the field. Therefore, its successful funding further corroborates the quality of Dr. Black's research topic and research plan.

Dr. Black has had one accepted manuscript so far at her current appointment, which appears to be largely based on her graduate work. Despite that, it seems that she has certainly been involved with finishing that study and preparing the manuscript while at NCF. At the time of my review of her materials, she has multiple manuscripts in progress with timelines for when these manuscripts will be submitted. Given my knowledge of the topic, I am most

qualified to discuss her in-progress manuscript from the organometallic chemistry portion of her scholarship. Before doing so, however, I do want to comment briefly on her chemical education research.

Dr. Black's emphasis on developing real-world applications for the Organic Chemistry I course and focus on improving writing and research skills are laudable. Having also taught Organic Chemistry I, I have found that many students view the course as a barrier they must overcome rather than an area of chemistry that has substantial importance. Therefore, the inclusion of these various projects will improve student engagement and interest and ultimately help students better learn the material. I think Dr. Black has leveraged the benefits of a small, liberal arts college (e.g., small class sizes, closer relationships between students and instructor) to make important changes to the organic chemistry curriculum. The type of chemical education research that Dr. Black is pursuing is well inline with what I would expect from a faculty member at an institution such as yours. From her tenure file materials, Dr. Black clearly has expertise in this area, and it demonstrates a commitment to applying her scholarship to her teaching.

Regarding her progress on the organometallic chemistry research project, a few general comments are in order. First, I will note that synthetic chemistry projects such as hers that involve undergraduate students have many barriers to progress. Once a viable synthetic route is determined, the first step is being able to actually make the target compound, even in low purity. A synthetic chemist will generally need to optimize the synthesis to improve the yield and purity of the target compound. This involves making changes to the reaction conditions. Then the compound must be purified, which involves its own set of optimizations. Finally, the pure compound is fully characterized using a range of analytical techniques. I mention all this because Dr. Black's target ruthenium complexes are the result of several intermediate syntheses along the way. Once these target ruthenium complexes are made, one may discover that the complexes are not active catalysts, which would result in developing new target complexes and essentially starting the process over. At the pace of research at a PUI and the fact that research was halted during the early stages of the pandemic, it is highly commendable that Dr. Black and her students have made sufficient progress to be at the stage of preparing a manuscript for *Organometallics*. This journal is one of the leading journals for organometallic chemistry internationally.

Having read a draft of the manuscript, I believe that submission in fall 2022 seems reasonable with Dr. Black's upcoming sabbatical. From what I can judge of the manuscript so far, *Organometallics* as a target journal is an appropriate choice. The quality of the research described is very high, and the manuscript is very well written. The choice, execution, and analysis of the experiments are very good and support that Dr. Black is a very knowledgeable researcher and that she is overseeing first-rate research by her students. My only suggestion/comment from what I have read of the manuscript so far is that it would be interesting to see the results of the acceptorless dehydrogenation reactions in open vessels since this would facilitate the release of the hydrogen by-product.

Based on my evaluation of the scholarship portion of her tenure file, I believe that Dr. Black is meeting or exceeding the standards for tenure and promotion in scholarly and professional activities (4.6.2).

If you have any questions, please do not hesitate to contact me.

Sincerely,



Steven E. Kalman, Ph.D.
Associate Professor of Chemistry
Stockton University
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Email: steven.kalman@stockton.edu

RECEIVED

AUG 16 2022

September 25th, 2022

Dear Tenure Committee,

I am writing provide my evaluation of Dr. Rebecca Black's research and scholarship. In review of her summary and documentation, she has made great strides in her scholarship with undergraduates, which includes on major publication and some publications in the works. Due to the nature of her field and that she is only working with undergraduates, I would say that the level of work is in line with others in our field. The quality of the article entitled "Olefin Insertion Reactivity of a (Phosphinearenesulfonate) Palladium(II) Fluoride Complex" is excellent and is in an excellent journal - Organometallics. The article is though and Additionally, Dr. Black's presentation record is good, noting that I would expect a slight decrease in presentations in 2020-2021 due to COVID-19. The work with students especially with those translating to thesis work is commendable. A faculty being able to obtain internal funding three times is great, but the external funding is excellent and her acquisition of those funds for "Ruthenium(II) Complexes Bearing Base-Functionalized Bis(diphenylphosphino)biphenyl Ligands for Alcohol Acceptorless Dehydrogenation." from ACS (Petroleum Fund) is at the level of similar peers.

Dr. Black has made some development in the field of Chemical Education. One of the aspect of our role as faculty is to provide quality and relevant education for our students. Her work on laboratory report reform and using the UN SDGs for projects in Organic Chemistry are hot topics in our field now, and so her work in those efforts are timely. To be asked to write an ACS book chapter is an honor not everyone gets – it is typically by invitation only. This is often based on external observation of your work in an area.

I cannot judge whether the number of publications and grants is acceptable for your institution. I also can say for I do not know whether publications with a faculty's doctoral advisors or at the start of their academic career is acceptable. However, she should have a book chapter and another publication out soon, which would account for those if that were an issue. I can attest that the timing of Chemical research both in Organometallic and Chemical Education is slower than some fields due to the way that data is often collected and analyzed, so this pace when only working with undergraduates is normal.

Based on my review of Dr. Black's documentation her scholarly work is on pace with others in her field working with undergraduates. Thank you for asking me to review this documentation.

Respectfully,



Deborah Bromfield Lee, Ph.D.
Associate Professor of Chemistry
FL-ACS Chair
Florida Undergraduate Research Association Board Member
Pre-Pharmacy Coordinator
Phi Lambda Upsilon National Secretary
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SEP 30 2022

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CHEMISTRY

Chip Nataro, Head of the Department of Chemistry

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August 30, 2022

To Whom It May Concern:

I have been charged with reviewing the scholarship of Dr. Rebecca Black of the Natural Sciences Division at the New College of Florida (NCF). This letter will be used as part of her tenure review during the 2022-2023 academic year. The letter will be one part of a package considered by the institution in this process. I am an inorganic chemist with a specialization in organometallic chemistry at a liberal arts PUI institution with a focus on undergraduate research. While Professor Black is hired as an organic chemist, her scholarship is in organometallic chemistry, and therefore I am qualified to review her laboratory scholarship. I am also part of a group (IONiC – the Interactive Online Network of Inorganic Chemists) dedicated to improving the teaching and learning of inorganic chemistry. While I may not be best qualified to review the specific content of the materials in Professor Black's educational research, I am well-aware of best practices and can review the quality of her educational scholarship. To the best of my recollection, I have met Dr. Black and we have had minimal interactions, but nothing near substantive enough to reclude me from performing this review.

Dr. Black concludes her overview of laboratory scholarship with a COVID impact statement. I assume that is recently adopted institutional policy to include such a statement in this document. But I feel it must be addressed first. Obviously, the pandemic has been an incredibly horrible event for the entire world. But this review is focused on college faculty, and while it has certainly been difficult for all of us, I can only imagine just how trying it has been on pre-tenure colleagues that have had to endure this period in history. While there is no good time for a pandemic, hitting during the second year of the start of a new position is especially challenging. Losing that summer of research and having to adapt to remote instruction are unexpected additional complications that certainly hampered overall research productivity for anyone in this position. All of this makes tenure reviews for the colleagues that have had to deal with this even more complicated than the normal process. I completely agree with Professor Black that working alone would not have been safe. She essentially had to start her lab, shut it down for a prolonged period of time and then start her lab back up again. Given what by my standards is a very short period of time between starting a position and applying for tenure, the impact of COVID is even more substantial.

By my count, Professor Black has one publication based on laboratory work during her time at the institution. This publication is based on work done during her Ph.D. at the University of Chicago. I will admit to some trepidation when I first saw this as I would typically hold such a publication in low regard with respect to evaluating a candidate. However, I greatly appreciate that Professor Black took the time to clearly describe the work she did with regard to this paper while at NCF. While it still not her own independent work, Professor Jordan is the corresponding author, it is a high-quality publication in an excellent journal. That she was able to write the paper, participate in the computational aspects of the work, and deal with revisions is certainly commendable.

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In addition to that publication, there was also a manuscript in preparation. This work is clearly work done by Professor Black and her students at NCF and as such serves as a better indication of her own abilities as an independent scientist. There is still a little bit of work that needs to be done (at least as of the time it was uploaded) for this manuscript to be submitted. Professor Black mentions her intentions to submit it to *Organometallics*. From personal experience and conversations with others I would say that journal is not particularly friendly to chemists at PUIs. That is in no way a judgement of the quality of the work, but more of a word of encouragement should it be rejected by that journal.

This manuscript describes the synthesis, characterization and coordination of a new bidentate phosphine ligand. Were I reviewing this manuscript for publication, I would certainly comment that the introduction is far too long for the amount of original work and that the introduction could use a figure or two to help the reader visualize some of these other ligands. The results and discussion states that “similar routes for 1 and 2 have been reported previously”. How similar are the routes and are they better or worse than what is outlined in this manuscript? The thoroughness of the NMR characterization is excellent and appreciated, but the discussion of it was a bit excessive, especially for compound 5. I also liked that Professor Black detailed the failed reaction with $\text{Fe}(\text{acac})_3$. Reporting negative results used to be considered somewhat taboo, but with modern machine learning, there is an increased emphasis on reporting negative results. ‘No matter how good the idea, some things just do not work in practice’ is a burden borne by all synthetic chemists. It is great that they were able to get two crystal structures to include, it is just unfortunate neither of them was of 5. It is also unfortunate that the compound does not appear to be effective as an AAD catalyst. Professor Black has tried a number of different experiments with compound 5 and suggested some interesting and appropriate ligand modifications that are ongoing. I certainly wish her and her students the best of luck in making and testing these new ligands. Overall, this manuscript is an unfinished symphony. There is some really creative and interesting work that has been done. From that work new questions have been generated and the foundation for trying to answer those new questions is forming. The work shows great potential to be interesting, publishable and engaging. It has just been severely hampered by the pandemic.

Professor Black has actively been presenting her scholarship at American Chemical Society (ACS) meetings. While students are listed as co-authors, it is not clear if the students presented any of these or not. There are certainly avenues to do so, however the pandemic has certainly made conference travel more complicated for faculty, let alone undergraduate students. By my count there are three posters and one talk from ACS national meetings and one poster from a regional ACS meeting that have been presented in the INOR division. This is certainly a commendable level of engagement with these meetings. Personally, I would say that her posters are a bit ‘wordy’ but overall, they do a nice job of conveying her research.

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The remaining materials for review are publications more related to educational research. This included an e-book chapter for an ACS Symposium. In this chapter, Professor Black describes a new project that was implemented in the Organic Chemistry I course at NCF. Although also incomplete, additional data analysis is implied at the end, it describes a very interesting and well-conceived learning experience for students. The overall project from conceptualization to implementation is thoroughly described. It really is an excellent activity for students getting them to actively engage with the material and present what they have learned. This type of project is not being done at schools I am familiar with, but it should be. I think the manuscript is missing two things. First, a little more data analysis which Professor Black has already recognized. Second, reflective section on lessons learned and possible modifications for the future would certainly be appreciated. While student feedback is certainly valuable, the faculty perspective is equally valuable. I look forward to reading the finalized version of this chapter in the future.

In addition to the previously mentioned posters and oral presentations on laboratory research, Professor Black has also actively engaged at ACS meetings if the Division of Chemical Education (CHED). At the time of this review, she will have given four talks within this division all focused on changes she has made to the Organic Chemistry curriculum at NCF. I especially found the talk on replacing laboratory reports to be quite excellent, and that is just from reading the slides. Grading regular old lab reports is certainly the bane of most chemistry faculty. Professor Black outlined a very creative solution that helps students develop transferable skills and gets them more engaged with the material.

The final items for consideration in this package are likely the most significant. In particular, the ACS-Petroleum Research Fund grant. While the internal grants are certainly nice, the external grant is extremely significant. To be awarded this grant, Professor Black's proposal was reviewed by fellow chemists. Those reviewers are then discussed by a committee of chemists who choose which proposals to recommend for funding. The Board of Directors then has final say in that process. To receive this funding, Professor Black need significant enough preliminary results and a well-conceived research plan that her peers deemed worthy and achievable. I agree with that assessment. In Figure 4 of the proposal, Professor Black outlines the new ligands that she intends to make. These ligands have substituents that will potentially eliminate some of the problems she found with ligand 1 in this figure. Just making the new ligands and coordinating them to a metal will be interesting enough and could serve as a paper. Ideally, they will find the ruthenium complexes she proposes to prepare have applications as AAD catalysts. However, even if they do not work in that system, she will have prepared new bidentate phosphine ligands. There are numerous other possible metal complexes she could prepare with these ligands, meaning the possible applications are nearly endless. There is high-quality science to be done here for certain and it is nice to see that it was recognized by a funding agency.

From the materials I have reviewed, I gather that Professor Black is a dedicated member of the faculty with a goal to give her students the best learning experience possible. Be that in the

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classroom or laboratory. She has had to deal with unprecedented circumstances during the most stressful and vulnerable part of any faculty career. But she has admirably found ways to keep her laboratory scholarship moving forward while also making a lasting impact on the organic curriculum at NCF (and likely other institutions). She has actively engaged students in her scholarship, has presented it at ACS meetings, is on the cusp of her first independent publication and has secured external funding to support her work. All of this strikes me as hallmarks of a person that NCF would want as a member of their faculty.

Sincerely,



Chip Nataro

Marshall R. Metzgar Professor of Chemistry
Head of the Department of Chemistry
Lafayette College
Easton, PA 18042
nataroc@lafayette.edu

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AUG 30 2022

9/30/22

Dear Dr. Gilchrist,

I am pleased to write this letter of evaluation, reviewing the scholarship of Assistant Professor of Organic Chemistry, Rebecca Black. I have known Dr. Black for approximately four years, mostly through interactions regarding a peer-reviewed book chapter she published in an American Chemistry Society symposium series book for which I was the editor. While I am not an organic chemist, as a chemistry department chair at a small liberal arts honors college similar in size to New College, I feel qualified to evaluate Dr. Black's work. After reviewing Dr. Black's portfolio of work, I believe she has clearly met or exceeded the criteria for professional development as listed in the New College faculty handbook provided with this evaluation request.

Scholarship in chemistry and biochemistry at an undergraduate institution has unique challenges that may not be widely understood outside the field. The most common model for scholarship at chemistry departments of all types (graduate, PUI, etc.) nationwide, is one in which a faculty member designs projects that have components which one or more students can explore via directed research. Due to the nature of chemical and biochemical research, completion of these projects may require multiple years. This model is favored at the undergraduate level because mentored research experience is cited as one of the highest impact practices for student success. Dr. Black's CV describes an active scholarly research agenda as described in the "Scholarly and Professional Activities" of the New College handbook. She has one publication in a refereed journal (*Organometallics*), a number of pedagogical publications well on their way towards publication, a great number of conference presentations, many of which include undergraduate students, and a prestigious grant award. Through these activities, Dr. Black has proven herself a substantive member of both her local and national chemistry communities.

Dr. Black's work, "Olefin Insertion Reactivity of a (Phospine-arenesulfonate) Palladium (II) Fluoride Complex", published in *Organometallics*, is an impressive accomplishment and represents a high-quality paper in a respected peer-reviewed journal. This paper required a great deal of meticulous and challenging synthetic work, as well as subsequent analyses via Electrospray mass spectra (ESI-MS). The paper highlights her interest in basic research, and represents interesting and valuable advances in our fundamental understanding of reaction mechanisms.

The scientific merit of Dr. Black's research is further validated by the awarding of significant external funding for her own research program. Most notable, is the award from the American Chemical Society Petroleum Research Fund (ACS-PRF). The ACS-PRF grant is an incredibly prestigious grant that has played a major role in the early stages of many careers. Nobel Prize winner, Robert H. Grubbs, attributes his prize winning line of research to its early beginnings in the ACS-PRF award. Many new faculty at all levels of institutions apply for these grants and success in funding provides a first indication of the future of a young faculty's success. The fact

that Dr. Black has been able to earn such a grant is a clear indication of the quality and importance of her research.

It is abundantly clear that Dr. Black is engaging undergraduates in meaningful research and scholarship, and has ongoing research projects at the frontier of organic/inorganic synthesis and homogeneous catalysis chemistry. She, and her students, have regularly been attending and presenting meaningful results at national, regional, and local meetings. Additionally, Dr. Black is deeply involved in the science of pedagogy through her work on the scholarship of teaching and learning. I read with interest the in-progress ACS Symposium series book chapter "Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project." This chapter describes a three-part, scaffolded literature-based project, in which students explored the United Nations Sustainable Developmental Goals. Through this project, students have the opportunity to develop professional skills such as problem solving, information literacy, and oral/written communication. Based on the comprehensive nature of this project, the students involved received top-notch training in interdisciplinary scientific research and I have no doubt that they have developed the professional skills used by chemists in the "real world." Students with such comprehensive training in these skills are at a great advantage when they graduate and move on to pursue a graduate degree or a job in industry.

In summary, Dr. Black has formulated a research program that is of scientific interest, she has pursued and won external funding for her research from highly competitive funding agencies, and has had admirable success in the publication of her work in respected journals within her pre-tenure period. Importantly, her research program has been used as a vehicle to teach the New College undergraduates the art of research and inducted them as members of the wider scientific research community. Research done without the involvement of students misses the larger goal: to graduate students well-versed in modern scientific research whom are ready to launch their careers after college. I feel that Dr. Black's scholarly activity embodies the ideals of the teacher/scholar model of faculty at undergraduate institutions, and that evidence for sustained scholarly work in the future is strong. In terms of scholarship, she has exceeded expectations and I am happy to strongly recommend her for tenure and promotion.

If you have any questions please feel free to contact me.

Sincerely,



Kelly Y. Neiles
Chair and Associate Professor
Department of Chemistry and Biochemistry
St. Mary's College of Maryland

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SEP 30 2022



Professor Sandra Gilchrist, Chair
Division of Natural Sciences
New College of Florida
Sarasota, FL 34243

Dear Professor Gilchrist:

Per your request, I am providing here an external evaluation of the scholarship portfolio of Assistant Professor Rebecca Black as she stands for promotion and tenure. I will start by confirming that I have no prior professional or personal relationships with Professor Black. I myself am an Associate Professor of Chemistry at Albright College in Reading, PA. Albright is small liberal arts college of approximately 1300 undergraduates and I reside in the Department of Chemistry & Biochemistry, an American Chemical Society certified department with seven tenured or tenure-track faculty. Like Professor Black, I work with undergraduate students to make rationally designed molecules that contain transition metal ions at their cores, and to examine their function in reactions. I therefore feel I can relate well to Prof. Black's research and scholarship program and am happy to offer my perspective in aid of your processes.

Professor Black has accomplished a significant amount of work with undergraduate students in the short, and pandemic-affected, time she has been at New College. By my accounting of her CV, she has been an Assistant Professor at New College for only four years, at least one summer of which was significantly disrupted by COVID-19. (Summers are often the most productive time for chemists to work with undergraduates, so this was likely a substantial disturbance, though it looks she made the best of it by writing a grant proposal that was eventually funded.) This puts her in a somewhat unusual position relative to candidates standing for tenure at other comparable institutions, where at least five years of work is often considered and many of which offered tenure clock extensions in light of the pandemic hardships. Nevertheless, in this time Professor Black has established herself as a productive researcher who engages her students *and* contributes to the broader knowledge in the field of homogenous catalysis and in the teaching of science and chemistry. I will explain the features of Professor Black's program that lead me to these conclusions.

First, Professor Black has demonstrated that both halves of her research program (catalysis and pedagogy) are of interest to the broader scientific community. Her homogenous catalysis program was recognized by her successful application for an American Chemical Society (ACS) Petroleum Research Fund award. These grants are awarded to roughly the top 20% of applicants following peer review and evaluation by discipline specific panels. Securing one of these awards is a sign that the community values your potential contributions to the field, finds your ideas creative and innovative, and believes that you have the expertise and resources to carry out the work. From my review of her grant application, I would have to agree.

Professor Black's contributions to the scholarship of teaching and learning have also been well received by the field. This is evidenced by her invitation to participate in the ACS Symposium Book Series with an invited chapter on developing problem solving and information literacy in Organic Chemistry I through exploration of the United Nations Sustainability Development Goals. Moreover, Professor Black had a

poster on this topic selected by the Division of Chemical Education for a Sci-Mix presentation at the Spring 2020 National ACS Meeting. Sci-Mix is an interdisciplinary, invited poster session where the top 10% or 20 posters, whichever is greater, from each Division of the Society are invited to participate. To have one's work selected for this forum is a sign that it will be of broad interest to the chemical disciplines and represents the best of the field. Her other scholarly work on incorporating Wikis, infographics, and professional writing into the Organic Chemistry curriculum goes well outside the normal boxy curriculum of traditional Organic Chemistry courses and provides innovative ideas that could be incorporated into a variety of science courses and that I look forward to reading about when these works are published.

A key feature of developing a research program in chemistry at an undergraduate college is the ability to train and engage students in the practice of chemical research. From what I have read about NCF, this is indeed seems an expectation of your college. In this regard Professor Black has been demonstrably successful. One thing that stands out to me is that she has had undergraduate students give presentations at National ACS Meetings every spring for the past three years. These are important opportunities for undergraduates to engage with the broader field and put their communication skills to the test. The National Meetings are bustling affairs with many opportunities for students in networking, professional development, and to put the communication skills Professor Black so values into practice. It is also noteworthy that of Professor Black's student poster was chosen as a finalist for the *Inorganic Chemistry Poster Competition*. This is a yet another sign that the work she is doing with undergraduates is valued original research in the field.

I would also like to add that working with 11 unique students likely requires Professor Black to engage in a lot of hands-on training of these students to teach them the fundamentals of research in synthetic chemistry, which likely goes beyond most course-based lab experiences. The safety protocols and Schlenk techniques required for her research program are advanced and valuable skills for students to learn. The student outcomes described in footnote 5 of her documents supports that her students are well-trained and ready for a variety of careers, including in excellent Chemistry graduate programs.

If there is one aspect of Professor Black's portfolio that is thin, it is that many of the projects are sitting just short of being published. Several manuscripts are listed in her documents as being "in preparation" or "to be submitted in the Fall 2022 semester." For this reason, there is little completed work that has been subjected to a rigorous peer review process. The one peer reviewed manuscript published during Professor Black's appointment at NCF originated mostly from work completed during her PhD program. As alluded to earlier, it would be my presumption that the primary reason for having much work in the not-quite published stage is the shortened, and pandemic affected, time-frame associated with this application. The advanced stage manuscripts that are included in the portfolio, as well as Professor Black's continual contributions to the field via many national conference presentations from her and her students, capped off by a successful ACS-PRF application, leave little doubt in my mind that she has successfully established a meaningful program of research that is contributing the body of knowledge in the field.

Best regards,



Nicholas A. Piro, Ph.D.
Associate Professor of Chemistry
Department of Chemistry & Biochemistry
Albright College
Reading, PA 19604

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SEP 30 2022

September 29, 2022

From: Diana B Butsch

1163 Old Fort Dr.

Tallahassee, FL 32301

To: Dr. Sandra Gilchrist

Professor of Biology and Marine Science

Chair, Division of Natural Sciences

Division of Natural Sciences, HNS E171

New College of Florida

5800 Bay Shore Rd.

Sarasota, FL 34243-2109

Dear Dr. Gilchrist,

I am one of Dr. Rebecca Black's former students. I took Organic Chemistry I and II and organic chemistry II lab with her as well as worked as her TA and research assistant for an ISP.

Organic chemistry is a very challenging subject to learn, but I found that Dr. Black's teaching methods helped me get a grasp on the subject. Dr. Black had a lot of real-world examples and fun activities relating to the topic of the lesson. She also used a lot of comics to illustrate the reaction mechanisms we were learning about. To this day I remember the difference between a S_N1 and S_N2 reaction because of a cat comic. I also really enjoyed our recitations. We would be broken up into groups to tackle a short quiz. I found it especially helpful to discuss the material with my peers because explaining it to another person helped me remember it better. We also would go over the answers and any question the class struggled on we would go over in more detail. I thought it was a good way to go over topics that we weren't grasping yet. Whenever I was struggling with a topic in class, I found Dr. Black's office hours to be extremely helpful. She is good at one on one tutoring and finding ways to explain a topic so that it makes sense to you. There were also snacks and tea, which was much appreciated.

One of my biggest pieces of advice I would give to students when I was a TA for General Chemistry I, was make use of Dr. Black's office hours. If I couldn't help them with the material they were confused on, I was sure that Dr. Black could. I had a really good experience working as a TA, the work was split up between 3 TAs, so I never was overwhelmed with work on top of

school. I also worked with Dr. Black during ISP in 2019 as a lab assistant. Even though my AOC was Marine Biology, the experience I gained from working in the lab has helped me greatly in recent years. The ISP required me to learn a lot of new techniques in a short period of time and Dr. Black was patient with me as I learned how to do them properly. My current job as a lab technician at the Florida State University Coastal Marine Lab requires me to adapt to a lot of new skills in a short period of time. Working in Dr. Black's lab for ISP gave me the experience I need stay on top of all the new material being thrown my way.

Outside of class and work, Dr. Black also ran some extra events that I really enjoyed. She set up a tie-dye event, a science Saturday, and made us ice cream with liquid nitrogen. It's easy to get bogged down with the class material and forget why we even wanted to study science in the first place but having fun little events like that reminds me why I wanted to peruse a science degree. After events that had food, Dr. Black would go around and offer the extra food to students studying in Heiser. She is a very kind person that really wants everyone to succeed in what they are doing and is willing to help in what ever way she can. Dr. Black is still one of my favorite teachers, her lesson plans and teaching style really resonated with me and she provided quality offices hours and advice. For these reasons, I recommend Dr. Black for tenure so she can continue to give a quality education to students like me in the future.

Sincerely,



Diana B Butsch

Lab Technician; Florida State University Coastal Marine Lab

New College Graduate 2022

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SEP 30 2022

Imran Alam
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Bradenton, FL, 34211
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To the Office of the Provost, PAC members, & whom else it may concern,

I am writing to strongly recommend Dr. Rebecca Black for tenure and promotion to the rank of Associate Professor of Organic Chemistry in the Division of Natural Sciences at New College of Florida. As her current student, advisee, and research assistant, Dr. Black exemplifies every characteristic of a remarkable professor and person.

In short, Dr. Black has been my mentor and role model. I have had Dr. Black as a professor in General Chemistry I, Organic Chemistry I & II, and Organometallics & Catalysis. In addition, I conducted my first ISP with her, worked in her laboratory since February 2021, and she is my thesis sponsor.

As a student, her classes are more challenging and require more work than most New College classes. I say this only to reveal that Dr. Black understands the perfect balance between overworking her students and stimulating their growth. She has the ability to transform challenging, complex information into fun, interactive activities. Similarly to my professional tennis career, Dr. Black has continued to push me, positioning me to succeed and learn from my failures. I never thought I was very intelligent or "good" at learning. However, through the support of Dr. Black, I have overcome this mindset.

She always shows the utmost professionalism and willingness to make her students' success a priority. I have experienced and seen her selflessly adjust her busy schedule to accommodate students. She genuinely values each student's perspective and feedback, as seen by her willingness to modify her teaching style and plans to meet the needs of every student. Dr. Black, without a doubt, has been the most incredible professor I have had throughout my academics.

In addition to Dr. Black's interactions with New College's community, she is focused on the school's success and development. For example, she regularly engages with the community by creating a study snack and tea cart, baking delicious desserts for her class, or hosting weekly board game nights in the library. At the Spring 2022 American Chemical Society Conference, many respected professors praised her for being able to teach undergraduate students advanced organometallics and catalysis chemistry. Lastly, this past summer she assisted a New College

alumni by instructing young female teenagers in chemistry laboratory experiments and encouraging them to pursue a career in science.

As a mentor, Dr. Black has always gone above and beyond to help me outside class. Whenever I needed assistance, she would always help or find someone. For example, after presenting my orthopedic spine research at Eurospine, the conference's affiliated journal requested that I write a paper by the end of the week for publication in their journal. Dr. Black helped me write my first paper quickly, even though she had to finish our laboratory research poster. In addition, she introduced me to her partner, Austin, who helped me with the statistical analysis and allow me to better show the impactfulness of my research. I could only complete this task because of Dr. Black.

Whether it be: giving me her cat's old toys when I first got a kitten, baking my favorite ginger snaps for my birthday, taking her research students out for dim sum to celebrate successfully synthesizing a new compound, or advising me on personal matters, she always puts others first. I understand these examples may not portray Dr. Black as a professor, but being a professor entails more than just being able to teach a class. The most promising professors are most passionate about connecting with their students and helping them achieve their potential. I believe Dr. Black's innate selflessness and ability to connect with others best illustrate why she has been nothing less than an extraordinary professor and person.

As stated prior, I strongly recommend Dr. Rebecca Black for tenure and promotion. She has earned and deserves this promotion, and New College of Florida is lucky to have her. Please do not hesitate to contact me for more information or questions. Thank you all for your time.

Sincerely,



Imran Alam

Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Division of Natural Sciences
Division of Natural Sciences, HNS E171
New College of Florida
5800 Bay Shore Rd.
Sarasota, FL 34243-2109

I am writing this letter to express full support for Dr. Black for tenure and promotion to Associate Professor of Organic Chemistry in the Division of Natural Sciences at New College of Florida. I had the pleasure of meeting Dr. Black at her teaching demonstration when she was first applying to work at New College. Her teaching style immediately struck me as clear and engaging. In addition to her outstanding teaching demo, the lunch with students afterwards made her really stand out from everyone else. Dr. Black made a huge impression on me and the other students that attended from the very beginning. It was clear that she was not just looking to teach chemistry to a room full of students, but that she was prepared to collaborate with students in a way that would truly impact them. While her credentials demonstrated that she could do well in any teaching position, her engagement and excitement showed that she would really excel in the unique environment at New College. I was thrilled when I learned she had accepted the position to join the New College Community. When she began teaching at New College, it became clear right away that she was a great fit.

Dr. Black began working at New College in Fall of 2018, which was the start of my fourth and final year at New College. Although our time at New College only overlapped for one year, she had a profound impact on me in that short time. I took Dr. Black's class Transition Metal Catalysis for Organic and Polymer Synthesis in Fall 2018. I also worked as Dr. Black's teaching assistant for Organic Chemistry Lecture 1 and 2 in Fall of 2018 and Spring of 2019. Additionally, she was a prominent member of my thesis committee, and instrumental in advising me throughout my thesis year and graduate school applications, and continues to be a major source of support for me today.

I can say with full confidence and complete sincerity that Dr. Black's Transition Metal Catalysis for Organic and Polymer Synthesis class prepared me for graduate school better than any other class, project, or even research program that I completed in undergrad. From the very first day, it was clear that she was extremely devoted to her students and went above and beyond with the effort that she put in to helping us succeed. She provided detailed information for the entire semester. She prepared clear, well thought out notes, which she provided at the beginning of each class. Then, she would structure her class as an interactive workshop where she would work through the notes while asking relevant and engaging questions to develop our understanding of the material. Our weekly problem sets would ask questions that were challenging, but fair. The class projects focused on primary literature and helped tremendously on improving our ability to select, read, and understand primary literature in the field. The structure and methods of the class was very effective.

In addition to the structure of the class, the material she taught was more applicable than a lot of the other courses I took. All of the material was related to real-world example or pertinent to graduate level work. When I was in my chemistry graduate program, I regularly thought "I know this from Dr. Black's class" both in my graduate classes, and in my graduate research. Additionally, her devotion to her students was unparalleled. She made us feel very comfortable asking for help by

encouraging us to come to her office hours and reminding us of the days and times she was available every single class. She also offered extra help every week with an optional evening workshop that the entire class chose to attend. I believe this alone speaks to her ability to achieve student engagement and desire to learn as I have rarely ever seen a full class of students regularly attend an optional evening workshop. But most notable of all was her level of providing and receiving feedback. Every assignment completed from weekly problem sets, to exams and projects were returned with meticulously detailed feedback, and she regularly asked for feedback from the class and adjusted her methods for our greatest benefit. Not only was it the best class I took in terms of preparation for graduate school, it was also easily my favorite class that I took during my time at New College due to how enjoyable Dr. Black made it for us.

While working as Dr. Black's teaching assistant for Organic Lecture 1 and 2, I sat in on all of the classes, held weekly TA sessions, and helped grade assignments. Her organic class was structured very similarly to her Transition Metal Catalysis class. It was very impressive to me that she was able to maintain her teaching style regardless of the difference in size of the two classes. She maintained her workshop style classes by giving them time to work through problems and encouraging them to ask questions while walking around the room to offer help. Regardless of the larger class size, she achieved all of the same things as in her small Transition Metal Catalysis class. There was regular student engagement from the majority of the students and she maintained a high level of detailed feedback on all of the assignments and exams throughout the semester.

Dr. Black also supports her students with thesis help and other mentoring. Even though it was her first year at New College, Dr. Black agreed to be on my thesis committee. She regularly checked in to ask how things were going and make sure I was on track. Along with my thesis, she also helped with my graduate school applications. Although she was not technically my advisor since it was her first year at New College, she was my main source of support with each step of the application process. After graduating, Dr. Black has continued to be a mentor to me. She has consistently been there for me with advice and support since I have met her, through my time at New College and after. In fact, at one point when I was really struggling, I drove back to Sarasota from Atlanta and went straight to her office. Even though she was busy and had no warning of my arrival, she could tell I was struggling and made time to help me. She has made a profound impact on me as a teacher, mentor, and person, and I know she has made a similar impact on many other students as well. In addition to her commitment to students in teaching and mentorship, she also makes a strong effort to connect with her students in their hobbies, supporting a healthy work-life balance. She has been involved in New College's baking club and basketball club, and she hosts board game nights in the library every week. She consistently makes herself available for her students whether it is for help with chemistry, support through an issue, or just winding down from a hard week.

I think that we are incredibly fortunate to have such an impressive candidate up for tenure and promotion at New College and I give her my highest recommendation. Along with her impressive scholarly contributions, her dedication to teaching, mentorship, and service to her students and the community make her an excellent fit for the unique environment at New College.

Sincerely,

Anna Blood

Anna Rose Blood

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SEP 28 2022

From: Alex Bottorff (2016 Cohort)

To: Dr. Sandra Gilchrist

July 27th, 2022

Promotion of Dr. R. Black to Associate Professorship of Organic Chemistry

Since Dr. Black (hereupon referred to as Rebecca) is up for promotion to Associate Professor, I would like to share my words of support. As both her first advisee and first thesis student, I hope the New College community will find value in my statement. Please accept this letter as my official support of her promotion.

At the end of my second year at New College, the Division of Chemistry was running a search to hire new faculty to replace Dr. Scudder (my first advisor, since he was retiring) and teach Organic Chemistry, which was when I was introduced to Rebecca and her teaching techniques. Along with several other students, I had lunch with her and other students following her talk on her teaching methods and mini-lecture of a common organic concept. I left the lunch feeling impressed, and other students I spoke to felt the same way, that Rebecca would be an excellent addition to the NCF community. When she was hired, she immediately took to the campus well and it became clear she was the right choice. So much so that I asked to be her first advisee when she was allowed that after her first year of teaching at New College. This presented a unique opportunity for both of us, but also confronted Rebecca with an additional challenge of learning the thesis procedure at NCF at the same time as advising it – a sort of trial by fire situation, as we described it. Even though we encountered a few bumps and disagreements about procedure along the road, I ultimately could not have been happier that I had Rebecca on my side for the process. She helped me draw up outlines for the thesis at large, as well as the individual sections; she went through countless rounds of edits and practice sessions with me to make sure my material and presentation of the material were spot on; and she insisted on certain deadlines and held to them, which helped give me structure and goals. Additionally, I made the process even more challenging for her by doing my experimental part of the thesis project with a professor at FSU, rather than with Rebecca. She handled this very well and did everything she could to understand my project, even though it was somewhat outside her specific area of expertise. Not only did she become familiar with the concepts I was using, but she also aided me in deepening my own understanding of my own project material.

Moreover, COVID-19 hit in the middle of the Spring semester of 2020. Her support was unwavering amid that trouble: we consistently had Zoom meetings to go over material, were in constant communication over email, and she even sent me a care package at one point to show her support in a more tangible matter. While my idea of her support and criticisms at the time did not entirely fit with her style, I am now able to look back and see the value of her guidance during my thesis term.

I personally only registered for one course with Rebecca, which was her Organometallics and Transition Metals in Catalysis class in my third year. This course was nothing less than instrumental in my personal studies and academic direction, but it was also impressive in the sense that it was a very accessible course. I was one of four students in the course and I hold it was one of the most valuable courses I took while at NCF. Prior to taking this course, I had not taken Inorganic Chemistry which is typically a student's first formal introduction to Transition Metal chemistry. However, even though I had not been introduced to those topics before, Rebecca's teaching methods made sure I was not left behind in the course and

ensured I not only excelled in her course, but also that I was over-prepared to take Inorganic Chemistry later. Overall, taking a course with Rebecca was both intellectually engaging and markedly fun; it should be noted this was during Rebecca's first semester at NCF.

Since graduating, I have followed Rebecca's lab closely on social media and am impressed to see the lab practices she is introducing to her research students. From what I can see, these students become proficient in experimental techniques and thought processes that is usually gained in graduate school. For example, I know she has made several students comfortable with Schlenk techniques, which is not a practice most undergraduates have the opportunity to be exposed to. Because Rebecca has taken so well to New College's principle of proactively integrating students' academic interests into their regular studies, she has given these students a great advantage when they enter graduate school or another profession. Obviously, Rebecca is excellently contributing to the type of students New College is graduating into the professional world.

I attest that Dr. Rebecca Black is an extremely important cog in the Division of Chemistry and Department of Natural Sciences machine. She, in her short time with NCF, has contributed greatly to its academic value in a rather small – but nonetheless important – division. It is exciting to hear that she is up for this promotion and I look forward to hearing she is confirmed for this position. I have no doubt her contributions will only increase and her value to the campus community will only become more apparent. Thank you for your time and consideration.



W. Alex Bottorff (2016 Cohort of NCF)
University of Florida
Searles Group
alexbottorff8898@gmail.com

RECEIVED
JUL 27 2022

Piper Cole
October 26, 2022
Biology AOC with secondary in Chemistry
New College of Florida

To whom this may concern,

My name is Piper Cole. I am a fourth year undergraduate student at New College of Florida, and I have known Dr. Rebecca Black since my first year. She has greatly impacted my experience here. I originally started on the Biology track, and took the general chemistry sequence as a requirement for my AOC. Dr. Black taught the class so exceptionally that I ended up taking the organic chemistry sequence taught by her as well. From here I fell in love with chemistry, and decided to merge it with my other interests in biology, forming the ISP 'Chemical Ecology' with another student under Dr. Black's support as a sponsor. Dr. Black was extremely helpful during the ISP, and taught me various techniques used in organic chemistry lab before I had even taken the course. I enjoyed this ISP so much that I decided to create a tutorial with the other student, continuing the research that Dr. Black continued to support as a tutorial sponsor. After myself and a few other students showed interest in acquiring a secondary AOC in chemistry, she took the initiative to hold meetings with chemistry faculty to design a set of coursework that would satisfy this. Dr. Black has served as an incredible teacher and a supportive, responsive mentor, and I feel she is highly deserving of tenure.

Dr. Black as a professor is highly responsive and helpful. She replies swiftly to emails, will provide incredibly detailed feedback on all assignments, and plans out each semester extensively. She is sympathetic to students' needs as well, and provided fun rewards such as baked goods to make class much more enjoyable. As a mentor, she is highly helpful, and will meet to perform live demonstrations of lab techniques unfamiliar to me. Even as I pursue my thesis and am not currently enrolled in one of her courses, she has met with me multiple times to help. She also consistently sends helpful articles she finds that relate to my thesis. Even though she is not my advisor, Dr. Black has aided my endeavors outside of chemistry; recommending job events, classes, and writing a letter of recommendation for my graduate school application. She is the reason I applied for an on-campus job that I still hold today. She makes an effort to connect to students on a greater level, holding weekly game nights in the library and meeting for tea. I know I am not the only student that she helps in a multitude of ways, and I find it very impressive that she should be this consistently present in so many students' lives, all while conducting her own research.

Dr. Black has helped me and so many others pursue success. I admire her work ethic and the care she has for her students, and I believe she is absolutely deserving of tenure and promotion to the rank of Associate Professor.

A handwritten signature in black ink that reads "Piper Cole". The signature is written in a cursive, flowing style.

October 26th 2022

Office of Provost,
New College of Florida
5800 Bay Shore Road,
Sarasota, FL, 34243

Dear Provost,

I am writing this letter in hopes of contributing to the decision of tenure and promotion for Dr. Black. During my time at New College of Florida, Dr. Black has been a great professor and mentor to me. I am sure that myself and many other students have benefited greatly from the contribution of Dr. Black and I believe that she is well deserving of tenure and promotion.

I met Dr. Black during my second year at NCF, during my organic chemistry course. This course was quite a challenge, as it mostly introduced very new concepts. Understanding this, Dr. Black often made conscious efforts to create an environment that fostered conducive learning. Sometimes, this meant slowing down the pace of the lesson to go over a topic that the class may have been struggling with. Other times, this might have been achieved through the facilitation of additional organized hours outside of lecture time and office hours, where we would recap the week's lessons. During office hours and these sessions, Dr. Black would often go far beyond her regular responsibilities. By providing refreshing breaks, as well as home-baked goodies, she would aid in easing the stress and tension associated with the day to day of being a college student, while providing helpful tips and advice.

I have also served as a teaching assistant and subject tutor under Dr. Black. In these roles, I was able to build my relationship with Dr. Black and gain invaluable knowledge and skills from her. I was also able to see first hand the dedication and devotion she has for her students, through providing endless resources intended for their betterment and success. I also want to note the kindness she showed to me, by sending a care package all the way to my home in Barbados during the pandemic, while I was serving as her TA.

In my final year at NCF, I participated in Dr. Black's Chemical Research and Career Course and she also served as a member of my thesis committee. During this time, she was a great motivator and mentor, offering encouragement and contributions to my success in my thesis and baccalaureate presentation. Additionally, Dr. Black has well equipped me with the skills necessary to prove strong candidacy in obtaining

professional positions, through her teachings, as well as detailed letters of recommendations.

I hope that my words have been insightful and have portrayed Dr Black in a manner that proves her dedication to the academic success of her students, as well as their overall well-being and professional development. I would like to take this time to thank Dr. Black for her contributions to my development and success, and once again, to reiterate my belief that Dr. Black is extremely deserving of tenure and promotion.

Thank you Dr. Black and I wish you good luck!

Nicholas Hall

Nicholas Hall
New College of Florida, Class of 2021

Dear Dr. Sandra Gilchrist,

I am writing to recommend Dr. Rebecca Black for a tenure position at the New College of Florida and a promotion to Associate Professor of Organic Chemistry.

Dr. Black began her teaching career at New College as an Organic Chemistry professors during my third year. From the start, she showed an incredible passion for her work and her students. She held all of us to strict standards, but gave us the necessary tools to meet her expectations. She made herself available for anyone who needed her and gladly explained concepts in more detail or in different ways until we understood the material. Dr. Black's classes were difficult, but since she provided us with all of the knowledge and assistance necessary to perform, it was easy to pass with enough practice and dedication. We were even tasked with writing a scientific paper in the style of a JOC article. I did not think I would be able to correctly complete the assignment, but Dr. Black met with everyone multiple times to ensure we were all on the right track and had minimal errors. In the end, I impressed myself and was able to write a worthy article with her guidance.

In speaking with a more recent student, David Poncé, it is clear that her dedication to teaching has not wavered in the years since she taught me.

I was lucky enough to be Dr. Black's lab assistant in the summer of 2019 and she made it a very informative and helpful experience. Unlike many undergraduate students, I was given a good deal of responsibility and opportunities to learn new skills. I ran NMR spectroscopy, performed reactions, maintained a detailed laboratory notebook, and provided input on how best to achieve her goals for the project at hand. This experience awarded me a great deal of confidence in a lab setting which helped me to get a TA position in Inorganic Chemistry Laboratory the following year and eventually land my current role as a staff chemist at Mote Marine Lab.

Dr. Black is always ready to help with life goals as well as academic goals. She puts an extraordinary amount of work into each and every letter of recommendation she writes for her students. For each application, students are tasked with giving her a summary of the job, a list of skills they want stressed, their resume, and their cover letter for the application. She takes all of this information into account as well as her memories of the student's work and performance to write beautiful, detailed, and honest letters tailored to each specific job.

Years after graduating, Dr. Black remains in contact with me and even got lunch with my coworker and I to discuss her student's performance in my laboratory.

I cannot stress her dedication to New College and all of her students enough. She is an exemplary teacher and mentor and entirely deserving of a promotion and tenure position.

Sincerely,
Jaci Martinez

Jaci R Martinez

RECEIVED

SEP 28 2022

To The Office of The Provost,

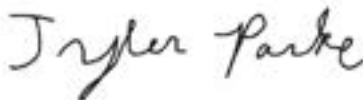
I am writing this letter to endorse Dr. Rebecca Black for tenure. I was an undergraduate student at New College of Florida from 2014 to 2019, the last year of which I had the privilege of taking one of Dr. Black's courses and collaborating with her as a member of my thesis committee. As long as I have known Dr. Black, she has demonstrated a vast expertise of her field, a high level of skill and care for the craft of teaching, and a desire to be collaborate with students in a wide array of research topics.

Dr. Black's course on organometallic catalysts in polymerization was full of fascinating information which was organized such that the course content was easily digestible, built on fundamental principles of inorganic chemistry and molecular orbital theory that were explained in-depth in the first few weeks. This organization made it possible for second-, third, and fourth-year students alike to gain chemical knowledge meaningful to them. Mechanistic work was at the heart of this course. Catalytic processes were discussed from multiple perspectives and with different industrial applications so such that an organic, physical, or materials chemist could understand them in a way that was valuable to their later coursework and research.

Additionally, Dr. Black was an invaluable resource to have as a thesis committee member and mentor. What began as a simple request to use her lab space evolved into a partnership where she continually found new suggestions to optimize my synthetic process and my thesis writing, as well as training in the use of a Schlenk line, which is now one of my most commonly used pieces of equipment in my doctoral studies. Dr. Black has been even more involved with other students in her short time at New College of Florida, taking on undergraduate research assistants every summer, and sponsoring a variety of Independent Study Projects and tutorials, ranging from rigorous organometallic synthetic projects to studies of scientific poetry. I find that the intense rigor in her research combined with her broad curiosity aligns closely with the values of New College of Florida, and I would be honored as an alumnus and colleague for her to continue her work with students as a tenured professor.

Tyler Parke

Ph. D. Candidate, University of Delaware



RECEIVED
SEP 12 2022

Cara Ruhnke
4906 Palm Aire Dr.
Sarasota, FL 34243

Dear Dr. Sandra Gilchrist,

I am writing to recommend Dr. Rebecca Black for tenure and promotion to Associate Professor of Organic Chemistry in the Division of Natural Sciences at New College of Florida. As her former student and advisee, my experience with Dr. Black at New College of Florida was nothing short of excellent.

As her student, I appreciated the high level of organization and care that went into her courses. When the pandemic occurred and all classes went online, Dr. Black's Organic Chemistry I & II were, without a doubt, the best online classes I attended at New College. Dr. Black had no trouble converting the coursework and lectures to exclusively online, and not only did I learn Organic Chemistry, but I also retained it and excelled in it.

I enjoyed Dr. Black's organic chemistry classes so much that I continued to her advanced Organometallic Chemistry course, which was in person. I had a great time learning about organometallics and we even had a catalytic cycle sidewalk chalk drawing day. Dr. Black is truly passionate about her organometallic work and her passion is contagious, which makes even the most advanced chemistry topics easier to digest.

Dr. Black was on my thesis committee, and she helped me with the organic chemistry parts of my thesis project. She always had time for me and wanted to see me succeed. I learned research applications of organic chemistry lab techniques from Dr. Black during my thesis project, and she helped keep me focused on what I could accomplish in the amount of time I had.

I believe my success as a chemistry student was a direct reflection of Dr. Black's exceptional ability as an instructor and course designer. Dr. Black's courses are structured similarly, and it is this structure that I believe is what sets students up for success. All the tools required for the successful completion of the coursework are provided in an organized and concise manner. Collaboration with other students on coursework is encouraged and individual feedback on problem sets every week allows for a deeper understanding of the course content.

It is my opinion that Dr. Black is most deserving of a promotion, and I highly recommend her for the position based on my experience as her student. Please don't hesitate to reach out to me if you would like further information.

Sincerely,



RECEIVED

AUG 01 2022

Dear Sandra Gilchrist,

I had the pleasure of working with Dr. Rebecca Black throughout my final three years at New College of Florida in varying academic contexts. Dr. Black was my professor in Organic Chemistry, as well as a Chemistry Research, Communication, and Careers. I also assisted her in teaching General Chemistry, and she was on my thesis committee. Through these experiences with Dr. Black, I am confident she will make a great candidate for tenure.


One of the things that makes Dr. Black's teaching techniques shine is her emphasis on academic communication through writing. She knows not only the importance of communication in the field of chemistry, but also how crucial this skill is in all aspects of life. Due to her background in English, she is more than capable of integrating this into her curriculum without diverting focus from the subject matter.

As her teaching assistant, I found that she is highly organized and cares deeply about pedagogy. In teaching General Chemistry, she implemented a teaching method known as POGIL (Process-Oriented Guided Inquiry Learning) that focused on structured group work in order to work through problems, which emphasized problem-solving, teamwork, and leadership. In structuring her class according to POGIL guidelines, Dr. Black proved to be a versatile and adaptable professor, able to teach both traditional lecture-style classes as well as more pedagogically cutting-edge methods.

Dr. Black was also a remarkably involved member of my thesis committee. She assisted me greatly throughout the writing process, and being able to go to her for help in both the writing and the content aspects of my thesis was immeasurably helpful. Her feedback was essential in the quality and finalization of my thesis, which is something I'm extremely proud of creating.

Dr. Black has a deep, clear passion for chemistry, but that's not all that makes her such a valuable professor. Her passions for writing, pedagogy, and soft skills—and her ability to integrate these into her curriculum—make her an asset to the New College chemistry department, and a wonderful candidate for tenure.

Sincerely,



Hunter Sullivan
Chemistry and Environmental Studies AOC
New College of Florida 2017-2021

RECEIVED

SEP 29 2022

21 October 2022

To the Members of the PAC:

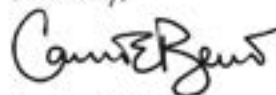
I am pleased to have this opportunity to write in support of my colleague Rebecca Black, who is standing for tenure and promotion this term. Those better qualified than I will speak to Rebecca's research; here I wish to attest to certain aspects of her teaching, her service to the college, and her collegiality. I already discussed some of this in my letter for her 4th-year review, so this letter will in some cases summarize and in others expand upon that previous letter; the points I made there all still pertain.

While I have no firsthand experience of Rebecca's teaching in the classroom, her careful and generous mentorship of students is obvious to any colleagues who interact with her regularly. She has organized a snack-and-drink cart outside her lab in the Heiser building for any students who need a pick-me-up, and she's conscientious about working in her office (even when she doesn't strictly need to) so that any students doing independent work in her lab have questions. She has also done amazing work encouraging her students to present at conferences, and taking them with her for the experience.

I have also served with Rebecca on several committees, most extensively on the CYC Implementation Committee and (now) on the CYC Steering Committee. I have been consistently impressed by Rebecca's engagement, helpfulness, and productive contributions to the committee's deliberations, especially on subjects that are sensitive and occasionally contentious in the context of College operations. Rebecca has been particularly effective at representing the concerns and perspectives of the members of the Division of Natural Sciences on that committee, since it is most often in the disciplines of Natural Sciences that the College's more holistic desires to produce well-rounded students conflict with the heavy requirements of graduate schools in those disciplines. Rebecca has been respectful of her colleagues' concerns as well as an effective advocate for the college-wide applicability of the CYC program. She even (with Liz Leininger) designed and ran the first iteration of CYC training—developing a framework and materials that I am still using—which was a LOT of work.

Rebecca has also done a lot to foster community on campus; in the interests of space I will merely mention how she has established a regular board-games night in Cook Library that attracts students, faculty, and staff. From my perspective Rebecca is a wonderful colleague who has contributed an enormous amount to the New College community, and I hope she continues to do so for many years to come. I endorse her tenure and promotion to Associate Professor with great enthusiasm!

Sincerely,



Carrie E. Benes

Professor of Medieval & Renaissance History



October 27, 2022

Dear Members of the PAC,

I am pleased to provide what I hope will be helpful information to the committee for the promotion and tenure review of my Natural Sciences colleague, Dr. Rebecca Black. Rebecca is a wonderful contributor to our college and division in so many ways, as I attempt to enumerate below. She also teaches courses that serve our biology students (e.g., Organic Chemistry) and I am very appreciative of the fact that her instruction encourages students to gain mastery far beyond just content knowledge, extending into the areas of critical thinking and writing.

Rebecca has been active in research, both in her subfield of chemistry and in chemistry pedagogy. Since her arrival at NCF, she published an article in the peer-review journal, *Organometallics*. Notably, she has also produced a full manuscript close to submission to the same journal that has six (!) NCF student coauthors. Co-authorship will be of great benefit to her students as they move forward in their careers. She has another fully drafted invited book chapter about a course-based and student-driven project with practical applications, and two manuscripts in preparation about building student information literacy and writing skills in organic chemistry courses. Her research students have been able to present their research at national and regional conferences, again to their great benefit. Working so closely with students and taking the time to ensure that their skills are developed holistically (vs. just producing "lab hands") takes time, but is so much more meaningful for them. Her work in this area has garnered the attention of her peers nationwide, as evidenced by the fact that she's been invited to serve on several career-focused panels as part of various conferences and seminar series. Finally, she has garnered a good amount of funding from the ACS Petroleum Research Fund.

I very much value Dr. Black's efforts to maintain our sense of community, even during Covid, and the fact that she has helped provide numerous opportunities for Natural Sciences students to share their research. She was a primary organizer of our Natural Sciences seminar series for quite some time. She also helped organize poster sessions and panel discussions for students to present and reflect upon their research experiences. Additionally, she has organized college-wide gatherings as well (Happy Hours, complete with treats and board/card games!). She has shared pedagogical tools and strategies at Teaching Tuesday. She has served on search committees, the Writing Advisory Committee and the CYC Steering Committee (and Implementation Committee prior). Finally, I would

also like to express my appreciation for her very efficient work as NCUFF secretary from Fall, 2019-Spring, 2022.

In short, I very much value Rebecca as a colleague. Organizing events to maintain community and providing students with a plethora of opportunities is time-consuming yet rewarding. As I stated in a previous letter, it makes us a better and happier whole. It also puts our students in excellent positions to tackle their future education and careers.

Sincerely,

A handwritten signature in cursive script, appearing to read "Amy Clore".

Amy Clore, Ph.D.
Professor of Biology, VP NCUFF
clore@ncf.edu



New College of Florida

Division of Natural Sciences

27 October 2022

PAC 1
c/o Office of the Provost, COH 214
provost@ncf.edu

re: Tenure and promotion of Rebecca Black

To whom it may concern:

I am writing to you to express my support for Rebecca Black, as she undergoes the tenure and promotion review process. My letter is based on my observations of her interactions with students. While this letter is brief, it is not to be taken as commensurate with my support for her success at NCF. This letter is slightly modified version of the one I wrote for her fourth year review; the content remains relevant.

I cannot attest to Rebecca's teaching content. But, I have had students who mentioned that Rebecca is an excellent teacher of organic chemistry, and that they feel she cares about their progress and is fair in assessing their progress.

From an observational viewpoint, I believe her commitment to students is extraordinary. This is evident not only in her teaching, but in her respectful interaction with students. For example, in fall 2021, I wandered down the hallway of her office, and she had a "snack cart" for students who were preparing for an examination, and were stressed. It was a welcoming gesture. Another example is when I borrowed a lab coat from her. Rebecca kindly offered me a clean and new lab coat from a stack. When I commented on the stack, she said that she keeps them for students who may not have lab coats or could not afford them.

Lastly, my favourite example of Rebecca's teaching is when I came across her and a few students sitting on the sidewalk with a tub of chalk, and Rebecca was quizzing them on chemical structures and reaction pathways, where the sidewalk was the chalkboard. The students were utterly engaged.

Rebecca is collaborative and helpful. She will help fellow faculty and the division when needed. She serves on committees, and is a primary organizer of the natural science seminar series. She appears to enjoy her position, shows concern and awareness of students, and is an active member of the natural sciences faculty. I believe she makes an excellent contribution to NCF, and fully support her application for tenure and promotion. She is a wonderful colleague.

Cordially

Kristopher Fennie, PhD MPH MSc
Associate Professor



New College
of Florida

5800 Bay Shore Road
Sarasota, FL 34243-2109
Phone: (941) 487-4328
Fax: (941) 487-4475

October 28, 2022

Provost's Advisory Council
New College of Florida
Sarasota, FL 34234

RE: Professor Rebecca Black, tenure and promotion candidate

Dear members of the PAC:

I am writing in reference to Professor Rebecca Black. Although Professor Black has many strengths, I am writing today to recognize her contributions to advising and collegial research. Becca is an excellent advisor - always checking in on the status of her advisees and stepping in to help whenever she can. I've been continuously impressed with her persistence in tracking and helping students facing difficult moments. I also want to say that Becca's been quite supportive of me since she's arrived, in that we've been in a couple research writing courses together in the last few years, and Becca is funny, specific (good tips!), human, and generous in her feedback on our assignments and the joy, trials, and challenges of maintaining scholarship in general and at a liberal arts college. I've heard she does similar things for her students, and I can attest she offers helpful strategies for which I am grateful.

Thanks also to you on the PAC for all your work.

Yours,

Heidi E. Harley
Director of Environmental Studies
Peg Scripps Buzzelli Endowed Chair in Psychology

Oct 19th, 2022

To the members of the PAC,

It is my pleasure to write this letter on behalf of my chemistry colleague, Rebecca Black, for her tenure and promotion review. Rebecca has been making excellent work and positive impacts in teaching, research, and service at New College.

Teaching

Since Rebecca's arrival at New College, she has taught 7 different courses that covered our core chemistry curriculum as well as supporting other areas such as biology, biochemistry, and environmental studies areas. Rebecca and I are switching off on teaching Organic Chemistry I & II and Organic Chemistry Laboratory courses every other year which are required for Chemistry, Biology, and pre-med students. I'm so glad to have Rebecca as an in-discipline colleague since we have the same goal to make chemistry "visualized" by the students and help the students improve their scientific writing skills. Her Organometallic Chemistry and Catalysis for Organic and Polymer Synthesis course have drawn many upper-level students' interest and I've heard many positive feedbacks from the students. It is also worth noting that the Chemical Research, Communication, and Careers course she developed is a perfect course to attract upper-level chemistry, biology, and marine biology students for their funding applications, thesis writings, and manuscripts writings.

Research

Rebecca has made excellent progress in research at New College. Her organometallics synthesis and catalysis project has been very active and has drawn large numbers of students' interest. She has mentored a lot of students in the air/moisture-sensitive organic and inorganic synthesis lab. As an in-discipline colleague of Rebecca, I'd like to comment that it requires large amounts of effort, skills, and patience to train the students how to deal with air-sensitive labs. Rebecca is surprisingly great at training the students and attracting their focus and interest in the organometallics area.

Rebecca also earned the very competitive American Chemical Society Petroleum Research Fund Undergraduate New Investigator Grant last year, which is another sign of her excellence in research. Besides this, Rebecca has one first-author paper published, at least 14 oral presentations/posters presentations to various local and national conferences with many

undergraduate students' co-authors. All of these are indicating her excellent contributions to the research.

Service

Rebecca has been super active in service to the chemistry discipline, division, and the whole campus. She is currently serving on CYC and WAC committees. She is also the natural science seminar series co-organizer and secretary for NCUFF. She is always willing to participate in various service roles in the chemistry program and the division or college as a whole. She has organized the chemistry meetings to discuss and finalize our disciplinary curriculum planning and being on the search committee for the Chemistry Associate position. She was on the Ad hoc HHMI proposal planning committee in 2019 and attended the AAC&U conference. She is also on the Ad hoc S-STEM proposal planning committee since spring 2021. Besides these, she has been actively involved in faculty searches in computer science, data science, and epidemiology positions.

Overall, Rebecca has been a fantastic colleague and I am looking forward to working with her for many years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lin Jiang', with a stylized, flowing script.

Lin Jiang, Ph.D.

Assistant Professor of Bioorganic Chemistry

New College of Florida



New College of Florida

THE HONORS COLLEGE

Division of Natural Sciences

Dr. Tania Roy, Assistant Professor

Tania Roy
Department of Computer Science
5800 Bayshore Road
Sarasota FL 34243
Phone: (864) 280-1687
E-mail: troy@ncf.edu

October 28, 2022

To Whom It May Concern,

It is a pleasure to write this letter of support for Dr. Rebecca Black's tenure and promotion case. I have known Dr. Black since Fall 2018 as her colleague in the Natural Sciences Division at NCF.

Dr. Black and I have different areas of expertise and I cannot comment on her core scholarly research however we have had several discussions on pedagogical research and applications of that research in the classroom which leads me to conclude that not only is she an outstanding researcher but someone with a unique ability to bring research into her classroom. Dr. Black regularly participates in American Chemical Society meetings and has presented in symposia sponsored by the Division of Chemical Education and by the Division of Inorganic Chemistry-education research. She has also mentored students who have submitted and presented posters at regional and national level venues. This is an outstanding feat and an example of her strong mentorship skills. The ability to break down large research problems into suitable ones for undergraduate students, supervise them during laboratory experiment sessions and mentor them through graduate school applications is an outstanding feat that Dr. Black has accomplished during her time at NCF.

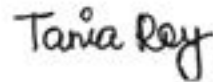
Dr. Black as an educator is committed to not only ensuring students learn the core concepts in great depth but she engages with them through several hands-on activities. Her ability to incorporate information literacy and writing skills into her class offerings seamlessly has been a great learning template for me as an educator. She has always been generous in sharing her knowledge with colleagues in other disciplines. My discussions with her on POGIL or Process Oriented Guided Inquiry Learning led me to change my approach to how I teach introductory computer science course and convert it to a group-learning instructional setting.

This approach was well-received by the students and I am grateful for picking up these instructional tools from her that makes me grow as an educator.

As a new faculty member with limited teaching experience Narrative Evaluations was a challenging aspect of NCF for me. Although several colleagues and mentors helped me through the process Dr. Black's support over the years has been invaluable. Having a colleague with whom I can have an in-depth discussion about the impact of these narratives, framing, and ultimate purpose has been a learning journey for me. Her patience and insights are astounding and I have no hesitations in saying she is an outstanding educator and colleague.

Dr. Black's contribution to NCF is not solely limited to scholarship and teaching, she is a community builder. She tirelessly works on organizing community events such as board-game nights, Natural Science Seminars, NCUFF meetings, and outreach activities. Her ginger snap cookies and tea cart are a welcome refuge for colleagues and students alike. Dr. Black is a true asset to NCF and I strongly support her tenure and promotion case.

Sincerely,

A handwritten signature in black ink that reads "Tania Roy". The script is cursive and fluid, with the first name "Tania" and last name "Roy" clearly distinguishable.

Tania Roy, Assistant Professor



October 25, 2022

To: the PAC

Re: Support letter for Dr. Black's review for tenure and promotion

I write in support of Dr. Black for the award of tenure and promotion. Dr. Black is an exemplary colleague and accomplished educator.

Dr. Black's teaching methods are driven by pedagogy and ever-improving. She strives to develop the most effective teaching tools and is responsive to the needs of each cohort of students. This commitment to teaching extends to conducting research on education methods to further grow as an educator. Beyond course design, I have repeatedly heard from my advisees about her exceptional support of students. She is generous with her time and clearly cares about helping students succeed. This care extends to community building through weekly Table Top Board Game Nights and adding a food cart outside her office for socialization and to address the lack of food resources available for students on the West side of campus.

Her support of students extends beyond the classroom. She sought and was awarded a grant specifically to support undergraduate researchers from the American Chemical Society Petroleum Research Fund. As a result, Dr. Black has weaved students into her research and supported student research projects. The quality of the research has merited several presentations at professional conferences including student first authors and co-authors. Creating opportunities for students to conduct research and engage in the scientific community at a professional level is challenging, but highly valuable for students!

Dr. Black's service contributions are plentiful. In addition to covering a wide span of areas, she is diligent in her contributions. We both served on the search committee for the Visiting Assistant Professor in Biochemistry and she was thorough and considerate in her evaluation of candidates and thoughtful in deliberations.

I strongly recommend promoting and awarding tenure to Dr. Black!

Sincerely,

A handwritten signature in black ink, appearing to read "Athena Rycyk".

Athena Rycyk, PhD

New College of Florida

Assistant Professor of Biology & Marine Science



Division of Natural Sciences

October 28, 2022

To the members of the PAC:

I'm pleased to write a letter on behalf of my colleague in Chemistry, Rebecca Black, as she stands for tenure and promotion, as an update to the letter that I previously wrote for her 4th year review. Since then, Rebecca has continued to do excellent work in teaching, research, and service.

As mentioned before, Rebecca's teaching in the organic chemistry sequence (split with Lin Jiang) support the core of the chemistry program, and she uses the remainder of her teaching assignment to both offer advanced chemistry electives and also to provide writing and career support for our thesis students. I've had the pleasure of co-teaching one such course with Rebecca in Spring 2021 ("Chemical Research, Communication, and Careers"). As I indicated previously, Rebecca is adept at facilitating student discussion and drawing out students who may be a bit nervous or insecure about their work. This was important in the course we co-taught, but is also important in the Organic Chemistry sequence, which is traditionally the source of stress and anxiety for students by reputation.

Moving to research, Rebecca describes her work in her statement, but in short, she is pursuing projects in both organometallic catalysis and in chemical education. This latter work of course blends her teaching and research and takes advantage of our unique academic setting that allows for quick iteration and development of educational practices. Rebecca's catalysis work has been supported by external funding from an ACS-PRF Undergraduate New Investigator award, and her file and CV documents how these projects are moving towards completion and publication. Further, her file also documents her progress on the chemical education work, which has already garnered wide interest from the broader chemistry community at National ACS meetings. Finally, to reiterate from her 4th year letter, I want to note that Rebecca's catalysis research was particularly hampered by COVID social distancing regulations, specifically that the college did not allow any summer student researchers to work on campus during the summer of 2020.

In the area of service, there's not much to add since I wrote for her 4th year review last spring, particularly as she is on research leave this semester with no expected committee obligations. In short, she has participated in several search committees, has been part of the NCUFF Executive Committee, and has worked on both the campus-wide Writing Committee and the committees associated with the rollout of the CYC program. She's done solid work in all of these tasks and is clearly deeply committed to improving the educational experiences of our students.

In summary, Rebecca has been an excellent colleague and I look forward to working with her for many years to come.

Sincerely,

Steven Shipman
Professor of Physical Chemistry

October 27, 2022

Members of PAC1

Office of the Provost

RE: Support letter for Tenure and Promotion - Professor Rebecca Black

Dear PAC members and Provost Office,

It is my pleasure to write to support Professor Black in her application for Tenure and Promotion. Even though we are in different fields, I have had the opportunity to interact with students taking her classes and tutorials, and to see how productive and vibrant her research is.

