

**New College of Florida Board of Trustees
Academic Affairs, Student, and External Affairs Committee Meeting
Draft Minutes for February 16, 2024**

In attendance via Zoom:

Trustee Bauerlein (Committee Chair), and Trustee Committee Members Trustee Anderson, Trustee Jacquot, Trustee Keenan, Trustee Kesler, Trustee Reid, Trustee Rufo, and Trustee Spalding.

Not in attendance: Board of Trustees Chair Debra Jenks (Ex-Officio)

In addition, in attendance were David Brickhouse, Richard Corcoran, Christie Fitz-Patrick, and Brad Thiessen.

Call to Order

Chair Bauerlein called the meeting to order at 2:02 p.m. Roll call was taken and quorum was established. Meeting has been publicly noticed.

Approval of July 28, 2023 Committee Meeting Minutes

A motion to approve of the minutes was requested by Chair Bauerlein, moved by Trustee Rufo, and was approved by voice vote.

Approval of New College of Florida 2024-2025 Undergraduate Academic Calendar

Chair Bauerlein stated that this item would be pulled as an action item and postponed to be approved at the full Board of Trustees Meeting on February 22, 2024. He requested that Provost Thiessen give a brief update.

Approval of New College of Florida's 2023-24 Student Success Plan Monitoring Report

Provost Thiessen presented New College of Florida's 2023-24 Student Success Plan Monitoring Report.

A motion to approve New College of Florida's 2023-24 Student Success Plan Monitoring Report was requested by Chair Bauerlein, moved by Trustee Anderson, seconded by Trustee Rufo, and was approved by voice vote.

Update on New Academic Degree Program at New College: Master's in Marine Mammal Science

Chair Bauerlein requested that Provost Thiessen introduce the update on the Master's in Marine Mammal Science. Provost Thiessen invited Dr. Heidi Harley to give the presentation.

New Business

Trustee Jacquot requested an update on the post-tenure faculty review process. He proposed that a third-party evaluator be implemented. Chair Bauerlein requested that Provost Thiessen give an update. A lengthy discussion ensued.

Trustee Keenan requested a presentation on the progress of the Ricketts online program. She also requested that the committee receive updates or information packets on enrollment and the status of students at every board meeting.

Trustee Reid inquired about her previous request for a presentation regarding the athletics program. She also requested to know what the committee's role is in the post-tenure faculty review process.

Closing Remarks and Adjournment

There being no other business, the meeting was adjourned at 2:47 p.m.

Respectfully submitted,

Alexandra Islas
Director of Government Relations

Teaching Assistant & Guest Lecturer, University of Chicago Department of Chemistry, Chicago, IL
Course: Inorganic Chemistry II Lecture (March – May S14, S15, S16)

Co-Instructor & Course Co-Creator, University of Chicago Dept. of Chemistry, Chicago, IL
Course: Advanced Training for Teachers & Researchers in Chemistry (Aug '14 – May '16)

Teaching Assistant, University of Chicago Department of Chemistry, Chicago, IL
Course: Honors Organic Chemistry I & II (lecture and lab, Aug '13 – May '14)

Research Interests and Experience

New College of Florida

Organic/Organometallic Synthesis & Catalysis – preparing new axially-chiral biphenyl bisphosphine ligands with(out) pendent bases, evaluating Ru(II) complexes in acceptorless dehydrogenation catalysis

Chemical Education – investigating (i) the impact of term-long, scaffolded research projects in Organic Chemistry I and II lecture courses on the development of information literacy and problem-solving skills and (ii) how learning to write in professionally-relevant genres in Organic Chemistry laboratories affects the development of writer and STEM identity and persistence in STEM

University of Chicago, Graduate Research

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.** Problem-solving Our Way to a Sustainable Future: An Organic Chemistry I Literature Research Project Based on the U.N. Sustainable Development Goals. In *Engaging Students with Real-World Context*; King, D. B., Webster, G. H., Eds.; ACS Books. Invited Chapter. In Press, 2023.
- 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>
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In-Progress Manuscripts

*undergraduate co-author

Black, R. E. Writing-Enhanced Organic Chemistry II Lab: Learning to Write in Professional Genres to Improve Science Writing and STEM Identity. Manuscript in preparation, to be submitted to *J. Chem. Educ.*

Black, R. E.; Goldberg, M. J.; Alam, I.; Stryker, J.; Bouchard, M. A.; Lopez, W. R.; Markham, S.; Reiter, E.; Cemek, A. B.; Swain, K. A.; McKenna, N.; Ismatulla, K. F.; Paré, O.; Whitmeyer, S.; Filatov, A. Evaluation of a Ru(II) Complex Bearing Bis(diphenylphosphino)biphenyl Ligand with 2-Substituted PAR_2 Groups Under Alcohol Acceptorless Dehydrogenation Conditions. Manuscript in preparation, expected submission to *Organometallics*.

Black, R. E. Organic Chemistry infographics for building information literacy and writing skills. Manuscript in preparation, expected submission to *J. Chem. Educ.*

Supervised Undergraduate Honors Theses

“Synthesis and Characterization of Ru(II) Complexes Bearing BIPEHP-Type Ligands and a Chelating Phosphine-Bromoarene Ligand,” Imran Alam, May 2023

“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 Eu^{2+} -Doped Sr^{2+} Borate System,” William Alexander Bottorff, May 2020

Scientific Presentations and Invited Lectures

*undergraduate co-author

Black, R. E. “Toward the Synthesis of BIPHEP Ligands Bearing ortho-Substituted -P-aryl Groups & the Characterization of Ru(II) Complexes Bearing BIPHEP and a Chelating Phosphine-Bromoarene Ligand.” *2023 Florida Organic Faculty Meeting*, Lakeland, FL, in-person Oral Presentation, Sept. 23, 2023.

Black, R. E. “Ru(II) Complexes Bearing Bulky BIPHEP-type Ligands: Synthesis, X-ray Diffraction Analysis, and Performance in Alcohol Acceptorless Dehydrogenation,” *ACS Spring 2023 National Meeting & Expo*, Indianapolis, IN, in-person Oral Presentation, March 29, 2023.

Alam, I.; Goldberg, M. J.; Bouchard, M. A.; Cemek, A. B.; Lopez, W. R.; Ismatulla, K. F.; Pare, O.; Swain, K. A.; **Black, R. E.** “Synthesis and Characterization of Ru(II) Complexes Bearing BIPHEP-type Ligands and a Chelating Phosphine-Bromoarene Ligand,” *ACS Spring 2023 National Meeting & Expo*, Indianapolis, IN, in-person Poster Presentation, March 26, 2023.

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*, San Diego, CA, 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*, San Diego,

CA, in-person Poster Presentation, March 20, 2022. *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, Nov. 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*, virtual 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. "How do organic chemists contribute sustainable solutions to problems? A student-driven Organic Chemistry I research project based in the UN sustainable development goals" *Florida-ACS FAME Conference*, Palm Habor, FL, in-person Poster Presentation on June 3, 2023.

Black, R. E. "How do organic chemists contribute sustainable solutions to problems? A student-driven Organic Chemistry I research project based in the UN sustainable development goals" Chemical Education Division, 'Green Chemistry Theory and Practice: Engaging Students in the Crossroads of Chemistry for the Betterment of Society' Symposium. *ACS Spring 2023 National Meeting & Expo*,

Indianapolis, IN, in-person Oral Presentation and **Invited** SciMix Poster Presentation on March 27, 2023.

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*, Lakeland, FL, 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*, Chicago, IL, in-person Oral Presentation and **Invited** SciMix 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*, San Diego, CA, 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, in-person **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 and Webinars – STEM Academia/Career Development

“What I Learned from PEER,” SLiThEr 44, IONiC VIPEr community (Interactive Online Network of Inorganic Chemists – Virtual Inorganic Pedagogical Electronic Resources), recording, Jan. 23, 2023.

“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 (Aug 2021 – Aug 2024)

Professional Development Funding:

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

- \$15,000, summer research and professional development stipend (\$5k over 2019, 2020, and 2021)
- \$986, summer NMR spectrometer maintenance (Summer 2022 and 2023)
- \$2,550, summer research student stipend (Summer 2023)

New College of Florida Office of the Provost, funding to attend:

- *AAC&U Summer General Education and Assessment Institute*, virtual (June 2021)
- *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, ACS Division of Organic Chemistry (2013)

Institutional, Professional, and Community Service

Institutional Service

Natural Sciences Representative, Student Academic Status Committee (Spring 2023 – present)
IRB Member, NCF Institutional Review Board (Fall 2023 – present)
Academic Adviser (~15 students per semester, Fall 2019 – present)
Summer Academic Advisor (June-August 2023)
Chemistry AOC Representative, AOC Fair (~once per semester)
Natural Sciences Representative, Writing Advisory Committee (Fall 2020 – Spring 2022)
Natural Sciences Representative, Chart Your Course (CYC*) Steering Committee (Fall 2021 – Spring 2022, Spring 2023) *new general education program focused on skills-development at New College
Secretary, New College United Faculty of Florida (Fall 2019 – Spring 2023)
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 planning committee (Fall 2019, preproposal submit: Jan. 14, 2020)

Departmental / Program Service

New College of Florida – Natural Science Division

NMR Spectrometer maintenance/trainings, organize site-visits, fill LN₂/He (Spring 2022, Summer 2022 and 2023)
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 Tabletop 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

- Organic Session Chair**, Florida-ACS FAME Conference (June 1-3, 2023)
 - Peer Reviewer**, ACS Book *'Engaging Students with Real-World Context'* (May 2023)
 - President**, Division of Inorganic Chemistry Symposium: *Organometallic Chemistry: Coordination Chemistry: Ligand Design, Synthesis, and Reactivity*, Spring 2023 ACS National Meeting, Indianapolis, IN (March 29, 2023)
 - 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)
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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)
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Professional Development

External Professional Development Training

- **PEER-Rochester Field School**, NSF-Funded field school for Professional Development for Emerging Education Researchers, Rochester, NY (June 22-26, 2023)
- **NCFDD 14-Day Writing Challenge**, online (June 2023, Oct. 2022, Summer 2022)
- **PEER-Chicago Field School**, NSF-Funded field school for Professional Development for Emerging Education Researchers, Chicago, IL (Dec. 15-18, 2022)
- **AAC&U Summer General Education and Assessment Institute**, online (June 8-11, 2021)
- **AAC&U Conference on General Education, Pedagogy, and Assessment**: "Embracing the Best Emerging Practices for Quality & Equity," online (Feb. 11-13, 2021)
- **AAC&U Pre-Conference Workshop**: "Academic Integrity as an Outcome of Authentic Learning," online (Feb. 8, 2021)
- **Quality Matters course: Designing Your Blended Course**, ASYCH Moodle (July 9-23, 2020)
- **NCFDD Faculty Success Program**, online (May 17-Aug. 8, 2020)
- **American Chemical Society Publication's "ACS Reviewer Lab™ Course**, virtual (June 4, 2020)
- **AAC&U Conference on General Education, Pedagogy, and Assessment**: "Reflection and Meaning-Making in Turbulent Times," Jacksonville, FL (Feb. 20-22, 2020)
- **AAC&U Pre-Conference Workshop**: "Making VALUE Work on Your Campus: Successful Strategies and Lessons Learned," Jacksonville, FL (Feb. 20, 2020)
- **Project Kaleidoscope AAC&U Transforming STEM Higher Education Conference**, Chicago, IL (Nov. 7-9, 2019)
- **AAC&U Pre-Conference Workshop**: "EvaluateUR - A New Approach to Support Learning from Undergraduate Research," Chicago, IL (Nov. 6, 2019)
- **STEM Education Workshop**, University of South Florida, Tampa, FL (Feb. 15, 2019)

- **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)
- **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

- **Career Design Champion** program, NCF CEO, in-person (June 2022)
- **Academic Publishing Workshop**, online (Summer 2022)
- **Writing Enhanced Course (WEC) Workshop**, online (Summer 2022)
- Regular attendee of **Teaching Tuesdays** (~weekly, Fall 2019 – present)
- **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)
- **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)
- **CYC Faculty Training Workshops (two)**, *Co-developed, co-facilitated*, in-person (June/July 2021)
- **Advising Workshop** (in-person Aug. 12, 2019; online Jan. 20, 2021)
- **Kaltura Basics Training**, online (Aug. 12, 2020)
- **Academic Continuity for Flexible Delivery Workshop**, ASYCH with 3 SYNCH sessions (July 13–24, 2020)
- **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)
- **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)
- **Canvas Basics Workshop**, *Facilitated*, Educational Technology Services, online (July 28, 2020)
- **Learning Thresholds: Honoring Learning in Liminal Spaces Workshop** (Feb. 7, 2020)
- **ORPS Grant Development Workshop**, online (Jan. 17, 2020)
- **Narrative Evaluations Workshop**, in-person (Aug. 16, 2019)
- **First-Year Seminar Workshop**, in-person (June 17–19, 2019)
- **Writing Enhanced Course Workshop**, in-person (June 13–14, 2019)

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

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

Science Communication Development

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

Conferences Attended

- *Florida-ACS FAME Conference*, Palm Habor, FL (June 1-3, 2023)
- *Green Chemistry Connections*, sponsor: Beyond Benign, virtual (March 15, April 19, May 1, 2023)
- *Spring 2023 American Chemical Society National Meeting*, Indianapolis, IN (March 26-30, 2023)
- *2022 Ohio PKAL Regional Network Meeting*, virtual (Oct. 29, 2022)
- *2022 Florida Organic Faculty Meeting*, Lakeland, FL (Sept. 23-24, 2022)
- *Fall 2022 American Chemical Society National Meeting: "Bonding Through Chemistry,"* Chicago, IL (August 21–25, 2022)
- *26th Annual Green Chemistry & Engineering Conference*, symposium: "Careers in Green Chemistry and Engineering Designed for Sustainable Use," virtual (May 20, 2022)
- *Spring 2022 American Chemical Society National Meeting: "Bonding Through Chemistry,"* San Diego, CA (March 20–24, 2022)
- *Midwest Women in Science Conference*, virtual (Sept. 18–19, 2021)
- *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)

**NEW COLLEGE OF FLORIDA
TENURE and/or PROMOTION APPLICATION**

ACADEMIC YEAR 2023-24

I. INTRODUCTION

The information in this application packet will be used by New College personnel, including the Provost, Chairpersons, and New College faculty involved in peer evaluation and recommendations for tenure and/or promotion. Therefore it is in the best interest of each faculty member to be certain that the information is as complete and accurate as possible.

- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

Applicants are encouraged to be familiar with Articles 14 (Promotion Procedure) and/or 15 (Tenure) of the Collective Bargaining Agreement (2021-24). The text of these articles may be accessed at:

<https://intranet.ncf.edu/about/departments-and-offices/provosts-office/resources-for-faculty/>

NAME Rebecca Black

DIVISION Natural Sciences

DISCIPLINE Chemistry

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of _____

I am seeking Promotion only to the rank of _____

Rebecca E. Black

10/30/23

Applicant's Signature

Date

PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION

II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment August 7, 2018

2. Initial rank of employment Assistant Professor

3. Present rank Associate Professor

Effective date August 22, 2023

4. Years completed in rank at New College 5

5. Tenured: Yes Effective date: _____

No

Years of credit toward tenure awarded upon appointment (if applicable) _____

(Attach copy of letter awarding credit)

III. "THE EVALUATION FILE": GENERAL INFORMATION and EVALUATION SECTIONS

- The contents of this file are drawn from the Personnel File maintained in the Division Office.
- The Faculty member (candidate) is primarily responsible for the compilation and updating of this record.

Description of the Evaluation File (General Information and Evaluation Section) Content for Candidates under Consideration for Promotion

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for:

- a) No fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or
- b) Since hire for candidates for tenure and promotion.

2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.

3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
- For Tenure applicants: include faculty assignment of duties letter for all of your tenure-earning years.
- For Promotion applicants: include faculty assignment of duties letter for the entire period

since original appointment or since last NCF promotion. Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.

- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews [see “invitation to external reviewers” letter, p. 5]
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists.

4. The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate’s teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar’s Office).
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate’s scholarship and creative work. An illustrative letter of invitation follows.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

IV. ILLUSTRATIVE LETTER: Invitation to External Reviewers

(Divisional Letterhead)

(Date) _____

Dear _____

During the [current] academic year, (name) _____ [assistant professor or associate professor] in the Division of [Humanities or Social Sciences or Natural Sciences] at New College of Florida is being considered for [tenure and] promotion to the rank of [Associate Professor or Professor]. External evaluations of a faculty member's research [or scholarship or creative contributions] constitute an important part of our academic review process. You have been suggested as a person who is particularly well-qualified to review and evaluate Professor _____'s scholarly [or creative] work.

I have enclosed [or attached] a copy of Professor _____'s curriculum vitae. While we are particularly interested in your evaluations of Professor _____'s scholarly [or creative] work, if you feel able to make any comments about Professor _____'s teaching or service (to community or profession) we would appreciate those as well. If you know Professor _____, please tell us in what context.

New College is a small public honors college that emphasizes rigorous, high quality undergraduate experiences of which tutorials and independent research, scholarship and creative activities are an important part. Student work is evaluated through narrative evaluations rather than by letter grades. You can find a brief description of the college and its programs at <http://www.ncf.edu/academics> . Because of our emphasis on student research, it is important that faculty be active, visible researchers who, themselves, produce high quality work. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research that might be appropriate at a research university.

*And I note that since spring of 2020, we've all been teaching and working under the challenging conditions of a global pandemic, which has meant in some cases delayed or canceled professional meetings, exhibitions, and publications and more effort adapting to teaching in primarily online or hybrid formats.

Florida sunshine laws and college practice require that your comments be accessible to the candidate and eventually your comments will become part of the publicly accessible record.

Could you please let me know by _____ whether you will be able to provide the evaluation I am requesting.

Should you be willing to serve as an external reviewer, we will arrange to send you an appropriate set of Professor _____'s published [or other as appropriate] materials. We will need your evaluation by (date) _____. An electronic copy (PDF file) signed and on your letterhead, will suffice to begin our consideration, but we will need an original signed paper copy of your evaluation for inclusion in our files.

REBECCA BLACK

Candidate: _____

Thank you for your consideration of this request. I look forward to your response.

Sincerely,

LAFAYETTE

CHEMISTRY

Chip Nataro, Head of the Department of Chemistry

Easton, Pennsylvania 18042 • TEL 610-330-5216 • FAX 610-330-5714 • <http://chemistry.lafayette.edu>

August 23, 2023

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 2023-2024 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. I have met Dr. Black and have reviewed her materials in various contexts previously, but none of these interactions are substantive enough to reclude me from performing this review.

Dr. Black concludes section 1 of her Statement on Scholarship and Professional Contributions with a COVID impact statement. While it is a brief paragraph, the pandemic has certainly played a significant role in shaping Dr. Black's independent career. As I currently have two departmental colleagues applying for tenure, I am seeing first-hand the challenges they have faced during the critical years of establishing their independent careers. The pandemic makes tenure reviews for colleagues that have had to deal with this even more complicated than the normal process. Having to adapt to remote instruction was an unexpected complication that certainly hampered overall research productivity for everyone. But losing a summer of research is devastating. The responsibilities of teaching and other academic-year commitments often lead to scholarship at a snail's pace at best during the academic year. Summers are critical times in which faculty can spend most of their time focused on scholarship. 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. She has managed to do so exceptionally well, and she should be commended for being able to regain her research momentum that was negatively impacted by the pandemic. Evermore, she should be applauded for making the best she could out of a difficult situation by developing projects related to the Scholarship of Teaching and Learning (SoTL).

By her count, Professor Black has one publication based on laboratory work done during her Ph.D. at the University of Chicago. While it is not her own independent research, Professor Jordan is the corresponding author, it is a high-quality publication in an excellent journal. I appreciate that Dr. Black did not spend much time describing this paper in her statement. It is quality work for sure, but

LAFAYETTE

CHEMISTRY

Chip Nataro, Head of the Department of Chemistry

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it provides little insight into her contributions to date at NCF or insight into her potential moving forward.

In addition to that publication, there is 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. Professor Black has an outstanding record of involving students in her research having mentored 17 students to date. That is a remarkable number on its own, but factoring in the lost time due to the pandemic makes it even more remarkable. She has mentored three student honor theses in her time. One of these students did their work in a different lab completing their thesis in the midst of the pandemic. Two others clearly worked in Professor Black's lab. I am very confident that this total would be higher had it not been for the pandemic.

This manuscript describes the synthesis, characterization and coordination of a new bidentate phosphine ligand. Although not complete at the point that her materials were submitted for this process, I sense that the manuscript is close to completion. It may even have been submitted by this point in time. The thoroughness of the experiments and the details of the characterization of the new compounds are excellent. I also appreciated 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 unfortunate that compound 7 does not appear to be effective as an AAD catalyst. It is rare for the first attempt to work exactly as it was envisioned. But Professor Black is asking excellent research questions, and those often generate even more questions that need to be answered. The manuscript suggests that there are ongoing experiments with other ruthenium complexes, and I am confident that this area is worth more exploration. The work shows great potential to be interesting, publishable and engaging, but it has been slowed by the pandemic.

Professor Black has actively been presenting her scholarship at American Chemical Society (ACS) meetings. A total of 12 students are listed as co-authors on various presentations, a remarkably high percentage of the students that have worked with her. That she has been so successful at getting posters and talks accepted for ACS national meetings speaks highly of the quality of her research and how it is viewed as being important by the greater chemistry community. Three of these presentations have been invited to be included as part of the SciMix at ACS meetings. ACS meetings are quite large (typically well over 10,000 attendees) and the number of scheduled presentations is enormous. Each division (for example INOR for inorganic) sets their own schedule. But ACS blocks out one time where all of the divisions come together, SciMix. This session is by special invitation from the organizers. Less than 10% of all of the presentations are invited to participate in SciMix. The fact that Professor Black has received three such invitations at this stage of her career is remarkable. She has also had her students present at a conference, and this is an incredibly important educational experience for them.

LAFAYETTE

CHEMISTRY

Chip Nataro, Head of the Department of Chemistry

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Professor Black used the time during the pandemic when she could not be in lab to actively engage in SoTL activities. A significant tangible result of this work is the chapter that has been accepted for a forthcoming ACS Symposium Series book. In this chapter, Professor Black describes a new project that was implemented in the Organic Chemistry I course at NCF. The overall project from conceptualization to implementation is thoroughly described. It really is an excellent activity for students getting them to apply concepts from their organic chemistry course to a real-world topic of significant importance to them, sustainability. This type of project is not being done at most of the schools I am familiar with, but it should be. Of course, fossil fuels are what come to mind when one thinks about sustainability, but it applies to so many other topics that have roots in organic chemistry. From the use and reuse of plastics to the development of organic light-emitting diodes to lower our reliance on rare earth metals, there are many areas that are going to be significant concerns to students in the near future. It is wonderful that Professor Black is getting her students to think about how chemistry can help us solve these significant problems.

Professor Black has also done significant work on replacing laboratory reports in organic chemistry. Grading regular 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. She appears to have made significant progress on this study since I last examined it. I think the manuscript she has nearly completed is not far from being an excellent contribution to the *Journal of Chemical Education*, and I hope she is able to submit it soon, assuming she has not done so already.

The final items for consideration in this package were grant proposals. While the internal grants are certainly nice, and she should be commended for seeking funding, the ACS-Petroleum Research Fund grant is certainly the most significant accomplishment. To be awarded this grant, Professor Black's proposal was reviewed by fellow chemists. Those reviews 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 needed results and a well-conceived research plan that her peers deemed worthy of funding and likely of generating publishable results. I have no doubt that the people in this process made wise decisions in funding Dr. Black. Just making the new ligands that she proposes and coordinating them to a metal will be interesting enough and should lead to a paper. Ideally, her research team will prepare the ruthenium complexes she proposes and find them to be useful catalysts. However, even if they do not work in AAD catalysis, 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 at NCF. She clearly wants her students to have the best learning experience possible. She has had to deal with unprecedented circumstances during the most stressful and vulnerable part of

LAFAYETTE

CHEMISTRY

Chip Nataro, Head of the Department of Chemistry

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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. She is disseminating the later work to the broader chemistry community, where it is very likely to have a significant impact at many other intuitions. 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.

In reviewing the NCF Faculty Handbook, I note that scholarship is one of the areas of review for promotion and tenure. Of the five points under scholarly and professional activities, it is clear that Professor Black has been actively engaged in four, with number 3, performances and public exhibitions, not being applicable to her field. She has published an article in a refereed journal and has a forthcoming book chapter. There are two nearly complete manuscripts that will most certainly be published. She has given numerous presentations at ACS national meetings including several in the highly selective SciMix sessions. She has been very successful at seeking and obtaining funding, both internal and external. And she has sought new ways to teach as well as being active in her field. Overall this is an excellent record, especially given the context of the pandemic.

Sincerely,



RECEIVED
Aug 23, 2023

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

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

August 21, 2023

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. 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, with research interests very similar to those of Dr. Black. 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 has had an active and productive five years at NCF. She has developed two main areas of research focusing both on organometallic synthesis and catalysis as well as the scholarship of teaching and learning. From her file, she has demonstrated an emphasis on undergraduate learning. In the case of her organometallic chemistry research, this is clearly seen in her involvement of 17 undergraduate researchers in her lab. The types of techniques (e.g., air-free synthesis, advanced NMR experiments) Dr. Black regularly incorporates in her research lab are providing these students with a unique learning experience in skills that are not regularly taught or heavily emphasized in the undergraduate chemistry curriculum. In addition, Dr. Black has afforded opportunities for her students to present their research at national and regional meetings, which also provides an invaluable learning experience for those students. Further, by its very nature, Dr. Black's work in chemical education research demonstrates her focus on improving undergraduate student learning.

Dr. Black's organometallic chemistry research is centered on the incorporation of pendent functional groups in ruthenium-phosphine catalyzed acceptorless dehydrogenation. She and her students have made considerable progress with several of Dr. Black's conference presentations focused on that work. Dr. Black has received external funding from ACS PRF to complete this work, which is highly commendable and illustrates the importance and promise of this project. I have had the opportunity to read through her in-preparation manuscript that summarizes her group's work so far. One thing that struck me is how synthetically involved the project is. To clarify, she and her students have explored several synthetic pathways and have isolated several different compounds. It is clear that the synthesis is challenging, which impresses me that this work is being done by undergraduate students. In my judgment, this is a positive reflection of Dr. Black's mentoring and training. As a synthetic chemist, especially one who works with undergraduate students, I can appreciate the amount of time and effort that has gone into this project. For the synthetic chemist, there are multiple opportunities for roadblocks once a target catalyst is proposed. There can be challenges with the synthetic

pathway, which include being unable to make targeted intermediates or being unable to cleanly isolate those compounds. Then, even if the target complex can be made, it may not work for the desired reaction. I share this because I want to emphasize that, despite having not published a peer-reviewed article on this project yet, the work that Dr. Black and her students are doing is of high quality and has taken a considerable amount of effort.

It is worth noting that I do believe that Dr. Black has publishable material for this project, and even without catalytic activity, she may choose to submit a manuscript that highlights the synthesis, characterization, and reactivity of these new complexes to a journal such as *Journal of Organometallic Chemistry* or *Polyhedron*. Both journals are internationally renowned. The other thing I noticed in my review of the in-progress manuscript is that one reason the dehydrogenation reactivity for these complexes could be limited is that they are performed in sealed NMR tubes. Consequently, Dr. Black may find better results if the catalytic reactions are done using an open system to liberate the dihydrogen gas. Overall, I am impressed with the quality and scope of the work that Dr. Black has accomplished with her students so far.

Dr. Black has also been productive in her chemical education research, disseminating her work through several conference presentations and a book chapter. Her research interests in this area seem to be two-fold: improving student motivation through real-world applications in Organic Chemistry (e.g., sustainability) and improving writing skills in Organic Chemistry. Both projects are important in that they introduce these concepts earlier in the undergraduate curriculum. These projects also span a large part of the semester. In my view, this encourages "buy-in" from the students. Having taught Organic Chemistry I, giving students the opportunity to see how organic chemistry not only relates to real-world applications but also relates to the student's field of study can be a significant challenge. Therefore, Dr. Black's effort in this area addresses a need for any of us who teach this course. I think that Dr. Black's work in the scholarship of teaching and learning shows that she deeply cares and thinks about student learning. In addition to her accepted book chapter, I do not doubt that her writing project will make an important contribution to the chemical education literature.

Her work training and mentoring students in the lab and her work improving the organic chemistry curriculum demonstrate to me that Dr. Black is an outstanding teacher-scholar. In both areas of her scholarship, she has maintained a high level of productivity with ample opportunities to disseminate her progress and accomplishments. Therefore, Dr. Black is clearly an active and visible researcher who has produced high quality work during her time at NCF.