Professor Black teaches courses that are fundamental not only for chemistry-related AOC students, but also for our Biology and Marine Biology students, among other AOCs. I always recommend to my advisees that are considering graduate schools in biology, marine biology, or environmental fields to take Professor's Black Organic Chemistry classes. Additionally, I encourage them to take advantage of Professor's Black advice and opportunities to improve fundamental knowledge, writing, and general communication skills.

Professor Black is also very active in offering students opportunities for research and encouraging them to present results at important conferences. Some of the presented work has also been featured and recognized for its excellence and relevance. Further, Professor Black has presented her work in several in-person and online meetings and seminars, some of them as guest speaker.

In addition to her academic and research accomplishments, Professor Black has maintained a very active extracurricular presence at New College, and has participated in several activities related to professional development, and institutional and community service. She has been an active member of important committees and programs, always providing timely reports and supporting materials.

From what I know about Professor's Black scholarship, academic performance, and service, she fully deserves her Tenure and Promotion at New College. Please do not hesitate to contact me if you have any questions.

Sincerely,



Gerardo Toro-Farmer

Assistant Professor
Division of Natural Sciences & Environmental Studies Program
New College of Florida
Email: gtoro-farmer@ncf.edu



Office of the Provost and Vice President for Academic Affairs

Dear Promotion Committee,

It is my pleasure to write this letter on behalf of Dr. Rebecca Black for her promotion to Associate Professor. Many of us on campus have benefited from Dr. Black's care and attention, be it as a collaborator, or as a faculty member who shares students alongside her. Since Dr. Black has been at New College, I have been continually impressed by her collegiality, leadership skills, and student-centered approach to teaching.

In 2018, Dr. Black asked me about possibly sponsoring a science and poetry group ISP. We met to discuss our interests and goals for such a collaboration, and through the course of an engaging discussion, we realized how fruitful a writing-based ISP could be for students in the sciences seeking to deepen their writing and communication skills. Dr. Black shared resources and time as we developed the frame for a collaboration. Students were able to benefit from faculty whose expertise interacted across inquiry-driven forms. Additionally, students engaged with research, poetry, and information at the intersection of our disciplines.

Dr. Black's support of writing across the disciplines not only offers places for the Writing Program to offer its resources, but her students are able to see *writing as a thinking practice*, an invaluable tool for their future in their chosen fields. Her invaluable contributions as a WEC attendee helped me understand how her students practice and learn using language as a medium to explore chemistry.

Often, Dr. Black will share her support of her students on her own social media page, where she celebrates their creativity and hard work. In only this small gesture, it is clear her pedagogy is one of shared resources, growth mindset, and accessibility. Her courses invite students to make connections across her classes and current events. Her students write, revise, and present their work to each other, and, incredibly, at conferences. Dr. Black offers opportunity after opportunity for her students to practice, develop, and refine their skills as observers, scientists, and citizens in the scientific community.

Her devotion to campus life does not stop there. Dr. Black embraced the challenge of leading a CYC workshop in summer 2020 with Dr. Leininger. Such an undertaking required learning CYC requirements, adapting that material into digestible sessions for her colleagues, as well as offering ongoing support for faculty who were adapting their courses to meet CYC criteria. Her

Dr. Black reminds me that all educators should offer as much enthusiasm and support to their own classes, though many of us struggle to maintain Dr. Black's stamina and productivity. Her work ethic is at once ambitious and inspiring. I hope to grow into the kind of colleague Dr. Black already is so early in her academic career, already performing at Associate Professor capacity. Please feel free to contact me if I can share any additional information in support of Dr. Black.

Sincerely,

A handwritten signature in black ink, reading "Avni Vyas". The signature is fluid and cursive, with the first letter of each name being capitalized and prominent.

Dr. Avni Vyas
Instructor of Writing
Writing Program



October 28, 2022

Dear PAC members,

This is a letter for Prof. Rebecca Black's tenure and promotion file. I have worked with Rebecca since she arrived at New College in 2018.

Rebecca has contributed to much of the chemistry curriculum. She has taught General Chemistry, Organic Chemistry, Organic Lab, upper-level courses, and a career-development course for thesis students. Because of her training in inorganic chemistry, she will also be a great asset since we lost a visiting colleague at the end of Spring 2022. We have students who need to take Inorganic Chemistry before they graduate. Rebecca has also used many effective teaching techniques in her courses. She used POGIL (Process-Oriented Guided Inquiry Learning) during General Chemistry, which involves in-class collaboration and problem solving, and she assisted me when I started using the same technique this semester. Rebecca also introduced innovations into the Organic Chemistry curriculum, including more writing instruction and student reflection. She continues to participate in faculty development opportunities at New College and at professional conferences.

Rebecca has been very successful in her research program. She quickly set up her research laboratory and overcame the challenges of getting all the new equipment delivered and installed. She published results from her graduate research and secured a large grant from the Petroleum Research Fund to support her current research projects. She has a manuscript based on her own research ready to submit, and she has a number of manuscripts related to the science of teaching and learning. Rebecca has mentored numerous tutorial and ISP students, and she supported many of these students to attend research conferences, both in person and virtually during the pandemic. Rebecca has also given many presentations at conferences and given invited presentations about her research and her teaching innovations. She also effectively uses her connections in the chemistry research and teaching community.

Rebecca has been an active member of the college at all levels. She was a member of the Writing Committee and the CYC Steering Committee. She has represented the chemistry discipline at many Admissions events. Before the pandemic, Rebecca helped start the New College Happy Hour where students, faculty, and staff could socialize, and now she organizes a weekly game night at the library. She has given presentations during Teaching Tuesday on various topics and collaborated on CYC training for faculty. She has been an organizer of the Natural Sciences seminar series. As part of this series, she arranged for student talks, student poster sessions, and student panels, and these were all very successful. Rebecca is also helping us make our assessments of the chemistry program more effective and meaningful.

Rebecca has been active and successful in all three areas of teaching, research, and service since arriving. It is great to have such a talented and collaborative colleague.

Sincerely,

A handwritten signature in cursive script, reading "Katherine M. Walstrom". The signature is written in dark ink and is positioned above the printed name.

Katherine M. Walstrom, Ph.D.
Professor of Biochemistry



Necmettin Yildirim
Professor of Mathematics and Soo Bong
Chae Chair of Applied Mathematics
Division of Natural Sciences
New College of Florida
5800 Bay Shore Road, Sarasota, FL 34243
Phone: (941) 487 4214
Email: nyildirim@ncf.edu

October 27th, 2022

To the members of the Provost Advisory Committee:

It is a great pleasure for me to write this letter to express my sincere support for Professor Rebecca Black on the occasion of her tenure and promotion. I firmly believe Dr. Black is a skilled teacher, dedicated scientist, and excellent colleague.

I served as one of the hiring committee members for Dr. Black. The position was a tough-to-fill-in position after Prof Scudder's retirement with 40 years of successful teaching experience at New College. The committee interviewed all short-listed candidates, and Dr. Black was one of them. At the end of the interviews, it was not too different to make final decision for the committee that Dr. Black was an excellent candidate to fill in this position. Dr. Black arrived New College with rich teaching and research experience. I just like to highlight and praise her dedication in teaching and implementation of active learning technique in her teaching, which I believe requires a lot of effort and time investment for preparation of course material. Even during the short lecture as part of her on campus interview, she successfully implemented this technique, which requires active student participation to in-class discussions and promotes small group works. I strongly believe that student engagement is key to successful teaching and learning, innovative teaching strategies could significantly improve student engagement to the course material. I hear nothing but positive from my student on her skills, enthusiasm and dedication in their trainings. As a member of the scholarship committee last year, I know Dr. Black successfully integrate students in her research, the committee reviewed several of her students' research proposals and request seeking support to present their research at the national conferences organized by American Chemical Society. This kind of opportunities provide a once-in-a-lifetime experience for our students.

I value Dr. Black as a colleague, and strongly support her tenure and promotion. She is an excellent professor making valuable contribution to New College community.

Sincerely yours,

Necmettin Yildirim

Professor of Mathematics

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Rebecca Black is a chemist with research interests in organometallic chemistry and chemical education. She joined the faculty as an Assistant Professor in Fall 2018.

TEACHING

Professor Black teaches core courses in chemistry, including the Organic Chemistry sequence (I and II), Organic Chemistry lab, and General Chemistry, as well as two courses focused on her specialization in organometallic synthesis and a course exploring careers in chemistry and thesis planning (Chemical Research, Communication, and Careers). She has also taught a range of tutorials and ISPs serving students in chemistry, biochemistry, biology, marine biology, and environmental studies. She contributed to the multidisciplinary course, COVID-19: An Interdisciplinary Approach to the Understanding of a Pandemic.

Professor Black develops evidence-based pedagogies through her involvement in conferences and online communities. Her willingness to learn new teaching approaches is impressive. One colleague praised her introduction of innovations to the organic chemistry curriculum, which involved writing assignments and student reflection. She uses the POGIL (Process-Oriented Guided Inquiry Learning) technique in General Chemistry, which involves in-class collaboration and problem-solving. She has also helped to develop the CYC (Chart Your Course) assessment plan and adapted Organic Chemistry I into a CYC course. She is responsive to student feedback, (e.g., shift from a fully flipped classroom to one that includes a short lecture introduction), which she incorporated into subsequent courses. The enrollments in her courses, tutorials, and ISPs are at or above the average for the chemistry AOC.

Professor Black has sponsored two theses (one in progress this year), and she worked with thesis students in chemistry and related disciplines on developing their projects and revising portions of their thesis through the Chemical Research class and individual mentoring. Several of her advanced students have participated in poster sessions, panel discussions, and remote conferences where they have presented their own work. She has served on baccalaureate committees in chemistry, biochemistry, marine biology, biology, and environmental studies. She sponsors seven to nine contracts each semester. To better meet the needs of her students, she has developed a useful Canvas page to communicate with her advisees and help them access campus resources.

Students generally find Professor Black "helpful, accommodating, and accessible." Some found the work challenging and the pace of the courses a bit fast, but many praised her organization, clear communication, and supportive approach. Course evaluations provide good descriptions of the courses and the strengths and weaknesses of each student in the areas covered. Her thoughtful contract certifications synthesize common themes from the course evaluations and discuss skill development and progress toward an AOC.

SCHOLARSHIP

Professor Black has two main laboratory research areas: organic synthesis and transition-metal catalysis, with several published articles on research completed at the University of Chicago. She has also worked on the topic of chemical education, with three in-progress manuscripts included in her tenure file. Professor Black actively attends ACS (American Chemical Society) Conferences, accompanied by NCF student co-presenters.

Since arriving at New College in 2018, Professor Black has published a detailed article (with coauthors) about her graduate research. This paper appeared in a top-tier ACS journal, *Organometallics*, in 2019. Professor Black completed the computational modeling and writing of this journal article while at New College. One of the external tenure reviewers stated that this article is "excellent and in an excellent journal," a viewpoint shared by the other reviewers.

In 2021, Professor Black received a new-investigator \$50,000 ACS-PRF-UNI grant based on her current research as an independent investigator. This award is prestigious, with only about a 20% award rate. This research has since been carried out, with several student collaborators, and an in-progress manuscript is in Professor Black's tenure file. The external reviewers were impressed by this manuscript.

The external reviewers made positive remarks about the importance and potential impact of Professor Black's three unsubmitted teaching manuscripts. Recently she was invited to write a chapter for an ACS Symposium e-book entitled *Engaging Students with Real-World Context*. We add that Professor Black has a record of publication and presentations on pedagogy going back to her PhD work at University of Chicago.

Professor Black worked with several NCF research students, obtaining internal support for them to attend and present at ACS conferences. One of their poster presentations was recognized as a finalist in the inorganic chemistry division poster competition. Two of her lab's ACS conference abstracts were invited to the SciMix interdisciplinary poster session and published online.

Some of the external reviewers viewed Professor Black's publication record so far as normal for a tenure candidate, but there was also the viewpoint expressed that her record might appear thin, with only one published manuscript at NCF, and on research started at the University of Chicago. Professor Black does have additional manuscripts in-process, but they have not yet received peer review and been published. Nevertheless, the ACS-PRF-UNI grant received favorable peer review.

SERVICE

Since her arrival, Professor Black has demonstrated her commitment to the institution by extensively serving the college, her division, and her discipline in a variety of ways. Her service work can be roughly divided into two areas: first, service to the college at large, and second, service to her division, discipline, and area of professional expertise.

To the college at large, Professor Black's most notable service has been her work helping improve curriculum design and assessment as a member of the Chart Your Course (CYC) committee. Her work for the CYC committee has been extensive, as implementing the CYC

curriculum is a broad-ranging task, which required significant time across a variety of components. Her interest in education and pedagogy at the college is well documented; she has continued service in this area related to and outside of her CYC work, as well. She has participated in and coordinated a variety of workshops and professional development opportunities at New College, including the *Teaching Tuesdays* series in which she has regularly participated and assisted, and she has been a member of the Writing Advisory Committee (WAC). She has also served as the New College United Faculty of Florida Secretary since 2019 and is a regular presence at student recruitment, admitted student, and orientation events, contributing to our efforts of increasing enrollment and improving retention.

In her division and discipline, Professor Black has been an active citizen as well. She has served on three search committees and played a supporting role in numerous other important searches for faculty and staff positions on campus. She co-organized the Natural Science Seminar Series from 2020-2022 and has been a regular participant in curriculum development and planning within the chemistry AOC. She also regularly represents the chemistry AOC at campus AOC fairs. Finally, to her profession at large, she has served as a peer reviewer for journals and grants as well as a symposium chair at two conferences, rounding out her service as a faculty member.

It is the assessment of the PAC that Professor Black's teaching is strategic and innovative in its pedagogical approach (which she has also shared with the wider community) and effective in its implementation. She has also created a solid foundation for significant progress in her research in the coming years. Finally, her service has made important contributions to New College and she is well positioned to continue these contributions in the future.

My scholarship is focused in two primary areas: 1) organic and inorganic synthesis and homogeneous transition-metal catalysis and 2) chemical education/scholarship of teaching and learning. Over the past four years, I've had the opportunity to work collaboratively with many New College of Florida (NCF) student researchers with diverse backgrounds and interests. This has been an exciting and fruitful component of being a researcher at a liberal arts honors college, where my scholarship is intertwined with mentoring the next generation of scientists.

In summary, since arriving at NCF, I have published one first-author, peer-reviewed journal article (*Organometallics* **2019**, 38, 21, 4250-4260). I have also written full drafts of an invited *ACS Symposium* e-Book chapter and a journal article manuscript; I will submit these for peer-review in Fall 2022 during my research sabbatical. I have had 8 National and 1 Regional ACS conference abstracts accepted; half of these involved 6 student co-authors and 2 presentations were also invited into SciMix. My student researchers also presented a poster at NCF's Fall 2021 Natural Sciences Research Seminar. My synthesis program has fueled one NCF honors thesis (M. Goldberg) in 2022 and is the focus of another in 2023 (I. Alam). In support of my lab research program, I have submitted an ACS-PRF-UNI grant (\$55,000, 2021-2023) and three internal research grants grant proposals, all of which have been successfully funded.

In the sections below, I elaborate on my research projects in each of my areas of scholarship. For each, I provide my overarching research approaches and goals, as well as include brief descriptions of my publications and presentations, publications in progress, and funded grants. I believe that the research program I have developed at NCF, my record of publications, presentations, and funding, and the integration of my research and teaching, show that I have met the Scholarship and Professional Contributions criteria for tenure at NCF.

1. Organic/Inorganic Synthesis & Homogeneous Catalysis Project

Research Motivation & Approach: The importance of catalysts in our history and day-to-day lives fuels multiple subfields of chemistry research. *As a synthetic organic and inorganic chemist working in homogeneous transition-metal catalysis, I seek (i) to develop more active, robust, and selective transition-metal homogeneous catalysts that perform organic reactions at moderate temperatures and pressures and (ii) to understand the mechanisms by which these catalysts operate.* One approach I use to develop better catalysts is through rational ligand design, which involves making intentional structural and electronic modification(s) to the ligand framework and testing the impact on catalyst performance. I propose new structural and/or electronic modifications after conducting a thorough structure-activity survey of catalytic studies for a particular reaction and consideration of proposed mechanisms. This iterative process of modifying earlier-generation catalysts based on mechanistic understand has led to many improved catalyst systems. I also utilize biomimicry when designing new transition-metal catalysts. Chemists can mimic nature by incorporating similar molecular structural features found in metalloenzymes, which are evolutionarily tuned for a specific chemical reaction, into their homogeneous catalysts. For example, many hydrogen-transfer metalloenzymes have organic functional groups proximal to the active site; these groups play a role in catalysis (metal-ligand cooperativity) either through direct bonding to the substrate or by electrostatically stabilizing intermediates. My current research, described below, seeks to probe and quantify the effect that different pendent functional groups have on catalytic rate.

Lastly, as an educator, I am *dedicated to preparing the next generation of scientists to tackle global challenges*. I have mentored **11** students to actively collaborate in this laboratory research. To prepare them for their future careers, I aim to model and help foster my students' ability to solve problems, perform safe laboratory techniques and practices, keep detailed records, and to ethically manage and analyze data.

Current Research: *My synthesis and catalysis research program is focused on (i) synthesizing a series of new biphenyl bisphosphine (BIPHEP) ligands functionalized with and without pendent bases (i.e. amide, alcohol, amine, carboxylic acid, and alkyl), (ii) synthesizing corresponding neutral and cationic ruthenium(II) complexes, and (iii) evaluating the catalytic behavior of the resulting homogeneous complexes in alcohol acceptorless dehydrogenation (AAD) reactions.* We are interested in developing more active AAD catalysts as an atom-economic and environmentally benign approach relative to traditional oxidation methods which suffer from poor atom economy (require stoichiometric or excess toxic metal-based oxidants), poor chemoselectivity, and poor sustainability (generate organic and inorganic toxic byproducts). This work has led to the development

of several new BIPHEP-type ligands with substituents on the 2-position of the PAR_2 rings. This project seeks to probe and quantify the effect that the proton affinity and basicity of pendent bases at these positions has on the AAD catalytic rate. Understanding the effect of pendent-base proton affinity and basicity on catalysis in this system will help provide electronic tuning requirements in future catalyst design. Along with three internally funded grants for summer research, in 2020, I secured an **ACS Petroleum Research Fund – Undergraduate New Investigator grant** (\$55,000) to support this research program. *All funded grant proposals and award letters are available in my file.*

This research program requires the use of both organic and inorganic synthesis methods, equipment, and instrumentation. While all of my BIPHEP-type ligand targets are air- and moisture-stable, many of the phosphine intermediates or reactants used are air- and moisture-sensitive. Therefore, many reactions in this project require the use of dry/degassed solvents (MBRAUN SPS) and are performed either on a Schlenk line (my lab has two) or in a nitrogen-atmosphere glovebox (MBRAUN UNilab^{pro} sp). This adds an extra level of training for new research students as Schlenk technique is not taught until the upper-level Inorganic Lab.¹ The laboratory instrumentation at NCF has been fundamental for conducting this research. I have made extensive use of NCF's 400 MHz JEOL NMR Spectrometer (new in 2018) to assay reactions and to characterize new compounds, especially through multi-nuclear (^1H , ^{13}C , ^{31}P) 1D and 2D and variable-temperature experiments. NCF's IR spectrometer and GC-MS have also been useful in this work. As NCF does not have a single-crystal X-Ray Diffractometer, I have developed collaborations with The University of Chicago, Florida Gulf Coast University, and Eastern Illinois University, who have agreed to collect single crystal data for this project, free of charge.

Integration of teaching and laboratory research: Integrating my research and teaching has been fundamental for advancing my synthesis and catalysis research program, especially during the academic year, and has allowed me to offer high-impact research opportunities to my students. Over the past four years, I have mentored **11** NCF students² in this research through January-term Independent Study Projects (ISPs) and research or thesis tutorial courses.^{3,4} I recruited 10 of these students from either my Organic Chemistry I lecture course or Organic Chemistry II laboratory course. As most haven't taken Inorganic Chemistry Lab, it can be quite time-intensive to train a new research student in a completely new set of lab techniques. Fortunately, a majority of student researchers ($n=8$) have been engaged enough in this project to continue working in my lab for more than a single research period (ISP, semester tutorial, or summer).⁵

The students I recruit into my lab have diverse interests and career aspirations. AOCs of students involved include: Chem (3), Chem/Bio (1), Biochem (1), Marine Bio (3), and Bio (3). Of six who have graduated, two are in Chemistry PhD programs, two are chemists/lab technicians, and two are interns at scientific organizations.⁶

Scholarship outputs:

Conference Presentations: We have presented progress on this project at **four ACS Conferences (five presentations)**. My students also presented at NCF's Natural Sciences Research Seminar in Fall 2021. *Full abstracts & SciMeeting materials are included in my file.* Undergraduate co-authors are underlined.

1. **Black, R. E.; Goldberg, M. J.** "Synthesis and characterization of biphenyl-derived bisphosphine ligands bearing pendent bases." *ACS Spring 2020 National Meeting & Expo*, Online, March 21-25, 2020; American Chemical Society. Published to SciMeetings Apr 29, 2020.

¹ Most students begin working in my lab after their first semester of Organic Chemistry I Lab.

² Five more new undergraduate researchers, recruited from Organic Chemistry II Laboratory, joined my lab in Mod 2 of Fall 2022.

³ Before graduating, New College students complete three January-term Independent Study Projects (ISPs), complete a year-long research project, and write and defend an honors thesis in front of a committee. Many students enroll in research tutorial courses to continue ISP projects or to build research and technical skills necessary to develop and carry out their thesis project.

⁴ In addition to the 11 students involved in my synthesis and catalysis research program, I also mentored & thesis sponsored another chemistry major (W. Bottorff, 2020) who conducted radioactive materials research in Prof. Albrecht-Schmitt's (FSU) lab.

⁵ Four students have worked in my lab for >3 research periods: continuously for 2.5 years; over one ISP, three semesters, one summer (will complete his thesis research this year); over one summer & two semesters; over one ISP & two semesters.

⁶ Two Chemistry majors are now enrolled in Inorganic Chemistry PhD programs (UChicago and UFlorida) and a third is a hospital radioisotope technician. Two Marine Biology majors are now: (i) a Staff Chemist in the Ocean Acidification Program at the Mote Marine Laboratories and (ii) a lab tech at FSU Coastal Marine. One Biology major is now a Field Museum - Field Biologist intern.

This poster included an introduction of alcohol acceptorless dehydrogenation (AAD) & examples of published catalysts with pendent bases that cooperatively participate in AAD reactions. It described two proposed synthetic routes for two ligands: with pendent bases (2,2'-bis(di(2-COOH-phenyl)phosphino)biphenyl, ^{2-COOH}BIPHEP) and without (2,2'-bis(di(2-ethylphenyl)phosphino)biphenyl, ^{2-Et}BIPHEP).

2. Goldberg, M. J.; Alam, I.; Black, R. E. "Pendent base-functionalized biphenyl-derived bisphosphine ligands: synthesis and characterization." *ACS Spring 2021 National Meeting & Expo, Poster Presentation*, April 21, 2021; American Chemical Society National Meeting. Published to SciMeetings May 27, 2021.

This poster provided an update for the synthesis of our two ligand targets. We described a reaction optimization for a C-C coupling, the final step toward ligand ^{2-Et}BIPHEP. We also described a revised synthetic route for ligand ^{2-COOH}BIPHEP, utilizing oxazoline protecting groups along the synthetic route.

3. Goldberg, M. J.*; Alam, I.; Stryker, J. S.*; Markham, S.*; Black, R. E. "Synthesis, Characterization, and Catalytic Performance of Ru(II) Complexes Bearing 2,2'-bis(diphenylphosphino)Biphenyl (BIPHEP) Derivatives." *South Eastern Regional Meeting (SERMACS), Poster Presentation*, November 11, 2021.
*presented in-person

This poster described the synthesis & NMR characterization of di(2-oxazolyl-phenyl)phosphine oxide, an intermediate on route to ^{2-COOH}BIPHEP, a ligand we believed to be ^{2-Et}BIPHEP (support by NMR data), and a Ru complex. We included initial data for this Ru(II) complex in AAD conditions.

4. Goldberg, M. J.*; Alam, I.*; Stryker, J. S.*; Markham, S.; McKenna, N.*; Homer, D.; Black, R. E.* "Synthesis, Characterization, and Catalytic Acceptorless Dehydrogenation Performance of Ru(II) Complexes Bearing BIPHEP-type Ligands." *ACS Spring 2022 National Meeting & Expo, In-person Poster Presentation*, March 20, 2022. *presented in-person

This poster was chosen as a finalist in the *Inorganic Chemistry Division Poster Competition*. It included the synthesis schemes & NMR spectra for new compounds $P(2\text{-}^{\text{Et}}\text{Ph})(2\text{-}^{\text{Et}}\text{Ph})_2$, ^{2-Et}BIPHEP, and $[\text{CpRu}(2\text{-}^{\text{Et}}\text{BIPHEP})(\text{MeCN})]\text{PF}_6$. We later found the final two to instead be $[\text{Cu}(P(2\text{-}^{\text{Et}}\text{Ph})(2\text{-}^{\text{Et}}\text{Ph})_2)][\text{OTf}]_2$ and $[\text{CpRu}(P(2\text{-}^{\text{Et}}\text{Ph})(2\text{-}^{\text{Et}}\text{Ph})_2)(\text{MeCN})]\text{PF}_6$. While attempting to synthesize ^{2-COOH}BIPHEP, we found that the oxazoline-substituted analog of BIPHEPO cannot be prepared via Pd-catalyzed P-C coupling of 2,2'-biphenyl triflate with two equivalents of $\text{O}=\text{P}(\text{PhOx})_2$ (an analogous reaction has been reported in the literature to prepare BIPHEPO). We provided an alternate proposed synthesis for ^{2-COOH}BIPHEP.

5. **Black, R. E.** "Ru(II) Complexes Bearing (Non-)Base Functionalized BIPHEP-type Ligands: Synthesis, Characterization, and Catalytic Alcohol Acceptorless Dehydrogenation Performance" *ACS Spring 2022 National Meeting & Expo. In-person Oral Presentation*, March 20, 2022.

In this presentation, I introduced AAD catalysis & explained how pendent bases in a catalyst's second coordination sphere can enhance catalytic rate. I described the synthesis & characterization of new compounds (see list above in 4). I described NMR assays from initial tests of our new Ru(II) complex under AAD conditions. Finally, I summarized our ongoing efforts to prepare ^{2-COOH}BIPHEP via two routes.

Article Manuscript (in-progress):

Black, R. E.; Goldberg, M. J.; Alam, I.; Stryker, J.; McKenna, N.; Markham, S.; Reiter, E. Evaluation of a Ru(II) Complex Bearing Bis(diphenylphosphino)biphenyl Ligand with 2-Substituted PAR_2 Groups Under Alcohol Acceptorless Dehydrogenation Conditions. *A complete draft of this manuscript can be found in my file.* I will submit this article to *Organometallics* for peer-review in Fall 2022 (sabbatical). This article describes:

- an efficient synthetic route to prepare enantiomerically pure (2,2'-Bis(di(-2-ethylphenyl)phosphino)-1,1'-biphenyl), ^{2-Et}BIPHEP, which contains ethyl substituents at the 2-position of each P-Ar group, via iron-catalyzed C-C coupling of (2-bromophenyl)bis(2-ethylphenyl)phosphine. We expect this to be a general route to prepare other BIPHEP ligands containing 2-substituted PAR_2 groups. This is significant as the development of new BIPHEP-type ligands has largely focused on making modifications or adding substituents to the biphenyl ring (e.g., BIPHEMP and MeO-BIPHEP); the preparation of BIPHEPs bearing

substituted diarylphosphine (PAr₂) groups – which require alternate synthetic routes – is a largely underexplored ligand design space.

- the synthesis and characterization of new Ru(II) complexes, [CpRu(P̄P)(MeCN)]PF₆ (P̄P = 2-Et-BIPHEP and BIPHEP), [CpRu(P(η²-o-BrC₆H₄)(o-EtC₆H₄)₂)(MeCN)]PF₆, and [CpRu(PPh(o-EtC₆H₄)₂)(MeCN)]PF₆. Initial tests of the latter complex under alcohol acceptorless dehydrogenation conditions and thermal stability studies of this complex under various conditions are described.
- crystal structures of three new ruthenium complexes are described: two complexes bearing monophosphines, [CpRu(P(η²-o-BrC₆H₄)(o-EtC₆H₄)₂)(MeCN)]PF₆ and [CpRu(PPh(o-EtC₆H₄)₂)(MeCN)]PF₆, and two complexes bearing diphosphines, [CpRu(P̄P)(MeCN)]PF₆ (P̄P = 2-Et-BIPHEP* and BIPHEP, *awaiting results). The first complex is of particular interest due to its rare chelating Ru–bromoarene. To the best of our knowledge, this is the first report of a solid-state structure for a cationic Ru(II) complex bearing a bromoarene phosphine ligand. Studies are ongoing in our lab to investigate the reactivity of this Ru–bromoarene complex. Reactivity studies of other M-haloarenes suggest it may be active as a hydrogen transfer catalyst.

COVID-19 impacts: From March 2020 through summer 2020, the COVID-19 pandemic caused me to halt most of my laboratory work. During summer 2020, students were not able to stay on campus and very few faculty and staff were regularly on campus. Given the number of potential lab hazards, working alone was not an option. Fortunately, I was able to make progress on several writing projects (several chemical education articles and an ACS-PRF-UNI grant proposal). I resumed laboratory research with students in Fall 2020 with masking and social distancing.

2. Scholarship of Teaching & Learning: Chemical Education

Developing strong laboratory research and analysis skills is just one facet of preparing the next generation of scientific leaders and problem-solvers. To this end, my teaching & learning scholarship at NCF is centered around the design, implementation, and assessment of curricula aimed at building students' transferable 'soft' skills such as information literacy, problem solving, and professional writing.

Below, I elaborate on **three In-Progress manuscripts** (one invited *ACS Symposium e-Book* chapter and two journal articles) that describe three term-long, scaffolded Organic Chemistry lecture (a and b) and laboratory (c) projects. Common themes include transparent assignment design to improve skills development awareness, increase the potential for skills transfer, and improve equity by removing aspects of the 'hidden curriculum' of academia. Additionally, these projects foster student belonging in STEM by asking students to develop and transfer their knowledge and skills in real-world contexts of interest to them. Many students report that these projects are among the most impactful components of my courses as students can connect what they are learning in class to processes and phenomena in the real world. I have given presentations related to these projects at **four National ACS Meetings (Spring 2020, 2021, 2022, and Fall 2022)**; two of these were selected for the SciMix. *These accepted abstracts are included in my file.*

a. *"Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project"*

- I co-presided and presented on this work at a session of the *Engaging Students with Real-World Context* symposium at the **Spring 2022 ACS National Meeting**. I have accepted an invitation to submit a chapter to *ACS Symposium e-Book: Engaging Students with Real-World Context*; submission due March 31, 2022.
- This **invited e-book chapter** (*full draft included in my file*) describes a scaffolded Organic Chemistry I research project I designed and implemented in Fall 2021. Students developed information literacy, problem-solving, and communication skills in the context of real-world problems related to the United Nation's Sustainability Development Goals. The chapter includes pedagogical motivations, student learning objectives, details on each project phase, implementation notes, and outcomes.

- The Fall 2021 curriculum described in this e-book chapter had similar features to projects in my Organic Chemistry I courses in Fall 2018 and 2020,⁷ which I presented at the **Spring 2020 ACS National Meeting**. This abstract was accepted to SciMix. My presentation slides are **published on *SciMeetings***.
- b. **“Building information literacy and writing skills with Organic Chemistry Wikis and infographics”**
 - This **in-progress article** describes pedagogical motivations, learning objectives, implementation, and outcomes of scaffolded literature research projects in my NCF Organic Chemistry II Lecture course (Spring '19, '21, '22). In Spring 2019, students chose a molecule and developed a Wiki page on a class Wiki. I presented on this project in my **Spring 2020 ACS National Meeting** presentation (**published on *SciMeetings***). After the NCF librarian who maintained this Wiki and left the college in 2020, I redesigned the project so that students developed an infographic on a molecule or set of molecules of their choice. Both the Wiki and Infographic project iterations are described in this article. This manuscript has been fully outlined and several sections have been written. I plan to submit this article to the *Journal of Chemical Education* during my Fall 2022 research sabbatical.
- c. **“Replacing lab reports: Building professional writing instruction into Organic Chem II Lab”**
 - This **in-progress article** describes a curriculum-redesign of my **Organic Chemistry II Lab** in Spring 2020 into a Writing-Enhanced Course.⁸ In this course, instead of standard lab reports, students learn to write in more professionally relevant genres: 2-page Memo reports and Journal Articles. During the first half of the semester, students are given role-playing scenarios for each experiment and write Memos to different audiences. In the second half of the semester, students write and revise all sections of a JOC-style Journal Article based on a four-step, three-week synthesis of hexaphenylbenzene. I co-taught this lab in Spring 2022 with VAP Levi Pap (now at FGCU) and will teach two sections in Spring 2022.
 - I first presented this curriculum re-design at the **Spring 2021 ACS National Meeting**. My slides and presentation **recording** are **published on *SciMeetings***. I gave an Oral presentation & Poster Sci-Mix presentation on both years of this curriculum at the **Fall 2022 ACS National Meeting**. I gave similar versions of this talk at the **2022 Florida Organic Faculty** and **2022 Ohio PKAL Regional Meetings**.
 - I recently submitted an IRB proposal to collect information on whether participation in this curriculum helped students learn about writing in the sciences, improved their relationship with and attitudes about writing and their writing identity, helped in the development of their STEM (science, technology, engineering, and mathematics) identity, whether they perceive any gains in their development of transferable skills, and whether they believe the knowledge and skills they developed through this writing curriculum has helped them or will help them in their future endeavors. The results of this study will help to improve future student outcomes from participation in this curriculum at New College and at other institutions who may adopt/adapt this curriculum in response to publication of this work.
 - This manuscript has been outlined and several sections have been written. I will include all three years of teaching this curriculum as well as the results from these surveys (pending IRB approval) into the manuscript. I plan to submit this work to the *Journal of Chemical Education*, after completion of this IRB-approved study, in Summer 2023.

Peer-Review Publication submitted while at NCF

Black, R. E.; Kilyanek, S. M.; Reinhard, E. D.; Jordan, R. F. Olefin Insertion Reactivity of a (Phosphine-arenesulfonate)Palladium(II) Fluoride Complex. *Organometallics* **2019**, *38*, 4250–4260.
<https://doi.org/10.1021/acs.organomet.9b00545>

This article describes the synthesis of the phosphine-arenesulfonate Pd(II) fluoride complex (PO-OMe)PdF(lut) (2, PO-OMe = P(2-OMe-Ph)₂(2-SO₃-5-Me-Ph), lut = 2,6-lutidine) directly from Pd-Br complex **1** as an 82:18 mixture of *cis*-*P,F* and *trans*-*P,F* isomers, which isomerizes to a 1:2 *cis*-*P,F*:*trans*-*P,F* equilibrium mixture in

⁷ The independent research conducted for this project by two Fall 2020 students inspired them to develop a cross-disciplinary Chemical Ecology research project, carried out during ISP & Spring 2021. These students are now engaged in data processing and writing a manuscript for publication. I co-advised this project with Prof. Brad Oberle (NCF).

⁸ As part of the NCF general education program, all students must complete a Writing-Enhanced Course.

CD₂Cl₂ solution at rt in ca. 3 days. This article also describes the reactivity of **2** with electron-deficient olefins, such as vinyl bromide (VBr), vinyl acetate, and vinyl benzoate. Several 1,2-insertion products were either isolated and crystallized or identified in solution by NMR studies. DFT analysis of the reaction of model complexes (*cis*-*P,F*- and *trans*-*P,F*-(PH₂O)PdF(py), PH₂O⁻ = *o*-PH₂C₆H₄SO₃⁻) with VF supports a mechanism involving substitution of lutidine by VF followed by migratory insertion into the Pd–F bond. An alternative mechanism involving an *exo* attack of F⁻ on bound olefin was found to be energetically prohibitive. DFT analysis of the reaction of the model complexes *cis*-*P,F*- and *trans*-*P,F*-(PH₂O)PdF(VBr) supports an insertion/β-Br elimination mechanism.

I designed the experiment and conducted all lab experiments during my graduate program. While at NCF, I collaborated with Stephan Kilyanek to perform DFT calculations which allowed us to propose (and eliminate) some reaction mechanisms of my experimental work. While at New College, I co-wrote this manuscript with my graduate advisor, submitted it for publication, and made final revisions.

Funding

External Grant Proposal:

“Ruthenium(II) Complexes Bearing Base-Functionalized Bis(diphenylphosphino)biphenyl Ligands for Alcohol Acceptorless Dehydrogenation” **R. Black** (PI). American Chemical Society Petroleum Research Fund Undergraduate New Investigator (ACS PRF UNI) Grant. Fully Funded \$55,000 (Fall 2021–2023).

The goals of this proposal are to synthesize new ruthenium(II) complexes supported by amide-, alcohol-, amine-, carboxylic acid-, and non-functionalized 2,2'-bis(diphenylphosphino)biphenyl (BIPHEP) ligands and to evaluate their efficacy as alcohol acceptorless dehydrogenation (AAD) catalysts. The proposed functionalized complexes are expected to catalyze AAD reactions via metal-ligand cooperative activation of the substrate. The proposed research will also expand the set of known synthetic routes to BIPHEP derivatives, organometallic compounds, and catalysts. Undergraduate collaborators involved in the proposed research will learn and develop valuable research and scientific reasoning skills.

I developed and wrote this proposal and trained and supervised all student researchers on the project. This grant includes support for research supplies, conference travel, summer salary for the PI, and student researcher stipends (40% of the budget) during the academic year and summers during the funding period. During the 2021-2022 academic year, this grant supported 5 student researchers.

Internal Grant Proposals:

- **2021 Faculty Development Funds. \$5,000.** This proposal requested funds to support summer research and professional development activities. I worked with two student researchers (one new) for ten weeks (40 h/wk), continued work on two manuscripts (b and c above in CHED research section), and participated in several NCF writing and teaching-focused workshops.
- **2020 Faculty Development Funds. \$5,000.** This proposal requested funds to support summer research and professional development activities. I worked remotely with one student researcher, wrote an ACS-PRF-UNI grant proposal, outlined two manuscripts (a and c above in CHED research section), developed a new course (Chemical Research, Communication, and Careers), converted Organic Chemistry I to an online course, and participated in several NCF and external workshops and courses.
- **2019 Faculty Development Funds. \$5,000.** This proposal requested funds to support summer research and professional development activities. I trained and worked with one new student researcher for six weeks (30 h/wk), wrote, revised, and submitted a journal article (*Organometallics* **2019**, 38, 21, 4250–4260), developed a new Fall course (General Chemistry I), and participated in several NCF workshops.

I aim for my students to leave each of my classes with an improved ability to (i) to describe and rationalize chemical properties and reactions and (ii) to ultimately propose solutions to real-world problems. I tell my students that learning general and organic chemistry is akin to learning a foreign language. To become fluent, both require us to first learn a shared vocabulary and then require a significant amount of practice, application, and immersion. I emphasize that students shouldn't simply memorize and reproduce textbook information. Instead, I want them to enter their next science course and the world with a toolbox of chemical conventions and models that they can apply to predict and explain the chemistry underlying so much of what they see around them. I want them to continually ask: *How do I know? What is physically going on? How do I approach solving this problem?* To answer these questions, I focus on helping my students develop key transferrable skills such as the ability to find, analyze, and utilize information and resources to solve problems and the ability to communicate effectively, both orally and in writing. Overall, my role is to offer transparent and intellectually-stimulating instruction, enthusiastic encouragement, and personalized support so that each student can achieve their academic goals and prepare for their future.

I work hard to make learning chemistry accessible and engaging for beginner learners: content-wise, skills-wise, and emotionally. As an introductory survey course, General Chemistry can feel like a smorgasbord of conceptually and computationally challenging topics. Some novice learners also struggle to see real-world value in what they are learning and to make connections between course units. Then, after learning a year of foundational chemistry 'topics' and completing many computation-heavy assignments, students enter Organic Chemistry which requires that they learn different discipline-specific conventions and to draw and interconvert between symbolic representations of molecules. The latter necessitates spatial reasoning skills which some students have not yet developed. Furthermore, many topics and skills in Organic Chemistry stack on prior ones; students must quickly learn certain concepts and skills before they can apply them in different contexts throughout the term/year. To help ease their transition into Organic Chemistry, I clearly outline the content and skillsets they will use most throughout the term/year. Each time I teach the Organic Chemistry sequence, I continue to fine-tune the pacing of topics to give students more time to practice certain skills before moving on. I also tell my students which topics and skills have been historically challenging for students (including myself!) to learn. When they realize they are not alone, this often leads to conversations about 'productive struggle' as part of the learning process and helps to normalize and destigmatize help-seeking.

I have found it incredibly rewarding to help students overcome negative preconceptions and attitudes about learning chemistry. Unfortunately, some students enter Organic Chemistry fearing they will not be up to the challenge. As attitude and interest are intrinsically linked with learning gains, I start each mini-class explaining that learning chemistry is a *journey* and that each one of them is capable of succeeding in my course. I repeat this mantra regularly throughout the term and follow up this claim with wrap-around layers of support, resources, and clear and consistent course organization. These are key to my ability to keep my expectations high for all students in my academically-rigorous classes. I typically hold three office hours per week in a hybrid format to give students flexibility in attending. I reply quickly to questions by email and Canvas discussion boards and hold optional evening review sessions before exams. In each of my lecture courses, my students complete weekly problem sets so that I can give regular, individualized feedback to each student. I typically return these to students by the following class session. Many students over the years have commented that this timely feedback on assignments has been a critical component in their learning. After exams, I also seek to meet individually with every student who struggled so that we can discuss success strategies and behaviors they can try moving forward.

Course Development. When (re)designing my courses, I use Backward Design and Transparent Instruction approaches to scaffold assignments and projects through a course to help my students develop the content and skills required to achieve the course learning objectives. I also adapt my courses in response to student feedback throughout the term and use course evaluation feedback to improve future course iterations.

Student-centered pedagogies and high-impact practices. ‘Doing science’ is an active endeavor and an exercise in collaboration. Similarly, metacognition and science-of-learning research tells us that both active learning and collaborative activities, when implemented correctly, can enhance student learning and class equity. One benefit of teaching in a liberal arts context with small class sizes is that I can engage my students in a variety of student-centered pedagogies and high-impact practices. For example, in Fall 2019, I taught *General Chemistry I* in a Process-Oriented Guided Inquiry Learning (POGIL) format where students worked regularly during class sessions in small groups. In POGIL activities, students work together to develop core principles and concepts by analyzing data and answering a series of critical thinking questions. I have also progressively incorporated more POGIL-style activities into my *Organic Chemistry* lecture courses. Since Spring 2020, the shift to teaching online has caused me to broaden the ways I foster active learning and collaborative work in my classes, such as teaching *Organic I* and *II* online/hy-flex in 2020-2021 using a Flipped class model. As we moved back to in-person classes, I have continued to incorporate these approaches into my classes.

Course-embedded professional skills development. An important facet of a liberal arts education is the ability to learn academic content and skills while simultaneously developing transferrable, professionally-relevant ‘soft skills.’ I have worked hard to intentionally weave skills-development into all of my courses. One way I do this is by scaffolding independent, term-long research projects into my high-enrollment General and Organic Chemistry courses. The main objectives for these projects are for students to develop information literacy, problem-solving, and communication skills and to learn in real-world contexts. In these projects, I ask students to research a topic of their choice related to course content and to communicate their findings to the class in different modes. I have been fortunate to collaborate with NCF librarians Helene Gold and Cal Murgu on several iterations of projects to introduce students to library resources, research strategies, chemistry literature databases, and issues of ethics and inclusion in the scholarly conversation. Most recently in my Fall 2021 *Organic Chemistry I* course, which I newly redesigned as a CYC course, my students investigated approaches that Organic Chemists are taking to solve problems related to the United Nation’s Sustainable Development Goals. Final products of these research projects over the years have included reflections on news articles, Wiki entries, short oral presentations, and infographics. Many students report that these projects are among the most impactful components of my courses because it allows them to connect what they are learning to real processes and phenomena. Two Organic Chemistry I students in Fall 2020 were so engaged in their research project that it sparked the development of a Spring 2021 cross-disciplinary Chemical Ecology ISP (co-sponsored with Dr. Oberle). Other students have chosen to showcase their work on these independent study projects in their personal statements for summer REUs & internships or graduate applications.

Training Scientists to Write. It hurts when students say they want to study science because they don’t like writing. They are unaware of how essential writing is to any career in science! Since arriving at NCF, I have repelled this misconception by incorporating intentional writing instruction into my courses. For example, in order for my students to practice “writing as learning” and metacognitive skills, I include low-stakes informal and reflective writing assignments in all of my classes. In Spring 2020, I redesigned my *Organic Chemistry II Lab* to become a Writing-Enhanced Course (WEC). In this course, my students learn to write in professionally-relevant genres such as Decision Memos and a full Journal Article based on a four-step organic synthesis. In my advanced elective course *Organometallic Chemistry and Catalysis for Organic and Polymer Synthesis*, students write several annotated bibliographies, hold journal-club style discussions of primary literature, and ask students to present on journal articles of their choice. Lastly, I created a WEC course called *Chemical Research, Communication, and Careers*, for (pre)thesis students to help them build community while writing their thesis (prospectus), develop healthy writing habits (e.g., writing incrementally, in community, and with frequent revising), and prepare application materials like a CV/Resume and statements for scholarships, post-college jobs, and graduate programs that interest them.

Scholarship of Teaching and Learning. In addition to my organometallic synthesis and catalysis research, I have been engaged in discipline-based education research. Reading discipline-based education research articles and books on teaching and learning has taught me many “best teaching practices.” I have been engaged in the chemical education research community by presenting posters and talks at regional and national ACS conferences. I am excited to contribute back to this community through an invited *ACS Symposium* e-book chapter and two *Journal of Chemical Education* articles. More details on my Scholarship of Teaching and Learning can be found in my Statement of Research.

In my file, I have included a **Teaching Portfolio** which summarizes information about each of my Courses, ISP, and Tutorials, as well as Senior Thesis Supervision, Service on Baccalaureate Committees, and Other Teaching Activities.

Summary of student enrollments and other teaching data

	2018-2019	2019-2020	2020-2021	2021-2022	Total
Course enrollments (initial)	81	64	47	48	240
Course enrollments (final)	74	61	39	43	217
Tutorial enrollment	0	3	6	11	20
ISP enrollment	10	2	4	2	18
Primary thesis sponsor¹	0	1	0	1	2
Service on Bacc Committees	1	4	4	7	16
Contracts Supervised	0	16	16	16	48

¹ 11, 4, 2, and 3 Chem or Chem/Bio AOCs conducted thesis work in 2019, 2020, 2021, and 2022, respectively.

DIVISION CHAIR EVALUATION:

Dr. Black is a strong candidate for tenure and promotion. She has excelled in teaching, research, and community service.

Teaching: Dr. Black has merged teaching and research education. She has infused new teaching techniques into the organic classes and labs to make them more student-centered. In addition, she has incorporated significant writing elements into the classes. Dr. Black has transformed the organic lecture into a CYC course organic lecture to be a CYC course, choosing to focus on information literacy, teamwork and problem-solving skills. She offered reflection assignments that gave students the chance to think about their own growth relative to teamwork and problem solving. This is a very different approach to teaching the class than in the past. To facilitate communication with students, Dr. Black designed a CANVAS page to assemble useful information and guidance in one place.

She has mentored a variety of thesis students who are directly involved in her research area. Often, students work with Dr. Black during ISP to learn techniques that might be useful for a more extended project. The collaborations are clearly successful as Dr. Black publishes the work with her students. In addition, Dr. Black has guided students working with others on thesis projects to complete chemistry work in her lab. Students appreciate the efforts that she has made to engage them more broadly in the study of chemistry. This is evidenced by the very strong teaching evaluations that she has received.

Research: Dr. Black has become a leader in chemistry education for how to teach undergraduates. She has participated in workshops online and have been invited to contribute an ebook chapter, "Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project centered on the UN Sustainable Development Goals". Dr. Black has also submitted multiple articles to Journal of Chemical Education. These include information gleaned from organic lecture and lab courses at the college. The working titles are, "Organic Chemistry Infographics for building information literacy and writing skills", and "Replacing lab reports: Building professional writing instruction into Organic Chemistry II lab". As a member of VIPER (Virtual Inorganic Pedagogical Electronic Resource),

Dr. Black participates in a learning community for inorganic teachers and students. Dr. Black has also engaged in a learning community where teaching materials for instruction in organic chemistry at college level are disseminated along with evidence-based, active-learning pedagogies.

In addition to her research education activities, Dr. Black has carried out a significant research project based on her Petroleum Research Fund grant, entitled "Ruthenium(II) Complexes Bearing Base-Functionalized Bis(diphenylphosphino)biphenyl Ligands for Alcohol Acceptorless Dehydrogenation". This grant includes funding for engaging undergraduates in the work. She is also continuing to build partnerships with others in her field.

Service: Dr. Black has been selfless in her service. She has participated in Divisional work, including co-organizing the Natural Sciences Seminars. She also participated in the Associate in Chemistry search committee.

In the broader community she has been an integral part of establishing the new CYC curriculum, including doing training for other faculty. She served as NCUFF secretary for a year. Her Baking for a Cause program was very successful in helping students build community. Her community efforts are further evidenced by her tea cart for students to gather and enjoy a cup.

Candidate: Rebecca Black

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

Submitted 2/17/2023

Professor Rebecca Black joined the New College faculty as Assistant Professor of Chemistry in August 2018, soon after earning her Ph.D. in Inorganic Chemistry from the University of Chicago. During her interview at NCF, she impressed the search committee with her interest in developing new pedagogical approaches, as well as her clarity in communicating difficult concepts during her research presentation. In the subsequent 4+ years, she has proven to be a highly valued member of our faculty.

Professor Black regularly teaches lecture and laboratory courses for the second-year chemistry sequence in organic chemistry, along with advanced courses in organometallic chemistry and catalysis. She taught the first-year course, General Chemistry I, in Fall 2019. She also offered the novel course, Chemical Research, Communication and Careers twice. Professor Black designed the latter to provide writing and career support for thesis students. One component of Professor Black's scholarship is research on teaching and learning, and her file includes two "in-progress" manuscripts on novel approaches for enhancing student learning in organic chemistry lecture and laboratory courses. A third manuscript, describing a course-based project with practical applications, is an invited book chapter for an American Chemical Society publication, demonstrating the visibility of her scholarship in this area. It is no surprise, then, that Professor Black continuously brings new approaches for building transferable skills to her work with students. She has supplemented this work by participating in a workshop offered at New College on Writing Enhanced Courses, as well as a Quality Matters course offered by the College. Professor Black is very responsive to student feedback and needs. For example, when students were feeling overwhelmed by content, she set up extra hours for them to meet with her, and when she found that her advisees needed one resource for finding important advising and support service information, she set up a Canvas page for them that included these resources. Students recognize and appreciate her deep care for them, including her detailed and constructive feedback on their work. Several letters in support of Dr. Black's tenure and promotion describe the "snack cart" that she has set up outside her lab for any students who need a quick pick-me-up. Others praise her attention to student needs, her "ability to transform challenging, complex information into fun, interactive activities," and her skill at mentoring students so that they learn from their failures, develop a growth mindset, and succeed.

In addition to her scholarship on teaching and learning, Professor Black has developed a research program in synthetic organometallic chemistry, with the goal of using diphosphine ligands to influence ruthenium-catalyzed dehydrogenation of organic substrates. Through this research program, Professor Black has mentored 11 students (chemistry, biology, and marine biology majors) in air and moisture-sensitive organic and inorganic synthetic techniques. Importantly, Professor Black has succeeded in funding this research through a prestigious American Chemical Society Petroleum Research Fund Undergraduate New Investigator Award (\$55,000). This award indicates strong confidence in Professor Black's research plan, as the funding rate for this competitive program is quite low. Since her arrival at New College, Professor Black has published one paper with her graduate research advisor in the top journal, *Organometallics*. Based on her graduate research, Professor Black conducted substantial work to complete the manuscript while at New College. Professor Black also has a manuscript near completion with six student coauthors, based on her funded research program at NCF. Last spring she took four of her students to present their work at the National American Chemical Society meeting, where one student's poster was chosen as a finalist for the Inorganic Chemistry Poster Competition.

Professor Black's combined scholarly efforts in pedagogical research, and synthetic chemistry and catalysis research conducted with students, prompted one external reviewer to write, "I feel that Dr. Black's scholarly activity embodies the ideals of the teacher/scholar model at undergraduate institutions, and that evidence for sustained scholarly work in the future is strong."

Professor Black has been extraordinarily active in both service efforts and community-building efforts. For the past two years she has served on both the Writing Advisory Committee, and the Chart Your Course (CYC) Implementation/Steering Committee. The latter committee has been instrumental in shaping our new liberal arts curriculum, and Professor Black's involvement has been strong. She co-developed and facilitated two versions of faculty training programs for CYC. She also facilitated a "Canvas Basics" course in July 2020 for New College faculty, and she served on the Spring 2020 search committee for a visiting assistant professor of biochemistry. She served as a co-organizer of the Natural Sciences Seminar Series for the last two years. Professor Black's community-building efforts have enhanced interactions between students, faculty, and staff. These include a successful "Chemistry Fun Day" in Spring 2019, sponsoring two student clubs – Baking for a Cause in AY 20-21, and New College Hoop Troop in AY 21-22- and organizing a weekly "Tabletop Game Night" at Cook Library for faculty, staff, and students since Spring 2022.

Professor Black excels in both teaching and service, and in a short time she has built a strong foundation in scholarship. The latter is impressive, considering the necessity to devote substantial time to setting up her laboratory space with equipment and supplies purchased with her start-up funds prior to beginning her research. Further, Professor Black makes important contributions to college-wide priorities. Her participation in Admissions events and her calls to admitted students have contributed to the College's enrollment efforts, while her engaged work in teaching and mentoring our students, along with her community-building efforts, contribute to improvements in retention, four-year graduation rates, and development of transferable skills for future success in jobs or graduate school.

Having read Professor Black's tenure file, I concur with the recommendations from the Division of Natural Sciences, Chair Sandra Gilchrist, and the Provost Advisory Committee that Professor Black has presented a very strong case, and is highly deserving of tenure at New College of Florida.



Office of the President

February 24, 2023

Assistant Professor Rebecca Black
Division of Natural Sciences
New College of Florida

Dear Rebecca:

I write to inform you that both Provost Suzanne Sherman and I have taken positive action on the recommendation from Natural Sciences and the PAC that you be granted tenure at New College of Florida. The recommendation from the Provost and President will be considered by the Board of Trustees, in accordance with the Collective Bargaining Agreement.

Congratulations on this milestone moment. Ever since New College was founded, our success has depended on the excellence of our faculty, and I am honored to recognize your accomplishments as a teacher and scholar.

In the meantime, warm congratulations once again, as well as thanks for your commitment to the mission of New College.

Sincerely,

A handwritten signature in black ink, appearing to read "Bradley Thiessen".

Bradley Thiessen
Interim President



Office of the President

MEMORANDUM

TO: Bradley Thiessen, Interim Provost

FROM: Richard Corcoran, Interim President

DATE: April 14, 2023

SUBJECT: Tenure Recommendation Rebecca Black

Pursuant to Section 4.5 of the Faculty Handbook and Section 15.5 of the NCBOT-NCUFF Collective Bargaining Agreement (the "CBA"), I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Provost's recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the "Candidate"). In accordance with the Sections referenced herein, please supply copies of this Memorandum to the Candidate and the Provost's Advisory Committee (PAC).

I recommend the Board of Trustees defer its decision on awarding tenure to the Candidate. If that is not possible, I recommend denying tenure at this time. This recommendation is based on extraordinary circumstances including but not limited to: (1) changes in administration including new President and new Provost – whereby many of these positions are currently held in Interim status; (2) turnover of a majority of the Board of Trustees; (3) a renewed focus on ensuring the College is moving towards a more traditional liberal arts institution; and (4) the related current uncertainty of the needs of the divisions/units and College. These are all factors that I have appropriately taken into consideration in making decisions regarding tenure pursuant to Section 15.3(a) of the CBA.

**NEW COLLEGE OF FLORIDA BOARD OF
TRUSTEES Meeting Date: April 26, 2023**

SUBJECT: Dr. Gerardo Toro-Farmer Tenure Package for Consideration

PROPOSED ACTION

Consideration of tenure for New College faculty member Dr. Gerardo Toro-Farmer.

Sections 4.5 - 4.6 of the *New College Faculty Handbook* describe the College's policies and procedures for granting New College faculty tenure. Briefly these are:

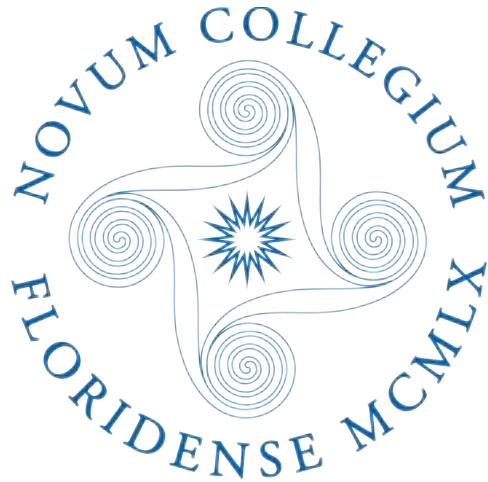
- In August, candidates assemble their evaluation file for review; letters are requested from New College and outside references. The evaluation file is made available for review by faculty within the candidate's Division.
 - The Divisional vote on tenure is conducted in November; a majority of three-fourths is required for a positive tenure vote.
 - The Provost's Advisory Committee (comprised of two faculty representatives from each Division) independently reviews the application and forwards a positive or negative recommendation to the Provost.
 - Based on a review of the file, the Divisional vote, and the PAC's recommendation, the Provost makes a recommendation to the President, who subsequently forwards a recommendation to the Board of Trustees.
 - The final decision rests with the Board of Trustees.
 - If tenure is not awarded, the candidate may stand again in the mandatory year without penalty.
-

Supporting Documentation Included: Trustees have received relevant portions of the candidate's Tenure packet. Included are:

Candidate's Curriculum Vitae
External Review Letters
Support Letters from Students/Alumni/Colleagues
Provost's Advisory Committee Evaluation
Statements on Research/Teaching
Division Chair Evaluation
Provost's Evaluation
Interim President's Recommendation

Facilitators/Presenters: Brad Thiessen
Interim Provost and Vice President for Academic Affairs

Other Support Documents Available: The *New College Faculty Handbook*; in addition, the complete Tenure Packet is available in the Office of the Provost.



NEW COLLEGE OF FLORIDA

GERARDO TORO-FARMER

Division of Natural Sciences

Candidate for Tenure

2022 - 2023

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GERARDO TORO-FARMER

Division of Natural Sciences &
Environmental Studies Program
New College of Florida
5800 Bay Shore Rd.
Sarasota, FL 34243

Website: <https://sites.google.com/ncf.edu/torofarmerlab>

EDUCATION

2011 Ph.D. in Ocean Sciences. University of Southern California - Los Angeles, CA. USA

Dissertation: Underwater hyperspectral optical measurements as a tool for characterizing the spatial-temporal distribution of water column constituents contributing to ocean color.

1998 B.S. in Marine Biology. Universidad del Valle - Cali, COLOMBIA

Thesis: Assessment of bioerosion intensity by sea urchins (Echinodermata) in a coral reef from the Gorgona Island – Colombian Pacific coast.

ACADEMIC APPOINTMENTS

- | | |
|--|----------------|
| • Assistant Professor – New College of Florida | 2018 – Present |
| • Director of the GIS Certificate Program – New College of Florida | 2019 – Present |
| • Postdoctoral Research Associate – University of South Florida | 2011 – 2018 |

RESEARCH INTERESTS AND SKILLS

- Coastal zones ecology and biogeochemical processes.
- In situ marine optics, remote sensing, and geospatial analysis (GIS techniques) to answer ecologically relevant questions regarding organism distribution, ecosystem productivity, and habitat connectivity.
- Human perturbations on marine ecosystems.

Technical knowledge

- **Fieldwork and Laboratory experience:** Methodologies for benthic studies (habitats and species distribution and dynamics), and biological and geochemical oceanography (chlorophyll concentration measurements, phytoplankton taxonomy, quantification of suspended materials, and POC). Optical packages and CTD data acquisition and data management. Underwater gliders, aerial drone deployments, mooring and buoys installation, and optical instrument implementation in remote vehicles. Proficient in equipment general maintenance and calibrations.
- **Computer programming and visualization skills:** ArcGIS, Matlab, JMP, Microsoft Access, SeaDAS, ENVI/IDL, ODV, HydroLight.

Personal Skills

- Master Scuba Diver NAUI, Scientific diver AAUS (Nitrox, rescue diver, first aid, oxygen, CPR).
- Safety training: OSHA 24 hour HAZWOPER

RESEARCH EXPERIENCE

- 2021-present** Time-series Monitoring of Water Quality around the Seagrass Beds of Sarasota Bay - New College of Florida / Cross College Alliance. **Duties:** Remote sensing and GIS analysis; water quality monitoring; summer interns' supervision.
- 2020** Effects of light quality on seagrass beds of Sarasota Bay: applications to in-situ and remotely sensed monitoring efforts - New College of Florida / Cross College Alliance. **Duties:** Remote sensing and GIS analysis; water quality monitoring; summer interns' supervision.
- 2019-22** Seagrass SCAR Mapping in Sarasota Bay - New College of Florida / Sarasota Bay Estuary Program / Cross College Alliance. **Duties:** GIS spatial analysis of seagrass scars.
- 2016 – 2018** Postdoctoral research associate. Population and Marine Ecosystem Dynamics Laboratory - College of Marine Science, University of South Florida. **Duties:** Advanced geospatial analysis and modeling for the integration of biological and environmental data (Continental Shelf Characterization, Assessment, and Mapping Project "C-SCAMP"). Ocean optics, satellite oceanography, and water quality. Help mentoring graduate students.
- 2014 – 2018** "Center for Integrated Modeling and Analysis of Gulf Ecosystems (C-IMAGE)". BP/Gulf of Mexico Research Initiative (GOMRI) – University of South Florida. **Duties:** GIS spatial analysis of hydrocarbons distribution.
- 2012 – 2017** Hyperspectral signatures of phytoplankton functional types in preparation for GEO-CAPE algorithm and product development. **Duties:** Co-PI in three grants. Data collection, processing, analysis, and publication of results.
- 2011 – 2016** Postdoctoral research associate. Institute for Marine Remote Sensing - College of Marine Science, University of South Florida. **Duties:** Proposals writing. Participation in various projects related to biodiversity, ocean optics, satellite oceanography, and water quality. Laboratory safety. Help mentoring graduate students.
- 2011 – 2016** "High-Resolution Assessment of Carbon Dynamics in Seagrass and Coral Reef Biomes". UAV Collaborative – NASA – University of South Florida. **Duties:** Cruise preparation and support. Data collection, processing, analysis, and publication of results.
- 2009 – 2011** "Philippine Straits Dynamic Experiment (PHILEX)". ONR. **Duties:** Cruise preparation and support. Data collection, processing, analysis, and publication of results.
- 2006 – 2011** "Monitoring Sediment Resuspension in Coral Reefs and Seagrass Beds with MODIS and ASTER Sensors". NASA, University of Southern California, The Bermuda Zoological Society. **Duties:** PI. Fieldwork preparation, data collection, and processing, data analysis, publication of results.

TEACHING EXPERIENCE

Courses taught (New College of Florida):

- 2022 (Fall)** 1. Introduction to GIS; 2. Marine Ecology.
- 2022 (Summer)** Coral Reef Issues (co-taught with Prof. Gilchrist)
- 2021 (Fall)** 1. Introduction to GIS; 2. Introduction to Oceanography.
- 2021 (Spring)** 1. GIS-II; 2. Coral Reef Ecology.
- 2020 (Fall)** 1. Introduction to GIS; 2. Introduction to Oceanography.
- 2020 (Spring)** 1. GIS-II; 2. GIS and Remote Sensing applications to Coastal and Marine Studies.

2019 (Fall) 1. Introduction to GIS; 2. Marine Ecology.
2019 (Spring) 1. Coral Reef Ecology; 2. Introduction to Oceanography.
2018 (Fall) 1. Introduction to GIS; 2. GIS and Remote Sensing applications to Coastal and Marine Studies.

Teaching Prior to NCF:

2015 (August/September) Training personnel from the University of Fiji on: 1) Basic field and laboratory methods in coral reefs studies and oceanography. 2) Acquisition and analysis of satellite imagery to generate ocean color products and maps of reef habitats. Project: "Developing Base Maps of Tropical Aquatic Resources in the Pacific", University of Fiji, University of South Florida, USAID.
2014 (Fall) Invited lecturer, Satellite Oceanography: Underwater and above-water optical observations: equipment and approaches. College of Marine Science, University of South Florida.
2011 (Fall) Invited lecturer, Satellite Oceanography: Introduction to ENVI, Supervised and Unsupervised Classification. College of Marine Science, University of South Florida.
2008 (Spring/Fall) Head Teaching Assistant "Humans and their environment" - University of Southern California.
2007 (Fall) Teaching Assistant "Introduction to Ecology" - University of Southern California.
2007 (Spring) Head Teaching Assistant "Catalina Island Semester Independent Study" - University of Southern California.
2006 (Fall) Teaching Assistant "Marine Biology" - University of Southern California.
2006 (Spring) Head Teaching Assistant "Humans and their environment" - University of Southern California.
2005 (Fall) Teaching Assistant "Introduction to Ecology" - University of Southern California.
2003 (Fall) to 2005 (Spring) Head Teaching Assistant "Humans and their environment" - University of Southern California.
1999-2000 Professor "Introduction to Biology" - ICESI University, Colombia.

ADVISING AND MENTORING EXPERIENCE

Thesis Sponsor (New College of Florida):

2021-present	Isabella Chandler
2021-2022	Bella Shuler
2021-2022	Jessica Franks
2019-2022	Maria Guardado
2019-2022	Eliot Greene
2019-present	Megan Delchanty
2019-2020	Justin Williams

Student Committees (Graduation or expected Graduation date) (New College of Florida):

Simon Bustetter (2021), Liah Continentino (2022), Lydia Dykema (2022), Daniel Duprez (2021), Thomas Finnan (2021), Lexi Fox (2022), Telle Fugett (2022), Victoria Goldner (2022), Thomas Kane (2020), Kaitlyn Leonard (2022), Marena Long (2021), Tyler Menendez (2022), Kera Pasquerilla (2021), Marcela Prado-Zapata (2021), Adam Reinschmidt (2021), Lauren Rodriguez (2020), Elliott Schenker (2021), Raquel Valdes (2020),

Advising and Mentoring Prior to NCF:

- 2015** Help mentoring graduate and undergraduate students studying the effects of changes in light and temperature in corals, with field and laboratory experiments. College of Marine Sciences, USF.
- 2014-2015** Help USF graduate students interested in water quality issues by training them during fieldwork in Clam Bayou (Pinellas County). College of Marine Sciences, USF.

OCEANOGRAPHIC CRUISE EXPERIENCE

- 2022** (ongoing, monthly) New College Observatory. R/V Limbatus
- 2017** (15 days) C-BASS Cruise. R/V Weatherbird II
- 2016** (6 days) C-BASS Cruise. R/V Weatherbird II
- 2014** (4 days) USF Mississippi Plume Cruise. R/V Pelican
- 2013** (16 days) GEO-CAPE Gulf of Mexico Field Campaign. R/V Pelican
- 2011/2012** (14 Days each) Florida Keys, South Florida Program. R/V Walton Smith
- 2011** (3 days) CARICO Time Series. R/V Hermano Gines
- 2009** (16 days) Philippine Islands. R/V Melville
- 2002** (25 days) Hawaii. R/V Kilo Moana

FUNDING

- 2021-22** PI: Time-series Monitoring of Water Quality around the Seagrass Beds of Sarasota Bay. Cross College Alliance (~\$30K to support research and summer interns)
- 2021:** Baseline Study of the Distribution and Health Indices of Key Tree Groups in the Myakka River Area Near the Flatford Swamp. Conservation Foundation of the Gulf Coast (\$4.8K).
- 2020** PI: Effects of light quality on seagrass beds of Sarasota Bay: applications to in-situ and remotely sensed monitoring efforts. Cross College Alliance (~\$4.5K to support a Summer intern)
- 2019** Co-PI: Seagrass SCAR Mapping in Sarasota Bay. Cross College Alliance (~\$4.5K to support a Summer intern)
- 2015 – 2017** Co-PI: Enhancing Marine Biodiversity Observation Networks with GEO-CAPE: short-term dynamics of phytoplankton groups in the context of regional ecosystem processes (\$63K).
- 2015** Co-PI: Optical characterization of oil slicks related to oil type and thickness. NOAA (\$45K)
- 2014 – 2016** Co-PI: Effects of GEO-CAPE viewing geometry and solar zenith angle on pigment concentration retrievals: calibration with international time-series programs and analyses of uncertainty at different latitudes, times of day, and season. NASA (\$45K).
- 2013** Co-PI: Major phytoplankton functional types in the Gulf of Mexico: A hyperspectral assessment in preparation of GEO-CAPE algorithm and product development. NASA (\$66K).
- 2012** Co-I: Phytoplankton hyperspectral signatures from aerial and underwater high temporal and spectral resolution measurements: new insights to support the GEO-CAPE science program requirements. NASA (\$39K).

PROFESSIONAL SERVICES

New College of Florida

2020-21 – 2022-23 Member, Natural Sciences Budget Committee.

2019-21 – 2022-23 Member, International Studies Committee.

2018 Reviewer - Fulbright Faculty Review Committee.

National and International

2022 – present Member, Technical Advisory Committee, Sarasota Bay Estuary Program

2018 – present Member Executive Committee, Aquatic Studies Group. Surface Biology and Geology (SBG) missions, NASA.

2019 – 2022 Reviewer of submissions, Colombian seminar of ocean sciences and technologies (Seminario Nacional de Ciencias y Tecnologías del Mar - SENALMAR)

2013 – 2015 Assessor for buoys design and deployment, and bio-optical data collection and analysis. CONABIO-Mexico.

2013 Evaluation of Ph.D. candidates. Marine Biology, Universidad del Valle.

2011 – 2017 Member Science Working Group (Ocean Group) GEO-CAPE mission, NASA.

2011 – 2017 Member Spectral Libraries Group Aquatic data products, HypSIRI mission, NASA.

- Ad hoc reviewer and panelist of proposals submitted to NASA (multiple Programs).

- Ad hoc reviewer for manuscripts submitted to:

Aquatic Ecosystem Health and Management Society, Estuaries and Coasts, International Journal of Tropical Biology and Conservation, Limnology and Oceanography, Marine Ecology Progress Series, Optics Express, Remote Sensing, Remote Sensing of Environment, Sensors, Sustainability.

SYNERGISTIC ACTIVITIES

2011 – present Advisor, Mendeley Reference Manager software.

2006 – 2008 Summer Outreach Education (Saturdays at the Lab, lab tours, snorkeling with middle school groups), Catalina Island-Wrigley Institute, University of Southern California.

2003 – 2004 Volunteer, Echinoderms Collection (samples processing and maintenance). Natural History Museum of Los Angeles County.

2003 – 2004 Volunteer, Husbandry section (general duties). Aquarium of the Pacific, Long Beach California.

PROFESSIONAL MEETINGS AND PROFESSIONAL DEVELOPMENT

2022 (October 17-21) NASA's Science Mission Directorate (SMD) - Bridge Program Workshop. Online.

2022 (August 17-19) "Florida Coastal Challenges" program - Research Summit. Florida Research Development Alliance (FlORDA). Ft. Lauderdale-Davie, FL USA.

2020 (October 14-29) Drones in the Coastal Zone Workshop - US Southeast and Caribbean Regional Workshop. SECOORA. Online.

2020 (February 21) Drone Technologies, Education, Training, Research, and Applications. University of South Florida. Sarasota-Manatee FL USA.

- 2019** (June 12-14) Surface Biology and Geology (SBG) mission - Community Workshop. NASA. Washington DC USA
- 2019** (June 10) Gulf of Mexico Monitoring Community of Practice: Water Quality and Habitat Workshop. Gulf of Mexico Alliance. Gulf Shores, AL USA
- 2015** (Sep. 15-17) A practical introduction to marine monitoring hardware and procedures. FixO3 - Istituto Nazionale di Oceanografia e Geofisica Sperimentale. Trieste, ITALY
- 2007** (Summer) Application of Remote and In-situ Ocean Optical Measurements to Ocean Biogeochemistry. University of Maine and NASA. Walpole, ME USA
- 2006** (Fall) Advanced Seminar in Remote Sensing and Modeling. University of Southern California. Los Angeles, CA USA.
- 2004** (Summer) Spatial Analysis and Modeling using ArcGIS. University of Southern California. Los Angeles, CA USA.
- 1998** (Summer) "Coastal tropical oceanography" and "Coral reef ecology". University of South Carolina. Isla Providencia, COLOMBIA.

PUBLICATIONS

- 2020** Pulster E.L., Gracia A., Armenteros M., Toro-Farmer G., Snyder S.M., Carr B.E., Schwaab M.R., Nicholson T.J., Mrowicki J., Murawski S.A. A First Comprehensive Baseline of Hydrocarbon Pollution in Gulf of Mexico Fishes. *Sci Rep* 10, 6437 (2020). <https://doi.org/10.1038/s41598-020-62944-6>
- 2020** Pulster E.L., Gracia A., Snyder S.M., Romero I.C., Carr B., Toro-Farmer G., Murawski S.A. Polycyclic Aromatic Hydrocarbon Baselines in Gulf of Mexico Fishes BT - Scenarios and Responses to Future Deep Oil Spills: Fighting the Next War (S. A. Murawski, C. H. Ainsworth, S. Gilbert, D. J. Hollander, C. B. Paris, M. Schlüter, & D. L. Wetzel, eds.). https://doi.org/10.1007/978-3-030-12963-7_15
- 2017** Romero I., Toro-Farmer G., Diercks A.R., Schwing P., Muller-Karger F., Murawski S., Hollander D. Large-scale deposition of weathered oil in the Gulf of Mexico following a deep-water oil spill. *Environmental Pollution*, 228: 179-189.
- 2017** McCarthy M.J., Colna K.E., El-Mezayen m.m., Laureano-Rosario A.E., Méndez-Lázaro P., Otis D.B., Toro-Farmer G., Vega-Rodriguez M., Muller-Karger F.E. Satellite remote sensing for coastal management: a review of successful applications. *Environmental Management*. doi:10.1007/s00267-017-0880-x
- 2016** Toro-Farmer G., Muller-Karger F., Vega-Rodriguez M., Melo N., Yates K., Cerdeira-Estrada S., Herwitz S. Characterization of Available Light for Seagrass and Patch Reef Productivity in Sugarloaf Key, Lower Florida Keys. *Remote Sens.* 8, 86. doi:10.3390/rs8020086.
- 2016** Murawski, S.A., Fleeger J.W., Patterson III W.F., Hu C., Daly K., Romero I., Toro-Farmer G.A.. How Did the Deepwater Horizon Oil Spill Affect Coastal and Continental Shelf Ecosystems of the Gulf of Mexico? *Oceanography* 29(3):160–173.
- 2016** Zhang M., English D., Hu C., Carlson P., Muller-Karger F.E., Toro-Farmer G., Herwitz S.R. Short-term changes of remote sensing reflectance in a shallow-water environment: observations from repeated airborne hyperspectral measurements. *Int. J. Remote Sens.* 37, 1620–1638.

- 2015 Turk D., Yates K., Vega-Rodriguez M., Toro-Farmer G., L'Esperance C., Melo N., Ramsewak D., Dowd M., Cerdeira-Estrada S., Muller-Karger F., Herwitz S., WR M. Community metabolism in shallow coral reef and seagrass ecosystems, lower Florida Keys. *Mar. Ecol. Prog. Ser.* 538, 35–52.
- 2015 Zhang M., Hu C., English D., Carlson P., Muller-Karger F.E., Toro-Farmer G., Herwitz S.R. Atmospheric Correction of AISA Measurements Over the Florida Keys Optically Shallow Waters: Challenges in Radiometric Calibration and Aerosol Selection. *Sel. Top. Appl. Earth Obs. Remote Sensing, IEEE J.*, 8, 4189–4196.
- 2015 Lorenzoni L., Toro-Farmer G., Varela R., Guzman L., Rojas J., Montes E., Muller-Karger F. Characterization of phytoplankton variability in the Cariaco Basin using spectral absorption, taxonomic and pigment data. *Remote Sens. Environ.* 167:259–268.
- 2014 Colella M., Glasspool A., Jones R., McKenna S., Murdoch J.M.H., Murdoch T., Nagelkerken I., Noyes T., Pitt J., Smith S.R., Sterrer W., Toro-Farmer G., Ward J., Weil E., CARICOMP. Country Reports: Bermuda. In: Jackson JBC, Donovan MK, Cramer KL, Lam VV (editors). *Status and Trends of Caribbean Coral Reefs: 1970-2012*. Global Coral Reef Monitoring Network, IUCN, Gland, Switzerland. (Authors in alphabetical order)
- 2014 Abelev A., Babin M., Bachmann C., Bell, T., Brando V., Byrd K., Dekker A., Devred E., Forget M-H., Goodman J., Guild L., Hochberg E., Hu C., Jo, Y-H., Kelly M., Klemas V., Lee Z., Moisan T., Moses W., Muller-Karger F., Palacios S., Philpot B., Turpie K., Toro-Farmer G., Yu Q. Coastal and Inland Aquatic Data Products for the Hyperspectral Infrared Imager (HypIRI) - A Preliminary Report by the HypIRI Aquatic Studies Group (HASG). Presented to NASA. (Authors in alphabetical order)
- 2013 Devred E., Turpie K.R., Moses W., Klemas V.V., Moisan T., Babin M., Toro-Farmer G., Forget M-H. & Jo Y-H. Future Retrievals of Water Column Bio-Optical Properties using the Hyperspectral Infrared Imager (HypIRI). *Remote Sens* 5:6812–6837
- 2011 Jones B.H., Lee C.M., Toro-Farmer G., Boss E.S., Gregg M.C., Villanoy C.L. Tidally Driven Exchange in an Archipelago Strait: Biological and Optical Responses. *Oceanography* 24:142-155.
- 2010 Smith R.N. et al. USC CINAPS Builds Bridges: Observing and Monitoring the Southern California Bight. *Robotics & Automation Magazine, IEEE*, 17(1), 20-30.
- 2009 Cetinic I., Toro-Farmer G., Ragan M., Oberg C., Jones B.H. Calibration procedure for Slocum glider deployed optical instruments. *Opt. Express* 17 (18):15420-15430.
- 2008 Jones B.H., Cetinic I., Toro-Farmer G., Herzog K., Bianculli A., De Leon R., Ragan M.A., Reynolds W.T. The Light and Motion Sensor Program: Low cost coral reef monitoring. *Proceedings of the 11th International Coral Reef Symposium, Ft. Lauderdale, Florida, 7-11 July 2008*. Vol. 1: 589-593 (Session number 16).
- 2004 Toro-Farmer G., Cantera J.R., Londoño E., Orozco C.A., Neira R. Distribution patterns and bioerosion of the sea urchin *Centrostephanus coronatus* (Diadematoida: Diadematidae), at the reef of Playa Blanca, Colombian Pacific. *Revista de Biología Tropical* 52(1): 67-76, 2004.
- 2003 Londoño E., Cantera J.R., Toro-Farmer G., Orozco C.A. Internal bioerosion by macroborers in *Pocillopora* spp. in the tropical eastern Pacific. *Marine Ecology Progress Series*, Vol. 265: 289–295, 2003
- 2003 Cantera J.R., Orozco C.A., Londoño E., Toro-Farmer G. Abundance and distribution patterns of infaunal associates and macroborers of the branched coral (*Pocillopora damicornis*) in Gorgona Island (eastern tropical Pacific). *Bulletin of Marine Science*, 72(1): 207–219, 2003.

- 2001 Cantera J.R., Zapata F.A., Forero P., Francisco V., Jiménez J.M., Londoño E., Narváez K., Neira R., Orozco C.A. & Toro-Farmer G.. Organismos biocrosionadores en arrecifes de Isla Gorgona: 51-64. In: Barrios, L.M. & M. Lopez-Victoria (Eds.). Gorgona Marina: contribución al conocimiento de una isla única. INVEMAR, Serie Publicaciones Especiales No.7, Santa Marta, 160p.

MANUSCRIPTS IN PREPARATION

- Toro-Farmer G., Franks J. An Exploration of GIS Interpolation Methods for Determining Trends in Environmental Factors Along the Elbow ridge, West Florida Shelf.
Toro-Farmer G., Shuler B. Spatial Analysis of Seagrass Bed Propeller Scarring in Sarasota County.
Chandler I., Toro-Farmer G. Harmful Algal Bloom Contributors in Sarasota Bay

SELECTED PRESENTATIONS, EVENTS, AND PUBLISHED ABSTRACTS

2022 Ocean Science Meeting (Online).

Poster: Chandler I., Toro-Farmer G., & Guardado M. - Phytoplankton groups beyond *Karenia* spp.: who is contributing to Sarasota Bay's red tide events.

2019 American Fisheries Society & The Wildlife Society 2019 Joint Annual Conference. AFS. Reno, NV. Oral Presentation: Grasty S., Lembke C., Brizzolara J., Ilich A., Silverman A., Butcher S., Hughes E., Hommeyer M., Broadbent H., Gray J., Vivlamore A., Locker S., Toro-Farmer G., S. Murawski. - Combining Multibeam Sonar and Towed Camera Technologies for Habitat Mapping and Reef Fish Assessments in the Eastern Gulf of Mexico.

2016 Gulf of Mexico Oil Spill & Ecosystem Science Conference. Tampa, FL.

Oral Presentation: Romero I.C., Toro-Farmer G.A., Diercks A.R., Muller-Karger F., Brooks G.R., Larson R.A., Schwing P., Murawski S., Hollander D.J. - Deposition and redistribution of petroleum hydrocarbons following the Deepwater Horizon oil spill: Where is going and how long will it remain?

2014 Ocean Science Meeting. Honolulu, HI.

Poster: Romero I.C., Toro-Farmer G.A., Larson R.A., Schwing P., Hollander D. J. - Hydrocarbon deposition in deep-sediments following the Deepwater Horizon blowout: spatial analysis of organic geochemical signatures.

2014 Gulf of Mexico Oil Spill & Ecosystem Science Conference. Mobile, AL.

Oral Presentation: Romero I. C., Toro-Farmer G.A., Watson K., Brooks G.R., Larson R.A., Schwing P., Hastings D., Muller-Karger F., Hollander D.J. - Large-scale tracking of oil-derived hydrocarbons in deep-sediments of the Gulf of Mexico after the Deepwater Horizon oil spill.

2014 Ocean Science Meeting. Honolulu, HI.

Oral Presentation: Hollander D.J., Romero I.C., Schwing P., Toro-Farmer G., Brooks G., Kosta J. - Disentangling the roles of river discharge, productivity, oil burning & dispersant on the marine oil-snow deposition (MOSSFA) event following the DWH blowout.

2013 MOSSFA working group meeting, Tallahassee, Florida, October 22-23 2013.

- Oral presentation: Romero, I. C., Toro-Farmer G.A., Watson K., Brooks G.R., Larson R.A., Schwing P., Hastings D., Muller-Karger F., Hollander D.J. - Levels, sources and transport pathways of hydrocarbons in deep-sea sediments after the DWH blowout in the Gulf of Mexico.
- 2013** Exchange of Experiences on LME-related data and information issues. GEF, UNDP, Caribbean LME Project, UNESCO, IOC, IW:LEARN. Buenos Aires, ARGENTINA.
- Oral Presentation: Toro-Farmer G., D. Rueda, & F. Muller-Karger. - Satellite Observations in Support of LME Governance: A Case Study for Data Exchange in the Wider Caribbean LME.
- 2012** Workshop for Remote Sensing of Coastal and Inland Waters. University of Wisconsin. Madison, WI USA.
- Oral Presentation: Toro-Farmer G., F. Muller-Karger & C. Hu. - Remote Sensing Applications to Monitor Coral Reefs in Coastal Shallow Waters.
- 2012** Oral Presentation (Invited): Toro-Farmer G. - "Una mirada a la salud de nuestros océanos desde el Espacio" (A glance to our oceans' health from the space). Universidad del Valle, Cali, COLOMBIA.
- 2011** 2nd Reef Resilience Conference "Planning for Resilience". Florida Reef Resilience Program (FRRP). Fort Lauderdale, FL USA.
- Oral Presentation: Toro-Farmer G., F. Muller-Karger, M. Eakin, L. Guild, R. Nemani, J. Li, M. Vega-Rodriguez, T. Christensen, L. Wood, C. Ravillious, C. Hu, C. Nim, C. Fitzgerald, J. Hendee, L. Gramer, & S. Lynds. - High-Resolution Satellite Tools for Florida: Warm Water Bleaching and Cold Stress Indices.
- 2010** Ocean Optics XX. The Oceanography Society. Anchorage, AK USA
- Poster: Toro-Farmer G., E. Boss, C. Lee, I. Cetinic, & B. Jones. - Use of hyperspectral IOP measurements on a towed vehicle to resolve phytoplankton and particle variability in a tidally driven archipelago strait.
- 2010** Ocean Sciences Meeting. Portland, OR USA.
- Oral Presentation: Toro-Farmer G., B. Arnone, R. Gould, M. Ragan, S. Ladner, E. Boss, C. Lee, & B. Jones. - Validation of Ocean Color Products for a Complex Archipelago Strait with In-Situ Quasi-Synoptic Optical Measurements.
- Poster: Jones B.H., E. Boss, C.M. Lee, G. Toro-Farmer, and M. Ragan. - Generation and variability of optical signatures in the tidally driven San Bernardino Strait.
- Poster: Cabrera O.C., E. Boss, C.L. Villanoy, L.T. David, B.H. Jones, and G. Toro-Farmer. - Variability in the Optical Signature of the Archipelagic Waters of the Philippines.
- 2008** Ocean Optics XIX. The Oceanography Society. Barga, ITALIA.
- Poster: Toro-Farmer G., B. Jones, D. Kiefer, and T. Murdoch. - Sediment Resuspension in Coral Reefs Measured with in-Situ Optical Measurements and Satellite Sensors.
- Poster: B. H. Jones, G. Toro-Farmer, I. Cetinic, N. Nezlin, and M. Ragan. - Validation of MODIS algorithms for remotely sensed coastal ocean color using autonomous vehicles.
- 2008** 11th International Coral Reef Symposium. Fort Lauderdale, FL USA.
- Oral Presentation (Invited): Toro-Farmer G., and B. Jones. - Light attenuation measurements in Bermuda reefs.
- 2008** Joint Workshop on NASA Biodiversity, Terrestrial Ecology, and Related Applied Sciences. University of Maryland, Adelphi, MD USA.
- Poster: Toro-Farmer G., D. Kiefer, and B. Jones. - Remote sensing and in-situ optical measurements of resuspended sediments in coral reefs and seagrass beds.

2008 Ocean Sciences Meeting. Orlando, Florida USA.

Poster: Toro-Farmer G., B. Jones. - Monitoring sediment resuspension in coral reefs and seagrass beds with in-situ optical measurements.

2008 Fall Graduate Student Seminars. Marine Environmental Biology.

Oral Presentation: Toro-Farmer G. - Characterizing optical properties in coral reefs under natural and disturbed conditions with in situ and remote sensing measurements.

2008 Summer Seminar Series. Wrigley Institute for Environmental Studies. Catalina Island, CA USA.

Oral Presentation: Toro-Farmer G. - Water column optical properties around a kelp forest.

2008 Spring Graduate Student Seminars. Marine Environmental Biology.

Oral Presentation: Toro-Farmer G. - Sediment resuspension in coral reefs and seagrass beds: in-situ optical instruments and satellite sensors.

DISTINCTIONS

2013 Group/Team Award. NASA Ames Honor award for research. Seagrass/coral reef UAV team.

2009 Travel grant. Diversity Enhancement Placement Assistance Awards, Office of Graduate Programs, University of Southern California: Summer research at the Naval Research Laboratory - Stennis.

2009 Scholarship. Eonfusion Program, Myriax Software Pty. Ltd.: Awarded access to Eonfusion GIS 4D spatial software.

2006 - 2010 Fellowship. Earth and Space Science Fellowship program - NASA: Monitoring Sediment Resuspension in Coral Reefs and Seagrass Beds with MODIS and ASTER Sensors.

2006 - 2007 Summer Fellowship. Wrigley Institute for Environmental Studies. Catalina Island, CA USA: Spatial-temporal variations of water column optical properties in the kelp forest ecosystem.

2005 Summer Internship. Bermuda Reef Ecosystem Assessment and Mapping (BREAM) project. The Bermuda Zoological Society and Bermuda Aquarium, Museum and Zoo. BERMUDA.

1995 Fellowship. Spatial variability in coral reef communities since 125,000 years ago. Dr. John M. Pandolfi – Smithsonian Tropical Research Institute. Panama City, PANAMA.



September 27, 2022

To whom it may concern,

This letter contains my independent evaluation of Dr. Gerardo Toro-Farmer's overall record as he is considered for promotion to Associate Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida.

I first met Dr. Toro-Farmer in 2007 when we participated at an optical oceanography course at the University of Maine. Later in 2011, Dr. Toro-Farmer joined Dr. Frank Muller-Karger's team at the University of South Florida as a post-doctoral fellow while I was pursuing my PhD within the same group. After that, Dr. Toro-Farmer and I have occasionally met during NASA Proposal Review Panels.

Dr. Toro-Farmer is a well-known optical oceanographer with extensive experience in the field of ocean optics, optical instrumentation and field work, and ocean color remote sensing of coastal environments such as coral reefs and seagrass beds. Dr. Toro-Farmer's experience and successful career is supported by a significant number of peer-review publication in well-known oceanography journals. He has worked in a broad spectrum of topics including coral reefs, satellite remote sensing and atmospheric correction, oil spills, fisheries, and phytoplankton. Which demonstrate his ability to extend and apply his knowledge to a wide variety of oceanography topics, including major environmental disasters such as the Deep-water horizon oil spill. Most of Dr. Toro-Farmer's work happens as large collaboration with investigators from all over the world and top experts in the field, which speaks to his collaborative nature. Toro-Farmer hits over 650 citations which undeniably indicate the impact of his scientific work.

It is important to emphasized that Dr. Toro-Farmer is an expert with field instrumentation and field work. He has participated in over 8 major oceanographic field campaigns and has spent nearly 90 days at sea. He has also planned and lead field work that includes the use of high-end technology such as gliders and unmanned aerial vehicles. Dr. Toro-Farmer has also dedicated a good amount of effort seeking funding, which is a difficult task and very time consuming. He was a PI and co-PI on several proposals, many successful, during his time at the University of South Florida. He has continued to seek funding for his research and summer interns while at NCF, with 4 standing awards since 2019.

In addition to his academic achievements, Dr. Toro-Farmer has always found time to share his knowledge beyond scientific publications and presentations. He is an excellent and dedicated educator. I can personally attest of his exceptional teaching skills and his dedication to students. Dr. Toro-Farmer doors were always open to graduate students at USF and he was with no doubt very influential in the dissertation and career paths of several USF marine science students. In the years that Dr. Toro-Farmers has been at NCF, he has been the thesis sponsor for 7 students



and is a committee member for 16 students. He has also been teaching two courses per semester. Dr. Toro-Farmer has even trained personnel at the University of Fiji.

Dr. Toro-Farmer also participates as an ad hoc reviewer and panelist of proposals submitted to NASA, as well as a reviewer for manuscripts submitted to several prestigious journals. He is a member of 3 committees and the GIS Certificate Program Coordinator at New College of Florida. He has also participated in several NASA working groups and is currently a member of the Executive Committee for Aquatic Studies Group as part of the Surface Biology and Geology (SBG) missions at NASA.

I would like to emphasize that Dr. Toro-Farmer is not just any oceanographer teaching undergraduate courses. Dr. Toro-Farmer is bringing to the table an expertise beyond most scientists. Dr. Toro-Farmer has a solid foundation in oceanography, a deep understanding of field instrumentation and field work, an expertise in GIS and scientific programming, and expertise in satellite remote sensing, all of this coupled with an uncanny ability to translate this into outstanding educational lessons that are better preparing the next generation of scientists and engineers. The future of science is leading towards large collaboration, multidisciplinary work, integration of technology and big data. Dr. Toro-Farmer has the knowledge and the tools to guide our future scientists.

It has been my absolute pleasure to write this recommendation letter for Dr. Toro-Farmer. He is an outstanding scientist and dedicated professor not only to his students, but also the scientific community. Dr. Toro-Farmer has achieved national and international recognition for his work and has shown exceptional potential for leadership and made major contributions to science. Dr. Toro-Farmer's overall record of accomplishments speaks for itself, and I am confident his service to our scientific and academic community will be more than enough to grant him the promotion to Associate Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida.

Best regards,

Inia M. Soto Ramos, Ph.D.
Associate Research Scientist
SeaBASS and EXPORTS data manager
Morgan State University/ NASA Goddard Space Flight Center
Ocean Ecology Laboratory, Code 616
Greenbelt, MD 20771, USA
E-mail: inia.m.sotoramos@nasa.gov
Phone: +1-301-614-6014

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SEP 28 2022

Saint Petersburg, September 25th, 2022

Dr. Sandra Gilchrist
Professor of Biology and Marine Science
New College of Florida

Dear Dr. Gilchrist,

Here is my Review of the Scholarly and Professional Activities of Dr. Gerardo Toro-Farmer.

I am a Scientific Researcher at the College of Marine Science at the University of South Florida. I met Dr. Gerardo Toro-Farmer in 2011 when he started a position as a Postdoctoral Research Associate at the Remote Sensing Laboratory during my last year of doctoral research at that laboratory. After my graduation we continued collaborating on different science related topics and in 2015 I returned to work in the lab as a post doc, and Dr. Toro-Farmer was still in the lab. We worked in the lab for several more years. I have seen first-hand the work of Dr. Toro-Farmer where he skillfully guided master's and doctoral level students in various aspects of their research. I have also witnessed the high quality of his scientific research.

Below I am summarizing different metrics that testify to his scholarly and professional achievements as a marine science scientist. Dr Toro-Farmer has publications that are nationally and internationally disseminated and peer reviewed. He has conducted high quality research that is appropriate to his discipline and reflects good research standards.

Published Work:

- Dr. Toro-Farmer. has 15 peer-reviewed publications plus 2 in preparation. He also has other types of publication including: 2 book's chapters, 2 technical reports, and 1 symposium proceeding. 14 of his publications have at least 10 citations, and Google Scholar shows 664 citations for his publications
(09/08/2022: <https://scholar.google.com/citations?hl=en&user=Z-Qe2UUAAAAJ>).
- Dr. Toro-Farmer has published in several journals with high Impact Factor, such as Remote Sensing of Environment (13.850) Environmental Pollution (9.988), Remote Sensing (5.349), and IEEW Robotics & Automation Magazine (5.229). The impact factor of the journals where he has published varies between 13.850 to 0.803 with a mean impact factor per publication of 4.571.

Presentations and Lectures:

- Dr. Toro-Farmer is experienced in presenting research at scientific meetings, workshops, seminars, symposia, etc. He has presented 11 oral presentations and 8 posters in 16 national and international conferences, meetings, symposiums and workshops (USA, Colombia, Italy, Argentina). Two of the oral presentations were for invitation (11th International Coral Reef Symposium. Fort Lauderdale, FL USA., 2008; Universidad del Valle, Cali, Colombia. 2012).
- Dr. Toro-Farmer was an Invited Lecturer at USF-CMS during 2 semesters.

Evidence of national recognition of the quality of work:

- Dr. Toro-Farmer, as part of the team “Seagrass/coral reef UAV team”, received a Team Award from “NASA Ames Honor award for research” in 2013.

Professional Activities Demanding Expertise:

- Grants and external support:
 - Dr. Toro-Farmer has been PI, Co-PI and Co-I, for nine research grants since 2012, being the PI for the two more recent grants.
 - Through his bachelor and doctoral studies, Dr Toro-Farmer won several fellowships, scholarships, and internships.

Dr. Toro-Farmer is very active in different professional activities, as detailed below:

- Served as reviewer and as panelist of several scientific proposals submitted to NASA.
- Member of two science working groups (GEO-CAPE mission, NASA, and HypIRI mission, NASA)
- Active reviewer of scientific manuscripts submitted to different peer-reviewed journals (12 Verified Peer Reviews in Web of Science: <https://www.webofscience.com/wos/author/record/1194431>).
- Forms part of the Technical Advisory Committee of the Sarasota Bay Estuary Program,
- Forms part of the advisory committee for buoys design and deployment, and bio-optical data collection and analysis.
- Ample experience in oceanographic cruises, having participated directly on nine cruises ranging from 3 days to 25 days.
- Advising and mentoring of several graduate and undergraduate students during his time at USF.

Besides being an accomplished scientist, Dr. Toro-Farmer is an educator at heart. He taught undergraduate courses at the University of Colombia for 2 years (1999-2000). During his doctorate he had several appointments as a teaching assistant (2003-2008). While working at the University of South Florida, he mentored several undergraduate and graduate students and gave short internal presentations to help graduate students understand concepts around marine optics and the use of GIS. He was also an invited lecturer at USF for 2 semesters. Dr. Toro-Farmer also trained staff from the University of Fiji in field and laboratory methods for coral reefs and oceanography, and in the use of remote sensing imagery.

I sincerely believe that Dr. Gerardo Toro-Farmer would be an excellent addition to New College of Florida's faculty as Associate Professor.

Regards,



Digna T. Rueda-Roa

BOWDOIN COLLEGE

24 September 2022

Dear Professor Gilchrist,

It is my pleasure to submit this evaluation of the scholarship of Dr. Toro-Farmer as part of his review process for tenure and promotion. I want to say at the outset that I have known Gerardo for a number of years since he was a student in a summer course in optics that I co-instruct. I have followed his career over the years (and I do with the students that pass through this course). Thus, I feel that I can provide an unbiased assessment. Second, I would like to provide context for my evaluation as I am also a professor in a small liberal arts college that emphasizes teaching and pedagogy but also requires rigorous scholarship that take the shape of an active research program in the STEM fields, with particular emphasis on engaging undergraduate students in that research. Thus, I understand the many challenges and opportunities that come with Dr. Toro-Farmer's position. From his cv, it is apparent that he is entering into his fifth year at the New College of Florida as an assistant professor after a 7-year position as a postdoctoral research associate at the University of South Florida. With this background, I have separated my review into three parts.

Academic Responsibilities - In order to frame Dr. Toro-Farmer's scholarship, I start by evaluating his academic responsibilities, including teaching load, advising and mentoring, as well as committee work. Dr. Toro-Farmer's teaching load is 2 courses per semester. He had served as major advisor to at least one student per year as served on approximately 17 student thesis committees over the last two years. He has served on 1 college committee per year, while maintaining membership on 3 external (professional) committees.

Research Projects and Funding – To contextualize Dr. Toro-Farmer's scholarship, I examined the trajectory of his research program. In his post-doc Dr. Toro-Farmer maintained at least two research projects continuously. Since becoming a professor, he has maintained nearly the same level of research project activity. This is an impressive trajectory for a young scientist transitioning from full time research to full time academia with his academic responsibilities. Looking through the funding record it is clear that Dr. Toro-Farmer is building a strong extramurally funded independent research program.

I also note that Dr. Toro-Farmer's research is observationally based. A solid observationally based field program is expensive and takes a lot of time to build. It also takes more time to collect, analyze and interpret an observational data set because it requires adequate temporal and spatial resolution and breadth to resolve interpretable patterns. Thus, a bit more time is necessary to move this type of research program to the publication stage, compared to a laboratory-based experimental program or a modeling program.

DEPARTMENT OF EARTH AND OCEANOGRAPHIC SCIENCE

6800 College Station • Brunswick • Maine 04011 • Tel 207.725.3842 • email croesler@bowdoin.edu

The research programs that Dr. Toro-Farmer is developing will provide rich opportunities for undergraduate research and these collaborations, which, if well managed and structured, can be fruitful for student-professor publications. Another positive aspect of Dr. Toro-Farmer's research program is that it is not focused on one single area but is balanced across two important topics: biogeography and ecology of reef and seagrass communities and oil spill impacts, the latter of which ranges from optics and remote detection to ecological impacts. This suggests that Dr. Toro-Farmer will have multiple pathways to maintain a successful funding profile, with multiple collaborators and publications.

Publication Record - Dr. Toro-Farmer's publication record reveals relatively few first author papers (2004 and 2016) over his career, prior to joining the New College. That said, he has a deep roster of collaborative publications (17 over 17 years). Since joining New College, he has published two collaborative papers, which demonstrates a somewhat slowed publication rate. However, given his increased academic responsibilities as well as the time and effort it takes to establish his own research program after his postdoctoral position, it does not appear problematic. I also note that the pandemic cannot be ignored and may represent 1-3 lost years depending upon how the New College handled students and courses, how Florida handled research programs, and how funding agencies handled dispersments.

In conclusion, Dr. Toro-Farmer appears to be well on his way to solidifying a solid research profile, complete with active extramural funding and tremendous opportunities for enriching undergraduate research. I would encourage him to spend time outlining specific research questions within his work that can be targeted to students. This will move these ideas to the research phase, positioning each project to the point of a paper draft from the students. Then Dr. Toro-Farmer can focus on the last step of moving the draft to submission. He will find this approach a robust way to increase publications while not significantly increasing his already admirable efforts. I recommend that Dr. Toro-Farmer be promoted, and I look forward to seeing his good work in the coming years as well as that of his students.

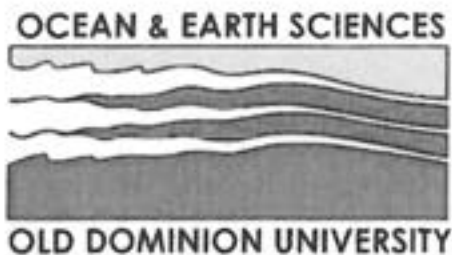
Sincerely,



Collin Roesler, Ph.D.

William R. Keenan Professor of Earth and Oceanographic Science-----

RECEIVED
SEP 26 2022



The Department of Ocean, & Earth Sciences
Old Dominion University
Norfolk, Virginia 23529-0276
(757) 683-4285
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<https://www.odu.edu/oes>

14 August 2022

Sandra Gilchrist, Ph.D.
Professor of Biology & Marine Science
Chair, Natural Science
New College of Florida
5800 Bay Shore Rd
Sarasota, FL 34243

RE: External evaluation of Dr. Gerardo Toro-Farmer

Dear Professor Gilchrist,

I have examined the tenure & promotion materials provided for Asst. Professor Gerardo Toro-Farmer. For the record, I have known Dr. Toro-Farmer since he was a graduate student at USC. I have followed his research since then and have communicated with him periodically about our common research interests. Other than loaning him some research equipment for field studies conducted for his Ph.D. dissertation, he and I have not actively collaborated on any research projects or publications and are not currently doing so. Consequently, I feel that my evaluation of his academic performance would be free of any personal conflicts that might bias my opinions.

Dr. Toro-Farmer appears to have an appropriately active, and moderately funded, program of scholarly research on the ecology and remote sensing of coastal marine ecosystems. His expertise in coastal marine ecology, aquatic optics, GIS, and remote sensing seem particularly relevant to the educational and scholarly missions of New College of Florida. The citation statistics show that his scholarly publication efforts are gaining considerable recognition. Google Scholar reports 656 total citations to his published works, with an H-index of 12. More importantly, his annual citation rate appears to be growing and now exceeds 70 per year. Dr. Toro-Farmer authored several highly regarded papers prior to joining the faculty of New College of Florida, and his tenure package provided three thought-provoking manuscripts nearly ready for submission to major academic journals. I was particularly interested in the manuscript on prop scar detection, as I have done some work on that subject recently myself. The state of Florida has more registered recreational vessels, and more total seagrass habitat, than any state in the USA and the issue of prop scar damage is becoming an increasingly important, but difficult to quantify, management concern. Consequently, I suspect there will be considerable opportunity for Dr. Toro-Farmer to apply his expertise in GIS and shallow water remote sensing to this emerging problem in ways that will continue to generate funding for his scholarly activities and research opportunities for his students.

Dr. Toro-Farmers recent publication rate would be cause for concern at a more research-focused university, but I would like to acknowledge a few important differences between New College of Florida and e.g., my institution. First Dr. Toro-Farmers teaching load has been considerably higher than that expected for our junior faculty. Although I was not provided any information allowing me to comment on the quality of his teaching, the quantity of his teaching – 2 courses per semester, including some summer teaching, with 7 different course preps over 4 years, vastly exceeds the teach loads expected of our junior faculty (1 course per semester, 2 to 3 different course preps over 6 years). Further, our tenure clock extends to 6 years, not 4, providing more time for new faculty to publish the results of their research programs. Further, the three manuscripts (in prep) appear nearly ready for publication, and I expect his productivity will continue to grow during his tenure as Associate Professor.

Consequently, I find his scholarly accomplishments to date to be compatible with promotion to Associate Professor, with tenure at New College of Florida. Please feel free to contact me if you feel I can be of further assistance in your deliberation.

Sincerely,

Date: 2022.08.14
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2022.002.20191

Richard C. Zimmerman, Ph.D.
Professor of Ocean & Earth Sciences
Graduate Program Director

RECEIVED
AUG 15 2022



School of the Earth, Ocean & Environment

10 August 2022

Dr. Sandra Gilchrist gilchrist@ncf.edu
Professor of Biology and Marine Science
Chair, Natural Science
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

Dera Professor Gilchrist:

You have requested that I provide an external evaluation of the scholarship of Dr. Gerardo Toro-Farmer, Assistant Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida, as an input to his application file for tenure and promotion to Associate Professor. I am happy to do so. I met Dr. Toro-Farmer on several occasions in Colombia around 1996-2000, while he was still an undergraduate students at Universidad del Valle, and also after he had just graduated with a BS degree in marine biology. Although, we have not met in person since he became a PhD student at USC, a very long time ago, we have stayed in touch over the years by email. Thus, most of my assessment will be based on Dr. Toro-Farmer's cv, which you sent to me.

I am quite familiar with New College as one of your students in the 1980's became a PhD student at the University of South Carolina. Although I was not her major professor, she worked for some time in my lab. Before accepting her into our graduate program, we looked closely at her background and, in the process, became quite familiar and impressed with New College of Florida.

Dr. Gerardo Toro-Farmer has a solid academic background, a BS degree in marine biology from Universidade del Valle in Cali, Colombia, a first rate Latin American institution, followed by a PhD from University of Southern California in ocean sciences in 2011, with a focus on hyperspectral measurements of ocean color. In both his undergraduate and graduate programs, Dr. Toro-Farmer has proven to be a hands-on scientist with lots of field experience and the ability to operate, program, and maintain complex oceanographic instruments, not a trivial feat. He also became a NAUI Master Scuba diver, and an AAUS Scientific diver, including diving on both air and nitrox, and specially trained in rescue and CPR. Dr. Toro-Farmer also has

significant ship-board experience, having participated in eight oceanographic cruises 2002-2017 in the Gulf of Mexico and in the Pacific. The combination of this solid expertise and rich experiences translate well to an academic teaching environment, where practical knowledge of instruments, SCUBA diving, and onboard ships can be used effectively to teach groups of students the how-to-do of field oceanography, not just the theory from books.

I obviously cannot comment on the teaching effectiveness of Dr. Toro-Farmer but note that he has already taught a series of courses at New College of Florida, which I would consider mainstream and important, especially for an undergraduate marine science program, including Introduction to oceanography, Coral reef ecology, GIS and remote sensing, and Marine ecology. The ability to work with GIS and remote sensing, in particular, are skills that readily help students get employment upon graduation. I also note that Dr. Toro-Farmer has earlier taught occasional courses at University of South Florida and University of Fiji. In addition, Dr. Toro-Farmer has served on numerous student committees at New College of Florida, having completed the supervision of one student thesis with six more in progress. It is very clear that Dr. Toro-Farmer is fully engaged in teaching and mentoring of students at New College of Florida.

Prior to joining New College of Florida in 2018, Dr. Toro-Farmer served as a post-doctoral research associate at the University of South Florida for seven years, 2011-2018. He was a co-PI on five externally funded research projects with a focus on hyperspectral ocean measurements to develop algorithms and assessments, and to map phytoplankton, seagrasses, and oil spills. During his years as a post-doc, Dr. Toro-Farmer engaged in working groups and mission planning with NASA, which continues to date. Throughout his career, he has given many presentations at science meetings, covering his years as a PhD student, his years as a post-doc, and also while a faculty member at New College of Florida. While a post-doc at University of South Florida, he published at least eight papers as a co-author with Dr. Frank Muller-Karger, who is considered the global leader of remote sensing of marine environments, indicating that Dr. Toro-Farmer collaborates with and receives mentorship from the very best.

Publications are the best measure of scholarship and research completed. Dr. Toro-Farmer has a solid publication record with a total of 21 listed publications, four of which resulted from his undergraduate research on reef processes in coastal waters of Colombia, five as a result of his time as a PhD student at USC, some ten while a post-doc at University of South Florida, and two since becoming a faculty member at New College of Florida. Most of the journals in which he has published would be considered as the appropriate journals for dissemination of the results for a researcher in marine ecology and the application of remote sensing. I note that Dr. Toro-Farmer mostly serves as one of several co-authors, working and publishing with a team of researchers, which is quite common in the marine sciences and in remote sensing. However, Dr. Toro-Farmer was the first author on a paper published in 2016 in the prestigious *Remote Sensing* and also on an earlier paper, which reported on the results of his undergraduate thesis research. I note that Dr. Toro Farmer does have a profile on Google Scholar, with a good overall count of citations, beginning in 2003 and persisting until the present. In my judgment, he has shown solid scholarship.

In summary, Dr. Toro-Farmer “ticks all the boxes” in regard to a faculty member to be promoted to associate professor with tenure. He has a solid research record and publications indicating that he is a scholar, and will no doubt continue to attract external funding and publish the research results in national and international journals. It is my belief that he will continue to be very effective in both mentoring, teaching, and involving New College of Florida undergraduate students in his research. His extensive hands-on expertise with modern oceanographic instruments, and the fact that he is a master SCUBA diver, and has solid of oceanographic ship-board experience will serve him and his students very well. Although I cannot directly judge his teaching, noting the courses he has taught at New College of Florida, and the many students he is currently serving as thesis sponsor, I believe he is, or will be, extremely popular with his students and considered a great mentor/teacher. From my personal interactions with Gerado two decades ago, I remember him as a very positive and outgoing young man, enthusiastic about everything, and loving the coastal marine environment.

I have served in various positions from Professor to President at five different institutions in several countries, and Dr. Toro-Farmer would in my opinion have been promoted to tenure and awarded tenure at each institution. I thus see Dr. Toro-Farmer as a bright, very promising faculty member, and I strongly recommend to you, without hesitation, that he be promoted to associate professor with tenure.

Sincerely,

A handwritten signature in black ink, appearing to read 'Björn Kjerfve', with a long, wavy horizontal line extending to the right.

Björn Kjerfve, PhD bkjerfve@mailbox.sc.edu
Distinguished Professor Emeritus
School of the Earth, Ocean, and Environment
University of South Carolina

ORCID ID: 0000-0002-3867-3281

Actual Address:
18140 Osage Trail Drive
College Station, TX 77845

Phone: 979-450-1832

Dear Dr. Sandra Gilchrist,

In the Fall of 2022 members of the Division of Natural Sciences, the College's advisory committee on tenure and promotion, and members of the College's administration who are involved in the tenure and promotion decision, will consider the tenure and promotion of Dr. Gerardo Toro-Farmer from Assistant Professor of Coastal and Marine Science to Associate Professor of Coastal and Marine Science in the Division of Natural Sciences at New College of Florida. I have known Dr. Toro-Farmer for four years now and have interacted with him extensively in his capacity as an instructor and undergraduate thesis advisor. As one of Dr. Toro-Farmer's former students, it gives me great pleasure to provide you with my account of his work as a teacher and faculty sponsor.

In my final year at New College, I expected to continue working with Dr. Toro-Farmer as my thesis advisor and faculty sponsor. Before the academic school year had started, however, I was told that I would no longer be receiving financial aid to pay for school as a function of the Maximum Time Frame federal rule. The Maximum Time Frame rule prohibits students from going 150% over the normal graduation time frame. Even though it is called Maximum Time, it is really a measure of the number of CREDITS you have attempted, including transfer credits. As a transfer student at New College of Florida, in my final year I expected to take classes while also completing my undergraduate thesis. Because I transferred in with credits that did not count towards my area of concentration, at the time I found myself in a precarious situation: my financial aid would be cut and because I had no way of paying for it myself, I could no longer finish my degree. It was likely that I would have had to drop out if Dr. Toro-Farmer had not helped me contact and coordinate with Dr. Aron Edidin, Dean Emily Heffernan and other administrators on a solution to my problem. It was in great part due to his encouragement and persistence that I got my final thesis-only year fully paid for by the school.

Presently, I find myself enrolled in the University of California at Irvine as a fully funded Ph.D. student at the Logic and Philosophy of Science Program. I believe that I would not be in this position without the help of Dr. Toro-Farmer. Not just for practical reasons like recommendation letters necessary for acceptance into the program, but also because of the profound impact Dr. Toro-Farmer made in making me feel capable of dealing with and completing graduate-level work.

Maria Guardado

RECEIVED

SEP 30 2022

Dear Dr. Sandra Gilchrist,

I am writing to recommend Dr. Gerardo Toro-Farmer for a tenure position at the New College of Florida and a promotion to Associate Professor of Coastal and Marine Science.

I took GIS I and II during my fourth year at New College and audited Dr. Toro-Farmer's Remote Sensing class as well. I started GIS I with no background knowledge on the subject and was able to learn concepts and complete projects with relative ease thanks to Dr. Toro-Farmer's in-depth teaching style. He explained everything thoroughly and was always eager to answer questions. He also made himself available for extra help during office hours or after class and worked with us whenever we had a valid need for an extension.

Since I took his classes in my fourth year, a time of stress due to my thesis and the appearance of COVID, I also needed help outside of the classroom. I had difficulties with my thesis sponsor and asked if he would feel comfortable taking her place. This would have been an immense amount of work for him, especially since we would have to come up with a new thesis project together. Regardless of the toll it would take on him, he comforted me and said he would become my sponsor if I talked to my current one and we could not come to an agreement. My sponsor and I were able to work out the issues I was having and I did not make the switch, but it was very reassuring to know Dr. Toro-Farmer would have stepped in if needed.

In regards to the problems I faced with the pandemic, I fell behind with my work due to family and life struggles. Dr. Toro-Farmer was incredibly understanding and reached out to ask about my drop in performance and attendance. He worked with me to raise my morale and finish the class with a passing grade.

Due to Dr. Toro-Farmer's impeccable work ethic and kind actions, I feel that he is more than deserving of a promotion and tenure status.

Sincerely,
Jaci Martinez

Jaci R Martinez

RECEIVED

SEP 30 2022

Isabella Chandler
(207) 572-6173
isabella.chandler19@ncf.edu

Dear Office of the Provost,

I am writing to you in regards to Professor Gerardo Toro-Farmer's tenure review. Over the two years I have had the chance to experience Professor Toro-Farmer's classes, research projects, and passion for marine biology. Professor Toro-Farmer is an extremely dedicated Professor who always puts his students first, and is willing to work with them throughout every problem.

Since meeting Professor Toro-Farmer in my second year here at New College I have taken four classes with him. These were an introduction to oceanography, coral reef ecology, introduction to GIS and marine ecology. For each of these classes, he provided well-paced lectures that focused on the basics of the topics as well as more in-depth details. He also provided activities for a number of classes such as going out into the bay and working on water quality monitoring, identifying corals from specimens, preserving water samples, and guided map-making exercises. These really enhanced the courses as well as my understanding of the topics being presented. In this semester and the previous Fall semester, I worked with Professor Toro-Farmer as the teaching assistant for introduction to GIS and introduction to oceanography. Through these positions, I worked with him to prepare labs and set up experiments. These opportunities have allowed me to get an even better understanding of the material covered in the class through listening to lectures with new information, as well as getting to view the activities in a new light by setting them up and taking them down. This gave me a more holistic view of the processes occurring especially when it came to setting up field sensors and guides for GIS activities. Overall I have had positive classroom experiences with Professor Toro-Farmer and look forward to taking more classes with him.

Since January of 2021, I have been working in Toro-Farmer's lab on his water quality project. I joined this project during my Independent Study Project in my second year and have continued it as a tutorial ever since. I started working with him on monitoring Sarasota Bay's phytoplankton population. Doing this entailed collecting water samples, learning how to use a YSI-EXO or Sonde environmental sensor, learning how to preserve samples, learning how to make lugol, using a water filtration system, and using a FlowCam 8000. These are all skills I would never have gotten to work on in-depth in other classes. I was also able to apply these skills and knowledge to a poster I presented at The Ocean Sciences Meeting in 2022. Professor

Toro-Farmer encouraged me to apply to present my research on red tide contributors in Sarasota Bay and helped me through every step of the process. In completing this project he has helped me learn data processing through JMP as well as helped me a better understanding of how to make an effective poster. Getting to perform research with Professor Toro-Farmer has allowed me to get a unique and tailored education that focuses on my interests and has further helped me prepare for my Ph.D. and the workforce.

Due to these factors, I believe Professor Toro-Farmer is an excellent and unique teacher who encourages students to explore their interests and try new things. I look forward to working with him more in the future as I complete my final year at New College.

Best Regard,

A handwritten signature in cursive script that reads "Isabella Chandler".

Isabella Chandler

Dear Office of Provost,

I am advocating that Dr. Gerardo Toro-Farmer receive a tenure position at NCF. I am a first year student here and I greatly appreciate all of the opportunities that have been offered to me by Dr. Toro-Farmer. As a first year, I was not expecting to be able to participate in research projects. However, he has made it possible for me to not only get hands-on research skills, but to also collect and analyze data both out in the field (Sarasota Bay) and in the lab that I will be entering into a conference. The opportunity to present my own research my first year of college would not have been possible without Dr. Toro-Farmer's support. Dr. Toro-Farmer is an excellent professor who has taught me many different research methods and skills. Thank you for your consideration.

Sincerely,

Sydney Haas

Sydney Haas

Dear PAC,

I, Noah Tyler, am writing this letter to serve as an additional source of information and evaluation of Professor Toro-Farmer's teaching, scholarship, and service.

In the fall of 2021, I took Professor Toro-Farmer's "Introduction to Oceanography" course. I found his teaching to be engaging and thorough during this course. He made his lectures interesting which allowed him to keep our attention throughout the entire class time. I learned a lot, not just about the facts of oceanography in his course, but also about real-world scientific techniques and professional oceanography work. I am currently taking Professor Toro-Farmer's "Marine Ecology" and "Introduction to GIS" courses this semester, fall of 2022. Once again, he offers insightful lectures on these topics, as well as going above and beyond to discuss real-world professional applications of these areas of knowledge. For all three courses, he has asked us to read published articles, as well as complete research projects on the topics. These assignments allow his students to gain a better understanding of what research in these areas is like, and to give us practice presenting information on these topics. Overall, I believe that Professor Toro-Farmer is a great teacher, and give him my approval in this area.

I can also speak on the topic of Professor Toro-Farmer's scholarship and service. Professor Toro-Farmer has acted as my academic advisor since the end of the spring 2022 semester, and he has been very helpful in planning my next steps here at New College. He has also allowed me to work closely with him since the spring 2022 semester on research he has been conducting in the Sarasota Bay in order for me to gain experiential knowledge on some research topics and techniques. During the summer of 2022, he and I went on Dr. Gilchrist's trip to Honduras for her "Coral Reef Issues" course. He was very helpful in showing me research skills and practices while we were there. Professor Toro-Farmer has also sponsored a research tutorial for me to do some research on corals. He has been very supportive and helpful in this area in terms of helping me plan the research, showing me resources that I can use, as well as helping me work with the Pritzker Marine Laboratory staff to get the laboratory set up for my research project. Overall, I believe that Professor Toro-Farmer has continually shown superb scholarship and service to the New College community.

I hope that this letter is a useful reference in the PAC assessment of Professor Toro-Farmer.

Best,

A handwritten signature in black ink that reads "Noah Tyler". The signature is fluid and cursive, with the first name "Noah" and last name "Tyler" clearly distinguishable.

Noah Tyler

October 14, 2022
To the Provost Advisory Committee,

Gerardo Toro-Farmer is a candidate for tenure and promotion to the rank of Associate Professor. This brief letter highlights two contributions that deserve visibility in the file.

In April 2020 the then Director of the Office of Research Programs & Services sent out an announcement from the National Science Foundation for a program titled Coastlines and People. I was intrigued and Professor Toro-Farmer joined a handful of faculty members interested in the possibility. Throughout the process, Gerardo has been a supportive colleague and an innovative thinker for addressing the social concerns for rising sea levels and coastal heritage for Sarasota/Manatee. The timeline for the NSF was too tight for summer 2020 so we regrouped to expand the scope of the multiscalar program. Gerardo's skill sets solidified inclusive participation for the five-faculty coalition that engaged community organizations (including Marie Selby Botanical Gardens and De Soto National Memorial) and facilitating productive discussions for our research and community needs. The group organized a January 2021 ISP, and Professor Toro-Farmer accelerated connecting the disparate contributions from microbiology, marine invertebrates, botany, and archaeology through a StoryMap, with the students relying heavily on Professor Toro-Farmer's knowledge. While NSF did not continue the Coastlines and People solicitation, Gerardo was a key contributor to the collaboratively written grant proposal to Sea Grant submitted in August 2022. Throughout this process, Professor Toro-Farmer has been supportive of a wide-range of undergraduates, offering insightful for ways to include community organizations and supportive of an interdisciplinary approach to the challenges to coastal heritage.

Beyond that program, Professor Toro-Farmer is providing significant support for the New College academic program through the GIS certification. For archaeology, GIS is a crucial tool and approach, and the training and support provided by Professor Toro-Farmer is essential for New College undergraduates wishing to pursue employment or graduate study in archaeology/Anthropology. Professor Toro-Farmer's enthusiasm for supporting students outside his discipline and division is admirable.

I trust these observations are useful for the committee for consideration in the promotion and tenure process.

Sincerely,

Uzi Baram

Uzi Baram
Professor of Anthropology
Director of the New College Public Archaeology Lab
Baram@ncf.edu



New College of Florida

Division of Natural Sciences

Oct. 27, 2022

To: PAC

From: Dr. Rebecca Black

Re: letter of support for Professor Gerardo Toro-Farmer's Tenure & Promotion

Dear colleagues:

I am writing in strong support of Professor Gerardo Toro-Farmer's tenure and promotion. I have had the pleasure of being Gerardo's colleague since Fall 2018. In this letter, I will share some observations on Dr. Gerardo's teaching, research, and service.

Teaching. Gerardo built New College's GIS program from scratch when arriving in Fall 2018, and these courses have been instrumental to training Marine Biology students. As GIS is his specialty, he has offered Introduction to GIS every Fall, with his second Fall course rotating between Introduction to Oceanography and Marine Ecology. In 2020 and 2021 Springs, he has also offered a GIS-II course. I have enjoyed running into his students all over campus as they complete GIS activities in the 'field.' This is such good experience for our students to be collecting data in person!

Research. While our research areas do not overlap, we have shared several biology students (who have taken my organic chemistry class). We've also talked over the years about various aspects of his research, such as the process of obtaining permits to purchase and conduct his GIS research involving aerial drones. The various areas of his research are clearly of interest to many marine biology students, as he has attracted many ISP and summer research students to his projects. He also has obtained a number of grants to support both his research costs and to pay student researchers or interns, which is strong evidence that he will continue to fund his work in the future.

Service. Gerardo has served as a committee member on the Natural Sciences Budget committee for one year (and this year) and the International Studies Committee for two years (and this year). I have appreciated his work on the latter committee, as there is no replacement for international experience and I hope more of our students will take advantage of these opportunities.

On a personal note, Gerardo has been an excellent colleague. I always enjoy running into him in the hallway to chat about research, advising, etc. Our students are also lucky to have a GIS expert to teach them this very useful skillset and be able to engage in such a wide-range of research opportunities. I strongly support his tenure and promotion case and I look forward to working with him for many more years to come.

Sincerely,

A handwritten signature in black ink that reads 'Rebecca E. Black'.

Rebecca Black, Assistant Professor of Organic Chemistry



October 27, 2022

Dear Members of the PAC,

I am writing in support of my colleague, Dr. Gerardo Toro-Farmer, and his bid for promotion and tenure. As I wrote in a previous letter, Gerardo is an integral part of the Biology, Environmental Studies, and Marine Biology programs. Gerardo's course offerings serve the above areas. He offers multiple ecology courses, which are clearly critical for Biology, Marine Biology and Environmental Studies, and his GIS courses serve students from these as well as other areas on campus.

Dr. Toro-Farmer rose to the occasion when he was rather abruptly tasked with coordinating the GIS certification program, and he still serves in this time-consuming position. He has and continues to ably serve on the Natural Sciences Budget Committee and the International Studies Committee and was a reviewer on the Fulbright Faculty Review committee. He serves his field in important ways as well. He is a member of the Technical Advisory Committee for the Sarasota Bay Estuary Program, a member of the executive committee for the Aquatic Studies Group for the SBG Missions portion of NASA, and was a reviewer for submissions to the Columbian Seminar of Ocean Sciences and Technologies from 2019-22. These appointments all speak to the high regard in which he is held by his colleagues, locally, nationally, and internationally. The amount and variety of skills, training and certifications that he has had to obtain and keep current in order to conduct his research is truly impressive.

Gerardo's research is well out of my range of expertise, but I do note that, since his arrival at NCF, he has published an article and a book chapter on the important issue of hydrocarbon pollution of fishes in the Gulf of Mexico. This work is, by its very nature, interdisciplinary, so it is unsurprising that these publications are multi-authored. He also has three additional manuscripts in preparation with student coauthors, although I cannot speak to exactly where these are in the preparation process. He has had two students present their work via a joint poster at the 2022 Ocean Science Meeting. Gerardo has garnered support from some local funding agencies since joining our faculty, and was supported by NASA and NOAA prior. A recent award by the Cross College Alliance is sizeable (around 30K) and was granted in support of his research and summer internship program for investigating water quality around Sarasota Bay seagrass beds. Other funded research projects have included indexing tree groups in the area of the Myakka river and seagrass bed health and mapping, which could have positive ramifications for the health of manatees and other organisms that rely on these beds. I frequently see Gerardo working with teams of students in his rather small space in our building, and am very pleased that they have the opportunity to work with him on such meaningful projects. The

fact that he is working on publishing with students is excellent; this will benefit them as they work toward furthering their education and careers.

In conclusion, Dr. Toro-Farmer is an asset to our discipline, the college and his field. I value him as a colleague and have been pleased to write on his behalf.

Sincerely,

A handwritten signature in cursive script, appearing to read "Amy Clore".

Amy Clore, Ph.D.
Professor of Biology
clore@ncf.edu



New College of Florida

Division of Natural Sciences

27 October 2022

PAC 2

c/o Office of the Provost, COH 214

provost@ncf.edu.

re: Tenure and promotion of Gerardo Toro-Farmer

To whom it may concern:

I am writing to you to express my support for Gerardo Toro-Farmer, as he undergoes the tenure and promotion review process. My letter is based on limited interactions with Gerardo; yet they have been so positive, that I feel compelled to write a letter of support.

Gerardo is a great colleague. He shares in biology's workload in teaching, scholarly work, and service. He continually demonstrates willingness to help biology and the Division, whether it is to help with planning, opening additional space in his courses and labs, or other needs. He is pleasant and earnest.

Gerardo's expertise in GIS is a great asset not only to biology+ but to the college. His GIS courses are in high demand; I've had several students excited about his class, hoping to be able to get into it. His GIS knowledge and experience has demand; there is potential for collaborations throughout the college, including in public health related courses. There are limits to Gerardo's time, and I am not suggesting these collaborations should come to fruition. My point is that his expertise is important, and the desire for his skills, his courses, and his work gives testimony to his being valued and appreciated at NCF.

I strongly support Gerardo's application for tenure and promotion.

Cordially

A handwritten signature in black ink, appearing to read "KF", followed by a stylized flourish.

Kristopher Fennie, PhD MPH MSc
Associate Professor



5800 Bay Shore Road
Sarasota, FL 34243-2109
Phone: (941) 487-4328
Fax: (941) 487-4475

October 28, 2022

Provost's Advisory Council
New College of Florida
Sarasota, FL 34234

RE: Professor Toro-Farmer, tenure and promotion candidate

Dear members of the PAC:

I am writing in reference to Professor Gerardo Toro-Farmer. Although Professor Toro-Farmer has many fortes (including his lovely collegiality), I am writing today to highlight a significant strength he brought to the college that is dear to my heart: his powerful contribution in making the power of GIS approaches and analyses to understand the world more salient and accessible at New College. In my experience, Dr Toro-Farmer is a very dedicated teacher and advisor on this front. He works very hard on behalf of his students, doing extra ISPs and helping thesis students who are being advised by others with their GIS work. His use of GIS techniques for his own research helps the whole campus maintain the tools that many need. The addition of the GIS certificate we now have at NCF wouldn't have happened with him, and it's important to student success in college and beyond college. Again, I know Gerardo offers many strengths to the college, but I am especially grateful for all he has done on the GIS front. He's made a big difference.

Thanks for all your work.

Yours,

A handwritten signature in black ink, appearing to read "Heidi E. Harley", with a stylized flourish at the end.

Heidi E. Harley
Director of Environmental Studies
Peg Scripps Buzzelli Endowed Chair in Psychology



October 27, 2022

Dear Members of the Provost's Advisory Committee:

I am writing in support of Professor Toro-Farmer as he stands for tenure and promotion.

Although Professor Toro-Farmer's research and teaching are in fields beyond my expertise and I have little direct interaction with him, I wanted to take this opportunity to highlight the important collaboration and support he offered the only other Geographer we have had at the College when she was here in the Division of Social Sciences. Together they supported students who created a special AOC in Geography and they built up our regular GIS instruction.

Since Ilaria Giglioli left, Gerardo has carried GIS instruction in service to the whole College. While his home is in Natural Sciences, several Social Sciences students have taken his GIS courses and gone to him for help with their projects. The spatial angle is central to many questions in the Social Sciences, and we hope to be able to hire in that empty International Migration/Geography line when enrollment increases. For now, though, Gerardo shoulders the burden of introducing our students to GIS analysis and getting them up to the level needed for both certification and advanced research. We are most appreciative of his commitment to this work.

In sum, Gerardo's contributions to the curriculum and student skill development at the College in fields beyond his immediate specialization are highly valued in our Division, and I support awarding him tenure and promotion.

Sincerely yours,

A handwritten signature in cursive script that reads "Barbara Hicks".

Barbara Hicks
Professor of Political Science
Chair, Division of Social Sciences



New College THE HONORS COLLEGE of Florida

Division of Natural Sciences

To: Provost Advisory Committee,
c/o Office of the Provost:

Dear Colleagues,

I write in support of Gerardo Toro-Farmer on the occasion of his review for tenure and promotion. Having worked alongside Gerardo for the last several years, I remain impressed with his dedication to student-driven research and support.

Gerardo's teaching covers areas critical to our programs in Marine Biology, Biology, GIS, and other programs. His courses in Oceanography and Marine Ecology, GIS systems, and others have been a consistent draw for our increasing number of marine-focused students. He complements these with more focused tutorials to support student thesis projects, advance goals of the New College Coastal and Marine Observatory, and promote student contributions to research. He has also worked with Professor Sandra Gilchrist in the summer *Coral Reef Issues* international study program in Honduras.

His integration of research and teaching is equally significant, as Gerardo specializes in areas of global relevance but special relevance to Florida and the bayfront community. Downstream effects of water quality on seagrass beds, phytoplankton growth, red tide events, and fishery production are vitally important areas, and ones Professor Toro-Farmer is uniquely positioned to better understand. In recent years his projects have studied redistribution of hydrocarbons after oil spills and expanded water quality monitoring and other remote sensing efforts in Sarasota Bay.

Gerardo has also been broadly active in service, including service to the college in standing committees and as the keystone for GIS support on campus. He has served several years as an advisor for International and Area Studies, and on the Natural Sciences Budget Committee. He also helps to advance wider efforts in the field, including consistent contributions to workshops in remote sensing and spatial analysis, prior work with NASA's GEO-CAPE and HypIRI missions, continuing into his current work on the Executive Committee of the Surface Biology and Geology group.

In short, Gerardo is a strong candidate for tenure and promotion, and a vital support for New College's recent and continued growth in marine sciences.

Sincerely,

A handwritten signature in cursive script that reads "Tyrone Ryba".

Tyrone Ryba
Associate Professor of Bioinformatics
New College of Florida



October 25, 2022

To: the PAC

Re: Support letter for Dr. Toro-Farmer's review for tenure and promotion

I write in support of Dr. Toro-Farmer for the award of tenure and promotion. Dr. Toro-Farmer is an impressive educator, researcher, and colleague.

He offers courses that are essential to the Marine Biology AOC and that attract students from Biology and Environmental Studies as well. His Geographic Information Systems (GIS) course offerings are vital courses for the GIS certificate, equip students with highly desirable/marketable skills, and support student projects. Beyond his courses, he is generous in supporting his colleague's courses. For example, he devoted significant time to developing and implementing a chlorophyll extraction exercise for students in my Marine Ecology Lab. This allowed students to deepen their analysis of local phytoplankton and develop valuable laboratory skills.

He regularly supports tutorials in areas of student interest and has developed a reoccurring group tutorial called New College Coastal and Marine Observatory. This tutorial provides students with valuable field research experience and supports individual student projects. The work contributes to monthly monitoring of the local environment, phytoplankton communities, and seagrass. This research is not only valuable from a teaching perspective, but is crucial to understanding how Sarasota Bay is changing, developing predictions for environmental change, and potentially mitigating negative possibilities.