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

Sincerely,



Steven E. Kalman, Ph.D.
Associate Professor of Chemistry
Stockton University
Office: 609-652-4946
Email: steven.kalman@stockton.edu

RECEIVED
Aug 21, 2023

ST MARY'S

COLLEGE of MARYLAND

The Public Honors College

24 August, 2023

Dear Dr. Gilchrist and Promotion Committee Members,

I have had a chance to carefully review Dr. Rebecca Black's scholarly work during her probationary period at New College of Florida (NCF) as well as the college guidelines for external reviewers of tenure candidates. At this time, I have had no personal or professional interactions with Dr. Black. While my own area of expertise is slightly different from that of Dr. Black's, my background and current research activity is in the broad area of synthetic organic and organometallic chemistry and I have taught organic chemistry at the undergraduate level for 10 years. Therefore, I believe that there is sufficient overlap and I can therefore provide an accurate evaluation of her scholarship during her pre-tenure period at New College. After reading Dr. Black's CV and scholarly materials, I feel that she has clearly met the criteria for scholarly professional development as listed in the NCF college guidelines.

Dr. Black has published one peer-reviewed article, received an external grant, and has been invited to present her work at numerous national conferences. The quality of these works is exceptional, especially when considering the already significant teaching and service responsibilities that Dr. Black has at NCF. During her pre-tenure period, Dr. Black has pursued numerous scholarly research projects in the area of organometallic chemistry and chemical education of which both have been successful.

In 2019, Dr. Black published a manuscript in *Organometallics* entitled "Olefin Insertion Reactivity of a (Phosphine-arenesulfonate)Palladium(II) Fluoride Complex." This manuscript describes the synthesis and characterization of the entitled palladium compound and its interactions with olefins to synthesize fluorinated hydrocarbons which have utility due to the unique behavior that carbon-fluorine bonds possess. Additionally, the manuscript employs computational chemistry techniques to rationalize the mechanism to which olefin insertion occurs at the palladium metal center. The chemistry employed in the manuscript is expertly performed which demonstrates Dr. Black's skill and pedigree as a practicing organometallic chemist.

At this time, it is important to describe the time scale for undergraduate research in chemistry; it is typically a very slow process as chemists traditionally need to make or synthesize the required materials before they can be studied. This requirement can sometimes take months or years as the number of reactions needed for a successful manuscript can easily number into the hundreds. Furthermore, undergraduates require significant training before they can become self-sufficient researchers which is often a time intensive process. This is especially true when considering that Dr. Black's area of expertise is in organometallic chemistry, a field where many compounds exhibit both air and water sensitivity which forces an even higher degree of care and handling to prevent reaction failure and decomposition. Combined, these factors result in a significantly reduced speed at which productive research can be performed when compared to a graduate program. Based on my reading of Dr. Black's recent poster presentations and her upcoming manuscript "Evaluation of a Ru(II) Complex Bearing Bis(diphenylphosphino)biphenyl Ligand with 2-Substituted PAR_2 Groups Under Alcohol Acceptorless Dehydrogenation Conditions", I am deeply impressed with the pace of her burgeoning research program.

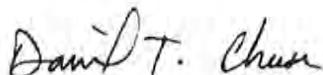
In addition to Dr. Black's organometallic research program, she is also pursuing multiple research projects within the realm of chemical education. Projects of these type are of critical importance as they help shape and influence undergraduate thinking that can not only assist with a better understanding of important chemical principles, but also interlink the lecture and laboratory in a manner that students can better conceptualize and appreciate. Given Dr. Black's published abstracts from the 2020 and 2021 ACS National

Meetings and her upcoming ACS Symposium book chapter to be published, it is clear to me that she has several chemical education projects in the works which are very close to bearing fruit.

Dr. Black's efforts toward external funding have also been successful given her receipt of an American Chemical Society Petroleum Research Fund (ACS-PRF) grant (\$55k). Getting a grant of this type is of exceptional prestige and is frequently considered to be on par, difficulty wise, with a National Science Foundation (NSF) grant which has a success rate of only 15-20%. Additionally, an ACS-PRF grant is often viewed as a critical stepping stone toward future successful NSF RUI grants. The fact that Dr. Black is able to earn such a grant is a clear indication of the quality and importance of her research program.

In summary, Dr. Black has devised a research program that is of scientific interest, has pursued and won external funding for her research from a highly competitive agency, and has experienced success in publishing a manuscript in a top-tier journal within her pre-tenure period. Importantly, her research program has been used as a platform to teach NCF undergraduates the art of research and instructed them as members of the wider scientific community. It is clear to me that Dr. Black's scholarly activity embodies the ideals of a teacher / scholar model of faculty at PUI's and I feel that there is significant evidence toward continued excellence. I therefore conclude that Dr. Black has **met the required scholarship expectations** and I fully endorse her for tenure and promotion.

Sincerely,



Daniel T. Chase
Associate Professor of Chemistry
Department of Chemistry and Biochemistry
St. Mary's College of Maryland
18952 E. Fisher Road
St. Mary's City, MD 20686
240.895.2179
dtchase@smcm.edu

RECEIVED

Aug 24, 2023



September 11th, 2023

Dear Tenure and Promotion Committee,

I am writing provide my evaluation of Dr. Rebecca Black's research and scholarship for her application for tenure. 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 developments in the field of Chemical Education. One of the aspects 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 is 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. The chapter is a much needed contribution to our field as Organic Chemistry educators, we need more resources on making our material relevant. The UN Sustainable goals are crucial for students to learn about, but this information also demonstrated students ability to critical think using Organic Chemistry literature with respect to the UN Sustainable goals.

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.

In addition to her submitted information, Dr. Black has been a chair in the Organic Chemistry section for the Florida Annual Meeting and Exposition in June 2023. In that role, Dr. Black had to solicit talks for her session, run the session and coordinate with the program chair with issues. She also presented a poster at that conference. Dr. Black also presented in a Green Chemistry Symposia as well as was invited to present a poster at the American Chemical Society meeting in March 2023. I reviewed her submission as the symposia chair for this meeting and happily accepted it in my symposia due to her reputation and the timeliness of her work. Having met Dr. Black through these meetings this year, I have been truly impressed with her and her representation of New College of Florida. Despite people coming up to her asking about the situation there, she always represented the college in the best way and said nothing negative about the school. Contrarily, she spoke highly of her students, of which I was able to meet a former one who is now in graduate school and thriving. She was truly excited to provide research opportunities to future students there, and I believe her research

agenda will only grow. As such, she received summer support for research in Summer 2023. Based on my review of Dr. Black's documentation her scholarly work is on pace with others in her field working with undergraduates, surpassing many in the same level. As far as her service to the Chemical community, she is a value to her field. 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
Dept. of Chemistry, Biochemistry and Physics
dbromfieldlee@flsouthern.edu
Tel. 863-680-4321

RECEIVED
Sept 11, 2023

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PO. Box 15234 Fax 610-921-7530
Reading, PA 19612-5234 www.albright.edu



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 Associate Professor Rebecca Black as she stands for 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 time she has been at New College. By my accounting of her CV, she has been a professor at New College for five 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.) 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 led 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 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 and accepted 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 normally 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. Prof. Black's work in this area *also* earned the honor of being selected for Sci-Mix, further evidence of its broad appeal to the field.

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 four 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 17(!) 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 her documents support 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 "expected submission... in Fall 2023." 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

RECEIVED
SEPT 26, 2023



September 14, 2023

Dear Dr. Sandra Gilchrist,

I am writing at your request about the scholarly accomplishments of Professor Rebecca Black, who is being evaluated by your institution for tenure. In order to place my letter in the appropriate context, I will first introduce myself. I am a tenured faculty member at the College of the Holy Cross in the department of chemistry and have served on my institutions Committee on Tenure and Promotion. My doctoral work was focused on synthetic organic chemistry followed by a post-doctoral fellowship in chemical biology. My current research is focused on developing new methods for the synthesis of biologically active molecules, specifically phosphates. The methods we use to accomplish this goal are similar to those of Professor Black, and thus I feel able to evaluate her scholarly work. I should also mention that I have never met or communicated with Professor Black.

The standard within chemistry, including at PUIs is for faculty members to be principal investigators working along-side undergraduate research associates. This capstone research experience for the undergraduates is essential in training the next generation of scientists but does **not** diminish the scientific contribution. It is therefore common practice for undergraduates to be coauthors on publications, and co-presenter or presenter for conference posters. Since arriving at New College, Professor Black has published: 1 journal article and 1 book chapter. In addition, she has given 7 oral presentations at National American Chemical Society meetings, presented (along with students) numerous posters at national or regional conferences, and given 1 external invited seminar at a neighboring college.

In her tenure at New College, Professor Black has engaged in two scholarly areas of interest (Organometallic Catalysis and Scholarship of Teaching and Learning). I will discuss her accomplishments in each area separately for clarity and not to signify a greater importance for one area.

Organometallic Catalysis:

Professor Black's training in synthetic inorganic chemistry allows her to effectively use the tools of synthetic chemistry to answer questions at the intersection of inorganic, organic and biological chemistry. In 2019 while at New College, Professor Black published a paper in *Organometallics*, an appropriate peer-reviewed journal for researchers working at the interface



of inorganic and organic fields. This article details experimental work she accomplished as a graduate student at the University of Chicago on the chemical synthesis, reactivity and mechanism of a Palladium-phosphine Fluoride complex. For context of this research, the metal is Palladium, the ligands are phosphines, and the reaction is an olefin insertion. The works describes the study of the metal-ligand complex to perform the reaction of interest.

At New College, Professor Black is developing an independent research program in organometallic chemistry. Based on her training she is well-suited to succeed in this endeavor. For context, the metal is Ruthenium, the ligands are novel biphenyl bisphosphines (BIPHEP) and the reaction is alcohol acceptorless dehydrogenation (AAD). This allows Professor Black to use her expertise to answer novel questions. A key feature of the research program is functionalizing the ligand with and without pendant bases in order to understand the effect this has on catalyst efficiency. In this work, the catalyst facilitates the reaction and is composed of the metal and the ligand. Professor Black received an external grant from the American Chemical Society Petroleum Research Fund (ACS-PRF) for \$55,000 to conduct this work. Her proposal clearly describes a research agenda focused on the synthesis of a library of novel Ruthenium - biphenyl bisphosphines which both contain and lack a pendant base. She hypothesizes that those catalysts containing the pendant base will be more active catalysts in the AAD reaction. The competition for external funding is steep and this award should be viewed as a highly positive evaluation of Professor Black's research potential.

Professor Black and her student collaborators have made progress on this effort as witnessed by the numerous poster presentations and oral presentations at national and regional conferences. Professor Black has also included a manuscript in preparation for this research (which would be her first journal manuscript as the corresponding author). I would have found it helpful to explicitly know what experiments are needed before submission of this manuscript, since it is unclear if the remaining experimental work would span months to years of work. Professor Black addresses the impact that the COVID 19 pandemic had on research, which I understand would be highly disruptive. I trust that New College will consider this in its evaluation of pre-tenure productivity.

Scholarship of Teaching and Learning:

While all faculty at PUIs dedicate a substantial amount of their time and energy to teaching, this is different from publishing scholarly articles and book chapters on techniques that are developed. Given her success in graduate school as a mentor and teacher (as witnessed with the *Gerhard Closs Teaching Award*, *Edith Bernard Memorial Award for Service to Others*, *GAANN Fellowship* and *Joan Shiu Award for Student Service*) it is exciting to see this passion continue at New College. Professor Black should be commended for taking her excellent ideas and practices on teaching and leveraging those ideas into her scholarly pursuits.



Her book Chapter, "Problem-solving Our Way to a Sustainable Future: an Organic Chemistry I Literature Research Project Based on the U.N. Sustainable Development Goals" has been accepted for publication in *ACS Book: Engaging Students with Real-World Context*. After presenting her work at a symposium *Engaging Students with Real-World Context* at the spring 2022 ACS national meeting she was invited to submit this book chapter. I found the use of context (United Nations issues on sustainability) to be a compelling and innovative method to establish information literacy and problem-solving skills. The highest praise I can offer for pedagogical scholarship is that I will seek to incorporate Professor Black's ideas into my own courses. In particular, I valued the use of on-line learning platforms to guide students through a semester long project that gives them ownership of what they create.

In addition, Professor Black has enclosed a manuscript in preparation on a second pedagogical project focused on professional writing in an Organic Chemistry II lab. She plans to submit this work to the *Journal of Chemical Education*, which is the premier journal for pedagogical chemistry scholarship. This work in progress shows a trajectory of pedagogical scholarship likely to continue from Professor Black.

In closing, I favorably view the scholarly accomplishments of Professor Black. She is engaging undergraduate students in both Organometallic Chemistry and the Scholarship of Teaching and learning. I am hopeful that her promising start will continue, and I encourage her to continue to publish her work in peer-viewed venues. Please feel free to contact me for any additional information.

Sincerely,

RECEIVED
SEPT 14, 2023

Bianca R. Sculimbrene, PhD
Professor of Chemistry
College of the Holy Cross

V. PAC SUMMARY: STUDENT EVALUATION OF TEACHING

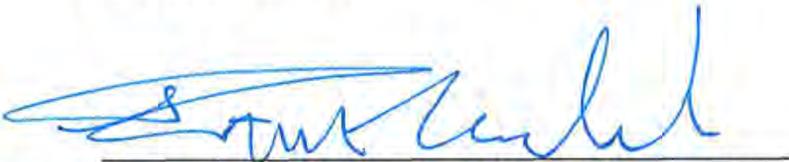
Note: Information from student evaluations must be completed by the Chair of the Provost's Advisory Committee. The candidate is not permitted to complete this section.

Describe information provided from student evaluations of teaching that were reviewed in making this promotion and/or tenure recommendation. Indicate the nature of the instructions, when and how many times they were administered for this candidate, and the number of students participating in consideration of this candidate. Provide a summary of the information derived from the evaluation used.

- Nature of the instruments (attach a copy of the instrument).
- When and how many times they were administered for this candidate.
- The number of students participating in consideration of this candidate.
- A summary of the information derived from the evaluation used.

Review of student teaching evaluations is a fundamental aspect of the evaluation of teaching performance. The instructional evaluation forms (attached) are distributed at the end of each course or tutorial. Students voluntarily complete the form and most present do so. They may sign the form if they wish. Students are aware that the forms are reviewed by the Division Chair, the Provost, and are available to all divisional faculty and the PAC during the tenure process.

Student evaluations were administered in every course at the end of each semester from Fall 2018 to Spring 2023 (with the exception of Fall 2022 when Professor Black was on assigned research leave). Faculty voted to exclude Spring 2020 evaluations from review due to disruptions related to the Covid-19 pandemic. With that exclusion, the total number of evaluations received over this period is 220. Review of these evaluations demonstrates that Professor Black's teaching meets expectations for tenure at New College



Signature of Chair, Provost's Advisory Committee

01/16/24

Date



Name of Chair, Provost's Advisory Committee



As part of the faculty member's permanent record, this form will be used in personnel decisions and for the faculty member's own information. Faculty will not have access to this form until evaluations of students are submitted.

| | |
|---|---|
| Instructor _____ | Name of Activity _____ |
| Term _____ A/Y 20 _____ | Date _____ |
| Number of Terms at New College _____ | Transfer Credit _____ |
| Prior Number of Activities: _____ | ...in this field _____ ...with this instructor _____ |
| Your Attendance: Regular <input type="checkbox"/> | Sporadic <input type="checkbox"/> Rare <input type="checkbox"/> |

Please comment on . . .

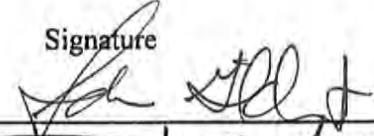
| |
|---|
| 1. The Instructor (e.g., clarity, helpfulness, accessibility, evaluation of your work) |
| 2. The Course (e.g., organization, pace, demands, assignments, suggested improvements) |
| 3. Your Participation (e.g., expectations, interest, progress, success, effort) |
| 4. Any Other Comments |
| Your signature (optional) |

VI. EVALUATIONS BY THE PROVOST ADVISORY COMMITTEE, DIVISION CHAIR AND THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

1. In comparison with faculty in similar positions with similar assignments, indicate your agreement with a check mark of the candidate's satisfactory performance in the following chart (evaluations must include all assigned duties including service).

| Performance Area | Division Chair | Provost Advisory Committee | Provost & VP for Academic Affairs |
|--|----------------|----------------------------|-----------------------------------|
| Teaching | ✓ | ✓ | ✓ |
| Research, Scholarship, Creative Activity | ✓ | ✓ | ✓ |
| Service (all areas) | ✓ | ✓ | ✓ |
| Overall Quality | ✓ | ✓ | ✓ |

- Each reviewing body should append a narrative to support the evaluation.
- Each narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.
- Do the candidate's talents, expertise, experience and resources fit the needs, plans and goals of the Program/Division/College? Explain.
- The narratives should be appended in the order of review (Division Chair, Provost Advisory Committee, and Provost and Academic Vice President).
- Where a split evaluation exists, the committee should provide a Majority Report and a Minority Report to provide a balanced view.

| Position Title | Name | Signature | Date |
|----------------|-------------------------|--|-------------------|
| Division Chair | <u>Sandra Gilchrist</u> |  | <u>20/11/2024</u> |
| PAC Chair | <u>Patrick McDonald</u> |  | <u>01/12/24</u> |
| Provost | <u>David Rancourt</u> |  | <u>2/27/24</u> |

2. Please attach copies of candidate's annual evaluations for each tenure-earning year for tenure candidates, and the last seven years for promotion candidates. Annual evaluations should include narratives including the statements of "progress toward tenure" (for all faculty seeking tenure.)
Note: The Chair of the PAC will be responsible for copying the annual review letters from the candidate's file and placing them in the packet.

New College

THE HONDAS COLLEGE of Florida

Division of Natural Sciences

22 September 2023

Professor Rebecca Black
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2022-2023 Academic Year

Dear Rebecca,

This letter contains an evaluation of your work during the 2022-2023 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. First semester, you had assigned research leave (ARL) and offered 7 tutorials. These tutorials were primarily new students recruited in mod 2 of your organic class. You indicated that 6 students in your Phosphine Ligand and Ruthenium Laboratory tutorial were broken into three groups to enhance safety and skill-building. As we discussed, you spent considerable time coordinating student projects for this tutorial. The second tutorial was with your thesis student. You worked with this student to revise thesis content and to hone the data analysis. Second semester, you taught two sections of Organic Chemistry II Synthesis Laboratory which were both writing enhanced. Though the course was substantially the same as last year, you did make revisions as the course was co-taught previously. You had 8 tutorial students second semester. Five students worked together in the Phosphine Ligand and Ruthenium Complex: Research Laboratory tutorial; one student did a modular tutorial on the same topic. In addition, another student did a project on the AAD catalysis of Ru (II) complexes bearing BIPHEP-type ligands. Students worked collectively to develop a poster of the work with you which was presented at the ACS National meeting and Expo. You continued to work with your thesis student to revise and strengthen the thesis project. You served on 5 baccalaureate committees (four in addition to your own thesis student). You sponsored 1 contract in Fall for your thesis student while on ARL and 5 in Spring. You continued to use the CANVAS course that you designed last year for your advisees to provide communication about campus resources as well as other information.

Though you were on ARL in January, you continued to work with your thesis student on Synthesis of Phosphine Ligands for Ru (II) Acceptorless Dehydrogenation and sponsored one ISP student. You worked about 20hrs/week with the ISP student throughout January to develop skills needed to work with air- and moisture-free organic and organometallic synthesis research. This ISP was very successful, leading to some new lines in synthetic approaches to explore in your Spring research tutorials.

You worked with one thesis student this year. This student worked in your lab for 2.5 years. Results of the project will be included in a publication that you are co-authoring with this student.

As in past years, you have put in a great deal of time on your teaching this year with good results. Research education is difficult and time-consuming, requiring patience. You have demonstrated a mastery of this type of teaching.

Evaluations demonstrate that students appreciated your efforts. Students thought that courses were well-organized and that you were responsive to their questions. The evaluations were overwhelmingly positive.

Course evaluations of students were clear with good descriptions of course content. There were carefully detailed discussions of the strengths and weaknesses of students. Your contract evaluations were thoughtful and thorough, giving students a good sense of progress.

Scholarship

You had ARL first semester and ISP this year. You made very good use of the time to advance several projects.

In summer of 2022, you participated in the Career Design Champion Program, Academic Publishing Workshop, and Writing Enhanced Course workshop at New College. These are excellent professional enhancement activities.

You submitted a book chapter entitled, "Problem-solving our way to a sustainable future: An Organic Chemistry I literature research project based on the U.N. Sustainable Development Goals." After review and minor revisions, this chapter was accepted and will appear in the forthcoming ACS book *Engaging Students with Real-World Context*. You also continued work on two other articles. For the manuscript related to your organic/organometallic synthesis and catalysts projects, you added several important results. A second manuscript in progress was also advanced. This paper includes a study to measure impacts from a student perspective of writing enhanced curriculum focused on organic chemistry II laboratory. You have made progress on recruiting subjects for the analysis and you have presented preliminary work at multiple conference during Fall semester. At the conclusion of the survey work, you are planning to submit a manuscript to *Journal of Chemical Education*.

This is the second year of your ACS Petroleum Research Undergraduate New Investigator grant. You plan to request a no cost extension for a third year. Such an extension will allow you to continue to use funds to pay research assistants and purchase materials to support the research.

In Fall, you made an oral presentation at the ACS national meeting titled, "Writing-enhanced organic chemistry II lab: Learning to write in professionally-relevant genres." You presented an invited poster at the meeting on this same topic. In September, you attended and presented at the Florida Organic Faculty conference, extending your presentation on writing-enhanced organic II lab. Broadening your impact to another venue, in October you attended and presented a lightning talk at the virtual Fall 2022 Ohio PKAL Regional Network meeting, offering an abbreviated form of your writing enhanced lab discussion.

During January you presented a SLiThEr webinar for the IONiC ViPEr community. This forum is a discussion group of organic and inorganic chemists.

At the Spring 2023 ACS National Meeting, you gave an oral presentation titled, "How do organic chemists contribute sustainable solutions to problems? A student driven Organic Chemistry I research project based in the UN sustainable development goals. You also gave a presentation titled, "Ru(II) complexes bearing bulky BIHEP-type ligands: Synthesis, x-ray diffraction analysis, and performance in alcohol acceptorless dehydrogenation," in the Division of Inorganic Chemistry. At this meeting, you were also invited to

present a poster at the SciMix session (top 15% of posters invited) based on materials in your oral presentation about sustainable solutions to problems. In addition, you presided over a session at this meeting.

In June, you were the organic chemistry session chair for the Florida-ACS FAME Conference. You also presented a poster at this conference.

To keep informed about current work in your area, you have continued to be a member of the American Chemical Society. You are also a member of VIPeR (Virtual Inorganic Pedagogical Electronic Resource). This is a learning community for inorganic teachers and students. You are an active member of the Discord server VIPeRPit. In addition, you are a learning community member (OrganicERs) where teaching materials for instruction in organic chemistry at college level are disseminated along with evidence-based, active-learning pedagogies.

This year, you also completed the CITI IRB training to advance your chemistry education projects. You designed and are implementing three surveys for two projects. Both of your IRB proposals were approved.

As a part of your professional development, in December, you participated in the PEER-Chicago Field School which was created to build community across primarily STEM faculty at various stages of their careers. This hands-on program gave you many tools with which to build your background for the chemistry education projects you are developing.

In Spring, you participated in three Green Chemistry Connections. The activities offered in these webinars suggest ways that green chemistry can be woven seamlessly into classes.

Your scholarship and professional development have progressed nicely this year.

Service

You regularly attended division meetings and faculty meetings, and your participation and good suggestions were appreciated. You took advantage of many opportunities for faculty development at New College, participating in Teaching Tuesdays on a regular basis.

Below is a synopsis of your service, highlighting a few areas of your contributions.

On campus, after your research leave, you started on the SASC in Spring 2023. This is a work-intensive committee responsible for readmissions and dismissals of students. The committee also determines whether students go on academic probation or return to good standing from probation.

You served as the Natural Sciences representative to the Chart Your Course Steering committee during Spring. This required regular meetings with reports of activities back to the division.

You continued this year in Spring as secretary for NCUFF. This is an elected position. The primary responsibility is attending all meetings and keeping notes. Depending on events for the year, the secretary is also asked to participate with other members of the executive committee in discussions important to the unit.

In addition to your other service on campus, you were the sponsor for the student club called New College Hoop Troupe. You also organized Tabletop Board Game Nights for first and second semester at the Cook Library. This was an important community building activity to engage students, faculty, and staff in interactions with each other outside of the classroom.

You represented the Chemistry AOC at the AOC Fair in March. In addition, in summer you worked with the Dean of Outreach and Assistant Director of Admissions to host lab visits for Girls', Inc Eureka! STEM program for 8th and 9th grade girls and Unidos Now! middle school students and their parents. These types of community outreach are important to the college.

Eleven students asked for recommendation letters. For these students, you wrote a total of 32 letters for a variety of activities including internships, fellowships and graduate programs. In addition, you wrote 6 letters for colleagues seeking promotion/tenure.

You had another strong year of community service.

Summary

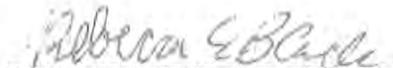
Overall, you had a very successful year at New College. I congratulate you on your promotion to Associate Professor. You used your assigned research leave effectively to advance several projects, including training students in your lab. You were active in all areas of teaching, research, and service, and you are making appropriate progress toward tenure. You have been particularly active in networking with people at the college as well as with the broader chemistry community. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Dr. Rebecca Black

9/24/23

Date



New College

THE HONORS COLLEGE
of Florida

Division of Natural Sciences

6 September 2022

Professor Rebecca Black
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2021-2022 Academic Year

Dear Rebecca,

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Enrollment across the college was on the low end, with a student:faculty ratio of about 7:1. Many of the usual opportunities for scholarship and creative work were limited because of continuing pandemic concerns (lab work, field work, work abroad).

You completed the Kognito modules to improve interactions with students. As a part of your professional development at the college, you attended most of the Teaching Tuesday sessions.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Organic Chemistry I (21 students enrolled) and Organometallic Chemistry and Catalysis for Organic and Polymer Synthesis during Fall Semester; both classes were taught face-to-face, you taught Organic Chemistry II: Structure and Reactivity (12 students enrolled) and two sections of Organic II Laboratory with Dr. Pap (7 students total in both sections). You took the opportunity to use feedback to update the course. Though the overall preparation was not new for your first semester, you revised organic lecture to be a CYC course, choosing to focus on information literacy, teamwork and problem-solving skills. You created several additional activities for students to build these skills including what you termed group challenges and class activities. We talked about these somewhat in your year-end review. In addition, you offered reflection assignments that gave students the chance to think about their own growth relative to teamwork and problem solving. In our discussion you indicated that you spent considerable time developing a phased research project for students. You introduced students to the United Nations' Sustainable Development Goals to frame the project. Students learned about primary literature as well as the use and limitations of scientific studies. An important part of the project was students learning to how to find and critically read articles relating to organic chemistry research addressing the Sustainable Development Goal of their choice with implications for solutions to problems. This kind of complex problem allows students to understand layering of information and use of data in research. It also gives students at different levels challenges.

You also noted that there were several students from Fall of 2020 retaking the course, so you created new study materials and new midterm exams. Second semester, you taught Organic Chemistry II-Structure and Reactivity in addition to co-teaching two sections of Organic Chemistry II Synthesis Laboratory with Dr. Pap. Though the course was substantially the same as last year, you did make revisions based on feedback from the previous year. The two lab sections also were similar to last year. You did indicate that you did some revision to the schedule. Based on experience from last year, you focused the presentations. New problems were added to the existing weekly problem sets. You also created new midterm exams and a new final. Work for the lab sections was coordinated with Dr. Pap.

For the year, you had 11 tutorial students (5 first semester and 6 second semester). You served on 7 baccalaureate committees (six in addition to your own thesis student). You sponsored 7 contracts in Fall and 9 in Spring. You continued to use the CANVAS course that you designed last year for your advisees to provide communication about campus resources as well as other information.

You had 1 new student and one continuing student in your research lab for the ISP. They were working on the overall project of Synthesis of Phosphine Ligands for Ru(II) Acceptorless Dehydrogenation. In addition to advances in laboratory skills, students were familiarized with finding and using scientific literature to better understand the reactions under study, perform the reactions themselves, analyze data relating to final products (eg NMR spectra) and make suggestions on how to advance the research. These were students with widely different skills. One was a third-year student who was interested in learning lab skills to work with air and moisture free organic and organometallic synthesis. The first-year student and the third-year student worked together under your direct supervision about 29 hours a week spread over 5 days for all of January. These students learned how to work with a specialized vacuum/nitrogen Schlenk line and in a nitrogen atmosphere glovebox. This was an intense ISP for you as well as the students. You also noted that you had two part-time (about 10 hrs/wk) teaching assistants who could supplement the time that you provided to help these students through their skill development and projects. The culmination for your research lab was a poster abstract submitted to the Spring 2022 ACS National Meeting that was accepted for presentation.