As a thesis sponsor, Dr. Toro-Farmer supports and encourages students to create meaningful projects that are valuable to a wider community. For example, his thesis student Bella Shuler used high-resolution satellite imagery and GIS tools to map boat propellor scars in seagrass beds of Sarasota Bay. She went further to ground truth the map with hands-on measurements of boat scar placement and length in the field. Ground-truthing is a too-often overlooked step in creating maps of environmental features. This is a crucial step for ensuring accuracy, quality, and understanding how a map can be used. Because of Dr. Toro-Farmer's guidance her research is of publication quality and in the process of being written up for submission to a scientific journal.

I have seen firsthand how valuable his support of student thesis projects can be. He regularly met with a thesis student of mine, Marena Long, to consult on the GIS aspects of her project. As a result, she conducted a high-quality analysis of the distribution of Bigg's killer whales in relation to pinniped haul-out sites. She recently presented this work at the 24th Biennial Conference on the Biology of Marine Mammals in August 2022.

I enthusiastically recommend Dr. Toro-Farmer for promotion and tenure!

Sincerely,

A handwritten signature in black ink, appearing to read 'Athena Rycyk'.

Athena Rycyk, PhD
New College of Florida
Assistant Professor of Biology & Marine Science



Necmettin Yildirim
Professor of Mathematics and Soo Bong
Chae Chair of Applied Mathematics
Division of Natural Sciences
New College of Florida
5800 Bay Shore Road, Sarasota, FL 34243
Phone: (941) 487 4214
Email: nyildirim@ncf.edu

October 27th, 2022

To the Provost Advisory Committee:

I am happy to provide this letter in support of Professor Gerardo Toro-Farmer on the occasion of his tenure and promotion. I truly believe Professor Gerardo is an excellent teacher, dedicated scientist, and good colleague.

Professor Gerardo is a marine scientist who utilizes interdisciplinary approaches to study coastal and environmental problems. He offers traditional and newly created courses for the Biology and Marine Biology programs. During his career at New College, Professor Gerardo established himself as a strong teacher and dedicated scientist. His course offerings attract good number of students, students love his GIS course. Professor Gerardo often integrates students in his research projects, which is very important for a college like New College whose institutional mission highlights promoting undergraduate research. During his research leave, Professor Gerardo was generous enough to continue supervising his thesis and research students. Professor Gerardo served in a number of college-wide and ad-hoc committees at various capacities, which involves International Studies and Fulbright Faculty Review Committees. He also took an active role in redesigning and setting up the computer lab in HNS108.

In summary, I value Professor Gerardo as a colleague, and strongly support his tenure and promotion. He has been making valuable contribution to New College community.

Sincerely yours,

Necmettin Yildirim

Professor of Mathematics

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Gerardo Toro-Farmer

TEACHING

Professor Toro-Farmer taught over six semesters from Fall 2018 to Fall 2021. He was on research leave in Spring 2022. Overall, Professor Toro-Farmer's teaching record is very strong and his workload indicates a high degree of commitment and responsibilities. Students and colleagues praise his courses, especially his introductory and advanced GIS classes that are not only crucial for his immediate field of Coastal and Marine Science, but also for Biology, Marine Biology, Environmental Studies, and the GIS certificate credential that is offered by the college. He also offers a regular LAC course, Introduction to Oceanography.

Professor Toro-Farmer's course enrollments amount to a healthy average of twelve students each. He has sponsored an impressive number of ISPs and tutorials, and a total of twelve theses, which demonstrate high student interest. Student evaluations describe him as passionate, fair, helpful, and knowledgeable; student letters praise his kindness and express gratitude for his support in developing skills necessary for graduate level work.

RESEARCH

Professor Toro-Farmer is an oceanographer whose research program focuses on monitoring coastal ecosystems to understand how natural and human impacts shape coastal and marine habitats and ecosystems. Much of his research is based in environments near or at New College, such as the Sarasota Bay and Gulf of Mexico. At the time of his hire Professor Toro-Farmer had established a strong track record of grant funding (totaling \$258,000), publications (nearly twenty), and presentations (more than twenty).

Since his arrival at New College in 2018, Professor Toro-Farmer has published a book chapter and an article in *Scientific Reports*. He was also an author on a presentation at the American Fisheries Society, and an author (with two New College student co-authors) on a poster presented in 2022 at the Ocean Sciences virtual conference. Currently Professor Toro-Farmer has three manuscripts drafted, all authored with New College students, which have not yet been submitted. External reviewers noted that observationally-based research programs take time to build and to collect data and thus it typically requires more time for a dataset to reach publication, especially in the context of the significant teaching and service at a small liberal arts college and the ongoing pandemic.

Professor Toro-Farmer has combined teaching and research through regular sponsorship of ISPs and Tutorials on "The New College Marine Observatory". He has garnered ~\$43,000 in grants over the past three years from the Cross-College Alliance and the Conservation Foundation of the Gulf Coast to support his research program, including paid internships for students. In addition, he was part of a team that successfully earned a grant to establish exchange programs with universities in Morocco and Taiwan. He has actively sought funding for research and educationally-focused grants, submitting seven individual or co-authored grants to local and national organizations (including NOAA) over the past two years. Professor Toro-Farmer has also kept current in his scholarly professional development through participation in several workshops and research summits related to coastal monitoring and drone technologies, among others.

Professor Toro-Farmer's research program is well underway at New College. He has been dedicated to building a program that engages our students in authentic research, and he actively pursues funding for his research.

SERVICE

Professor Toro-Farmer's main service has been his work to maintain the program in GIS, which has significant student demand and serves a wide variety of disciplines across the divisions. He has also been active on the International Studies Committee since 2019. Professor Toro-Farmer has served as the biology representative to his divisional budget committee, and was a member of the search committee for the director of ORPS.

A highlight of Professor Toro-Farmer's professional service is his role as a member of the Aquatic Studies Group, Surface Biology and Geology satellite missions of NASA. He also serves as a reviewer for multiple scientific journals in his areas of expertise and has served as a reviewer and panelist for several funding programs for NASA. On a more local level, Professor Toro-Farmer has recently been appointed as a member of the Technical Advisory Committee serving the Sarasota Bay Estuary Program.

Keeping the essential GIS program afloat certainly takes a lot of Professor Toro-Farmer's energy, and his work on the ISC has benefited the college. His active service in local and national organizations related to his scholarly expertise supports the field and creates important connections for the college.

Research Narrative

Gerardo Toro-Farmer

October 2022

Research is an important part of our activities at New College. During this time, I have established a research program that is heavily integrated with our academic activities, from tutorials to Thesis opportunities, as well as Summer and ISP activities.

My main research line deals with monitoring coastal and marine systems using remote sensing analysis, geographic information systems (GIS), and field observations. My research focuses on understanding how marine, near-shore, and coastal environments might change over time due to natural and human processes. I am also particularly interested in understanding how changes in the oceanic light environment affect the spatial-temporal variability of productivity, abundance, and diversity of phytoplankton groups, corals, and seagrasses. I use optical properties, from in-situ instrumentation and remote sensors, as fundamental tools to understand environmentally mediated biological processes at different spatial and temporal scales, including benthic and pelagic productivity, diversity, spatial distribution, and habitat connectivity.

Ongoing Research Projects:

- New College Coastal and Marine Observatory

This project started in 2019 and funded by the New College of Florida and the Cross College Alliance deals with creating and maintaining a long-term biogeochemical, biodiversity, and optical observatory system focused on the seagrass beds of Sarasota Bay (FL). This project relies on observations from underwater sensors moored nearby seagrass beds recording basic water quality measurements, as well as on high-resolution aerial images collected by the nearby Counties and satellite images from NASA and private providers.

This time-series monitoring program is helping to establish: 1) a baseline of biogeochemical observations under varying environmental conditions, 2) optical models to deconvolve relevant biogeochemical processes and their impacts and feedbacks on habitats and biodiversity, and 3) optimum ways to transfer the project results to coastal resource managers in forms that will be useful to them for future coastal applications. I am covering three fundamental topics to assess the health and status of coastal organisms and processes: 1) water quality monitoring (biogeochemical variables including water turbidity, pH, dissolved oxygen, dissolved organic matter, nutrients), 2) phytoplankton community dynamics (identification of communities inhabiting seagrass areas), and 3) spatial distribution, abundance, and health of seagrasses and other substrates.

Additionally, in Spring (2022) I started a monthly survey across the Bay (fourteen stations from New College to Longboat Key) of water quality, phytoplankton species, and water-leaving radiance. These measurements are relevant to my studies of seagrass distribution, phytoplankton functional groups, and optical properties that can be captured by remote sensors (satellites,

airplanes, and drones). I intend to use these measurements as preliminary results for a proposal to NASA aimed at studying coastal areas with upcoming hyperspectral satellite sensors.

Manuscripts presenting results from this project are in preparation and expected to be submitted for review soon. All of these papers are in collaboration with New College students, and some drafts are attached and include:

- Spatial Analysis of Seagrass Bed Propeller Scarring in Sarasota County.
- A Comparative Assessment of Mapping Validation Techniques for Evaluating Seagrass Abundance.
- Phytoplankton groups beyond *Karenia spp.*: who is contributing to Sarasota Bay's red tide events? (Poster presented in the 2022 Ocean Sciences meeting, and manuscript in progress).

- Hyperspectral measurements of bottom light reflectance in coral reefs of Honduras

This study focuses on gaining a better understanding of the predominant coral reef benthic organisms and water column optical properties in Cayos Cochinos, a protected area in Honduras that should represent one of the last pristine coral reefs in the Caribbean not strongly affected by human activities. Specifically, the main objectives of this ongoing study are to 1) create a baseline of optical measurement for key species of corals and the water column around different locations, depths, and general environmental conditions of local reefs, 2) start developing optical models to deconvolve relevant biogeochemical processes related to these coral reef habitats, and 3) evaluate the use of commercial, high-resolution satellite sensors, to monitor the status of these remote reef environments (substrates coverage, changes in turbidity, impacts of increasing human perturbations, etc). A preliminary visit to the site was conducted in 2019 right before travel was limited by the COVID pandemic. A second trip was finished this Summer (2022), where the feasibility of continuing this research was re-assessed. Fortunately, this project will continue thanks to the support of the Honduras Government and local communities. Observations from these two limited surveys are being analyzed, and a manuscript describing the area, species present, and optical observations will be submitted this year (manuscript in progress).

- Use of remote sensing to study the distribution and overall health index of vegetation communities in the Myakka River area

I was funded by the Conservation Foundation of the Gulf Coast to generate a baseline dataset of the distribution and overall health index of vegetation communities in a key portion of the Myakka River watershed area (FL). High-resolution geolocated aerial data was collected with a drone system equipped with a color (RGB) camera and a multi-band sensor. Products derived using the multi-band sensor included a 4 cm resolution "true-color" image for the entire study site, as well as distribution maps for the targeted vegetation groups and substrates. Additionally, the Normalized Difference Vegetation Index (NDVI) was derived from the multi-band data to

better assess the health status of the vegetation in the area during the study period, as well as to be used as a baseline to inform future studies about vegetation status trends.

Currently, it is expected that the study will continue in order to cover different seasons of the year. A manuscript or technical communication is expected to be produced in collaboration with the Conservation Foundation of the Gulf Coast.

- Distribution of hydrocarbons in the Gulf of Mexico using GIS analysis

During the last years, I have collaborated with scientists from the University of South Florida to assess the distribution and potential impacts of hydrocarbon pollution in the Gulf of Mexico. Fish samples from different regions of the Gulf of Mexico were examined to measure the concentration of key hydrocarbons that can be indicators of oil spills. Using GIS analysis, I was able to generate distribution model maps for the concentration of these hydrocarbons around the Gulf, showing higher concentrations near areas such as the Mississippi River mouth, some big ports, and the area where the Deepwater Horizon oil spill occurred. A peer-reviewed publication and a book chapter were generated from this collaboration

(<https://doi.org/10.1038/s41598-020-62944-6>, https://doi.org/10.1007/978-3-030-12963-7_15).

- An Exploration of GIS Interpolation Methods for Determining Trends in Environmental Factors Along the Elbow ridge, West Florida Shelf

The main goal of this project was to analyze spatio-temporal trends of salinity, temperature, chlorophyll, and optical properties (backscattering, beam-c attenuation) along varying depths within the study area using different geostatistical interpolation methods. Briefly, results indicated that the Spline with barriers method provides the most visually comprehensive maps and multi-year visual differences, while the Empirical Bayesian kriging (EBK-3D) method provides the most accurate statistical evaluation of its methods and resulting maps. A manuscript is currently being prepared for submission.

Submitted Research Proposals and LOIs:

During these years at New College, I have written individual and collaborative grant proposals with other faculty members. I have also sent several letters of intent, and applied for funds to support summer internships:

- **IDEAS Grants To Build Study Abroad Capacity 2022:** I collaborated on putting together this proposal titled “New College, New World: Creating Our First Two Exchange Programs in Morocco and Taiwan.” The proposal was submitted two years in a row and funded in the second round.
- **Sea Grant - NOAA Translating Coastal Research into Application 2022 :** In collaboration with other faculty members, we put together a letter of intent for this call. A full proposal was sent later during the summer of 2022.

- **Environmental Discovery Awards Funded Summer Internships - Cross College Alliance 2019-22:** I have been awarded significant funds since 2019 to work with summer interns studying seagrasses and water quality around seagrass beds in Sarasota Bay.
- **SeaGrant Applied Science Projects 2022:** I put together a letter of intent (LOI) for the 2022-2024 Seagrant Applied Science Projects in collaboration with other NC faculty (Sandra Gilchrist and Erika Diaz-Almeyda). The project is related to water quality and the distribution of biological communities in Sarasota Bay and adjacent coastal areas. Unfortunately, we were not selected to submit a full proposal this round. I am identifying other potential funding opportunities for this idea.
- **Baseline Study of the Distribution and Health Indices of Key Tree Groups in the Myakka River Area Near the Flatford Swamp 2021:** I was also funded by the Conservation Foundation of the Gulf Coast to generate vegetation distribution and health status maps for a new protected area north of Myakka City.
- **Hughes Medical Institute (HHMI) Inclusive Excellence (IE3) competition of 2019:** I had the opportunity to participate when putting together this proposal for the 2019 competition to improve the introductory STEM educational experience at New College. This proposal was led by Professor Steven Shipman.
- **NOAA's MERHAB program call 2018:** In collaboration with another NC faculty member, I submitted a letter of intent to this call, but unfortunately, the proposal was not supported. Nevertheless, since the idea was related to the call and highly relevant for red tide studies in the Sarasota Area, I am planning on revamping this proposal to continue pursuing upcoming funding opportunities.

Teaching Narrative

Gerardo Toro-Farmer

October 2022

During my time with New College, I have had the opportunity to teach courses related to the Marine Biology AOC and most (currently all) of the courses needed by students pursuing the Geographic Information Systems (GIS) Certificate. Most of these courses are also interdisciplinary and eligible for the Environmental Studies program and the International Studies AOC. My courses are consistently offered with a pretty set rotation time to warranty their availability to students and support a smoother continuation of all these programs. Additionally, I have a running tutorial called New College Coastal and Marine Observatory, where students participate in current research initiatives learning techniques to monitor and better understand coastal systems. Students must also design their own research questions and execute a research project.

My classes have been well received by students, with excellent enrollment, attendance, and great participation. Several students have continuously taken most or all of my classes, sometimes combining the GIS with the marine biology courses. I have received good personal feedback from students about classes and some constructive comments. Below are the general descriptions of the courses I have offered at New College.

Marine Biology Courses:

- **Introduction to Oceanography:** This is one of the required courses for Marine Biology AOC students, thus it has been offered every academic year since 2018-19 (except for 2022 due to my research leave and the offering of Marine Ecology). The course was reworked and adapted from a LAC course to a CYC-eligible class. This course covers interdisciplinary topics related to the marine environment, global dynamics, and human interactions. The scope of the course is of great interest to marine biology students and students from other AOCs. Enrollment has been consistently excellent (more than 14 students per semester), and the evaluations for the course have been generally positive, highlighting the content and the delivery of the class.
- **Coral Reef Ecology:** This is a very popular marine biology course that covers the basics of coral reef biology and ecology. This course does not currently offer a laboratory section, but it does include (limited) field and lab activities. The course is also an excellent introduction to the summer class Coral Reef Issues taught by Professor Sandra Gilchrist. I am in the process of (re)designing my course so it better links both courses for students pursuing both.
- **Marine Ecology:** This course offers more advanced topics related to ecological processes in marine and coastal environments. The class was designed to provide students with the most relevant content in the field, as well as to work in conjunction with the "Marine Ecology Laboratory" taught by Professor Athena Rycyk. Students have well received Marine Ecology, therefore we are planning on offering these two courses again every other year.

GIS Courses:

- **Introduction to GIS:** This course is the foundation for our GIS program and has been offered every academic year since 2018-19. Students from all Divisions and different AOCs are continuously taking this course to pursue our GIS Certificate and gain additional skills to analyze geospatial datasets or gain more experience for future academic and job opportunities. Enrollment has consistently been good (about 12 students per semester), maximizing the capacity of our Natural Sciences computer room. This enrollment limit is reasonable since it facilitates laboratory and field activities.
- **GIS-II:** This more advanced GIS course is offered every Spring and provides new skills and tools to students for geospatial analysis. It also adds the newest and more complex technologies and visualization tools, including web mapping and data sharing. Enrollment has also been excellent, with many students analyzing their thesis data and also looking to build an online portfolio for jobs and graduate school applications.
- **GIS and Remote Sensing applications to Coastal and Marine Studies:** This elective course has been offered twice in the past to a selected group of students interested in learning about the methods and technologies to analyze remotely sensed data. The skills acquired by students in this course are graduate-level equivalent, providing them with a significant advantage when applying for more advanced jobs or graduate schools. Unfortunately, due to the shortage of other GIS faculty members in the last couple of years, I have been concentrating on covering the other two GIS courses and have yet to be able to offer this elective class again.

Thesis students:

During this time at New College, I have had the opportunity to graduate five students as their thesis sponsor, and closely work with eighteen other students as part of their thesis committees. I am currently working with two thesis students and have around three more second and third-year students starting to develop their thesis proposals with me. Most of my graduated students are either attending graduate schools or pursuing related professional activities.

DIVISION CHAIR EVALUATION:

Dr. Toro-Farmer has been a strong colleague in the Natural Sciences.

Teaching: Dr. Toro-Farmer has taught a variety of classes, often exceeding the average class size for the college. He is currently the only person teaching the core GIS classes leading to the GIS certificate (most recently, 4 students received this certificate). He leads a group tutorial on marine observatory that engages students each semester in field research and analysis of local habitats. This tutorial not only builds teamwork and small group skills, but also exposes students to significant research opportunities. He has consistently had multiple thesis students work with him. Students note his accessibility and fairness. His evaluations of students give clear guidance on areas for improvement.

Research: Dr. Toro-Farmer has been sharing lab space with others because his area for research is cramped. This is especially seen in the summer where he has to rotate students into the lab for lab work. At best, the lab can safely have 4 students working. He often has more than this under his guidance. He has been forging collaborations with NASA to study coastal areas with hyperspectral satellite sensors. As a member of the Aquatic Studies Group for the "Surface Biology and Geology" NASA mission, Dr. Toro-Farmer is creating a network for future collaborations. Most recently, he has completed The Conservation Foundation of the Gulf Coast grant to generate vegetation distribution and health status maps for a new protected area north of Myakka City.

Community Service: Dr. Toro-Farmer has been an active participant in Division meetings. In the broader community, he has been a member of the international studies committee. In this capacity, he created a story board website to showcase international studies. A more subtle contribution is mentoring students of color whether he is the adviser or not. Students look to him for guidance in navigating the New College System and beyond as evidenced by the number of recommendation letters that he writes.

Dr. Toro-Farmer has continued to grow as a colleague over the last 4 years.

Candidate: Toro-Farmer, G

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

Submitted 2/19/23

Professor Gerardo Toro-Farmer joined the New College faculty as Assistant Professor of Coastal and Marine Science in August 2018, after earning his Ph.D. from the University of Southern California in 2011, followed by a 7-year postdoctoral research associate position at the University of South Florida. In his 4+ years at New College, Professor Toro-Farmer has demonstrated his skill in engaging students in coursework and research highly relevant to the College's coastal environment.

Professor Toro-Farmer's courses in marine ecology and oceanography - Coral Reef Ecology, Marine Ecology, and Introduction to Oceanography - are essential for the Marine Biology area of concentration, and also attract biology and environmental studies students. In addition, Professor Toro-Farmer offers a set of courses in Geographic Information Systems (GIS): Introduction to GIS, GIS II, and GIS and Remote Sensing. These courses are valuable to students in a wide variety of concentrations, as collecting, visualizing and analyzing geospatial data are important tools in many areas of inquiry, and in many careers. As one external reviewer of his file wrote, "The ability to work with GIS and remote sensing are skills that readily help students get employment upon graduation." In recognition of the latter, Professor Toro-Farmer proposed, and was approved, to offer a Certificate in GIS to students who complete a sequence of appropriate courses.

In addition to courses, Professor Toro-Farmer offers a variety of tutorials and ISPs. His popular Coastal and Marine Observatory group ISPs and tutorials are regularly offered to students at all levels. The students gain important field research experience to support their individual projects, and collect valuable data to monitor the health of Sarasota Bay. Student evaluations of Professor Toro-Farmer's teaching describe him as passionate, fair, and knowledgeable. One student wrote in their letter in support of Professor Toro-Farmer's tenure, "Professor Toro-Farmer is an extremely dedicated professor who always puts his students first, and is willing to work with them throughout every problem." In his first 4 years he successfully mentored 5 thesis students, and two more thesis students are expected to graduate this spring.

Professor Toro-Farmer is an oceanographer who uses optical instrumentation to monitor the biogeography and ecology of reef and seagrass communities in order to study the effects of natural and human impacts such as oil spills. In his 7-year postdoc at USF in a well-funded research group (Professor Toro-Farmer was co-PI on 5 significant grants), he accumulated 10 peer-reviewed publications. These were added to the 9 he already had from his undergraduate and graduate work. His rate of publication since arriving at New College has slowed a bit because he is conducting research in new locations. According to external reviewers, observationally-based research like that conducted by Professor Toro-Farmer requires time to collect a sufficiently large data-set for publication. Since his arrival at New College, Professor Toro-Farmer has published a book chapter and an article in the peer-reviewed *Scientific Reports*, which has an impact factor in the top 5% of journals. In addition, he has two manuscripts nearing completion. He gave one oral presentation at a conference, and he presented a poster with two student co-authors at another conference. Professor Toro-Farmer has also raised nearly \$44,000 in funding from the Cross College Alliance and the Conservation Foundation of the Gulf Coast to support his research at New College, including paid internships for students. External reviews of Professor Toro-Farmer's scholarship are uniformly positive. One reviewer noted that his "expertise in coastal marine ecology, aquatic optics, GIS, and remote sensing seem particularly

relevant to the educational and scholarly mission of New College.” Another reviewer (from Bowdoin College, a liberal arts and sciences college) wrote that “the research programs [Professor Toro-Farmer] is developing will provide rich opportunities for undergraduate research.”

Professor Toro-Farmer is very active in service to the College and to the scientific community. He has served for three years on the Natural Sciences Budget Committee, and for three years on the International Studies Committee. For the latter committee, he created an interactive story map of courses offered in International Studies, which he shared with the college community. In 2018 he served on our internal Fulbright Faculty Review Committee. In the more extended community, he serves on review panels for NASA proposals, and he is on the Executive Committee of the Aquatic Studies Group at NASA. He was recently named a member of the Technical Advisory Committee for the Sarasota Bay Estuary Program, and he serves as a peer-reviewer for a variety of scientific journals. Finally, because Professor Toro-Farmer is often working with undergraduates at the Pritzker Marine Biology Research Center, he has offered quite a few tours of the facility, including discussions of his own research, for visitors to campus. These interactions with visitors that showcase the facility and possibilities for research are an appreciated service to the College.

Professor Toro-Farmer excels in teaching and service, and he is actively building a program of exciting research with ample opportunities for undergraduate student involvement. Further, he makes important contributions to college-wide priorities. His engaged work in teaching and mentoring students, his kindness to students and colleagues, and his work on behalf of ensuring a GIS program at New College, contribute to improvements in retention, four-year graduation rates, and development of transferable skills for New College students’ future success in jobs or graduate school.

Having read Professor Toro-Farmer’s tenure file, I concur with the recommendations from the Division of Natural Sciences, Chair Sandra Gilchrist, and the Provost Advisory Committee that Professor Toro-Farmer has presented a very strong case, and is highly deserving of tenure at New College of Florida.



New College
THE HONORS COLLEGE of Florida

Office of the President

February 24, 2023

Assistant Professor Gerardo Toro-Farmer
Division of Natural Sciences
New College of Florida

Dear Gerardo:

I write to inform you that both Provost Suzanne Sherman and I have taken positive action on the recommendation from Natural Sciences and the PAC that you be granted tenure at New College of Florida. The recommendation from the Provost and President will be considered by the Board of Trustees, in accordance with the Collective Bargaining Agreement.

Congratulations on this milestone moment. Ever since New College was founded, our success has depended on the excellence of our faculty, and I am honored to recognize your accomplishments as a teacher and scholar.

In the meantime, warm congratulations once again, as well as thanks for your commitment to the mission of New College.

Sincerely,

A handwritten signature in black ink, appearing to read "Bradley Thiessen".

Bradley Thiessen
Interim President



Office of the President

MEMORANDUM

TO: Bradley Thiessen, Interim Provost

FROM: Richard Corcoran, Interim President

DATE: April 14, 2023

SUBJECT: Tenure Recommendation Gerardo Toro-Farmer

Pursuant to Section 4.5 of the Faculty Handbook and Section 15.5 of the NCBOT-NCUFF Collective Bargaining Agreement (the “CBA”), I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Provost’s recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the “Candidate”). In accordance with the Sections referenced herein, please supply copies of this Memorandum to the Candidate and the Provost’s Advisory Committee (PAC).

I recommend the Board of Trustees defer its decision on awarding tenure to the Candidate. If that is not possible, I recommend denying tenure at this time. This recommendation is based on extraordinary circumstances including but not limited to: (1) changes in administration including new President and new Provost – whereby many of these positions are currently held in Interim status; (2) turnover of a majority of the Board of Trustees; (3) a renewed focus on ensuring the College is moving towards a more traditional liberal arts institution; and (4) the related current uncertainty of the needs of the divisions/units and College. These are all factors that I have appropriately taken into consideration in making decisions regarding tenure pursuant to Section 15.3(a) of the CBA.

**NEW COLLEGE OF FLORIDA BOARD OF
TRUSTEES Meeting Date: April 26, 2023**

SUBJECT: Dr. Nassima Neggaz Tenure Package for Consideration

PROPOSED ACTION

Consideration of tenure for New College faculty member Dr. Nassima Neggaz.

Sections 4.5 - 4.6 of the *New College Faculty Handbook* describe the College's policies and procedures for granting New College faculty tenure. Briefly these are:

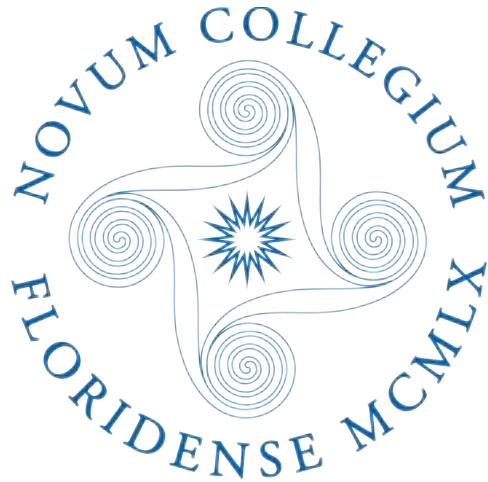
- In August, candidates assemble their evaluation file for review; letters are requested from New College and outside references. The evaluation file is made available for review by faculty within the candidate's Division.
 - The Divisional vote on tenure is conducted in November; a majority of three-fourths is required for a positive tenure vote.
 - The Provost's Advisory Committee (comprised of two faculty representatives from each Division) independently reviews the application and forwards a positive or negative recommendation to the Provost.
 - Based on a review of the file, the Divisional vote, and the PAC's recommendation, the Provost makes a recommendation to the President, who subsequently forwards a recommendation to the Board of Trustees.
 - The final decision rests with the Board of Trustees.
 - If tenure is not awarded, the candidate may stand again in the mandatory year without penalty.
-

Supporting Documentation Included: Trustees have received relevant portions of the candidate's Tenure packet. Included are:

Candidate's Curriculum Vitae
External Review Letters
Support Letters from Students/Alumni/Colleagues
Provost's Advisory Committee Evaluation
Statements on Research/Teaching
Division Chair Evaluation
Provost's Evaluation
Interim President's Recommendation

Facilitators/Presenters: Brad Thiessen
Interim Provost and Vice President for Academic Affairs

Other Support Documents Available: The *New College Faculty Handbook*; in addition, the complete Tenure Packet is available in the Office of the Provost.



NEW COLLEGE OF FLORIDA

NASSIMA NEGGAZ

Division of Humanities

Candidate for Tenure

2022 - 2023

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DR. NASSIMA NEGGAZ

Assistant Professor in History and Religion • New College of Florida •
5800 Bay Shore Road Sarasota, Florida 34243-2109 •

Resident Fellow, Institute for Advanced Study, Paris (2021-2022)

<https://www.paris-iaa.fr/en/fellows/nassima-neggaz-2>

Research Interests

Medieval Baghdad, Urban Landscape and Topography,
Social History of Popular Movements, Confessional Violence,
Islamic Historiography, the Mongols, Memory, Contemporary Syria and Iraq

Education

Georgetown University
Ph. D., Arabic and Islamic Studies

May 2014
Washington, DC

Dissertation Title: The Falls of Baghdad in 1258 and 2003: A Study in
Sunni-Shi'i Clashing Memories

Committee Members: Dr. Felicitas Opwis (advisor), Professor John O. Voll,
Professor Ahmad Dallal, Dr. Najam Haider

Georgetown University, Center for Contemporary Arab Studies (CCAS)
M. A., Arab Studies (Politics)
Summa Cum Laude, GPA: 3.967

May 2009
Washington, DC

Institut Français du Proche Orient in Damascus, Syria
Certificate in Arabic Proficiency, Literary Arabic and Syrian Dialect
Cum Laude

July 2005
Damascus, Syria

Institut d'Etudes Politiques de Paris (Sciences Po Paris)
M. A., Political Science (undergraduate and graduate)
Summa Cum Laude

July 2004
Paris, France

Lycée Georges de la Tour, Metz, France
Hypokhagne (preparation for Sciences Po)
Summa Cum Laude

1999 - 2000
Metz, France

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<https://www.paris-iea.fr/en/fellows/nassima-neggaz-2>

Teaching Experience

- Assistant Professor in History and Religion** August 2018 - Present
New College of Florida
Courses:
Introduction to Islam
Introduction to the Study of Religion
Introduction to World Religions
Islamic Scriptures: the Qur'an
Islamic History 500-1500
Islamic Movements & Militancy: from the rise of Islam to ISIS
Empire, Power, and Culture: The Mongols
Illness, Healing, and Medicine in Islam
Undergraduate Advising and Thesis Supervision
- Jameel Lecturer in Islamic Studies and Islamic History** Sept 2017 – August 2018
Cardiff University, School of History, Archaeology and Religion Cardiff, Wales
Courses:
Undergraduate Modules and Seminars (over 100 students):
“The Origins and Legacies of Religion in the Modern World”
“The Sunni-Shi'i Conflict: Historical Roots and Contemporary Manifestations”
“Themes and Issues in the Study of Religion”
Personal Tutor (25 students/term)
Postgraduate Students Supervision
- Departmental Lecturer in Islamic History** August 2016- July 2017
Oxford University, Faculty of Oriental Studies Oxford, United Kingdom
Courses:
Lecture: “Islamic History (570-1500)”
Undergraduate Seminar for Arabists: “Arabic Historical Texts (570-1500)”
Postgraduate Seminar: “Topics in Islamic History (570-1500)”
Tutorials with Undergraduate Students (1st years & 3rd years)
DPhil Transfers and Defenses
- Early Career Fellow in Islamic History** January 2015 – July 2016
Oxford University, Faculty of Oriental Studies Oxford, United Kingdom
Courses:
Weekly Lecture: “Islamic History (1000-1750)”
Undergraduate Seminar for Arabists: “Arabic Historical Texts (1000-1500)”
Postgraduate Seminar: “Topics in Islamic History (1000-1500)”
Tutorials with Undergraduate Students (1st years & 3rd years)
DPhil Transfers and Defense

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Visiting Faculty American University, School of International Service <u>Course:</u> "Arab Societies"	Spring 2013 Washington, DC
Teaching Associate Georgetown University, Department of Arabic and Islamic Studies <u>Course:</u> "First Year Intensive Modern Standard Arabic"	Fall 2012, Spring-Summer 2013 Washington, DC
Teaching Assistant Georgetown University in Qatar, School of Foreign Service <u>Course:</u> "First Year Intensive Modern Standard Arabic" <u>Course:</u> "Second Year Intensive Modern Standard Arabic"	Fall 2010 - Spring 2012 Doha, Qatar
Instructor Georgetown University in Qatar, School of Foreign Service <u>Course:</u> "Second Year Intensive Modern Standard Arabic"	Spring 2011 Doha, Qatar
Teaching Assistant Georgetown University, Department of Arabic and Islamic Studies <u>Courses:</u> "First Year Intensive Modern Standard Arabic" "Second Year Intensive Modern Standard Arabic"	Fall 2006 - Spring 2010 Washington, DC

Research Experience

Resident Fellow Institute for Advanced Study, Paris	September 2021 – June 2022
Assistant Professor in History and Religion New College of Florida	August 2018 - Present
Jameel Lecturer Cardiff University, School of History, Archaeology and Religion	September 2017 - Present Cardiff, Wales
Associate Member Oxford University, Faculty of Oriental Studies	September 2017 - Present
Senior Common Room Member Saint Antony's College, Middle East Center	January 2015 - Present

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Resident Fellow, Institute for Advanced Study, Paris (2021-2022)
<https://www.paris-ica.fr/en/fellows/nassima-neggaz-2>

Departmental Lecturer Oxford University, Faculty of Oriental Studies	August 2016 – July 2017 Oxford, United Kingdom
Early Career Fellow Oxford University, Faculty of Oriental Studies	January 2015 – July 2016 Oxford, United Kingdom
Post-Doctoral Research Fellow Middle East Institute, National University of Singapore	Dec. 2013 – Dec. 2014 Singapore, Singapore
Research Associate , Islam and World Politics Program Berkley Center for Religion, Peace, and World Affairs	Spring 2013 Washington, DC
Research Fellow Georgetown University, School of Foreign Service in Qatar	July 2010 - Aug. 2012 Doha, Qatar
Research Fellow Orient-Institut Beirut (OIB)	May - Aug. 2011 Beirut, Lebanon
Head, Press Department Embassy of France in the United Arab Emirates (UAE)	Sept. 2001 - Aug. 2002 Abu Dhabi, UAE

Publications

MONOGRAPH IN PREPARATION:

- *Historiography of the Fall of Baghdad in 1258: Identity Construction and Sectarian Polemics, 1258-1533* (proposal accepted by Cambridge University Press)

PEER-REVIEWED JOURNAL ARTICLES:

- “The Many Deaths of the Last Abbasid Caliph al-Musta‘šim bi-llāh (d. 1258)”
in *Journal of the Royal Asiatic Society*, series 3 (2020), pp. 1-28. Received the 2022
SERMEISS Article/Book Chapter Award: <https://sites.google.com/su.edu/sermeiss/home>

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<https://www.paris-ica.fr/en/fellows/nassima-neggaz-2>

- “Sectarianization and Memory in the Post-Saddam Middle East: the ‘Alāqima,” in *The British Journal of Middle Eastern Studies* (July 2020), pp. 1-19.
- “Al-Karkh: The Development of an Imāmī-Shī‘ī Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055)” in *Studia Islamica* 114 (2019), pp. 265-315.
- “Sectarianism in Iraq: The Role of the Coalition Provisional Authority,” with Tim Jacoby, in *Critical Studies on Terrorism*, 11:3 (July 2018), pp. 478-500.
- “Syria’s Arab Spring: Language Enrichment in the Midst of Revolution,” in *Language, Discourse, and Society*, pp. 11-31, Vol. 2, Number 2 (July 2013). Received the Academic Excellence Award by the International Sociological Association (July 2014).

The article was covered in an article in the *Boston Globe*, October 6, 2013:
<http://www.bostonglobe.com/ideas/2013/10/06/syria-code-language-defies-surveillance/1c18bNgxllkqoCEILileYM/story.html>;

An interview with NPR, *Here and Now*, was conducted on the article:
<https://www.wbur.org/hereandnow/2013/11/15/syria-coded-language>

BOOK CHAPTERS (INVITED):

- « Les Processions Religieuses et le Partage de l'Espace entre Sunnites et Chiites à Bagdad à l'Epoque Bouyide, » in ed. Sylvie Denoix and Helene Renel, *Atlas des Mondes Musulmans Médiévaux* (Paris: Editions CNRS, 2022).
- “Revolts in the Late Medieval Middle East 1200-1500,” in ed. Hannah Skoda, *A Companion to Crime and Deviance in the Later Middle Ages* (York: ARC Humanities). **In press.**
- “The Role of Religion in the Mongol Conquest of Baghdad (1258),” in ed. Alan James, Ioannis Papadogiannakis, *Religion and War from Antiquity to Early Modernity* (London: Bloomsbury Academic). **In press.**
- “Abū al-Fidā’” in ed. Alex Mallett, *Medieval Muslim Historians and the Franks in the Levant*, volume 2 (Leiden: Brill). **Forthcoming.**

ENCYCLOPEDIA ENTRIES (INVITED):

- “Mosul before 1500,” *Encyclopaedia of Islam*, 3rd edition, ed. Gudrun Kramer (Leiden: Brill). **Forthcoming.**

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- **“Al-Madā’in,”** *Encyclopaedia of Islam*, 3rd edition, ed. Gudrun Kramer (Leiden: Brill, 2021).
- **“Usman dan Fodio,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).
- **“Mu‘tazilis,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).
- **“The Muslim League,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).
- **“Al-Qaeda,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).
- **“Saladin,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).
- **“Gamal Abdel Nasser,”** in the *Encyclopedia of Islamic Political Thought* ed. Gerhard Bowering (Princeton: Princeton University Press, 2012).

ESSAYS, FOREWORDS, AND OTHER PUBLICATIONS:

- **“Foreword,”** with Ziad Majed, in *Syria: Borders, Boundaries, and the State*, ed. Matthieu Cimino (Palgrave Macmillan, 2020), pp. v-xi: <https://www.palgrave.com/gp/book/9783030448769> (invited)
- **“Nouri al Maliki’s Legacy and the Intricate Crisis of the Iraqi Political System,”** *Insight*, Middle East Institute, National University of Singapore, September 10, 2014: <http://mei-nus.com/wp-content/uploads/2014/09/Download-Insight-118-Neggaz-.pdf>
- **“A Sunni-Shia Bridge Too Far,”** with Ali A. Allawi, in *Project Syndicate*, May 5, 2014: <http://www.project-syndicate.org/commentary/ali-a--allawi-and-nassima-neggaz-reflect-on-iraq-s-election-and-the-prospects-for-a-sectarian-rapprochement-in-iraq-and-elsewhere-in-the-muslim-world>
- **“Sunni-Shi‘i Polemics. The Fall of Baghdad: From 1258 to 2003, A Polarized Memory,”** in “A Nation in Need of Theology,” blog by Georgetown Professor Paul Heck on Religious Polemics, <http://www.paulheck.org/sunni-shii-polemics/>

DR. NASSIMA NEGGAZ

Assistant Professor in History and Religion • New College of Florida •
5800 Bay Shore Road Sarasota, Florida 34243-2109 • nneggaz@ncf.edu
Resident Fellow, Institute for Advanced Study, Paris (2021-2022)
<https://www.paris-ica.fr/en/fellows/nassima-neggaz-2>

Academic Conferences and Invited Talks

- **“Interdisciplinary Sources and Methods for the Study of Pre-archival Societies: The Case of Baghdad,”** international workshop co-organized by Nassima Neggaz and Vanessa Van Renterghem with the support of the Paris Institute for Advanced Study, the INALCO’s CERMOM and Conseil Scientifique, Paris, France (June 2022). Paper presented: **“Documenting the Incubation of the Imāmī Movement in Karkh Baghdad: from Poetry to *Shr’i Rijāl* Works.”**
- **Carte Blanche 2022 with the Paris Institute for Advanced Study: “Religious Life and Neighborhood Identity in Abbasid Baghdad: The Karkh Quarter (762-1055 CE):”**
<https://www.paris-ica.fr/en/events/religious-life-and-neighborhood-identity-in-abbasid-baghdad-the-karkh-quarter-762-1055-ce-2>
- **“Remembering 1258 after 2003,”** invited seminar, Institute for Advanced Study, Paris, France (March 2022).
- **“Damascene and Cairene Rebellions against the Mamluks (1200-1500),”** New College Medieval and Renaissance Studies, Sarasota, Florida (March 2022).
- **“Medieval Islamic Medicine,”** Campus Conversations, New College Florida, along with student Sarah Cooper (April 2021).
- **« Revolting in the Late Medieval Middle East (1200-1500) »,** invited talk at the *School of Languages, Linguistics, Literatures and Cultures*, University of Calgary, Canada (November, 2020).
- **“Iraqi Politics,”** invited class talk with graduate students at by Dr. Beverly A. Tsacoyanis at Memphis University (November 2020).
- **“The Role of Religion in the Mongol Conquest of Baghdad,”** Religion and War from Antiquity to Early Modernity Conference, King’s College, London (June 2019).
- **“Exploring Traditions of Historical Writing around Death: the Case of the Murder of the Last ‘Abbasid Caliph al-Musta’sim billah in Baghdad (1258),”** Faculty Research Workshop, New College Florida, Sarasota (November 2018).

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- **“Al-Karkh: the Development of a Shi‘i-Imami Stronghold in Early Abbasid and Buyid Baghdad (132-447/750-1055),”** School of Abbasid Studies, Yale University (July 2018).
- **Invited Discussant for the Workshop “Exploring Syria’s Borders and Boundaries,”** Saint Antony’s College, Oxford University (November 2017).
- **“The Death of the last Abbasid Caliph al-Musta‘sim bi-llah in Baghdad (1258) as Portrayed in late Medieval Arabic and Persian Sources,”** Arabic Pasts Workshop, SOAS-Aga Khan University Institute for the Study of Muslim Civilizations, London (October 2017).
- **Invited Participant for the Workshop “Cities and Culture in the Middle Ages, 1100-1500,”** University of Sheffield (May 2017).
- **Invited Chair and Discussant for the Workshop “Religious Violence: Lessons from the Late Middle Ages,”** Saint Antony’s College, Oxford University (April 2017).
- **“Identity and Confessional Mobilization in Medieval Baghdad: a Micro History of the Neighborhoods of Bab al-Basra and al-Karkh (945-1258 CE),”** Seminar Series on “The Long History of Ethnicity and Nationhood Reconsidered,” Oxford University, Stanford House (February 2017).
- **“The Baghdadi Neighborhoods of Bab al-Basra and al-Karkh: a Micro History of Sunni-Shi‘i Episodes of Violence in Medieval Baghdad (945-1258 CE),”** Middle East Studies Association (MESA) Annual Meeting in Boston (November 2016).
- **“Sunnis, Shi‘a, and the State in Iraq since 2003: The Formation of a Sectarian-Authoritarian State,”** Middle East Studies Association (MESA) Annual Meeting in Denver (November 2015).
- **Invited Chair and Discussant for the Lecture “ISIS and the Caliphate: the Uses and Abuses of History” by Prof. Hugh Kennedy,** Saint Antony’s College, Oxford University (November 2015).
- **“Mémoire et Identité Communautaire en Irak: la Reconstruction des Identités Sunnite et Chiite en Irak depuis 2003,”** Groupement d’Intérêt Scientifique (GIS), Paris (July 2015).
- **“Rejecting the State as a Foreign Construct: the Appeal of the Caliphate in the 21st Century,”** BRISMES, American University in Dubai (April 2015).
- **“Discourses of the Revolution: Syria’s Changing Linguistic and Identity Landscape since March 2011,”** Deconstructing Middle East Studies from Asian Perspectives: Towards

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the 20th Anniversary of the AFMA" (Asian Federation of Middle East Studies Associations), Kyoto University, Kyoto, Japan (December 2014).

- **"The Islamic State: Between Political Motives and Historical Symbolism,"** Middle East Institute, National University of Singapore (November 2014).
- **"Iraq's Aborted Spring: Authoritarian State Strategies from the Parliamentary Elections (March 2010) to the Capture of Iraqi Territories by ISIS (2014),"** Middle East Institute and French Embassy in Singapore (July 2014).
- **"The Falls of Baghdad in 1258 and 2003: A Study in Sunni-Shi'i Clashing Memories,"** Center for Citizenship and Globalization, Deakin University, Melbourne, Australia (March 2014).
- **"Persian and Arabic Historiography of the Mongol Invasion of Baghdad in 1258"** seminar given at the Middle East Institute, National University of Singapore (February 2014).
- **"Syria's Arab Spring: Narratives and Political Discourses,"** paper presented at the Modern Language Association in Boston, Massachusetts (January 2013).
- **"Leitmotifs and Topoi in City-Siege Narratives: the Case of Baghdad in 1258,"** paper presented at the Middle East Studies Association Conference in Denver, Colorado (November 2012).
- **"Historiography of the Mongol Invasion of Baghdad (1258),"** dissertation work presented at the Faculty of Languages and Linguistics Dissertation Forum, Georgetown University, Washington, DC (November 2012).
- **"The Role of Women in Sustainable Development: An Islamic Perspective,"** presentation at the UNAOC Forum organized by the United Nations Alliance for Civilizations and the State of Qatar, Doha, Qatar (December 2011).
- **"The Fall of Baghdad under the Mongols (1258 CE): Historiography Lessons from City-Siege Narratives,"** paper presented at a workshop entitled "Arab Pasts: Histories and Historiography," organized by the Aga Khan Institute and the School of Oriental and African Studies, London, United Kingdom (September 2011).
- **"The Profession of the Historian in Medieval Baghdad,"** paper presented at the Orient Institut Beirut (OIB), Beirut, Lebanon (July 2011).
- Several Presentations on **Islamic Movements, Islam and Politics**, during a four-day workshop entitled "Approaching Societies in Conflict," organized by the Centre for

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Stabilization and Reconstruction Studies (CSRS), Naval Postgraduate School, Monterey
(May 2010).

- **“Religious Revivalism in West Africa: the Reform Movement of ‘Uthman ibn Fudi,”**
paper presented at the Middle East Studies Association Conference in Washington, DC
(November 2008).

Awards and Honors

SERMEISS Article/Book Chapter Award Recognizes Outstanding Scholarship in Middle Eastern & Islamic Studies	November 2022
Fellowship, Institute for Advanced Study Academic Writing Fellowship for 10 months	2021-2022 Paris, France
Academic Excellence Award , International Sociological Association (ISA), Research Committee 25 on “Language and Society.”	July 2014 Yokohama, Japan
Tuition Fellowship , Prince Alwaleed Bin Talal Centre for Muslim-Christian Understanding, Georgetown University	Fall 2013 Washington, DC
Full Tuition Fellowship , Department of Arabic and Islamic Studies Georgetown University	Fall 2012-Summer 2013 Washington, DC
SFS-Qatar Dissertation Fellowship , Georgetown School of Foreign Service Teaching and Dissertation Writing	2010 - 2012 Doha, Qatar
Travel Grant , Georgetown University Graduate School Workshop and Presentation, Aga Khan Institute	September 2011 London, UK
Hans-Robert-Roemer Doctoral Fellowship , Orient-Institut Beirut (OIB) Dissertation Research and Seminar	Summer 2011 Beirut, Lebanon
Merit-based Assistantship , Department of Arabic and Islamic Studies Georgetown University	2007 - 2010 Washington, DC
Full Merit-based Scholarship , Department of Arabic and Islamic Studies Georgetown University	2007 - 2010 Washington, DC
Travel Grant , Georgetown University Graduate School Conference and three-week training program at the United Nations	Summer 2007 Geneva, Switzerland

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Merit-based Assistantship , Center for Contemporary Arab Studies (CCAS) Georgetown University	2006 - 2007 Washington, DC
Full Tuition Scholarship , Center for Contemporary Arab Studies (CCAS) Georgetown University	2006 - 2007 Washington, DC
Al-Sayyid Hassan Taher Scholarship , CCAS Georgetown University	2005 - 2006 Washington, DC
Fulbright Award , U.S. State Department and French Ministry of Foreign Affairs Joint M.A. Arab Studies / Ph.D. Arabic & Islamic Studies (Georgetown U.)	2005 - 2006 Washington, DC

Foreign Languages

French (Fluent, Native)

Arabic (Fluent)

English (Fluent)

German (Proficient)

Persian (Proficient – Proficiency Certificate from Georgetown University)

Latin (Advanced)

Turkish (Beginner)

Professional Associations

- Centre d'Etudes et de Recherche Moyen-Orient, Méditerranée (CERMOM)
- Institut National des Langues et Civilisations Orientales (INALCO)
<http://www.inalco.fr/actualite/bienvenue-mme-nassima-neggaz-laureate-fellowship-institut-etudes-avancees-paris-2021-2022>
- The Royal Asiatic Society (RAS)
- The School of Abbasid Studies (SAS)
- Middle East Studies Association (MESA)

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- Southeast Regional Middle East and Islamic Studies Society (SERMEISS)
- British Society for Middle Eastern Studies (BRISMES)
- Modern Language Association (MLA)
- International Sociological Association (ISA)
- American Historical Association (AHA)
- Alumni Sciences Po Paris
- Middle Eastern Studies Students' Association (MESSA): Board Member



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Department of Religion

September 7, 2022

Dear Professor Wallace and Members of the Review Committee,

At your request, I am writing with much enthusiasm to evaluate the scholarship of Prof. Nassima Neggaz, whom you are considering for tenure and promotion to the rank of Associate Professor in your department. My remarks are based on having read her published and soon to be published works. I am not personally acquainted with Prof. Neggaz outside of the occasional email, nor have we had contact at academic conferences.

Let me state upfront that there is no question in my mind that Prof. Neggaz is deserving of promotion and tenure as a top-notch scholar in Islamic studies and Middle East history. In those arenas she has emerged as a leading voice on social history (especially urban history), historiography, and Muslim sectarianism. While her specialty clearly remains medieval and modern Iraq, I was impressed by the breadth of knowledge that she displays across her published works. She strikes me as a scholar with wide ranging talents.

Prof. Neggaz's publication record includes a number of fine contributions that attest to her standing in this regard. I note particularly her peer-reviewed articles, which were published in well-regarded journals, as well as several book chapters (including the forward to a scholarly book), and a number of encyclopedia entries. Prof. Neggaz's work here is illuminating and compelling. In addition, her works in progress evince a developing research agenda with tremendous promise. Parallel to this strong academic work, she has a number of publications that I would class as outward facing, meaning that they employ the insights that she has developed in her academic articles for a more popular audience. Insofar as the New College's guidelines outline a desire for scholars to be "active and visible researchers," Prof. Neggaz's outward facing articles have achieved this type of visibility admirably.

By my count, Prof. Neggaz has five peer-reviewed journal articles, three peer-reviewed book chapters (two in press, plus a fourth forthcoming), seven peer-reviewed encyclopedia articles (with another forthcoming), a forward, and two outward facing articles. By all reasonable standards, this is an impressive amount of research and writing for an Assistant Professor. According to my understanding of the New College's guidelines, the College values quality over quantity. Nevertheless, the quantity of work does catch my attention. Along with her book proposal (accepted by Cambridge University Press), this kind of scholarly output would certainly make a strong case for tenure and promotion at my own institution (Florida State University).

Of course, and as the New College guidelines imply, quantity is not the ultimate measure of one's research productivity; quality matters just as much, if not more so in the long term. I can say from having read Prof. Neggaz's published and forthcoming works that she is a mature scholar, imaginatively original and intellectually compelling, and a major contributor to her field. Below I will focus my comments on her publications specifically.

I begin with Dr. Neggaz's article on al-Karkh (*Al-Karkh: the Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad*) in *Studia Islamica*, an excellent journal. This article nicely captures Prof. Neggaz's expertise in social/urban history, relying as it does on an

impressive array of sources to present a micro-history of a neighborhood – a mini-city really – of Baghdad known as al-Karkh. This neighborhood remained important to the early development of what is known as Imāmī, and then later Ithnā-‘Asharī (“twelver”) Shi’ism. Prof. Neggaz makes a compelling case for the centrality of al-Karkh as a center for early Shi’ism: to pick just one of the many examples that she has provided in the article, no less than Hishām b. al-Ḥakam lived in this neighborhood. It would be hard to find a person of more importance to the development of Imāmī Shi’ism than Ibn al-Ḥakam. He is credited with developing the theory of the imamate in conjunction with the imams themselves. In a manner that I find very compelling, Prof. Neggaz illuminates the early history of Shi’ism by placing its individuals within the context of the neighborhood – a neighborhood that experienced riots and was burned several times. This is a perspective on early Shi’ism that I have not necessarily seen elsewhere, but that finds a similarity with newer research on the importance of pilgrimages and rituals in places such as Kufa (e.g. Najam Haider). The nature of our sources makes social history in the medieval period incredibly difficult, but Prof. Neggaz has successfully crafted a portrait of medieval Karkh that allows us to contextualize the development of early Shi’ism from a socio-historical perspective. It is a very well done article, and quite unique. I’ve been teaching a graduate course on Shi’ism for years, and I’ve read nearly everything there is to read on the subject. Prof. Neggaz’s article not only brought something new with its focus on place, but it helped to contextualize familiar persons and events in new ways by placing them in the context of al-Karkh. I think also that her map of al-Karkh and its pilgrimage routes in the *Atlas of the Medieval Islamic World* nicely compliments her contribution to the knowledge of this neighborhood.

Staying within the medieval period (and in Baghdad), but switching tact just a bit, Prof. Neggaz’s article (in the respected *Journal of the Royal Asiatic Society*) on the death of the Caliph al-Musta’sim (*The Many Deaths of the Last ‘Abbasid Caliph al-Musta’sim bi-llah*) showcases her interest in historiography. In line with recent trends in Islamic studies, this article investigates the differing accounts of the death of the last ‘Abbasid Caliph at the hands of the Mongol invaders with an eye toward understanding why the authors of the various accounts chose to portray them in the ways that they did. Making the point that royal deaths often become moments for authors to comment/reflect on the reigns of the deceased monarch, Prof. Neggaz goes on to outline how the different versions of the Caliph’s death show a range of reactions from hostile to sympathetic. Unsurprisingly, hostile versions of al-Musta’sim’s death tend to come from outside the Sunni fold, or outside the Islamic tradition altogether. As such, Prof. Neggaz relied on several sources from Armenia and Georgia, and I was impressed by the breadth of her research. In sum, this article offers a high nuanced examination of the many versions of the Caliph’s death, all of which were appropriately contextualized, and as such it sits at the cutting edge of the field of Islamic studies. Many of us have moved away from “history” in the old sense and toward a view that asks how and why our sources portray events in the way that they do. Prof. Neggaz’s article here is an outstanding example of this trend, and offers important insights into the specific death of al-Musta’sim, but also royal death in general.

Her article *Sectarianization and Memory in the post-Saddam Middle East: the ‘Alāqima* (published in the well-known *British Journal of Middle Eastern Studies*) deals with how the past informs the present, and also with the idea of “sectarianism.” In this article Prof. Neggaz examines how a narrative of the fall of Baghdad to the Mongols became re-purposed during the most recent Gulf conflict in Iraq. Specifically, it focuses on the story of how the Shi’ite vizier,



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ion al-Alqami, was accused of conspiring with the invading Mongols to overthrow the (Sunni) Caliph, and how this story was then recycled by many different actors (from Saddam Hussein to al-Qaeda) in 2003 and beyond to stoke sectarian tensions against Iraq's modern Shi'ite population. Methodologically, the article employs what myself and others have called the narrative identity approach to Islamic sectarianism, which treats sectarianism not as a state of being but as a way of being located within narratives that often go beyond oneself. As the person who wrote one of the first theoretical articulations of this method (Prof. Neggaz quotes me not a few times in this article), I can say with absolute confidence that this article is a perfectly utilized and brilliantly executed application of this theory. Prof. Neggaz has shown us how Ibn al-Alqami's narrative became a "powerful vector of identification and polarization" in Iraq and beyond, creating anew a sectarian narrative for the Iraqi civil war by drawing on stories from the past. It is a outstanding example of how this theory can be successfully applied to make sense of a modern case of sectarianization that draws from wider historical narratives to accomplish its task.

Similar in spirit to her article on sectarianization is her article, co-written with Tim Jacoby in *Critical Studies on Terrorism*, on *Sectarianism in Iraq: the role of the coalition provisional authority*. As with the previous article, Prof. Neggaz's methodology sits at the forefront of scholarship on sectarianism by treating it not as an unchanging state of being, but as something that can range from banal to active, and that therefore must be activated somehow to remain salient. In this particular article, Profs. Neggaz and Jacoby investigate the role of the coalition provisional authority in stoking sectarianism in Iraq. There is not a small amount of irony in how the coalition authority presumed an "ancient hatred" between Sunnis and Shi'ites, but then fostered such an animosity between these groups through, for example, its program of de-Ba'athification (which inordinately dispossessed Sunnis), or its failure to reign in al-Maliki's sectarian policies favoring his family and the Shi'a. Neggaz and Jacoby show, in systematic fashion, how the coalition authority either stood by passively, or actively engaged in emphasizing regional and communal affiliations over national ones, thereby creating the very sectarianism that they assumed had existed all along. It is a compelling exposition (would that we could send it back in time), and one that advances our knowledge of how specific circumstances and actions can generate sectarian conflict.

I can only briefly comment on Prof. Neggaz's article *Syria's Arab Spring: Language Enrichment in the Midst of Revolution* (published in *Language, Discourse and Society*), but I certainly want to note that it received an Academic Excellence Award by the International Sociological Association. It is a fascinating (though now necessarily dated as it was published in 2014) look at the ways that Syrians were using Arabic at the beginning of the Syrian conflict to foster unity amongst their resistance movement. Prof. Neggaz does this by showing how this process built off the ways that Syrians had used restricted codes during the previous years to avoid attracting unwanted attention when speaking about the regime and its actions. As someone who has studied Arabic for a very long time, and who has traveled extensively in Syria (especially in the 90s), I found the article captivating. I am neither linguist nor sociologist, but it seems to me that Prof. Neggaz has documented some rare examples of how human beings manage to communicate under extreme situations, and how such language can be used as a means to unify resistance against an opponent (and even how that opponent can use language in return).

In many ways, Prof. Neggaz's forward to the book *Syria: Borders, Boundaries and the State* feels like a bit of a postscript to her article on Syria's Arab Spring. In it, she outlines the breakdown of the Syrian state and the rise of ISIS before going on to sketch some of her ideas on the concept of borders and boundaries. The "job" of a forward, really, is to offer some contextualized insights on the main ideas of the book in an attempt to bring together as many of the (usually disparate) chapters of the volume as possible. Usually this is the job of a more senior scholar, as it is not an easy task. Prof. Neggaz has performed it admirably, and I think the simple fact that she was invited to contribute the forward speaks to her reputation as a scholar and her standing in the field. It is – to use the language of New College's tenure guidelines – an example of her visibility that she was asked to write it.

Prof. Neggaz's encyclopedia articles (on al-Qaeda, Usman Dan Fodio, the Muslim League, the Mu'tazilites, Gamal al-Din Nasser and Salah al-Din al-Ayyubi) in the *Princeton Encyclopedia of Islamic Political Thought* evince a truly impressive range of expertise across geographies and eras. She has an entry on a late medieval African reformer, a modern Indian political party, a medieval theological group, an Egyptian President, the founder of an Egypt-based Dynasty, and a terrorist group. I note that the editors of this work are a veritable who's who of senior scholars in the field. That they relied on Prof. Neggaz for six very different entries is a testament to her overall abilities as a scholar of Islamic studies. Indeed, these articles are top notch, as is the publication in which they appear.

So, too, her contribution on the city known as "al-Madā'in" in the third edition of the *Encyclopaedia of Islam*, as well as her forthcoming entry on "Mosul before 1500," speaks to how Prof. Neggaz is a recognized expert on urban history. The Encyclopaedia employs a battery of experienced editors – nearly all of whom are senior scholars in their respective sub-fields – whose job it is to find the leading scholars in the field and badger them into writing the entries. These entries are rigorously reviewed so as to maintain the Encyclopaedia as the standard reference work in the field of Islamic studies. That she is already writing entries for it shows me that she is recognized as a reliable and mature scholar in her field.

Her two outward facing articles, "A Sunni-Shia Bridge Too Far" for *Project Syndicate* (co-authored by Ali A. Allawi, and more on him in a moment) and "Nouri al-Maliki's Legacy and the Intricate Crisis of the Iraqi Political System" for the *Singapore Middle East Institute Insights* showcase Prof. Neggaz's ability to speak to policy makers and a more popular (though highly educated) audience. I note for those who might now know it that Ali A. Allawi was Iraq's first Minister of Trade and Defense after the invasion of 2003. One's research does not get much more "visible" than co-authoring a historically informed analysis of the then-sectarian crisis in Iraq (this was 2014) with a former Minister. So too her analysis of al-Maliki's shortcomings presents a smart rundown of how al-Maliki and other regional actors manipulated Iraq's political machinery to engineer the crisis that was, in 2014, blossoming into ISIS.

I want to pause before moving to speak about Prof. Neggaz's forthcoming research to speak about the connections between Prof. Neggaz's academic works. It might appear to some that her interests are unconnected. However, nothing could be further from the truth. Her concern with medieval and modern sectarianism is grounded in a dual insight about the nature of sectarianism. On the one hand, sectarianism functions as a discourse, and, as such, it is important to pay



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Department of Religion

attention to the ways that narratives help to shape this discourse. Her interest in the historiography of the Caliph al-Musta'sim, her article on language in Syria, and her article on the use of the Ibn al-Alqami story in modern Baghdad all speak to this insight. Secondly, she posits that sectarianism is always contextual, meaning that it is created in specific times and places by certain actors. Her interest in place – in the city of al-Karkh as a setting for early Shi'ism – as well as the role played by the coalition provisional authority in fostering the kind of sectarianism they assumed had existed in Iraq all along, both of these address the idea of sectarianism as a contextualized phenomenon that can be studied in relation to myriad of factors supporting it. Both of these insights are thoroughly grounded in the newest research on sectarianism, and I find her contributions as a whole to this field to be persuasive and significant.

Some of her as yet unpublished work continues the trends that she has set for herself in her previous work. Indeed, her forthcoming book chapter on “Sunnis, Shi'a, and the State in Iraq since 2003: The Construction of a Sectarian Authoritarian State” brings together and updates many of the insights in her previous works about the nature of sectarianism in Iraq since the invasion. This particular chapter adds also some evidence on the economic factors that contributed to this state of affairs. A book chapter in French, “Mémoire et Identité Communautaire: la Reconstruction des Identités Sunnite et Chiite en Irak après 2003” likewise focuses on the creation of a sectarian identity through memory in Iraq.

Her other unpublished work heads in new directions. She has included an unpublished paper on the “Role of Religion in the Mongol Conquest of Baghdad in 1258.” While this article returns to medieval Baghdad and the Mongol invasion, it breaks new ground in terms of her general research interests insofar as it presents a kaleidoscopic examination of the myriad ways that religion functioned among the various actors involved in the invasion and destruction of Baghdad in 1258. It is a paper that showcases her breadth of knowledge, moving from a discussion of the Mongol *yasa* to Sunni and Shi'ite astrological predictions, and even to the role of Baghdad's Christians. So, too, an unpublished paper on revolt in the high medieval period takes her in very new directions. This paper, entitled “Revolts in the Late Medieval Middle East, 1200-1500,” uses the examples of three medieval revolts in the Middle East to chart out some differences in how revolutionaries, religious scholars, and political figures defined each other, and consequently how they reacted to revolts themselves. She shows how revolts defining economic grievance generally had the support of the religious scholars, while political revolts were usually condemned and dealt with severely. These new directions, while grounded in her previous research agenda, show great promise.

Overall, Prof. Neggaz's publication record points to the fact that she is a truly talented scholar who has established herself as an expert on sectarianism, social history and historiography. They show that she can execute her research with great flair and imagination. Judging from her work thus far, I have no doubt that her future projects – especially her book with Cambridge – will be just as methodologically and historically profound.

In sum, then, I find Prof. Neggaz's record outstanding and compelling, and I fully and without reservation support her promotion to Associate Professor with tenure. She is a dynamic, creative, and consistently productive scholar who shows no signs of slowing her momentum. I can thus say with confidence that her publications and standing in the field are such that there is little

question that she would be granted promotion in my own department. Personally, I think that she would be an asset to any department fortunate to have her among its faculty.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Gaiser', with a long horizontal flourish extending to the right.

Adam R. Gaiser
Professor of Religion
Co-Director of Graduate Studies in the Department of Religion



Trinity College

HARTFORD CONNECTICUT

7 September 2022

Dear Professor Wallace:

I write to evaluate Dr. Nassima Neggaz's scholarship as part of your consideration of her candidacy for promotion to the rank of Associate Professor with tenure. I have met Dr. Neggaz once before, at the School of Abbasid Studies conference in New Haven, CT, in July 2018. She later emailed me when her article on Karkh was published, since it represents an area of shared interest. I read the article, and this is what I wrote back to her in an email of June 2020: "Thank you so much for sending me this article, and congratulations on its publication! I read it yesterday, and it is a tour de force. No one will be able to write about al-Karkh anymore (or neighborhoods, for that matter) without citing it. The quotes that begin and end it are rich and resonant – and though you do not go into it, there are so many interesting resonances with more recent history." At the time, this was the only article by Dr. Neggaz I had read. Now that I have had the pleasure of reading her file of scholarship, I realize that those "resonances with more recent history" are in fact one of her established areas of expertise! Dr. Neggaz is an accomplished scholar of medieval Islamic history *and* of the way memories of that period have been mobilized in the contemporary Arab world. Her file includes substantive, peer-reviewed publications on both areas that exhibit mastery of a diverse array of sources (primary sources in various languages as well as theoretical literature from multiple disciplines). I understand that New College of Florida expects candidates for tenure to have established "an original, coherent, and meaningful program of research/creative activity that adds substantively to the body of knowledge or practice within that field" (4.6.2). Dr. Neggaz's program of research exceeds this expectation due to the multiple fields to which she contributes and her wide-ranging and interdisciplinary competencies.