You worked with one thesis student this year. This student has been collaborating with you on the thesis project for the past two and a half years. Results of the project will be included in a publication that you are co-authoring with this student. You also contributed substantially to the thesis of a student who had a Chemistry/Biology thesis, allowing this student to work in your lab for extracting and characterizing organic products from the thesis materials.

As in past years, you have put in a great deal of time on your teaching this semester with good results.

It is clear from evaluations that students appreciated your efforts. There was good rapport with students where they felt secure in providing feedback. Overwhelmingly, students thought that you were helpful, responsive, and accommodating.

Course evaluations were clear with good descriptions of not only course content but also the strengths and weaknesses of students. The comments for students allowed them to see progress in general, but also at a personalized level. Your contract evaluations were thoughtful and thorough.

Scholarship

You worked on a major project this year with your thesis student; six other tutorial and ISP students were involved in this project. Parts of his thesis have been included in a manuscript draft. Another thesis student will be working on other aspects of the project over the summer. These results will also be included in the manuscript being developed for this organic/organometallic synthesis and catalysis project.

An invited e-book chapter, "Problem-solving our way to a sustainable future: An Organic Chemistry I student-driven research project centered on the UN Sustainable Development Goals" will be completed by Fall; you have received official confirmation that this ebook has been approved for the ACS Symposium. You are also working on two manuscripts to be submitted to *Journal of Chemical Education*. These manuscripts include information gleaned from your organic lecture and lab courses this year. The manuscripts are tentatively titled, "Organic Chemistry Infographics for building information literacy and writing skills", and "Replacing lab reports: Building professional writing instruction into Organic Chemistry II lab".

Along with students, you made four presentations at conferences; two were posters and two were oral presentations. Because of your emerging expertise in chemistry education, you were an invited speaker for two panels and one webinar.

In Fall 2021, you received an American Chemical Society Petroleum Research Undergraduate New Investigator grant (Fall 2021-Fall 2023). This grant will help you to move forward with multiple aspects of your research, including continued training for students.

To keep informed about current work in your area, you have continued to be a member of the American Chemical Society. You are also a member of VIPeR (Virtual Inorganic Pedagogical Electronic Resource). This is a learning community for inorganic teachers and students. You are an active member of the Discord server VIPeRPit. In addition, you are a learning community member where teaching materials for instruction in organic chemistry at college level are disseminated along with evidence-based, active-learning pedagogies.

Your scholarship has progressed well.

Service

You regularly attended division meetings and faculty meetings, and your participation and good suggestions were appreciated. You took advantage of many opportunities for faculty development at New College, participating in Teaching Tuesdays, web-based trainings, workshops.

Below is a synopsis of your service, highlighting a few areas of your contributions.

On campus, you were a member of the writing committee in Fall and Spring of this year. You also joined the CYC implementation Committee. This *ad hoc* committee was charged with creating the framework for implementing the newly approved general education skills-based curriculum. The members of the committee met several times to discuss not only the curriculum itself, but also how to interface with the registrar and IR. Assessment was also a topic of discussion. You co-developed and facilitated two versions of the faculty training programs for the new general education program (CYC) at the college. This was very well received by participants.

You were a member of the division search committee for the Associate in Chemistry position. The search was a requirement for immigration process of our current associate. We reviewed several candidates and interviewed online 5 of them, including the current associate. Your work on this committee was exemplary. You were always prepared for discussions. This was a successful search.

The division appreciated your efforts as co-organizer of the Natural Sciences seminar. The seminar also included organizing a student poster session.

You continued this year as secretary for NCUFF. This is an elected position. The primary responsibility is attending all meetings and keeping notes. Depending on events for the year, the secretary is also asked to participate with other members of the executive committee in discussions important to the unit.

In addition to your other service on campus, you were the sponsor for the student club called New College Hoop Troop. You also organized Tabletop Board Game Nights for second semester at the Cook Library. This was an activity to engage students, faculty and staff in interactions with each other outside of the classroom.

Your campus involvement was also clear. You represented the Chemistry AOC at the January Fair. Thirteen students asked for recommendation letters. For these students, you wrote a total of 34 letters for a variety of activities including internships, fellowships and graduate programs.

Admissions put out a call for help in recruitment. You worked with a colleague in biology to email 35 admitted students with interests in biology and chemistry to be a point of contact. You also participated in the Admitted Students Day.

As a member of VIPeR (Virtual Inorganic Pedagogical Electronic Resource) learning community, you were an active participant in group discussions on a variety of topics. You participated in a majority of the Midwest Women in Science Conference in Fall. Networking is critical to broaden your professional development. You have done a good job at broadening your network this year.

Summary

Overall, you had a very successful year at New College. You were active in all areas of teaching, research, and service, and you are making appropriate progress toward tenure. Your continued interest in the professional development of your teaching and research are laudable. You have done excellent work in reaching across the divisions to work on projects beneficial to the college. Sharing what you have learned with others at the college and in the broader academic community is a great asset. You have been particularly active in networking with not only people at the college but also with the broader chemistry community. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Rebecca Black
Assistant Professor of Organic Chemistry



New College of Florida

THE HONORS COLLEGE

Division of Natural Sciences

June 19, 2020

Professor Rebecca Black
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2019-2020 Academic Year

Dear Rebecca,

This letter contains an evaluation of your work during the 2019-2020 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught General Chemistry I, Organic Chemistry Lab (2 sections), and Organometallic Chemistry and Catalysis this year. The General Chemistry and Organic Chemistry lab courses are a vital part of the chemistry curriculum and pre-med requirements. The Organometallic Chemistry and Catalysis course was an upper-level elective. General Chemistry was a new course preparation, and the other courses were updated based on feedback from last year and on your goal to better prepare students to do research. You sponsored 2 ISPs, three tutorials, and one thesis student. You also sponsored 16 contracts and served on 4 baccalaureate committees. You continue to be asked by students for help with the NMR and liquid nitrogen. The number of students in your courses was above the median for Fall 2019 (21 students per semester). Your other instructional workload was appropriate for a faculty member in their second year at New College.

NOTE: The Spring 2020 semester began as usual, but was significantly disrupted by the COVID-19 pandemic; campus went to 100% "remote instruction" during spring break. In response, faculty voted that spring term Instructional Evaluations would only be used for formative information and be delivered to the faculty concerned. They will not form part of this review, although you should consult them for your own information.

Your teaching evaluations were good. The students thought you were helpful, accessible, and mostly clear. The Gen. Chem. students thought that the course was well organized, and most thought that it moved at a good pace. There are always various opinions about pace in this introductory course. The students really appreciated your care for them and your detailed and constructive feedback on their work. Many students found the course interesting. There were mixed views about the group work, which is also typical. Some students didn't appreciate the Chem 101 online system, and you have ideas to improve those assignments. The students in Organometallic Chemistry and the thesis tutorial enjoyed working with you.

Your course evaluations included a detailed description of the course and a detailed description about the student's work on each aspect of the course. You included comments about content knowledge as well as lab

skills, collaborative skills, and oral and written communication skills when relevant. Your tutorial and ISP evaluations described the activities and details about the student's accomplishments. Your contract certifications included details about the student's work as well as more general comments about progress through the academic program.

Scholarship

You published one peer-reviewed journal article and had two abstracts accepted to the Spring 2020 American Chemical Society (ACS) conference. One abstract was for a poster about research you did with a student. This conference was cancelled, but you were able to publish both presentations online. One of your presentations was selected for a Sci-Mix session, and this is described in your FAAR form. You gave an invited scientific talk at Florida Southern College. FGCU's NSF-MRI grant was funded, and because of your support in this proposal, NCF has access to their new single crystal X-ray diffractometer. This will be very helpful for chemistry research projects. You are also working on other grant applications and professional development related to grant writing. You worked with a couple students on new research projects, but the COVID-19 pandemic prevented you from continuing research in the lab during spring and summer this year.

Service

You regularly attended division meetings and faculty meetings, and your participation and good suggestions were appreciated. You took advantage of many opportunities for faculty development at New College. You also attended two AAC&U conferences, one about STEM education and one about more general topics. You participated in the planning and events for the external review of Physical Sciences in spring semester. After courses went online, you recorded some videos related to your lab course, and they've been viewed by many people outside of New College. You served on the search committee for the Visiting Biochemist and assisted with the computer science search. You were the NCUFF secretary. You continued to host happy hours, and you assisted with a visit by a Boy Scout troupe to earn their chemistry badge. You helped ten students become members of ACS, and you represented chemistry at admissions events. You wrote recommendation letters for 11 students.

Summary

Overall, you had a successful year at New College. You were very active in all areas of teaching, research, and service, and you are making appropriate progress toward tenure. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Katherine Walstrom, Ph.D.
Chair, Division of Natural Sciences

Final year-end review letter

2 messages

Katherine Walstrom <walstrom@ncf.edu>

Fri, Jun 19, 2020 at 9:57 AM

To: Rebecca Black <rblack@ncf.edu>

Hi Rebecca,

Thank you for your feedback on the letter. I made your suggested changes and attached the final version.

Please respond to this email to acknowledge receipt of this letter.

Thank you!

Katie

--

Katherine M. Walstrom, Ph.D.
Associate Professor of Biochemistry and
Chair, Division of Natural Sciences
Div. Natural Sciences, HNS E171
5800 Bay Shore Rd.
New College of Florida
Sarasota, FL 34243-2109
phone 941-487-4493
FAX 941-487-4396

 **Black_final.pdf**
1747K**Rebecca Black** <rblack@ncf.edu>

Fri, Jun 19, 2020 at 10:34 AM

To: Katherine Walstrom <walstrom@ncf.edu>

Thanks Katie,

I've recieved and reviewed the letter.

Have a great weekend,

Rebecca

[Quoted text hidden]



New College THE HONORS COLLEGE of Florida

Division of Natural Sciences

11 October 2021

Professor Rebecca Black
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2020-2021 Academic Year

Dear Rebecca,

This letter contains an evaluation of your work during the 2020-2021 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

This was an exceptional year given the ongoing pandemic. Most instruction took place online or in person with social distance and masking. Disruptions were frequent as testing forced people into quarantine. I recognize that teaching this year required continual adaptation, retooling, and flexibility both for academic work and to attend to the human and emotional toll of multiple factors. In addition, enrollment across the college was on the low end, with a student:faculty ratio of 7:1. Many of the usual opportunities for scholarship and creative work were unavailable under pandemic conditions (lab work, field work, work abroad). This context is important to consider in reviewing this year's performance.

You completed the Kognito modules to improve advising and interactions with students. You also took advantage of the Kaltura Basics course to see the features of Kaltura that might be of use in remote classes. As a part of your professional development at the college, you attended most of the Teaching Tuesday sessions, co-hosting one on strategies for promoting faculty success and facilitating one on advising.

You also participated in a 12-week virtual "Faculty Success Program" through the National Center for Faculty Development and Diversity. This program had numerous resources including a coach and small group meetings weekly. As you indicated, this program has helped you to become more productive while still maintaining a healthy work-life balance. As a tandem, you completed the NCF "Write Your Journal Article or Book Chapter in 10 weeks" course to help with developing a writing strategy.

Three other courses offered through New College included resources to enhance courses in general as well as on-line strategies: Writing Enhanced Course Workshop, Designing Your Blended Course (Quality Matters course sponsored by NCF), and Canvas Academic Continuity for Flexible Delivery. Exposure to materials in these courses is important for developing educational materials.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Organic Chemistry I (18 students enrolled) and Chemical Research, Communications and Careers (3 students enrolled) during Fall Semester; both classes were taught remotely. Spring semester, you taught Organic Chemistry II: Structure and Reactivity (13 students enrolled) and Chemical Research, Communications and Careers (5 students enrolled); Structure and Reactivity was taught in hybrid flex format while Chemical Research, Communications and Careers was

taught remotely. You took the opportunity to use feedback from previous classes to improve the organic sequence, employing techniques such as backward design principles to keep skills fresh in students minds. You shifted from a flipped style to a lecture/conversation style in the middle of the first semester in response to comments from students. Fall semester, you developed a new course, Chemical Research on your own; this was the first time the class was taught at New College. You arranged to have 12 professionals from across the US to join the class to offer insights for students into the broad range of opportunities there can be with a chemistry concentration. Second semester, this class was team-taught with Dr. Shipman. It was focused more on the thesis experience. This class also included two Career panels Spring semester with 11 professionals from across the US. The organic sequence is a central part of the chemistry program and is essential for pre-medical and other pre-professional concentrations. The Chemical Research class should also become an essential part of the program. You sponsored 4 ISPs, 6 students in tutorials (two tutorials have two students each), and no thesis students. In our discussion and on your FAAR, you noted that you did have the opportunity in the Chemical Research class to work with 4 of the 5 students doing senior projects in chemistry to develop their projects and to write/revise components of their theses. You served on 4 baccalaureate committees. You also sponsored 15 contracts (8 first semester and 7 second semester). The CANVAS course that you designed for your advisees was very resourceful. It was a centralized place for you to communicate with them, especially to provide campus information. This was an especially important tool for remote students.

You participated in two planning sessions over the summer to contribute to the "COVID-19: An Interdisciplinary Approach to the Understanding of a Pandemic" multidisciplinary course offered in Fall semester. You taught one class session and you developed a CANVAS module for the class to help students prepare for in-class discussions. This course was a huge effort for the faculty and student participants.

You have put in a great deal of time on your teaching this semester with good results.

Your teaching evaluations were good. Students in all of the activities felt safe and comfortable in offering feedback. The students thought you were helpful, accommodating and accessible in all of your educational activities. The students in the Chemical Research class first semester thought that the pace was somewhat challenging, but fair. Second semester, you worked with Dr. Shipman to present the Chemical Research class. Students thought that you were accessible and appreciated the office hours. Some noted that the amount of work and pace of the class were burdensome. First semester, some students commented that the demands in organic chemistry were a little overwhelming, especially with the format as well as the impacts of COVID. Others thought that the amount of work was challenging but rewarding. There are always various opinions about pace in this course as students enter the subject with different backgrounds and time management issues. Second semester, students thought that the organic II class was fast paced, but was manageable because of the organization.

Your course evaluations had good descriptions of the course as well as the strengths and weaknesses that students had for each part. The work that you put into the courses in terms of organization and teaching techniques was woven into the comments about student progress. Your descriptions in student work in tutorials and ISPs were clear and personalized. Contract certifications provided students with comments on progress.

Scholarship

This year, you have not published a paper. However, you are working on three manuscripts for submission to the *Journal of Chemical Education*. The first two manuscripts stem from presentations at the ACS meeting in Spring of 2020 as well as from networking done at the AAAC&U meeting. The third article was presented, in part, at the ACS meeting in Spring 2021. You are hoping to submit the manuscripts in the next academic year. You submitted two abstracts for the Spring ACS meeting and presented one the paper there in April as an oral presentation in a Chemical Education Division Symposium. The other

presentation was a poster in an Inorganic Chemistry symposium that included a progress snapshot of current research in your lab. You intend to incorporate the material from the poster into a publication.

You were awarded an ACS Petroleum Research Undergraduate New Investigator grant this year (PRF# 62538-UNI1) that will run for the next two years. The title is "Ruthenium (II) Complexes Bearing Base-Functionalized Bis(diphenylphosphino)biphenyl Ligands for Alcohol Acceptorless Dehydrogenation." This is a wonderful acknowledgement of your work.

Service

You regularly attended division meetings and faculty meetings, and your participation and good suggestions were appreciated. You took advantage of many opportunities for faculty development at New College.

Last July (2020), you facilitated a Canvas Basics Workshop. This involved preparing materials for the workshop as well as evaluating assignments. This was a valuable activity for the college.

On campus, you were a member of the writing committee in Fall and Spring of this year. You also joined the CYC implementation Committee. This ad hoc committee was charged with creating the framework for the newly approved general education skills-based curriculum. The members of the committee met several times to discuss not only the curriculum itself, but also how to interface with the registrar and IR. Assessment was also a topic of discussion.

You were a member of the division search committee for the Associate in Chemistry position. The search was a requirement for immigration process of our current associate. We reviewed several candidates and interviewed online 5 of them, including the current associate. Your work on this committee was exemplary.

You continued this year as secretary for NCUFF. This is an elected position. The primary responsibility is attending all meetings and keeping notes.

In addition to your other service on campus, you were the sponsor for the student club called Baking for a Cause. This requires that you interact with the students. In addition, there is a training session through SA[U]CE.

Nine students asked for recommendation letters. For these students, you wrote a total of 22 letters for a variety of activities including internships, fellowships and graduate programs.

As a member of VIPeR (Virtual Inorganic Pedagogical Electronic Resource) learning community, you were an active participant in group discussions on a variety of topics. Along these same lines, you are also a member of the Organic Chemistry Educational Resources (OrganicERs) faculty learning community, you shared your YouTube videos and associated lab materials for 3 Organic II labs with colleagues across the US. This type of networking is critical to broaden your professional development.

This year, you reviewed one manuscript for the *Journal of Physical Chemistry A*. Reviewing allows you contribute to the profession as well as to improve your writing and critical thinking skills.

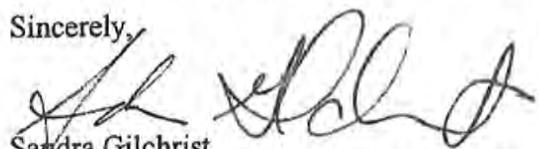
Summary

Overall, you had a very successful year at New College. You were active in all areas of teaching, research, and service, and you are making appropriate progress toward tenure. Your continued interest in the professional development of your teaching and research are laudable. Sharing what you have learned with others at the college and in the broader academic community is a great asset. Congratulations!

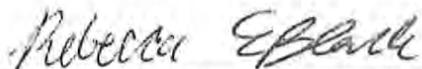
I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of

your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

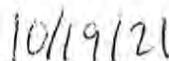
Sincerely,



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Science



Rebecca Black
Assistant Professor of Organic Chemistry



date



7/19/2019

Division of Natural Sciences
Professor Rebecca Black

Division of Natural Sciences
New College of Florida

Re: Annual Review for the 2018-2019 Academic Year

Dear Rebecca,

This letter contains an evaluation of your work during the 2018-2019 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Organic Chemistry I and II, Organic Chemistry Lab, and Transition Metal Catalysis for Organic & Polymer Synthesis this year. The Organic Chemistry sequence is a vital part of the chemistry curriculum and a pre-med requirement. The Transition Metal Catalysis course was a new upper-level elective. This was your first year at New College, and these were all new course preparations. You also sponsored 10 ISPs (7 of these were co-sponsored), and you served on one baccalaureate committee. You also spent quite a bit of time helping chemistry thesis students complete laboratory experiments and use the new NMR. The number of students in your courses was slightly above college-wide averages, and your other instructional workload was appropriate for a first-year faculty member.

The students thought you were helpful, very accessible, and mostly clear. They liked your enthusiasm and your efforts to help them succeed. They found the courses interesting, well organized, and usually appropriately challenging. They thought your timely feedback on their assignments and exams was valuable. The students in Organic Chemistry really appreciated your efforts to help them succeed, such as adjusting your classes and assignments based on student feedback, adding extra office hours, and meeting individually with students. The students in the advanced transition metals course enjoyed the material and thought the course went well. The Organic Chemistry Lab students enjoyed the lab experiments, but some found the total number of writing assignments in lab on top of the lecture demands to be overwhelming. (This was partly due to their procrastination in submitting the writing assignments.) There were a few suggestions about specific assignments and due dates in the various courses. Your FAAR form includes descriptions of ways that you adjusted your courses based on student feedback and changes that you plan to implement in the future.

Your course evaluations included a detailed description of the course and a detailed description about the student's work on each aspect of the course. You included comments about content knowledge as well as lab skills and written communication skills when relevant.

Scholarship

One of your main goals this year was to set up your research lab. This has been done, but you endured numerous delays, such as a very slow return of the lab to you after the air conditioning repair job during summer 2018 and a long delay in equipment delivery. These problems are detailed in your FAAR form. You are working on a journal article describing the last part of your Ph.D. thesis research, and you gave a seminar about your research in the Natural Sciences seminar series. You attended the American Chemical Society national meeting in spring 2019, including a grant proposal writing workshop. You submitted a support letter for a FCGU NSF-MRI grant proposal for an X-ray diffractometer.

Service

You were very active in the division and the college. You regularly attended division meetings, faculty meetings, and faculty orientation meetings, and your participation and good suggestions were appreciated. You participated in many searches and in discussions about a potential Center for Teaching and Learning. You also were a panelist at a Feminist Fridays session about graduate programs. You organized a very successful Chemistry Fun Day during spring semester as a community building event. This required extensive preparation on your part. You also purchased materials for a chemistry group advising activity. You attended a STEM teaching workshop in Feb. 2019 and helped give a presentation about this workshop at a division meeting. You represented chemistry at a couple college-wide events during spring semester. Near the end of spring semester, you helped organize and hosted a number of happy hours for students, faculty, and staff, and these were well attended.

Summary

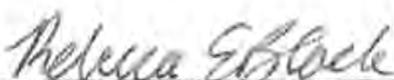
Overall, you had a very successful first year at New College. You were very active in all areas of teaching, research, and service, and you met expectations in all three areas. It has been great to have you here. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please sign one copy of this letter indicating that you have received and read it, and return it to me. Note that signing does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Katherine Walstrom, Ph.D.
Chair, Division of Natural Sciences


Signature

7/29/19
Date

REBECCA BLACK
Candidate: _____

DIVISION CHAIR EVALUATION:

Dr. Black is a strong candidate for tenure. 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 useful for a more extended project. The collaborations are clearly successful as Dr. Black publishes 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 efforts that she has made to engage them more in the study of chemistry. This is evidenced by very strong teaching evaluations.

Research: Dr. Black has become a leader in chemistry education for how to teach undergraduates. She has participated in workshops online and have contributed to 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" (accepted in April and published in December of 2023). 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. As a member of VIPeR (Virtual Inorganic Pedagogical Electronic Resource), Dr. Black participates in a learning community for inorganic teachers and students. Dr. Black 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. As a part of her professional development, she participated in the PEER-Chicago Field School which was created to build community across primarily STEM faculty at various stages of their careers. This hands-on program gave her many tools with which to build your background for the chemistry education projects you are developing.

In addition to her research education activities, Dr. Black has carried out a significant research project based on her Petroleum Research Fund grant, titled "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 continues to organize Tabletop Board Game Nights for at the Cook Library. This is an important community building activity to engage students in interactions with each other outside of the classroom.

In the broader community she has been an integral part of establishing the new CYC curriculum, including doing training for other faculty. She has served on the SACS starting last year and has been the Natural Sciences writing advisory committee representative for two years. 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.

She is an excellent candidate for tenure.

PROVOST'S ADVISORY COMMITTEE EVALUATION:

(Please insert the text below following p.10 of Prof. Black's packet)

PROVOST'S ADVISORY COMMITTEE EVALUATION:

As the basis for its review and evaluation of the teaching, scholarship, and service of Professor Black, the PAC drew upon the material in Professor Black's personnel file. Professor Black joined New College as an Assistant Professor of Chemistry in 2018.

TEACHING and ADVISING

Professor Black is a chemist with research interests in organometallic chemistry and chemical education. 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 has been invited to speak on these innovations at a number of conferences). 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), that she incorporates 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 three theses, and she worked with thesis students in chemistry and related disciplines on developing their projects and revising portions of their theses through the Chemical Research course 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 to 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.

Professor Black is an accomplished teacher clearly committed to excellence in the classroom and in mentoring. Overall, her performance in this area meets and exceeds expectations for tenure at New College of Florida.

SCHOLARSHIP

Professor Black's scholarship is focused on two primary areas: 1) organic and inorganic synthesis and homogeneous transition-metal catalysis; and 2) chemical education/scholarship of teaching and learning.

During Professor Black's time at New College of Florida, starting in the Fall of 2018, she has published one first-author, peer-reviewed journal article in *Organometallics* 2019, 38, 21, 4250-4260, based on her Ph D. thesis with her Ph. D. advisor as a co-author. While at NCF Professor Black had concentrated her efforts on Chemistry pedagogy. She has an invited, peer-reviewed book chapter accepted to be published in a forthcoming American Chemical Society (ACS) book entitled *Engaging Students in Real-World Contexts*. Professor Black has also included in her file drafts of two in-progress journal article manuscripts on novel approaches for enhancing student learning in organic chemistry curriculum.

She has had 15 presentation abstracts accepted, 11 for the ACS National Meetings. Most importantly, 12 students were co-authors on five of these presentations. Over the past five years, she has had the opportunity to work collaboratively with 17 NCF student researchers with varied backgrounds and interests. Professor Black's synthesis program has fueled two NCF honors theses: M. Goldberg in 2022 and I. Alam in 2023. She has done a great job integrating her research and teaching. This approach has been fundamental for advancing Professor Black's synthesis and catalysis research program, and has allowed her to offer high-impact research opportunities to the students. Professor Black's combined efforts in pedagogical research, 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."

In support of her lab research program, she secured an American Chemical Society Petroleum Research Fund Undergraduate New Investigator (ACS-PRF-UNI) grant (\$55,000) and five internal summer research grants (\$17,550 total).

Professor Black's pedagogical research is particularly promising. Overall, her performance in this area meets expectations for tenure at New College of Florida.

SERVICE

As the record indicates, Dr. Black's disciplinary, divisional, and campus-wide service is particularly strong. In terms of service to the college as a whole, she is currently the Natural Sciences representative on both the Institutional Review Board and the Student Academic Status Committee. She previously served on both the Writing Advisory Committee, and the Chart Your Course (CYC) Implementation committee and its successor, the Steering Committee. She was asked to serve on the latter in response to the outstanding work she did during the implementation phase. These CYC committees were crucial to shaping and establishing the "Chart Your Course" liberal arts curriculum at New College.

Faculty praised the CYC training workshops that she co-developed and facilitated. She has had a role in other forms of faculty training, including facilitating a "Canvas Basics" course in July 2020 and presentations during Teaching Tuesdays, a forum for faculty exchanges around teaching and learning. Faculty also noted the value of the Canvas advising course that she developed in order to share useful resources and communicate with advisees, and then generously shared as a foundation for the advising work of her colleagues.

Her development of this advising resource is in keeping with her overall investment in outreach to and mentoring of students, as demonstrated by her service as a summer advisor in 2023; by her completion of additional, optional training, like the CEO's Career Design Champion workshop; by her participation in multiple Admissions events (Admitted Students Day in May 2019 and 2022, Experience New College in February 2019 and 2020, Day at the Bay in 2019, and a presentation to students from the Sarasota Military Academy); as well as by students' letters highlighting the attention and care she devotes to her advisees and teaching assistants.

She has also engaged in service more specific to the Natural Sciences Division and the Chemistry AOC. She co-organized the weekly Natural Science seminars from Fall 2020 to Spring 2022; she has served on three search committees (two searches for an Associate in Chemistry and a search for a Visiting Assistant Professor in Biochemistry); and she has taken on the maintenance and training duties for a new NMR Spectrometer used by both Chemistry and Biology students. Professor Black also worked with Chemistry colleagues on revising the Learning Objectives for the Chemistry and the (Bio)Chemistry AOCs on the NCF webpage, on creating a secondary AOC in chemistry, and on writing grant proposals (for an HHMI Inclusive Excellence 3 and an NSF S-STEM grant) aimed at developing a more inclusive program, notably through improving the transfer student experience. Professor Black has also been involved in service to her discipline beyond New College by serving as

presider/chair for National ACS meeting symposia and as reviewer of articles, grant proposals, and conference abstracts.

Finally, multiple letter writers noted Dr. Black's efforts to build community on campus. These efforts included organizing a weekly "Happy Hour" in Spring and Fall 2019 and, more recently, a weekly Tabletop Board Game Nights held at the library in Spring 2021, Fall 2022, and Spring 2023. She has also worked to build community by organizing faculty writing groups.

Overall, Professor Black's performance in this area is exceptional. It meets and exceeds the expectations for tenure at New College of Florida.

REBECCA BLACK
Candidate: _____

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



Office of the Provost

Candidate for tenure: Rebecca Black

Division: Natural Sciences

Discipline(s): Chemistry

Highest degree earned: Ph.D. in Inorganic Chemistry from the University of Chicago

Joined New College: August 2018

Evidence evaluated: 6 external evaluation letters
220 instructional evaluations from students
5 annual evaluation letters from the Division Chair
14 letters of support from members of the NCF community
PAC evaluation of teaching, scholarly work, and service
Division Chair evaluation of teaching, scholarly work, and service

Table with 2 columns: Ballots, and Yes/No counts. Rows include Divisional Ballot (23 Yes, 1 No) and Provost's Advisory Committee (6 Yes, 0 No).