I will first comment on the two peer-reviewed articles that have established Dr. Neggaz firmly within the ranks of internationally recognized historians of the medieval Islamic world: "Al-Karkh: The Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055) and "The Many Deaths of the Last Abbasid Caliph al-Musta'ṣim bi-llāh (d. 1258)." These two substantive articles, each published in a top international journal in the field (*Studia Islamica* and *Journal of the Royal Asiatic Society* respectively), exemplify what I have come to think of as Dr. Neggaz's signature method. She begins with something that seems like microhistory and transforms it into macrohistory. In the first case, she zooms in on a single neighborhood. This alone makes a contribution to a field in which there has been very little sustained attention to neighborhoods. While the historiography on cities in the pre-modern Islamic world is voluminous, and while much of that deals with neighborhoods as building blocks of the city, no other piece of scholarship, to the best of my knowledge, places a single neighborhood at its center. What makes this even more of a contribution, however, is its macrohistorical parameters. By treating 300 years of Karkh's history, Dr. Neggaz is able to illuminate patterns of change and continuity across the centuries that more circumscribed studies miss. She is also able to mine a great variety of primary sources for information on the neighborhood, which is documented meticulously in her footnotes. Among the significant findings of the article is the fact that Karkh acted as an incubator for Imāmī Shī'ī identity through a dynamic spatial and social relationship with the rest of the city. In other words, it was

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not an enclave, but a porous space that allowed for nimble networking, the mobilization of popular dissent, and the development of rich intellectual resources that attracted people from near and far. This article stands on its own as a major contribution to the historiography, but it is also clearly laying the groundwork for Dr. Neggaz's second monograph project, already underway, on religious festivals in medieval Baghdad. The way people used the thoroughfares, mosques, homes, and other spaces of Karkh and greater Baghdad for religious commemoration and celebration – and the way those processions morphed into protests or violent confrontation depending on the context – is a much-needed contribution, especially given that this area of research has been developed in a nuanced way for other cities (notably Cairo). She has already visualized this work in two very impressive maps, one for the Karkh article and one for the recently published *Atlas des Mondes Musulmans Médiévaux*.

The second major article in her file on the medieval period, "The Many Deaths of the Last 'Abbāsīd Caliph," also appears at first to be a micro-study of a single, though significant, event: the death of the last Abbasid caliph in Baghdad at the hands of the Mongols in 1258. However, here too Dr. Neggaz produces a multidimensional macro-study that compares accounts of this event in multiple languages over three centuries. By examining Arabic, Persian, Armenian, Georgian, Latin, and other vernacular accounts of the Mongol conquest of Baghdad in 1258, Dr. Neggaz shows the way historical narratives were carefully constructed to reach particular audiences and to achieve particular goals. She analyzes the literary devices employed in each text and tracks back and forth over time and space to illuminate the intertextuality at work in an author's choice of topoi. One of the many things I appreciated about this article was its resistance to assigning religion or ethnicity overwhelming explanatory weight in the analysis. While these may have been factors in any single author's approach to narrative construction, much more important were the historical context in which the source emerged and the particular contingencies of its production. This is consistent with the way Dr. Neggaz approaches sectarianism, not as a primordial hatred but as a historically contingent process, in her work on the contemporary period. Because this article does such a good job of demonstrating a source critical method that blurs the lines between "east" and "west," I am looking forward to assigning it to my students the next time I teach my Islamic history survey.

This article, along with two other pieces of medievalist scholarship in her file (both chapters forthcoming in edited volumes), testify to the promise of Dr. Neggaz's first monograph project, *Historiography of the Fall of Baghdad in 1258*. As she attests in her scholarship statement, a proposal for this book has been accepted by Cambridge University Press, the premier academic press for the field of medieval Islamic history. Not only is Dr. Neggaz already publishing from this work in progress (in the form of the "Many Deaths" article and a book chapter on the role of religion in the Mongol conquest), but it has also led her to develop a related area of expertise in Mamluk-period historiography, which is on display in the lucidly-written book chapter on revolts in her file as well as the work she describes in her statement on the fourteenth-century Syrian historian Abū l-Fidā'.

As I mentioned in the first paragraph of this letter, I was excited to learn that Dr. Neggaz also has a robust record of publication on the contemporary sectarian conflicts in Iraq and Syria. I read the four major pieces in the file (the award-winning article on language use in Syria's Arab spring, the co-authored article on the way the coalition authority produced sectarian conflict in post-2003 Iraq, the fascinating article on the use of the term *al-'alāqima*, and the co-authored foreword to the book on Syrian border-

making) with much interest and learned a lot. One thing that struck me is Dr. Neggaz's facility with theoretical literature from social science disciplines, including linguistics, sociology, and political science.

As someone who also works at a teaching-intensive institution and as someone with a background in modern Middle Eastern studies, I can see a lot of parallels between my own trajectory and Dr. Neggaz's. For one thing, teaching at a small institution requires a certain flexibility that tends to lead one to more interdisciplinary and collaborative work. This is a strength that is clearly reflected in Dr. Neggaz's file. Having a background and/or interest in the modern period makes it easier to connect American students' interests in the present and recent past with material from the more distant past that looms larger, to this day, for people in the Middle East. For these reasons, it seems like Dr. Neggaz is not only well suited to but in fact thriving at your institution. Indeed, as attested by her CV, she has been a very active intellectual presence at New College, participating in Campus Conversations, Tedx Talks, and other opportunities to present her research within the local community. This is balanced by research presentations at specialized conferences in her fields of expertise, such as the School of Abbasid Studies, and most recently her fellowship at the Institute for Advanced Study in Paris.

One final activity that I want to point out is Dr. Neggaz's recent organization of a workshop in Paris on "Interdisciplinary Sources and Methods for the Study of Pre-archival Societies: The Case of Baghdad" in June 2022. This workshop brought together senior scholars and early career researchers from all over the world to tackle the methodological challenges of writing the history of medieval Baghdad. The enormous amount of work organizing a conference requires demonstrates Dr. Neggaz's commitment to professional service and her promise as a mentor and leader in the field.

Dr. Neggaz has clearly undertaken "an original, coherent, and meaningful program of research" that has reached fruition in five major peer-reviewed articles and an array of other kinds of publications, from encyclopedia and atlas entries to op-eds. She has a book manuscript that is already being solicited by the most prestigious academic press in the field of medieval Islamic history. At the same time she is working on a second book project in an under-studied area that emerges seamlessly from her ongoing work. Her fellowship and conference activities show that she has already established herself as an international authority on medieval Baghdad and on the way historical memory works in the contemporary Arab world. Based on her impressive range and the innovative scholarship that I read as part of her file, there is no doubt in my mind that she should be promoted to the rank of Associate Professor with tenure.

If I can be of further assistance in your evaluation, do not hesitate to let me know.

Sincerely,



Zayde Antrim
Professor of History and International Studies
Trinity College, Hartford, CT
Zayde.Antrim@trincoll.edu

September 15, 2022

Vanessa Van Renterghem
 Maîtresse de conférences – Medieval History of the Middle East
 National Institute of Oriental Languages and Civilisations (Inalco)
 65 rue des Grands Moulins
 75013 Paris – France
 vanessa.vanrenterghem@inalco.fr
 tel. 00 33 6 71 23 52 96

Dear Professor Wallace and Tenure Committee Members,

I write this letter in strong support of Nassima Neggaz's tenure application at the New College of Florida. I have known Nassima Neggaz since 2015 as a colleague in my own field of studies, the history of Medieval Iraq, and more specifically, Baghdad. Currently Assistant Professor of Religion and Islamic Studies in the Division of Humanities at your university, she has a rare double specialization in the Medieval History of the Middle East, especially in Abbasid Baghdad (762-1258 CE) and the Mongol and Mamluk period (13th to 16th c.), and in the recent contemporary history of Iraq and Syria, where she focuses on the process of sectarianization of Iraqi and Syrian societies that followed the wars of 2003 (in Iraq) and since 2011 (in Syria).

A medievalist myself, I will assess in this letter the articles and scientific activities of Dr Neggaz in the field of the Medieval History of the Middle East, but I would like to add that her publications on contemporary events or trends are eminently scholarly. Although I am not a specialist of this domain, I very much appreciate her analysis of the present manipulation of narratives of past events. In particular, she analyses the uses of the memory of the fall of Baghdad to the hands of the Mongol dynasty, in 1258, to show how this traumatic event is reshaped by diverse actors (intellectuals, clerics, political figures, jihadist) to accentuate the antagonism between Sunni and Shi'a groups in Iraq. By drawing a parallel between the Mongol conquest of Baghdad and the American invasion of Iraq, Sunni radicals also put the blame for the fall of Baghdad in 2003 on their Shi'a contemporaries. Dr Neggaz is currently finalizing a book on the memory of 1258, since 2003, which will certainly demonstrate her ability to articulate an intellectual reflection on both medieval historical events and their contemporary uses for political purposes. It needs to be specified that she could not undertake such a work if she was not able to work on the Medieval sources in their original languages, Arabic and Persian. In her PhD, she investigated the historiography of the Mongol conquest of Baghdad, and studied the competing

narratives that this event has been reflected through, and the diverse uses and interpretation that has been made of them until modern times. She can thus analyze the recent discourses on this event on a solid background of literary analysis. Two of her articles on contemporary aspects were incidentally rewarded with prizes, much media coverage, and one was translated into 27 languages and widely broadcast. Dr Neggaz publishes in English as well as in French.

Returning now to Medieval History, Dr Neggaz is one of the few specialists of the social history of the Medieval Middle East. She has also worked on a critical period that is rarely covered by specialists of Medieval Islamic History: the Buyid period (10th and 11th century). Finally, her interest in Shi'a Islam, as well as in the Sunni branch, is also a rare focus for specialists of Abbasid history. In consequence, Nassima Neggaz's scientific works are triply valuable to the field. The central period of Medieval Islamic History (10th to 13th century) is much less covered than the initial (7th to 9th) and final (14th and 15th) centuries. She is able to read and analyze Islamic sources in Arabic and Persian, and is aware of the existence of sources in other languages, and she makes use of them in translated versions. Her articles are carefully built on these primary sources, but also make use of the whole range of secondary literature. She frequently bases her historical work on a theoretical basis, be it the "narrative identity approach" of Margaret Somers, for her article "Sectarianization and Memory in the post-Saddam Middle East: the 'Alāqima" (2020), or a literary-criticism and socio-political approach when she studies the narratives of the killing of the last Abbasid caliph by the Mongols (2020).

Nassima Neggaz's PhD and first publications on the Medieval Middle East concern the late Abbasid and the post-Abbasid period, from both a Mamluk and Mongol perspective. Based on the analysis of Persian and Arabic medieval sources, her PhD investigated the conflicting memories of the Mongol conquest of Baghdad in the Mamluk, Sunni world as well as in the Persian and Mongol spheres. In a fascinating article, "The Many Deaths of the Last 'Abbaṣīd Caliph al-Musta'ṣim bi-llah (d. 1258)" (2020), she dealt with the many versions of the death of the last Abbasid caliph to the hand of the Mongol conquerors of Iraq. She showed how the contradictory versions of a caliph either starved to death, killed by the Mongol prince, "rolled in a carpet and kicked to death, hanged, or strangled", answered strategies meant by the writers of these narratives to "offer commentary on - and evaluation of - 'Abbaṣīd rule". She demonstrated in this article her mastery in the subtle reading and interpretation of the primary sources, always considered in their political and ideological context and in relation with their intended audience. Another article, currently in press, assesses "The Role of Religion in the Mongol Conquest of Baghdad in 1258", and emphasizes the religious factors at work both in planning and achieving the conquest of Iraq and Baghdad, as well as the role of religious positions in the later interpretations of this dramatic event. The analysis makes a much welcomed recourse to non-Muslim sources, as the vision of Syriac, Armenian or Western narratives is also analyzed.

In addition to her works on the memory of 1258, I very much appreciated the publications of Dr Neggaz on Medieval Baghdad, my own field of specialization. In her article "Al-Karkh: the Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055)", she undertakes an original investigation of a particular district of West Baghdad, the Karkh area, that became in a few decades the main dwelling area of Imami (or Twelver) Shi'a of Baghdad, as well as a center of elaboration and diffusion of Imami works in theology, law and exegesis. Thorough a meticulous enquiry based on a wide variety of primary sources (historiographical, biographical, geographical, travelers' accounts, and religious treatises), she produced a unique micro-historical study

of this urban district, recounting the formation of the Imami identity of this neighborhood, describing its main religious authorities and their intellectual influence, and addressing the question of inter-confessional violence in West Baghdad. Her article shows that the Imami character of the Karkh area was built much sooner than is usually thought in contemporary scholarship. With this article, she made an invaluable contribution to our knowledge of religious identities and balance between communities in Abbasid Baghdad. At Dr Neggaz's request, I was happy to read her work before publication and to be able to discuss details within it with her. My appreciation of this publication was such that I proposed a collaboration with her on a collective initiative to which I was collaborating, the *Atlas des mondes musulmans médiévaux*, a thematic atlas of Islamic History. She contributed a section on the frequent Shi'a-Sunni clashes in Abbasid Baghdad, owing to a controversial sharing of the urban space, polarized by the presence of religious buildings or tombs. She produced and commented on a map showing the competition over urban spaces and the effect of pilgrimages and celebrations inside a religiously divided territory. The whole team of the *Atlas* appreciated the seriousness and interest of Nassima Neggaz's work.

In 2021-22, Nassima Neggaz joined the Institute of Advanced Studies of Paris, in recognition of her academic excellence. We took the occasion to organize an international conference on the History of Medieval Baghdad, focusing on the methodological issues particular to Baghdad: the absence of archives before the modern Period, as well as the lack of archeological data, which both lead researchers to write the history of the Abbasid capital primarily through literary source. The conference was held in June 2022 at the IAS and INALCO, in Paris, and brought together 18 speakers from eight different countries. It gathered younger colleagues as well as senior researchers and had a very positive impact on the field of Baghdadi studies; a collective synthesis article will be published in the open access and peer-reviewed journal *al-'Uşūr al-Wuṣṭā*, hosted by Columbia University's Academic Commons, in the 2023 issue. I worked with Nassima Neggaz on every step of the organization of this conference, from the drafting of the call for papers to the material planning of the event, and I could appreciate, during these month of common work, her knowledge of the research field (actors, institutions, work thematics and bibliography) as well as her expertise on the history of Medieval Baghdad; for example, she played an essential role into inviting young colleagues working in the field of Digital Humanities, who brought to the conference new themes and methodologies. I also prize her generosity in sharing the ideas, methods and the results of her research, qualities that are not as often shared by colleagues as they should be. We had excellent feedback on the conference and hope it will stimulate new collaborations in the field of Baghdadi History.

Finally, I would like to mention another field of study that has been recently investigated by Nassima Neggaz, since it is close to my own research interests. She wrote a very interesting paper on "Revolts in the Late Medieval Middle East, 1200-1500" (in press), focusing on the Mamluk period in Egypt and Syria (mid-13th to early-16th c.), which will be included in a collective volume, "A Companion to Crime and Deviance in the Later Middle Ages" (edited by Hannah Skoda). The study, based on a wide range of Mamluk historiographical (chronicles) and juridical works, both theoretical (treatises of law) and practical (fatwa collections) written in Arabic, examines first the theory of rebellion in Islamic law of Mamluk times, adding her contribution to the field of the Islamic theory of legal and illegal war (jihad vs. rebellion). It then turns to the accounts of revolts reported by Mamluk chronicles. I am myself interested in the subject of urban revolts, for a different period, and could appreciate Dr Neggaz's

mastering of secondary literature on the topic as well as her enquiries on the use of violence, the actors of the rebellions (from ulama to common people), and the revolts seen as an expression of their agency in the context of the military, authoritarian control of the Mamluk state over urban societies.

Nassima Neggaz has developed a highly commendable research program for the years to come. Her project entitled "Between Celebration and Violence: Religious Festivals in Medieval Baghdad (945-1258)" will articulate her interests in urban and social history, as well as benefit from her fine knowledge of Medieval Baghdad during these crucial, but under-studied centuries. Religious festivals have not been investigated for the period, though they deserve the full attention of a fine researcher. I am convinced that Dr Neggaz will perfectly fill the research gap on the subject, with the fine attention to the texts and comprehension of the contexts that underlies her work.

In conclusion, I would like to say that through her scholarly articles, published or soon to be published, through her commitment to the research as well as, I am sure, to her teaching activities, and through her insertion in international academic life and research networks, Nassima Neggaz is a very fine historian of the Medieval Middle East. Her contribution in this field is highly valuable, especially on account of her interest in social history, a mostly neglected sector in our specialty, for the central and late Middle Ages and for the Sunni, as well as Shi'a components of Medieval Islam. Her research is original, necessary in the area of study and of a high scientific standard. She already is a productive scholar, and a significant actor in the field of Medieval Islamic History, and will undoubtedly continue to produce relevant and prolific works in the coming years. Her dynamism and collective spirit are to be recognized as a distinctive feature of her scholarly activity and commitment. I did not assess her teaching activities in this letter, but I have heard her talk about her students with sympathy and consideration, and I know that she is also very much dedicated to teaching the history of Islam, past and present, at your institution. The Tedx Talk she delivered in Florida in November 2020, about her experience of teaching Islamic History in the United States, shows her awareness of contemporary issues linked to this subject, that have, today more than ever, become essential to prepare the students to live and take part in a diverse and globalized society.

For all these reasons, I strongly support her application to a tenure position and her promotion to the rank of Associate Professor.

Yours faithfully,

Vanessa Van Renterghem
Inalco (Paris), Cermom





Re: Dr Nassima Neggaz

It is with genuine pleasure that I write in support of Dr Neggaz' application.

The first thing I would like to stress is her competence in the Arabic language, both classical and modern. This is not just a fluent speaking competence but embraces the understanding of the language at an advanced level. The relationship between modern standard Arabic and the classical is quite similar to that between modern and Shakespearean English: you can get the gist of the classical language but to really understand the narratives requires a high degree of scholarship. This Dr Neggaz certainly has.

Her approach to the social and cultural history of Baghdad is innovative and exciting. Her major article on the Karkh quarter brings together religious and social history to create a clear and well-rounded discussion of an important topic which has never really been done in this way before. Her forthcoming book with the Cambridge University press will certainly establish her position of one of the leading scholars of her generation in the pre-modern history of the Muslim world.

Another aspect of her work which I would like to stress is the connections she makes between the medieval Muslim world and modern politics. Her discussion of role which accounts of the

fall of Baghdad in 1258 in contemporary religious and political polemic is superb. This will certainly broaden the range and appeal of her teaching.

I would also like to draw attention to her familiarity with modern European scholarship, and especially French scholarship and intellectual life. This was made clear when I attended the conference she organised at the IEA in Paris where both her understanding of the French academic scene, and the respect in which she was held by her French colleagues, were very obvious.

Last academic year we opened a position in pre-modern Middle Eastern History at SOAS University of London, which prides itself on being one of the leading centres for Islamic history in the world. I wrote to Dr Neggaz inviting her to apply and saying how much I would like to have her as a colleague here in London. She replied thanking me for the invitation but saying that she was very happy where she was and had no wish to move.

You have a world class scholar in the making here. She would certainly be promoted at SOAS and I am sure you would be right to do the same.

Please let me know if you need any further information.

Hugh Kennedy

Professor of Arabic

SOAS

University of London

20 September, 2022

I, Jake Pavao, am writing this letter in support of Nassima Neggaz for the position of Associate Professor at New College of Florida. During my time at New College I knew professor Neggaz as not only an exceptional teacher, but also as a helpful and understanding mentor in the field of religious studies. While I only took one course with professor Neggaz in the spring of 2020, she was an invaluable resource in the development of my academic career.

At New College I wished to take a broad survey of classes in multiple religious traditions, and professor Neggaz provided the opportunity for me to expand my area of learning to the Islamic tradition. Her course on the Mongols and their influence in the Islamic world provided me with a unique perspective that I don't believe I could have gained from any other professor. It was clear during my time in this class that professor Neggaz was well researched in this field and was prepared to dive deep and try her best to answer any thought provoking questions the class might have had. In particular I appreciated the guest speakers she invited to the class, as it showed her understanding of the prevailing scholarship in the field, and also allowed the class opportunities to learn from other great scholars. The final project for this class also allowed me to be more creative than the standard term papers I had written in other classes, which I highly appreciated. On the topic of the final project, I would also like to commend professor Neggaz for her high degree of flexibility. I took my course with her in the spring of 2020 when the Sars Covid-19 pandemic had just begun. Professor Neggaz was keenly aware of the elevated levels of stress and anxiety related to this pandemic and was highly understanding. The transition mid-way through the semester to remote learning was smooth, and professor Neggaz was able and willing to make adjustments as needed. This was particularly notable with my final project, as I found myself overwhelmed near the end of the semester and professor Neggaz assisted me in assuring that I completed my project in a timely manner.

It was my positive experience in professor Neggaz's class that led me to choosing her to be on my thesis committee during the 2020-2021 academic year. While the content of my thesis wasn't directly related to her field of study, she still offered her time to be on my committee

which was greatly appreciated. Over the course of the development of my thesis, professor Neggaz was readily available to contact, and I was able to smoothly schedule my defense. During my defense, professor Neggaz provided challenging questions that helped me to further develop my argument. I felt that the fact that her area of expertise was outside the scope of my project allowed her to provide feedback that I wouldn't normally have expected, and was helpful in challenging me to improve my scholarship.

It is my opinion that professor Neggaz will be a great fit for tenure at New College of Florida. Her expertise in her field combined with her flexibility and creativeness as a teacher, are what I have come to expect from professors at New College. Of the alumni that I have kept in contact with that also had classes with professor Neggaz, all agree that they had exceptional experiences with her as a professor. I believe that if given the opportunity professor Neggaz will continue to be an excellent teacher and an inspiring mentor for any students interested in Religious Studies at New College.

October 14th, 2022

New College of Florida
PAC, c/o Office of the Provost
COH 214
5800 Bay Shore Rd.
Sarasota, FL 34243

Dear Members of the PAC,

It is my great pleasure to provide an exceedingly positive evaluation of Professor Nassima Neggaz for her tenure and promotion to the rank of Associate Professor. I got to know Professor Neggaz during my undergraduate career at New College of Florida as both her student and research assistant. From the time Professor Neggaz started in the Fall 2018 semester to the time I finished my undergraduate studies in the Spring 2020 semester, I took classes or tutorials with her. In fact, I took everything she offered. Her broad range of fascinating courses on Islamic history and theology, coupled with her scholarly brilliance, kind, encouraging demeanor, and willingness to give me opportunities as an undergraduate student to aid in her research is why I can so positively evaluate her and endorse her as a professor.

While New College did not have an established Islamic or Middle Eastern Studies department at the time I attended, thanks to Professor Neggaz this did not matter. Professor Neggaz offered such a wide breadth of courses on Islamic theology and history that by the end of my studies I felt confident pursuing further academic opportunities. The courses I took included Introduction to Islam, Islamic Movements, Introduction to the Qur'an, Islamic History, and the Mongols in Islamic Lands. Professor Neggaz always aimed to engage us deeper in the content, whether through class seminar-style discussions or assignments. Regarding the latter, while essays were expected, I remember in her course entitled "Islamic History" she also offered us innovative alternatives for final projects to ignite our creativity and help us absorb the material. For example, I remember fondly creating a comic book detailing the life of the Abbasid queen Khayzuran. Thanks to this project, I still remember with clarity what I learned about the Abbasid Caliphate. Moreover, given my passionate interest in class content, I also participated in various tutorials with Professor Neggaz in which she gave me opportunities to help her conduct research. For one of her research projects, I helped her find and summarize sources that would be useful for her writing of a chapter on the Syrian prince Abu al-Fida for a new volume of a book entitled *Medieval Muslim Historians and the Franks in the Levant*. In another project for which she was writing an encyclopedia entry on Mosul, Iraq, I was given the opportunity to write a summary on the history of Mosul until 1500 C.E. These endeavors were not only enriching for my research skillset, but also were instrumental in my successful application to graduate programs that required research experience.

Indeed, it is because of Professor Neggaz's brilliant instruction and close mentorship that I was able to apply and be accepted into several top-tier graduate programs for Middle Eastern Studies. In fact, I am now a graduate student at the University of Oxford pursuing a Master of Philosophy in Modern Middle Eastern Studies (MMES). It is my firm belief that professors like Professor Neggaz make students into scholars, and I cannot endorse her enough to be promoted to the rank of Associate Professor.

Sincerely,



Isabella Cibelli Du Terroil
Second-Year MPhil Student in MMES
University of Oxford

Provost Advisory Committee
Office of the Provost
New College of Florida

October 27, 2022

Subject: Review of Professor Neggaz

Dear Committee,

During my time at New College, Professor Neggaz's classes were some of my favorites. I took two classes with Professor Neggaz, Islam in Western Media and the Mongols class, and I really enjoyed both of them. Islam in Western Media showed me new perspectives and dispelled many popular myths. That class also taught me to think critically about what I see in the media and I still use the skills I learned to this day. The Mongols class was a very fun class, and even though it was online, Professor Neggaz still successfully made it engaging. I particularly liked the way Professor Neggaz structures her classes. There is always a thought-out plan and clearly defined assignments that keeps things running smoothly. She balances her classes very well, which is important when you are teaching three-hour seminars.

Professor Neggaz also fills a very important role at New College. She is the only professor who teaches history classes on the Middle East. I have really liked the diverse courses she has offered during her time here as well, with courses on history and religion. Her area of research is also really interesting and I would have loved to take more classes focused on medieval Islamic history. She also really cares about her students, always giving detailed feedback on every assignment and is always available if you need help. I truly enjoyed the classes Professor Neggaz taught and believe that she is a vital part of New College. Her research is unique among the faculty and she is very adept at engaging with and encouraging students to do their best.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adrienne Hill', with a stylized flourish at the end.

Adrienne Hill
Class of 2022
History/Political Science AOC

To who it may concern,

My name is Chloë-Arizona Fodor and I am a fourth year thesising student in the fields of Religion and International and Area Studies.

Over the course of my studies at New College, I have taken two courses with Dr. Neggaz - one in my first year, and one currently, in my fourth - as well having had the pleasure of her guidance during her time as my advisor and beyond.

During my first Fall semester as a freshman at NCF, I took Dr. Neggaz's course "Introduction to Islam". This was a small and intimate class, with a primarily upperclassmen student group; in particular, most of the students were third or fourth years who had already taken seminars and advanced courses in the fields of Religion and International and Area Studies. I was a bit overwhelmed by this, as someone unused to that level of rigour and without background knowledge in these studies.

Dr. Neggaz's course was the perfect introduction to the study of religion. In her teaching, she integrated a solid sense of historicism and practical background in theological terminology into her lectures, while simultaneously projecting this historical and theological lens into contemporary studies and politics. Our reading was intense - at least for me as a freshman - but the discussion component in class and the in depth conversations my peers were having (which Dr. Neggaz facilitated very thoughtfully) motivated me to deeply and closely complete my readings. I felt like I left the course with a solid base knowledge in the development, main characteristics and structures of Islam, while having more specific knowledge due to our large research paper at the end of the semester. Dr. Neggaz coordinated for us to visit a local Mosque, and this in-person visit really solidified my experience in the course - I appreciated that Dr. Neggaz emphasized relating our academic studies of the religion with connecting and interacting with the community of which we were studying.

During my first year and I believe for the beginning of my second year, Dr. Neggaz was my faculty advisor. Although she herself was new to the university and its systems, she always put in a considerable amount of time and effort into helping me figure out how to structure my studies, fill out forms that I needed, and navigate through New College as a freshman, even when she was not sure of the answers herself. I never walked away from her office with my questions unanswered, and she always followed up with me regarding any issues I was had. Dr. Neggaz was extremely empathetic and caring when I was going through difficult periods, while still being encouraging and uplifting in her support of my studies and the rigour of her standards.

Because Dr. Neggaz was away for a period for research, I was unable to take another course with her until this semester. Now that I am pursuing a Religion AOC full double, I have to go back and take the Introduction to Religion course to satisfy my requirements, and this year the course is being taught by Dr. Neggaz. In this class, there is quite a variety of students coming from different AOCs, backgrounds, and years, and I truly admire how Dr. Neggaz has managed

to structure the course in a way that both accommodates and challenges us at whatever level we are at. Even though the course is a traditionally first year course, Dr. Neggaz does not shy away serious and technical readings, but finds ways to make this material more accessible through providing complimentary readings and media that incorporate the same information into documentaries or other media. The conversations she begins in class are informative and help us to develop questions within the field for further study - even for me as a fourth year - and I am actively using some of the information and discussions from our current course to inform my thesis work.

Dr. Neggaz is now on my thesis committee and I am honored to have her read my work and advise me from her perspective in Islamic studies. Although my thesis has a Judaic studies focus, I find her perspective highly valuable, and her willingness and eagerness to work with me speaks to her intersectional perspective.

Dr. Neggaz has absolutely enriched my studies and time here at New College, and I hold her in high regard for both the impact she has had in my own education and in respect for her own work and research in uplifting the field of Religious Studies here at New College of Florida.

I wholeheartedly support her tenure and promotion.

Thank you for your consideration!

Chloë-Arizona Fodor

October 28th, 2022

PAC,

I had the pleasure of being a student of Dr. Nassima Neggaz for ISP 2019. One other student and myself participated in the Arabic and Calligraphy group ISP Dr. Neggaz hosted, where we learned the Arabic alphabet, studied the history of calligraphy in Islamic culture and religion, and learned the basics of calligraphic practice with a community partner. We completed a final project, which I still cherish.

My experience as a student under Dr. Nassima Neggaz was exceptional. I appreciated the rigor of the assignments, as well as the care Dr. Neggaz took to ensure that each student fully understood the concepts and their importance. Dr. Nassima Neggaz always showed up to class excited and enthusiastic about the material, and her depth of knowledge was seemingly never-ending. Although I eventually graduated with a Chemistry AOC, I still hold the Arabic and calligraphy ISP as one of my favorite and most memorable courses/projects. Dr. Neggaz teaches and encourages with the academic rigor, depth of knowledge, and creative flexibility that defines the New College experience.

I strongly recommend Dr. Neggaz for tenure at New College.

Best,
Andi Wright

A handwritten signature in cursive script, appearing to read "A. Wright".

To whom it may concern,

Professor Neggaz is an invaluable asset to New College and was foundational to my education at New College. I was a Computer Science AOC during my time at New College at Professor Neggaz's Qur'an class was the first Humanities class that I took at New College. She showed immense knowledge on primary and secondary sources and had very engaging lectures during class. She also made the lectures and material very accessible to a non-Humanities student like me. New College had sorely been in need for a professor that specializes in Islam/Islamic History for the longest time and I feel that Professor Neggaz has been able to fulfill that need and also exceed expectations.

Best,
Selena Goods

X Selena Goods

Selena Goods

Signed by: Selena Goods <selena.goods16@r

To Whom it may concern,

As an alumnus of New College of Florida and former student of Dr. Nassima Neggaz, I am pleased to speak about my experiences and opinion of her. As a student in two of the first classes Dr. Neggaz offered at New College, I can only speak highly about her academic and personal capacity as a professor and a member of the New College staff.

I first was made aware that New College would be getting a professor with an emphasis, at least in part, in the area of Islam by Professor Gordon Michalson, my thesis advisor. It is strong memory of mine during mini-classes when I spotted a study of the Qur'an amongst the selections and knew it would be a strong contender for my final schedule selection.

Dr. Neggaz immediately left an impression on me as a well-educated woman who knew very well the potential difficulties of talking about Islamic topics to an American, predominantly Christian student base. Even with New College being an exceptionally progressive school, biases and prejudice are hard to fully understand, and both during the Mini-Class for the study of the Qur'an and during the first few meetings of the course, Dr. Neggaz found a fine balance between being welcoming and encouraging to skeptical or unsure students and establishing her tone and style of lecture and course work, which evolved over the life of the course alongside prompts for active feedback from students even beyond what is normally required by New College at the end of semesters.

I enjoyed many discussions with Dr. Neggaz about matters both personal and academic and felt both highly respected and considered by her when providing feedback on her course. At the same time, she did not change her method of teaching carelessly or without due consideration. Dr. Neggaz also encouraged both within and without her official course work a better understanding Islam from a cultural and contemporary social perspective. A highly praised event by other students was a visit to a local Mosque which I unfortunately had to miss, something I regret to this day.

Alongside my thesis advisor Dr. Michalson and Dr. Susan Marks, Dr. Neggaz as an obvious choice to include on my thesis committee. Looking back, I appreciate her patience in the weeks leading up to the defense of my thesis itself. I had an extension for a variety of personal reasons that could not have made scheduling the time to be present convenient, and I made a point to speak with Dr. Neggaz about her overall thoughts on the topic many times before and after class. She always made time for me and any other students who wanted to speak with her, a hallmark of understanding and caring New College staff as far as I'm concerned.

I wholeheartedly endorse Dr. Neggaz for promotion and tenure. If at all helpful, please feel free to contact me in the future for additional comment.

Best,



Jonathon T. Engstrom
Bachelor of Religious Studies, New College of Florida
2855 Apalachee Parkway #125B
Tallahassee, FL, 32301
ember232@gmail.com

October 26, 2022

To the members of the Provost's Advisory Committee

I write as a member of the Islamic Society of Sarasota and Bradenton (ISSB) who met Professor Nassima Neggaz shortly after her start at New College of Florida (NCF) in the fall of 2018 as the first Assistant Professor in Islamic Studies. I met Professor Neggaz at the ISSB the first time, as we are both members of the Society, and we collaborated on several occasions both within and outside of NCF.

Since joining NCF in 2018, Professor Neggaz has organized regular visits of the mosque for her students and classes. For these visits, she got in touch with myself and my husband, since we are both very involved and always happy to receive mosque visitors, give tours of the space and explain the beliefs and rituals of the Muslim community. During these visits, we had the opportunity to sit with groups of students and answer their questions over some food. Professor Neggaz used these tours as an extension of class, where students were able to observe how prayer is structured, what services the mosque provides, how the space is organized, as well as the history of the ISSB and the role of the community in building the mosque.

Prof. Neggaz has been an active member of the community, participating in the organizing of our annual festival and attending the planning meetings. She has participated in several interfaith initiatives the ISSB had launched in partnership with local churches and synagogues, fostering inter-religious dialogue and collective action against hate.

Since I am a professional calligrapher and an Arabist, Professor Neggaz proposed that my services be used by the Humanities Division for an Arabic Calligraphy ISP she sponsored in January 2019. This successful and intensive group ISP was structured in three parts. The first involved Professor Neggaz teaching the students the Arabic alphabet and how to read and write. The students were able to read and write in Arabic after a mere two weeks of intensive instruction (4 hours a day of instruction and an additional couple hours of

homework), which is both exceptional and extremely valuable. During the second part of the ISP, students read and learnt about the history, development, and various styles of Islamic calligraphy. Finally, during the third part, Professor Neggaz and myself co-led hands-on calligraphy workshops where students learnt and practiced a calligraphy style, eventually producing an original piece of calligraphy as a final class product. I offered a total of 10 hours of calligraphy workshops during that last section of the ISP. The final productions of the students and the videos they made and posted on YouTube to showcase their project attest to the success of this ISP.

I want to point out that this ISP was very well thought out and organized by Professor Neggaz, who consulted with me on details such as which calligraphy materials to purchase. When I recommended materials (Bamboo *qalam*, black ink, paper, etc.), she made sure the Provost Office would reimburse students for these purchases, which was granted before the start of the ISP.

Because of the success of this ISP, and Professor Neggaz's will to develop Arabic language at NCF, I was offered a role as an external consultant/independent contractor a year later, i.e. Spring 2020, to launch the very first Arabic tutorial on campus. Professor Neggaz sponsored the tutorial, and we worked on the syllabus and the planning of each session together. The tutorial met on Saturdays from 9 am to 12 pm (3 hours with a break). This allowed the students to gain reading and writing knowledge, as well as basic grammar. There is no doubt that the tutorial was a thorough success. Over thirty students had signed up for the ISP initially, and we had to cap the class at twelve.

I am pleased for this opportunity to write in support of Professor Neggaz for the fabulous work she has been doing at NCF. Please do not hesitate to contact me if I can be of any further assistance.

Sincerely,

Amani Makarita



amanimakarita@gmail.com



Division of Humanities

October 27, 2022

Dear Professors Edidin, Lopez, PAC1, and Provost Sherman,

I write enthusiastically in strong support of Nassima Neggaz, my colleague in Religion, as she comes up for tenure and promotion. She is an inspiring scholar, a great support to our program and beyond, and, most importantly, a beloved teacher.

Scholarship

You will have outside readers who can tell you more about her scholarship than I can. But her Fellowship to study in Paris was awfully impressive. She has been a remarkably productive scholar. I personally am most excited by her groundbreaking piece focusing on the layout and intricate relationship of particular Baghdad neighborhoods in understanding the 13th century development of Islamic movements. The attention to spatial approaches and the map published with this article deserves particular attention ("Al-Karkh: the Development of an Imāmī-Shī'i Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055)" in *Studia Islamica* 114 (2019), pp. 265-315).

Service

Others will discuss Nassima's campus wide service, but I can personally emphasize the importance of her her service to the Religion program as well as her community engagement. Nassima participated in all phases of the Religion program's seventh-year review a few years back, and she served on the committee for our (failed) search for a Consortium for Faculty Diversity post-doc. Then again in Spring 2020, Nassima made up one of the committee that searched for a Visiting Assistant Professor of Religion in African American Religious Thought (hiring Alex Griffin).

Nassima has also helped raise the profile of our program and the college. She made an impressive TED talk on "What you Should Know About Islam." This is in keeping with many ways she has helped serve the larger community through her expertise. She joined with Professor Lopez developing a Mellon Foundation Grant proposal and programing for 2019-2021. One memorable program involved her interviewing a regional Muslim Spokesperson and Radio Host. Nassima did a beautiful job drawing out her guest. Overall, she has made important connections with area Islamic communities. She has taken class trips to the local mosque, brought in experts on Arabic calligraphy and teaching Arabic, and, in this public-facing aspect made New College's program in Islamic Studies a reality.

Teaching

Beyond all the strengths detailed above, it is her teaching that has brought so much to the Religion program and the college. Nassima began by building an Islamic Studies

program at New College of Florida, where none had existed. Her courses on Islam and Qur'an, as well as on Islamic Movements and History became staples. And perhaps that would have continued as it was, but given Prof Mike Michalson's retirement, she has stepped into teaching our Introduction to the Study of Religion, and is also planning new courses that reach out to the Health Sciences, and the campus in new ways. In other words, she is a team player, who can continue to build on her strengths in new ways.

My students have loved taking Prof Neggaz's classes. I get some sense of why when she shares with me her thoughts about certain lessons. Her inspiring teaching and introduction of exciting material played an important role in shaping one of the Theses I directed last year. Prof Neggaz was in Paris, so was not co-sponsoring, but she played an important part in the Baccalaureate exam, joining us from afar. In Bacc exams she asks sharp, thoughtful, while also supportive questions. It is always a pleasure to be on a bacc with her.

Finally, let me say, with my Jewish studies hat on, that it is a complicated time on campuses nationwide for Jewish students. Nassima's emphasis on roots of hatred that fuel Islamophobia and Anti-Semitism is much appreciated by my students who have taken her courses over the years. She addresses challenges as they arise with enormous patience. I wish we lived in an easier world, but, meanwhile, since we don't, I can only be doubly grateful to have Nassima as my colleague.

In a very short time, Nassima Neggaz has put down roots, building Islamic Studies at New College. She has integrated it into the Religion program, and the students who take her courses are quite often quick to take another. She is a talented, devoted, warm and enthusiastic colleague, who strengthens our Religion program and the college. Her passion and commitment to scholarship, community service, and most of all her teaching reveal her to be exactly the kind of Faculty member we want teaching at New College for years to come.

Yours sincerely,



Susan Marks
Professor of Judaic Studies/Klingenstein Chair
941.487.4271 /Fax 941.487.4479 /smarks@ncf.edu

TO: Aron Edidin and Manuel Lopez, Co-chairs of PAC 2
FROM: Prof. Manuel Lopez
DATE: October 20, 2022
SUBJECT: **Tenure and Promotion of Professor Nassima Neggaz**

I am submitting this letter in support of Prof. Neggaz's tenure and promotion case. As one of her colleagues in the Religion AOC, I have seen the impact Prof. Neggaz has had in the AOC and the Humanities Division since her arrival at the College. She is the first Islamic Studies professor at New College, which has finally allowed us to fill a glaring gap in our religious studies offerings. Before her arrival, students could learn about Judaism, Christianity, and Asian religions such as Buddhism, Hinduism, and Shinto, but could not learn about the second largest world religion. Now, our students have the ability to study the history, doctrines, practices, and political impact of Islam, complementing their knowledge of other religious traditions. Prof. Neggaz's course offerings have also had an impact on other AOCs, since some of her classes can be counted towards History, Politics, and even contributing to new AOCs such as the new Health, Culture, and Societies with courses like Islamic Medicine. Prof. Neggaz has also been open to help the AOC attract more students and she is working in a new World Religions introductory class that we hope will attract students to the AOC.

Prof. Neggaz is also a very accomplished researcher, as her six peer review articles and three published book chapters demonstrate. Her research interests are wide and interdisciplinary, covering the history of Baghdad during the Abbasid and Mongol periods, Mamluk social and intellectual history, and contemporary Iraq and Syria. Her research accomplishments resulted in a recent yearlong fellowship at Institut d'Études Avancées de Paris (Paris Institute for Advanced Study or IAS). During this fellowship, Prof. Neggaz worked on her first book manuscript, one that explores the fall of Baghdad in 1258 and its contemporary memory. The book is already under contract at Cambridge University Press, where it will be published in their Studies in Islamic Civilization Series. She is also very active in academic circles and is constantly presenting at conferences, as well as sharing her scholarship in more popular forums such as the Tedx talk that she did in November 2020 in Ocala, Florida based on her experience teaching Islamic Studies in the United States.

As a Religion colleague, Prof. Neggaz has also helped me with the organization of various events as part of the Mellon Grant project Religion in Sarasota, which included yearly film screenings followed by discussions, public talks by Religion scholars, and conversations focused on religion that particularly impacted our local community.

I think Prof. Neggaz's commitment to the success of the institution is beyond doubt, and she will be an excellent asset to our institution in the years to come. Also, with the recent retirement of Prof. Mike Michalson, whose position has been replaced by a VAP and not a permanent tenured track position, and the upcoming retirement of Prof. Susan Marks (who is in her first year of a three-year phased retirement) it is essential that Prof. Neggaz remains at New College so we can sustain a strong a viable Religion AOC.

Thank you for your time and your efforts.

Sincerely,



Manuel Lopez, Ph.D.
Associate Professor
New College of Florida
mlopezzafra@ncf.edu
Office: ACE 204
Phone: (941) 487-4317



New College
THE HONORS COLLEGE of Florida

Division of Social Sciences

David Allen Harvey
Professor of History
Division of Social Sciences
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

October 24, 2022

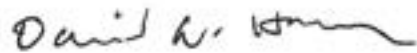
To the Provost and the Members of the PAC,

I am writing in strong support of Dr. Nassima Neggaz, who is currently being considered for tenure and promotion to associate professor. I first had the opportunity to meet Nassima when she came to campus for an interview, and I was immediately impressed by the breadth and depth of her erudition, her commitment to teaching at a small liberal arts college, and her engaging and outgoing personality. All of us at New College have to cover much broader ranges of our fields than would be the case at a research university, but as Nassima is the first (and so far, the only) faculty member covering Islamic civilization, and as such must cover the history (classical and modern), religion, and culture of a vast and diverse region, the demands on her are still greater than are the case for most of us. This challenge is compounded by the fact that Islam, the Arab peoples, and the Middle East are often perceived in the United States through a series of negative stereotypes. By all accounts, Nassima has succeeded admirably in this role. She has designed and taught a wide range of content-rich, interesting courses, and I've heard nothing but good things from my students about her. Though she is situated in a different discipline and division, her courses make a strong contribution to the education of students in History and related disciplines, as well as to the interdisciplinary program in International and Area Studies.

As the current chair of the Educational Policy Committee, I would also like to highlight Nassima's role on that committee. She has attended and participated insightfully in our meetings, and has become a key part of our group. I look forward to working with her in this capacity over the next couple of years.

Last but not least, Nassima is a highly accomplished scholar, as is evidenced by her nomination to a highly prestigious fellowship in France during the past academic year, as well as by her fascinating research, which, to a degree that is unfortunately rare, shows the intimate connections between the present and the past, and the ways in which distant historical events continue to shape identities and ideologies in the present. She is a tremendous asset to New College, and I look forward to having her as a colleague for years to come. I encourage you to give full support to her candidacy for tenure and promotion.

Sincerely,

A handwritten signature in black ink, appearing to read "David A. Harvey", with a stylized flourish at the end.

David Allen Harvey
Professor of History and International/Area Studies
New College of Florida

October 26, 2022

Dear Members of the Provost's Advisory Committee:

I am writing in support of Professor Neggaz as she stands for tenure and promotion.

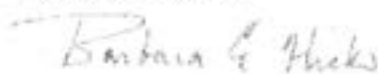
As the Director of International Studies when Professor Neggaz's line was defined and she was hired, I could not have imagined a more ideal colleague for that position. Many of us appreciate the central role she immediately took in filling the gaping hole we had in coverage of the Islamic world, both in Religion and in the broader interdisciplinary curriculum of International and Area Studies. Her courses have spanned such a broad swath of the world and an extensive period of time in History that students in several disciplines have found them germane to their studies. The breadth, depth, and versatility of her expertise is stunning.

Our International Studies students have also found Nassima's teaching accessible and inspiring – she is a great guide into worlds they knew nothing about entering her courses. Beyond her formal courses, she has offered a group ISP and a group tutorial in Arabic language and has informally guided students in pursuing their study of the language. While someday this may be the next critical language we add to our curriculum, current students have specializations for which the language is central and appreciate her guidance. Nassima has also been a very active and involved member of the International Studies faculty over her time here.

While Nassima's field of expertise is far from mine, I attended a public talk of Nassima's on medicine in the Islamic world that was fascinating, delivered engagingly via Zoom during covid and sparking great discussion. The extent and depth of her knowledge were very impressive, and she weaved this level of knowledge into a general narrative that both captured those, like me, who came into the talk totally ignorant of the topic and engaged those attendees who clearly knew the subject matter. I could see why students praise her teaching.

In sum, Professor Neggaz's contributions to the curricula in Religion, International and Area Studies, and History, and to the broader intellectual community at the College are invaluable, and I strongly support awarding her tenure and promotion.

Sincerely yours,



Barbara Hicks
Professor of Political Science
Chair, Division of Social Sciences

25 October 2022

To the members of the Provost's Advisory Committee

I am pleased to have the opportunity to write in support of Professor Nassima Neggaz, who is being considered for tenure and promotion to Associate Professor this term. As I wrote in my letter for her 4th-year review, my experiences with her have invariably been stellar; this letter will both summarize the observations in my previous letters and add a few new ones.

Nassima came to New College with an impressive research portfolio already established, but she has built on that over the last few years. She has 8 full-length articles published or in press, all but one of them published since 2018. Her first book is also under review with Cambridge University Press, one of the most respected publishers in her field. This is an extraordinary portfolio for a pre-tenure scholar in an field that requires multiple languages and sensitivity to multiple sects and faiths, as well as international research and collaboration. Her receipt of a fellowship at the Institute for Advanced Study in Paris last year, and the work that she did there—including organizing a substantial conference, *Interdisciplinary Sources & Methods for the Study of Pre-Archival Societies: The Case of Baghdad*, which featured most of the leading international scholars in her subfield—demonstrate that her networks are expansive and she is rapidly becoming a leader in her field.

Nassima's teaching continues to be of a very high quality and relevance. My advisees frequently comment that her classes are fascinating, and her teaching style rigorous but sympathetic. While she was on fellowship last year (and thus did no teaching), she jumped right back into teaching this past summer, completing CYC training and redesigning her lower-level classes to help our students fulfill their requirements. She and I often trade references about new scholarship in the parts of our fields that overlap (the late medieval world, especially as it was affected by the Second Plague Pandemic or Black Death); she has also offered helpful advice about aspects of my own teaching that pertain to the Eastern Mediterranean and Middle East. I also want (again) to commend the work she has done putting together classes on some of our world's most hotly debated topics, including *Islamic Movements Past and Present* and *Islam in Western Media*; she has a real talent for linking "past history" and current affairs. (This is also revealed in capsule form in the title of her project for IAS, "Sunni & Shi'i Memories: Remembering 1258 after 2003.")

Finally, I want to bring to the committee's attention Nassima's service to the profession and the wider community. She serves as a valuable member of the program committee for the New College Conference on Medieval & Renaissance Studies, and has been an invaluable resource as we work to expand the Conference beyond its traditional focus solely on Europe. She has also brought a number of important speakers to campus, sponsored students events, and worked to strengthen ties between New College and the local mosque (the Islamic Society of Sarasota and Bradenton).

In sum, I have found Nassima to be invaluable as a colleague, as well as an impressive teacher and scholar—accomplishments that are all the more impressive since she is New College's first scholar in Islamic Studies and she has had to do a lot of program-building since the moment she arrived on campus. She is doing a fabulous job and I look forward to working with her for many years to come. Please do not hesitate to contact me if I can be of any further assistance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carrie Benes".

Carrie Benes
Professor of History
benes@ncf.edu



Gender Studies Program

October 27, 2022

To the Members of the PAC 1, and Chairs, Drs. Lopez-Zafra and Edidin

I am writing in response to the call for letters for the promotion and tenure file of Dr. Nassima Neggaz. I want to express my appreciation for her as a colleague in the Humanities and one of the French-speaking members of the NCF community. I feel fortunate to have her as a colleague and hope that her many contributions to our campus are recognized and applauded.

Nassima is clearly an inspiring and creative teacher. Her courses draw in students from across the campus, helping to recenter our curriculum and enable students to see connections between diverse historic moments and disparate parts of the world. Her courses are foundational to the discipline of religion (from introductory courses like "Have a little faith" and an Introduction to Islam, or more advanced course on the Qur'an) and tackle topics that let students make connections to current events and other fields (like Islam 101: Beyond Western Media, or Illness, Healing and Medicine in Islam). She has also sponsored tutorials in Arabic language and calligraphy, endeavors that are time intensive and add needed breadth to our offerings. Because of her dedication to teaching and the high standards she sets, she has a profound impact on her students. Her mentorship of a past advisee of mine led to a very productive shift in the student's thesis work and to a publication; Nassima's willingness to shepherd a student through the many steps of research, writing, and publication should be amply recognized.

For the past two years, Nassima worked with colleagues in the Humanities and in our study abroad office to apply for and secure a large grant from IDEAS to support study-abroad exchanges between NCF and universities in Morocco and Taiwan. Her connections to academics from Morocco was central to the grant application's success and she is working conscientiously now to ensure that students are able to enroll in and receive appropriate AOC credit for their work overseas. Again, her dedication to teaching should be amply recognized, even as much of the tenure and promotion review will rightly focus on her publications and impressive research profile.

Finally, I want to note that Nassima is also generous with her time to colleagues. When in my work on a Vietnamese-Quebec author, Kim Thúy, I came across oblique references to the work of Maram al-Masri, a Syrian-born poet based in France, Nassima helped me to confirm the references and to better understand the dynamics of language and exile that connect the two authors. She's a wonderful colleague and the College is fortunate to have her on the faculty.

Thank you for your consideration of this letter.

Sincerely,

Amy Reid



New College
THE HONORS COLLEGE of Florida

Division of Humanities

Carl A. Shaw
New College of Florida
5800 Bay Shore Dr.
Sarasota, FL 34243

October 26, 2022

To: Provost's Advisory Committee
From: Carl Shaw
Re: Nassima Neggaz, T&P Review

Letter of Support for Nassima Neggaz

Dear Members of the Provost's Advisory Committee:

I am excited to write on behalf of Nassima Neggaz as she applies for tenure and promotion to professor. Over the last five years, I have worked with Nassima in a range of settings, and her scholarship, teaching, and service clearly merit promotion and tenure.

As a professor of religion with a focus on Medieval Baghdad, Islamic Historiography, and Contemporary Syria and Iraq, Professor Neggaz covers a wide range of crucial areas of study for the college, intersecting with a variety of disciplines and inter-disciplines. Not only does she work with students of religion, but also of History, International and Area Studies, Political Science, Gender Studies, and the new Health, Culture, and Society interdisciplinary AOC. Her range of classes and tutorials, which are pitched at introductory, intermediate, and advanced students, demonstrates how valuable these various intersections are to students and disciplines. The connections she has created are especially impressive, considering the inherent challenges of beginning a new Islamic Studies program.

In addition to creating a new program, Professor Neggaz contributes immeasurably to the college in her scholarship and service. With a monograph proposal accepted by Cambridge University Press, five peer-reviewed articles, and four invited book chapters, she has proven herself to be an exceptionally productive, internationally esteemed scholar. And the way she passes back and forth between cultures and time periods is nothing short of stunning. When I saw her deliver her talk, "Exploring Traditions of Historical Writing around Death: the Case of the Murder of the Last 'Abbasid Caliph al-Musta'sim billah in Baghdad (1258)," I was amazed by her ability to discuss ancient Greek historians alongside sources 1,500 years later and thousands of miles away. And not only does she manage to

tie together a vast array of ancient, medieval, and modern sources in her scholarship and teaching, but she even offers an extremely sophisticated analysis, providing a literary reading of texts that most examine from a historical perspective. This is truly inspiring work.

Professor Neggaz brings the same inspiration to her teaching and service as well. She is able to teach to a wide range of students because her work is so encompassing, and she has even created valuable connections between the college and the local Sarasota Islamic Society.

While Covid has clearly upended many of the usual opportunities to interact with Nassima, it is clear that her scholarship, teaching, and service merit promotion. She is a model scholar, teacher, and member of the New College community, and it is wonderful to say that there is no way I can do justice to Nasssima's various contributions to New College, Sarasota, and her fields of study. We are incredibly fortunate to have her as a Professor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carl A. Shaw', with a stylized, flowing script.

Carl A. Shaw
Professor of Greek Language and Literature

October 14, 2022
To the Provost Advisory Committee,

Nassima Neggaz is a candidate for tenure and promotion to the rank of Associate Professor. This brief letter stresses Professor Neggaz's excellence in teaching from my observations.

Since her arrival at New College, I have appreciated how Professor Neggaz works with motivated students interested in Middle Eastern Studies to locate avenues for advanced undergraduate research opportunities between and integrating Religious Studies and Anthropology. Students in Professor Neggaz's courses come to my classes inspired to grapple with history and cultural concerns in nuanced, sophisticated ways. The excitement from those efforts have resulted in insightful, scholarly theses on, for examples, weddings in contemporary Istanbul and representations in films.

The pedagogy intersects with Professor Neggaz's impressive scholarship; the external reviewers will assess Professor Neggaz's publications and fellowships for the personnel file – my positive assessment is not needed. But I will note that I have been inspired when reading her publications for my courses, particularly for *Race and Ethnicity in Global Perspective*. That her research can be integrated into teaching is a credit to Professor Neggaz's sustained scholarly efforts at this College.

Finally, I want to invoke that as New College of Florida grapples with diversity, inclusion, and equality, local community members are facing increasing anti-Jewish racism and Islamophobia; I appreciate Professor Neggaz's solidarity in both words and deeds. When my house of worship was defaced by racism, Professor Neggaz joined me, and congregants welcomed her presence. When Professor Queen Zabriskie brought us together for a course on Race and Ethnicity, the discussion highlighted scholarship on the twin concerns of anti-Semitism and anti-Muslim racism and offered positive avenues for overcoming the hatreds and structural inequities. Modeling dialogue and engagement benefits New College students on multiple levels, as many told me.

I trust these few sentences are useful for the committee in its deliberations on Nassima Neggaz gaining tenure and promotion to Associate Professor.

Sincerely,

Uzi Baram

Uzi Baram
Professor of Anthropology
Director of the New College Public Archaeology Lab
Baram@ncf.edu

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Nassima Neggaz is an historian of religion specializing in Islamic Studies with research interests in pre-Mongol Baghdad, Mamluk social and intellectual history, and contemporary Iraq and Syria. She joined the faculty as an Assistant Professor in Fall of 2018.

TEACHING

Professor Neggaz teaches Islamic Studies courses within the Religion AOC at New College, with numerous courses also cross-listed in both History and International and Area Studies (IAS). As the only professor in religion covering Islamic studies at New College, Professor Neggaz has taught a range of courses, including three different introductory courses to various areas of Islamic studies, one additional general introductory course for the Religion AOC, and four different intermediate seminars in Islamic studies generally. Recently, Professor Neggaz has started to teach important introductory courses to the Religion AOC, like the Introduction to the Study of Religion, and her numbers are increasing. As explained in her teaching statement, she carefully developed the three core Islamic studies courses to model what would typically fulfill an Islamic Studies major at other institutions, and some of the more advanced courses intersect with her research expertise. Many students wrote about how much they enjoyed Professor Neggaz' courses and her assistance with their research, and colleagues wrote about the positive impact her courses have had on the curriculum and on their students. The committee was impressed with the large numbers of letters of support.

Students are very positive in response to Professor Neggaz' teaching, often citing her passion for her topics and creative elements of her course design (such as the use of blog posts for writing assignments and in-depth, rewarding readings). The words "helpful", "clear", and "accessible" appear consistently in student evaluations of Professor Neggaz. Students clearly come away from her courses satisfied, feeling they have learned a lot about the material and topics covered in the class. Her skill in leading classroom discussions allows her students to feel comfortable discussing challenging topics. Finally, Professor Neggaz writes detailed and well-structured narrative evaluations for students in her classes to enable their academic growth.

Since beginning at the college, Professor Neggaz has offered a variety of tutorials and ISPs on a range of topics within her field of expertise, enhancing the offerings for students interested in Islam, Arabic, research methods, and the contemporary as well as historical Middle East. While she hasn't sponsored thesis students yet, she has served on eight baccalaureate committees, including two when she was on research assignment.

SCHOLARSHIP

Professor Neggaz is a very accomplished social historian of the medieval Islamic world with a focus on Abbasid Baghdad. There are three axes to Professor Neggaz's work: the city of Baghdad in the Abbasid and Mongol periods, focusing on the micro-history as well as the interaction and formation of social and confessional groups; contemporary Iraq and Syria, with a particular emphasis on sectarian conflict; and Mamluk social and intellectual history, the last of which developed during her time at New College. Her scholarly record clearly establishes her as a key player in various conversations on the Middle East and its history.

Professor Neggaz's scholarly output has been impressive and pathbreaking. One of her external reviewers indicated that her focus on the medieval and contemporary Islamic world is rare, while another reviewer indicated that "her approach to the social and cultural history of Baghdad is innovative and exciting." Since joining New College of Florida, the results of her research are five articles in peer-reviewed journals, four invited book chapters, a foreword for an edited book, and an encyclopedia entry. The article she wrote about al-Karkh (Al-Karkh: the Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad, in *Studia Islamica*), received particular praise by Professor Neggaz's external reviewers. One of them said "I've read nearly everything there is to read on the subject. Prof. Neggaz's article not only brought something new with its focus on place, but it helped to contextualize familiar persons and events in new ways by placing them in the context of al-Karkh," while another called the article a "tour de force."

In terms of contemporary research, Professor Neggaz's article "Syria's Arab Spring: Language Enrichment in the Midst of Revolution," published in *Language, Discourse and Society*, received an Academic Excellence Award by the International Sociological Association. Professor Neggaz's pipeline of publications is also robust, with three book chapters accepted for publication.

In addition to her significant publishing record, Professor Neggaz participated in a yearlong fellowship at Institut d'Études Avancées de Paris (Paris Institute for Advanced Study or IAS) during the 2021-2022 academic year. During this fellowship, Professor Neggaz worked on a monograph, *Historiography of the Fall of Baghdad in 1258: Identity Construction and Sectarian Polemics, 1258-1533*, that draws on sociopolitical and a literary-criticism approaches to reconstruct the events of 1258 and retrace the memory of this episode in both its medieval and modern contexts. This monograph was a sizable undertaking that required investigating over sixty primary sources in Arabic, Persian, and other languages. A number of her reviewers highlighted the importance and rarity of Professor Neggaz's competence in both classical and modern Arabic as well as other languages. Professor Neggaz has already received a contract for this project from Cambridge University Press, where it will be published in their Studies in Islamic Civilization Series. One of Professor Neggaz's reviewers stated that her manuscript will "certainly establish her position of one of the leading scholars of her generation in the pre-

modern history of the Muslim world.” Both the fellowship and the contract are extraordinary achievements, demonstrating a very high level of scholarly quality and success.

Professor Neggaz has also shared her research at a wide variety of regional, national, and international conferences. While at the Institut d'Études Avancées de Paris, she organized an international workshop on medieval Baghdad, where she also presented a paper. Additionally, Professor Neggaz delivered two additional public presentations of her work during her time at IAS. She has also presented in more public forums, such as the “Abbasid History Podcast,” local Sarasota radio, and a TEDx talk that, at the time of writing, has 12,503 views.

Professor Neggaz's scholarly record demonstrates that she has clearly established herself as an expert on the Middle East, both in the medieval and modern contexts, with a global reach and impact. Professor Neggaz's external reviewers praised both the quantity and the quality of her research, and they highlighted the fact that Professor Neggaz has developed a respected and award-winning research profile.

SERVICE

Professor Neggaz has participated in many service activities in her time at New College. Since her arrival here, Professor Neggaz has been engaged in implementing a new AOC in Islamic studies. This work includes building links between students and colleagues with the local mosque, churches, and synagogues on an ongoing basis. She has also collaborated with staff at Jane Bancroft Cook Library to build an Islamic Studies collection. Professor Neggaz has offered mentorship to Muslim and Arab students, and guided students interested in graduate programs in the Middle East and/or in Islamic studies. In addition, she presides over a group of scholars from Oxford who are collaborating in the creation of Duri College, an on-line college of Islamic Studies, and is a participant in the Kitab project developing digital tools for scholarship and instruction in Islamic Studies. Professor Neggaz also presented a TEDxOcala lecture “A Professor's Advice: What You Should Know About Islam.”

Professor Neggaz participated in the AOC assessment and external review for our programs in both religion and history. She was a member of search committees for a French Adjunct and for a Post-doc in African- American/Christianity Religion. She served as a consultant for the Assistant Professor of Philosophy search, and she met with candidates for three other searches. In addition, Professor Neggaz serves as a member of the planning committee for the NCF Conference on Medieval and Renaissance Studies. She has served on the Scholarship Committee and was a member of the Campus Wellness summer committee. She was elected in Spring to the Educational Policy Committee, on which she now serves. She supported our efforts to improve our student outcomes by attending the 38th Annual Conference on The First-Year Experience held in Las Vegas, and presented a report on this conference to the Provost.

In collaboration with Professor Manuel Lopez, Professor Neggaz successfully obtained grants from the Mellon Foundation for community outreach activities that “promote religious knowledge, literacy, and understanding” in the Sarasota/Manatee area. In support of Study Abroad and our program in International and Area Studies, Professor Neggaz is part of the IDEAS grant team that won a \$35,000 grant from the US State Department in July 2022 to start two new exchange programs in Morocco and Taiwan. Finally, she serves as a member of the Islamic Society of Sarasota and Bradenton Festival planning committee.

Overall, the committee is impressed with the success that Professor Neggaz has had in creating a new program in Islamic Studies at the college. Her teaching is strategic, successful, and impactful. It is clear from the record, including comments from her external reviewers, that Professor Neggaz’s collaborative and interdisciplinary scholarship has already made and will continue to make significant contributions to her field. Professor Neggaz’s service is broad and extensive. It demonstrates strongly her commitment to the College and to Islamic Studies both here and in the wider academic world.

I am a social historian of the medieval Islamic world with a primary focus on Abbasid Baghdad, the memory of the Mongol conquest of the city, and sectarian identities in contemporary Iraq and Syria. My academic background explains the wide chronological span and transdisciplinary nature of my research. After receiving a first MA degree in Political Science (Sciences Po Paris) and a second MA in Politics of the Modern Arab World (Georgetown University), I specialized in Medieval Islamic History during my Ph.D. in Arabic and Islamic Studies (Georgetown University). My research revolves around four axes that are intertwined and have helped me prepare the ground for my book manuscript on the fall of the Caliphate and its memory: the social and urban history of Abbasid Baghdad (1); the impact of the Mongol conquest of Baghdad on Sunni-Shi'a relations and its memory over the long durée (2); Mamluk social and intellectual history (3); and sectarian conflict in contemporary Iraq and Syria (4). Historiographical issues are an underpinning aspect of my research. The key questions I have tackled in my research are: How do confessional identities develop in particular neighborhoods within an urban setting? What are the factors behind the polarization of sectarian discourses? When and why does confessional violence occur? What are the ways in which the past is remembered, and how can the modern historian shed light on contradictory accounts of the same event?

COMPLETED RESEARCH

(1) Social and Urban History of Abbasid Baghdad

As a social historian of the medieval Islamic world with a focus on the city of Baghdad, I am primarily interested in the urban landscape of the city, its micro-history, the formation of urban identities, the interactions between the various neighborhoods, and the factors behind sectarian conflicts. My interest in urban identities and confessional conflict between Sunnis and Shi'a in Baghdad have led me to examine the incubation of the Shi'i Imami movement in a specific neighborhood of Baghdad called al-Karkh from the foundation of the city in 762 CE to the start of Seljukid rule in 1055 (**"Al-Karkh: the Development of an Imami-Shi'i Stronghold in early Abbasid and Buyid Baghdad,"** *Studia Islamica*, 2020). Since the Imami movement – both its intellectual stream (rationalist school in particular) and the popular activism of the masses – developed mostly in this quarter of Baghdad, an underlying question of this research is whether it would be more appropriate to speak of Karkhi Shi'ism rather than Baghdadi Shi'ism for the period at stake?¹ The Paris Institute for Advanced Study conducted a carte blanche video on this research with the participation of Professor Vanessa Van Renterghem (INALCO/CERMOM), to be published on Youtube July 12, 2022.²

Following the publication of my article on Karkh Baghdad, I was invited to contribute a double page to the *Atlas des Mondes Musulmans Médiévaux* (ed. Sylvie Denoix, Helene Renel, 2022) on the division of the space between Sunnis and Shi'a in Buyid Baghdad (**"La Division de l'Espace entre Sunnites et Chiites a Bagdad a l'Epoque Bouyide 945-1055"**). Using narrative information collected from Arabic medieval sources, this double page contains a map that reconstructs Baghdadi neighborhoods according to their confessional coloring, as well as the pathways taken by religious processions, which often functioned as provocation tools.

¹ The article includes a map constructed from the work of Guy Le Strange as well as topographical information in the chronicles and geography manuals of the early Abbasid period. The map could not have been built digitally without the help of Digital Humanities Librarian at New College of Florida, Cal Murgu.

² A link to the video will be published on my Paris IAS profile page: <https://www.paris-isa.fr/en/fellows/nassima-neggaz-2>

My interest in urban landscapes has led to several contributions toward the Brill *Encyclopedia of Islam* on ancient and medieval cities (“**al-Mada’in**,” *EI3*, 2021, or “**Mosul before 1500**,” *EI3* forthcoming). Because researchers working on pre-Ottoman Baghdad face similar challenges linked to the lack of surviving archives, I co-organized, with Prof. Vanessa Van Renterghem, an international conference on **Interdisciplinary Sources and Methods for the Study of pre-Archival Societies: The Case of Baghdad** during my fellowship at the Paris Institute for Advanced Study (2021-22) in June 2022. This workshop will lead to a publication and future collaborations between scholars working on medieval Baghdad in various disciplines internationally.

(2) The Mongol Invasion of 1258: its Memory and its Impact on Sunnis and Shi’a

The fall of Baghdad was the object of my PhD dissertation at Georgetown University. I am currently working on a book manuscript on the fall of Baghdad and its memory (details in current research section). In fact, my previously mentioned interest in Karkh Baghdad stemmed from my research on 1258: the neighborhood was commonly mentioned in Sunni accounts as a factor for the downfall of the Caliphate.