Recommendation: Grant tenure for this candidate

This institution will be based on the illimitable freedom of the human mind. for here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it.

— Thomas Jefferson to William Roscoe, December 27, 1820

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices." Once he became President and failed to impeach politically undesirable judges, Jefferson's opinion shifted. In 1821, Jefferson argued for a constitutional amendment that would limit judges to six year terms, as an alternative to "the total irresponsibility under which [the judiciary] are acting and sinning now."

Interestingly, when it came time to recruit faculty to join his University of Virginia, Jefferson offered tenure. In an effort to recruit economist Thomas Cooper to the faculty in 1817, Jefferson noted that "whatever professorships too are established will be permanent." Jefferson made a similar pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be

1 Library of Congress: https://www.loc.gov/exhibits/jefferson/75.html
2 Sitze, A. (2023, April 17). Tenure is a Founding American Value. Inside Higher Ed. https://www.insidehighered.com/opinion/views/2023/04/17/tenure-founding-american-value
3 Founders Online: https://founders.archives.gov/documents/jefferson/01-01-02-0173
4 Founders Online: https://founders.archives.gov/documents/jefferson/03-18-02-0064
5 Founders Online: https://founders.archives.gov/documents/jefferson/03-12-02-0001

sensible that the tenure is in fact for life.”⁶ Jefferson realized that offering tenure was an effective way to recruit the best faculty.

I provide this information to make three points:

1. Tenure is conducive to an environment of free expression and protects freedom of speech by faculty⁷. Tenure can facilitate the ability of faculty and students to, in the words of Jefferson, “follow truth wherever it may lead,” and, in the words of the Florida Board of Governors, create “a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated”⁸
2. If we do not award tenure to high-performing faculty, we will be at a competitive disadvantage to other schools that will offer tenure to top instructors, thinkers, artists, scientists, and researchers. Tenure is also an effective way to retain top faculty, saving the College from costly searches and start-up packages for new faculty hires.
3. Tenure is not a reward for past accomplishment; rather, it is a benefit granted to faculty who we believe will contribute positively to the College for the foreseeable future.

This tenure packet contains summary evaluations of Dr. Black's teaching effectiveness, scholarly activities, and service to the Division, College, and professional community. These evaluations, informed by five years of evidence, include input and assessments from students, faculty colleagues, Division Chairs, the Provost Advisory Committee, and qualified external evaluators. Having read all these materials, I once again agree with the conclusions reached by the Division of Natural Sciences, Chair Sandra Gilchrist, and the Provost Advisory Committee: **Dr. Black's record of accomplishment in teaching, scholarly activity, and service meets or exceeds the criteria for tenure outlined in Section 4.6 of the Faculty Handbook.**

Rather than again summarizing Dr. Black's past accomplishments, I want to focus on why I am confident that Dr. Black will continue to make significant positive contributions to the New College community, and why those contributions are vital to our success.

Teaching Effectiveness

Professor Black teaches courses that are required for students to complete areas of concentration (AOCs) in Chemistry, Biology, Biochemistry, Environmental Studies, Marine Biology, and Natural Sciences. 19% of all New College degrees awarded since 2018 have gone to students in these AOCs. Professor Black's chemistry courses are also vital to our pre-health program, a program that helps drive our performance on the state's post-graduation employment/enrollment metrics.

Teaching effectiveness is about quality; not quantity, and the quality of Professor Black's instruction is top-notch. Professor Black is a perfect fit at a teaching-focused school like New College, as she has devoted some of her scholarship to research on teaching and learning. This effort has resulted in Professor Black ability to implement innovative teaching methods (such as

⁶ Founders Online: <https://founders.archives.gov/documents/Jefferson/03-13-02-0311>

⁷ Fawcett, E. (2023, March 13). What to Know About Tenure and Free Speech Protections. *The New York Times*. <https://www.nytimes.com/article/tenure-protection-free-speech.html>

⁸ SUS Free Expression Statement: <https://www.flbog.edu/2019/04/15/state-university-system-free-expression-statement/>

the Process-Oriented Guided Inquiry Learning approach in General Chemistry), and to make just-in-time modifications to instructional methods to support student learning.

Beyond this, Professor Black has demonstrated a commitment to effectively assessing the learning of her students. Through thoughtful narrative evaluations for students in her courses, meaningful contract certifications that summarize student performance across classes, or her work on the assessment plan for our Chart Your Course general education curriculum, Professor Black has demonstrated an interest in assessing student learning to make improvements to her teaching and the College's general education program.

As we develop a new core curriculum and implement the Board of Governors core general education requirements, Professor Black's experience, expertise, and insight will ensure we develop a curriculum focused on student learning outcomes. More importantly, Professor Black's contributions to our new core curriculum will ensure we have the ability to evaluate and make improvements to the effectiveness of the program.

Section 4.6.1 of the Faculty Handbook establishes criteria to evaluate the teaching effectiveness of a candidate up for tenure:

All teachers are expected to be:

- a. Academically demanding in their classes and projects they may sponsor.*
- b. Fully prepared, well organized, informative and intellectually stimulating.*
- c. Open to trying new teaching techniques.*
- d. Most conscientious and speedy in their evaluations of assigned student work.*
- e. Prompt in their official evaluations of student work at the end of the term;*
- f. Willing, outside of class, to discuss with students special academic interests.*
- g. Accessible, helpful, and responsible academic advisors to their advisees.*

In reviewing student instructional evaluations, annual performance reviews from the Division Chair, and letters from colleagues, I agree with the conclusions reached by the Division Chair and Provost's Advisory Committee: Professor Black's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

Scholarly Work

I claim no expertise in chemistry, so I rely on faculty within the Division and external reviewers to evaluate the quality of Professor Black's scholarly work. Six external reviewers submitted letters that evaluate Professor Black's accomplishments and contributions to bodies of knowledge in organometallic catalysis and the scholarship of teaching and learning:

Chip Nataro, Head of the Department of Chemistry at Lafayette College, describes Professor Black's manuscripts in preparation, regular presentations at American Chemistry Society meetings (including three invitations to the highly selective SciMix sessions), chapter accepted for an ACS Symposium Series book, and successful grant proposals (including a prestigious \$55,000 *American Chemical Society Petroleum Research Fund Undergraduate New*

Investigator Award), and concludes that Professor Black has demonstrated an "excellent record, especially given the context of the pandemic."

Steven Kalman, Associate Professor of Chemistry at Stockton University, describes Professor Black's five years at New College as "active and productive," noting how impressive it was that Professor Black has been able to involve undergraduate students in her research. Dr. Kalman also believes Professor Black has publishable material that could be submitted to internationally renowned journals.

Daniel Chase (St. Mary's College of Maryland) comments that Professor Black's scholarly work "embodies the ideals of a teacher / scholar model" and concludes that Professor Black "clearly has met the criteria for scholarly professional development."

Bianca Sculimbrene (College of the Holy Cross) "favorably view[s] the scholarly accomplishments of Professor Black," in describing Professor Black's interests in organometallic catalysis and scholarship of teaching and learning.

Nicholas Piro (Albright College) notes that "Professor Black's contributions to the scholarship of teaching and learning have been well received by the field," and concludes that Professor Black's manuscripts, conference presentations, and successful grant application demonstrate that "she has successfully established a meaningful program of research that is contributing the body of knowledge in the field."

Deborah Bromfield Lee (Florida Southern College) has been "truly impressed with [Professor Black] and her representation of New College of Florida," and concludes that Professor Black's "scholarly work is on pace with others in her field working with undergraduates, surpassing many in the same level."

What I can evaluate is the impact of Professor Black's scholarly work on New College. In actively involving NCF students in her externally-funded research, Professor Black provides students with an evidence-based High-Impact Practice (HIP). This HIP not only benefits students directly through hands-on experience in research and indirectly by positively influencing student retention; it also contributes to the College's score on the state's Performance-Based Funding system metrics.

Professor Black's success in securing the Undergraduate New Investigator Grant from the Petroleum Research Fund maintained by the ACS and five internal summer research grants demonstrates an ability and willingness to seek external funding to advance her scholarly work and further involve students in undergraduate research. Working with our new Executive Director of Research Programs and Services, I am confident that Professor Black will continue to apply for, and receive, external funding. This will certainly advance and bring prestige to the College.

Section 4.6.2 of the Faculty Handbook provides guidelines on assessing the scholarly and professional activities of a candidate for tenure:

Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions.

I agree with the reviews conducted by the six external evaluators, the Division Chair, and the members of the Provost's Advisory Committee: Professor Black's scholarly and professional activities have met expectations for tenure at New College of Florida.

Service

Professor Black has a strong record of service at New College, having actively served on the Institutional Review Board, the Student Academic Status Committee, Writing Advisory Committee, and the Chart Your Course (general education) Implementation and Steering Committees. Professor Black has also engaged in leadership activities by co-developing and facilitating CYC faculty training programs and a Canvas Basics course for New College faculty.

Professor Black exemplifies the fact that every member of the New College community helps recruit and retain students. She has actively participated in several admissions events, including Admitted Students Day, Experience New College, Day at the Bay, and a presentation to students from the Sarasota Military Academy. Demonstrating her efforts to engage students and build a sense of community, Professor Black has served as a co-organizer of the Natural Sciences Seminar Series, organized a Chemistry Fun Day, sponsored two student clubs (Baking for a Cause and New College Hoop Troop), and organized a weekly Tabletop Game Night for faculty, staff, and students.

Professor Black has also demonstrated a commitment to the post-graduation outcomes of our students. In her time at New College, Professor Black has partnered with our Center for Career Engagement and Opportunity to teach courses specifically related to career preparation, created opportunities for students to apply their skills in a real-world setting through internships, and completed career advising training to become a Career Design Champion.

Through her service to the College, Professor Black has demonstrated alignment with two key College priorities: student recruitment and post-graduation outcomes. Professor Black will be a valuable contributor to the development of our Logos/Techne core curriculum, to our ongoing student recruitment efforts, and towards our goal for 100% of New College students to complete a work-based learning experience prior to graduation.

Section 4.6.3 of the Faculty Handbook outlines the types of service expected from tenured faculty:

1. *Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.*

2. *Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.*
3. *Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee.*

I agree with the reviews conducted by the Division Chair and the members of the Provost's Advisory Committee: Professor Black's exceptional record of service meets the expectations for tenure at New College of Florida.

Summary evaluation:

As my appointment as Interim Provost occurred eleven days ago, and as this letter was previously shared with the candidate by then-Provost Thiessen, I find it is in the best interest of New College for me to defer to and rely on then-Provost Thiessen's review, evaluation and recommendation to avoid undue delay in finalizing this application for consideration by President Corcoran. Accordingly, I hereby affix my signature confirming then-Provost Thiessen's evaluation and his concurrence with the recommendations from the Division of Natural Science, Chair Sandra Gilchrist, and the Provost Advisory Committee to grant tenure to Rebecca Black



A handwritten signature in black ink, appearing to read "J. D. Rancit", is written over a horizontal line.

VI. TENURE RECOMMENDATION

A. CANDIDATE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

New College of Florida's College-wide guidelines on tenure and promotion state:

The College has established minimum criteria for tenure and promotion as follows. Tenure and promotion in the professorial ranks will be granted only to persons of significant achievement, especially in teaching, research/creative activity and service. As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching and scholarship and outstanding achievement in at least one of these areas. Public and professional service also receives significant emphasis.

Total length of time served in tenure earning position at New College of Florida: 5 years

Total length of time that the nominee has served in tenure earning positions during his/her professional career at accredited institutions, other than New College of Florida: 0

3. On the following table, list the names and locations of all institutions, including the New College of Florida, where the nominee served in tenure earning positions but did not earn tenure. In each case, indicate the length of each tenure earning period with beginning and ending dates as well as the highest ranks or titles held by the nominee during these periods.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|---------------------|---------------------|----------------|-------------|-----------------|
| | | | | |
| | | | | |
| | | | | |

4. On the following table, list the names and locations of institutions at which the applicant actually held tenure prior to coming to New College of Florida. In each case, show beginning and ending dates of tenured employment and highest title or rank.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|---------------------|---------------------|----------------|-------------|-----------------|
| | | | | |
| | | | | |
| | | | | |

B. PROVOST'S ADVISORY COMMITTEE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

RECOMMENDATIONS

1. Vote of Members of the Division.

Number of Members of the Division: **26 eligible voters**

| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| 0 | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 9 | 10 | 12 | 14 |

| | | | |
|--------------|----|------------|----|
| Grant Tenure | 23 | Abstain | 2* |
| Deny Tenure | 1 | Absent | 0 |
| Defer Tenure | 0 | Ineligible | 0 |

* There were 2 eligible abstentions. These abstentions did not affect the tally.


 Name of Chair, Provost Advisory Committee


 Signature of Chair, Provost Advisory Committee

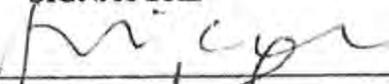
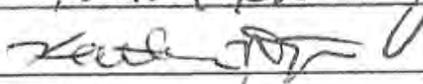
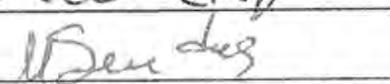
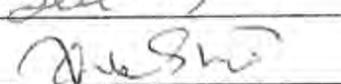
01/11/24
 Date

2. Vote of Provost's Advisory Committee

Number of Members of the Committee: 6

| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| | | 1 | 1 | | | 1 | | 1 | 2 | 3 | 3 |

| | | | |
|--------------|---|------------|---|
| Grant Tenure | 6 | Abstain | 0 |
| Deny Tenure | 0 | Absent | 0 |
| Defer Tenure | 0 | Ineligible | 0 |

| NAME | SIGNATURE | DATE |
|------------------|--|----------|
| JOSE A. PORTUGAL |  | 01/09/24 |
| Harold McDonald |  | 01/09/24 |
| TARRON KHEMRAJ | Tarron Khemraj | 01/09/24 |
| Katherine Boston |  | 01/09/24 |
| Mariana Soudous |  | 01/11/24 |
| Xia Shi |  | 01/11/24 |

| WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE | | | |
|---|-----------------------|-----------------------|------------------------------------|
| Divisional Recommendation | PAC Vote | | Composite Recommendation |
| | Yes | No | |
| YES <u>X</u> NO _____ | YES <u>X</u> NO _____ | YES <u>X</u> NO _____ | YES <u>X</u> NO _____ |
| No + | 0 1 2 3 4 | 6 5 4 3 2 | = No |
| No + | 5 6 | 1 0 | = Yes |
| *Yes + | 0 1 2 | 6 5 4 | = No |
| *Yes + | 3 | 3 | = No (Tenure) = Yes (Promotion) |
| *Yes + | 4 5 6 | 2 1 0 | = Yes |

*A divisional recommendation of "yes" requires more than a simple majority. It requires a positive vote by at least three-fourths in a case of tenure [and by at least two-thirds in the case of promotion].

| | Yes | No |
|-------------------|-----|----|
| Divisional Ballot | 23 | 1 |
| PAC Vote | 6 | 0 |

RECOMMENDATIONS ON THE CANDIDACY FOR TENURE

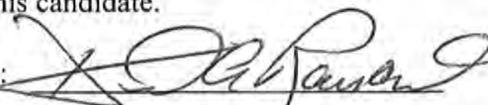
Division Chair

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: Sandra Goldchrist Signature: 
Date: 20/11/2024

Provost & Vice President for Academic Affairs

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: David A. Rowland Signature: 
Date: 2-27-24

President

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: Richard Corcoran Signature: 
Date: 3-17-24

Chairman, New College Board of Trustees

- My recommendation is to GRANT tenure for this candidate.
- My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- My recommendation is to DENY tenure for this candidate.

Name: _____ Signature: _____

Date: _____

STATEMENT OF REVIEW BY CANDIDATE PRIOR TO CONSIDERATION BY THE
PRESIDENT.

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature: Rebecca E. Black Date: 2/28/24

Signing does not imply consent, approval, or agreement only REVIEW of the document(s) involved in my nomination for tenure.

Lin Jiang, PhD

Natural Sciences Division
New College of Florida
5800 Bay Shore Road, Sarasota, FL, 34243-2109

Associate Professor of Bioorganic Chemistry
E-mail: ljjiang@ncf.edu

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

Associate Professor of Bioorganic Chemistry, 2023 to present

Assistant Professor of Bioorganic Chemistry, 2018 to 2023

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. N. McKenna, D. Ponce, W. Lopez, **L. Jiang***. Metabolomics Analysis of Northern Hard Clam (*Mercenaria mercenaria*) Response to Sublethal Doses of Brevetoxin Exposure. (To be submitted)
2. **L. Jiang***, C. Nelson, A. Cemek, W. Wolfe. Optimization of Tropical Plant-based Natural Dye-sensitized Solar Cell. (to be submitted)
3. S. Mishra, B. Wang, S. Wang, B. Miller, S. Jain, J. Y. Lee, C. Borlongan, **L. Jiang**, S. Taraphdar, B. Layden, S. G. Rane, H. Yadav, Old microbiota dysregulation disrupts the butyrate-FFAR2/3 signaling-mucin-goblet cells axis, leading to leaky gut, inflammation and cognitive impairments. *JCI Insight*. (under revision)
4. **L. Jiang***. Engagement of Humanities and Social Sciences Students with Environmental Chemistry and "Arts in Chemistry" Community Engagement Initiative. Invited chapter from ACS Symposium eBook entitled "Engaging Students with Real-World Context". **2023**, (in press)
5. **L. Jiang***, B. Wang. Metabolomics Study on Southern Hard Clam (*Mercenaria campechiensis*) Response to Diclofenac Exposure. *Environmental Science: Advances*, **2023**, 2, 107-114.
6. B. Wang, C. Habermehl, **L. Jiang***. Metabolomic Analysis of Honey Bee (*Apis mellifera L.*) Response to Glyphosate Exposure. *Molecular Omics*, **2022**, 18, 635-642.
7. 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.

8. **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**, 1-15.
9. **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.
10. B. Wang, **L. Jiang***. Principal Component Analysis Applications in COVID-19 Genome Sequences Studies. *Cognitive Computation*, **2021**, 1-12.
11. 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.
12. **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.
13. **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.
14. 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

15. C. Frigerio, J. P. G. Santos, P. Quaresma, S. L. H. Rebelo, A. Gomes, P. Eaton, E. Pereira, P. A. Carvalho, J. A. Shelnut, **L. Jiang**, H. Wang, and Craig J. Medforth. Ionic Self-Assembly Reactions of a Porphyrin Octacation. *Tetrahedron*, **2016**, *72*, 6988 - 6995.
16. **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”.
17. 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.
18. **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.
19. **L. Jiang**, J. T. Engle, L. Sirk, C. S. Hartley, C. J. Ziegler, H. wang. Triphenylene-Fused Porphyrin. *Organic Letters*, **2011**, *13*, 3020-3023.
20. 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
- First-year Seminar: Environmental Monitoring

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***. Metabolomics study on southern hard clam (*Mercenaria campechiensis*) response to diclofenac

-
- exposure. Oral presentation. ACS National Conferences. March, 2023.
 - **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.
 - **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. Shelnett**, **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 17 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*, *Environmental Science and Pollution Research*.
- 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)
 - 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:

- **Environmental Discovery Awards Program (EDAP) Award**, Cross College Alliance, 2023, \$3,229.
Role: Principal Investigator
- **2023 Mathematical and Physical Sciences (MPS Workshop) for Young Investigators**, summer 2023.
- **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, 2022, and 2023. \$21,000.
Role: Principal Investigator

Candidate: Lin Jiang

**NEW COLLEGE OF FLORIDA
TENURE and/or PROMOTION APPLICATION**

ACADEMIC YEAR 2023-24

I. INTRODUCTION

The information in this application packet will be used by New College personnel, including the Provost, Chairpersons, and New College faculty involved in peer evaluation and recommendations for tenure and/or promotion. Therefore it is in the best interest of each faculty member to be certain that the information is as complete and accurate as possible.

- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

Applicants are encouraged to be familiar with Articles 14 (Promotion Procedure) and/or 15 (Tenure) of the Collective Bargaining Agreement (2021-24). The text of these articles may be accessed at:

<https://intranet.ncf.edu/about/departments-and-offices/provosts-office/resources-for-faculty/>

NAME Lin Jiang

DIVISION Natural Sciences

DISCIPLINE Chemistry

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of _____

I am seeking Promotion only to the rank of _____

Lin Jiang

Applicant's Signature

10/30/2023

Date

PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION

Candidate: Lin Jiang

II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment 08/2018
2. Initial rank of employment Tenure Track Assistant Professor
3. Present rank Associate Professor
Effective date 08/2023
4. Years completed in rank at New College 5
5. Tenured: Yes Effective date: _____
 No

Years of credit toward tenure awarded upon appointment (if applicable) _____

(Attach copy of letter awarding credit)

III. "THE EVALUATION FILE": GENERAL INFORMATION and EVALUATION SECTIONS

- The contents of this file are drawn from the Personnel File maintained in the Division Office.
- The Faculty member (candidate) is primarily responsible for the compilation and updating of this record.

Description of the Evaluation File (General Information and Evaluation Section) Content for Candidates under Consideration for Promotion

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for:

- a) No fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or
- b) Since hire for candidates for tenure and promotion.

2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.

3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
- For Tenure applicants: include faculty assignment of duties letter for all of your tenure-earning years.
- For Promotion applicants: include faculty assignment of duties letter for the entire period

since original appointment or since last NCF promotion. Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.

- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews [see “invitation to external reviewers” letter, p. 5]
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists.

4. The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate’s teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar’s Office).
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate’s scholarship and creative work. An illustrative letter of invitation follows.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

IV. ILLUSTRATIVE LETTER: Invitation to External Reviewers

(Divisional Letterhead)

(Date) _____

Dear _____

During the [current] academic year, (name) _____ [assistant professor or associate professor] in the Division of [Humanities or Social Sciences or Natural Sciences] at New College of Florida is being considered for [tenure and] promotion to the rank of [Associate Professor or Professor]. External evaluations of a faculty member's research [or scholarship or creative contributions] constitute an important part of our academic review process. You have been suggested as a person who is particularly well-qualified to review and evaluate Professor _____'s scholarly [or creative] work.

I have enclosed [or attached] a copy of Professor _____'s curriculum vitae. While we are particularly interested in your evaluations of Professor _____'s scholarly [or creative] work, if you feel able to make any comments about Professor _____'s teaching or service (to community or profession) we would appreciate those as well. If you know Professor _____, please tell us in what context.

New College is a small public honors college that emphasizes rigorous, high quality undergraduate experiences of which tutorials and independent research, scholarship and creative activities are an important part. Student work is evaluated through narrative evaluations rather than by letter grades. You can find a brief description of the college and its programs at <http://www.ncf.edu/academics>. Because of our emphasis on student research, it is important that faculty be active, visible researchers who, themselves, produce high quality work. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research that might be appropriate at a research university.

*And I note that since spring of 2020, we've all been teaching and working under the challenging conditions of a global pandemic, which has meant in some cases delayed or canceled professional meetings, exhibitions, and publications and more effort adapting to teaching in primarily online or hybrid formats.

Florida sunshine laws and college practice require that your comments be accessible to the candidate and eventually your comments will become part of the publicly accessible record.

Could you please let me know by _____ whether you will be able to provide the evaluation I am requesting.

Should you be willing to serve as an external reviewer, we will arrange to send you an appropriate set of Professor _____'s published [or other as appropriate] materials. We will need your evaluation by (date) _____. An electronic copy (PDF file) signed and on your letterhead, will suffice to begin our consideration, but we will need an original signed paper copy of your evaluation for inclusion in our files.

Lin Jiang

Candidate: _____

Thank you for your consideration of this request. I look forward to your response.

Sincerely,

September 27, 2023

Prof. Sandra Gilchrist
Chair of Natural Sciences
New College of Florida
5800 Bay Shore Rd.
Sarasota, FL 34243

Department of Chemistry and Biochemistry
102 Zeis Hall, CPO #2010
UNC Asheville, One University Heights
Asheville, North Carolina 28804-8530

T 828|251-6443
F 828|251-5179

www.unca.edu/chem

Dear Prof. Gilchrist,

I write, as Chair of the Department of Chemistry and Biochemistry and Professor of Chemistry at UNC Asheville, to provide an external review in the tenure and promotion consideration of Dr. Lin Jiang, Assistant Professor of Bioorganic Chemistry at New College of Florida. I am a chemist and researcher at a fellow public liberal arts university in COPLAC (Council of Public Liberal Arts Colleges). UNC Asheville similarly values rigorous, high-quality undergraduate research experiences and the importance of cultivating teacher-scholar faculty who can lead state-of-the-art research programs that directly involve undergraduate students in the process and progress of scientific research. We share an educational philosophy that mentored research involving undergraduates promotes high-level critical thinking and is our highest form of teaching. I am also one of the PI's of the COPLAC ADVANCE PLAN collaborative project to promote faculty equity in STEM disciplines across COPLAC, a project funded by the National Science Foundation. Through this collaborative effort across COPLAC, I have familiarity of New College of Florida as a leader in strong undergraduate research.

In my evaluation of Dr. Jiang's research statement and CV, I give full support and highest recommendation for tenure and promotion to Associate Professor. Research and scholarly activity in the chemistry disciplines are demonstrated and evaluated through a few different products. The main two are publications in peer-reviewed scientific journals and presentations and scientific meetings. And while quality of research is of much more significance and value than the number of individual publications and presentations, Dr. Jiang has demonstrated both quality and quantity of research accomplishments in her time as a pre-tenure faculty.

Dr. Jiang has an astounding 10 publications in chemistry and interdisciplinary environmental peer-reviewed journals, with 1 more submitted and 3 more in the process of being submitted. Of these 10 publications, 6 involve undergraduate co-authors – undergraduate co-authored publications is of important significance given the focus of high-impact undergraduate research at New College of

Florida and demonstrates both Dr. Jiang's mentorship and involvement of students in the process of research and that the research that she, her students, and collaborators conduct is of high quality.

Dr. Jiang's conference presentations include dissemination of research and student engagement work at national and regional audiences. This includes presenting at national meetings of the American Chemical Society, which is the main professional meeting and convening of chemists in the United States. All presentations at American Chemical Society national meetings require abstract submission and evaluation of merit prior to acceptance.

Dr. Jiang's research in environmental chemistry includes several different themes/focus areas under the umbrella of environmental pollutants. Several of these projects involves collaborations with other faculty. Collaborative research is both very common and highly valued in environmental chemistry and other chemistry subdisciplines, and speaks to the strength of Dr. Jiang as a scientist and to focus of her research at the intersection of disciplines.

In evaluation of the timeline of Dr. Jiang's research products for consideration of tenure and promotion, all of her publications from research at New College of Florida have occurred in 2020-2023; she began her position in 2018. This is a normal timeline for pre-tenure faculty in the chemical disciplines because of the time to lay the foundational groundwork in setting up their research laboratory, validate methods, and cultivate collaborations which are needed to first generate publishable results. Securing external funding is also typically a necessary requirement for continuing high-level scientific research post-tenure and Dr. Jiang's submission of grant proposals to seek external funding is also noteworthy.

Dr. Jiang's CV has also included significant contributions to service at the department, university and community levels which are also highly valued in academia. She participates in one of the COPLAC ADVANCE PLAN affinity groups of women STEM faculty, and through her support of other women STEM faculty across the nation in this involvement, our grant project was pleased to grant her a professional development award to attend and fully participate in the 2022 COPLAC Summer Institute on Women Faculty in STEM.

It is also of significant note that much of Dr. Jiang's peer-reviewed publications from her research at New College of Florida overlapped the COVID-19 pandemic, which has brought about historic challenges for all faculty in higher-education as they have had to pivot their research and teaching to accommodate an ever-changing landscape of new teaching modalities, laboratory access, and increasing needs for student support. These historic challenges and workload are exacerbated for new faculty, for STEM faculty who engage in experiential research with undergraduate students, and for women faculty who take on an additional burden of student support labor. Therefore, the productivity of Dr. Jiang in research and service during this time is especially noteworthy and has earned my accolades and full support for tenure and promotion in this external evaluation.