The complexity of the events of 1258 can be seen in the plethora of contradictory accounts produced in the medieval period, which has led to competing interpretations and memories of the event. I tackled this complexity in a peer-reviewed article examining the death of al-Musta’sim bi-llah in 1258 (“**The Many Deaths of the last Abbasid Caliph al-Musta’sim-bi-llah**,” *Journal of the Royal Asiatic Society*, 2020, accepted with no revision). Building on the methodological approaches developed in the field of Islamic historiography since the 1960s and earlier studies on the caliph’s death, the article offers a comprehensive view of the extant sources on the topic produced both in the Abode of Islam and Western Europe, as well as in Armenia and Georgia. It adopts a literary-critical and socio-political approach to demonstrate that the accounts are replete with symbolism targeting their specific audiences, and that the choices made by the historians on the manner of the Caliph’s death were meant to offer commentary on --and evaluation of-- ‘Abbasid rule. It proposes that medieval historians work more closely with classicists to uncover the meaning of various topoi and symbolisms in the medieval accounts produced in the East and the West.

Still on the topic of 1258, I submitted a book chapter on “**The Role of Religion in the Mongol Conquest of Baghdad (1258)**” to be published in an edited volume on *Religion and War* by Bloomsbury Academic, along with a team from King’s College London (I was invited to the summer 2019 conference³ that led to the volume). The article sheds light on the role religious beliefs and ideologies had not only on the Genghisid ideology of world dominion, but also on the minute planning of the conquest of the city, as well as in its aftermath, when interpretations of the event were colored with religious views. From the Yasa, to astrology, Christianity, Shi’ism, and Sunni Islam, various religious ideologies determined decision-making and shaped the ways in which the conquest took place and when.

(3) Mamluk Social and Intellectual History

This third axis of my work developed largely during my first year at New College. Because my main project (my book manuscript on the memory of 1258) deals largely with Mamluk sources, I work closely with Mamluk source materials from Egypt and Syria, and contributed two pieces on social and intellectual life under the Mamluks. The first is a chapter in an edited volume by Hannah Skoda, *A Companion to*

³ For details on conferences and workshops, see CV.

Crime and Deviance in the Later Middle Ages (York: ARC Humanities, in press). The chapter deals with **"Revolts in the Late Medieval Middle East 1200-1500,"** analyzing the ways in which rebels were framed and condemned by the jurists and political authorities. The second article is a state of the field on the Mamluk Prince and historian **Abu al-Fida** (d. 1331), who is an important author for my work on the Mongols. In this piece, I look at his entire work, with a focus on his *Mukhtasar* and the ways in which he depicts the Crusaders/Franks. For this chapter, I use digital tools to compare long texts and single out text reuse. The chapter will be part of an edited volume on *Medieval Muslim Historians and the Franks in the Levant*, ed. Alex Mallett (Leiden: Brill).

(4) Contemporary Sectarian Conflict in Iraq and Syria

The fourth axis of my work deals with contemporary Iraq and Syria with an emphasis on sectarian conflict. I mostly worked on this topic during my postdoctoral fellowship in Singapore, where I was asked to contribute regular policy papers. In this field I started with a peer reviewed article on the Syrian revolution and the linguistic transformations of Arabic language, **"Syria's Arab Spring: Language Enrichment in the Midst of Revolution."** This publication received a prize and was covered in the *Boston Globe*, with an NPR interview conducted on it. In August 2018, I published an article with Tim Jacoby from the University of Manchester in the *Journal Critical Studies on Terrorism* (2018) entitled **"Sectarianism in Iraq: the Role of the Coalition Provisional Authority,"** with the goal of debunking the causes attributed to the rise of sectarianism in Iraq following the US-led invasion of 2003. This was followed by another piece addressing the topic of memory in the post Saddam Middle East, **"Sectarianism and Memory in the Post-Saddam Middle East: the *Alaqima*,"** (*British Journal of Middle Eastern Studies*, 2020). During my time in the UK, I was also asked to write a **Foreword** to an academic peer-reviewed edited volume on Syria's boundaries by leading scholars in the field, along with Professor Ziad Majed, a specialist of Syria based in Paris. The book –and foreword–were published in 2021. I also wrote a number of pieces that were published online, notably an *Insight* for the Singapore Papers on Nouri al-Maliki's Legacy, and other papers used internally at the MEI Singapore. Pieces for the media include a Project Syndicate article "A Sunni Shia Bridge Too Far," with Ali Allawi (May 2014) - it was translated into 27 languages and was voted among the ten best articles on International Security.⁴

CURRENT RESEARCH

Many of the publications above have helped me set the groundwork for my book manuscript, which I will be submitting within the year to Cambridge University Press (CUP). A detailed proposal was enthusiastically accepted by CUP for their Studies in Islamic Civilization Series. The book is tentatively entitled ***Historiography of the Fall of Baghdad in 1258: Identity Construction and Sectarian Polemics (1258-1533)***. The monograph examines the construction of sectarian identities through the lens of historical narratives of the fall of Baghdad produced between 1258 and 1533. It argues that the Mongol conquest of Baghdad represented a schism in Sunni-Shi'i relations, well before the rise of sectarian empires in the region, the Safavids and the Ottomans, which are regarded as the first political manifestation of a long-term Sunni-Shi'i divide. It demonstrates that the Ilkhanid period and the Ilkhanid-

⁴ See link: <https://isisurope.wordpress.com/2014/05/08/the-10-best-articles-on-international-security-issues-this-week-5/>

Mamluk war in the late 13th and early 14th century produced an important body of sectarian polemics and polarization that remained significant in the communal memories of both confessional groups. The monograph provides the first systematic analysis of all the primary sources available on the fall of Baghdad in 1258, written in Arabic and Persian (many of these sources were never used nor translated, or even cited in the secondary scholarship available). By analyzing the ways in which Abbasid, Mongol, and Mamluk historians described the events of 1258, this work sheds light on evolving perceptions of group identity, orthodoxy, and community boundaries among Sunni and Shi'i writers. It argues that far from being factual accounts of events as they took place, the narratives offered an opportunity for historians, bureaucrats, and religious scholars to take part in critical debates of their times on questions of orthodoxy, religious groups' boundaries, and legitimate rule. These writers did so by putting forth versions of history dictated by patronage and group identity, in which storytelling abilities competed against one another in an interactive milieu. The evolution of these narratives between 1258 and 1533 attests of the changing sectarian relations between Sunnis and Shi'a in the late Abbasid, Mongol, and Mamluk periods. The increasingly polemical nature of the texts produced in the 14th and 15th centuries (after the Ilkhanid rulers' conversion to Shi'ism) is indicative of the competition between dominant discourses in light of new socio-political realities and priorities. Of particular importance were issues of "*rafḍ*" ("rejection" – an ill-defined notion, but also a derogatory term used against the Shi'a), Twelver-Shi'i theology and practices, and larger discussions of legitimate rulership, heresy and orthodoxy. The pluri-disciplinary methodologies involve three theoretical frameworks. (a) I analyze the medieval accounts on 1258 using a socio-political approach, in particular biographical dictionaries of the period and the identification of court patronage and scholarly networks (Khalidi, 1994; Robinson, 2003); (b) these same accounts are then examined through a literary-critical approach. I demonstrate that these narratives were not just political projects, but also sophisticated literary artifacts composed of symbols, topoi, and schemata, all of which resonated with the audiences of the past and need to be interpreted within that framework (Conrad & Noth, 2010; El-Hibri, 1999); (c) I apply sociological theories in the final chapter that treats the contemporary discourses on 1258 post 2003 (Somers, 1994).

There are three main goals for this project: (a) to fill a historiographical void in the history of pre-modern Iraq by providing a study on 1258 and its impact on the social, political, and culture life of Iraq and the Ilkhanate; (b) to document and explain the polarization processes observed in a large number of Mamluk and Mongol narratives; (c) to offer a discussion in the final chapter on the contemporary usages of medieval narratives and the many problems and dangers these practices pose.

FUTURE RESEARCH PROJECTS

My second monograph project is tentatively entitled *Between Celebration and Violence: Religious Festivals in Medieval Baghdad (945-1258)*. The work reconstructs Baghdad's social history through its religious festivals, which give us a glimpse into daily life and encounters in the most cosmopolitan city of the medieval period. While data on medieval Baghdad's communal life is very rich (we have many accounts of celebrations of festivals including *Nowruz*, *Mehregan*, *Id al-Fitr*, *Id al-Adha*, *Yawm al-Ghar*, *Mawlid al-Nabi*, *Id al-Ghadir*, *Sadeh*, *Purim*, or *Christmas*, among others), there has been no study on this topic and the substantial body of primary sources has remained largely untapped. While there are several studies analyzing religious festivals in medieval European cities, such analyses remain scarce for the Islamic world and tend to focus on medieval Cairo (Boaz Shoshan, 1993; Paula Sanders, 1994; Amina

Elbendary, 2017) or to emphasize the role of religious festivals and rituals as dynasty markers established to foster political legitimacy (Andrew Marsham, 2009). This work will challenge that focus by demonstrating that festivals in medieval Baghdad were a place that saw the crystallization of major socio-political issues and debates: gender polemics on the role of women in popular celebrations; debates on Muslim adoption and participation in Jewish and Christian festivals; sectarian clashes linked to Twelver Shi'i celebrations and the Sunni counter-festivals initiated by the Hanbalis; social class dichotomy between elite celebrations and more popular feasts; the role of agricultural festivals emulating non-Islamic communities; heresy debates linked to the celebration of pagan and Zoroastrian festivals; the changing nature of the urban landscape and topography as it related to new institutionalized rituals; the spread of Sufi rites and practices throughout the Islamic world in this period, among others. The time period under scrutiny was a key period of religious and political development: it saw the rise to power of the Shi'i Persian Buyids in 945, the coming of the Sunni Seljuk Turks in 1055, and the later years of 'Abbasid decline until the sack of Baghdad by the Mongols in 1258. A site of encounter between various social groups and religious communities, the Baghdadi religious festivals were as much places of celebration as they were spaces for self-assertion and violence. An examination of Arabic and Persian records of the period under scrutiny shows an unmatched level of violence compared to previous periods: hundreds of "*fitan*" (civil conflicts) took place in Baghdad, a considerable number of which started off during religious festivals.

This research combines three methodologically distinctive approaches: literary-critical analysis of medieval texts, social anthropology, and urban topography. First, this study examines a variety of Arabic and Persian primary sources that give us insight into the popular festivities of the period, including historical chronicles, a personal diary, biographical dictionaries, travel literature, non-Muslim sources, theological treatises, but also poetry and songs which were recited during these celebrations. Combining these diverse sources belonging to different genres allows for a reconstruction of religious festivals and communal life in the city. Second, theoretical tools from the field of social anthropology (Bakhtin, 1965; Durkheim, 1965; Bauman, 1992; Stark and Finke, 2000) shed light on the various social functions and symbolic meanings of these festivals: preserving heritage, fostering social cohesion, releasing tensions accumulating from daily life (collective catharsis), inculcating pride and loyalty, but also sending a message about group values, visions of the past, present, and future. The research highlights the production of social solidarity among groups unified by a common set of rituals, and how changes within the latter have an impact on group members and cohesion. Third, because festivals were rooted in the urban milieu, this research uses Baghdad's topographical data to examine the evolution of sites of memory, places of worship and pilgrimage; it highlights how festivals were linked to topographical changes such as walled neighborhoods, increasingly separated quarters, the destruction and construction of new mosques, route changes to sites of pilgrimage, etc. This study will also reflect back and inform the field of social anthropology by contributing to historical understandings of community and violence. While it builds on my past research about confessional violence and urban identities, this project takes a different lens to examine social and confessional relations in the city: festivals.

Last, but not least, I would like to mention my interest in **digital humanities** and text reuse as applied to Arabic and Persian texts. I have been part of the Kitab team led by Prof. Sarah Savant (London) and pursued training for their passim algorithm and other applications that will be open to the public soon. I also did a Tedx talk in November 2020 in Ocala, Florida based on my experience teaching Islamic Studies in the United States: https://www.youtube.com/watch?v=Vy_gSMOgoxE

Teaching Statement

My title is Assistant Professor of Religion and Islamic Studies, and I am affiliated with both the History program as well as International and Area Studies (IAS).

- *Teaching Islamic Studies Prior to New College Florida (NCF)*

Having received my Ph.D. in Arabic and Islamic Studies from Georgetown University in 2014, I came in to NCF with several years of teaching under my belt, including as a main faculty member in Islamic History at the Faculty of Oriental Studies, University of Oxford (2015-2017) where I taught undergraduate and graduate courses, specialized seminars on primary sources, and tutorials. I was also the Jameel Lecturer in Islamic Studies at the School of History, Archaeology and Religion, at Cardiff University (2017-2018). I have taught both very large courses with hundreds of students (for example “The Origins and Legacies of Religion in the Modern World” and “Themes and Issues in the Study of Religion” at Cardiff University) and smaller graduate and undergraduate specialized seminars (“Arabic Historical Texts 570-1500” or the postgraduate seminar “Topics in Islamic History 570-1500” at Oxford). I have also taught a variety of tutorials at the University of Oxford prior to joining New College. For me, NCF brings together two core elements that I was looking for in teaching: smaller classes than at larger institutions; and a breadth of topics to explore within one’s own discipline. This unique model of liberal arts education fits my vision of knowledge and growth.

Due to this experience, as well as the many earlier years of teaching I did at Georgetown University and American University during my Ph.D., I was offered the possibility to go up for tenure early upon being hired at NCF in 2018.

- *Creating Islamic Studies at New College Florida*

As the very first hire in the field of Islamic Studies at New College, I am building a brand-new program, which comes with both challenges and incredible opportunities. Building on my previous teaching experience, I have created a set of core courses modeling what would fulfill an Islamic Studies major in larger institutions as well as courses in my own specialization, which is medieval Islamic history (“Islamic History 500-1500” or “The Mongols,” for instance). I am also teaching classes in the broader field of Religion, since Islamic Studies is a subfield of the Religion AOC, in the same way as Buddhism (the specialty of my colleague Prof. Manuel Lopez) or Judaism (the specialty of my colleague Prof. Susan Marks).

My vision entails fulfilling the needs of our Religion AOC, building Islamic Studies as an area of specialization within Religion, while contributing to the expansion of other programs, in particular History, IAS, and Asian Studies. Islamic Studies --just as Religion-- is indeed a pluridisciplinary field of study and these collaborations with other AOCs are key. Most of my course offerings are in fact cross listed with IAS (International and Area Studies), and History; they also fulfill LAC/CYC and diversity perspectives requirements.

Since Fall 2018, I have created and taught the following courses (see table below):

<p style="text-align: center;">(1) <u>Introductory Courses for Islam:</u></p> <ul style="list-style-type: none"> ○ “Introduction to Islam” (Religion) ○ “Islam 101: Beyond Western Media” (formerly titled “Islam in Western Media: A Deconstruction”) (Religion) ○ “Islamic Scriptures: the Qur’an” (Religion)
<p style="text-align: center;">(2) <u>Introductory and Thematic Courses for the Religion AOC:</u></p> <ul style="list-style-type: none"> ○ “Have a Little Faith: Introduction to the Study of Religion”¹ (Religion) <p><u>In the pipeline:</u></p> <ul style="list-style-type: none"> ○ “World Religions” (Religion/IAS) for Spring 2023 ○ “Religions and the Environment” (Religion/Environmental Studies/Health, Culture, and Society/IAS) scheduled for Spring 2024
<p style="text-align: center;">(3) <u>Intermediate Seminars in Islamic Studies:</u></p> <ul style="list-style-type: none"> ○ “Islamic History 500-1500” (Religion/History) ○ “Islamic Movements” (Religion/History/Political Science) ○ “Empire, Power, and Culture: the Mongols” (Religion/History/Asian Studies) ○ “Illness, Healing, and Medicine in Islam” (Religion/Health, Culture, and Society) <p><u>In the pipeline:</u></p> <ul style="list-style-type: none"> ○ Islam and Science: The Golden Age (Religion/History/IAS)

(1) Introductory Courses in Islamic Studies: I have crafted three introductory-level courses in Islamic Studies: “Introduction to Islam;” “Islamic Scriptures: The Qur’an;” and “Islam 101: Beyond Western Media,” formerly titled “Islam in Western Media: A Deconstruction.” I usually teach these courses in the Fall, every year, or every other year. These courses offer a solid historical and conceptual background upon which students can build to take more advanced courses, ISPs and tutorials with me. After I noticed students had a limited knowledge of Islam and Islamic history based on the media, I slowly started to include a media component in my Introduction to Islam class, eventually creating a third introductory course called “Islam in Western Media: A Deconstruction,” which uses media as a starting point of discussion while covering all the material from Introduction to Islam. Not only does this class help students connect to the content through tools that are part of their daily life, but it also teaches them skills to think critically about what they see/hear/read in the media. It has been a successful and meaningful way to get students started with what they know – or think they know, as I explain in a Tedx talk devoted to the topic and presented in Ocala in November 2020.² This semester (Fall 2022), I am teaching “Islam 101: Beyond Western Media” (11 enrolled students).

¹ This course was created by my colleague Prof. Manuel Lopez – I only made a few changes to the readings and assignments but kept the framework of this excellent course as is.

² “A Professor’s Advice: What You Should Know About Islam,” Dr. Nassima Neggaz, TEDxOcala, November 2020, accessible at: https://www.youtube.com/watch?v=Vy_gSMOgexE

(2) Introductory and Thematic Courses for the Religion AOC: I am currently teaching the “Introduction to the Study of Religion” (17 students enrolled), previously taught and crafted by my colleague Prof. Manuel Lopez. This is a theory and methods course required for Religion AOC students; it also has a thematic approach since it explores the role that religion plays in our lives through a variety of topics including myth, scripture, ritual, law, food, politics, etc. Along with this gateway course, we are planning to add a course entitled “Introduction to World Religions,” which is offered in many other Religion programs across the country. It will be taught for the first time at NCF in Spring 2023 by myself, and we will alternate among Religion faculty at a later stage. I also plan to transform this course into a SET SAIL offering in Fall 2023; I have already had conversations about it with Prof. Liz Leininger. This will be an excellent way to introduce students to the college and the area, with class assignments involving visits to local religious places of worship.

(3) Intermediate/Upper-level seminars:³ I have crafted and taught four intermediate /upper-level seminars in Islamic Studies: “Islamic History 500-1500;” “Islamic Movements: From Medieval to Modern Militancy;” “Empire, Power, and Culture: The Mongols,” as well as “Illness, Healing, and Medicine in Islam.” These seminars allow students to develop skills in various sub-areas of Islamic Studies, and range between intermediate and upper level courses in terms of workload. They are all built on a thorough examination of primary source materials from various languages. Classes are divided into three sections: the first hour is a discussion led by a student lead. The second hour is for primary source reading and analysis in groups, and a variety of group drills (for instance, during our session on the Islamic hospital in the medieval ages, students were asked in groups to draw the hospital based on the readings along with its various features and present it to the rest of class). The third section and last 40 minutes are dedicated to an interactive lecture where I provide a detailed overview of the main topics of the day, while asking students questions (I added examples of these lectures in the file).

These seminars all have a strong historical foundation. In fact, they have allowed me to build a rigorous collaboration with the History Faculty, in particular the medievalist Prof. Carrie Benes. Not only do we regularly share resources and methodologies for our classes and research projects, but we also have common students that benefit from combining our classes toward their AOC. These students appreciate having history courses on non-Western areas of the world and learning about historical sources and methods that differ from what they are more accustomed to. An example is the work I have done with a student on the Crusades, looking at Muslim sources in comparison with Latin material.

Beside History, I have successfully worked with several other colleagues in both the Humanities and Social Science Divisions, notably by visiting their classes. For instance, I gave a lecture on an Islamic movement in Lebanon in Prof. Sarah Hernandez’ class on social movements. Her class and mine are intrinsically linked, as we both use social movement theory (SMT) as a framework of analysis, and I also had Prof. Hernandez come to one of my classes to discuss aspects of SMT.

In Fall 2020, and considering the interest of students, I developed a new course on *Medicine in Islam*. I had noticed that in my Introduction to Islam class for instance, several students regularly choose to work on Islamic Medicine for their final paper topic. The course, crafted from scratch, offers a thorough overview of the ways in which health has been understood

³ I added detailed descriptions of each course in the FAAR form, laying out the content, structure, and methods of each, as well as why I think it is important to offer such a course.

and illness dealt with, from late antiquity to the present. The Medicine class deals with a variety of topics including disabilities, sexual impairments and diseases, the features of the medieval Islamic hospital, the influence of Greek medicine, etc. For the modern section of the course, we read three ethnographies offering us a glimpse of medical practices in a Turkish village, in India, and in Lebanon. The authors of these ethnographies were invited to join us for part of the class.

The courses in the pipeline will strengthen the Religion program, while also helping develop offerings in other programs, in particular the new Health, Culture, and Society AOC; Environmental Studies; IAS; and History.

- *Methods and Teaching Philosophy*

Because Islamic Studies is a new field of study for most students taking a class with me, I make sure to let students ask questions and deconstruct whatever prior “knowledge” they might have gained on Islam through the media. My teaching aims at fulfilling two goals at the end of a spectrum: introducing students to a field of study and getting students to an advanced level in both methods and knowledge. I also make it a point to cater to a diverse group of students with different backgrounds and levels. One example is my current class Introduction to the Study of Religion, where I have many freshmen along with senior students. I find these classes a rare opportunity to think about knowledge and how to convey it to a diverse audience. This class relies on everyone’s level to build knowledge. I make it a point to have students work in groups and involve them all in class discussions. For example, during our session on the academic approaches to the study of religion, the Psychology AOC students worked as a group on psychological approaches and did a mini presentation to the class summarizing the main points of the scholars they had read about. Students who have background in Judaism have also tended to do class presentations on aspects of Judaism that were technical to the class. I make it clear from day one that all students have a role to play; the first few minutes of the class often involve discussing a topic from a daily life perspective, for example what does scripture mean to you? How would you define it, what are the features that make something a scripture? My purpose is to both accommodate and challenge students, whatever their level when they joined the class. When certain readings are technical and more challenging, I always include more accessible material such as media and documentaries that give students either an entry point, or a complimentary reading/source.

In terms of assignments, almost all my classes require weekly discussion posts that I comment on. These regular posts allow me to follow each student and their learning process closely. Additionally, I have created various assignments ranging from the more classical final research papers and class midterms to more creative assignments such as Op-Eds, letters to journal editors, medical notes by medieval Muslim physicians, or comic books. I make it a point to provide detailed feedback on each assignment, especially words of encouragement, along with a detailed layout of ways to improve. I also ask students who are not doing well in class to come see me during office hours and I have worked with several of them one on one to help them with their specific needs.

The impact of Covid 19 meant teaching through Zoom for several semesters. I attended many workshops on online teaching and I am grateful for all the tools made available to us as faculty. Online classes went surprisingly well, and student attendance was maintained throughout. Having a well-defined class structure with group drills and activities meant that class went by

quickly, and we often ended our seminars 10 minutes late since discussions were still ongoing.

- ***Expanding Islamic Studies through Tutorials and ISPs***

I have used ISPs and tutorials to (a) expand Islamic Studies offerings and (b) work more closely with advanced students in the field. In terms of expanding Islamic Studies, I have offered a wide variety of tutorials and ISPs that range from Arabic calligraphy (<https://newcollege.smugmug.com/Other/Calligraphy-ISP-2019/Calligraphy-ISP-2019/n-zNN3Gb/>) to the analysis of a 13th century Syrian Prince's memoirs of the Crusades. I have also used them to introduce Arabic language at NCF, since a long-term goal is to develop Arabic at the college.

As for the second goal – working with advanced students in the field -- I have offered three research tutorials to a student who is now pursuing an MPhil degree in Middle Eastern Studies at the University of Oxford. Among other topics, the student worked with me on research methods, translation, and analysis (she had fluency in Turkish and French). We also worked together on the research and writing of an entry on Mosul before 1500 that I was asked to write for the *Encyclopedia of Islam* published by Brill (3rd edition, forthcoming). Another example is a tutorial I created on “Iran in the Mongol and Post-Mongol Periods” for a student interested in the topic. There is no syllabus to be found on this topic as it is a rather narrow niche, but incredibly interesting and part of my research areas. The final project of the tutorial was to collectively create an annotated bibliography in this field of study, along with a former NCF student who had already graduated but was auditing the tutorial out of interest.

Here are the tutorials and ISPs I have offered since 2018:

<p><u>ISPs offered:</u></p> <ul style="list-style-type: none">○ Arabic and Islamic Calligraphy (group ISP)○ A Comparative Study on Prayer in the Abrahamic Religions○ The Syrian Civil War (2011-2019): History and Future Perspectives○ Stolen Women: The Role of Abduction in Boko Haram's Militant Strategy○ Islam in Rap and Hip-Hop
<p><u>Tutorials offered:</u></p> <ul style="list-style-type: none">○ Arabic Language tutorial (group tutorial taught with the help of an external consultant): 12 students○ Research and Editing Skills in Islamic Studies○ Mosul Research Tutorial○ Mongol and Eurasian History○ Abu al-Fida Research tutorial○ Research Assistantship: Middle Eastern Studies (several tutorials)○ Iran in the Mongol and Post-Mongol Periods

The recent IDEAS grant we (Prof. Manuel Lopez, Dr. Florence Zamsky, Prof. Fang-Yu Li and myself) received from the State Department this past July to start two new study abroad programs for our students with institutions in Morocco and Taiwan promises to increase interest in Islamic and Middle Eastern Studies. Students will have the opportunity to study Arabic but also a wide array of fields in Morocco, for instance. We are very excited about these new partnerships and all the opportunities they are going to bring for our students.

Division Chair Evaluation: Nassima Neggaz

Nassima Neggaz's record as represented in her file for tenure and promotion shows her exceptional contributions to New College as a teacher, scholar, and one who serves the community. In these three categories, her work has met and exceeded the standards for tenure and promotion.

Teaching: Since arriving at New College, Professor Neggaz has expanded the curriculum through new classes and independent study opportunities that reflect her expertise in medieval history, religion and Islamic studies, as well as international studies. To support these programs, she has designed courses for a wide range of students on varied topics within her broad expertise: introductory courses in religion and Islamic studies open to all students, and intermediate-level history courses that develop students' research abilities more deeply, and prepare students for upper-level seminars and independent research. She has also created opportunities for students to study Arabic, a critical language according to the Department of State. These opportunities include tutorials in the language and the development of study abroad in Morocco supported by a successful IDEAS grant from the State Department, written in collaboration with colleagues. She has introduced students to her own professional projects as collaborators, which has led one alum whom Professor Neggaz mentored to be accepted to graduate study at the University of Oxford in modern Middle Eastern studies.

Scholarship: The range and quality of Professor Neggaz's publications demonstrate her status as a highly productive scholar whose work has achieved a local and an international audience. As a historian of the Middle Ages, she explains the importance of the fall of Baghdad during the thirteenth century, and examines this fall in relationship to contemporary politics in Iraq and Syria. To disseminate this work, she has published five peer-reviewed articles, and four invited book chapters, not to mention a contract for a monograph to be published by Cambridge University Press. Plans for a second monograph, about festivals in the tenth through thirteenth centuries, are also contained in the file. As a historian, she engages events from medieval history from 500-1500, with special attention to Baghdad in the thirteenth century for its resonance with twenty-first century events in Syria and Iraq. As further evidence of the high quality of her work, in November 2022 she won the SERMEISS [Southeast Regional Middle East and Islamic Studies Society] Article/Book Chapter Award, which recognizes outstanding scholarship in Middle Eastern and Islamic Studies. She also earned a prestigious fellowship at the Paris Institute of Advanced Study (2021-2022).

Her work is of such interest that it has moved from academic sources to news, as in her essay on Syrians speaking in code during times of unrest (PBS), or her work on Iraqi sectarianism (Project Syndicate). These examples show that the scholarship of Professor Neggaz contributes not only to the scholarly community, but to the general public for its foundational importance to contemporary events.

Service: Professor Neggaz's service takes a number of forms, both on campus and in the greater Tampa Bay area. She has served on numerous standing and ad hoc committees, including the Education Policy Committee, the Scholarship Committee, and several search committees. She is active in the greater Tampa Bay area as a public face to New College's religion program, building connections between students and religious groups in the Sarasota area.

Candidate: Nassima Neggar

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

Submitted 2/20/23

Assistant Professor of History and Religion Nassima Neggaz joined the New College faculty in August 2018, after holding teaching lectureships at Cardiff University and Oxford University and research fellowships at the National University of Singapore and Georgetown University's School of Foreign Service in Qatar. She earned her Ph.D. in Arabic and Islamic Studies from Georgetown University in 2014 and holds M.A. degrees in Arab Studies from the Georgetown School of Foreign Service, and in Political Science from the Institut d'Etudes Politiques de Paris.

Professor Neggaz has drawn on her extensive teaching experience to significantly enrich New College's course offerings. She has developed and taught a set of three core introductory courses in Islamic Studies, along with the course *Have a Little Faith: Introduction to the Study of Religion* and another titled *World Religions*. She has also taught four intermediate-level seminars that focus on particular topics in Medieval History, such as social movements, the Mongols, and health, illness, and medicine. Students concentrating in Religion, History, International and Area Studies, and Health, Culture, and Societies have benefited from Professor Neggaz's carefully crafted courses, which also fulfill elective requirements in New College's general education curriculum. Her collaboration with New College's medieval historians has been particularly productive; they have shared resources and methodologies and students have appreciated learning about medieval history from differing but comparative perspectives. Professor Neggaz has also offered five ISPs and seven tutorials, including one large group tutorial in Arabic Language, enabling students to pursue more specialized interests in Islamic Studies and develop their research and language skills. She has served on eight baccalaureate committees, and one of the students she mentored gained acceptance to Oxford University for graduate study in modern Middle Eastern Studies.

Student evaluations of Professor Neggaz's teaching are enthusiastic, praising her course design, clarity of presentation, and ability to foster engaged discussion. More than a few current students and alumni wrote letters on behalf of Professor Neggaz in support of her promotion and tenure. A current student wrote, "Dr. Neggaz teaches and encourages with the academic rigor, depth of knowledge, and creative flexibility that defines the New College experience." The aforementioned alumna who is now a graduate student at Oxford wrote, "...it is because of Professor Neggaz's brilliant instruction and close mentorship that I was able to apply and be accepted into several top-tier graduate programs for Middle Eastern Studies....It is my firm belief that professors like Professor Neggaz make students into scholars, and I cannot endorse her enough to be promoted to the rank of Associate Professor."

Professor Neggaz's wide-ranging research interests span the social history of the medieval Islamic world, with particular focus on Baghdad and Sunni and Shi'a sectarian relations; Abbasid, Mongol, and Mamluk orthodox and heretic discourses; and religious polemics and identity formation in the modern Middle East. Since her arrival at New College, Professor Neggaz has published 4 articles in peer-reviewed journals. Her book manuscript, entitled *Historiography of the Fall of Baghdad in 1258: Identity Construction and Sectarian Polemics (1258-1533)*, has been accepted by the prestigious Cambridge University Press. It integrates a socio-political approach to analyze medieval accounts of 1258 with literary analysis to understand how the texts were also literary artifacts with symbolic meanings. Professor Neggaz's second monograph project is tentatively titled *Between Celebration and Violence: Religious Festivals in Medieval Baghdad (945-1258)*. It draws on literary analysis of Arabic and Persian

medieval texts combined with social anthropology and urban topography to reconstruct religious festivals and communal life in Baghdad.

In recognition of her scholarly accomplishments, Professor Neggaz was invited to join the Institute for Advanced Study in Paris as a Research Fellow in 2021-22. This appointment allowed her to work alongside other globally-recognized visiting scholars pursuing innovative projects in the humanities and social sciences. Professor Neggaz took this opportunity to co-organize a successful two-day international conference on "Interdisciplinary Sources and Methods for the Study of Pre-Archival Societies: The Case of Baghdad" in June, 2022. She also won the 2022 SERMEISS (Southeast Regional Middle East and Islamic Studies Society) Article/Book Chapter Award for her article "The Many Deaths of the Last 'Abbāsid Caliph al-Musta'sim bi-llāh (d. 1258)," published in the prestigious *Journal of the Royal Asiatic Society* in 2020.

An external reviewer of Professor Neggaz's file described her as "a truly talented scholar who has established herself as an expert on sectarianism, social history and historiography" with an "outstanding and compelling" record. As "a dynamic, creative, and consistently productive scholar, [she] shows no sign of slowing her momentum." Indeed, this senior professor in Religion at Florida State University remarked that there is little question she would be granted tenure in his department and that she would be "an asset to any department fortunate to have her among its faculty." Another reviewer predicts that the publication of her book will establish her as "one of the leading scholars of her generation in the pre-modern history of the Muslim world" and that she would certainly be promoted at his university, considered one of the world's leading centers for Islamic history.

Professor Neggaz's service to the College and to the broader community has also been significant. She was elected to the important Education Policy Committee in August 2022 and earlier served as a member of NCF's Scholarship Committee. She helped organize the March 2022 New College Conference on Medieval & Renaissance Studies as a member of its Program Committee. She also served on faculty search committees for a post-doctoral position in Religion and an adjunct position in French. In collaboration with a faculty colleague in Religion, she launched the "Religion in Sarasota" speaker series to "promote religious knowledge, literacy, and understanding" in our region; these were funded by New College's Mellon Foundation grants. Her extensive outreach to local places of worship has helped students gain access to internships and build community connections. Professor Neggaz has also supported student recruitment and retention efforts by regularly taking part in AOC fairs and admissions events. Most recently, she served as an essential part of the team that was awarded an IDEAS grant from the U.S. State Department to launch two exciting new study abroad exchange programs in Morocco and Taiwan, an initiative that promises to enhance international opportunities for our students.

Having read Professor Neggaz's tenure file, I concur with the recommendations from the Division of Humanities, Chair Maribeth Clark, and the Provost Advisory Committee that Professor Neggaz has far exceeded New College's criteria of assessment for tenure in the areas of teaching, scholarship, and service and is highly deserving of tenure at New College of Florida.



New College
THE HONORS COLLEGE of Florida

Office of the President

February 24, 2023

Assistant Professor Nassima Neggaz
Division of Humanities
New College of Florida

Dear Nassima:

I write to inform you that both Provost Suzanne Sherman and I have taken positive action on the recommendation from the Humanities Division and the PAC that you be granted tenure at New College of Florida. The recommendation from the Provost and President will be considered by the Board of Trustees, in accordance with the Collective Bargaining Agreement.

Congratulations on this milestone moment. Ever since New College was founded, our success has depended on the excellence of our faculty, and I am honored to recognize your accomplishments as a teacher and scholar.

In the meantime, warm congratulations once again, as well as thanks for your commitment to the mission of New College.

Sincerely,

A handwritten signature in black ink, appearing to read "Bradley Thiessen".

Bradley Thiessen
Interim President



Office of the President

MEMORANDUM

TO: Bradley Thiessen, Interim Provost

FROM: Richard Corcoran, Interim President

DATE: April 14, 2023

SUBJECT: Tenure Recommendation Nassima Neggaz

Pursuant to Section 4.5 of the Faculty Handbook and Section 15.5 of the NCBOT-NCUFF Collective Bargaining Agreement (the "CBA"), I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Provost's recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the "Candidate"). In accordance with the Sections referenced herein, please supply copies of this Memorandum to the Candidate and the Provost's Advisory Committee (PAC).

I recommend the Board of Trustees defer its decision on awarding tenure to the Candidate. If that is not possible, I recommend denying tenure at this time. This recommendation is based on extraordinary circumstances including but not limited to: (1) changes in administration including new President and new Provost – whereby many of these positions are currently held in Interim status; (2) turnover of a majority of the Board of Trustees; (3) a renewed focus on ensuring the College is moving towards a more traditional liberal arts institution; and (4) the related current uncertainty of the needs of the divisions/units and College. These are all factors that I have appropriately taken into consideration in making decisions regarding tenure pursuant to Section 15.3(a) of the CBA.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 17, 2023

SUBJECT: Dr. Lin Jiang Tenure Package for Consideration

PROPOSED ACTION

Consideration of tenure for New College faculty member Dr. Lin Jiang.

Sections 4.5 - 4.6 of the *New College Faculty Handbook* describe the College's policies and procedures for granting New College faculty tenure. Briefly these are:

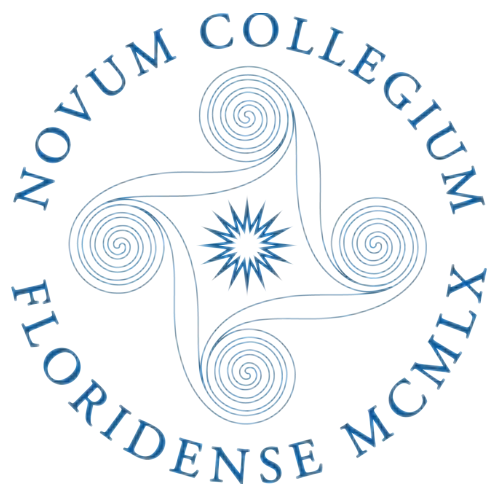
- In August, candidates assemble their evaluation file for review; letters are requested from New College and outside references. The evaluation file is made available for review by faculty within the candidate's Division.
 - The Divisional vote on tenure is conducted in November; a majority of three-fourths is required for a positive tenure vote.
 - The Provost's Advisory Committee (comprised of two faculty representatives from each Division) independently reviews the application and forwards a positive or negative recommendation to the Provost.
 - Based on a review of the file, the Divisional vote, and the PAC's recommendation, the Provost makes a recommendation to the President, who subsequently forwards a recommendation to the Board of Trustees.
 - The final decision rests with the Board of Trustees.
 - If tenure is not awarded, the candidate may stand again in the mandatory year without penalty.
-

Supporting Documentation Included: Trustees have received relevant portions of the candidate's Tenure packet. Included are:

Candidate's Curriculum Vitae
External Review Letters
Support Letters from Students/Alumni/Colleagues
Provost's Advisory Committee Evaluation
Statements on Research/Teaching
Division Chair Evaluation
Provost's Evaluation
Interim President's Recommendation

Facilitators/Presenters: Brad Thiessen
Interim Provost and Vice President for Academic Affairs

Other Support Documents Available: The *New College Faculty Handbook*; in addition, the complete Tenure Packet is available in the Office of the Provost.



NEW COLLEGE OF FLORIDA

LIN JIANG

Division of Natural Sciences

Candidate for Tenure

2022 - 2023

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Lin Jiang, PhD

Natural Sciences Division
New College of Florida
5800 Bay Shore Road, Sarasota, FL, 34243-2109

Assistant Professor of Bioorganic Chemistry

Education

- Ph.D. Organic Chemistry, Miami University, August 2013
- Dissertation Topic: Methodology development and synthesis of π -extended porphyrins
- Researcher. Environmental Science and Engineering, Shandong University, China, 2006-2008
- Research Topic: Allelopathic effects of submerged macrophytes in the Nansi Lake on *Microcystis aeruginosa*
- B.S. Environmental Engineering, Marine Science and Technology Division, Harbin Institute of Technology, China, 2006
- Thesis topic: Synthesis of zinc hydroxide with zinc sulfate from spent alkaline batteries by ion-exchange resin

Professional Experience

- New College of Florida, Sarasota, FL**
Assistant Professor of Bioorganic Chemistry, 2018 to Present
- Texas A&M University, College Station, TX**
Senior Lecturer, January 2018 – July 2018
Lecturer, August 2014 – December 2017
- Alma College, Alma, MI**
Visiting Assistant Professor, 2013 - 2014

Research Interests

- Photodegradation of pharmaceutical and personal care products (PPCPs) contaminants in wastewater by natural pigments sensitized nanomaterials and multi-variable statistical analysis optimization study
- Metabolomics studies on combinational environmental stress to marine invertebrates
- Sea anemone metabolomics study in the application of discovering the optimizing condition for Brevetoxins (red tide) photocatalytic degradation
- Natural dyes on dye-sensitized solar cells (DSSCs)
- Water-soluble π -extended porphyrins and their applications on DSSCs and photodynamic therapy (PDT)
- Analyzing and assessing the pesticides, herbicides, and pharmaceutical and personal care products in the local aquatic environment using modern instruments including HPLC/MS/MS, GC/MS, and NMR.

PUBLICATIONS

Publications at New College of Florida (Asterisks denote the corresponding author; underlines denote undergraduate students' authors)

1. L. Jiang*, C. Nelson, A. Cemek, W. Wolfe. Optimization of Tropical Plant-based Natural Dye-sensitized Solar Cell. (to be submitted)
2. L. Jiang*, L. Fox, B. Wang. Metabolomics Study on Southern Hard Clam (*Mercenaria campechiensis*) Response to Diclofenac Exposure. *Environmental Science: Advances*, **2022**, DOI: 10.1039/D2VA00207H.
3. B. Wang, C. Habermehl, L. Jiang*. Metabolomic Analysis of Honey Bee (*Apis mellifera* L.) Response to Glyphosate Exposure. *Molecular Omics*, **2022**, 18, 635-642.
4. H. Sullivan, B. Wang, L. Jiang*. Investigation of Tropical Plant-based Natural Dyes Combination and Adsorption Optimization for Natural Dye-sensitized Solar Cell. *Environmental Progress & Sustainable Energy*, **2022**. DOI: 10.1002/ep.13809.
5. L. Jiang*, H. Sullivan, B. Wang. The Application of Principal Component Analysis Loadings and Statistical Tests in NMR-based Metabolomics Studies with Multiple Study Groups. *Analytical Letters*, **2022**. DOI: 10.1080/00032719.2021.2019758.
6. L. Jiang*, H. Sullivan, C. Seligman, Sandra Gilchrist, B. Wang. ¹H NMR Based Metabolomics Study on Sea Anemones *Exaiptasia diaphana* (Rap 1829) under Atrazine Exposure. *Molecular Omics*, **2021**, 17, 1012 - 1020.
7. B. Wang, L. Jiang*. Principal Component Analysis Applications in COVID-19 Genome Sequences Studies. *Cognitive Computation*, **2021**, 1-12.
8. B. Wang, A. M. Maldonado-Devincci, L. Jiang. Evaluating Line-broadening Factors on a Reference Spectrum as a Bucketing Method for NMR Based Metabolomics. *Analytical Biochemistry*, **2020**, 113872.

9. K. Patterson, K. Howlett, K. Patterson, B. Wang, L. Jiang*. Photodegradation of Ibuprofen and Four Other Pharmaceutical Pollutants on Natural Pigments Sensitized TiO₂ nanoparticles. *Water Environment Research*. **2020**, 92, 1152 – 1161.
 10. L. Jiang*, K. Howlett, K. Patterson, B. Wang. Introduction of a New Method for Two-dimensional NMR Quantitatively Analysis in Metabolomics Studies. *Analytical Biochemistry*. **2020**, 113692.
 11. Moss, Z. Zhou, L. Jiang*, M. G. Vicente, H. Wang. Synthesis of Highly Water Soluble Tetrabenzoporphyrins and Their Application toward Photodynamic Therapy. *Journal of Porphyrins and Phthalocyanines*. **2020**, 24, 456-464.
- Publications prior to New College of Florida**
12. C. Frigerio, J. P. G. Santos, P. Quaresma, S. L. H. Rebelo, A. Gomes, P. Eaton, E. Pereira, P. A. Carvalho, J. A. Shelnutt, L. Jiang, H. Wang, and Craig J. Medforth. Ionic Self-Assembly Reactions of a Porphyrin Octacation. *Tetrahedron*, **2016**, 72, 6988 - 6995.
 13. L. Jiang, J. E. Engle, R. A. Zaenglein, A. Matus, C. J. Ziegler, H. Wang. Pentacene-Fused Diporphyrins. *Chemistry – A European Journal*. **2014**, 20, 1-7. Selected as a "hot paper".
 14. R. Deshpande, B. Wang, L. Dai, L. Jiang, C. S. Hartley, S. Zou, H. Wang, and L. Kerr. *Opp*-Dibenzoporphyrins as Light Harvester for Dye-Sensitized Solar Cells. *Chemistry – An Asian Journal*. **2012**, 11, 2662-9.
 15. L. Jiang, R. A. Zaenglein, J. T. Engle, C. Mittal, C. S. Hartley, C. J. Ziegler, and H. Wang. Water-soluble ionic benzoporphyrins. *Chemical Communication.*, **2012**, 48, 6927–6929. Invited contribution to a themed issue featuring Porphyrins & Phthalocyanines.
 16. L. Jiang, J. T. Engle, L. Sirk, C. S. Hartley, C. J. Ziegler, H. wang. Triphenylene-Fused Porphyrin. *Organic Letters*. **2011**, 13, 3020-3023.
 17. R. Deshpande, L. Jiang, H. Wang. A Concise Approach to the Synthesis of *opp*-Dibenzoporphyrins through the Heck Reaction. *Organic Letters*, **2009**, 11, 4251-4253.

Teaching Experience

Regularly Taught Courses

- Organic Chemistry I & II
- Organic Chemistry labs
- Advanced Organic Chemistry
- Structural Elucidation
- Advanced Environmental Chemistry
- Introduction to Environmental Chemistry
- First-year Seminar: Chemistry in Everyday Life

Selected Sponsored Tutorials and Thesis

- Nanotechnology in Wastewater Treatment
- Metabolomics Studies on Combinational Environmental Stress to Sea Anemones and clams
- Academic Achievement and Metacognition (AAM) ISP
- Metabolomics Studies on glyphosate herbicide to honey bees
- Metabolomics studies on red tide effects on sharks
- Natural plant pigments analysis applied to photodegradation of organic pollutants
- Natural pigments sensitizer discovery in dye-sensitized solar cells (DSSCs)

PRESENTATIONS AND CONFERENCE ABSTRACTS

- L. Jiang*. NMR-based Metabolomics Study on Marine Invertebrates Response to Environmental Pollutants. Oral presentation. Florida Organic Faculty Meeting. Southeastern University. September, 2022.
- L. Jiang*. Engagement of Humanities and Social Sciences Students with Environmental Chemistry and "Arts in Chemistry" Community Engagement Initiative. Oral presentation. ACS National Meeting. March 2022.
- L. Jiang*, C. Habermehl, B. Wang. Metabolomic Analysis of Honey Bee (*Apis mellifera* L.) Response to Glyphosate Exposure. Oral presentation. ACS National Meeting. March 2022.
- L. Jiang*, H. Sullivan, C. Seligman, Sandra Gilchrist, B. Wang. ¹H NMR Based Metabolomics Study on Sea Anemones *Exaiptasia diaphana* (Rap 1829) under Atrazine Exposure. ACS National Meeting. April 2021.

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- **Lin Jiang***, **Kristen Patterson**, **Kevin Howlett**. Photodegradation of Organic Pollutants in Wastewater by Natural Pigments Sensitized Nanomaterials. Oral presentation in Natural Sciences Seminar at New College of Florida, February 2019.
 - **Lin Jiang**, Hong Wang. When Pentacene and Porphyrins Are Fused. ACS 245th National Meeting. April 2013. (oral presentation)
 - **Lin Jiang**, Ross A. Zaenglein, Hong Wang. π -Extended Porphyrin Dimers. ACS 245th National Meeting. April 2013. (poster presentation)
 - Craig J. Medforth, Ana Gomes, Joana Marques, Daniela Rodrigues, Pedro Quaresma, John A. Shelnutt, Yongmin Tian, **Lin Jiang**, and Hong Wang. nanoPT, February 2013. (oral presentation)
 - Martin Stillman, Lydia Kwan, Kyle Jeffs, Rohit Deshpande, Yongming Deng, **Lin Jiang**, Hong Wang. Connecting Observed Spectral Properties with Parameters from the Electronic Structures of Porphyrins and Phthalocyanines. Seventh International Conference on Porphyrins and Phthalocyanines (ICPP-7), July 2012. (oral presentation)
 - Hong Wang, **Lin Jiang**, Ross Zaenglein. Functionalized π -Extended Porphyrins. Seventh International Conference on Porphyrins and Phthalocyanines (ICPP-7), July 2012. (oral presentation)
 - **Lin Jiang**, Alex Alexa, Hong Wang. "Extended Porphyrins for Solar Energy Conversion", ICPP meeting, July 2011. (poster presentation)
 - **Lin Jiang**, Lara Sirk, Hong Wang. "Triphenylene-Fused Porphyrins", ACS regional meeting, Dayton, June 2010. (poster presentation)
 - **Lin Jiang**, Hong Wang. The First Example of Triphenylene-Fused Porphyrin. Central Regional Meeting 2010. (poster presentation)
 - Rohit Deshpande, **Lin Jiang**, Bo Wang, Hong Wang, ShouZhong Zou, and Lei Kerr. Extended Porphyrins for Dye-Sensitized-Solar-Cells. Central Regional Meeting of the American Chemical Society. May 2009, Cleveland, Ohio (poster presentation)
 - **Lin Jiang**, Hong Wang. "Design and Synthesis of Porphyrin Molecules with Expanded π -System as Dyes for DSSCs", poster, 41th Central Regional Meeting of the American Chemical Society, Cleveland, OH, United States, June 10-14, 2009. (poster presentation)
 - Rohit Deshpande, **Lin Jiang**, Hong Wang et al. (2009), "Pi-Extended Porphyrins as Light Harvester for Dye-Sensitized-Solar-Cells", University Clean Energy Alliance of Ohio energy conference, Columbus, Ohio (Poster Presentation).
-

Services and Professional Development:

- Journal Manuscript Review: reviewed 15 manuscripts from the following journals: *Science of the Total Environment*, *Water Environmental Research*, *Journal of Hazardous Materials*, *Bio-Algorithms and Med-Systems*, *Insect Science*, *Environmental Progress & Sustainable Energy*, *Biomass Conversion and Biorefinery*, *Marine Pollution Bulletin*.
- Arts in Chemistry Demonstrations to local communities including 7 different local middle schools, high schools, and organizations.
- New College Challenge Academic Advisory Group (AAG) (Summer 2022 - present)
- Environmental Studies Committee (ESSC) (Fall 2021, Fall 2022 - present)
- Quality Enhancement Plan (QEP) Committee (Summer 2020 - fall 2021)
- Budget Committee - Chemistry representative (Fall 2019 - spring 2021)
- Faculty of Color and Underrepresented Groups (FOCUG) committee (Summer 2020 - fall 2021)
- Help my son's teacher (2nd grade) to hold the New College of Florida week section (Nov. 2021)
- Writing about Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations across a Range of Genres (summer 2021)
- Proposal Development Workshop (summer 2021)
- CYC (Chart Your Course) training (summer 2021)
- Enhancing F2F Instruction: Pedagogical Strategies and Canvas Tools for Learning Design, summer 2021.
- Universal Design for Learning (summer 2021)
- Search Committee for Chemistry Associate position (spring 2021)
- Student advisor (Fall 2019 - present)
- Help organize and serve on the panelist for the community event: United We Stand – A Conversation on Race, Gender & Class-Based Violence, spring 2021.
- Canvas Basic Training Course (Summer 2020)

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- Academic Continuity via Flexible Delivery Training (Summer 2020)
 - WEC workshop (Summer 2020 and 2021), successfully integrate the Writing Enhanced Course components for the Environmental Chemistry course in fall, 2020 and 2021; and Introduction to Environmental Chemistry course in fall, 2021
 - Ad hoc HHMI proposal planning committee (Fall 2019)
 - Grants Development Workshop, New College of Florida (Jan. 22, 2020, and July 2021)
 - Participated in Faculty Search, Assistant professor in Computer Science (Fall 2019); Assistant professor in Computer Science/Data Science (Fall 2020)
 - Participated in a Boy Scout event on campus to help a local troop obtain their Chemistry merit badge (Nov. 13th, 2019)
 - Transforming STEM Higher Education, AAC&U Conference, Chicago, IL (Nov. 7-9, 2019)
 - 257th American Chemical Society National Meeting, Orlando, FL (Mar 31-Apr 4, 2019)
 - Organized and participated in Chemistry Fun Day Event to local communities (Spring 2019)
 - Participated in Faculty Search, Assistant professor in Epidemiology/Public Health (Fall 2018)
-

Honors and Awards:

- **Summer Institute Professional Development Award**, Women in STEM Summer Institute, summer 2022, \$1,000.
- **Environmental Discovery Awards Program (EDAP) Award**, Cross College Alliance, 2022, \$5,220.
Role: Principal Investigator
- **Mellon grant**, Community-Engaged Course Development Program for New College of Florida, and the cross-college Alliance in the Community, fall 2021 and 2022, \$10,000.
Role: Principal Investigator
- **Environmental Discovery Awards Program (EDAP) Award**, Cross College Alliance, 2021, \$2,088.
Role: Principal Investigator
- **Faculty Development Fund**, New College of Florida, summer 2019, 2020, 2021, and 2022, \$18,000.
Role: Principal Investigator



ECKERD COLLEGE

COLLEGIUM OF NATURAL SCIENCES

September 28, 2022

Dear Colleagues –

This is an evaluation of the Scholarly and Professional Activities for Lin Jiang. My evaluation is based on Dr. Jiang's CV, research statement, and nine publications. I do not know Dr. Jiang personally or professionally. My narrative is based on the following description provided in Guidelines 4.6.2:

“For tenure to be granted, a faculty member is expected to establish an original, coherent, and meaningful program of research/creative activity that adds substantively to the body of knowledge or practice within that field. “

Dr. Jiang has been at New College since 2018 and since then published 9 articles in refereed journals, with 5 undergraduate co-authors. I would like to address here any potential concerns over the intellectual merit of research papers with multiple co-authors. Good scientific research is never a solo endeavor – it requires a significant amount of money and manpower to set up/tend to experimental equipment, expensive chemical analysis, highly specific biological assays, and sophisticated statistical model software. And thus these types of projects usually involve several experts in biochemistry, engineering, and biostatistics. It seems to me that in her days at Texas A&M University, Dr. Jiang has established a very fruitful collaboration with Bo Wang (Texas A&M University, then North Carolina A & T State University, now supposedly at Florida Institute of Technology, although I could not find any record of Bo Wang in any of these institutions) – 8 of these 9 publications are with B. Wang. I wish in her Research Statement Dr. Jiang would have delineated the division of labor between them; alas, she did not.

During her pre-tenure, Dr. Jiang developed three viable projects (I simplified them here): photodegradation of specific consumer products, using anemones to monitor environmental stress, and using natural plant dyes to build a better solar cell. These projects are attractive and meaningful to chemistry and biochemistry students, as well as to students of environmental studies. I applaud Dr. Jiang's well-balanced approach in her efforts to contribute to scientific knowledge in these new fields while maintaining appropriate difficulty that could be executed by undergraduates.

Dr. Jiang seemed to continuously and deliberately work to maintain professional productivity through publications. The 9 pre-tenure publications are in a variety of peer-reviewed journals that are both open

access and subscription, and of impact factors ranging from 1.2 to 5.2. Five different students were listed as co-authors in these articles. I have served as a Guest Editor for a scientific journal, thus, I attest that after due process these articles are of adequate quality and significance within the scope of the journal. Furthermore, Dr. Jiang also had two research presentations at a national conference by the American Chemical Society. Here I think she could have done somewhat better by involving students in presenting their research at local conferences such as Castle or SERMAC.

I was pleased to see that Dr. Jiang was successful in securing several small grants and seemed to be persistently applying for federal grant funding (please note that federal grants are very competitive and many have a success rate as low as 20%). I hope that Dr. Jiang's mentors (Department Chair, senior colleagues, or grad school advisor) support her with letters of recommendation and encourage her to apply to CAREER or Young Investigator grants also.

In summary, I believe that Dr. Jiang has fulfilled the Guidelines professional productivity requirements – she established three different lines of research, conducted research with multiple undergraduate students, presented her findings at conferences, published nine peer-reviewed articles, received several grants, and is actively pursuing funding and writing new papers. I wish Dr. Jiang luck in her potentially fruitful career as a professor and a scientist.

With kind regards,
Polina Maciejczyk
Professor of Chemistry

RECEIVED
SEP 28 2022



Dear Dr. Gilchrist,

30 September 2022

It is my pleasure to review the scholarly materials of Dr. Lin Jiang as present to me as part of their review for tenure and promotion at New College of Florida. In the paragraphs below, I provide my review by beginning with how I know Dr. Jiang, followed by a review of their scholarly materials. I used the information from the faculty handbook provided to me by your office for my review, and I understand that my review may be shared with Dr. Jiang consistent with Florida's Sunshine Laws and College practice.

Relationship to Dr. Jiang. I have never met nor interacted with Dr. Jiang on a personal or professional level. However, after reviewing Dr. Jiang's materials, I see that we have research interests that overlap, particularly in the field of dye synthesis (e.g., porphyrins and phthalocyanines).

Establishment of an original, coherent, and meaningful research program. Dr. Jiang has established a highly collaborative, interdisciplinary, and productive research program at New College of Florida involving undergraduates. Thus far, Dr. Jiang is corresponding author on nine original manuscripts with two additional manuscripts in the preparation/submission stage. Dr. Jiang's work also includes six unique undergraduate co-authors. According to the Council on Undergraduate Research, the National average for original publications at a predominantly undergraduate institution is around one paper every 1.5 to 2 years. In addition, most Dr. Jiang's publications are in medium to high impact, original scholarly research journals including *Analytical Biochemistry* (IF = 2.8), *Environmental Progress and Sustainable Energy* (IF = 2.8), *Analytical Letters* (IF = 2.42), *Molecular Omics* (IF = 4.24), and *Cognitive Computation* (IF = 4.89). For reference, the flagship journal in what appears to be Dr. Jiang's primary field, titled *Analytical Chemistry*, has an impact factor of 8.0.

Determining the coherence of Dr. Jiang's scholarly work is a little harder. Dr. Jiang has engaged in several different projects over the past five years. The general theme of Dr. Jiang's research is bioanalytical in nature. However, the projects Dr. Jiang has engaged in are highly diverse and lack a common theme. This is likely due to the nature of Dr. Jiang's research program which is highly interdisciplinary and involves numerous collaborations. Regardless, the projects Dr. Jiang has engaged in have provided excellent and meaningful research opportunities for New College of Florida undergraduate scholars. These scholars have clearly benefited significantly from Dr. Jiang's mentorship and have had the opportunity to both present and publish their work.

Finally, it is worth noting that eight of the nine papers Dr. Jiang has published include a second corresponding author, Dr. Bo Wang, from North Carolina A&T University. It is unusual for an investigator to have a second corresponding author on nearly every one of their publications. It would be helpful to know what Dr. Jiang's intellectual contributions are to these papers. This is not to say that Dr. Jiang has not provided significant intellectual contributions to the work—only that it is not clear what those contributions are from the materials Dr. Jiang has presented.

It has been my pleasure to read the materials presented to me for the tenure and promotion of Dr. Lin Jiang. Overall, my assessment is that Dr. Jiang is engaging New College of Florida undergraduates in highly interdisciplinary research in collaboration with Dr. Bo Wang at North Carolina A&T. Please feel free to reach out to me if you feel there are additional questions I can answer.

Sincerely,

Nicole L. Snyder

RECEIVED

OCT 01 2022



September 30, 2022

Dear Sandra Gilchrist and members of the New College Evaluation Committee-

It is my pleasure to provide an external review for Dr. Lin Jiang's scholarly and professional activities for promotion and tenure. I have conducted an independent review of the materials of Dr. Jiang. The requirements of this review are the candidate's scholarly and professional activities. **In my opinion, she has met all the scholarly and professional requirements put forth by New College.**

Dr. Jiang has been in a tenure-track assistant professor position for four years, from 2018-2022. In this timeframe, she has focused her efforts primarily on the topic of "metabolomics", which is an interdisciplinary and established area with broad appeal to the biomedical and environmental fields. While there are multiple instruments that can collect this sort of data, she has chosen to focus on Nuclear Magnetic Resonance (NMR) spectroscopy as a technique. Having built NMR Metabolomics data pipelines myself with undergraduate student involvement, I can attest to how difficult it is to develop this technique, conduct exposure experiments, and publish the data. Undergraduate student research is a high-impact practice for faculty, and **Dr. Jiang has demonstrated an excellent track record in her time at New College contributing to undergraduate student research.**

Dr. Jiang has published, by my count, 7 papers on the topic of metabolomics in 4 years and 10 papers total for the review period. At my home institution of the University of Alaska Anchorage, a primarily undergraduate-serving institution (PUI), any publication that bears your name counts in the promotion and tenure guidelines. The minimum publication requirements for a member of our chemistry department is 0.5 per 20% workload assigned, or 1 publication per year for a 40% research workload allocation. While I was not provided her workload information, it is difficult for me to evaluate whether the outcomes of scholastic activity are commensurate with the research workload provided to her. I can say that if Dr. Jiang's instructional effort is more than one class per year, her research contributions would exceed the minimum qualifications for tenure and promotion at my university. In short, **the quantity of papers published appears to meet or exceed the University's requirements.**

Dr. Jiang's professional activities include review of manuscripts for peer-reviewed journals and several chemistry-related activities that contribute to advancing the profession, including participation in several STEM events. Her professional development includes training on Canvas, workshops for implementing high-impact teaching practices in Environmental Chemistry, and academic continuity via flexible delivery training (an essential part of being an instructor during covid). **Dr. Jiang has clearly engaged herself in professional activities and professional development to remain cognizant of best-practices.**

It is my opinion that Dr. Jiang has developed a research program with emerging recognition, demonstrated by publications in good-quality peer-reviewed journals. I commend her for her dedication to developing student-involved research projects and continuing to develop herself professionally. **My opinion is that her record of scholarly achievement during the review period merits promotion.**

Again, thank you for the opportunity to provide a review. If you have any further question, please do not hesitate to reach out.

Sincerely,



RECEIVED
OCT 01 2022

Patrick Tomco, Ph.D.
Associate Professor of Chemistry
Director, Applied Science Engineering and Technology Laboratory
Chair, American Chemical Society Alaska Local Section

To Office of Provost,

I am writing you to advocate for the tenure of Dr. Lin Jiang. I am a student in her Organic Chemistry 1 class. I know firsthand that her teaching style is of the highest quality. I am a first year student and she gave me the opportunity to take her class because she offered an exam over the summer. I appreciate that she is willing to work with first year students and provide support and opportunities before they even start at NCF. She also gave me the opportunity to be the notetaker for her class, valuable job experience that will help me in my future careers. She is very helpful with understanding the material, taking the time to answer questions during class and to have plenty of opportunities to go to office hours. She was very kind and flexible after the hurricane, holding a zoom option for students and extra office hours. I appreciate your consideration and I have no doubt that Dr. Lin Jiang should receive tenure.

Sincerely,

Sydney Haas

Sydney Haas

August 8th, 2022

To whom it may concern,

I am writing to you to express my support of Professor Lin Jiang's tenure and promotion to Associate Professor of Bioorganic Chemistry in the Division of Natural Sciences at New College of Florida. Having the opportunity to serve as TA for several courses, thesis advisee, research mentee and co-author, I have been able to experience her brilliance and capability first-hand. With that being said, I want to share a fraction of the ways she has had a long-term impact on my scientific career.

I write to you as a graduate of the class of 2020. I can recall hearing about a professor interested in environmental chemistry getting hired at New College, and immediately introducing myself to her, not realizing how far her openness and willingness to train me would carry. As her TA in Organic Chemistry lecture and lab, I was able to see her instruction capability in two different contexts, both of which were exemplary. I spoke to students who, in a notoriously difficult class like organic chemistry, knew at the very least that their professor was ready to support them.

Personally, Professor Jiang gave me a platform, in tandem with Professor Zabriskie, to blend two different disciplines, Chemistry and Sociology, in order to make a program that spoke to my passions. She gave me the room to become an independent researcher, so much so that I was able to take the data I had gathered from my thesis and write a first author paper in *Water Environment Research* and an authorship contribution to *Analytical Biochemistry*. I understand each student is different, but Dr. Jiang trusted me as a student, and that trust went miles. By participating in both research and the writing and editing process, I was able to learn valuable skills through experiences that few students at the time could have access to in my community.

Thinking back, I'm sure there are plenty of other opportunities that she provided me that I can no longer remember – but I point this out to highlight how much she has done for me in my career as a scientist. As a graduate student in Chemistry at Emory University and NSF GRFP recipient, I can look back and clearly see the how the skills and opportunities Dr. Jiang provided me led me down a path of success. Dr. Jiang gave me to become a scientist on my own has contributed to my being able to navigate the challenges of graduate school. She let me work with her on research as a course and gave me a summer job to continue this research that would eventually become the scientific foundation for my thesis.

As I continue my pursuit of a Chemistry Ph.D. I can clearly see that I would not be the scientist I am today without Professor Jiang. She is an integral member of the Natural Science Division at New College. I hope that this letter with speak to her credibility and excellence, and her efforts here will be rewarded in kind with tenure and promotion. Thank you for your time.

Best,



Kristen Patterson

RECEIVED

AUG 08 2022

Dear Sandra Gilchrist,

Dr. Lin Jiang was one of the most academically influential people in my time at New College of Florida. She was my professor, my thesis sponsor, and a co-author on multiple papers. I also had the opportunity to work with her as a teaching assistant in the classroom and laboratory. In each of these roles, she challenged me to do my best, provided me with the skills necessary to thrive, and supported me through each new experience.

As a professor, Dr. Lin is knowledgeable, approachable, and understanding. She knows how to get students involved and meet them where they are. She cultivates a classroom, lab, and online culture that facilitates both subject learning and the strengthening of soft skills like written and oral communication. Her expectations for her students are high, but she structures her classes in a way that provides an effective framework under which students can meet those expectations. The courses I assisted had remarkable student involvement. As a student, I loved having a challenge while still feeling supported. It's a difficult balance for professors to strike—many give their students monumental tasks and no assistance with achieving them, yet others require too little. Dr. Lin knows how to strike that balance and bring out the best in her students.

Under Dr. Lin's guidance I was able to design, implement, and communicate a thesis experiment that was fundamental to both my growth as a scientist and to my graduation from New College as an honors college. I was even able to begin preliminary lab work before starting my final year. She was an excellent resource during the design phase, and allowed me to work independently during the actual experimentation. She helped me find funding opportunities through grants that kept the experiment running. Although it was both of our first times going through the thesis and baccalaureate exam process, I always felt that I could go to her with logistical questions and she would lead me in the right direction. It was clear to me that she cared deeply about the research I was doing, and she was always available to help when I needed it.

I have published multiple papers with Dr. Lin both on my thesis experimentation and on experiments I ran under her guidance during my Independent Study Project and in tutorials. Since graduating, I have navigated the job market with a bachelor's degree and very little on-the-job experience, so having tangible evidence of my experience in the lab has put me at a great advantage. On top of that, I'm immensely proud to be published!

It would be no exaggeration to say my graduation and continued success is in large part due to Dr. Lin, and I cannot recommend her highly enough for a tenure position.

Sincerely,



Hunter Sullivan
Chemistry and Environmental Studies AOC
New College of Florida 2017-2021

RECEIVED

AUG 22 2022



Oct. 27, 2022

To: PAC

From: Dr. Rebecca Black

Re: letter of support for Professor Lin Jiang's Tenure & Promotion

Dear colleagues:

I write in support of my colleague, Lin Jiang, for the purposes of her tenure and promotion. I have had the pleasure of being Dr. Jiang's colleague since Fall 2018. In this letter, I will highlight some observations on Dr. Jiang's teaching, research, and service.