RECEIVED
Sept 27, 2023

Sincerely,



Dr. Sally A. Wasileski, Professor and Chair



COLORADO COLLEGE

Department of Chemistry & Biochemistry
(719) 389-6430

14 E. Cache La Poudre St.
Colorado Springs, CO 80903

TO: Sandra Gilchrist, Professor of Biology and Marine Science, Natural Sciences Division Chair,
New College of Florida
FROM: Murphy Brasuel, Associate Professor of Chemistry and Biochemistry, Colorado College
RE: Tenure and Promotion of Associate Professor Lin Jiang, Bioorganic Chemistry, Natural
Science, New College of Florida
DATE: September 25, 2023

I was asked to review the scholarship of Assistant Professor Lin Jiang in the context of the scholarly and professional activities required for tenure at New College of Florida. I have never served at the same institution, attended school with, nor collaborated with Dr. Jiang. There is no conflict of interest in my agreeing to serve in the capacity of external reviewer for Dr. Jiang's file.

As an Associate Professor of Chemistry and Biochemistry at Colorado College I am well positioned to comment on the scholarly and professional activities of Dr. Jiang. Colorado College, like New College of Florida, is a primarily undergraduate institution that highly values faculty and student collaborative research. In my time at Colorado College, I have served as department chair for six years and served on the natural science divisional executive committee for five years. Service in both capacities involves the preparation and the evaluation of candidate files for tenure and promotion. I am well aware of the opportunities and challenges of doing natural science research with undergraduate collaborators. I am an analytical chemist by training and have researched on a variety of multidisciplinary projects. While my field of specialization does not exactly match that of Dr. Jiang, there is enough overlap to facilitate evaluation of her scholarly work. Specifically, I utilize and teach multivariate chemometric approaches to data analysis, including the PCA methods Dr. Jiang utilizes to process the NMR data in her metabolomics research, and I have researched nanomaterials in the context of both pollutant remediation and solar energy production.

Dr. Jiang started her position at New College of Florida in 2018. Preceding this appointment, she served as a visiting assistant professor at Alma College (2013-2014) and a lecturer/senior lecturer at Texas A&M University (2014-2018). Neither of these positions would have provided significant support for scholarly work. Since arriving at New College of Florida Dr. Jiang has established a sustainable, interdisciplinary, undergraduate inclusive research program. Her first publication while at New College of Florida was a collaboration with her PhD thesis advisor Professor Hong Wang (formally at Miami University, currently at University of North Texas) and focused on the organic synthesis of porphyrins, a project not far removed from her graduate work. This project was an excellent choice for regaining research momentum following her visiting and lecturer positions. It is also highly positive that Dr. Jiang has since moved away from her graduate work and into metabolomics, photocatalytic degradation of environmental contaminants, and natural dye-sensitized solar cells.

These projects are highly interdisciplinary, take advantage of the coastal environment of New College of Florida, and have resulted in collaborations both locally, Marie Selby Botanical Gardens, and at other institutions, particularly with Professor Bo Wang, Department of Chemistry, North Carolina A&T State University, Greensboro, NC.

The most productive project has been the metabolomics project. Publications on this project show a clear progression from method development (Introduction of a New Method for Two-Dimensional NMR Quantitative Analysis in Metabolomics Studies. *Analytical Biochemistry*, **2020**, 113692, Evaluating Line-broadening Factors on a Reference Spectrum as a Bucketing Method for NMR Based Metabolomics. *Analytical Biochemistry*, **2020**, 113872 and The Application of Principal Component Analysis Loadings and Statistical Tests in NMR-based Metabolomics Studies with Multiple Study Groups. *Analytical Letters*, 2022) to application of these methods to environmental and ecological questions (1H NMR Based Metabolomics Study on Sea Anemones *Exaiptasia diaphana* (Rap 1829) under Atrazine Exposure. *Molecular Omics*, **2021**, 17, 1012 – 1020, Metabolomic Analysis of Honey Bee (*Apis mellifera* L.) Response to Glyphosate Exposure. *Molecular Omics*, **2022**, 18, 635-642, and Metabolomics Study on Southern Hard Clam (*Mercenaria campechiensis*) Response to Diclofenac Exposure. *Environmental Science: Advances*, **2023**, 2, 107-114.). The multivariate method development publications do a good job of detailing the advantages and limitations of chemometrics applied to NMR metabolomics data. For specific types of studies, the developed method provides a rapid and robust technique for analysis and opens the door for wide ranging applications. Evident already in publication are environmental/ecological studies of sea anemones, honey bees, and southern hard clam. The metabolomics work by itself is sufficiently robust, productive, and undergraduate student accessible to merit tenure.

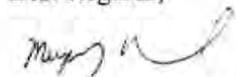
The collaboration with the Marie Selby Botanical Gardens on natural dye sensitized materials for energy harvesting for both pollutant remediation and solar energy production, while not as productive or impactful as the metabolomics project, still has significant merit as these research areas are likely to attract significant student interest. The student focus and student opportunity aspect of scholarship at an institution like New College of Florida requires faculty members to provide a broad range of mentored research projects. There is a significant positive impact on student development at this level tied to student engagement and ownership in the projects they are collaborating on. Her invited book chapter: *Engagement of Humanities and Social Sciences Students with Environmental Chemistry and "Arts in Chemistry"* speaks to the amplification of learning students experience when engaged with specific applications of STEM topics. While the focus of this chapter is pedagogy for non-science majors, these ideas of student engagement are critical for STEM majors and non-majors alike. Limited faculty staffing negates the luxury of too narrow of a research focus. Dr. Liang should be commended for the quality, the range, and the productivity of the projects she has established at New College of Florida.

In addition to the peer reviewed work, Dr. Liang is active in presenting research at local and national meetings, active in both service to the discipline (reviewing manuscripts) and service to the institution. She is an active grant writer and received a competitive Mellon Grant in 2021.

Conclusion

Assistant Professor Lin Jiang has met the Scholarly and Professional Activities criteria for tenure. I cannot speak significantly to teaching or service.

Best Regards,



Murphy G. Brasuel, PhD
Associate Professor of Analytical Chemistry
The Department of Chemistry and Biochemistry
Bridge Scholars Program Director

RECEIVED

Sept 25, 2023

V. PAC SUMMARY: STUDENT EVALUATION OF TEACHING

Note: Information from student evaluations must be completed by the Chair of the Provost's Advisory Committee. The candidate is not permitted to complete this section.

Describe information provided from student evaluations of teaching that were reviewed in making this promotion and/or tenure recommendation. Indicate the nature of the instructions, when and how many times they were administered for this candidate, and the number of students participating in consideration of this candidate. Provide a summary of the information derived from the evaluation used.

- Nature of the instruments (attach a copy of the instrument).
- When and how many times they were administered for this candidate.
- The number of students participating in consideration of this candidate.
- A summary of the information derived from the evaluation used.

Review of student teaching evaluations is a fundamental aspect of the evaluation of teaching performance. The instructional evaluation forms (attached) are distributed at the end of each course or tutorial. Students voluntarily complete the form and most present do so. They may sign the form if they wish. Students are aware that the forms are reviewed by the Division Chair, the Provost, and are available to all divisional faculty and the PAC during the tenure process.

Student evaluations were administered in every course at the end of each semester from Fall 2018 to Spring 2023 (with the exception of Spring 2022 when Professor Jiang was on assigned research leave). Faculty voted to exclude Spring 2020 evaluations from review due to disruptions related to the Covid-19 pandemic. With that exclusion, the total number of evaluations received over this period is 121. Review of these evaluations demonstrates that Professor Jiang's teaching meets expectations for tenure at New College.

Michelle E. Barton
Signature of Chair, Provost's Advisory Committee

4/10/2024
Date

Michelle E. Barton
Name of Chair, Provost's Advisory Committee



As part of the faculty member's permanent record, this form will be used in personnel decisions and for the faculty member's own information. Faculty will not have access to this form until evaluations of students are submitted.

| | |
|---|---|
| Instructor _____ | Name of Activity _____ |
| Term _____ A/Y 20 _____ | Date _____ |
| Number of Terms at New College _____ | Transfer Credit _____ |
| Prior Number of Activities: _____ | ...In this field _____ ...with this Instructor _____ |
| Your Attendance: Regular <input type="checkbox"/> | Sporadic <input type="checkbox"/> Rare <input type="checkbox"/> |

Please comment on . . .

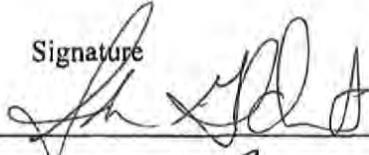
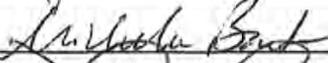
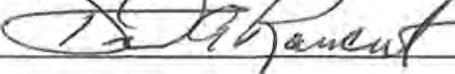
| |
|---|
| 1. The Instructor (e.g., clarity, helpfulness, accessibility, evaluation of your work) |
| 2. The Course (e.g., organization, pace, demands, assignments, suggested improvements) |
| 3. Your Participation (e.g., expectations, interest, progress, success, effort) |
| 4. Any Other Comments |
| Your signature (optional) |

VI. EVALUATIONS BY THE PROVOST ADVISORY COMMITTEE, DIVISION CHAIR AND THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

- In comparison with faculty in similar positions with similar assignments, indicate your agreement with a check mark of the candidate's satisfactory performance in the following chart (evaluations must include all assigned duties including service).

| Performance Area | Division Chair | Provost Advisory Committee | Provost & VP for Academic Affairs |
|--|----------------|----------------------------|-----------------------------------|
| Teaching | ✓ | ✓ | ✓ |
| Research, Scholarship, Creative Activity | ✓ | ✓ | ✓ |
| Service (all areas) | ✓ | ✓ | ✓ |
| Overall Quality | ✓ | ✓ | ✓ |

- Each reviewing body should append a narrative to support the evaluation.
- Each narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.
- Do the candidate's talents, expertise, experience and resources fit the needs, plans and goals of the Program/Division/College? Explain.
- The narratives should be appended in the order of review (Division Chair, Provost Advisory Committee, and Provost and Academic Vice President).
- Where a split evaluation exists, the committee should provide a Majority Report and a Minority Report to provide a balanced view.

| Position Title | Name | Signature | Date |
|----------------|-------------------------|--|-------------------|
| Division Chair | <u>Sandra Gilchrist</u> |  | <u>20/11/2024</u> |
| PAC Chair | <u>Michelle Barton</u> |  | <u>1/12/2024</u> |
| Provost | <u>David Rancourt</u> |  | <u>2/27/24</u> |

2. Please attach copies of candidate's annual evaluations for each tenure-earning year for tenure candidates, and the last seven years for promotion candidates. Annual evaluations should include narratives including the statements of "progress toward tenure" (for all faculty seeking tenure.)

Note: The Chair of the PAC will be responsible for copying the annual review letters from the candidate's file and placing them in the packet.

New College

THE UNIVERSITY COLLEGE of Florida

The University of Florida System

22 September 2023

Professor Lin Jiang
Division of Natural Sciences New
College of Florida
Re: Annual Review for the 2022-2023 Academic Year

Dear Lin,

This letter contains an evaluation of your work during the 2022-2023 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Fall semester, you taught Introduction to Environmental Chemistry (12 students enrolled) and Organic Chemistry I: Structure and Reactivity (34 students enrolled). Second semester, you taught Advanced Environmental Chemistry (5 students enrolled) and Organic Chemistry II: Structure and Reactivity (18 students enrolled).

You also sponsored 7 tutorials (3 first semester and 4 second semester) tutorials and 20 contracts (9 first semester and 11 second semester). You served on 4 baccalaureate exam committees, which included 3 of your thesis students. You sponsored three thesis students, doing tutorials with them during the first and second semesters to advance their projects.

Students in Introduction to Environmental Chemistry enjoyed the class. The pace was reasonable and students felt that you were very accessible. Organic I comments were mixed. This was a large class for a difficult subject. The pace and continuity of the class were complicated by not just one, but two hurricane breaks. Thus, the pace a somewhat fast for some students. Most noted that you were accessible for questions and that you answered emails promptly. Comments from the tutorials were positive. Second semester, students found the Organic II: Structure and Reactivity course to have reasonable demands. You were accessible and helpful to students. Overall, students found the pace reasonable. Students who responded with evaluations for the Advanced Environmental Chemistry course found you to be very helpful inside and outside of class. They thought that the topics were interesting and well-balanced.

As in the past, your evaluations of students were informative for both the students and their advisors. Evaluations included a description of the course and how students were evaluated. You wrote in detail

about work for each aspect of the course. These kinds of feedback are important and valuable for students and their advisors. Your contract certifications included a summary of the student's work and comments about planning for future endeavors.

Scholarship

You have a very ambitious set of interdisciplinary projects in your lab: nanotechnology in wastewater treatment, Natural Dye-Sensitized Solar Cells, metabolomics studies on the environmental stressors of sea anemones, and metabolomics studies on environmental stressors of an array of organisms. You are continuing to develop your research in these areas with colleagues and with students.

You published two journal articles, have one submitted and two others in progress. All of these papers were collaborations with other colleagues, demonstrating that you are continuing to build your research connections. Your published work was on metabolomic analysis of honey bee (*Apis mellifera* L.) responses to glyphosate (in *Molecular Omics* 18, 2022) and a metabolomic study on the Southern Hard Clam (*Mercenaria campechiensis*) response to diclofenac exposure (in *Environmental Science: Advances*, 2023). Your submitted manuscript was on your work from the Mellon II grant, "Engagement of Humanities and Social Sciences Students with Environmental Chemistry and "Arts in Chemistry" Community Engagement Initiative". The two works in progress are based on your research in natural dye-sensitized solar cells in which you incorporate students and your research on metabolic biomarkers discovery for red tide brevetoxin PbTx-2 for the Northern Hard Clam (*Mercenaria mercenaria*).

This year, you made a presentation on your metabolomics work on marine invertebrates in relation to environmental pollutants at the Florida Organic Faculty Meeting held at Southeastern University. You also made a presentation at the ACS meeting in Indianapolis on your work with metabolomics of clams exposed to diclofenac.

You have worked on two grant proposals this year. One was to NSF and the other was to Gulf Aquaculture Pilot Projects. Unfortunately, neither of the grants were funded. However, each time you submit a grant, the comments that you get will help you strengthen the next submission.

Keeping up with professional development at a small college can be challenging. You have participated in a workshop for young investigators in Mathematical and Physical Sciences. In addition, you got a Summer Institute Development Award to attend the Women in STEM Summer Institute at UNC Asheville, sponsored by COPLAC.

Service

You regularly attended division and faculty meetings.

For your discipline, you reviewed 4 manuscripts for 4 different journals. The journals were Insect Science, Environmental Progress and Sustainable Energy, Biomass Conversion and Biorefinery, and Marine Pollution Bulletin. These types of reviews are very important to broaden your experiences in the types of publications that could accept your work.

At the college, you were the Natural Sciences representative to the Environmental Studies Steering Committee. You also joined the Academic Advisory Group, reporting updates from the committee to colleagues in the division.

You wrote 13 recommendation letters for students seeking various opportunities. Some were at the

college, such as Student Research and Travel Grants while others were for medical school or awards such as the Goldwater Scholarship.

Summary

Overall, you had a very successful year at New College. I congratulate you on your promotion to Associate Professor. You were active in all areas of teaching, research, and service, and you are making appropriate progress toward tenure.

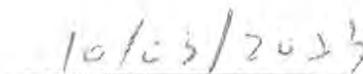
I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Dr. Lin Jiang

Date



New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

23 September 2022

Professor Lin Jiang
Division of Natural Sciences New
College of Florida
Re: Annual Review for the 2021-2022 Academic Year

Dear Lin,

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

You participated in Skillsoft and Kognito training (four modules) to augment your advising and interaction skills.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Fall semester, you taught Environmental Chemistry (3 students enrolled in this WEC, Community Engaged course) and Introduction to Environmental Chemistry (20 students enrolled in this WEC, Community Engaged Course). Second semester, you were on Academic Research Leave. For the Environmental Chemistry class, students prepared an experiment-based demonstration to build the Arts-in-Chemistry website. Students in the Introduction to Environmental Chemistry class created an infographic project to include in the Arts-in-Chemistry website. The skills that you are building with students in these primarily first year student classes are very important.

You also sponsored 2 tutorials and 3 contracts. You served on 2 baccalaureate exam committees, which were not your thesis students.

As part of the Mellon 2 grant, you had an "Arts-in-Chemistry" community engagement initiative. Your two classes augmented the website that you have created for high school and middle school students and their teachers. The two groups where live demonstrations were completed were for Sarasota Military Academy High School Program and Unidos Now middle school program. In addition, this summer in June you made a presentation for the PUSH/SUCCESS summer program at New College for middle and high school students.

Students in the Environmental Chemistry and Introduction to Environmental Chemistry enjoyed the class. Most thought that the pace was reasonable and felt that you were very accessible. Comments from the tutorial were positive.

Your evaluations of students were informative for students and their advisors. They included a

description of the course and how the students were evaluated. You wrote in detail about work for each aspect of the course. These kinds of feedback are important for students in early explorations of a discipline. Your contract certifications included a summary of the student's work and comments about planning for future semesters.

Scholarship

You published three journal articles and have another in press. All of these papers were collaborations with students as well as other colleagues. This is impressive research progress. You used your Assigned Research Leave very effectively.

You have worked on several grant proposals this year. The Mellon grant for the college awarded you funds for a Community-Engaged Course Development. This was a successful program that you incorporated into classes as well as the broader community. You also received an Environmental Discovery Award for work with students in the summer associated with developing your website associated with the Mellon grant for community outreach. The NSF LEAPS-MPS investigation of natural dye-sensitized photocatalytic degradation on PPCPs and the side effects on marine invertebrates was rejected. A second NSF LEAPS grant examining metabolomics in the application of discovering the Optimizing Condition for Brevetoxins Photocatalytic Degradation on Marine Invertebrates is still pending at the end of the academic year. You also wrote a successful grant to participate in the Summer Institute Development Program of the Women in STEM Summer Institute. This is part of the COPLAC PLAN Initiative, funded by an NSF ADVANCE grant.

You have a very ambitious set of interdisciplinary projects in your lab: nanotechnology in wastewater treatment, Natural Dye-Sensitized Solar Cells, metabolomics studies on the environmental stressors of sea anemones, and metabolomics studies on environmental stressors of honey bees. Three undergraduates have worked on the wastewater project to date. Two students have worked on the dye-sensitized solar cell project. A paper was published with a student as first author on this project. The sea anemone project involved two New College students and also resulted in a publication. The final project on honey bees has had one student to date work on the research. That work has resulted in a manuscript that is in press. It is difficult to train students to work with enough care to publish results. You have done an excellent job of mentoring the students as well as moving the research forward.

Keeping up with professional development at a small college can be challenging. You have participated in several workshops at the college including the "Enhancing F2F Instruction: Pedagogical Strategies and Canvas Tools for Learning Design" and "Universal Design for Learning". On campus, you gave a presentation on the Mellon 2 grant in the Teaching Tuesday series. In the broader community, you made a presentation at the ACS National Conference about the Engagement of Humanities and Social Sciences Students with Environmental Chemistry. At this same conference, you presented work on Metabolomic Analysis of Honey Bee (*Apis mellifera* L.) Responses to Glyphosate Exposure.

You attended the Women in STEM Summer Institute in Asheville, North Carolina sponsored by COPLAC. This was a great opportunity to do some networking

Service

You attended division meetings and faculty meetings online this Fall.

You were a part of the Environmental Studies Steering Committee for Fall semester. You attended all of the monthly meetings. This allowed you to contribute to discussions about curriculum development as well as contribute to considerations of ES ISPs. You continued to work on the QEP coordinating committee in Fall as well as participating in the SETSAIL training workshop over the summer.

As a part of your Mellon 2 grant, you developed the "Arts in Chemistry" website, sharing it with at least 7 local high schools. In addition to the online materials, you have also done outreach events for Sarasota Military Academy, Unidos Now and Girls Inc. In June, you also hosted a small group of PUSH/SUCCESS students in your lab for a live demonstration with hands on opportunities for the students. The PUSH/SUCCESS students are mostly from programs where such demos and activities are very limited.

You also helped to prepare a New College week at an elementary school in North Carolina to introduce students to both the college and to environmental chemistry.

This year, you reviewed 5 papers for 3 journals: *Journal of Hazardous Materials* (2), *Bio-Algorithms and Med-Systems* (1) and *Environmental Progress and Sustainable Energy* (2). Serving as a referee means that editors are recognizing your expertise in different areas of research.

Another part of your service this year was writing 25 recommendation letters for 7 students. Some of the recommendations were for scholarships and fellowships while others were for graduate programs.

Activity this year for service has been high.

Summary

Overall, you are making good progress toward tenure in all three areas of teaching, research, and service. This year you took advantage of your pre-tenure leave in Spring to advance several projects. You are doing what is expected of a successful early career faculty member.

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist
Chair, Natural Sciences



Lin Jiang
Assistant Professor, Bioorganic Chemistry

09/23/2022

date



New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

19 July 2021

Professor Lin Jiang
Division of Natural Sciences New
College of Florida

Re: Annual Review for the 2020-2021 Academic Year Dear Lin,

This letter contains an evaluation of your work during the 2020-2021 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

This was an exceptional year given the ongoing pandemic. Most instruction took place online or in person with social distance and masking. Disruptions were frequent as testing forced people into quarantine. I recognize that teaching this year required continual adaptation, retooling, and flexibility both for academic work and to attend to the human and emotional toll of multiple factors. In addition, enrollment across the college was on the low end, with a student:faculty ratio of 7:1. Many of the usual opportunities for scholarship and creative work were unavailable under pandemic conditions (lab work, field work, work abroad). This context is important to consider in reviewing this year's performance.

You participated in Skillsoft and Kognito training to augment your advising and interaction skills.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught SETSAIL: Chemistry in Everyday Life (3 students enrolled) and Environmental Chemistry (5 students enrolled) first semester and Organic Chemistry II lab section 1 (7 students) and Organic Chemistry II lab section 2 (3 students) second semester this year. You incorporated a lab project into the SETSAIL class to give students some hands-on experience. Students gave a 15-minute talk on their projects. The Environmental Chemistry class was successfully transformed into a writing-enhanced class which included a writing project of the student's choice on an environmental topic. These are excellent ways to broaden the impact of introductory classes for students. In Spring, the two sections of lab had to be modified because of COVID restrictions. You had to redesign over half of the lab activities to accommodate a hybrid format.

You also sponsored 1 tutorial, 3 ISPs, 12 contracts (6 each semester), and 2 thesis students. The thesis students completed their baccalaureates successfully. You served on 2 baccalaureate exam committees, which were your thesis students.

Students in your SETSAIL class noted that you were always helpful and that your classes made chemistry fun. Environmental Chemistry students clearly appreciated your enthusiasm and attention to detail. These students really enjoyed the interactive projects. In second semester, students appreciated your passion for the lab and your accessibility.

Your evaluations of students were informative. They included a description of the course and how the students were evaluated. You wrote in detail about work for each aspect of the course. Your ISP and tutorial evaluations were also very thorough, describing the projects and the student's accomplishments. Your contract certifications included a summary of the student's work and comments about planning for future semesters. These will be helpful for students in considering how they was to proceed along a pathway for planning.

Scholarship

You published two journal articles and submitted another one for review. This is impressive research progress. The first two articles are a continuation of your successful collaborations with colleagues at North Carolina A&T University. The third submitted paper includes a New College student as well as a colleague from New College in addition to a collaborator from NC AT&T. This is excellent work especially in view of the problems of working through COVID protocols.

You have worked on several grant proposals this year including one pending at Mote Marine Lab to study optimization conditions for brevetoxin photocatalytic degradation using sea anemones as a model system. You were successful in obtaining an Environmental Discovery Award (EDAP) to work with students on a project over the summer. This should allow you to advance some of the preliminary data that you have already produced.

To keep up your professional credentials, you attended an ACS meeting to present your work on metabolomics in Spring 2021. In addition, you shared your work as an invited lecturer in a class at the college with Dr. Delon concerning photodegradation of pharmaceutical pollutants. The presentation was in the Introduction to Environmental Studies class.

Service

You attended division meetings and faculty meetings online this year. You were the chemistry representative to the divisional budget committee. As a part of your professional service, you reviewed two manuscripts for *Water Environment Research* as well as one manuscript for the *Journal of Hazardous Materials*. Reviewing is an important service and it allows you to become a better scholar as well.

You were a part of the QEP Coordinating Committee during the Fall and Spring of this year. This committee is very important in advancing the interests of the college in improving its overall programming. In addition, you participated in the Faculty of Color and Underrepresented Groups Committee. This committee has been a driving force in bringing the college to recognize how inclusion is an integral part of a liberal arts education.

Summary

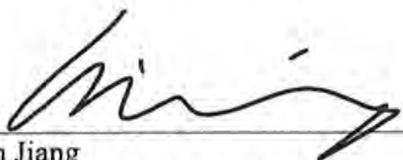
Overall, you are making good progress toward tenure in all three areas of teaching, research, and service. Though this year was a little unusual because of COVID restrictions, you are doing what is expected of a successful early career faculty member.

I would be happy to discuss any topic related to your performance or your career trajectory with you.

Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist
Chair, Natural Sciences



Lin Jiang
Assistant Professor, Bioorganic Chemistry

07/19/21
date



New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

June 19, 2020

Professor Lin Jiang
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2019-2020 Academic Year

Dear Lin,

This letter contains an evaluation of your work during the 2019-2020 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Organic Chemistry I and II and Introduction to Environmental Chemistry this year. Organic Chemistry is a required sequence for the chemistry AOC and for pre-med students. Both of these courses were updated compared to previous versions. You planned to teach an upper level elective course in fall semester, but there were not enough students to take that course. Therefore, you taught the Environmental Chemistry course in the spring at the introductory level. This course was obviously very popular and allowed many students to fulfill graduation requirements. You also sponsored 3 tutorials, 2 ISPs, 7 contracts, and one thesis student. You served on 5 baccalaureate exam committees. Even though you only taught 3 regular courses this year, the number of students in your courses was double the median for Fall 2019 (21 students per semester). Your other instructional workload was appropriate for a faculty member in their second year at New College.

NOTE: The Spring 2020 semester began as usual, but was significantly disrupted by the COVID-19 pandemic; campus went to 100% "remote instruction" during spring break. In response, faculty voted that spring term Instructional Evaluations would only be used for formative information and be delivered to the faculty concerned. They will not form part of this review, although you should consult them for your own information.

Your instructor evaluations were very good. The students thought you were clear, helpful, and accessible. They appreciated your care for them. They thought that the course was well organized and that it moved at an appropriately fast pace. They also thought that you provided the assistance they needed to succeed. They really liked the in-class questions, the helpful assignments, and the practice exams. Your thesis student also enjoyed working with you.

Your evaluations of students included a clear description of the course and how the students were evaluated. You also provided details about the student's performance on each aspect of the course. Your ISP and tutorial evaluations clearly described the projects and the student's accomplishments. Your contract certifications included a summary of the student's work and comments about planning for future semesters.

Scholarship

You published three journal articles, and two were in collaboration with your students. This is impressive research progress. You also had 2 abstracts accepted to the American Chemical Society meeting, but this meeting was cancelled due to the pandemic. You reviewed two journal articles. You are continuing to set up your research laboratory and purchase equipment and supplies. You are continuing a couple collaborative research projects. You submitted two grant proposals. You also gave a research seminar in the NCF Natural Sciences seminar series.

Service

You attended division meetings and faculty meetings this year. You also attended the AAC&U STEM conference and participated in the grants workshop at New College. You were part of the planning committee for the HHMI pre-proposal. You were the chemistry representative to the divisional budget committee, and you participated in the Computer Science faculty search. You assisted with the Boy Scout event to help the troop get their chemistry badge. You also fully participated in the external review of Physical Sciences in spring semester. This summer you are joining the QEP committee in preparation for your fall First Year Seminar course. You wrote recommendation letters for 4 students.

Summary

Overall, you are making good progress toward tenure in all three areas of teaching, research, and service. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,

A handwritten signature in cursive script that reads "Katherine M. Walstrom".

Katherine Walstrom, Ph.D.
Chair, Division of Natural Sciences

year-end letter for your review

2 messages

Katherine Walstrom <walstrom@ncf.edu>

Fri, Jun 19, 2020 at 1:07 PM

To: Lin Jiang <ljiang@ncf.edu>

Hi Lin,

I hope you are doing well. I attached a draft of your year-end letter. Please let me know if you see any errors.

If it looks OK, you may respond to this email to acknowledge your receipt of the letter. We won't sign paper letters this year.

Thanks!

Katie

--

Katherine M. Walstrom, Ph.D.
Associate Professor of Biochemistry and
Chair, Division of Natural Sciences
Div. Natural Sciences, HNS E171
5800 Bay Shore Rd.
New College of Florida
Sarasota, FL 34243-2109
phone 941-487-4493
FAX 941-487-4396

**Jiang_draft.pdf**
1745K

Lin Jiang <ljiang@ncf.edu>

Fri, Jun 19, 2020 at 3:22 PM

To: Katherine Walstrom <walstrom@ncf.edu>

Dear Katie,

Thank you so much for your letter! I've read through and would like to sign up for this letter through the email.
Have a great weekend!

Lin

[Quoted text hidden]

--

Lin Jiang, PhD
Assistant Professor,
Natural Science Divisions,
New College of Florida,
Tel:941-487-4315



July 15, 2019

Division of Natural Sciences

Professor Lin Jiang
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2018-2019 Academic Year

Dear Lin,

This letter contains an evaluation of your work during the 2018-2019 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Environmental Chemistry, Structure Elucidation, Organic Chemistry Lab, and Nanotechnology in Wastewater Treatment (a lab course). Organic Lab is a required course for the chemistry AOC and for pre-med students. Structure Elucidation and Nanotechnology were upper level elective courses. Environmental Chemistry was an intermediate course with a broad audience, including Environmental Studies students. You also sponsored one ISP and served on one baccalaureate exam committee. The number of students in your courses was below college-wide averages, but this was by design because you had significant family obligations this year. Your other instructional workload was appropriate for a first-year faculty member.

Your instructor evaluations this year were very good. The students thought you were helpful and accessible, and most students thought the material and your expectations were clear. They really appreciated your timely and detailed feedback on their assignments. They thought that the courses were well organized and that they moved at a good pace with reasonable demands. The students felt that they were successful. The Environmental Chemistry students appreciated all the materials you posted on Canvas, and many said that their interest in the material increased during the semester. Some Organic Chemistry Lab students mentioned that they became more comfortable in lab. The upper level students also enjoyed their courses.

Your evaluations of students included a clear description of the course and how the students were evaluated. You also provided details about the student's performance on each aspect of the course. You gave suggestions for how students could improve. Your ISP evaluation clearly described the project and the student's accomplishments.

Scholarship

You spent significant amounts of time setting up your research laboratory. This involved purchasing equipment and supplies and helping me move things around in the lab, since we are sharing a research lab. You worked with students during ISP and spring semester, and they made progress on your wastewater treatment research project. You also initiated a collaboration with Selby Gardens to obtain plant samples that serve as sources for natural pigments. You submitted a grant proposal and are working on a journal article. You also gave a research seminar in the NCF Natural Sciences seminar series.

Service

You attended division meetings and some environmental studies meetings this year. You also participated in faculty searches and met with seminar speakers.

Summary

Overall, you are making satisfactory progress toward tenure in all three areas of teaching, research, and service. You had a successful first year and engaged student in your research. It's been great having you at New College. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please sign one copy of this letter indicating that you have received and read it, and return it to me. Note that signing does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Katherine Walstrom, Ph.D.
Chair, Division of Natural Sciences



Signature

08/20/2019

Date

Candidate: Lin Jiang

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 has a very ambitious set of interdisciplinary projects in your lab: nanotechnology in wastewater treatment, Natural Dye-Sensitized Solar Cells, metabolomics studies on the environmental stressors of sea anemones, and metabolomics studies on environmental stressors of an array of organisms. You are continuing to develop your research in these areas with colleagues and with students.

She is meticulous in lab, tackling some very important questions with her work on metabolomics. Recently, she has worked on projects with marine organisms with colleagues and students. Your published work on metabolomic analysis of honey bee (*Apis mellifera* L.) responses to glyphosate (in *Molecular Omics* 18, 2022) and a metabolomic study on the Southern Hard Clam (*Mercenaria campechiensis*) response to diclofenac exposure (in *Environmental Science: Advances*, 2023) are important contributions. 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 conducted with two thesis students.

Keeping up with professional development at a small college can be challenging. You participated in a workshop for young investigators in Mathematical and Physical Sciences. In addition, you got a Summer Institute Development Award to attend the Women in STEM Summer Institute at UNC Asheville, sponsored by COPLAC.

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.

PROVOST'S ADVISORY COMMITTEE EVALUATION:

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Lin Jiang is Associate Professor of Bioorganic Chemistry. She joined the faculty as an Assistant Professor in Fall of 2018.

TEACHING

Professor Jiang teaches eight different courses at various levels in Environmental and Organic Chemistry that serve students in such AOCs as biology, chemistry, environmental studies and premed studies. In addition, she designed introductory level courses to attract humanities and social sciences students. Her Set Sail and Writing Enhanced (WEC) courses strengthen students' skills for college success and her Chart Your Courses (CYC) class increases general education options. She uses the most current innovative pedagogical methods, emphasizing transparency in learning and teaching, scaffold writing, and universal design. Evaluations of student performance are detailed and offer formative guidance. She has sponsored six theses and has served on nine additional baccalaureate committees in various areas of concentration. Her teaching has led to many collaborative research publications with students. Student evaluations of Professor Jiang's classes are strong, emphasizing her clarity, helpfulness, accessibility, passion for student learning and her interactive and supportive teaching methods. In their letters to the PAC, students praise her dedication to her teaching and her expert guidance of thesis projects; they credit the thorough academic preparation they received in her classroom for securing prestigious jobs and graduate school admission. Professor Jiang's contract certifications provide a useful overview of the student's performance, allowing the students to understand their accomplishments each semester as well as the areas in need of improvement.

In sum, Professor Jiang's record as an instructor and mentor demonstrates active engagement in strengthening New College's educational program, pedagogical innovation, and strong commitment to student success.

SCHOLARSHIP

Professor Jiang has developed a program of research in environmental chemistry and bio analytics. Three interrelated lines of enquiry are included: 1) the development of natural pigment-sensitized solar cells, 2) the preparation of natural pigment-sensitized nanomaterials for the degradation of pharmaceutical and personal care products in wastewater, and 3) the development of enhanced nuclear magnetic resonance

techniques for metabolomic data collection. One of the external reviewers emphasized the particular importance of Professor Jiang's metabolomic research.

Professor Jiang's research at New College has resulted in the publication of ten articles in high-quality peer-reviewed journals. A total of six NCF students are co-authors on six of the publications. Professor Jiang's external reviewers say that her level of research productivity is good, especially for a college that focuses on teaching; two reviewers specially note her excellent track record engaging in the high-impact practice of undergraduate student research. Professor Jiang has an invited, solo-authored chapter in press on engaging humanities and social sciences students in environmental chemistry. Professor Jiang also has two manuscripts in preparation and an article under revision. Two of last year's external reviewers noted that nine of these papers included a second corresponding author, Professor Bo Wang, not identified as such in the CV. While recognizing that co-authorship is common in this field (an interdisciplinary one drawing on multiple areas of expertise), these reviewers would have liked Professor Jiang to have explained in her research statement how the intellectual contributions were divided with this particular scholar. In her current statement, Professor Jiang responded: "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."

Professor Jiang has presented at six conferences and was a reviewer for eight journals. Her projects were funded by the Environmental Discovery Awards Program from the Cross College Alliance; Andrew W. Mellon grants for community-engaged course development, and a Summer Institute Professional Development Award by the Women in STEM Summer Institute. One of the external reviewers lauded Dr. Jiang's submission of grant proposals to the NSF to seek more substantial funding.

In summary, Professor Jiang is an effective and productive researcher in environmental chemistry and metabolomics. Her interdisciplinary work provides interesting opportunities for students to conduct research.

SERVICE

During her time at New College of Florida, Professor Jiang has contributed actively and broadly to the college community and beyond. Her college-wide service is unusually strong for a junior faculty member, including work on the Environmental Studies Steering Committee, the New College Challenge Academic Advisory Group, the Quality Enhancement Plan Committee. Professor Jiang has served her division through membership in search committees, the Natural Sciences budget committee, the ad hoc Howard Hughes Medical Institute proposal planning committee, participation in the external review of our programs in Chemistry and Physics, and in three additional searches. Each year she provides a number of recommendation letters for students applying to graduate and professional school, for scholarships and fellowships, and for other opportunities for which they are candidates. In addition, she has served as reviewer for 15 manuscripts submitted to 8 different journals in her field, thereby fulfilling an essential obligation and responsibility as a scholar.

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. She has also given presentations for the PUSH/SUCCESS summer program at New College.

Professor Jiang has demonstrated a very strong record of service to the college and to both her local and scholarly communities.

In the judgment of the PAC, Professor Jiang meets the conditions of tenure in the categories of teaching, scholarship, and service.

Candidate: Lin Jiang

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



New College
THE HONORS COLLEGE of Florida

Office of the Provost

Candidate for tenure: Lin Jiang

Division: Natural Sciences

Discipline(s): Chemistry

Highest degree earned: Ph.D. in Organic Chemistry from Miami University

Joined New College: August 2018

Other experience: Texas A&M (Senior Lecturer), Alma College (Visiting Asst. Prof)

Evidence evaluated: 2 external evaluation letters
121 instructional evaluations from students
5 annual evaluation letters from the Division Chair
PAC evaluation of teaching, scholarly work, and service
Division Chair evaluation of teaching, scholarly work, and service

| | | Yes | No |
|----------|------------------------------|----------|----|
| Ballots: | Divisional Ballot | 23 (96%) | 1 |
| | Provost's Advisory Committee | 5 (83%) | 1 |

Recommendation: Grant tenure for this candidate

This institution will be based on the illimitable freedom of the human mind. for here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it.

— Thomas Jefferson to William Roscoe, December 27, 1820¹

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time². In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices."³ Once he became President and failed to impeach politically undesirable judges, Jefferson's opinion shifted. In 1821, Jefferson argued for a constitutional amendment that would limit judges to six year terms, as an alternative to "the total irresponsibility under which [the judiciary] are acting and sinning now."⁴

Interestingly, when it came time to recruit faculty to join his University of Virginia, Jefferson offered tenure. In an effort to recruit economist Thomas Cooper to the faculty in 1817, Jefferson noted that "whatever professorships too are established will be permanent."⁵ Jefferson made a similar pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be

¹ Library of Congress: <https://www.loc.gov/exhibits/jefferson/75.html>

² Sitze, A. (2023, April 17). Tenure is a Founding American Value. *Inside Higher Ed*.

<https://www.insidehighered.com/opinion/views/2023/04/17/tenure-founding-american-value>

³ Founders Online: <https://founders.archives.gov/documents/Jefferson/01-01-02-0173>

⁴ Founders Online: <https://founders.archives.gov/documents/Jefferson/03-18-02-0064>

⁵ Founders Online: <https://founders.archives.gov/documents/Jefferson/03-12-02-0001>

sensible that the tenure is in fact for life.”⁶ Jefferson realized that offering tenure was an effective way to recruit the best faculty.

I provide this information to make three points:

1. Tenure is conducive to an environment of free expression and protects freedom of speech by faculty⁷. Tenure can facilitate the ability of faculty and students to, in the words of Jefferson, “follow truth wherever it may lead,” and, in the words of the Florida Board of Governors, create “a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated”⁸
2. If we do not award tenure to high-performing faculty, we will be at a competitive disadvantage to other schools that will offer tenure to top instructors, thinkers, artists, scientists, and researchers. Tenure is also an effective way to retain top faculty, saving the College from costly searches and start-up packages for new faculty hires.
3. Tenure is not a reward for past accomplishment; rather, it is a benefit granted to faculty who we believe will contribute positively to the College for the foreseeable future.

This tenure packet contains summary evaluations of Dr. Jiang’s teaching effectiveness, scholarly activities, and service to the Division, College, and professional community. These evaluations, informed by five years of evidence, include input and assessments from students, faculty colleagues, Division Chairs, the Provost Advisory Committee, and qualified external evaluators. Having read all these materials, I once again agree with the conclusions reached by the Division of Natural Sciences, Chair Sandra Gilchrist, and the Provost Advisory Committee: [Dr. Jiang’s record of accomplishment in teaching, scholarly activity, and service meets or exceeds the criteria for tenure outlined in Section 4.6 of the Faculty Handbook.](#)

Rather than again summarizing Dr. Jiang’s past accomplishments, I want to focus on why I am confident that Dr. Jiang will continue to make significant positive contributions to the New College community, and why those contributions are vital to our success.

Teaching Effectiveness

Professor Jiang teaches courses that are required for students to complete areas of concentration (AOCs) in Chemistry, Biology, Biochemistry, Environmental Studies, Marine Biology, and Natural Sciences. 19% of all New College degrees awarded since 2018 have gone to students in these AOCs. Professor Jiang’s chemistry courses are also vital to our pre-health program, a program that helps drive our performance on the state’s post-graduation employment/enrollment metrics.

Professor Jiang has taught eight different courses, from introductory-level first-year seminars and general education courses to a writing-enhanced environmental chemistry course and advanced courses in organic chemistry and structure elucidation. Professor Jiang has also offered tutorials related to nanotechnology in wastewater management and her research on metabolomics in the

⁶ Founders Online: <https://founders.archives.gov/documents/Jefferson/03-13-02-0311>

⁷ Fawcett, E. (2023, March 13). What to Know About Tenure and Free Speech Protections. *The New York Times*. <https://www.nytimes.com/article/tenure-protection-free-speech.html>

⁸ SUS Free Expression Statement: <https://www.flbog.edu/2019/04/15/state-university-system-free-expression-statement/>

contexts of environmental stress to sea anemones and clams, red tide impacts on sharks, and glyphosate impacts on honeybees.

As members of the Provost Advisory Committee note, student instructional evaluations of Professor Jiang's classes emphasize her clarity, helpfulness, accessibility, passion for student learning, and her interactive teaching methods. This is supported by a comment made by a second-year student in a letter of support for Professor Jiang: "I have had Dr. Lin for two classes: Organic Chemistry 1 and 2. They call these classes the 'deal breaker' classes for STEM students. Dr. Lin gave me and everyone else in her classes the support and help they needed to not only pass, but to actually understand the material in her classes!"

Letters from colleagues mention Professor Jiang's efforts to further enhance her pedagogy by participating in workshops offered at New College on *Writing-Enhanced Courses*, the *Chart Your Course* general education program, *Enhancing Face-to-Face Learning on Canvas*, and *Universal Design for Learning*. Letters also note that Professor Jiang frequently infuses her courses with real-world applications and interesting writing projects, and students find her clear, encouraging and stimulating.

The success of New College – including the success of our new core curriculum – requires that we hire and retain collaborative faculty who can provide effective instruction and engaging classroom experiences at a variety of levels. Professor Jiang's record as an instructor and mentor demonstrate her ability to advance New College in its vision to become the best liberal arts college in America.

Section 4.6.1 of the Faculty Handbook establishes criteria to evaluate the teaching effectiveness of a candidate up for tenure:

All teachers are expected to be:

- a. Academically demanding in their classes and projects they may sponsor.*
- b. Fully prepared, well organized, informative and intellectually stimulating.*
- c. Open to trying new teaching techniques.*
- d. Most conscientious and speedy in their evaluations of assigned student work.*
- e. Prompt in their official evaluations of student work at the end of the term;*
- f. Willing, outside of class, to discuss with students special academic interests.*
- g. Accessible, helpful, and responsible academic advisors to their advisees.*

In reviewing student instructional evaluations, annual performance reviews from the Division Chair, and letters from colleagues, I agree with the conclusions reached by the Division Chair and Provost's Advisory Committee: Professor Jiang's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

Scholarly Work

Two external evaluators from peer institutions submitted letters that evaluate Professor Jiang's scholarly and professional activities:

Sally Wasileski, Professor and Chair at UNC Asheville, gives "full support and highest recommendation for tenure," concluding that Professor Jiang "has demonstrated both quality and quantity of research accomplishments" at New College. This external reviewer notes Professor Jiang's 10 publications in peer-reviewed journals (with 1 additional submission and 3 manuscripts in the process of being submitted), along with presentations at national meetings of the American Chemical Society.

Murphy Brasuel, Associate Professor of Chemistry and Biochemistry at Colorado College, concludes that Professor Jiang has "established a sustainable, interdisciplinary, undergraduate inclusive research program," and concludes that "Professor Jiang has met the scholarly and professional activities criteria for tenure." This external reviewer comments on the highly interdisciplinary nature of Professor Jiang's research, which has led to collaboration with Marie Selby Botanical Gardens and North Carolina Agricultural & Technical State University.

Professor Jiang's interdisciplinary, collaborative program of bioanalytical research 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. In addition to publishing in peer-reviewed journals, Professor Jiang has presented at six conferences, and has served as a reviewer for eight journals.

Collaboration is central to Professor Jiang's research, with 6 publications involving undergraduate co-authors. In actively involving NCF students in her externally-funded research, Professor Jiang provides students with an evidence-based High-Impact Practice (HIP). This HIP not only benefits students directly through hands-on experience in research and indirectly by positively influencing student retention; it also contributes to the College's score on the state's Performance-Based Funding system metrics.

Section 4.6.2 of the Faculty Handbook provides guidelines on assessing the scholarly and professional activities of a candidate for tenure:

Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions.

I agree with the reviews conducted by the external evaluators, the Division Chair, and the members of the Provost's Advisory Committee: Professor Jiang's scholarly and professional activities have met expectations for tenure at New College of Florida.

Service

Professor Jiang has a strong record of service at New College. This service includes:

- Serving on the Natural Sciences Budget Committee, Quality Enhancement Project Committee, Environmental Studies Committee, and the New College Challenge Faculty Advisory Group
- Community-building activities, such as participating with students in a weekly summer Chemistry Super Group
- Collaborating on the Chemistry program review and efforts to improve program assessment

Professor Jiang exemplifies the fact that every member of the New College community helps recruit and retain students. She received a grant to support an "Arts-in-Chemistry" website that includes infographics and demonstration videos made by her students. This website has been used by admissions and by local high schools. Professor Jiang has also provided demonstration sessions for local high school students.

Serving the community, Professor Jiang has 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.

Professor Jiang has also demonstrated a commitment to the post-graduation outcomes of our students. In her time at New College, Professor Jiang has partnered with our Center for Career Engagement and Opportunity to include career skill development instruction by CEO staff in multiple courses, and created opportunities for students to apply their skills in a real-world setting through internships.

Through her service to the College, Professor Jiang has demonstrated alignment with two key College priorities: student recruitment and post-graduation outcomes. Professor Jiang will be a valuable contributor to the development of our Logos/Techne core curriculum, to our ongoing student recruitment efforts, and towards our goal for 100% of New College students to complete a work-based learning experience prior to graduation.

Section 4.6.3 of the Faculty Handbook outlines the types of service expected from tenured faculty:

1. *Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.*
2. *Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.*

to participate in the governance of the institution through participation in regular divisional or College meetings.

- 3. Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee.*

I agree with the reviews conducted by the Division Chair and the members of the Provost's Advisory Committee: Professor Jiang's exceptional record of service meets the expectations for tenure at New College of Florida.

Summary evaluation:

As my appointment as Interim Provost occurred eleven days ago, and as this letter was previously shared with the candidate by then-Provost Thiessen, I find it is in the best interest of New College for me to defer to and rely on then-Provost Thiessen's review, evaluation and recommendation to avoid undue delay in finalizing this application for consideration by President Corcoran. Accordingly, I hereby affix my signature confirming then-Provost Thiessen's evaluation and his concurrence with the recommendations from the Division of Natural Science, Chair Sandra Gilchrist, and the Provost Advisory Committee to grant tenure to Lin Jiang.



A handwritten signature in black ink, appearing to read "David A. Rancus", is written over a horizontal line.

Candidate: Lin Jiang

VI. TENURE RECOMMENDATION

A. CANDIDATE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

New College of Florida's College-wide guidelines on tenure and promotion state:

The College has established minimum criteria for tenure and promotion as follows. Tenure and promotion in the professorial ranks will be granted only to persons of significant achievement, especially in teaching, research/creative activity and service. As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching and scholarship and outstanding achievement in at least one of these areas. Public and professional service also receives significant emphasis.

Total length of time served in tenure earning position at New College of Florida: 5.25

Total length of time that the nominee has served in tenure earning positions during his/her professional career at accredited institutions, other than New College of Florida: 0

3. On the following table, list the names and locations of all institutions, including the New College of Florida, where the nominee served in tenure earning positions but did not earn tenure. In each case, indicate the length of each tenure earning period with beginning and ending dates as well as the highest ranks or titles held by the nominee during these periods.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|------------------------|---------------------|----------------|-------------|-----------------|
| New College of Florida | Associate Professor | 08/23 | - | 0.25 |
| New College of Florida | Assistant Professor | 08/18 | 07/23 | 5 |
| | | | | |
| | | | | |

4. On the following table, list the names and locations of institutions at which the applicant actually held tenure prior to coming to New College of Florida. In each case, show beginning and ending dates of tenured employment and highest title or rank.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|---------------------|---------------------|----------------|-------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Candidate: Lin Jiang

B. PROVOST'S ADVISORY COMMITTEE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

RECOMMENDATIONS

1. Vote of Members of the Division.

Number of Members of the Division: 26 eligible voting members

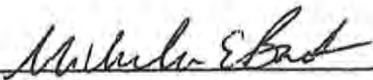
| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| 0 | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 9 | 10 | 12 | 14 |

| | | | |
|--------------|----|------------|----|
| Grant Tenure | 23 | Abstain | 2* |
| Deny Tenure | 1 | Absent | |
| Defer Tenure | | Ineligible | |

* There were two eligible abstentions. These abstentions did not affect the tally.

Michelle Barton

Name of Chair, Provost Advisory Committee



Signature of Chair, Provost Advisory Committee

1/9/2024

Date

2. Vote of Provost's Advisory Committee

Number of Members of the Committee: 6

| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 3 | 3 |

| | | | |
|--------------|---|------------|--|
| Grant Tenure | 5 | Abstain | |
| Deny Tenure | 1 | Absent | |
| Defer Tenure | | Ineligible | |

| NAME | SIGNATURE | DATE |
|-------------------|--------------------------|-------------------|
| Michelle Barton | <i>Michelle E Barton</i> | <u>1/9/2024</u> |
| Aron Edidin | <i>Aron Edidin</i> | <u>1/9/2024</u> |
| Kristopher Fennie | <i>Kristopher Fennie</i> | <u>01/09/2024</u> |
| Sarah Hernandez | <i>Sarah Hernandez</i> | <u>01/09/2024</u> |
| George Ruppeiner | <i>George Ruppeiner</i> | <u>1/9/2024</u> |
| Alina Wyman | <i>Alina Wyman</i> | <u>1/9/2024</u> |

| WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE | | | |
|---|-----------------------|-----------------------|------------------------------------|
| Divisional Recommendation | PAC Vote | | Composite Recommendation |
| YES _____ NO _____ | Yes | No | YES _____ NO _____ |
| No + | 0 1 2 3 4 | 6 5 4 3 2 | = No |
| No + | 5 6 | 1 0 | = Yes |
| *Yes + | 0 1 2 | 6 5 4 | = No |
| *Yes + | 3 | 3 | = No (Tenure) = Yes (Promotion) |
| *Yes + | 4 5 6 | 2 1 0 | = Yes |

*A divisional recommendation of "yes" requires more than a simple majority. It requires a positive vote by at least three-fourths in a case of tenure [and by at least two-thirds in the case of promotion].

| | Yes | No |
|-------------------|-----|----|
| Divisional Ballot | 23 | 1 |
| PAC Vote | 5 | 1 |

RECOMMENDATIONS ON THE CANDIDACY FOR TENURE

Division Chair

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: Sandra Christ Signature: 
Date: 20/11/2024

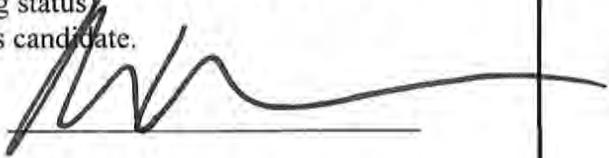
Provost & Vice President for Academic Affairs

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: David Rancourt Signature: 
Date: 2.27.24

President

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: Richard Corcoran Signature: 
Date: 3-19-24

Chairman, New College Board of Trustees

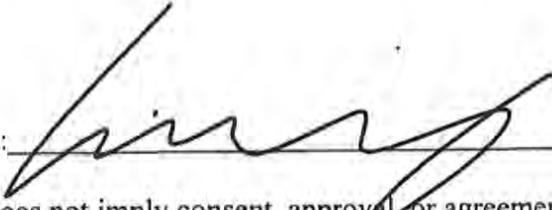
- My recommendation is to GRANT tenure for this candidate.
- My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- My recommendation is to DENY tenure for this candidate.

Name: _____ Signature: _____

Date: _____

STATEMENT OF REVIEW BY CANDIDATE PRIOR TO CONSIDERATION BY THE PRESIDENT.

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature:  Date: 3/4/24

Signing does not imply consent, approval, or agreement only REVIEW of the document(s) involved in my nomination for tenure.

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-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 May 2014
Ph. D., Arabic and Islamic Studies 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) May 2009
M. A., Arab Studies (Politics) Washington, DC
Summa Cum Laude, GPA: 3.967

Institut Français du Proche Orient in Damascus, Syria July 2005
Certificate in Arabic Proficiency, Literary Arabic and Syrian Dialect
Damascus, Syria
Cum Laude

Institut d'Etudes Politiques de Paris (Sciences Po Paris) July 2004
M. A., Political Science (undergraduate and graduate) Paris, France
Summa Cum Laude

Lycée Georges de la Tour, Metz, France 1999 - 2000
Hypokhagne (preparation for Sciences Po) Metz, France
Summa Cum Laude

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-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
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

DR. NASSIMA NEGGAZ

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Resident Fellow, Institute for Advanced Study, Paris (2021-2022)
<https://www.paris-iaa.fr/en/fellows/nassima-neggaz-2>

| | |
|---|---|
| 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 | Sept 2017 - Aug 2018 |
| 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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<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 |
| 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‘şim 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://www.sermeiss.org/sermeiss-prize-winners>

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<https://www.paris-iea.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:
<https://www.bostonglobe.com/ideas/2013/10/06/syria-code-language-defies-surveillance/1c18bNgx1lkqoCEiLi1eYM/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):

- **“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, 2023).
- **« Les Processions Religieuses et le Partage de l’Espace entre Sunnites et Chiïtes à Bagdad à l’Epoque Bouyide, »** in ed. Sylvie Denoix and Helene Renel, *Atlas des Mondes Musulmans Médiévaux* (Paris: Editions CNRS, 2022).
- **“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:

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Brill). **Forthcoming.**

- **“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:

- **“Religious Life and Neighborhood Identity in Abbasid Baghdad: The Karkh Quarter (762-1055 CE),”** Carte Blanche conversation at the Paris Institute for Advanced Study during my fellowship (2021-2022) with the participation of Professor Vanessa Van Renterghem (CERMOM/INALCO): <https://www.youtube.com/watch?v=hvWA5F0AEjk>
- **“Foreword,”** with Ziad Majed, in *Syria: Borders, Boundaries, and the State*, ed. Matthieu Cimino (Palgrave Macmillan, 2020), pp. v-xi:
<https://link.springer.com/book/10.1007/978-3-030-44877-6> (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:
https://mei.nus.edu.sg/publication_category/insights/
- **“Understanding Iraq,”** Interview for The Middle East Institute Conversations with questions by Retna Devi (5 September 2014): <https://meisingapore.wordpress.com/blog/>

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- **“A Sunni-Shia Bridge Too Far,”** with Ali A. Allawi, in *Project Syndicate*, May 5, 2014: <https://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>

The article was voted among 10 best articles on International Security Issues (ISIS Europe blog): <https://isiseurope.wordpress.com/2014/05/08/the-10-best-articles-on-international-security-issues-this-week-5/>

- **“Syria’s Speaks in Code during Times of Unrest,”** NPR *Here and Now* interview: (November 2013): <https://www.wbur.org/hereandnow/2013/11/15/syria-coded-language>
- **“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/>

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 *Shī’ī 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-iea.fr/en/events/religious-life-and-neighborhood-identity-in-abbasid-baghdad-the-karkh-quarter-762-1055-ce-2>
- **Invited Moderator and President of Session: “Immigration and Integration: Key questions and social political issues,”** Club des Chercheurs Paris Cité Internationale Universitaire and Paris Institute for Advanced Study (June 2022): <https://www.paris-iea.fr/en/events/immigration-et-integration-questions-clefs-et-enjeux-socio-politiques-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).

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- **“Medieval Islamic Medicine,”** Campus Conversations, New College Florida, along with student Sarah Cooper (April 2021).
- **Montreal's Women in International Security Chapter:** Invited talk on my academic career and experiences as a woman in International and Area studies (February 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. Tsacoyianis 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).
- **“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).

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<https://www.paris-iea.fr/en/fellows/nassima-neggaz-2>

- **“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 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).