Teaching. As our bio-organic chemist, Lin has attracted students interested in environmental science, biology, and chemistry to her classes, especially her introductory and advanced **Environmental Chemistry** courses (2 semesters of **introductory** and 3 semesters of **advanced**). She also offered a **SET SAIL course** in Fall 2020. Lin has also taught several courses required for the Chemistry, Biochemistry, and Biology AOC: one year of the **Organic Chemistry lecture courses** (and is currently teaching a second year of lecture) and three sections over two years of the **Organic II Lab**. We plan to continue alternating years teaching the Organic I and II Lecture courses and Lab course in the future. One other course and three tutorials she has offered have been in support of hers and her thesis student's research. Lin has also offered an upper-level **Structure Elucidation** course for chemistry AOC students; she also incorporated some of this content into her Organic II Lab courses last Spring.

Lin incorporates projects and activities into her courses so that her students can explore various styles of science writing and to explore topics of interest to them. These are crucial for New College students to engage in to both spark their passions and to prepare them for their thesis work and writing.

Research. Lin has engaged in several research projects since arriving at New College, many in collaboration – with Marie Selby Botanical Gardens, New College Professor Sandra Gilchrist, and Bo Wang (now at Florida Institute of Technology). She successfully published or is in the process of publishing results from these projects and often co-authors with students. While these analytical chemistry or more bio-focused projects are outside my subdiscipline area of expertise, Lin has published in the journal *Analytical Chemistry*, which is an excellent American Chemical Society journal. Her projects clearly attract a wide-range of students in both chemistry and biology at New College. As I have worked with several of her thesis students involved in her natural dye-sensitized solar cells, I can say that I have been impressed with the number of skills students learn from being involved in this work – from organic extraction of pigments from flowers/plant materials, to engineering solar cells, to analytical testing of efficiencies of these cells.

Service. Lin has been on several important committees, including the chemistry representative on the Budget committee for two years (2019-2021), the FOCUG and QEP committees over summer 2020 and Fall 2021, and the Environmental Studies Committee in Fall 2021. She has also been involved in several community-building activities, such as having her students participate in a



weekly summer Chemistry 'Super Group' Meetings of other faculty and students conducting research during summer 2020.

On a personal note, I have valued having Lin as a disciplinary colleague and being able to catch up with each other – whether in our offices or off-campus for a meal. I support Lin's tenure and promotion and look forward to being her colleague for years to come.

Sincerely,

A handwritten signature in black ink that reads "Rebecca E. Black".

Rebecca Black, Ph.D.

Assistant Professor of Organic Chemistry



October 27, 2022

Dear Members of the PAC,

I am pleased to write in support of my Natural Sciences colleague, Dr. Lin Jiang, on the occasion of her promotion and tenure review. Lin teaches valuable courses for her discipline of chemistry and for biology students as well. Given her research interests at the intersection of bioorganic and environmental chemistry, and her additional expertise in engineering, students have been keen to work with her on very interesting projects. Importantly, she has also given them opportunities to publish with her and to have their research presented at local and national conferences. She has also served her discipline, the Natural Sciences Division, the college, and her field in important ways.

With respect to Dr. Jiang's teaching, I am most familiar with her offerings in the Organic Chemistry and Organic Chemistry Laboratory series. These are core courses in the Chemistry discipline, and are also required for the Biology AOCs, as well as for pre-med students. She also regularly offers Advanced Organic, Structural Elucidation and multiple levels of Environmental Chemistry. She frequently infuses her courses with real-world applications and interesting writing projects, and students find her clear, encouraging and stimulating. She has also offered very interesting tutorials pertaining to nanotechnology in wastewater management and related to her research on metabolomics (large-scale analysis of metabolites) in the contexts of environmental stress to sea anemones and clams, red tide impacts on sharks, and glyphosate impacts on honeybees. Her research on identifying botanical pigments for photodegradation of pollutants and for use in dye-sensitized solar cells has also been associated with tutorials and involves collaboration with Selby Gardens.

Dr. Jiang has been prolific, publishing 10 articles since her arrival at NCF, with another in preparation. Notably, several of these articles have NCF student co-authors. I am very impressed by Lin's ability to keep a steady pipeline of papers going with her students. This will benefit them a great deal as the move to further their education and careers. Lin has also fostered productive collaborative relationships with colleagues both here at NCF and at other institutions around the country.

Relative to service, she has served as a reviewer for several journals; clearly, her expertise is held in high regard by the editors. At the level of the college, she is currently serving on the New College Challenge Academic Advisory Group and on the ESSC. She has been active in FOCUG and served on the QEP Committee. At the divisional level, she has served on the Natural Sciences Budget Committee. She also served on the ad hoc HHMI proposal planning committee, which crafted a grant proposal to expand resources and programming to support a diverse group of students in the natural sciences. At the community level, she has given demonstrations on the arts in chemistry

at several different schools and organizations. This was excellent exposure for the kids to see that chemistry and the arts can be synergistic, and excellent exposure for New College as well.

Collectively, Dr. Jiang's contributions have been very strong in all areas, and I am pleased to have had this opportunity to write in support of her candidacy.

Sincerely,

A handwritten signature in cursive script that reads "Amy Clore".

Amy Clore, Ph.D.
Professor of Biology
clore@ncf.edu



New College
THE HONORS COLLEGE of Florida

Division of Humanities

Nicolas Delon
5800 Bay Shore Road
Sarasota, FL 34243
(941) 487-4276

October 26, 2022

Dear Colleagues,

I am writing in support of Lin Jiang's Tenure and Promotion. Dr. Jiang and I joined the faculty in the same year. Her courses have become essential to the Environmental Studies curriculum. Her introductory level Environmental Chemistry course have saved more than a few of our students who found the prospect of taking a chemistry course daunting. Environmental Studies students are required to take a Chemistry class for the AOC. Her courses have since become staples of the AOC and perfect introductions to an important topic that many students might not otherwise have acquainted themselves with. Dr. Jiang kindly did a guest lecture for Introduction to Environmental Studies in Fall 2020, where she was able to engage a large class on Zoom in challenging times and is also an assiduous member of the Environmental Studies steering committee. Her contributions to the program and to our institution are extremely valuable. She has demonstrated her excellence in teaching, research, and service, and will, I hope, contribute to our strengths for a long time. I look forward to continued collaborations.

Sincerely,

NICOLAS DELON

Associate Professor
Philosophy and Environmental Studies

A handwritten signature in black ink, appearing to be 'N. Delon', written over a horizontal line.



New College
of Florida

5800 Bay Shore Road
Sarasota, FL 34243-2109
Phone: (941) 487-4328
Fax: (941) 487-4475

October 28, 2022

Provost's Advisory Council
New College of Florida
Sarasota, FL 34234

RE: Professor Lin Jiang, tenure and promotion candidate

Dear members of the PAC:

I am writing in reference to Professor Lin Jiang. Although Professor Lin Jiang has many strengths, I am writing today to recognize her contributions to the Environmental Studies Program (ESP). Since her arrival, Professor Jiang has helped support courses for our students from introductory to advanced levels. She's offered accessible chemistry courses to ESP students. She's helped ESP thesis students do remarkable work on energy-related topics in chemistry. She given her energy, thoughtfulness, and conscientiousness to the Environmental Studies Steering Committee. She works hard, she's pleasant and funny, and she's made a big difference to our ESP students interested in chemistry in many ways. I am so grateful!

Thanks also to you on the PAC for all your work.

Yours,

A handwritten signature in black ink, appearing to be "Heidi E. Harley".

Heidi E. Harley
Director of Environmental Studies
Peg Scripps Buzzelli Endowed Chair in Psychology



Division of Natural Sciences

October 28, 2022

To the members of the PAC:

I'm pleased to write a letter on behalf of my colleague in Chemistry, Lin Jiang, as she stands for tenure and promotion, as an update to the letter that I previously wrote for her 4th year review. Lin has continued to do excellent work in teaching, research, and service.

As mentioned before, Lin's teaching encompasses a critical part of the chemistry curriculum (the organic sequence, split with Rebecca Black) while she also allows us to regularly engage with topics connected to environmental chemistry. Her environmental course offerings help to satisfy growing student interest in the environment as we witness the impacts of climate change locally and globally. Those of you reading this letter have access to Lin's teaching evaluations, but in short, she is an accomplished educator and her students consistently value the experiences they get from her courses.

In the area of research, Lin's work is phenomenal. She has an excellent publication rate, and what is even more impressive to me is that she has vibrant research programs in two quite different research areas. She has consistently been able to involve NCF students in all of her research projects, even as we have been experiencing enrollment declines. She is on a solid research trajectory and there is every reason to believe that this will continue after tenure and promotion.

Finally, in the area of service, I echo my comments from her 4th year letter. Lin has always been quick to volunteer to take on disciplinary, divisional, and campus-wide tasks, and has served across a range of standing and ad hoc committees. She has been an excellent disciplinary colleague who carries her share of the work and puts in the time and effort to improve the college as a whole.

In short, Lin has been a model colleague in all respects, and I look forward to working with her for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Shipman".

Steven Shipman
Professor of Physical Chemistry



New College of Florida

THE HONORS COLLEGE

Division of Natural Sciences

October 28, 2022

Dear PAC members,

This is a letter for Prof. Lin Jiang's tenure and promotion file. I have worked with Lin since she arrived in 2018. Lin came to New College with extensive teaching experience, and she quickly set up her lab, where we share research space.

Lin has contributed important expertise to the chemistry curriculum. In addition to teaching Organic Chemistry I and II and Organic Lab, Lin has also taught Environmental Chemistry at both the introductory and advanced levels. The latter classes have been very popular with students, and they have increased support for Environmental Studies students. Lin taught a first-year seminar course and assisted me and Prof. Pap when we were developing our first-year seminar course last year. In addition, Lin works in a very interesting research area and has attracted tutorial and thesis students.

Lin has an impressive research background. She has published many peer-reviewed journal articles about various research projects. One project involves dye-sensitized solar cells for degrading pollutants, and this included a collaboration with Selby Gardens. A set of collaborative projects involved metabolomics studies of the effects of contaminants on different organisms. She also published articles about analytical methods and even about a SARS CoV-2 genome analysis. Lin has New College students as co-authors on some of her articles, and she received grants for some of these projects.

Lin has engaged in many types of service at the college. She supported chemistry by collaborating on our external review and our efforts to improve program assessments. She also served as the chemistry representative on the Natural Sciences budget committee. At the college level, Lin has served on the SET SAIL committee and is now a member of the faculty advisory group (AAG) supporting the New College Challenge. Lin also engaged in outreach efforts. She received a grant to support an "Arts-in-Chemistry" website that includes chemistry infographics and demonstration videos that were made by her students. This website has been used by admissions and by local K-12 students.

Lin has been very active and successful in all three areas of teaching, research, and service. It is great to have such a talented and collaborative colleague.

Sincerely,

Katherine M. Walstrom, Ph.D.
Professor of Biochemistry



Necmettin Yildirim
Professor of Mathematics and Soo Bong
Chae Chair of Applied Mathematics
Division of Natural Sciences
New College of Florida
5800 Bay Shore Road, Sarasota, FL 34243
Phone: (941) 487 4214
Email: nyildirim@ncf.edu

October 27th, 2022

To the members of the Provost Advisory Committee:

It is my pleasure to write this letter to express my sincere support for Professor Lin Jiang on the occasion of her tenure and promotion. I strongly believe Dr. Jiang is a skilled teacher, dedicated scientist, and excellent colleague.

I served as one of the hiring committee members for Dr. Jiang. After a very successful interview, Dr. Jiang appeared to be the top candidate for this newly created position at New College. Dr. Jiang came New College with extensive teaching and strong research records. She offers traditional as well as new courses in bioorganic and environmental chemistry for the programs in Chemistry. Her courses often attract good crowd of students every semester. My students positively comment on her effective teaching style, pedagogy, and her endless support to their education. She successfully integrates student in her research, which very important contribution to the New College's institutional mission. I served on the SRTG committee last year, and I remember reviewing a number of strong student research proposals from her lab.

I value Dr. Jiang as a colleague, and strongly support her tenure and promotion. She has been making valuable contribution to New College community.

Sincerely yours,

Necmettin Yildirim

Professor of Mathematics



New College
THE HONORS COLLEGE of Florida
Division of Humanities

October 28, 2022,

Dear PAC and Provost Sherman,

It is my pleasure to write this letter of support for Professor Lin Jiang's tenure and promotion review. I would like to share my observations of Prof. Jiang as a dedicated teacher and an active community member.

I got my first impression of Prof. Jiang as an inspirational figure for her students by watching a short video of her, which was probably made for her students but shared with the whole campus while everyone was in quarantine at home in Spring 2020. In the video, Prof. Jiang is playing a happy tune on a Chinese flute. Her love of music and of the instrument, which, as I heard later, she had learned to play entirely on her own, is so genuine and contagious that one would forget about the depressing reality in the middle of a pandemic but eagerly join her for the fun of trying something new. I was convinced at that moment that Prof. Jiang is able to motivate and inspire her students to challenge themselves by learning a new subject, such as biochemistry, by making them see the fun part of it and the pleasure of taking a challenge. Later, evidence arrived to confirm my observation: I've received at least two cards from Prof. Jiang's former students, because the spelling of her name and of mine can be easily confused.

Prof. Jiang has always been teaching beyond classroom. I've noticed reports on her community outreach effort through doing demonstration sessions for local high school students. She is currently involved in the New College Challenge program. For almost every summer of the past few years, she was working with students in the lab on some cool projects, such as making power from flowers.

I am happy to have Prof. Jiang as a colleague, who is thoughtful, dedicated, and fun. Her achievements have been solid, and I firmly believe that she will have substantial contributions to make in the future.

Sincerely,

A handwritten signature in black ink, appearing to read 'J Zhang'.

Dr. Jing Zhang
Associate Professor of Chinese Language and Culture
Director, International Studies
New College of Florida
Tel: 941-487-4279
Email: jzhang@ncf.edu

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Lin Jiang

TEACHING

Professor Jiang is Assistant Professor of Bioorganic Chemistry. She teaches courses in Environmental and Organic Chemistry that support students in a variety of AOCs including biology, chemistry, biochemistry, and environmental studies. Organic Chemistry is a particularly important and demanding class, with enrollments of 34 and 30; Organic Chemistry 2 had an enrollment of 25. She has sponsored three theses and is advising three more this year. Professor Jiang's teaching evaluations are very strong, emphasizing her clarity, helpfulness, kindness, and passion for student learning and success. She is an innovator in pedagogical methods and has taught WEC and CYC classes, a SET SAIL class, and a Community Engaged class for the Mellon grant; all of these classes presented methods and content far removed from the traditional chemistry classroom. Student letters praise her support for interdisciplinary work and for intensive lab experience which led to success in graduate school admissions and in the workplace. Professor Jiang's teaching is excellent and vital to the needs of the college.

RESEARCH

Professor Jiang's current research is interdisciplinary and focused on environmental chemistry areas including metabolomics applications in emerging environmental contaminant impacts on marine invertebrates, photocatalytic degradation of emerging environmental contaminants, and natural dye-sensitized solar cells. In the past few years, Professor Jiang has developed more than ten collaborative projects with the main experiments carried out in her research lab. She published nine peer-reviewed journal articles with ten undergraduate students from NCF who first-authored or co-authored the papers. She presented at five conferences and was a reviewer for eight journals. Her projects were funded by the Environmental Discovery Awards Program (EDAP) from the Cross College Alliance, the Andrew W. Mellon grant in the year 2021 and 2022 for community-engaged course development, and a Summer Institute Professional Development Award by Women in STEM Summer Institute during summer 2022. The external reviewers of Professor Jiang's research praised her interdisciplinary thinking, the quantity and quality of her publications during the review period, and her extensive engagement of undergraduates in her research program.

In summary, Professor Jiang achieved ambitious research goals, and done an excellent job of mentoring students in research.

SERVICE

During her time at New College of Florida, Professor Jiang has contributed actively and broadly to the college community and beyond. She has consistently served on various college-wide committees focusing on faculty governance, the college's liberal arts program, and diversity. Since her fourth-year review, Professor Jiang has served her division through participation in two search committees and the Natural Sciences budget committee. Her college-wide service is unusually strong for a junior faculty member, including work on the Environmental Studies Committee, the New College Challenge Academic Advisory Group, the Quality Enhancement Plan Committee, and the Faculty of Color and Underrepresented Groups Committee.

Professor Jiang has also been extremely active in representing New College in the community since joining the college. Her outreach includes work with community organizations and multiple Sarasota/Manatee public schools, most notably through her development of the Arts in Chemistry website and demonstrations.

Finally, she has served as reviewer for several manuscripts submitted to journals in her field, thereby fulfilling an essential obligation and responsibility as a scholar.

Professor Jiang has demonstrated a strong record of service to the college and to both her local and scholarly communities.

Summary of My Teaching, Research and Service

Lin Jiang

Assistant Professor of Bioorganic Chemistry

Teaching

In the past four and a half years, I have taught seven different courses, all of which received excellent students evaluation. And more importantly, three of them are newly developed and specially designed for our students. In addition, I am switching off teaching Organic Chemistry I & II and Organic Chemistry Laboratory courses every other year which are required for Chemistry, Biology, and pre-med students. In all the courses I taught, I love to add new designs to attract the interest of the students.

Firstly, in order to inspire students' research interests in organic chemistry and environmental chemistry, I specially designed the Structure Elucidation course in the fall of 2018 and a lab-based course Nanotechnology in Wastewater Treatment in the spring of 2019. Secondly, I developed various levels of environmental chemistry courses. The courses solved the problems that many students like taking optional courses such as advanced organic chemistry but are frequently limited by the number of intermediate and advanced chemistry students. The newly developed Advanced Environmental Chemistry and Introduction to Environmental Chemistry (first-year appropriate class, spring 2020, fall 2021, and fall 2022) are designed to serve students interested in environmental topics in different AOCs. Thirdly, the intro-level Environmental Chemistry course not only helps Environmental Studies students who need a chemistry course to graduate but also attracts social sciences and humanities students to learn and engage in chemistry. Fourthly, the Advanced Environmental Chemistry course has been successfully modified into a writing-enhanced class (WEC) coordinated with the TILT (Transparency in Learning and Teaching) method and using the Scaffold Writing method to let every student write a mini-review journal article based on one environmental issue they choose since fall 2020. Fifthly, in the fall of 2020, a SET SAIL course Chemistry in Everyday Life was newly designed as a first-year seminar class, which attracted first-year students from all over the campus. Lastly, the Introduction to Environmental Chemistry course has been successfully modified as a writing-enhanced class (WEC) and a CYC course to let the student write science fiction in the fall of 2021.

My teaching activities did not limit to course design. Funded by Mellon grant as part of the New College and the Cross-College Alliance in the Community in fall 2021 and spring 2022, an "Arts-in-Chemistry" website containing 4 experiment-based demos and 15 Infographic stories was designed. All the demos that were made by my Advanced Environmental Chemistry students are closely related to our daily life and some of them could be done at home such as 'magic inks' and 'orange peel to pop the balloons'. All the Infographic projects were prepared by my Introduction to Environmental Chemistry students, and the topics are closely related to current environmental issues. It emphasizes how the specific discipline of chemistry can help us understand environmental issues, and tells us about possible solutions to environmental problems the world is facing. The website is also shared with the NCF and local community including several high school teachers and students which attracted many local students. We have held seven demonstrations both on campus and on-site.

<https://sites.google.com/ncf.edu/artsinchemistry>

Research

My current research is interdisciplinary but mainly focused on the environmental chemistry areas including metabolomics applications in emerging environmental contaminant impacts on marine invertebrates, photocatalytic degradation of emerging environmental contaminants, and natural dye-sensitized solar cells (DSSCs). In the past few years, I have developed more than ten projects in these highly interdisciplinary areas with collaborators at New College of Florida, North Carolina A&T State University, and Marie Selby Botanical Gardens. Until the time of this statement, I published 9 peer-reviewed journal articles with 10 undergraduate students from New College of Florida who first-authored or co-authored the papers. Moreover, my research proposals were funded by various grants which include 1) the Environmental Discovery Awards Program (EDAP) from the Cross College Alliance in the summer of 2021 and 2022 for the natural dye-sensitized solar cells project; 2) the Andrew W. Mellon grant in the year 2021 and 2022 for community-Engaged Course Development; 3) a Summer Institute Professional Development Award by Women in STEM Summer Institute during summer 2022. In addition, I have been consistently submitting grant proposals to NSF, Mote Marine Laboratory, and Florida Fish and Wildlife Research Institute. The following paragraphs summarize these three interdisciplinary projects in my research lab. I lead the research projects in these three areas with the major experiments carried out in my research lab and in NCF. Metabolomics is a high interdisciplinary area and the synergistic collaborations of our expertise highly contributed to the success of our projects. I intensively contributed to the experimental design and data collection while my collaborator specialized in data interpretation approaches developed. Due to the importance of both areas in our study, several of our publications have two corresponding authors.

1. Natural dye and nanotechnology in wastewater treatment.

In collaboration with Marie Selby Botanical Gardens, we screened over 60 different plant species (leaves and flowers) for natural dye applications in various types of environmental pollutants treatment. The study not only attracted 3 undergraduate students for training and research experiences but also generated 2 journal papers published in 2020, one in *Water Environment Research*¹ for environmental pollutants treatment, and the other in *Bioanalytical Chemistry*² for metabolomics studies. Three undergraduate students co-authored the publications. The study also provided preliminary data, for our NSF proposals submitted in November 2019 and 2020, and revised proposals are in preparation.

2. Natural dye-sensitized solar cells project.

The natural dye screening projects inspired the development of dye-sensitized solar cells (DSSCs). The integration of natural dye metabolomics, water treatment, and DSSCs motivated my career research direction. This project has attracted 6 undergraduates. The interdisciplinary project is not only excellent for education but also generated high-quality outcomes, and our discovery with the combination of different natural dyes in solar cell efficiency promotion has been published in *Environmental Progress & Sustainable Energy*³. Our summer research (2022) on polarity studies showed exciting results with one manuscript in preparation⁹. This work has been funded by the Environmental Discovery Awards Program (EDAP) from the Cross College Alliance in 2021 and 2022.

3. Metabolomics studies on the environmental stressors of sea anemones, honey bees, sharks, and clams.

a) With experience from the natural dye NMR study, several NMR-based metabolomics projects were developed to study the environmental impacts of contaminants on animals. Our projects began with metabolomics studies of the atrazine stressor on sea anemones. The projects bridged several different areas including marine biology, NMR metabolomics, and environmental science. This project also generated promising results with 2 journal manuscripts published, one in *Analytical Letters*⁴ and the other in *Molecular Omics*⁵, and two New College students co-authored the manuscripts. In addition, two oral presentations have been made at the ACS national conferences in the spring of 2021 and 2022. Two grant proposals have been submitted based on the preliminary data of the study in the fall of 2020, but these were declined. Future grant applications are under preparation building on the results from the two publications.

b) After the sea anemones and atrazine study, we expanded into herbicide research. Based on the research interests of an undergraduate student, we developed a metabolomics study of glyphosate herbicide effects on honeybees. A low concentration of herbicide showed a significant metabolic pathway perturbation, and the study inspired us to explore more metabolomics studies of environmental pollutants. The outcome of this project has been published in *Molecular Omics*⁶, and the undergraduate student co-authored the manuscript.

c) We developed metabolomics studies of the effect of diclofenac on clams. Novel discoveries in the metabolic pathway have been obtained, and one manuscript was submitted¹⁰.

Additional research projects

In the NMR metabolomics study, we met several difficulties in raw data interpretation. In order to process data in a fast and efficient way, my collaborators and I developed a novel data interpretation approach that can significantly improve our metabolomics study. The novel approach has been published in *Analytical Biochemistry*⁷. In addition, during the early stage of the COVID pandemic, I worked with my collaborators on the interpretation of the COVID-19 virus RNA sequences to study the potential mutation positions. We used our knowledge to contribute to the fight against COVID-19, and the results were published in *Cognitive Computation*⁸.

Service

In the past three years, I have actively participated in various college serves and served as an ad hoc reviewer for many peer review journals. The detailed list is as follows,

1. Environmental Studies Committee (ESSC) (Fall 2021, Fall 2022 - present)
2. New College Challenge Academic Advisory Group (AAG) (Summer 2022 - present)
3. Quality Enhancement Plan (QEP) committee (summer 2020 – Fall 2021)
4. Faculty of Color and Underrepresented Groups (FOCUG) committee (summer 2020 – Fall 2021)
5. Budget Committee – Chemistry representative (Fall 2019 – Spring 2021)
6. Journal Manuscript Review: reviewed 15 manuscripts from the following journals after joining NCF: *Science of the Total Environment*, *Water Environmental Research*, *Journal of Hazardous Materials*, *Bio-Algorithms and Med-Systems*, *Insect Science*, *Environmental Progress & Sustainable Energy*, *Biomass Conversion and Biorefinery*, *Marine Pollution Bulletin*.
7. Arts in Chemistry Demonstrations to local communities including 7 different local middle schools, high schools, and organizations

8. Search Committee member, chemistry associate (Spring 2021)
9. Help organize and serve on the panelist for the community event: United We Stand – A Conversation on Race, Gender & Class-Based Violence (Spring 2021)
10. Help my son's teacher (Greensboro Summerfield Elementary school 2nd grade) to hold the New College of Florida week section (Nov. 2021)
11. Participated in faculty search, assistant professor in computer science/data science (Fall 2020)
12. Participated in faculty search, assistant professor in computer science (Fall 2019)
13. Participated in a boy scout event on campus to help a local troop obtain their chemistry merit badge (November 2019)
14. Participated in chemistry fun day event (Spring 2019)
15. Participated in faculty search, assistant professor in epidemiology/public health (Fall 2018)

References

(Asterisks denote the corresponding author; underlines denote undergraduate students' authors)

1. K. Patterson, K. Howlett, K. Patterson, B. Wang, **L. Jiang***. Photodegradation of Ibuprofen and Four Other Pharmaceutical Pollutants on Natural Pigments Sensitized TiO₂ nanoparticles. *Water Environment Research*. **2020**, 92, 1152 – 1161.
2. **L. Jiang***, K. Howlett, K. Patterson, B. Wang. Introduction of a New Method for Two-dimensional NMR Quantitatively Analysis in Metabolomics Studies. *Analytical Biochemistry*. **2020**, 113692.
3. H. Sullivan, B. Wang, **L. Jiang***. Investigation of Tropical Plant-based Natural Dyes Combination and Adsorption Optimization for Natural Dye-sensitized Solar Cell. *Environmental Progress & Sustainable Energy*, **2022**. <http://doi.org/10.1002/ep.13809>
4. **L. Jiang***, H. Sullivan, B. Wang. The Application of Principal Component Analysis Loadings and Statistical Tests in NMR-based Metabolomics Studies with Multiple Study Groups. *Analytical Letters*, **2022**. DOI: 10.1080/00032719.2021.2019758.
5. **L. Jiang***, H. Sullivan, C. Seligman, Sandra Gilchrist, B. Wang. ¹H NMR Based Metabolomics Study on Sea Anemones *Exaiptasia diaphana* (Rap 1829) under Atrazine Exposure. *Molecular Omics*, **2021**, 17, 1012 - 1020.
6. B. Wang, C. Habermehl, **L. Jiang***. Metabolomic Analysis of Honey Bee (*Apis mellifera* L.) Response to Glyphosate Exposure. *Molecular Omics*, **2022**. DOI: 10.1039/D2MO00046F.
7. B. Wang, A. M. Maldonado-Devincci, **L. Jiang**. Evaluating Line-broadening Factors on a Reference Spectrum as a Bucketing Method for NMR Based Metabolomics. *Analytical Biochemistry*, **2020**, 113872.
8. B. Wang, **L. Jiang***. Principal Component Analysis Applications in COVID-19 Genome Sequences Studies. *Cognitive Computation*, **2021**, 1-12.
9. **L. Jiang***, C. Nelson, A. Cemek, W. Wolfe. Optimization of Tropical Plant-based Natural Dye-sensitized Solar Cell. (in preparation)
10. **L. Jiang***, L. Fox. Metabolomics Study on Southern Hard Clam (*Mercenaria campechiensis*) Response to Diclofenac Exposure. (submitted to *Environmental Science: Advances*)

DIVISION CHAIR EVALUATION:

Dr. Lin Jiang is an excellent young colleague. She has done good work in teaching, research and community service while at the college.

Teaching: Dr. Jiang has developed a number of courses to attract student interest in chemistry in addition to participating in the established chemistry sequences. She has high standards for students and helps them to reach those standards. The environmental chemistry course is a writing intensive offering which is unusual in the hard sciences. Dr. Jiang incorporated the work of the students into her "Arts In Chemistry" grant by having the students create an infographic on the project as part of the chemistry class. Students appreciate the involvement in the grant work as a part of the classes as evidenced in evaluations. Her thesis students work with her in the lab. They often are a part of publications co-authoring with Dr. Jiang. This speaks to the level of training and critical thinking skills that she engenders for the students.

Research: Dr. Jiang has published several papers with a variety of people since coming to New College, including co-authoring with students and colleagues at the college (full disclosure, she has co-authored a paper with Gilchrist). She is meticulous in lab, tackling some very important questions with her work on metabolomics. Recently, she has worked on projects with marine organisms. The project on impacts of red tide toxins on clam metabolism should yield important information for understanding standing stock as well as for restoration efforts. This is work that she is conducting with two thesis students.

Community service: Dr. Jiang is a good citizen at the college. She is deeply involved in outreach to the local community to engage teachers and their students in seeing the beauty of chemistry. As part of the Mellon 2 grant, you had an "Arts-in-Chemistry" community engagement initiative. Dr. Jiang incorporated work from her classes to augment the website that she created for high school and middle school students and their teachers, allowing her students to stress why chemistry is important in day to day activities. She has taken her project on the road to schools and organizations in the area including the Sarasota Military Academy and Unidos Now's Middle School Girls Science group.

She attends divisional meetings regularly and updates on committee work. Dr. Jiang has been a part of the Environmental Studies Steering committee, helping to guide students interested in that area of concentration. She has also participated as a member of the QEP committee and the challenge committee. These are very important committees helping to shape the future of the academic program.

I consider Dr. Jiang a very strong candidate for tenure and promotion.

Candidate: Lin Jiang

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

Submitted 2/17/2023

Professor Lin Jiang joined the New College faculty as Assistant Professor of Bioorganic Chemistry in August 2018, after teaching as a Visiting Assistant Professor at Alma College for one year, and a Lecturer/Senior Lecturer at Texas A&M University for five years. Professor Jiang's skill at engaging students was evident during her interview at New College, and in the subsequent 4+ years, she has proven to be an extraordinarily effective member of our faculty.

Professor Jiang continually seeks out new opportunities to enhance her pedagogy, and improve the student experience. She has participated in workshops offered at New College on "Writing Enhanced Courses," "Chart Your Course" (our customized liberal arts curriculum), "Enhancing Face-to-Face Learning on Canvas," and "Universal Design for Learning." Students in her courses praise her enthusiasm, her creativity, and her organized course design, as well as her prompt and constructive feedback on their work. In response to the Provost Advisory Committee's campus-wide call for letters, a student in her Organic Chemistry I course wrote, "I know firsthand that her teaching style is of the highest quality. I am a first year student and she gave me the opportunity to take her class because she offered an exam over the summer."

Professor Jiang's courses, tutorials, and ISPs contribute to numerous areas of study, including Chemistry, Biochemistry, Biology, Marine Biology, and Environmental Studies. She regularly teaches lecture and laboratory courses for the second-year chemistry sequence in organic chemistry, along with more advanced courses in organic chemistry and structure elucidation. In response to student interest, she introduced a very popular yearly offering of Introduction to Environmental Chemistry, which meets a chemistry requirement for students in Environmental Studies. This course, along with her SET SAIL first-year seminar, Chemistry in Everyday Life, and her more advanced courses in environmental chemistry, have expanded opportunities for students to study chemistry and recognize its relevance, even for those who lack confidence in their scientific skills. In support of Dr. Jiang's tenure and promotion, our Director of Environmental Studies wrote, "she has helped Environmental Studies thesis students do remarkable work on energy-related topics."

Professor Jiang has developed a wide-ranging, interdisciplinary and collaborative program of bioanalytical research that includes the development of natural pigment-sensitized solar cells, the preparation of natural pigment-sensitized nanomaterials for the degradation of pharmaceutical and personal care products in wastewater, and the use of metabolomics to study the response of invertebrates to environmental stressors. The latter project includes the development of enhanced nuclear magnetic resonance techniques for metabolomic data collection. Importantly, Professor Jiang's research at New College has resulted in the publication of 10 articles in well-regarded peer-reviewed journals between 2020 and 2023. Most are co-authored with her collaborator, Assistant Professor Bo Wang, currently at Florida Institute of Technology, and 7 of these publications include one or more NCF undergraduate coauthors. Collaborative research in the sciences is a very common practice, especially for complex projects that require multiple areas of expertise. Clearly, the Jiang-Wang collaboration is a productive one. As Professor Jiang's external reviewers assert, her level of research productivity is impressive, particularly at an undergraduate liberal arts college focused on teaching, and even more so for its substantial involvement of undergraduate coauthors, especially since Professor Jiang had to devote a great deal of time to setting up her laboratory space with equipment and supplies purchased with her start-up funds before beginning her research. Professor Jiang's growing profile among

researchers in her field is exemplified by her recent service as reviewer of multiple manuscripts submitted to journals in her field.

Professor Jiang has been active in service to the College. She participated on the Natural Sciences Budget Committee as the chemistry representative from Fall 2019-Spring 2021, the Environmental Studies Steering Committee in Fall 2021, the Quality Enhancement Plan (QEP) Committee from Summer 2020-Fall 2021, and more recently, the New College Challenge Faculty Advisory Group. Through an award from our college-wide Mellon grant, she developed the "Arts in Chemistry" website with students, and shared it with multiple local high schools. She conducted community outreach activities with Sarasota Military Academy, Unidos Now, and Girls, Inc., and contributed to a "New College Week" at Greensboro Summerfield Elementary School in North Carolina to introduce young students to both the College and environmental chemistry. In four years she has written more than 30 recommendation letters for students seeking scholarships and fellowships or placement in graduate school.

Professor Liang excels in all three areas of assessment: teaching, scholarship, and service. Moreover, she has made important contributions to college-wide priorities. Her outreach activities have improved efforts to increase name recognition and future enrollment, while her engaged work with current students contributes to improvement in retention, 4-year graduation rates, and development of transferable skills for future success in jobs or graduate school. Including three students who will graduate this year, a total of 6 students have conducted senior thesis research with Professor Jiang, and all have completed their work in 4 years. Professor Jiang welcomes students at all levels into her research projects, and as one external reviewer wrote, her projects "have provided excellent and meaningful research opportunities for NCF undergraduate scholars."

Having read Professor Jiang's tenure file, I concur with the recommendations from the Division of Natural Sciences, Chair Sandra Gilchrist, and the Provost Advisory Committee that Professor Jiang has presented a very strong case, and is highly deserving of tenure at New College of Florida.



New College
THE HONORS COLLEGE of Florida

Office of the President

February 24, 2023

Assistant Professor Lin Jiang
Division of Natural Sciences
New College of Florida

Dear Lin:

I write to inform you that both Provost Suzanne Sherman and I have taken positive action on the recommendation from Natural Sciences and the PAC that you be granted tenure at New College of Florida. The recommendation from the Provost and President will be considered by the Board of Trustees, in accordance with the Collective Bargaining Agreement.

Congratulations on this milestone moment. Ever since New College was founded, our success has depended on the excellence of our faculty, and I am honored to recognize your accomplishments as a teacher and scholar.

In the meantime, warm congratulations once again, as well as thanks for your commitment to the mission of New College.

Sincerely,

Bradley Thiessen
Interim President



Office of the President

MEMORANDUM

TO: Bradley Thiessen, Interim Provost

FROM: Richard Corcoran, Interim President

DATE: April 14, 2023

SUBJECT: Tenure Recommendation Lin Jiang

Pursuant to Section 4.5 of the Faculty Handbook and Section 15.5 of the NCBOT-NCUFF Collective Bargaining Agreement (the "CBA"), I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Provost's recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the "Candidate"). In accordance with the Sections referenced herein, please supply copies of this Memorandum to the Candidate and the Provost's Advisory Committee (PAC).

I recommend the Board of Trustees defer its decision on awarding tenure to the Candidate. If that is not possible, I recommend denying tenure at this time. This recommendation is based on extraordinary circumstances including but not limited to: (1) changes in administration including new President and new Provost – whereby many of these positions are currently held in Interim status; (2) turnover of a majority of the Board of Trustees; (3) a renewed focus on ensuring the College is moving towards a more traditional liberal arts institution; and (4) the related current uncertainty of the needs of the divisions/units and College. These are all factors that I have appropriately taken into consideration in making decisions regarding tenure pursuant to Section 15.3(a) of the CBA.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 17, 2023

SUBJECT: Dr. Hugo Viera-Vargas Tenure Package for Consideration

PROPOSED ACTION

Consideration of tenure for New College faculty member Dr. Hugo Viera-Vargas.

Sections 4.5 - 4.6 of the *New College Faculty Handbook* describe the College's policies and procedures for granting New College faculty tenure. Briefly these are:

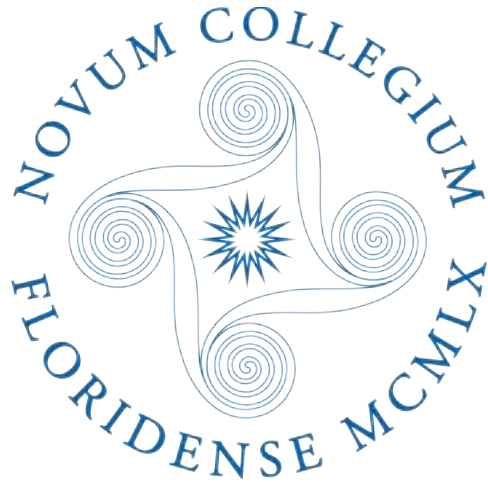
- In August, candidates assemble their evaluation file for review; letters are requested from New College and outside references. The evaluation file is made available for review by faculty within the candidate's Division.
 - The Divisional vote on tenure is conducted in November; a majority of three-fourths is required for a positive tenure vote.
 - The Provost's Advisory Committee (comprised of two faculty representatives from each Division) independently reviews the application and forwards a positive or negative recommendation to the Provost.
 - Based on a review of the file, the Divisional vote, and the PAC's recommendation, the Provost makes a recommendation to the President, who subsequently forwards a recommendation to the Board of Trustees.
 - The final decision rests with the Board of Trustees.
 - If tenure is not awarded, the candidate may stand again in the mandatory year without penalty.
-

Supporting Documentation Included: Trustees have received relevant portions of the candidate's Tenure packet. Included are:

Candidate's Curriculum Vitae
External Review Letters
Support Letters from Students/Alumni/Colleagues
Provost's Advisory Committee Evaluation
Statements on Research/Teaching
Division Chair Evaluation
Provost's Evaluation
Interim President's Recommendation

Facilitators/Presenters: Brad Thiessen
Interim Provost and Vice President for Academic Affairs

Other Support Documents Available: The *New College Faculty Handbook*; in addition, the complete Tenure Packet is available in the Office of the Provost.



NEW COLLEGE OF FLORIDA

HUGO VIERA-VARGAS

Division of Humanities

Candidate for Tenure

2022 - 2023

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Hugo René Viera Vargas, Ph.D.

EDUCATION

Indiana University, Bloomington, Indiana, 2008

Ph.D. History

Minor: African American and Diaspora Studies

Minor: Latin American Studies

Dissertation: "De-centering Identities: Popular Music and the (Un)making of Nation in Puerto Rico, 1898—1940." **Advisor:** Arlene Diaz Caballero, Ph.D.

Indiana University, Bloomington, Indiana, 2003

M.A. Latin American and Caribbean Studies

Universidad de Puerto Rico, Río Piedras, San Juan, 1996

B.A. Major: Social Sciences

Concentration: Caribbean and Latin American Studies

University of Wisconsin, Madison, Wisconsin, 2001

Summer Intensive Program in Portuguese Language

Facultad Latinoamericana de Ciencias Sociales-Argentina, 2011

Posgrado virtual en Gestión Cultural y Comunicación [Cultural Management and Communications]

RESEARCH AND TEACHING INTERESTS

Afro-diasporic musical expressions and society, Latin American and Caribbean history and culture, Race and Ethnic relations in the Americas.

TEACHING EXPERIENCE

Assistant Professor of Caribbean and Latin American Studies and Music, New College of Florida, 2018-present

Professor, Department of Humanities (**non-tenured**), Universidad Ana G. Mendez, Cupey, Puerto Rico, August 2018

Associate Professor, Department of Humanities, Universidad Metropolitana, Cupey Campus, 2012-2018

Assistant Professor, Department of Humanities, Universidad Metropolitana, Cupey Campus, 2008-2012

Instructor (part-time) for the Department of Sociology and Anthropology, Universidad de Puerto Rico, (2016-2018)

Visiting Lecturer for the Department of History, Indiana University, Bloomington, spring 2008

Instructor (part-time) for the Department History and Social Science, Universidad de Puerto Rico, 2003-2004; 2008-2009

PUBLICATIONS

Book

Viera-Vargas, Ruiz-Caraballo, Montes-Pizarro, Allende Goitia, and Bofill Calero. *Made in Puerto Rico: Studies in Popular Music*. Under contract, Routledge.

Peer-Review

"Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930" in Rivera Vega, Carmen Haydée & Duany, Jorge *Two Wings of the Same Bird: Transdisciplinary Approaches to Puerto Rican and Cuban-American History, Literature, and Culture*, The University of Florida Press, forthcoming, February, 2023.

"Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914- 1915". *El Centro Journal*, Volume XXXII, Number II, Summer 2020

"A son de clave: la dimensión afro-diaspórica de la puertorriqueñidad, 1929-1940" in *Latin American Music Review* Fall/Winter, 2017, 38:1<https://doi.org/10.7560/LAMR38103>

"La colección John Alden Mason (1914-1915): Una documentación sonora para el estudio de la historia cultural y musical puertorriqueña" en *Musiké* (Revista del Conservatorio de Música de Puerto Rico), 2015.Vol. 4, núm. 1.

"Introduction" of *Reflexiones en torno a la Identidad*, Universidad Metropolitana, San Juan, Puerto Rico, 2013.

"La colección John Alden Mason: una documentación sonora para la historia de Puerto Rico" in *Caribbean Studies*, Vol. 36, No.2., (2009) ,161-168.

"Too Familiar to be Entirely Alien, Too Alien to be Entirely Familiar: The Political and Cultural Effects of Granting Puerto Ricans American Citizenship" in *Diasporic Ruptures: Globality, Migrancy, and Expressions of Identity*. Edited by Alireza Asgharzadeh, ed. Rotterdam, Sense Publishers, 2007.

ACADEMIC REVIEWS

Viera-Vargas, Hugo R. "Race & Nation in Puerto Rican Folklore: Franz Boas and John Alden Mason in Porto Rico, by Rafael Ocasio", *New West Indian Guide / Nieuwe West-Indische Gids* 95, 3-4 (2021): 353-354, doi: <https://doi.org/10.1163/22134360-09503048>

Review of Noel Allende Goitia, *Las músicas Otras: Puerto Rico, el Atlántico Afrodiaspórico y otros ensayos de estudios culturales de la música*, San Juan, Ediciones Clara Luz, 2014, in *Musiké* (Revista del Conservatorio de Música de Puerto Rico), August 2016. Vol. 5, núm. 1.

Review of Martín Cruz Santos. *Afirmando la nación...Políticas culturales en Puerto Rico (1949-1968)*, San Juan, Ediciones Callejón, 2014. In *Revista Cruce* (UMET), March 2015

Review of *A Language of Song: Journeys in the Musical World of the African Diaspora*, by Samuel Charters. *Caribbean Studies* 40, no. 2 (2012): 206-208. doi:10.1353/crb.2012.0026.

Review of Barbara Abadia Rexach. *Musicalizando la raza: la racialización en Puerto Rico a través de la música*. San Juan, PR: Ediciones Puerto, 2012 in *Revista Cruce* (UMET), May 2012.

OTHER ACADEMIC PUBLICATIONS

Guía de estudios San Juan mas allá de las murallas, [co-authored with Santini Hernández & Vargas Maldonado], *Fundación Echar' pa lante & Fundación Banco Popular de Puerto Rico*, San Juan, Puerto Rico [Online publication-Forthcoming, November 2022]

"Bomba, prohibiciones y discurso racial en los albores del siglo XX", *80 grados*, 20 de noviembre de 2020.

"En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX" *Revista Cruce* (SUAGM), February 2020

Unpublished research "Mas de un siglo: 125 años de música popular en Puerto Rico" for the music special of *Banco Popular de Puerto Rico*, December, 2018

"Las políticas del cuerpo en la música popular" *El Nuevo Día*, march 12, 2018

Co-author, *Exploradores de la Historia: Historia de Puerto Rico*. San Juan, P.R. Dreyfous & Associates, 2017 (Textbook & Educational Material)

"Décadas de lucha por la libertad" in *América: geografía, historia y realidad contemporánea*

San Juan, P.R. Ediciones SM, 2017 (Textbook)

"Historia oral" in *Revista Cruce* (UMET), May 2016.

"Música e Historia" *Revista Cruce* (UMET), October 2015

"The Caribbean: An Overview" Caribbean Section, Puerto Rico Online Encyclopedia, 2011 "El Caribe: una visión panorámica" [Spanish Version]

"Sugar and Slavery in the 17th Century" in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011*. "Azúcar y esclavitud en el siglo XVII" [Spanish Version]

"The Spanish American War, 1898" in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* "La Guerra hispano-cubano-americana, 1898" [Spanish Version]

"Salsa as a Trans-Caribbean Socio-Musical Phenomenon" in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* "La salsa como fenómeno sociomusical transcaribeño" [Spanish Version]

"The Encomienda in the Caribbean Islands" in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* "Encomiendas y repartimientos en el Caribe Insular" [Spanish Version]

"Abolition of Slavery in the Caribbean" in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* "Abolición de la esclavitud en el Caribe" [Spanish Version]

"Música popular, nación e identidad II" in *Diálogo* (UPR) marzo abril, 2011, p. 30.

"Música popular, nación e identidad I" in *Diálogo* (UPR) enero-febrero, 2011, p. 28.

"Cultura y desarrollo" in *Diálogo* (UPR) noviembre-diciembre, 2010, p.31.

"Bregando con la cultura" in *Diálogo* (UPR) septiembre-octubre, 2010, p.26

"En tres tiempos caribeños". *Claridad*, Suplemento en Rojo Julio 6, 2007, pp.22-26

"La colección J. Alden Mason: fuente viva de nuestra historia cultural" *Claridad*, Suplemento en Rojo, septiembre 2007, pp. 24-25.

LECTURES AND CONFERENCE PRESENTATIONS

"Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930" in I International Colloquium on Caribbean Literatures and Cultures: *Lecturas mas allá de las insulas*, organized by the Matej Bel University of Banska Bystrica (Slovakia), the University of Puerto Rico, Aguadilla (Puerto Rico), the Catholic Institute of Toulouse (France) and the University of Bielsko-Biala (Poland), April 29, 2022 [Online Presentation]

"Racial Ideologies and Popular Music in the Spanish Caribbean" invited course presentation, University of Missouri- Kansas City, Conservatory of Music, March 9, 2022. [Online Presentation]

"El ombligo de la Plena" book presentation, Conservatory of Music of Puerto Rico, April 28, 2021[Online Presentation]

"Perreo: Dance and Race in the Spanish Caribbean", invited course presentation, Bowdoin College, April 21, 2021.

Un pájaro guarachero: los intercambios socio-musicales entre Cuba y Puerto Rico, *Coloquio*, Instituto de Cultura Puertorriqueña, March 18, 2021[Online Presentation]

"Bomba, prohibiciones y discurso racial en los albores del siglo XX", Coloquio 67, *Instituto de Cultura Puertorriqueña*, November, 7, 2020. [Online Presentation]

"Un pájaro guarachero: los intercambios socio-musicales entre Puerto Rico y Cuba", Florida International University, February 2020

"Music, Racial Ideologies and the Nation in Cuba and Puerto Rico", Union Institute & University Cincinnati, Ohio, January 2020

Invited Lecturer for the *Annual Lecture Series Program in Latin American Studies*, Florida Southern College, Lakeland, Florida, November 2019

"Discursos disonantes: La Bomba puertorriqueña y los discursos socio-raciales en Puerto Rico en los albores del siglo XX" en las *Sextas Jornadas de Estudios Afrolatinoamericanos* Centro cultural de la cooperación, Floreal Gorini, Buenos Aires, Argentina, September, 2019

"Más allá de un siglo: representación histórica de la música popular en Puerto Rico, 1893-2018", Universidad Ana G. Méndez, Cupey, Puerto Rico, March, 2019.

"Del sonido a la palabra: espacios sonoros y escritura imperial sobre Puerto Rico y Cuba, 1898-1930" 12th CRI Conference on Cuban and Cuba-American Studies, Florida International University, Miami, Fla. February 2019

"Tras la huellas de la primera bombas grabadas en Puerto Rico" 2^{do} Congreso de *Afrodescendencia en Puerto Rico*, Universidad de Puerto Rico, octubre, 2018.

"En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX" 3^{er} Simposio de Investigación Musical "Andanzas: nuevas perspectivas sobre la danza en el Caribe" San Juan, PR April, 2017

"Mapa musical de Puerto Rico," 3^{er} Simposio de Investigación Musical "Andanzas: nuevas perspectivas sobre la danza en el Caribe" San Juan, PR April, 2017

Invited Panelist for 11th *Multicultural Music Encounters* of the Multicultural Music Group at Lehman College (CUNY), Bronx NYC, June 2016, Topic: Chiapas, Passport Required

"Con gustito a Cuba: La dimensión afrodiaspórica de la puertorriqueñidad, 1914-1941," 1er Foro de Estudios Musicales Puertorriqueños: Sus métodos, sus enfoques y sus alcances. Universidad Interamericana de Puerto Rico, San Juan, PR, October 2015

"Introducción al pensamiento histórico," XVIII Feria Internacional del Libro de Puerto Rico, Santurce, PR, October 2015

"La colección John Alden Mason: una documentación sonora para el estudio de la historia en Puerto Rico," 1er Simposio de teoría, etnomusicología y musicología del Conservatorio de Música de Puerto Rico, San Juan, Puerto Rico, March, 2015.

"Con gustito a Cuba: raza y música en Puerto Rico, 1914-1941" 10th CRI Conference on Cuban and Cuba-American Studies, Florida International University, Miami, Fla. February 2015.

"De la salsa dura al reggaeton: música y resiliencia cultural en Puerto Rico" EDP University, April 2014

"Masculinities and Gender Relations in the John Alden Mason Puerto Rican Music Collection, 1914-1915", Society for Ethnomusicology 59th Annual Conference, University of Pittsburgh, Pittsburgh, Pennsylvania, November 2014.

Invited Panelist for 11th *Multicultural Music Encounters* of the Multicultural Music Group at Lehman College (CUNY), Bronx NYC, June 2013. Topic: The Jayuya Up-rising, 1950.

Invited Lecturer for the Cultural Arts Imperative course of the Department of Art and Public Policy (Tisch School of the Arts), New York University & Caribbean Cultural Center African Diaspora Institute, 2013.

Invited Panelist for 10th *Multicultural Music Encounters* of the Multicultural Music Group at Teatro Pregones, Bronx NYC, June 2012. Topic: The Ponce Massacre, 1937.

De la Salsa dura al Reguetón: música y resiliencia cultural en Puerto Rico, 1965-2010" Universidad Metropolitana, San Juan, PR, November 2010. Invited lecturer for *Celebración de la semana de Puerto Rico*, Facultad de Ciencias Sociales, Humanidades y Comunicaciones, UMET.

"Música popular, nación e identidad en Puerto Rico: una visión histórico-musical, 1930-1940." Escuela Libre de Música, Ernesto Ramos Antonini, San Juan, PR, November 2009. Invited lecturer for *Diálogos Universitarios Series*, Puerto Rican Endowment for the Humanities.

"Disrupted Masculinities: Popular Music and Manhood in Puerto Rico, 1914-1915" *Latin American Studies Association*, Rio de Janeiro, Brazil, June 2009.

"A son de clave: Las interacciones socio-musicales entre Cuba y Puerto Rico en la Colección de John Alden Mason, 194-1915" *3er Ciclo de Conferencias Caribeñas*, Instituto de Estudios del Caribe, UPR-Rio Piedras, November, 2008

"Música popular y modernidad en Puerto Rico" *Cartographies of Identities: Puerto Rico/ans in the 21st Century*, 8th Conference of the Puerto Rican Studies Association, San Juan, Puerto Rico, October, 2008

"Performing Race: The Afro-Diasporic Dimension of Puerto Rican Culture" Caribbean Studies Association, San Andrés Islas, Colombia, May 2008

"Historia y música popular: diversidad en la Colección de J. Alden Mason, 1914-1915." *Festival Internacional del Danzón, UNEAC (Unión Nacional de Escritores y Artistas de Cuba) Havana, Cuba*, March 2006

"Understanding the Margins through Popular Music: The Mason Collection of Puerto Rican Popular Music, 1914-1915." *Central States Anthropological Association, Miami University, Oxford, Ohio*, April 2005

"Fragmented Identities: Plena and the Puerto Rican Cultural Atomization of the 1930s." *Caribbean Soundscapes: Caribbean Music and Culture. Tulane University, New Orleans*, March 2004

"Too Familiar to be Entirely Alien, too Alien to be Entirely Familiar: The Political and Cultural Effects of Granting Puerto Ricans American Citizenship" *Latinidad in the New Millennium Graduate Student Conference. University of Illinois, Urbana-Champaign*, April 2003

Invited Lecturer for the Programa de Divulgación Cultural de Países Hispanohablantes at Indiana University Purdue University, Indianapolis. *Sponsored by the Spanish Consulate in Indianapolis to promote the study of Spanish-speaking cultures among local schools*, December 2001

MUSIC RECORDINGS

- Jerry Ferrao, *De guerreros y batallas*, Percussionist- Güiro, 2021
- Plena Adentro, *Calle San Sebastián*, Percussionist-Güiro, 2021
- Plena Adentro, *Linda Navidad*, Percussionist- Güiro, 2018
- Plena Adentro, *Rompecabezas*, Co-producer and Percussionist- Güiro, 2017
- Pirulo y la Tribu, *Yo soy aparte*, Percussionist- Güiro, 2017
- Jerry Ferrao, *Un patriota como tú*, Percussionist- Güiro, 2017
- Jerry Ferrao, *Tira la bola*, Percussionist- Güiro, 2015
- Manuel Collazo, *Me voy de party*, Percussionist- Güiro, 2012
- Los pleneros del Almendro, *Somos del Caribe*, Percussionist- Güiro, 2009
- Terraplén, *Cheveré*. Percussionist- Güiro, 2003
- Gamaliel Pagán, *Veinticuatro horas*. Percussionist-bongó, congas, güiro, 1998
- Los pleneros del Almendro, Percussionist- Güiro, 1998
- Los Relámpagos de la plena, *Restauración*. Percussionist-Güiro, 1997

- Nova Ilusión, *Cancion desnuda*. Percussionist and Co-producer, 1994

GRANTS

New College/Mellon Foundation, *Connecting the Arts and Humanities on Florida's Cultural Coast*, project **"Music in Transit: Migration and Melodies in Latinx Communities"** 2020, \$8,620 (Proposed with Dr. Ilaria Giglioli)

New College/Mellon Foundation, *Connecting the Arts and Humanities on Florida's Cultural Coast*, **Communities in Transit: Migration and Diaspora in the Arts, Humanities, and Humanistic Social Sciences**, 2019, \$2,500 (Proposed with Dr. Ilaria Giglioli)

Consejo de Educación de Puerto Rico *No Child Left Behind* 16-11, **Proyecto de integración en las materias de Ciencias, Español e Historia para maestros de 9no a 12mo grado**. 2017, \$172,928.44.

Consejo de Educación de Puerto Rico *No Child Left Behind* 10-15, **Proyecto de integración en las materias de Ciencias, Español y Estudios Sociales para maestros de 4to a 6to grado**. 2016. \$146,068.04

Consejo de Educación de Puerto Rico *No Child Left Behind* -14-16, **Proyecto de certificación de Historia para maestros de Educación Especial**, 2015. \$192,890.93

Puerto Rico Endowment for the Humanities, *Media and Educational Technology Grant*, 25-14 2014. *Mapa musical de Puerto Rico, 1850-1940*. \$12,100.00

ACADEMIC & INSTITUTIONAL SERVICES

Member of the Committee of the International Studies Program, New College of Florida, August 2020- present

Guest Editor, Special Bilingual Issue on Identities/Identidades, *Revista Cruce*, April 2021

Guest Editor, Special Issue on Music, *Revista Cruce*, February 2020

Member of the Committee on Campus Climate and Culture, New College of Florida, August 2019- 2020

Member of the Committee for the Black History Month, New College of Florida, 2019-2020

Editorial Board, *Musiké*, Conservatorio de Musica de Puerto Rico, 2017-present

Editorial Board, *Revista Cruce*, Universida Ana G. Mendez, Cupey, Puerto Rico, 2011-present

Coordinator, Universidad Metropolitana & Fundación Puertorriqueña de las Humanidades,
Project Title: **Diálogos Universitarios** (2016-2017)

Academic Coordinator, Humanities. Universidad Metropolitana, Cupey Campus, (2014-2017).

Academic Coordinator, B.A. in Cultural Management, Universidad Metropolitana, Cupey
Campus. (2009-2014)

Freelance Instructional History Coach (2013)

Member of the Administrative Board, Universidad Metropolitana, Cupey Campus, (2013-2015)

Member of the Academic Board, Universidad Metropolitana, Cupey Campus, (2012-2013)

Editor, *Puerto Rico on Line Encyclopedia*, Puerto Rican Endowment for the Humanities, 2014-
2015

Editor, *Puerto Rico on Line Encyclopedia*, (Caribbean Section) Puerto Rican Endowment for the
Humanities, 2009-2012.

Guest Editor (with Eloisa Gordon, Ph.D.) of *Reflexiones en torno a la identidad*, Universidad
Metropolitana, San Juan, PR, 2013.

Curriculum Designer B.A. in *Gestión Cultural* [Cultural Management], Universidad
Metropolitana, San Juan, PR, 2008-2009.

Participant, *Title V: The First Year College Experience Enhanced*, Universidad Metropolitana,
San Juan, PR, 2009-2010

ACADEMIC AWARDS & FELLOWSHIPS

National Endowment for the Humanities, Summer Fellow, *José Martí and the Immigrant
Communities of Florida in Cuban Independence and the Dawn of the American Century*,
University of Tampa, June 2019

Travel Award, The Society for Ethnomusicology, 2014

Honorable Mention, Ford Foundation Diversity Fellowship, 2007

Mendel Award in Latin American History, Department of History at Indiana University,
Bloomington, 2007

Indiana University Graduate Fellowship, Department of History at Indiana University,
Bloomington, 2006

Mendel Grant for Research in Latin America, Department of History at Indiana University, Bloomington, spring 2005

History Department Dissertation Fellowship, Department of History at Indiana University, Bloomington, 2004

Latin American Fellowship, Indiana Federation of Clubs, 2003

Tinker Grant for Research in Latin America, Indiana University Center for Latin American and Caribbean Studies, 2002

Foreign Language and Area Studies Fellowship, Indiana University Center for Latin American and Caribbean Studies, summer 2001

Fellow for the Latino Graduate Training Seminar in Qualitative Methodology: "Interpreting Latino Cultures: Research and Museums." Smithsonian Institute, summer 2000

LEARNING MEDIA AND LANGUAGE SKILLS

Blackboard certified instructor

Spanish- Native Proficiency

English- Professional working proficiency

Portuguese- Limited working proficiency

PROFESSIONAL AFFILIATIONS

Latin American Studies Association (LASA)

Caribbean Studies Association (CSA)

Puerto Rican Studies Association (PRSA)

The Society for Ethnomusicology (SEM)

Sociedad de Genealogía de Puerto Rico



NORTHERN ILLINOIS UNIVERSITY

Center for Latino and Latin American Studies

College of Liberal Arts and Sciences

September 9, 2022

Professor Miriam L. Wallace
Chair, Division of Humanities
New College of Florida

Dear Members of the Tenure and Promotion Committee,

I am writing this letter to provide an evaluation of Dr. Hugo Viera-Vargas' scholarly work as part of his application for promotion to associate professor with tenure at the New College of Florida. I am an Associate Professor of History and Director of the Center for Latino and Latin American Studies at Northern Illinois University. My research, including my first book *Rhythms of Race: Cuban Musicians and the Making of Latino New York City and Miami, 1940-1960* (University of North Carolina Press, 2015), addresses the role of race, nationalism, and migration in the Cuban and Spanish Caribbean diasporic communities of the United States with a particular emphasis on music and popular culture.

I have reviewed Dr. Viera-Vargas' academic and public-facing scholarly work, in consultation with the criteria for retention, tenure, and promotion found in the New College of Florida Faculty Handbook, and I have concluded that his record meets the institution's requirements for tenure and promotion. Dr. Viera-Vargas has established an original, coherent, and meaningful research agenda – in the midst of an ongoing global pandemic – that contributes to bodies of knowledge at the intersections of race, gender, music, and Caribbean and Latin American history.

Through his published scholarship, Dr. Viera-Vargas has made important, interdisciplinary contributions in the areas of race, gender, and nation in late nineteenth- and early twentieth-century Puerto Rican and Spanish Caribbean popular music. In particular, his most recent, forthcoming essay, "Listening to our Possessions," offers a comparative analysis of how U.S. colonial agents formed their views of Cuba and Puerto Rico through sonic descriptions, or what Viera-Vargas calls "colonial sonic discourse." Dr. Viera-Vargas' focus on sonic representations calls on the broader historiography of Cuba and Puerto Rico to reconsider the neat dichotomies of "civilized" and "uncivilized" as the only possible colonial representations of the islands. In a second publication, a journal article published in *Centro Journal* (which is a significant venue for publication for scholars of Puerto Rico), Dr. Viera-Vargas examines competing representations of masculinities in the popular music of John Alden Mason. Taken together, these two works showcase Dr. Viera-Vargas' keen ability to offer alternative readings of texts –

in this case, popular music – supported by historical context, theoretical positioning, and clear argumentation.

Beyond his published work, Dr. Viera-Vargas' scholarly engagements are multiple and wide-ranging, reaching both academic and general audiences. On the academic front, Dr. Viera-Vargas has been invited to give lectures at three universities, including an invitation to present material related to the Diaz-Ayala Collection at Florida International University Libraries. He was also selected to participate in the 2019 National Endowment for the Humanities Summer Institute on "José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century." The NEH Summer Institute selection process is highly competitive, and Dr. Viera-Vargas' acceptance indicates that his project was unique and offered a significant contribution to discussions around the research theme.

Dr. Viera-Vargas has also established a public-facing profile aimed at a broad audience. In addition to public talks, of particular note here is Dr. Viera-Vargas' development of a "Musical Map of Puerto Rico." This impressive educational website provides users access to information on the historical development of popular music in Puerto Rico between 1850 and 1940. The digital site presents users with historical narratives, descriptions of musical genres, photographs, and an interactive map of Puerto Rico with links to music, newspaper clippings, advertisements, and other historical artifacts. Dr. Viera-Vargas and his collaborators have created an important, easy-to-use resource that can be used in classrooms and by the general public.

Some of Dr. Viera-Vargas' public-facing work has also taken the form of creative, musical collaborations. Dr. Viera-Vargas performs as a percussionist (*güiro*), in live and recording sessions, which also informs his emerging interest in autoethnographic methods and reflects his approach to engaged, community research. This creative work is yet one more layer in Dr. Viera-Vargas' well-developed and substantive program of scholarly and creative activity.

In sum, in recognition of his scholarly productivity and contributions, I recommend that the committee award Dr. Viera-Vargas promotion to associate professor with tenure. I am happy to answer any additional questions the committee might have on this evaluation.

Sincerely,



Christina D. Abreu, Ph.D.
Director, Center for Latino and Latin American Studies
cabreu@niu.edu | 815-753-1532



Benjamin Lapidus, Ph.D.
Professor of Music and Deputy Chair
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The Graduate Center, CUNY
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New York City, NY 10019
T. 212.237.8339
blapidus@jjay.cuny.edu

September 20, 2022

To Whom It May Concern,

After reading the tenure/promotion guidelines issued to external reviewers, the New College resolution on evaluating faculty during and after the COVID-19 pandemic, and the materials to support his personnel action, I am enthusiastically recommending that Prof. Hugo Viera Vargas be awarded tenure and promotion to associate professor.

I will begin my recommendation by stating that I do not know Prof. Viera Vargas well. We met once as participants on the same panel at an academic conference, The Twelfth Conference on Cuban and Cuban-American Studies of the Cuban Research Institute at Florida International University in Miami, Florida on February 15, 2019. We have not seen each other since and have had few communications. The focus of the conference was the relationship between Cuba and Puerto Rico. Our panel was dedicated to the musical aspects of this relationship and I was extremely impressed with the quality of Prof. Vargas's paper which compared and contrasted U.S. colonial perception of music on both islands and employed great research, insights, and analysis. When some of the conference participants were asked to submit our papers as chapters for peer review and possible publication there was never a doubt in my mind that his work would not pass with flying colors. Indeed, his chapter was included in a forthcoming book with the University Press of Florida which will be useful for anyone researching or teaching this important topic.

In his fascinating 2020 article, "*Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914-1915*," Prof. Viera Vargas lays out a number of factors as to why Puerto Rican masculinity was made more vulnerable in the face of many changes in society, such as divorce, geographical displacement, colonial hegemony, and other factors. He then explores the variety of ways these processes were exemplified in the Puerto Rican popular music recorded by the young anthropologist John Alden Mason in the towns of Utuado, Como, and Loíza, Puerto Rico. Prof. Viera Vargas points out how the ideas about masculinity, sexuality, and gender relations that are portrayed in the "slightly *colorado*" songs in the collection are connected to historical events and social circumstances. Prof. Viera Vargas further explores the Mason material analyzing examples of songs that reflect the racial discourse surrounding Puerto Rican *bomba* in the early twentieth century in his excellent *80grados* article, "*Bomba, prohibiciones y discurso racial en los albores del siglo XX*." Together these two articles offer great insight into some of the problems associated with music and nation building of the time period and offer an excellent framework for musical and cultural analysis.

Prof. Viera Vargas's article, "*En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX*," shows how the Puerto Rican elite viewed the Puerto Rican *danza* as a symbol of Puerto Rican identity, which in their view, excluded African contributions. Prof. Viera Vargas demonstrates how, in fact the *danza* was but one musical iteration of Puerto Rican identity and that other musical genres enjoyed by the lower classes could not be suppressed.

In my view, Prof. Viera Vargas's scholarship is consistently solid, rigorous, nuanced, accessible, and appealing. This is demonstrated by the above-mentioned peer-reviewed and non-peer review articles and chapters as well as those in *Latin American Music Review*, *Reflexiones en torno a la identidad*, *Caribbean Studies*, *Musiké*, *Diasporic Ruptures*, and others that were in the file for review. It is clear to me that my evaluation of his work is not unique, because colleagues at other academic institutions such as Florida Southern College, FIU, Union Institute and University, and elsewhere have invited him to present his research. Looking at his track record, I believe that Prof. Viera Vargas's scholarly and non-academic presentations are in excellent discipline-pertinent events and definitely on pace with where one should be at this point in their academic career. All told, these are all the marks of a promising scholar with a long and productive career ahead and I am really looking forward to seeing his forthcoming projects.

I would also like to make special mention that while he produces scholarship in traditional formats, Prof. Viera Vargas also works in digital and online mediums with similar quality, rigor, and consistency as demonstrated by his involvement with the creation of the amazing online digital musical map of Puerto Rico. This is a truly fantastic resource for scholars and educators who teach and research the music of Puerto Rico and I used it in my graduate seminar on music of Cuba, Puerto Rico, and Dominican Republic during the Fall 2021 semester.

Finally, I am an ethnomusicologist specializing in Caribbean music as well as a Grammy-nominated Latin jazz musician. I personally view Prof. Viera Vargas's activity as a performer of Afro-Puerto Rican and Caribbean music to be as equally important as maintaining his teaching, research, and service at New College. This is a major asset that sets him apart from non-performing scholars and shows an extraordinary commitment to his craft as a musician and percussionist. Pedagogically speaking, it is important that students studying Caribbean music engage directly with practitioners who can provide history and ethnographic context as well as musical information. Prof. Viera Vargas exemplifies this type of scholar-practitioner. At the same time, teaching and research can positively impact the performing professor's performance and recording activities in a variety of ways. Prof. Viera Vargas's research intersects with his musical collaborations and has served as a means of connecting collective musical and cultural memory with performance, as evidenced by work with Jerry Ferrao, and others. It is inspiring to see Prof. Viera Vargas continuing to contribute positively to both the local and international musical communities in Florida, Puerto Rico, and beyond as demonstrated by his recent recordings and performances with Jerry Ferrao, Sarasota Contemporary Dance, and Plena Adentro.

To conclude, I unequivocally recommend that Prof. Hugo Viera Vargas be promoted to Associate Professor with tenure. Please contact me if I can be of further assistance.

Sincerely,

Benjamin Lapidus

Benjamin Lapidus, Ph.D.



October 15, 2022

Miriam L. Wallace
New College of Florida
Chair, Division of Humanities
Professor of English and Gender Studies

Dr. Professor Wallace and members of the committee,

It is my pleasure to recommend Hugo Viera Vargas for tenure and promotion to the rank of Associate Professor at New College of Florida. I have known and collaborated professionally with Hugo Viera for the last ten years and can attest to the quality of his academic research, commitment to teaching, outstanding musicianship, and dedicated service to the community at large.

As a specialist in Latin American and Caribbean music and culture, Dr. Viera has made significant scholarly contributions to our field of study. In particular I would like to draw attention to his work on the ethnographic recordings of the John Alden Mason Collection which has led him to explore the relationships between music, identity, race, and gender in the Caribbean, as well as to the development of various music styles Latin American music during the first half of the 20th century. This body of work has been published in peer-reviewed journals such as *Latin American Music Review*, *Centro Journal* and *Musiké*, and presented in various academic conferences around the world including Puerto Rico, Brazil, Colombia, and United States. Viera's most recent work "Listening to Our New Possessions", edited by well-established scholars Jorge Duany and Carmen Haydee Rivera Vega, focuses on music, power, and colonialism during the early 20th century in Cuba and Puerto Rico and will be published next year by University of Florida Press. Dr. Viera is also editing and contributing an article on *plena* for the *Made in Puerto Rico* book which will be published next year by Routledge Press. *Made in Puerto Rico: Studies in Popular Music* will provide the most up to date and specialized review of Puerto Rican music.

Hugo Viera has also made significant contributions with shorter articles, reviews, and encyclopedia entries on a variety of topics related to Caribbean music and Latin American culture intended for a wider audience available in *Revista Cruce*, *80 Grados* and *Enciclopedia de Puerto Rico*. His most significant project in this respect has been the *Mapa Musical de Puerto Rico* an online resource with entries on different genres of Puerto Rican music. *Mapa Musical* though created by specialists is written with the intent to be an educational tool for all those interested in learning about Puerto Rico's rich musical culture.

Besides his outstanding and active research agenda, Dr. Viera has developed entrepreneurial and cultural management skills which are worth mentioning. Since 2014 Viera has obtained grants in partnership with different organizations including Mellon Foundation, No Child Left Behind and National Endowment for the Humanities which have allowed him to direct important educational projects such as *Music in Transit: Migration and Melodies in Latinx Communities*, *Workshops for high school teachers in Puerto Rico's Public Education System*, and the aforementioned *Mapa Musical de Puerto Rico*.

Last but not least I would like mention Dr. Viera's musicianship. Hugo Viera is a well-recognized percussionist in Puerto Rico and forms part of the local popular music community. Testament to this, was his participation on Jerry Ferrao's plena recording "De Guerreros y Batallas" in which he was invited to record the *güiro* parts. I believe Viera's musicianship to be significant as it brings an insider's perspective to his research and teaching at New College. The ability to transmit knowledge through the making of music itself and to illustrate with live examples is critical to any music course and fosters student engagement.

With these words I would like to reiterate my favorable stance in recommending Dr. Hugo Viera Vargas for promotion to Associate Professor at your institution. His commitment to scholarship, teaching, and community makes him a valuable asset at New College of Florida and to the field of music studies.

Sincerely,



Jaime O. Bofill Calero
Associate Professor, Musicology/Ethnomusicology
Conservatorio de Música de Puerto Rico
Director, Instituto de Investigación Musical de Puerto Rico y del Caribe (IMPCA)
jbofill@cmpr.edu, (939) 227- 3124



October 10, 2022

Miriam L. Wallace
Chair, Division of Humanities 2016-2022
Professor of English and Gender Studies
New College of Florida
5800 Bay Shore Road
Sarasota FL 34243-2109

Dear Professor Wallace,

As per your request, I am writing as an outside reviewer for Hugo Viera Vargas, Assistant Professor of Music and Latin American and Caribbean Studies, as he stands for tenure and promotion. I will be focused primarily on his scholarship and creative work, adding a few comments on his teaching and service. I am an ethnomusicologist interested in the way that people of African and Indigenous descent use music and dance to self-identify within various Latin American and Caribbean contexts. While my 2019 book focused on Afro-Chilean music-dance expressions, my current work includes research on Afro-descendant music-dance in Puerto Rico and its diaspora. As a result of this research, I have been reviewing the academic literature on the Afro-Puerto Rican genres of bomba and plena, and I can situate Dr. Viera's work in this context.

I was initially introduced to Dr. Viera's work through a research presentation he gave as a graduate student at Indiana University, where we overlapped for a period. Our relationship has been primarily professional, as he received his degree five years before me, and we have occasionally seen each other's work at conferences like the Society for Ethnomusicology and the Latin American Studies Association. While I am contributing a chapter to the *Made in Puerto Rico* edited volume, I am working with a different co-editor.

Dr. Viera is perhaps best known for his work on the 1914-1915 John Alden Mason popular music collection, generally regarded as the earliest collection of recordings of Puerto Rican folk music. The work Viera has done documenting and transcribing the collection has been valuable to other scholars, as can be seen in citations of his early work in Ocasio's 2021 academic book on the Mason collection and in several articles that reference Mason's collection (M. Quintero Rivera 2021, M. Maldonado 2019). Trained as a historian, however, Viera's main contribution has been advocating for the use of these recordings as lens for reading history, especially the history of those sectors of the population for whom finding other documents prove difficult. For example, his 2017 article "A son de clave" uses the recordings within the Mason collection to illustrate the increased appropriation and adaptation of Afro-Cuban genres within the Puerto Rican repertoire. Viera argues, however, that the use of Afro-Cuban music resonated with African diasporic values that were already present in Puerto Rican culture but could not be expressed with Afro-Puerto Rican genres like bomba since they were heavily discriminated against. Similarly, Viera's 2019 article "Representaciones sonoras" argues that, while many songs in the Mason collection

reaffirmed hegemonic notions of masculinity, others offered the possibility for men to express themselves in other ways, without social stigmatization. The use of historical methods to analyze the sociocultural context of non-elite musics fits within the growing subdiscipline of historical ethnomusicology, which is a relatively new section within the Society of Ethnomusicology, given that history traditionally had been left to musicologists. With his work, Viera offers solid contributions to this growing field.

While still resonating with this subdiscipline, Viera's latest work goes beyond the Mason collection in ways that are sure to impact Caribbean Studies more generally. Scholars have generally used iconographic evidence to argue that the U.S. mostly saw Cuba as Black, inferior, and unruly (thus allowed to become independent), while Puerto Rican was seen as White and able to be taught (thus remaining colonized). Viera, however, uses the comments that colonial agents made about the music of these two countries to complicate that reading, as Cuba is portrayed as musically sophisticated and familiar while Puerto Rico is depicted as primitive and different. My training certainly included the types of iconographic readings that Viera challenges, so I am confident that this chapter will alter the way that Caribbean Studies scholars depicts this early twentieth century time frame.

To demonstrate the solidity of his academic achievement, the pieces that Viera published as he was beginning and during his time at the New College were published in peer-reviewed journals that are representative of their subfields (*Latin American Music Review* for Latin American music studies and *Centro Journal* for Puerto Rican Studies). The *Centro Journal*'s number was a special issue dedicated to the bomba, and it stands out as a resource for academics interested in this Puerto Rican genre. The chapter for the collected volume appears on University of Florida Press with two strong academic co-editors (Carmen Haydee River Vega and Jorge Duany), and the volume that Viera is both co-editing and contributing a chapter to has been accepted on contract with Routledge's Global Popular Music Series. Titles from this series are generally well-known among Latin American and popular music scholars. This publishing record shows a body of work growing in stature that is likely to continue. His professional service in terms of the academic book reviews that he has produced complements this record.

Early in his time at New College, Dr. Viera was able to present his work regionally in the Caribbean and South Florida as well as nationally in Ohio and internationally in Argentina. Of course, academic life has gone through changes due to the pandemic. Dr. Viera has taken advantage of the online conference and presentation format to be able to continue sharing his ideas at an international colloquium and a pair of U.S. classroom visits. I assume that he will be presenting at conferences again now that travel is becoming possible once more. Indeed, one area in which he could improve would be more research presentations at national academic conferences.

In addition to his peer-reviewed research and formal presentations, however, Viera has produced a body of work that presents his academic findings to a broader, non-specialist audience. One of these is the musical map of Puerto Rico, an online encyclopedia of the island's music history. In my personal experience, it appears as a common result on Google

when searching on Puerto Rican music topics. Additional work includes publication in online spaces like *Cruce*, a non-refereed research journal, and *80 grados*, a Puerto Rican digital magazine for deeper discussions of the issues similar to *The Conversation*. He has given several talks at the Institute of Puerto Rican Culture, the island's governmental agency that is a reference point for those who study Puerto Rican artistic expressions. Perhaps the words of Dr. Viera that have reached the most ears are the writing he did for the 2018 holiday television special "Más de un siglo" produced by the Banco Popular de Puerto Rico. This annual musical event is much anticipated among the Puerto Rican community, both on the island and in the diaspora, and Viera's presence there illustrates his reputation as a music researcher and performer on the island and the diaspora.

Such public-facing activities are important given the value that New College places on teaching. As those of us who teach in schools of music are rethinking how to better prepare our students to be music professionals in the 21st century, we realize the importance of instructing students to express their ideas in a variety of media and serve a broader population. The educational focus of New College resonates with such thinking, and seeing professors like Dr. Viera participate in such activities gives a model for students to follow.

At the research-focused university where I teach, the expectation for tenure is roughly seven articles or a book and an article. Given the teaching focus of New College, that Dr. Viera has completed the equivalent half of such an expectation during a trying period, complemented by a variety of other activities, makes me confident that he will continue to produce constructive research at New College. I am pleased to recommend Dr. Viera for promotion and tenure to Associate Professor, based on his research record and teaching qualities.

If you have any questions or concerns, I would be happy to address them.

Sincerely,

A handwritten signature in black ink, appearing to read "Juan Eduardo Wolf". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Juan Eduardo Wolf, Ph.D.
Associate Professor, Ethnomusicology
Core Faculty, Folklore Program

10/26/2022

Dear Dr. Lopez and Dr. Edidin,

I am writing this letter as a recommendation of Hugo Viera-Vargas for tenure and promotion to the rank of Associate Professor. I have taken a number of courses and an ISP under Dr.

Viera-Vargas, all of which have been among my most enjoyed academic experiences at New College. Besides the ISP, the courses I took with Dr. Viera-Vargas were focused primarily in history so that is where my experience with his teaching and scholarship comes from. That being said despite not being his sole area of expertise, Dr. Viera-Vargas' courses on Latin American history and Latine history within the United States are easily the best taught history courses I have taken. His teaching style for the subject is one of the few which I've found that is able to present history in a more engaging and detailed narrative way, while still integrating the broader historical context. This was manifest in our class sessions in the way that students would rarely need to be prompted/forced to contribute to class discussions as one often sees in some courses I have taken. In contrast I remember one course often going over time simply because the way he would lead discussions voluntarily held the interest of students. When having to complete final projects for his courses I have also always enjoyed the level of autonomy in terms of the free range I remember being given in choosing my topic. I still think of the historical narrative paper I wrote as a final exam for Dr. Viera-Vargas' Intro. to Latin American History course in my 1st year at New College as one of the best pieces of academic writing I have produced to date. And honestly without Dr. Viera-Vargas as the professor I doubt I would have had the motivation to write such a lengthy paper, as by the end it was 12 pages over the 15 page limit. And the reason I

was able to find the motivation to write so much more than was asked of me, was because I actually found myself wanting to know what he would think of what I had to say.

So all this is to say: I think if New College has more Professors like Hugo, you will probably have less students skipping class or turning in half-baked papers.

Sincerely,

Drake Elting

A handwritten signature in black ink, appearing to read "DE" followed by a stylized, cursive flourish.

To whom it may concern:

I took Popular Music and Societies of the Hispanic Caribbean with Professor Hugo Viera-Vargas during my first year at New College, and I cannot begin to recommend him enough. He is incredibly kind to his students, knowledgeable about his field, and passionate about what he does. I had absolutely no knowledge of the subject matter of the course before entering, and he taught me a great deal. I found that learning about other cultures was highly beneficial to my education. The readings for the class were relevant and quite informative. I found that the class was time intensive due to the length of the readings, but extremely manageable. Class discussions were always interesting, and I looked forward to attending them.

Please consider this a positive recommendation for the promotion of this professor!

Best,

A handwritten signature in cursive script, appearing to read "Ruben Rodriguez".

Esteemed Provost Advisory Committee,

My name is Rocio Ramirez Castro and I am a fourth year thesis student of Anthropology & Spanish with a concentration on Latin America & The Caribbean. I am also one of only a handful of Latina students in my Cohort, out of which I am the only Puerto Rican. Words can not describe the impact that Professor Hugo Viera Vargas' presence on this campus has made to me in my time at New. All too often, and particularly at primarily white institutions like ours, latinx students only see themselves and their people represented in the service employees and grounds workers on campus. While I do personally know and appreciate many like Gill in the dining hall, as well as Wanda and Lino over in Physical Plant, it means the WORLD for students to see themselves represented in the Faculty as well. Hugo Viera Vargas is the only Puerto Rican Professor I've had in all my time at New and that's brought a little bit of home to New College for me.

To me, Hugo represents possibilities, opportunities, and success in the world of academia, and he's done so whilst being unapologetically himself and unabashedly Boricua. Hugo is kind, charismatic, hilarious, and incredibly approachable. He is also brilliant and has taught me, among other things, the value of celebrating my own culture through my personal studies and academic pursuits. His office, filled with stacks of books and enough drums to trip over, has always been a safe space for me, as I know it's been for many others. His joy, passion, and devotion to the subjects he presents as well as the students he teaches are hard to miss as he brings a lively and colorful presence to each and everyone of his courses. Most importantly, I know he gets it. And as simple as that may sound, it's not always the case when it comes to more personal issues like worrying about my family losing power in Puerto Rico during hurricane season, or not always knowing the word in English when the one in Spanish is so clear in your mind.

In my time at New, I have taken two courses with him, Music of the African Diaspora, Beyond the Dream: Latinx History in Critical Perspective, and an ISP: Patà: An experiential ISP on Afro Caribbean Drumming. I would take them all 10 times over if I could and still have something to learn from Hugos vast and varying knowledge and compassionate teaching style. Even the years or semesters where I did not have a class with Hugo I knew his inbox and office doors were wide open should I ever need to reach out, and that alone brought me comfort.

My time at New College would have been significantly more isolating and I likely would not have found and fed my academic curiosities in the way I've been able had it not been for the powerhouse of a professor that Hugo is. It is my honor to have him sit on my Thesis Baccalaureate Committee this year and I hope to keep in contact and work with him long after my days at New.

Sincerely,

Rocío Del Mar Ramírez Castro

February 27, 2022

Katherine Walstrom & Susan Marks

Co-chairs of PAC1

To Mx. Walstrom & Marks,

My name is Gabriela Ott, I am a fourth year student studying Psychology / Spanish with a minor in Latin American & Caribbean studies. I worked for two years (2019-2021) in the Student Activities and Campus Engagement (SAuCE) Office as a student event team coordinator for Diversity & Inclusion events. I additionally am a part of the LatinX Club on campus and worked on the LatinX Heritage Month Planning Committee.

Through these experiences, I had the opportunity and pleasure to work with Dr. Viera-Vargas extensively. Dr. Viera-Vargas is someone who has personally and professionally altered my trajectory at New College of Florida (NCF). He is the unique kind of professor which takes great care in getting to know his students as people outside of his classroom. He has taken the time and initiative to get to know me, assist me in my goals, and given me useful advice which has shone light on opportunities I never knew existed.

An example of this is the *Revista Cruce* magazine publication that Profesor Viera-Vargas facilitated. Dr. Viera-Vargas used his knowledge and connections outside of the classroom to offer an opportunity to LatinX NCF students to get published in the Puerto Rican magazine, *Revista Cruce*. I am extremely grateful for the work he put in to not only offer us this chance, but the time put outside to read, edit, and advise us on our pieces. Being officially published is a huge accomplishment for me, and it is one I would never have found without Dr. Viera-Vargas.

Additionally, having him as a professor, he has offered a unique and intriguing perspective in Caribbean studies which have been an intellectually stimulating experience. His courses are integral to the Latin/Caribbean studies here and have been some of my favorite courses I took. They also have particular importance to the underrepresented LatinX students here on campus. These courses offer us a chance to explore Latin content and hold engaging discussions which are not available in other courses. It was in his class, *Introduction to Latin American History*, during my first semester when I realized I had a passion for Latin American Studies which I wanted to pursue. Dr. Viera-Vargas worked with me to create a tutorial and classroom experiences that nurtured my interests. Due to this impact, I proudly have a minor in Latin American & Caribbean studies.

As someone active in events and campus activities, Dr. Viera-Vargas is central to the LatinX Heritage Month events and the ways they have expanded. As I did my first ever programming in my second year I had felt unsure and nervous to host events for LatinX Heritage Month. It was

Dr. Viera-Vargas who tirelessly stepped up—not only to assist in my planning and execution of events—but to offer me advice and encouragement. It had meant the world to me to have his support; and his confidence in me pushed me to find confidence in myself.

His influence on the LatinX Heritage Month committee was additionally incredibly helpful; it is clear to all he is passionate and supportive and has actively worked to make spaces at NCF for LatinX students. There is a reason why when he attends these events there is almost always a gaggle of LatinX students around him, excitedly chatting. We see him and the work he's done, and as a community we look up to him. His attendance, participation, and organizational skills have been extremely helpful, not only to my events, but to the LatinX community as a whole.

I had additionally studied “abroad” last semester at the Interamerican University in San Juan, Puerto Rico. It was Dr. Viera-Vargas who used his resources and personal knowledge of the universities and Puerto Rico to offer me immense help. He took precious time to guide me through the application processes, write colleagues to highlight opportunities, and gave great advice on housing information. My transition into Puerto Rico, as well as my pre-planning process, would not have been as smooth or easy without him. For a student like myself who is constantly juggling a million things, it is indescribable how impactful it can be to have a professor like him there and always ready to help. The process for executing study abroad (especially in our COVID times) is stressful, and I am earnestly grateful for all Dr. Viera-Vargas did to assist me.

Dr. Viera-Vargas is a powerful and vital part of my New College career, and has had an immensely positive impact on our NCF community. From assisting the Caribbean/Latin Studies department, LatinX students, campus events, and my personal experiences on campus—he is a dynamic force here. He has made me feel seen, heard, and appreciated here at NCF and his efforts to provide meaningful conversations have meant the world to me. I am incredibly grateful for his insights, his courses, and his events.

I hope this letter can shed just some light on how Professor Viera-Vargas has impacted NCF and the importance his presence has here. Please feel free to contact me regarding any questions or follow ups.

Thank you for your time.

Gabriela Ott

A handwritten signature in black ink, appearing to read 'Gabriela Ott', with a large, stylized circular flourish at the end.

To: PAC
From: Alberto Portugal
Re: Hugo Viera-Vargas' tenure and promotion review

Dear Colleagues:

I am writing in support of my colleague Hugo Viera-Vargas. He is being reviewed for tenure and promotion by your committee.

I believe that Hugo's performance in the three areas of Teaching, Scholarship and Service are of high merit, and have been very consistent throughout his career at New College.

In terms of teaching, Hugo has made very strong contributions to several areas of our academic program. He has created a significant number of courses that respond to program needs and to the interest of students. These courses cover music, culture and history of the Caribbean and Latin America, and also approach the Hispanic world in a more broad and productive way.

I personally appreciate Hugo's willingness to explore and experiment with his courses, which he does with great intelligence and generosity. Part of the challenge here is that his attention is required by very different audiences. His courses address issue that are relevant to students in Music, History, Spanish, but also to those engaged in interdisciplinary/multidisciplinary approaches: International and Area Studies, Caribbean and Latin American Studies. And as I mentioned before, in addition to the disciplinary and interdisciplinary demands, there are also those that respond to the changing nature of our world: the new magnitude of the "Hispanic" world. This is of particular importance for us as the population of Hispanic students at New College is growing and the offerings of our programs should be able to understand and enter in dialogue with new interests and needs. Hugo has created substantial courses that articulate well these issues. He is now in the process on working with colleagues to shape a workable program

On this last matter and others, his talent for collaborative work has been evident. During the January term of his first year, I had the opportunity to work with him and with Professor Hernandez (Sociology-CLAS) in a group ISP [Exploring Identities], which was also an opportunity to explore possibilities of collaboration. In that ISP I was very impressed by Hugo's work with the students during the discussions and when providing feedback. It was also a total pleasure to work with him: from the planning and discussion of the material, to conferring about the progress of students and the characteristics of their work. Since he has co-taught courses with Professor Labrador Rodriguez (Spanish-CLAS) and with Professor Clark (Music).

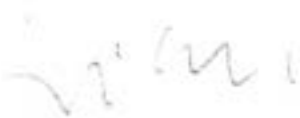
The scope, talent and versatility that make possible his success with the academic program, can also be appreciated in the development of his scholarship and his work as a performer. Hugo is actively engaged with his field. Attends conferences regularly and publishes in both peer-reviewed academic journals and edited books, as well as in a variety of venues with relevance to his field and to the dissemination of his expertise, both in the United States and abroad. The scope of his research is also interesting; from archival work [his long-term involvement with the John Alden collection] to publications with an educational goal [the *Guía de estudios San Juan meas allá de las murallas*], to what would consider more traditional academic research.

The other aspect of his professional activity is his performances as a musician, of which we have some examples in the file [music recordings], but not a full account [his life performances and collaborations with musicians in the area and beyond].

In addition to his contributions in the process of defining and consolidating our institutional interest in Caribbean and Latin American studies, Hugo has been constantly working with students in developing student-oriented activities. He has been particularly attentive to students that identify as Hispanic and Latino, and has supported the in the organization of event and publications.

It is my opinion that my colleague Hugo Viera-Vargas performance in the three areas of teaching, Scholarship & Creative Work, and Service throughout his career at New College clearly satisfy our standards for tenure and promotion to the rank of Associate Professor.

Sincerely,



José Alberto Portugal
Professor of Spanish

October 26, 2022

Dear Members of the Provost's Advisory Committee:

I am writing in support of Professor Viera-Vargas as he stands for tenure and promotion.

Although Professor Viera-Vargas's research and teaching are in fields beyond my expertise, as the Director of International Studies when he arrived, I appreciated the central role he immediately took in building the interdisciplinary curriculum in Caribbean and Latin American Studies. The College has real faculty strength in this area and those colleagues originated the curriculum, but having someone here to teach interdisciplinary core courses has really advanced the program.

I would also like to take this opportunity to note Hugo's generous and thoughtful service, now for the second year, on the search committee for a tenure-track position in U.S. History. He has been a valuable colleague on this committee for his knowledge of History, his input into strengthening our DEI initiatives in hiring processes, and his vantage point outside the Division. Of particular note is the fact that the search for this position is in its second year and Hugo participated in the final stages of last year's iteration while on ARL and abroad. We appreciated his extra efforts. Hugo's insights have been important for the committee, and his collegiality and commitment to the search are wonderful. We feel fortunate to have him on the committee a second time.

In sum, Hugo's contributions to the curriculum and the broader intellectual community at the College in fields related to his are valuable, and I support awarding him tenure and promotion.

Sincerely yours,



Barbara Hicks
Professor of Political Science
Chair, Division of Social Sciences



New College
THE HONORS COLLEGE of Florida

Division of Social Sciences

David Allen Harvey
Professor of History
Division of Social Sciences
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

October 24, 2022

To the Provost and the Members of the PAC,

I am pleased to write in support of the candidacy of Dr. Hugo Viera-Vargas for tenure and promotion to associate professor. I have known Hugo since his arrival at New College, and appreciate the contributions he has made to a variety of fields of study. Though his appointment is in Music and Caribbean/Latin American Studies, he is a historian by training, and many of the courses he teaches are rich in historical content and therefore of interest to students in History and related fields. I look forward to further collaboration with him in the coming years.

I would especially like to highlight Hugo's contributions to the ongoing, multi-year search for a new tenure-track professor of American history. Hugo agreed to serve on the search committee for the 2021-22 academic year, and in this capacity, he reviewed well over a hundred applications and participated in nearly a dozen Zoom interviews. His role in the process was constructive throughout, and my fellow historians and I appreciated his input and his willingness to contribute to the success of our program. I am especially grateful that he agreed to continue his service after the provost decided to continue the search into the 2022-23 year.

I am pleased to call Hugo a colleague, and I fully support his candidacy for tenure and promotion. I encourage you to give his candidacy your consideration and support as well.

Sincerely,

David Allen Harvey
Professor of History and International/Area Studies
New College of Florida



New College
THE HONORS COLLEGE of Florida
Division of Humanities

October 27, 2022,

Dear Provost and PAC,

It is my pleasure to write this letter of support for Professor Hugo Viera-Vargas's tenure and promotion review. I would like to share my experience in attending some of the events and activities which Prof. Viera-Vargas coordinated or organized.

Over the past five years Prof. Viera-Vargas has made great effort to engage our local communities through his expertise in Puerto Rican and Caribbean music and his professional connections. In December 2021, my family and I attended a music and dance presentation by the Puerto Rican Plena group Plena Mar Latino outside the College Hall. It was a beautiful event that brought together faculty, staff, and community folks, as well as students. The relaxing music and smooth operation of the whole event might impress the audience as effortless, but it must have taken tons of organizational work from Prof. Viera-Vargas and his colleagues in Latin and Caribbean Studies.

Prof. Viera-Vargas has successfully guided his students in connecting their academic learning and impacting local societies in Florida and Puerto Rico. His students published their work in the student-led journal, *Identities/Identidades* of Revista Cruce, through an online format in April 2021 and in hardcopy in October 2022. I've seen only the online version, which includes bilingual texts embedded with vibrant illustrations. The hardcopy will doubtlessly make the best part of the publishing students' memory about their work with Prof. Viera-Vargas and at New College.

Prof. Viera-Vargas shared his thoughts and experiments on pedagogy with the NCF faculty. I attended the session on "Decolonizing Curriculum" co-presented by him and Prof. Maribeth Clark at the Teaching Tuesday forum last year. I was as much inspired by their thoughts and ideas as impressed by their candidness in sharing their classroom experience, of both achievements and challenges. Their presentation left me with a lot to think about my own teaching.

I have got the chance to work with Prof. Viera-Vargas more through the International Studies Committee over the past year. I have found him a thoughtful colleague and a caring community member. Prof. Viera-Vargas's service to the college has been solid and will have substantial contributions to make in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jing Zhang".

Jing Zhang

Associate Professor of Chinese Language and Culture
Director, International Studies
New College of Florida
Tel: 941-487-4279
Email: jzhang@ncf.edu

New College

THE HONORS COLLEGE of Florida

TO: Aron Edidin and Manuel Lopez, Co-chairs of PAC 1
FROM: Prof. Manuel Lopez
DATE: October 10, 2022
SUBJECT: **Tenure and Promotion of Professor Hugo Viera-Vargas**

I am submitting this letter in support of Prof. Viera-Vargas' Tenure and Promotion case. Since he arrived at New College, I have been very impressed with Prof. Viera-Vargas work with students, including the recent collaboration between Latinx NCF and Puerto Rican students that resulted in the publication of the *Cruce Magazine*. Prof. Viera-Vargas has also played a very important role in the organization of events during Latinx Heritage month, and he has also brought a lot of live musical performances to campus such as the concert he organized by *Plena Mar Latino* in December of 2021. He has also been an invaluable colleague as a member of the International Area Studies (IAS) committee, where we both serve.

I think Prof. Viera-Vargas commitment to the success of the institution is beyond doubt, and he will be an excellent asset to our institution in the years to come.

Thank you for your time and your efforts.

Sincerely,



Manuel Lopez, Ph.D.
Associate Professor
New College of Florida
mlopezzafra@ncf.edu
Office: ACE 204
Phone: (941) 487-4317

October 27, 2022

Members of PAC1

Office of the Provost

RE: Support letter for Tenure and Promotion - Professor Hugo Viera-Vargas

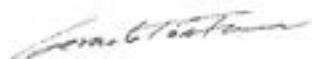
Dear PAC members and Provost Office,

I am pleased to write supporting Professor Viera-Vargas's application for Tenure and Promotion. Even though my interactions with Professor Viera-Vargas are limited, I have closely worked with him on the International Studies Committee, where he has always provided and supported initiatives geared to improve the curriculum and in general academic activities for international students.

Professor Viera-Vargas has also excelled these years at New College creating spaces to promote the participation and involvement of the LatinX and Hispanic students in our campus community. He has led and carried out musical performances and similar activities highlighting the importance of Latin culture and identity.

I look forward to continuing working with Professor Viera-Vargas and witnessing how his activities and enthusiasm promote the diversity of New College. Thus, I fully support his application for Tenure and Promotion. Please do not hesitate to contact me if you have any questions.

Sincerely,



Gerardo Toro-Farmer

Assistant Professor
Division of Natural Sciences & Environmental Studies Program
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New College

THE HONORS COLLEGE of Florida

Division of Humanities

TO: Manuel Lopez and Aron Edidin, Co-chairs, PAC1
(c/o Office of the Provost, COH 214)
FROM: Diego Villada – Theatre, Dance, and Performance Studies (TDPS)
DATE: October 28, 2022
SUBJECT: Tenure and Promotion of Professor Viera-Vargas

Re: Support Letter for Professor Viera-Vargas
October 28, 2022

Dear Drs. Lopez and Edidin - PAC1 (c/o Office of the Provost),

I am writing to support the work of **Professor Hugo Viera-Vargas** for tenure and promotion. They have my full support without reservation.

I have known Prof. Viera-Vargas for four years. We arrived together to the college in 2018 and are peers that work together for the betterment and development of the arts at New College. We have had the same students at times, worked together for TDPS, and have had projects in common.

My students and advisees report positive experiences when it comes to his classes. Many of them are available to students of TDPS for theory credit. He brings a wealth of knowledge in the areas of Latin American Studies, History, and Music. He has been amenable to shaping his curriculum to TDPS students' individual needs. In my opinion this is quintessentially New College – the ability for any student of the college to work with different professors from different programs, but that are affiliated faculty. Prof. Viera-Vargas from time-to-time has adapted his class projects for students that have interest in performance(s) in Caribbean and Latin American contexts. One anecdote that comes to mind is where he allowed a student to have a topic for their classroom, midterm, and final projects that expanded beyond the scope of the class. This required further reading on his part to service this student's needs. He reached out to me and I was able to provide appropriate readings and recommendations so that he could give feedback and evaluations that met both the needs of his course and that particular student. Prof. Hugo Viera-Vargas goes above and beyond in his teaching style.

In past semesters, Prof. Viera-Vargas also served as the representative of the Music faculty on the Core Faculty (steering committee) of TDPS. This was part of his campus service that was indispensable as we continue to attempt to provide a seamless curricular experience to our performance students. I also worked with him on projects for Black History Month and stand-alone program offerings for Mellon events. One that comes to mind is where he brought a renowned band of Plena, the folkloric music of Puerto Rico. The event took place on the bay and was attended by students, faculty, and community. I had a good time as both a participant (I was

the MC), but also as a member of the community. I was able to dance with students and colleagues to sounds of folkloric Latin American and Latinx identity. As a fellow scholar of performance and Latinx professor, this served to make me feel as though New College cares about culture, people, ethnic identity, and the arts. Prof. Viera-Vargas represented the college well in that instance and used his content knowledge and producing skills to make an impactful event.

Prof. Hugo Viera-Vargas has also coached me on grant applications. I have gotten several Mellon projects approved and conversations with him have been a part of that process for me. He is a good colleague and a high example of collegiality in peer-to-peer interactions. I have also had the chance to travel for fieldwork with Prof. Viera-Vargas in Puerto Rico. During that trip he facilitated introductions to local theatre personnel and fomented possible collaborations with those colleagues of my field. During that field work, I was also able to see Prof. Viera-Vargas perform as a percussionist in folkloric music. He is an EXCELLENT drummer and highly regarded amongst performers and scholars of Plena and other styles of music on the island of Puerto Rico. His recording and writings on the topic are evidence of his subject matter expertise. But personally, nothing speaks more to me about Prof. Viera-Vargas' work than how he performs with different ensembles in Puerto Rico and how highly they regard his abilities and knowledge. In the arts, specifically in performance, how collaborators regard you is an insight into how you are seen in the field as a whole; He is the "real deal."

If I can lend any further support to **Professor Hugo Viera-Vargas'** tenure file, please let me know.

Respectfully,



Diego Villada, MFA, PhD
Assistant Professor of Theatre and Performance Studies



Division of Humanities

October 26, 2022

This is the letter I wrote for Professor Viera-Vargas's four-year review last year. I submit it again so it's handy for his Tenure and Promotion review,

February 25, 2022

Dear Provost and members of the PAC:

I am writing this letter in support of Professor Hugo Viera Vargas on his fourth-year review. I consider this letter to be an update from my previous one, written for his second-year review.

Professor Viera's service to the College as a professor of ethnomusicology and Caribbean and Latin American Studies (CLAS) is invaluable. As a musician and professor of music, he combines his knowledge, passion for Afro-Caribbean music and his craft as a percussionist. I recently had the opportunity to witness one more time what a gifted teacher he is in the recent drum circle put together as part of the 2022 Black History Month. Professor Viera dedicated his undivided attention to each participant in the circle, from kids to NCF president, while at the same time giving an impromptu explanation of the role and history of each drum. This is probably why, his Fall 2020 group ISP, "Patá: An Experiential ISP on Afro Caribbean Drumming", was so well attended.

I also had the chance to co-teach a class with him in the Fall 2021, "Sweet Paradises: Expressive Cultures of the Hispanic Caribbean." Teaching this course was a rewarding experience because we engaged in a dialogue through two different disciplines (literature and history) united by a region (the Caribbean) and a third field (cultural studies). Professor Viera demonstrated not only his knowledge of the history of different cultural expressions, from music to literature, to show students the need for a multidisciplinary academic perspective. I am emphasizing this perspective because, of all professors affiliated with CLAS, he has been the only one regularly teaching courses in the program. This is particularly valuable now that we lost a colleague in history who contributed to the CLAS program.

In addition to the classes in ethnomusicology and CLAS, Professor Viera is addressing a void we have in our curriculum in the Latinx Studies. Courses such as "Beyond the Dream: Latinx History in Critical Perspective", "Cuba and Puerto Rico in the American Century", and "From Conjunto to Latin Trap: The History of LatinX Music in the USA" are addressing this need that will continue to grow as our student population increases.

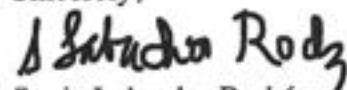
Professor Viera's contribution to the Faculty of Color and Underrepresented Groups (FOCUG) was particularly important during the 2020-2021 academic year when the pandemic and the Black Lives Matter movement had a direct impact on our faculty. Although a junior faculty

member, he had vast experience prior to his arrival at NCF and this was valuable to our FOCUG discussions and actions. In addition, he has worked in the Black History Month committee since his arrival at NCF, even when he was on leave during the 2022 BHM. He was the coordinator of 2020 Latinx Heritage Month and an important collaborator in the 2021 Latinx Heritage Month. Professor Viera brought music groups to campus organized and guest lectures; worthy of mention among all his cultural activities was the issue he edited for *Cruce journal*, from the University Ana G. Méndez Liberal Arts Program, which included a dossier of works and art from students from NCF and two universities from Puerto Rico. Professor Viera wrote the dossier's introduction and also identified students from NCF who could be interested in collaborating with the project and editing their work. His connections with Ana G. Méndez University made possible this opportunity, and his close ties with his NCF students made possible their participation. This issue was an extraordinary opportunity for our students to learn and appreciate what is involved in the production of a journal and they were excited to have their work published.

Professor Viera Vargas has been invaluable in the revitalization of the Caribbean and Latin American studies and beginning to develop Latinx courses, and a great addition to NCF community in general.

I look forward to many more years of collaborating with him.

Sincerely,



Sonia Labrador Rodríguez
Associate Professor of Spanish

PROVOST'S ADVISORY COMMITTEE EVALUATION:

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Hugo Viera-Vargas is a musician and historian with expertise in Caribbean and Latin American Studies and Music. He joined the faculty as an Assistant Professor in Fall 2018.

TEACHING

Professor Viera-Vargas is an effective educator whose file shows a deep commitment to student learning and development. Professor Viera-Vargas' courses fall within two primary areas: Caribbean and Latin American Studies and Music. Notably, according to his colleagues, he is the only professor who regularly teaches courses in Caribbean and Latin American Studies, showing his contribution as well to the International and Area Studies program. Professor Vargas' courses are frequently cross-listed with history, due to his research background, training, and the centrality of "critical historical thinking" to his pedagogical approach. Professor Vargas' classes, ISPs and tutorials also contribute important theory and practice activities to the Theater, Dance, and Performance studies concentration. More recently, Professor Viera-Vargas has taught courses within the interdisciplinary field of Sound Studies. Professor Viera-Vargas has also co-taught classes and ISPs with faculty in Caribbean and Latin American Studies, Music, and Sociology. His courses also add to the number of offerings we have on race and the African Diaspora.

Since joining the faculty at New College of Florida, Professor Viera-Vargas has taught 12 different courses in Caribbean and Latin American Studies and Music. Professor Viera-Vargas's course enrollment numbers seem to be on par, for the most part, with the average enrollments in Music and Caribbean and Latin American studies. Professor Viera-Vargas' classes contain a number of nicely structured writing assignments and a number of his internal letters commented on how interesting the readings that he assigns are. The CYC - First Year Seminar course that Dr. Viera-Vargas developed required him to adapt a number of resources that teach skills important for college students to excel, like active reading. This shows that Professor Viera-Vargas is attentive to not only the content presented in his class but also making sure that students acquire the necessary skills to succeed beyond the classes they take with him. Indeed, a number of his students commented on how much they learned and developed as writers in his course. Professor Viera-Vargas's dedication to student writing and scholarship was evidenced in the collection of student essays that he was able to get published in the *Revista Cruce* magazine. A number of his external reviewers commented on the high quality of his skills as a percussionist. As a scholar-practitioner, Professor Viera-Vargas has a unique ability to bring both textual knowledge and embodied, practice-based knowledge into his classes, ISPs, and tutorials. Professor Viera-Vargas's facility with both types of knowledge makes him equipped to support a greater variety of students across the college.

In addition to the end of semester evaluations, students in Professor Viera-Vargas' classes have the opportunity to complete midterm evaluations, showing his interest in student feedback on his teaching. Professor Viera-Vargas's students describe him as incredibly kind, understanding,

engaging and accessible. One student stated that his courses and mentoring altered the trajectory of their career at New College, while another student spoke about how meaningful and positively impactful it was to feel represented both in the classroom and curriculum. It is clear from Professor Viera-Vargas's teaching evaluations and letters of support that he is an impactful and highly regarded professor at New College of Florida.

SCHOLARSHIP

Professor Viera-Vargas pursues an ambitious research agenda in his historical and social explorations of Puerto Rican and Caribbean musical expressions, revealing the role of imperialism, race, gender, and resistance. Since his arrival at New College, his work includes a published peer-reviewed article on the representation of masculinity in recordings made of Puerto Rican songs of the early 20th century, and a forthcoming peer-reviewed book chapter on music and imperial writings on Cuba and Puerto Rico between 1898 and 1930, focusing on racial discourse surrounding Puerto Rican *bomba* in the context of wider racialized contrasts in views of Puerto Rico and Cuba. In reference to this forthcoming book chapter one reviewer stated that they were "confident that this chapter will alter the way that Caribbean Studies scholars depicts this early twentieth century time frame." He is the principal editor of a volume on Puerto Rican popular music under contract with Routledge in a well-regarded series on global popular music, which will include an article by him on the afro-Puerto Rican genre of *plena*. In addition to these, Professor Viera-Vargas published a scholarly book review and an article on musical identity in early 20th Century Puerto Rico in a non-refereed scholarly journal (for which he also served as invited guest editor for a different issue). An external reviewer comments that "Dr. Viera-Vargas has established an original, coherent, and meaningful research agenda – in the midst of an ongoing global pandemic – that contributes to bodies of knowledge at the intersections of race, gender, music, and Caribbean and Latin American history."

Professor Viera-Vargas also has also engaged in substantive public-facing scholarship. He has completed an article on *bomba* and racial discourse in a more public-facing digital magazine focusing on serious discussion of important issues. Another significant piece of public-facing scholarship is Professor Viera-Vargas's online digital musical map of Puerto Rico, supported by a grant from the National Endowment for the Humanities and the Puerto Rican Foundation for the Humanities. This collaborative project was characterized by an external reviewer as "a truly fantastic resource for scholars and educators who teach and research the music of Puerto Rico." The continued development of this website is an ongoing component of Professor Viera-Vargas's scholarship. External reviewers also note Professor Viera-Vargas's active record of presentation of his research in both academic and popular settings. One reviewer highlights his participation in a highly selective NEH Summer Institute. External reviews emphasize the substance and quality of Professor Viera-Vargas' scholarship with one reviewer stating that Professor Viera-Vargas' scholarship was "consistently solid, rigorous, nuanced, accessible, and appealing."

Finally, Professor Viera-Vargas' bilingual scholarly record is an important accomplishment and contribution to African Diaspora studies that must be commended because of how it bridges and speaks to multiple audiences.

Professor Viera-Vargas's work as a performing percussionist constitutes a creative dimension of his public-facing scholarship. Additionally, as a scholar practitioner, his performances with various groups and collaborations on recorded albums are important moments of Professor Viera-Vargas presenting embodied knowledge that can only be shared in and through practice. An external reviewer with particular experience in performance notes that Professor Viera-Vargas's work continues to "contribute positively to both the local and international musical communities in Florida, Puerto Rico, and beyond as demonstrated by his recent recordings and performances with Jerry Ferrao, Sarasota Contemporary Dance, and Plena Adentro." The same reviewer finds that "Prof. Viera Vargas's research intersects with his musical collaborations and has served as a means of connecting collective musical and cultural memory with performance, as evidenced by work with Jerry Ferrao, and others."

SERVICE

Since his arrival, Professor Viera-Vargas has made important contributions in the area of service to the college, community, and his profession. At New College, he is a member of the International and Area Studies committee (IAS), an active participant in the Faculty of Color and Underrepresented Groups (FOCUG), and he was a member of the Committee for Campus Climate and Culture for two years. He served on three faculty search committees. Numerous colleagues wrote about how much they enjoyed collaborating with Professor Viera-Vargas on classes and events. Some of his most remarkable service has been as a member of the planning committees for Black History Month and Latinx Heritage month, where both colleagues and students have noted in several letters his significant contributions. Regarding the impact these events had on the students, a colleague remarked that "it was clear to me that the students did feel ownership of the events, and some of them even contributed to the 2021 planning and implementation as well." As part of these important committees, he also helped organize opportunities for presenting student research. One of them was his role in coordinating and editing the student-led issue, Identities/Identidades of the Puerto Rican magazine *Revista Cruce*, where New College students published their work online in April 2021 and hardcopy in October 2022. A student who was published in the magazine was "extremely grateful for the work [Professor Viera-Vargas] put into reading, editing, and advising" on the published pieces.

Professor Viera-Vargas also organized important events engaging with scholars of Caribbean and Latin American history and culture. His work during the review period included planning and coordinating the visits of seven Caribbean and Latin American musical groups to campus for performances and workshops. He also arranged for two of these groups to give community

performances at Fogartyville Community Media and Arts Center. In the community, he was an invited lecturer during Hispanic Heritage Month at Booker High School.

In terms of service to his profession, Professor Viera-Vargas serves on the editorial board of two journals: *Musiké*, the journal of the Music Conservatory of Puerto Rico, and *Revista Cruce*, the journal of the Department of Social Science, Humanities, and Communication at the Universidad Ana G. Mendez. He has also served as a reviewer for *El Centro Journal*, as an Abstract Committee Member for the Society for Ethnomusicology (Southeastern and the Caribbean chapter), and as a reviewer for the Institutional Fund for Research of the Universidad de Puerto Rico.

The PAC was impressed with Professor Viera-Vargas contributions as a teacher in a combination of multiple curricular areas. His scholarly accomplishments are similarly varied, including peer-reviewed and substantial public-facing work. In terms of service, Professor Viera-Vargas has made important contributions to the college, the community, and his profession.



Research Statement

My scholarly work reflects an established record of publications from 2007 to 2022 and an interdisciplinary approach focusing on the intersection of race, gender, popular music, historical memory, and (neo)colonialism in the Caribbean. However, this combination of social constructs is not fortuitous. On the contrary, as I will outline below, they provide conceptual prisms to understand the most diverse social, political, and cultural aspects in an interdisciplinary way. My research work, therefore, takes methods from Socio-Cultural Anthropology, History, Historical Ethnomusicology, and Sociology of Music to understand the complexities of Puerto Rican and Caribbean societies.

My initial work on Puerto Rican popular music argued that the increased visibility of the otherwise socially and racially marginalized sectors emerged as a cultural and political force that challenged the predominantly white elites' political and cultural agenda. This research interest gave rise to academic articles that examine how popular music was a destabilizing agent of cultural homogeneity in Puerto Rico proposed by the dominant classes. In my article "A son de clave: La dimension afrodiaspórica de la puertorriqueñidad en la música popular, 1929-1940" (2017), I proposed that the adaptation of Afro-Cuban music was an expression of the Afro-diasporic dimension of the popular sectors' identity in Puerto Rico. The article uses the popular music compiled by the American anthropologist John Alden Mason in Puerto Rico between 1914 and 1915. This rich collection had rarely been used or incorporated into a historical narrative. I used these songs as "sonorous documents" to open a window into the past of socially marginalized groups with few vehicles of textual expression. The songs, therefore, become primary sources for substantiating historical arguments. For example, I recently analyzed the representations of masculinities in Puerto Rico in the first two decades of the twentieth century. In this work, I am interested in how popular music created a cathartic performative space in which singing, as opposed to speaking, created a social space that suspends the hetero-normative gender order and the principal tenets of patriarchal masculinity. I believe this scenario allowed men from the popular classes to exteriorize intimate feelings in public spaces without causing them stigmatization or social shame. Further, realizing the importance of the John Alden Mason music collection for future researchers, I published a catalog that historically and socially contextualizes the music compilation by providing demographic information of the participants, including their names, race, occupation, and residence. The study also categorizes the songs by musical genre and an exhaustive classification by topic. Finally, the research mentioned above, along with a paper on Puerto Rican danza, will be part of a manuscript in Spanish that will delve into the intersection between Afro-Puerto Rican music, history, and society between 1898 and 1950.

The detailed research has been the direct or indirect result of my previous work. However, over the years, my interests have deepened and broadened to include several projects in various stages of development. First, I am

interested in further exploring the relationship between the alleged racial harmony advocated by the elite and the Afro-Puerto Rican Bomba at the turn of the twentieth century. The research highlights that Bomba—an essential reference of Afro-Puerto Rican identities—was subject to regulations and prohibitions by state institutions. It argues that these regulations alluded to the exclusion of musical practices from their community milieu and the Puerto Rican national imaginary. It also proposes, based on anthropologist Peter Wade's notions of *mestizaje*, that the attempts at suppression constituted the paradoxical and differentiated recognition of the Other. This contradictory recognition, in turn, was necessary to legitimize and justify the racial discourse of presumed harmony. That is to say, the ideas of homogenization were validated and strengthened by the exclusion of Afro-Puerto Rican practices. In November 2020, I published a short piece in Spanish in the Magazine *80 Grados* (80 degrees) that advanced some of the arguments from this research.

I am also pursuing an autoethnographic research project to explore the connection between the afro-Puerto Rican genre of plena, collective memories, and the construction of historical narratives in *juntas pleneros* or unplanned plena gatherings. I am interested in understanding the plena's sound resources to promote collective memory. Other questions that intrigue me are: How can a community of practitioners, possibly unintentionally, agree on what should be preserved and transmitted to younger generations? How does the plena function as an intermediary between the past and the present? I argue that, although ephemeral, these socio-musical spaces are places where participatory music has the potential to create representations of the past. As a preliminary thesis, I propose that the *juntas pleneros* are a sonorous platform for historical discourses among the practitioners and enthusiasts of the genre. The research is based on an autoethnographic reflection as a musician participating in *juntas pleneros*, on the textual analysis of recurring plena songs at plena events, and open and semi-structured interviews with practitioners and enthusiasts of contemporary plena.

A version of *Listening to our new possessions* is forthcoming in the edited volume, *Two Wings of the Same Bird: Transdisciplinary Approaches to Puerto Rican and Cuban-American History, Literature, and Culture*. Finally, *Plenazos Callejeros, Memory, and Historical Narratives* will appear in *Made in Puerto Rico: Studies of Popular Music*, an edited volume under contract with Routledge. I serve as the principal editor.

Public Facing Scholarship

Without losing track of the importance of academic publishing, I have strengthened my public-facing scholarship in different platforms and opportunities. In 2018 I conducted historical and musical research for *Mas de un Siglo*. (More than Century), a music documentary about the history of popular music in Puerto Rico in the last 125 years. The film was streamed online and broadcast on all local TV stations. As part of the agreement, I wrote an unpublished essay that was the basis for the script.

The [Musical Map of Puerto Rico](#) is of particular interest, a Spanish-language multimedia website that historizes Puerto Rican popular music between 1850 to 1940. The webpage was conceptualized bilingually from the outset to reach out to the Puerto Rican communities in the United States. For that purpose, professor Portugal

reunited a group of students in his translation seminar to translate the content. Furthermore, I started developing a more attractive and professional website that could host more content and English translation. I plan to continue working on this public-facing project for the foreseeable future.

More recently, I began collaborating with the *La Casa de la Plena* from *Taller Comunidad La Goyco*, a community-based organization in Santurce, Puerto Rico, in a podcast series about the figure of the late plenero Hector “Tito” Matos (1968-2022) and the contemporary plena. We aim to finish the series in the summer of 2023.

Music Collaborations

I combine my teaching and academic research with performing as a percussionist in local bands and Puerto Rico. In November 2019, I performed with Plena Adentro, a Puerto Rican folklore music group that performed in the 4th Festival of Bomba and Plena in Tampa, Florida. I have also participated in several recording sessions as a percussionist at New College. Examples are the singles tracks *Linda Navidad* and *Las Fiestas de la Calle San Sebastián*, released in December 2018 and January 2021. In both, I recorded the *güiro*, a native Puerto Rican percussion instrument. You can listen to this work [here](#).

I have continued working as a percussionist with Puerto Rican folkloric bands and other artistic projects. In March of 2021, I recorded 10 tracks of the album *De Guerras y Batallas: una colección de Plenas de Jerry Ferrao*. The album was released in the fall of 2021. In spring 2022, I collaborated with professional choreographer Leymis Bolaños Wilmott and composer José Martínez as a percussionist with the [Cuban Project](#) of the Sarasota Contemporary Dance. In addition, as a professor of Caribbean music and societies, being an active musician positively informs my teaching and research.

Respectfully

Hugo René Viera-Vargas

Division of Humanities

October 29, 2022

Dear Members of the Provost's Advisory Committee,

As you consider my file for tenure and promotion, please find below a short narrative that outlines my teaching since my arrival at New College of Florida in August 2018.

Teaching

My teaching at New College is divided into two broad disciplinary areas: Caribbean and Latin American Studies and Music. My pedagogy, however, reflects a disciplinary breadth due to my formal education, research agenda, and academic interests. I have created broad introductory courses in Caribbean studies that attempt to analyze the agency and complexity of human experiences and cultural manifestations in the Caribbean and Latin America. Furthermore, based on my formal academic training in history, I have created more advanced courses in this field of study. *Beyond the Dream: Latinx History in Critical Perspective* and *Cuba and Puerto Rico in the American Century* are courses designed to provide a deeper understanding of the history of Cuba and Puerto Rico and the Latino experience in the United States. The former course also aims to investigate the migratory experiences of Latin Americans in the United States. This type of course, which reflects the experience of Latinx people as an ethnic minority in the United States, has meaning for our students of Latin American descent. My Caribbean and Latin American studies courses also aim to introduce students to critical-historical thinking. I define this curricular approach as the creative process used by professional historians to interpret evidence from the past to elaborate plausible explanations of the past. Critical-historical thinking integrates into the classroom the organizational and analytical concepts and research forms unique to the history discipline.

My music courses provide in-depth knowledge of specific geographical regions of Latin America and the Caribbean's social, cultural, and musical processes (for a closer look at the topics, see the Popular Music of the Hispanic Caribbean course website). They also hope to develop analytical tools and students' ability to write and express complex ideas about the relationship between music, race, and society (see Cuba and Puerto Rico course website). These abilities transcend disciplinary or content-based perspectives and can be applied to future personal or professional situations.

I have recently expanded my music courses into the interdisciplinary field of sound studies. I co-taught two modules in sound studies with Dr. Maribeth Clark in the fall of 2021. The Cultural Politics of Listening and an Introduction to Sound Studies. The former concentrated on the discipline's theoretical foundation and critical literature. The latter examined our perceptions of sound, noise, and music through the lens of race. In addition, I am currently teaching "Race, Sounds, and the Politics of Listening in the Americas," a new music and sound studies course.

Each semester, my students complete a course assessment to measure their engagement with the course content and learning practices and give me feedback on improving the course. Although the institution does not require this assessment, it produces valuable information to modify the course contents or teaching strategies. For example, based on this assessment, I modified my course Introduction to Caribbean and Latin American Studies in the Fall of 2019 to reflect my students' interest in political revolutions, insurgencies, and state violence in Latin American societies. (see the syllabus addendum for Introduction to Caribbean and Latin American Studies for fall 2019)

For a complete list of my course during my tenure at New College, please click on the following [link](#).

ISPs and Tutorials

I have guided several ISPs and tutorials that dealt with various social, cultural, and musical issues about Latin America and the Caribbean. For example, I co-taught an experiential ISP on Afro-Caribbean drumming in January 2021 with visiting assistant professor of music José Martínez. In this ISP, students learned hand-striking techniques to reproduce the sounds of various drums, learned two Afro-Latin rhythms from Puerto Rico and Colombia, and finalized the ISP with a short public performance. I hope these experiences expanded our students opportunities to participate in non-western musical traditions and aesthetics.

As the FARR form evidence, I have been actively working and supporting thesis students.

I have developed a strong course offering in Caribbean and Latin American Studies and Music where students can find breadth in their contents and develop research and writing skills. In every class I teach, I make a conscious effort to bring the same enthusiasm that led me to study Latin American history and music. I hope my classes cultivate my students' inquisitive minds and provide the tools to be socially responsible citizens, no matter where they live or what they do.

Respectfully

Hugo René Viera-Vargas

Division Chair Evaluation: Hugo Viera-Vargas

Hugo Viera-Vargas' record as represented in his file for tenure and promotion shows his exceptional contributions to New College as a teacher, scholar, and contributor of service. In these three categories, his work has met and exceeded the standards for tenure and promotion.

Teaching: Since arriving at New College in fall 2018, Professor Viera-Vargas has enhanced programs in music and Caribbean and Latin American Studies (CLAS) with offerings that allow students to explore the culture and history of the Western Hemisphere. His classes place importance on written expression and research skills in addition to historical method and musical style. Over half of the twelve courses he has developed are introductory and open to students across campus, a generous contribution to the general education program as well as music and CLAS. Four of these twelve courses allow students to deepen their engagement to an intermediate level with attention to evidence and historical methodology. He has designed one upper-level seminar, which introduces students to the important roles Cuba and Puerto Rico played in American history during the twentieth century. The music courses are notable for their focus on both the places of origin and the transnational movement of Latin American genres in addition to rhythmic styles that define musical genres. Students gain insight into the use of recording technology and the global music industry as well as the history of popular music in Latin America. This subject matter supports students' development as sound designers and entrepreneurs as well as musicians and historians.

Because of his ability as a professional drummer, Professor Viera-Vargas also provides students opportunities to learn to drum. He has led two immersive January ISP drumming experiences, which enhance students' practical music skills as well as their understanding of rhythmic complexity and polyrhythms and the primordial importance of pulse to the art music experience.

Scholarship: Professor Viera-Vargas brings a historical perspective to the study of Afro-Caribbean music and its reception in his scholarly work. He is co-editor of a volume for Routledge (under contract) called *Made in Puerto Rico: Studies in Popular Music*, which recognizes the range of musical styles that come together on the island, and their importance to music in the United States and Latin America. Professor Viera-Vargas's four peer reviewed journal articles and three book chapters focus on the social function of folk genres such as bomba and plena to Puerto Rican society of the early twentieth century. His methodology combines listening to early recordings from Puerto Rico with interpretation of the research notes of an early anthropologist, J. Alden Mason, to develop insights into these genres' aesthetic power and social functions.

His public facing work appears online, in podcasts, and as background for documentary film. With support from the NEH, he has created and continues to build a website called *Mapa Musical de Puerto Rico, 1850-1940* [Musical Map of Puerto Rico]. Sharing his knowledge through film, he contributed historical information to *Mas de un Siglo* (2018), a made-for-tv movie that covers 125 years of musical experience in Puerto Rico. He has also contributed to podcasts produced at the University of Puerto Rico on Puerto Rican music. As a drummer, he contributed to a performance of Sarasota Contemporary Dance, *The Cuban Project: My Story, Your Story, Our Story*, which focused on the experiences of Cubans and Cuban-Americans separated from one-another in the aftermath of the revolution.

Service: Professor Viera-Vargas's service has taken many forms. On campus he has served on the International Studies Committee, numerous search committees, and a reviewer of applicants to the

Sarasota-Manatee Arts and Humanities Internship program. He has invited numerous Caribbean musicians to the campus who have performed and held workshops. He serves on numerous editorial boards, including *Revista Cruce*, the journal for the Center for Puerto Rican Studies. In an example of his extreme generosity to students, Professor Viera-Vargas facilitated the publication of undergraduate student work in this journal, helping them experience the process of publishing.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

Submitted 2/19/23

Professor Hugo Viera-Vargas joined the New College faculty as Assistant Professor of Caribbean/Latin American Studies and Music in August 2018. He received his Ph.D. in History in 2008 from Indiana University, and moved up the ranks to Professor in the Department of Humanities at the Universidad Metropolitana (Cupey Campus, which then amalgamated into Universidad Ana G. Méndez) in Puerto Rico from 2008-2018, prior to moving to New College. In his 4+ years at New College, Professor Viera-Vargas has become an essential member of the faculty.

From his arrival at New College in 2018 to the present, Professor Viera-Vargas has created or developed a dozen courses covering an impressive range of subject matter. They include an introduction to Caribbean and Latin American Studies; a co-taught course on the expressive cultures of Cuba, Puerto Rico, and the Dominican Republic; the history of Latin American music in the United States; popular musical genres in the Hispanic Caribbean; and music's relationship to nationalism in Latin America. Professor Viera-Vargas' courses allow students to explore the culture and history of the Western hemisphere, with themes of migration, colonialism, nationalism, and artistic expression. They appeal to students studying Music and Caribbean/Latin American studies, as well as to students in History and in Theater, Dance, and Performance studies. Professor Viera-Vargas' courses often include a structured focus on writing. An enthusiastic and engaging teacher, Professor Viera-Vargas has adapted his course content and teaching strategies to respond to student interest and feedback. In addition to his courses, Professor Viera-Vargas sponsors ISPs, tutorials, and theses. He has sponsored three thesis students, and all successfully graduated. As an experienced percussionist, he regularly offers a popular group ISP in Afro-Caribbean drumming. His January 2023 offering attracted 12 students, who recently performed an impressive piece publically.

Students regard Professor Viera-Vargas as an outstanding teacher. His passion for teaching is clear to his students, and their comments in student evaluations of his courses include that he is a "wonderful discussion facilitator," and that he "not only teach[es] a course, but also teach[es] research, organization, and writing skills to students—many of whom will likely continue on to graduate school." They further emphasize how much they learned and grew as writers in his courses. A number of students wrote lengthy letters to the Provost Advisory Committee in support of Professor Viera-Vargas' promotion. They speak highly of his generous conversations and support as an advisor and mentor, his skill at engaging students to participate in class discussion, and his ability to make them feel welcome and help them advance in their academic pursuits.

Professor Viera-Vargas' scholarship explores the history of musical expression in Puerto Rico and the Caribbean. In detailing the gradual Afro-Cubanization of the Puerto Rican musical repertoire between 1929 and 1940, he argues that it reflects Afro-diasporic aspects of popular sectors of Puerto Rican society. Other work has analyzed representations of Puerto Rican masculinities in the early 20th century popular music collection of anthropologist John Alden Mason. Professor Viera-Vargas has presented his research in many online, national, and international venues, and has published his peer-reviewed work, as well as popular work for broad audiences, in both English and Spanish-language publications. In 2019, Professor Viera-Vargas was selected to participate as a Fellow in the National Endowment for the Humanities Summer Institute on "José Martí and the Immigrant Communities of Florida in

Cuban Independence and the Dawn of the American Century.” His selection for this Institute, along with Professor Viera-Vargas’ positions on the editorial boards of several journals, testifies to the high regard in which he is held by his peers. Well-known in Puerto Rico for his musicianship, Professor Viera-Vargas has participated in recordings and performances with Jerry Ferrao, Plena Adentro, and Sarasota Contemporary Dance, among others. He is not only a major asset to New College students, but also to local and international musical communities in Florida, Puerto Rico, and beyond.

Since his arrival at New College, Professor Viera-Vargas has published two peer-reviewed essays. An essay on John Alden Mason’s collection was published in 2020, and a second essay entitled “Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898-1920s,” is about to be published by the University of Florida Press in an edited volume. In addition to his essays, Professor Viera-Vargas has a co-authored book, *Made in Puerto Rico: Studies in Popular Music* under contract at Routledge. External reviewers of Professor Viera-Vargas’ tenure file described his scholarship as “a body of work growing in stature,” “consistently solid, rigorous, nuanced, accessible, and appealing.” They also remarked on the innovative and “amazing” online digital musical map of Puerto Rico that Professor Viera-Vargas created with collaborators; it is being used in graduate and undergraduate seminars in music as well as by the general public.

Professor Viera-Vargas coordinates academic and cultural events that enrich New College and the Sarasota community. He arranged for several Caribbean and Latin American musical groups to perform on campus and at Fogartyville Community Media and Arts Center in Sarasota. Many of these musicians offered workshops and master classes for students. He also organized the visits of several guest speakers, who presented on topics such as Black British migrants to Cuba in the early 20th century, and Cuban and Puerto Rican migration to Florida. Several of these events contributed to Black History Month and Latinx Heritage Month programming, and Professor Viera-Vargas successfully secured New College Mellon Foundation grant funding to sponsor them. In other service, Professor Viera-Vargas has been a diligent member of search committees for faculty positions in Religious Studies, Art, and U.S. History. He served on both the International and Area Studies Committee, and the Theater, Dance, and Performance Studies steering committee for several years. Of particular note is Professor Viera-Vargas’ coordination and editing of a special student-led issue of *Revista Cruce* (published by Universidad Ana G. Méndez), which enabled several New College students to gain insight into the editorial process and publish their own work online in 2021 and in hardcopy in 2022.

With his outstanding teaching and advising, his creative and well-regarded musical and scholarly work, and his service to the campus and broader community, Professor Viera-Vargas excels in all three areas of teaching, scholarship, and service. Further, he makes important contributions to college-wide priorities. His engaged teaching and mentoring of students contribute to improvements in retention, four-year graduation rates, and development of transferable writing and performance skills for students’ future success in jobs or graduate school.

Having read Professor Viera-Varga’s’s tenure file, I concur with the recommendations from the Division of Humanities, Chair Maribeth Clark, and the Provost Advisory Committee that

Professor Viera-Vargas has presented a very strong case, and is highly deserving of tenure at New College of Florida.



New College THE HONORS COLLEGE of Florida

Office of the President

February 24, 2023

Assistant Professor Hugo Viera-Vargas
Division of Humanities
New College of Florida

Dear Hugo:

I write to inform you that both Provost Suzanne Sherman and I have taken positive action on the recommendation from the Humanities Division and the PAC that you be granted tenure at New College of Florida. The recommendation from the Provost and President will be considered by the Board of Trustees, in accordance with the Collective Bargaining Agreement.

Congratulations on this milestone moment. Ever since New College was founded, our success has depended on the excellence of our faculty, and I am honored to recognize your accomplishments as a teacher and scholar.

In the meantime, warm congratulations once again, as well as thanks for your commitment to the mission of New College.

Sincerely,

Bradley Thiessen
Interim President



Office of the President

MEMORANDUM

TO: Bradley Thiessen, Interim Provost

FROM: Richard Corcoran, Interim President

DATE: April 14, 2023

SUBJECT: Tenure Recommendation Hugo Viera-Vargas

Pursuant to Section 4.5 of the Faculty Handbook and Section 15.5 of the NCBOT-NCUFF Collective Bargaining Agreement (the "CBA"), I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Provost's recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the "Candidate"). In accordance with the Sections referenced herein, please supply copies of this Memorandum to the Candidate and the Provost's Advisory Committee (PAC).

I recommend the Board of Trustees defer its decision on awarding tenure to the Candidate. If that is not possible, I recommend denying tenure at this time. This recommendation is based on extraordinary circumstances including but not limited to: (1) changes in administration including new President and new Provost – whereby many of these positions are currently held in Interim status; (2) turnover of a majority of the Board of Trustees; (3) a renewed focus on ensuring the College is moving towards a more traditional liberal arts institution; and (4) the related current uncertainty of the needs of the divisions/units and College. These are all factors that I have appropriately taken into consideration in making decisions regarding tenure pursuant to Section 15.3(a) of the CBA.