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<https://www.paris-iea.fr/en/fellows/nassima-neggaz-2>

- **“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 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 Resident 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 |

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| | |
|---|------------------------------------|
| 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 |
| 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)

English (Fluent)

Arabic (Fluent)

German (Proficient)

Persian (Proficient – Proficiency Certificate from Georgetown University)

Latin (Advanced)

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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)
- 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

Service and Professional Development

Service to the Profession:

- Journal Referee/Book Reviewer: *Journal of Islamic Studies; Language, Discourse, and Society; Studia Islamica*; Brill; Penguin Random House (2014-present)
- Expert Evaluator for 10-month Fellowships, *French Institutes for Advanced Study* (2023)
- Planning Committee Member and Abstract Reviewer, Medieval and Renaissance Studies Conference, New College of Florida (2018-2023)
- Admission Committee, Faculty of Oriental Studies, University of Oxford: B.A., M.Phil., and D. Phil. Students in Islamic History and Middle Eastern Studies (2015-2018)

Additional Professional and Pedagogical Development:

- **Codicology Training Certificate**, Royal Library of the Monastery of San Lorenzo Del Escorial, Madrid (June 2023)

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<https://www.paris-iea.fr/en/fellows/nassima-neggaz-2>

- **Digital Humanities Training:** member of the KITAB team of Arabists and Persianists led by Professor Sarah Savant working with new algorithm “passim” (2020-2021)
- **Faculty Success Program** (summer 2021)
- **Intensive Advanced Persian Summer School**, Yerevan, Armenia (summer 2018)
- **United States Institute of Peace Certificate** “Perspectives on Conflict Prevention,” Washington DC (workshop 24-26 September 2012)
- **The Center for Stabilization and Reconstruction Studies Certificate**, “Approaching Societies in Conflict,” Monterey CA (workshop 2-5 May 2010)
- Selected Participant in the **United Nations Graduate Study Programme**, Geneva (2007)

At New College of Florida:

- Developed new Islamic Studies curriculum at NCF (2018-2023)
- Built an Islamic Studies collection at the NCF Jane Bancroft Cook Library (2018-2020)
- Recipient of a \$35,000 IDEAS (Increase and Diversify Education Abroad for US Students) Study Abroad Grant from the US Department of State to develop a new exchange program with Al-Akhawayn University in Ifrane, Morocco (2021-present)
- Recipient of Mellon Foundation Grant with Prof. Manuel Lopez to organize workshops, lectures, movie screenings, in the field of Religion (2019/2020 and 2020/2021)
- Member of the Educational Policy Committee (2022-2023)
- Member of the Scholarship Committee (2019-2021)
- Chart Your Course Workshop for general education requirements (2022)
- Summer Advisor for Incoming Students (2022)
- Academic searches: Post Doc in Christianity (2019), Philosophy (2019), African American Religion (2020), French (2019, 2023)
- Faculty representative, Campus Wellness Committee (summer 2021)
- International Studies Career Lectures and Asian Film Series (2018-2021)
- Professional Development Workshop (summer 2020)
- Theses (various undergraduate theses in Religion, History, and adjacent fields)
- Tutorials (Post-Mongol Iran; Research Methods in Islamic Studies; Islam and Hip Hop; Prayer in Judaism, Christianity, and Islam; The Syrian Civil War; The Crusades; Arabic Calligraphy)
- External Program Review, Religion (spring 2019)
- 38th Annual Conference on The First-Year Experience held in Las Vegas (2019)

**NEW COLLEGE OF FLORIDA
TENURE and/or PROMOTION APPLICATION**

ACADEMIC YEAR 2023-24

I. INTRODUCTION

The information in this application packet will be used by New College personnel, including the Provost, Chairpersons, and New College faculty involved in peer evaluation and recommendations for tenure and/or promotion. Therefore it is in the best interest of each faculty member to be certain that the information is as complete and accurate as possible.

- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

Applicants are encouraged to be familiar with Articles 14 (Promotion Procedure) and/or 15 (Tenure) of the Collective Bargaining Agreement (2021-24). The text of these articles may be accessed at:

<https://intranet.ncf.edu/about/departments-and-offices/provosts-office/resources-for-faculty/>

NAME Nassima Neggaz

DIVISION Humanities Division

DISCIPLINE History and Religion

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of _____

I am seeking Promotion only to the rank of _____



Applicant's Signature

January 18, 2024
Date

PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION

Candidate: _____

II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment August 7, 2018

2. Initial rank of employment Assistant Professor

3. Present rank Associate Professor

Effective date August 2023

4. Years completed in rank at New College 5.5 years

5. Tenured: Yes Effective date: _____

No

Years of credit toward tenure awarded upon appointment (if applicable) _____

(Attach copy of letter awarding credit)

III. "THE EVALUATION FILE": GENERAL INFORMATION and EVALUATION SECTIONS

- The contents of this file are drawn from the Personnel File maintained in the Division Office.
- The Faculty member (candidate) is primarily responsible for the compilation and updating of this record.

Description of the Evaluation File (General Information and Evaluation Section) Content for Candidates under Consideration for Promotion

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for:

- a) No fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or
- b) Since hire for candidates for tenure and promotion.

2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.

3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
- For Tenure applicants: include faculty assignment of duties letter for all of your tenure-earning years.
- For Promotion applicants: include faculty assignment of duties letter for the entire period

since original appointment or since last NCF promotion. Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.

- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews [see “invitation to external reviewers” letter, p. 5]
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists.

4. The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate’s teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar’s Office).
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate’s scholarship and creative work. An illustrative letter of invitation follows.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

IV. ILLUSTRATIVE LETTER: Invitation to External Reviewers

(Divisional Letterhead)

(Date) _____

Dear _____

During the [current] academic year, (name) _____ [assistant professor or associate professor] in the Division of [Humanities or Social Sciences or Natural Sciences] at New College of Florida is being considered for [tenure and] promotion to the rank of [Associate Professor or Professor]. External evaluations of a faculty member's research [or scholarship or creative contributions] constitute an important part of our academic review process. You have been suggested as a person who is particularly well-qualified to review and evaluate Professor _____'s scholarly [or creative] work.

I have enclosed [or attached] a copy of Professor _____'s curriculum vitae. While we are particularly interested in your evaluations of Professor _____'s scholarly [or creative] work, if you feel able to make any comments about Professor _____'s teaching or service (to community or profession) we would appreciate those as well. If you know Professor _____, please tell us in what context.

New College is a small public honors college that emphasizes rigorous, high quality undergraduate experiences of which tutorials and independent research, scholarship and creative activities are an important part. Student work is evaluated through narrative evaluations rather than by letter grades. You can find a brief description of the college and its programs at <http://www.ncf.edu/academics> . Because of our emphasis on student research, it is important that faculty be active, visible researchers who, themselves, produce high quality work. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research that might be appropriate at a research university.

*And I note that since spring of 2020, we've all been teaching and working under the challenging conditions of a global pandemic, which has meant in some cases delayed or canceled professional meetings, exhibitions, and publications and more effort adapting to teaching in primarily online or hybrid formats.

Florida sunshine laws and college practice require that your comments be accessible to the candidate and eventually your comments will become part of the publicly accessible record.

Could you please let me know by _____ whether you will be able to provide the evaluation I am requesting.

Should you be willing to serve as an external reviewer, we will arrange to send you an appropriate set of Professor _____'s published [or other as appropriate] materials. We will need your evaluation by (date) _____. An electronic copy (PDF file) signed and on your letterhead, will suffice to begin our consideration, but we will need an original signed paper copy of your evaluation for inclusion in our files.

Nassima Neggaz

Candidate: _____

Thank you for your consideration of this request. I look forward to your response.

Sincerely,



inalco
CERMOM
Centre de Recherches
Moyen-Orient
Méditerranée

September 29, 2023

Vanessa Van Renterghem
Professeure des Universités – 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 Maribeth Clark and Tenure Committee Members,

I write this letter in strong support of Nassima Neggaz's tenure application at the New College of Florida. I know Nassima Neggaz since 2015 as a colleague in my own field of studies, the history of Medieval Baghdad. Currently Assistant Professor of Religion and Islamic Studies in the Division of Humanities in your University, she has a precious 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 very contemporary history of Iraq and Syria, where she focalizes 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 Medieval History of the Middle East, but I would like to add that her publications on contemporary events or trends seem to me highly convincing. Though I am not a specialist of this domain, I really appreciate the analysis led by Nassima Neggaz on the present manipulation of narratives of past events. In particular, she analyses the uses of the memory of the fall of Baghdad to the hand 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 putting the last hand to a book on the memory of 1258 since 2003, which will certainly demonstrate her ability to articulate a reflexion 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 has been given to this event 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. Two of her articles on contemporary aspects were incidentally rewarded by prizes, a media cover and one was translated into 27 languages and widely broadcasted. Dr Neggaz already writes in English as well as in French.

Going back 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 on Shi'a Islam as well as on 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 the 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 aware of the existence of sources in other languages, that she uses 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-critical 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 works on the Medieval Middle East concern the late Abbasid and the post-Abbasid period, from both a Mamluk and Mongol point of view. 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 area. In a fascinating article, «The Many Deaths of the Last 'Abbašid Caliph al-Musta'sim 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 - 'Abbašid 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 realizing the conquest of Iraq and Baghdad, as well as the role of religious positions in the posterior interpretations of this dramatic event. The analysis makes a welcome place to non-Muslim sources, since the vision of Syriac, Armenian or Western narratives is also analyzed. It will be published at Bloomsbury Academic, after a conference held in the King's College of London in 2019, to which Dr Neggaz participated.

In addition to her works on the memory of 1258, I really 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 leads an original investigation on a particular district of West Baghdad, the Karkh area, that became in some 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, but also religious treatises), she produced an 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 the present historiography. With this article, she brought a invaluable contribution to our knowledge of religious identities and balance between communities in Abbasid Baghdad. On Dr Neggaz's request, I was happy to read her work before publication and to be able to discuss with her on details of it. I appreciated so much this work of her that I proposed her to collaborate to a collective initiative to which I was collaborating, the *Atlas des mondes musulmans médiévaux*, a thematic atlas of Islamic History. She contributed with a double-page addressing the frequent Shi'a-Sunni clashes in Abbasid Baghdad, due to a controversial share of the urban space, polarized by the presence of religious buildings or tombs. She produced and commented 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 the niceness that Nassima Neggaz demonstrated in her 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, focalizing on the methodological issues particular to Baghdad: the absence of archives before the Modern Period, as well as the lack of archeological datas, which both lead the researchers to write the history of the Abbasid capital through literary sources mainly. The conference was held in June 2022 in IAS and Inalco, in Paris, and gathered 18 speakers from 8 different countries. It gathered young 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-'Uṣūr 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 paper 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 thematics and work methods. I also prize her generosity in sharing the ideas, methodology and results of her research, qualities that are not as much shared by all of our colleagues than it should be. We had an excellent feedback on the conference and hope it will impulse 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» (2023), focusing on the Mamluk period in Egypt and Syria (mid-13th to early-16th c.), which is included in the collective volume *A Companion to Crime and Deviance in the Later Middle Ages* (dir. 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 goes to the accounts of revolts reported by Mamluk chronicles. I am myself interested by the thematic of urban revolts, for a different period, and could appreciate Dr Neggaz's mastering of secondary literature on the topic as well as her reflexion 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 the urban societies.

Nassima Neggaz, finally, as developed a passionating program research 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 yet for the period, though they deserve the full attention of a fine researcher. I am convinced that Dr Neggaz will perfectly fill the bibliographical 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 works published or to be published, through her commitment to the research as well as, I am sure, to her teaching activities, and through her insertion in the international academic life and research networks, Nassima Neggaz is a very fine historian of the Medieval Middle East and her contribution in this field is highly valuable, especially on account of her interest for social history, a mostly neglected sector in our speciality, for the central and late Middle Ages and for the Sunni as well as Shi'a components of Medieval Islam. Her research is original, needed in the area of study and of 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, in 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 has, 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.

With my best regards,

Vanessa Van Renterghem
Inalco (Paris), Cermom





THE FLORIDA STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Department of Religion

August 2, 2023

Dear Professor Clark 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 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 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 a then Assistant (newly Associate) 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 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



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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, Ibn 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" 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



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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 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 tenure case. 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 tenure 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 'Adam R. 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

27 September 2023

Dear Professor Clark:

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'şim 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

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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 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

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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.

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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,

A handwritten signature in black ink, appearing to read "Zayde Antrim".

Zayde Antrim
Professor of History and International Studies
Trinity College, Hartford, CT
Zayde.Antrim@trincoll.edu

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I am very pleased to write a recommendation for Dr Nessima Neggaz. I have known her for some years as a colleague at Oxford and an active participant in a number of conferences and her role as co-organizer of a very successful international workshop on Baghdad during her fellowship at the Institute of Advanced Study in Paris.

Dr Neggaz is primarily a scholar of political and social life in medieval Baghdad, concentrating on the years leading up to the sack of the city by the Mongols in 1258, an event which is at one level shrouded in mystery and located in a little known part of mediaeval history but which at another level has had a profound impact on Muslim views of the past and of community identity down to the present day. Her work on the historical and social geography of the Karkh area of Baghdad is a superb example of microhistory, breaking important new ground in our understanding this great metropolis in its heyday. Her forthcoming book on *The Historiography of the Fall of Baghdad in 1258*, now accepted by the Cambridge University Press, will be a major contribution to our understanding of medieval and modern Iraq.

Dr Neggaz is an excellent classical Arabist who uses the material of the sources to reconstruct complex events that happened eight centuries ago. She is a skilled and cautious scholar and her work on the death of the last Abbasid caliph in 1258 is definitive.

But Dr Neggaz's work is about more than reconstructing ancient events. She develops an important discussion about how these events are remembered and how different authors and political actors have used what they know of these events to elaborate new narratives and new prejudices to serve their current purposes. In order to do this, she has read through a vast amount of later material and synthesised her findings into clear and cogent arguments. I am

very impressed by the number of different outlets she publishes in from the most rigorous academic journals to more generally accessible press.

In some of her recent work she shows clearly how her approach to history can impact on modern political understanding and discussion. In the years after the invasion of Iraq in 2003 there developed a narrative that sectarian confrontation between Sunnis and Shi'ites in the country had lasted for centuries and would inevitably continue. Using her long-term historical understanding, Dr Neggaz's work pushes back against this essentially negative perception, arguing that there is nothing inevitable about it and that such conflict only becomes open and violent in certain political contexts. In doing so I think she is making an important and original contribution to an important political debate.

To conclude, Dr Neggaz is a brilliant young scholar with new and exciting ideas about history and its contemporary relevance. She is very hard-working and writes and speaks fluently in French and English.

Hugh Kennedy

Professor of Arabic

SOAS University of London

23 October, 2023

V. PAC SUMMARY: STUDENT EVALUATION OF TEACHING

Note: Information from student evaluations must be completed by the Chair of the Provost's Advisory Committee. The candidate is not permitted to complete this section.

Describe information provided from student evaluations of teaching that were reviewed in making this promotion and/or tenure recommendation. Indicate the nature of the instructions, when and how many times they were administered for this candidate, and the number of students participating in consideration of this candidate. Provide a summary of the information derived from the evaluation used.

- Nature of the instruments (attach a copy of the instrument).
- When and how many times they were administered for this candidate.
- The number of students participating in consideration of this candidate.
- A summary of the information derived from the evaluation used.

Review of student teaching evaluations is a fundamental aspect of the evaluation of teaching performance. The instructional evaluation forms (attached) are distributed at the end of each course or tutorial. Students voluntarily complete the form and most present do so. They may sign the form if they wish. Students are aware that the forms are reviewed by the Division Chair, the Provost, and are available to all divisional faculty and the PAC during the tenure process.

Student evaluations were administered in every course at the end of each semester from Fall 2018 to Spring 2023 (with the exception of Fall 2021, Spring 2022, and Spring 2023 when Professor Neggaz was on assigned research leave). Faculty voted to exclude Spring 2020 evaluations from review due to disruptions related to the Covid-19 pandemic. With that exclusion, the total number of evaluations received over this period is 102. Review of these evaluations demonstrates that Professor Neggaz's teaching meets expectations for tenure at New College.

Michelle E. Barts
Signature of Chair, Provost's Advisory Committee

1/16/2024
Date

Michelle E. Barts
Name of Chair, Provost's Advisory Committee



As part of the faculty member's permanent record, this form will be used in personnel decisions and for the faculty member's own information. Faculty will not have access to this form until evaluations of students are submitted.

| | |
|--|--|
| Instructor _____ | Name of Activity _____ |
| Term _____ A/Y 20 _____ | Date _____ |
| Number of Terms at New College _____ | Transfer Credit _____ |
| Prior Number of Activities: _____ | ...in this field _____ ...with this Instructor _____ |
| Your Attendance: Regular <input type="checkbox"/> Sporadic <input type="checkbox"/> Rare <input type="checkbox"/> | |

Please comment on . . .

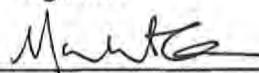
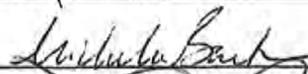
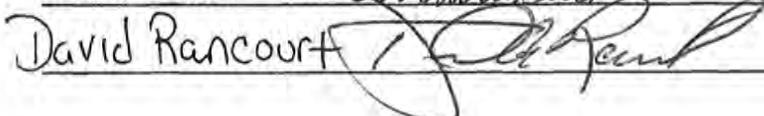
| |
|---|
| 1. The Instructor (e.g., clarity, helpfulness, accessibility, evaluation of your work) |
| |
| 2. The Course (e.g., organization, pace, demands, assignments, suggested improvements) |
| |
| 3. Your Participation (e.g., expectations, interest, progress, success, effort) |
| |
| 4. Any Other Comments |
| |
| Your signature (optional) |
| |

VI. EVALUATIONS BY THE PROVOST ADVISORY COMMITTEE, DIVISION CHAIR AND THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

- In comparison with faculty in similar positions with similar assignments, indicate your agreement with a check mark of the candidate's satisfactory performance in the following chart (evaluations must include all assigned duties including service).

| Performance Area | Division Chair | Provost Advisory Committee | Provost & VP for Academic Affairs |
|--|----------------|----------------------------|-----------------------------------|
| Teaching | / | ✓ | ✓ |
| Research, Scholarship, Creative Activity | / | ✓ | ✓ |
| Service (all areas) | / | ✓ | ✓ |
| Overall Quality | / | ✓ | ✓ |

- Each reviewing body should append a narrative to support the evaluation.
- Each narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.
- Do the candidate's talents, expertise, experience and resources fit the needs, plans and goals of the Program/Division/College? Explain.
- The narratives should be appended in the order of review (Division Chair, Provost Advisory Committee, and Provost and Academic Vice President).
- Where a split evaluation exists, the committee should provide a Majority Report and a Minority Report to provide a balanced view.

| Position Title | Name | Signature | Date |
|----------------|-----------------|--|-----------|
| Division Chair | MARIBETH CLARK |  | 2-20-2024 |
| PAC Chair | Michelle Barton |  | 4/12/2024 |
| Provost | David Rancourt |  | 2.27.24 |

2. Please attach copies of candidate's annual evaluations for each tenure-earning year for tenure candidates, and the last seven years for promotion candidates. Annual evaluations should include narratives including the statements of "progress toward tenure" (for all faculty seeking tenure.)
Note: The Chair of the PAC will be responsible for copying the annual review letters from the candidate's file and placing them in the packet.



Division of Humanities

October 2023

Dr. Nassima Neggaz
Assistant Professor of History and Religion
neggaz@ncf.edu

Re: Annual Evaluation, AY 2022-2023

Dear Nassima:

This letter contains my evaluation of your work in the areas of teaching, research, and service during AY 2022-2023. The evaluation is based on your FAAR form, student instructional evaluations, the evaluations you entered into the Student Evaluation System, and my observations.

TEACHING The four courses you taught this term reflect your expertise in religion, Islamic studies, and history, and experienced healthy enrollments. These included Introduction to the Study of Religion (17), Islam 101: Beyond Western Media (11), Empire, Power, and Culture: The Mongols (8), and Introduction to World Religions (9) for a total of 45 students in classes across both semesters. Two of these courses, Introduction to the Study of Religion (Fall 2022) and Introduction to World Religions (Spring 2023) were new courses that you developed. You also developed a third course, Religion and the Environment, that has yet to be taught, but which may contribute to the Health, Culture, and Society AOC in the future as well as programs in religion and environmental studies. From the numbers in your courses and the new offerings, this seems like a period of building the program in religion, with new approaches that may increase the number of students choosing this AOC in the future.

You are active as an advisor. You sponsored fourteen contracts over the two semesters, and wrote contract certifications that acknowledged strong performance and made suggestions for further study and improvement. You did not sponsor any ISPs, but you sponsored one tutorial providing a student a foundation for studying Islam, and one internship. You volunteered to serve as an academic advisor over the summer.

The narrative evaluations that you write provide insight into the effectiveness of your teaching and what you value—in particular discussion balanced with lecture. Your writing assignments encourage engaged reading and detail-oriented academic writing. You provide students a range of informal ways to participate in class, including class discussion and response papers. Students are also assigned to present on a specific topic in class and to lead a discussion. You usually

assign one formal paper with some guidance as to topic, and have students write at least one exam, which requires the composition of as many as five essays. The evaluations themselves provide descriptions of how students perform in the class as well as a sense of their strengths and the skills they need to develop.

Students comment enthusiastically on the experience of taking your classes in their instructional evaluations. They see you as brilliant, approachable, and supportive, and find your courses well organized, and your use of Canvas, our Learning Management System (LMS), exemplary. They appreciate the clarity of your lectures and the manner in which assignments are integrated into the course. During Fall 2022 you seem to be working through the appropriate balance of reading and written assignments in Introduction to Religion, a new course—some students new to religion as a subject of study perceived the load to be heavy. No such comments on feeling overloaded are found in evaluations from Spring 2023, suggesting that you adjusted your approach in response to those comments.

RESEARCH You had an excellent year in regard to your research, seeing numerous publications appear in print and continuing work on larger projects. Most notable is your book contract with Cambridge University Press for a monograph on the 1258 fall of Baghdad and its contemporary memory. You are also drafting an article that results from papers presented during a two-day workshop at the Paris Institute for Advanced Study and the INALCO to be signed by all workshop participants, a creative and valuable approach to documenting that collaborative moment.

The growing bibliography of your work also includes two essays appearing in two different edited volumes, and another essay that was accepted for publication and is in press. In addition, a piece on “Abū al-Fidā” in *Medieval Muslim Historians and the Franks in the Levant*, volume 2 (Leiden: Brill) is forthcoming. You received an invitation to contribute an entry titled “Mosul before 1500” to the third edition of the *Encyclopaedia of Islam*.

In support of your research on thirteenth-century Baghdad, you attended the American Oriental Society annual conference in Los Angeles, and you took part in a 4-day SERMEISS workshop in Valley Crucis North Carolina in October 2022 (Southeast Regional Middle East and Islamic Studies Society). You also attended two virtual workshops on HathiTrust organized by the Associate Director for Outreach and Education, HTRC (Fall 2022), and attended a twelve-lecture series offered by SOAS University London on *Iran Under the Seljuks and Mongols* by Carole and Robert Hillenbrand.

Your work received awards and recognition this year. You were awarded the 2022 SERMEISS Article/Book Chapter prize for the peer-reviewed article “The Many Deaths of the Last ‘Abbāsid Caliph al-Musta‘sim bi-llāh (d. 1258)” in the *Journal of the Royal Asiatic Society* (2020). This award recognizes outstanding scholarship in Middle Eastern or Islamic studies. In addition, you were one of sixteen scholars selected to participate in a week-long manuscript codicology workshop at the Royal Library of the Monastery of San Lorenzo de El Escorial (RBME) in Spain, focusing on practical approaches to studying manuscripts in Arabic script.

Providing an excellent model for our students, you presented a paper reflecting your research titled "Neighborhood Politics in Medieval Baghdad" for the Religion capstone seminar conducted by our colleague Manu Lopez.

SERVICE Your service to the New College campus and the larger Sarasota community takes many different forms. You served on the EPC, a standing committee that worked on difficult topics such as pre-registration, advising days, and new general education curricular developments. When we needed a French speaker to serve on the search for a Visiting Assistant Professor of French Language and Literature, you generously volunteered. You also provide support for the Muslim Students Association and their activities on campus. Your collaborative work with Manu Lopez, Florence Zamsky, and Fang-yu Li allowed New College to receive a \$35,000 IDEAS (Increase and Diversify Education Abroad for US Students) Award from the State Department to develop new study abroad programs in Morocco and Taiwan. This award led to your participation in a visit to Al-Akhawayn University campus in Ifrane during spring break, March 2023.

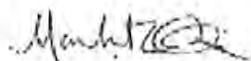
As part of your community-based service activities, you serve on the local Sarasota mosque board, you provided tours of the Sarasota mosque and attended Iftars (meals after sunset during Ramadan) with students.

Overall Assessment

In my judgment, you are fulfilling the expectations for faculty at New College in terms of excellent and thoughtful teaching, active scholarship, and committed service. You stood for tenure and promotion this year, and were promoted to Associate Professor. Congratulations! As the documents in your file showed this past year, you have earned tenure according to your peers.

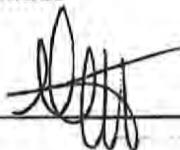
I would be happy to discuss any aspect of this letter, your performance, or your career trajectory. Please sign this PDF indicating that you have received and read it, and return it to me, keeping a copy for your records. Please note that signing does not indicate agreement with the contents. You may wish to address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely



Maribeth Clark
Professor of Music
Chair, Division of Humanities

Signature _____



Date _____

10/26/2023



New College

THE HONORS COLLEGE of Florida

Division of Humanities

July 10, 2022

Professor Nassima Neggaz

Re: Annual Review

Dear Nassima:

This letter contains my evaluation of your work in the areas of teaching, research and service during the academic year 2021-2022. The evaluation is based upon the information in your FAAR form (which forms an integral part of this review), Student Instructional Evaluations, a random sampling of evaluations you entered into the Student Evaluation System, and my own observations.

This was our first year back to primarily face-to-face instruction, although still impacted by ongoing COVID variants. Enrollment across the college remained on the low end, with a student:faculty ratio of 6:1. I recognize that this year was not a simple return to pre-pandemic "normal" but shaped by the long-term effects of the last few years' quick pivots in response and by the college-wide focus on improving retention and enrollment.

During this entire academic year, you were abroad conducting scholarly research as a Fellow at the Institute for Advanced Study in Paris (September 1, 2021 through June 30th 2022).

Teaching

Your assignment did not expect teaching regular courses, tutorials, or thesis supervision this year. You did however serve on 2 baccalaureate committees for students who had worked with you prior to your award.

You note that you also were involved in several efforts to sustain and improve teaching, mostly as your fellowship was approaching its conclusion. You emailed admitted students (more than 20) in an outreach effort recommended to us all by the Provost's Office. You are developing a new course on Religion and Ecology to be cross-listed with Health, Culture, and Societies during summer 2022 (with some funding from our NEH Planning Grant). You are also completing CYC training this summer in preparation for fall term.

Research

You were awarded a prestigious fellowship this year, which allowed you to focus on your scholarly work. Your essay "Les processions religieuses et le partage de l'espace entre Sunnites et Chiites à Bagdad à l'époque Bouyide" (on religious processions and the division of space between Sunni and Shiite in Baghdad in the Bouyide era) was published in an edited collection. You have another essay on "Revolts in the Middle East 1200-1500" in press, and an article on "Abu al-Fida" for a volume on Medieval Muslim Historians and the Franks in the Levant. You are also preparing a piece on "Mosul before 1500" for the *Encyclopaedia of Islam*.

Finally, you continue work on your monograph, *Historiography of the Fall of Baghdad in 1258: Identity Construction and Sectarian Polemics, 1258-1533*, and have submitted the proposal to a university press.

You were exceptionally active in presenting your work this year, which was part of the expectation of your fellowship. You offered a 3-hour presentation and seminar at the Institute for Advanced Study in Paris, with other fellows in March, and at another workshop at the the Institute for Advanced Study and INALCO. You prepared a video in French about your research (available on YouTube), and another filmed at the IAS in collaboration with Prof. Van Rhensterghem that will be shown this summer. You also presented at the New College Medieval and Renaissance Conference.

You note also your continued work to expand and sustain your proficiency in Persian, and your membership in the UK Kitab team which is a Digital Humanities project. This remains an area of interest for you going forward.

Finally, you organized an international conference on Baghdad in Paris, in early June through a partnership between the IAS and the INALCO, and won funding for the event.

Service

You were not expected to participate in college service during your time at IAS. You participated in the grant project for IDEAS to enhance study abroad option for our students.

Following this year's discussion with the PAC, you were interested in taking on a more formal campus committee assignment on your return. You stood for and have been elected to the Educational Policy Committee next year, which is an important and significant assignment.

Summary and suggestions for the future

You made significant movement in your scholarship this term, and are planning to stand for tenure and promotion next year. We discussed your PAC review and your plans both to expand the number of students who work with you; in discussion with your colleagues, it has been agreed that you will offer the introduction to Religion course next term.

I would be happy to discuss any aspects of this letter or your performance with you.

Please keep a copy for your own records. Please also respond to this letter indicating that you have received and read it: [mailto:humanities@ncf.edu?subject=Annual Evaluation 2022](mailto:humanities@ncf.edu?subject=Annual%20Evaluation%202022). Note that signing/responding does *not* indicate agreement with the contents. You may wish to address any disagreements or comments in a separate letter to me, which will be incorporated along with this evaluation in your personnel file kept by the Division of Humanities.

Best,



Miriam L. Wallace
Chair, Division of Humanities



New College
THE HONORS COLLEGE of Florida

Division of Humanities

October 10, 2021
Professor Nassima Neggaz

Re: Annual Review

Dear Nassima:

This letter contains my evaluation of your work in the areas of teaching, research and service during academic year 2020-21. The evaluation is based upon the information in your FAAR form (which forms an integral part of this review), Student Instructional Evaluations, a random sampling of evaluations you entered into the Student Evaluation System, and my own observations.

This was an exceptional year given the ongoing pandemic. Most instruction took place online or in-person with social distance and masking. Disruptions were frequent as testing forced people into quarantine. I recognize that teaching this year required continual adaptation, retooling, and flexibility both for academic work and to attend to the human and emotional toll of multiple factors. In addition, enrollment across the college was on the low end, with a student:faculty ratio of 7:1. Many of the usual opportunities for scholarship and creative work were unavailable under pandemic conditions (archives, museums, exhibitions, live performance). This context is important to consider in reviewing this year's performance.

Teaching

Full information on courses and tutorials taught, contracts sponsored, ISPs and theses supervised and baccalaureate committees served is available in the 2020-21 Faculty Annual Activity Report (FAAR).

You offered *Illness, Healing and Medicine in Islam** (9) and *Islam in Western Media: A Deconstruction** (8) in fall term, and *Empire, Power, and Culture: The Mongols** (6) and *Islamic Movements, Past and Present** (3) in spring. You note many adaptations that you made to your courses and delivery methods to keep students engaged and moving forward, including weekly feedback, fewer long essays and more regular short writing, consultations with the WRC, and blending lecture, discussion, in-class work with materials, and videos in addition to readings. It's clear that you are continuing to modify and adapt teaching to meet students' needs and challenge them effectively. You developed the new *Illness, Healing, and Medicine in Islam* in response to strong interest you've observed among our students. The tutorial that developed out of the *Mongols* class is a good sign too.

You sponsored 2 January ISPs. This year you did not sponsor theses, and you served on 5 baccalaureate committees ranging from Religion to East Asian Studies and one in General Studies. You sponsored 1 tutorial in spring on Iran in the Mongol and post-Mongol periods, which developed out of your course on the *Mongols*. You sponsored a total of 10 contracts across the year. Although you did not sponsor theses, you served on 5 Baccalaureate committees, which is a quite solid number—in fields ranging from Humanities, Religion, and East Asian Studies.

Student evaluations are positive overall. For Islam in Western Media, students praised the clarity of your requirements and guidelines and appreciated your helpful feedback on assignments. Several noted that you helped them manage workload during a difficult term. They recognize your deep knowledge and yet also believe that they developed an ability to engage more knowledgeably with the material; several are impressed by how much they have learned and how their interest grew deeper. For Illness, Healing, and Medicine in Islam, students made similar comments, noting how much they appreciated both their expanded perspectives on health and medicine and also their new appreciation for Islam as a whole. In spring, again students appreciated your prompt feedback on their work and your availability for additional help. Students were again, surprised and pleased by the amount they learned on topics about which they had known little previously. At least one was sad that this would be their last class with you before graduation. A few in Mongols found some of the writing workload on the heavier end, and there are some suggestions about timing of assignments that might be helpful next time around (though others note that it was very well paced).

In my sampling, your evaluations open with a brief and helpful overview of the overall quality of the student's performance, followed by a fuller breakdown of individual assignments and elements with useful and pointed details. You make clear how much each assignment counts in percentages, and you give round scores on exams. Your comments often give advice for improvement while still being encouraging. (There was one evaluation for Mongols where it appeared that work arrived late and full details aren't yet there.)

Research

Your scholarly work continues very active, even prolific. You note that you are completing 3 book chapters and another article for the Brill Encyclopedia of Islam. You plan to return to your monograph shortly.

You published 3 journal essays: one in the *Journal of the Royal Asiatic Society*; another in *British Journal for Middle Eastern Studies*; another in *Studia Islamica*. All of these are over 20 pages and in top journals in your field. You wrote the forward to a volume on the borders of Syria (by invitation). You also published a piece in *The Encyclopedia of Islam* on "Al-Madā'in." You have another piece in press that is a double-page (on the division of space between Shiites and Sunis in Bouyide Baghdad) including a translation of a primary document.

You were invited to speak with a graduate class at Memphis University about your work, and also to give a talk at the University of Calgary for the School of Languages, Linguistics, Literatures, and Cultures. You also attended conferences and workshops online, including one on Arabic Past and a book talk. You were invited to be interviewed for the "Abbasid History Podcast."

You collaborated on an IDEAS Grant to support and build study abroad opportunities for students (we were not successful this year). Finally, you won a 10-month fellowship at the Institute for Advanced Study in Paris for AY2021-2022, and will be on full research leave next academic year. Congratulations!

Service

You served on the Scholarship committee this year, which is a good first faculty committee. You also participated in a summer working group as the faculty representative on Campus Wellness. And you worked with your colleague in Religion on activities and events with support from the Mellon grant.

Finally, you presented at our Campus Conversations series with a student from your class on your course on Islamic Medicine.

You have made some very good beginnings in trying to work towards supporting the study of Arabic on campus, including arranging for a popular tutorial and connecting with colleagues and programs that might be partners. I note that this represents a balance of supporting the program to which you belong (Religion) while also working to build new strengths in Islamic and Middle Eastern studies that intersect with other faculty across the campus. Your support for the IDEAS grant and promotion of a potential exchange with a University in Morocco (which you researched) indicate this direction of thought as well.

Summary and suggestions for the future

You are fulfilling expectations for a tenure-track faculty member at New College across the board with strong teaching, solid service, and really outstanding scholarship in both quantity and quality. In my estimation you are making good progress toward standing for tenure.

I would be happy to discuss any aspects of this letter or your performance with you.

Please respond in email to humanities@ncf.edu or as a comment on the google.doc letter itself to acknowledge that you have received it. Please keep a copy for your own records. Note that signing/responding does not indicate agreement with the contents. You may wish to address any disagreements or comments in a separate letter to me, which will be incorporated along with this evaluation in your personnel file in the Humanities Division office.

Best,



Miriam L. Wallace
Chair, Division of Humanities



New College THE HONORS COLLEGE of Florida

Division of Humanities

August 20, 2020
Professor Nassima Neggaz

Re: Annual Review

Dear Nassima:

This letter contains my evaluation of your work in the areas of teaching, research and service during academic year 2019-2020. The evaluation is based upon the information in your FAAR form (which forms an integral part of this review), Student Instructional Evaluations, a random sampling of evaluations you entered into the Student Evaluation System, and my own observations.

Teaching

Full information on courses and tutorials taught, contracts sponsored, ISPs and theses supervised and baccalaureate committees served is available in the 2019-2020 Faculty Annual Activity Report (FAAR). You also underwent your first PAC (Provost's Advisory Committee) review this year, which is an important overview of these two years at New College from a larger perspective. Overall the review reads very positively, although this committee did not provide a summative overview.

NOTE: This spring 2020 began as usual, but was significantly disrupted by the COVID-19 pandemic; campus went to 100% "remote instruction" during spring break. In response, faculty voted that spring term Instructional Evaluations would be used only for formative information and delivered only to the faculty concerned; they will not form part of this review although you should consult them for your own information.

You offered Introduction to Islam* (final enrollment 5) and Introduction to the Qur'an (4) in fall term, and Empire, Power, and Culture: The Mongols in the Islamic Lands* (5) and Islamic History 500-1500* (3) in spring (campus average enrollment for fall aro. 12). You note that your fall term courses were significantly revised from the previous year, particularly in terms of amending the workload, shortening lectures and adding content on relevant issues (student evaluations suggest that these were successful changes). You made similar changes to Qur'an. In spring you revamped Islamic History (which I noted is cross-listed with History), and you developed an entirely new course "Empire." I note that all four courses are asterixed, which designates them as "Liberal Arts Core" which are entry level courses to a field, but Islamic History sounds conceived as a more intermediate course, which might be better as a "diverse perspectives" rather than a Humanities LAC course.

You sponsored 2 ISPs this year, one comparing prayer practices in Abrahamic religions and the other on Syria and its civil war (which unfortunately was unsatisfactory). This year you reported that you did not sponsor theses, and you served on 1 baccalaureate committee in Religion. I expect that the baccalaureate committees will increase, and I hope that you will soon have the pleasure of sponsoring a few theses. You sponsored 14 tutorials, of which 11 were students studying Arabic with a local consultant who previously helped with Arabic calligraphy and whose work you oversaw to support these students. You are *very* clear in the FAAR form about your significant contributions, in

terms of setting objectives, devising the syllabus and revising when we went remote, collaborating to develop quizzes, and writing final evaluations. I note that you limited this group's size at my direction as a first test of the idea (more than 30 students had expressed interest). You sponsored a total of 4 contracts in this first year of taking on advising.

Student evaluations from fall term are strongly positive across the board. In both classes students praised your accessibility, the clarity of expectations, and your ability to facilitate good and engaging discussions. Students found your classes well-organized and the workload seemed to hit the right balance. Many mention that your feedback on their work from discussion posts to more extensive written work was particularly helpful and constructive. In Intro to Qur'an, one writes simply "love!" and another notes that they learned the most in this class of any they have taken. In Intro to Islam, one notes that this is a great class for someone like them who knew nothing coming in. In both classes students believe that they gained a great deal of knowledge and enjoyed working with you. Students also seem likely to take more courses with you as they become engaged with Islamic studies. You include some details from spring evaluations in your FAAR, and they confirm or expand on the strongly positive details from fall evaluations, touching on similar issues of well-balanced expectations and students' sense that they learn a lot in your courses.

Your own evaluations of students are well-organized, clear, and contain useful details that balance praise and encouragement with direction for improvement. Each breaks out the elements for evaluation (attendance; quizzes; written assignments; exams; etc.) and gives their weight in the course and details both of what the student did (topics, works examined) and how well the student did it. You balance critical recommendations (more work with primary sources, more expansive answers) with praise and encouragement. These are clear and give external readers good information about the student's work and achievements. The only thing that you might add would be an overview statement with external readers in mind. These are detailed but keep the focus on key elements clearly linked to course objectives. These will be useful for students and their advisors going forward.

You have contributed to the academic program and to the College's connection with the community in ways that unite teaching, scholarly expertise, and service—for instance incorporating visits to a local mosque into your teaching, providing expertise to build our library's collection on Islamic Studies, and participating in workshops and meetings on digital humanities initiatives and planning to incorporate DH in your classes as well as your scholarship. I've particularly appreciated your collaboration with our Digital Humanities librarian and with colleagues across multiple fields as you seek to build Islamic Studies and to weave these perspectives into our campus more largely. Your generosity in recognizing the contributions to your work is also noted. This is all of a piece with your ongoing efforts to build Islamic Studies on our campus and into our academic program—again work that transcends and engages teaching, scholarly expertise, and service.

Although we both hope that enrollments will grow, this is a very strong year for teaching with highly successful courses both revised and new.

Research

You report 4 publications in press at this time: one article was accepted without revision to the *Journal of the Royal Asiatic Society*; another in *British Journal of Middle Eastern Studies* (BJMES); and a long 51-page article for *Studia Islamica* (for which you note Calin Murgu designed an important map). And you have in hand a contract for an entry on the city of Mosul for Brill's *Encyclopedia of Islam* (due in December

2020).

You have been invited to write a forward for an edited volume on Syria's borders following being a discussant on some chapters at a workshop at Oxford University in 2018. You have also been invited to contribute a double-page including map and explanatory text for the *Atlas des Mondes Musulmans Médiévaux*.

Additionally, you report 3 invited chapters for edited collections underway this summer.

You presented your work at two conferences in the U.K. in summer 2019 and attended MESA (Middle East Studies Conference) in November. You were to participate in a summer workshop in Oxford, which was cancelled in response to COVID, as was New College's Medieval & Renaissance Conference, for which you were also to speak.

On our campus you presented in your colleagues' classes twice and you also gave a talk this summer on local radio about the Qur'an.

You note that given your scholarly work crosses over both Religion and History, you belong to an expansive group of professional societies—ranging from the American Historical Society and the Modern Language Association to the Middle East Studies Association and the School of Abbasid Studies.

You contributed expertise to a book on intellectual history for a general audience, *The Map of Knowledge*, and were acknowledged. Finally, you continue to work with colleagues from Oxford on an online college of Islamic Studies "Duri College"—a *pro bono* activity.

Service

Although you have not yet served on a formal faculty committee, you have been active in service to your program, the college, and our community. This year you worked with both the International Studies program and the Medieval/Renaissance programs to support various activities such as International Studies Career Lectures, Asian Film series, Reacting to the Past Workshops, and you are serving on the Med/Ren Studies Conference committee.

In your second year at the College, you served on several search committees: a 1-semester Visiting Assistant Professor of French; a proposed Consortium for Faculty Diversity Post-Doctoral Fellow (unfortunately multiple candidates withdrew late in the process); and Visiting Assistant Professor of Religion. You consulted with the Assistant Professor of Philosophy search and met with candidates for other searches. You attended the 38th Annual Conference on The First-Year Experience and reported back on what you learned.

You wrote a proposal for a faculty line in Arabic in response to the President's call for new hires that would support students' professional development, and you continue to seek for ways to support Arabic while being sensitive to other needs.

Together with your colleagues, Prof. Lopez, you have developed a series of annual activities funded by the Mellon Foundation Grant to "promote religious knowledge, literacy, and understanding" in our local community. Conversations, lectures, radio, and film screenings are part of this project (although some were postponed or reconfigured due to COVID).

You contributed both to our IDEAS Grant proposal to support Study Abroad (we were semi-finalists

but were not awarded the grant) and you consult with our Study Away office about new virtual study abroad opportunities.

Summary and suggestions for the future

This was a strong year in teaching, an extraordinary year for your scholarly work despite the cancellation of most travel, and a strong year in service. In my estimation you are making excellent progress towards tenure and promotion. My only concern is that you maintain a good balance across teaching, scholarly work, and program-building that will allow you to thrive at New College. You have said that you love it here, and that is evident in this year's record.

I would be happy to discuss any aspects of this letter or your performance with you. Please respond in email to this letter indicating that you have received and read it here: [mailto:humanities@ncf.edu?subject=Annual Evaluation 2020](mailto:humanities@ncf.edu?subject=Annual%20Evaluation%202020). Please keep a copy for your own records. Note that signing/responding does not indicate agreement with the contents. You may wish to address any disagreements or comments in a separate letter to me, which will be incorporated along with this evaluation in your personnel file in the Humanities Division office.

Best,



Miriam L. Wallace
Chair, Division of Humanities

Signature

Date

*It may be helpful to know that in 2013-2014, average class enrollment was 16; avg. January-ISP sponsored were 8; thesis sponsorship avg. 2.6; avg. baccalaureate committees served on was 4.4, and total tutorials averaged 15. Most faculty sponsored over 20 contracts annually.



New College
of Florida

Humanities

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May 14, 2019
Professor Nassima Neggaz

Re: Annual Review

Dear Nassima:

This letter contains my evaluation of your work in the areas of teaching, research and service during academic year 2018-2019. The evaluation is based upon the information in your FAAR form (which is appended and forms an integral part of this review), Evaluations of Teaching forms, a random sampling of evaluations you entered into the Student Evaluation System, my own observations and information from our discussion.

Teaching

Full information on courses and tutorials taught, contracts sponsored, ISPs and theses supervised and baccalaureate committees served is available in the 2018-2019 Faculty Annual Activity Report (FAAR). I note that our current faculty:student ratio is 1:8, so previous campus averages (enrollment avg. 17 per class; 8 ISPs; 2.4 theses sponsored; 5.5 baccalaureate examinations inclusive; 28 contract advisees per academic year) are no longer pertinent, although they may be useful information to consider when we return to 1:12 or higher.

This year you offered four new courses at New College: Introduction to Islam (enrollment 10); The Qu'ran (8), Islamic History (570-1500): Politics, Society, and Culture* (6); and Islamic Movements: From Early to Modern Religious Militancy* (7). Although I know that you were disappointed some of these classes were quite small, this is not uncommon with new faculty and also a significantly new area of study that students say they want but about which they are not already knowledgeable. (I note that not a single student dropped any of your courses—which is unusual, and a great sign.) We were fortunate to have the external reviewer for Religion here in Spring, and he confirmed that there is a national pattern of students wanting to see Islam in the curriculum, but also not necessarily enrolling in those classes in high numbers. Additionally, past data on class average size (aro 15) is not helpful as course offerings have increased while student enrollment has shrunk a bit. We might consider how to pitch a few classes to draw students in through more explicitly comparative approaches or material that we know might draw them in. You already have some interesting ideas here.

You give some very helpful details about how you developed these classes (the first ever taught in Islamic Studies at New College), from ordering library books to using midterm evaluations to get feedback from students and adapt as the term progressed. Your goals with each of these classes are exceptionally well laid out and thoughtful. It's clear that you put a great deal of effort into planning them and responding to students, and also that you love teaching (something you made quite clear during our end of year meeting). Two fall classes were entirely new, and spring classes were modified from versions you had offered before at previous institutions. You mention working with students on primary materials, and at least one evaluation particularly appreciated that aspect of the class and your instruction.

You sponsored 2 ISPs on Arabic and Islamic Calligraphy, bringing in a local expert to work with the calligraphy group. You also sponsored your first tutorial in spring on "Research and Editing Skills for Publication," helping a student develop a paper for submission (full term, module credit), and the evaluation suggests this was also highly successful. You did not sponsor these this first year, though you did serve on one baccalaureate examinations, although this is not expected in your first year as faculty at New College. You were also not expected to sponsor contracts this year, but will be assigned new advisees next academic year.

Student evaluations of your classes are very positive and often enthusiastic. While some noted in more than one class that they ran out of time for discussing the material (a good sign in many ways), across all classes students praised your constructive and helpful feedback, the organization of the courses, and your willingness to help them with material that was new or difficult. In "Introduction to Islam" students praised you as helpful, responsive, and appreciated your good and constructive feedback. If a few found the workload a bit heavy for an introductory class, others found both readings and length of assignments reasonable, and one noted that they learned more than they expected from an introductory class. Evaluations for "The Qur'an" were even more positive and enthusiastic, praising the organization of the class, clarity of lecture, and thoughtful evaluations of written work. Across both classes, several students noted that their interest in the topic increased thanks to the class and your teaching. In "Islamic History" one student particularly appreciated your extensive suggestions for bibliography for a project, and all sense that you wanted them to do well. One calls "Islamic Movements" their best seminar experience at New College. Across all classes, many students call you "wonderful" "incredible" "accessible" and "helpful." They clearly respect your expertise, sense that you want them to do well, and feel both challenged and supported.

Your own evaluations of students are detailed and very thorough, but also easy to scan since you break out elements of the class to be evaluated (attendance, participation, and responses to readings short essays; Leading discussion; Journal with Class notes; Final Research paper; etc., sometimes with percentages for each) and open with a short overall statement. They run about 500-600 words on average. For students whose work was marginal or less strong you did a particularly nice job of identifying the issue (missed classes, failure to address important issues or the specific question asked, paper length, in-class distraction) and pointing a way to improvement. You give students good recognition for their improvement over the term. These evaluations balance description and evaluation of students' work, pinpointing areas for continued improvement and praising areas of strength or achievement. These evaluations should be useful for students themselves and for their academic advisors and other readers.

Your file demonstrates strong teaching this year overall.

Research

An article, "Sectarianism in Iraq: The Role of the Coalition provisional Authority" (with Tim Jacoby), came out in July, and "Karkh: the Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055)," was accepted with minor modifications by *Studia Islamica* (which you notes is the leading journal in Islamic Studies). You are working with our digital librarian, Cal Murgu, to craft two maps to accompany this article. In February you submitted another essay on "Sectarianism and Memory in the Post-Saddam Middle East: the 'Alaqima." You have an article in press for *The Encyclopedia of Islam* (Brill, 3rd Edition) on "al-Mada'in." And finally, you are working on a book manuscript on the Fall of Baghdad in 1258.

You also presented your work at several professional conferences, first in July of 2018 before your arrival, you presented on "Karkh: the Development of an Imāmī-Shī'ī Stronghold in Early Abbasid and Būyid Baghdad (132-447/750-1055)" at the Summer 2018 School of Abbasid Studies, Yale University. You will

present "The Role of Religion in the Mongol Conquest of Baghdad in 1258" this June at King's College as an invited speaker, and in "Revolts in the Middle East: 1200-1500" at the International Medieval Congress, Leeds University in July 2019. During the term you presented work in progress on our campus as part of a faculty workshop. As enhancement to our academic program, you attended the 38th Annual Conference on The First-Year Experience held in Las Vegas in February 2019 with other faculty, reporting your insights to the Provost's Office.

Finally, in collaboration with Prof. Manu Lopez, you planned a project Religion in Sarasota, a series of lectures, talks, and film screenings that will explore religious diversity in Sarasota, that won support from the Mellon Grant.

This was strong term for scholarly work, particularly given starting a new position.

Service

As a new faculty member you were not expected to serve on campus committees this year. With a larger faculty and only a few standing committees that are appropriate for pre-tenure faculty, it may be some time before we find you a committee, but we will continue to consider the best way forward.

Nevertheless, you did participate in a number of important activities this year, including participating in the Graduate School Workshop for students, representing the Religion AOC at admissions events, and offering a mini-class on Islam at Experience New College. You were part of the search committee for a postdoctoral fellow in African American Religion through CFD (Consortium for Faculty Diversity). You supported several other searches this term by meeting with candidates for Philosophy (particularly those whose work intersect with the Islamic world), Creative Writing, Russian, and Medical Humanities. You also participated in the external review of the Religion program, which involved meetings and collaboration with your colleagues and the reviewer.

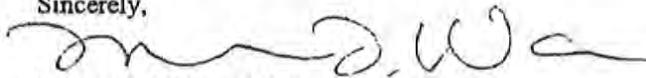
Since the library does not currently have necessary items for our new course offering in Islamic Studies, you are building a list of important books in Islamic Studies for our library to acquire so that we will have some foundational materials in place for fall 2019.

Summary and suggestions for the future

In my estimation your first year at New College was highly successful, with strong work in teaching, active scholarship, and a good start at service including basic citizenship such as attendance and participation at Faculty and Divisional meetings.

I would be happy to discuss any aspect of this letter, your performance, or your career trajectory with you. Please sign one copy of this letter indicating that you have received and read it, and return it to me. Note that signing does not indicate agreement with the contents. You may wish to address any disagreements or comments of your own in a separate letter to me which will be incorporated, along with this evaluation, in your file.

Sincerely,



Miriam L. Wallace, Chair
Division of Humanities


Signature

08/23/2019
Date

DIVISION CHAIR EVALUATION:

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, 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. To disseminate this work, she has published five peer-reviewed articles, and four invited book chapters. She also has a book proposal accepted by Cambridge University Press—they are expecting the manuscript soon. Plans for a second monograph, about festivals in the tenth through thirteenth centuries, are also contained in the file. 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 (NPR), 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 provides a public face to New College's religion program, building connections between students and religious groups in the Sarasota area.

Nassima Neggaz

Candidate: _____

PROVOST'S ADVISORY COMMITTEE EVALUATION:

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Nassima Neggaz is Associate Professor of History and Religion and has taught at New College of Florida since August 2018.

TEACHING

Professor Neggaz teaches ten different courses at various levels in Islamic Studies within the Religion AOC. Six of these courses are cross-listed variously in History, International and Area Studies (IAS), Political Science, as well as Health, Culture, and Societies. As the only professor covering Islamic studies in the Religion program at New College of Florida, Professor Neggaz has single-handedly built the program by offering three introductory courses and four intermediate and advanced level courses on Islam, modeling what would typically fulfill an Islamic Studies major at other institutions. Her thematic courses for the Religion program also expand the horizons for our students in various fields as she adjusts and expands her offerings to support student educational needs and interests.

In their letters to the PAC, students note that they enjoyed Professor Neggaz' courses and appreciated her assistance with their research. Colleagues wrote about the positive impact her courses have had on the curriculum and on their students. They acknowledge her readiness to collaborate so as to strengthen students' educational access and experience. In students' evaluations of her courses, they are consistently positive regarding her teaching, finding her to be "helpful", "clear", and "accessible." They praise Professor Neggaz' passion for her topics and the creative elements of her course design, such as the use of blog posts for writing assignments and in-depth, rewarding readings. Students clearly come away from her courses satisfied, feeling they have learned a lot about the material and topics covered in the class. Professor Neggaz writes detailed, well-structured, and formative narrative evaluations of student performance. Professor Neggaz has offered a variety of tutorials and ISPs on a range of topics within her field of expertise, further enhancing the offerings for students interested in Islam, Arabic, research methods, and the contemporary as well as historical Middle East. It is evident in her teaching reflections and students' letters and evaluations that she takes careful consideration of the students' pedagogical development, adjusting to their capacities and needs depending on their developmental stages. This is also evident in her well-structured syllabi, which detail general rules for the course, learning goals, and clear delineation of due dates for assigned readings and other work. Professor Neggaz' class enrollments have increased as her career at New College has progressed. She has clearly established a following among the students.

Professor Neggaz has served on eight baccalaureate committees, including two when she was on research assignment. Although she has not had the opportunity to chair a thesis committee, students have expressed their appreciation for her constructive guidance in their theses. Professor Neggaz has served as an academic adviser for an average of 5 students per semester. Her contract certifications are concise and informative of each student's overall performance, noting areas of strength as well as areas in need of improvement, and offering strategic guidance. In their letters, students, including some who were not her academic advisees, acknowledge the importance of this guidance for their education at New College and preparedness for graduate programs.

In courses, tutorials, ISPs, thesis committees, and as an academic sponsor, Professor Neggaz has demonstrated her strong teaching skills and positive value to the New College of Florida liberal arts program.

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' work: the city of Baghdad in the Abbasid and Mongol periods; 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' external reviewers praised both the quantity and the quality of her research. Reviewers describe her as a "top-notch scholar" whose record of scholarship is "outstanding and compelling," as a "brilliant young scholar with new and exciting ideas," and one who "has already established herself as an international authority on medieval Baghdad and on the way historical memory works in the contemporary Arab world." A number of her reviewers highlighted the importance and rarity of Professor Neggaz' competence in both classical and modern Arabic as well as other languages. She continues to develop her technical skills, notably in Codicology and Digital Humanities.

Professor Neggaz' scholarly output has been impressive. Since joining New College of Florida, the results of her research are three articles in peer-reviewed journals (in addition to two previous articles), four invited book chapters (two published, one in press, and one forthcoming), a

foreword for an edited book, and two encyclopedia entries (one published, and one forthcoming). The article she wrote about al-Karkh ("Al-Karkh: the Development of an Imami-Shi'i Stronghold in Early Abbasid and Buyid Baghdad", in *Studia Islamica*), received particular praise from Professor Neggaz' external reviewers. One of them said "I've read nearly everything there is to read on the subject. Prof. Neggaz' 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." Her most recent article, on responses to the death of the last Abbasid caliph, received the 2022 Article/Book Chapter award from the Southeast Regional Middle East and Islamic Studies Society. In terms of contemporary research, Professor Neggaz' 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' pipeline of publications is robust, as indicated by her forthcoming book chapters and encyclopedia entry and her monograph under contract with the Cambridge University Press (see below).

In recognition of her scholarship, Professor Neggaz was selected to participate 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*, a sizable undertaking that required investigating over sixty primary sources in Arabic, Persian, and other languages. Professor Neggaz has already received a contract for this project from Cambridge University Press, identified by an external review as the "premier academic press for the field of medieval Islamic studies." One of Professor Neggaz' reviewers stated that her manuscript will "be a major contribution to our understanding of medieval and modern Iraq."

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. 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 13,078 views.

Professor Neggaz' scholarly record demonstrates that she has clearly established herself as an internationally recognized expert on the medieval and modern Middle East and a scholar with a well-established, exceptionally active research agenda for the future.

SERVICE

Professor Neggaz' service activities have contributed greatly to the college, to the local community, and has now extended to international communities as well. On her arrival to campus, Professor Neggaz immediately began building the resources to support the courses she was teaching in Islamic Studies; she was granted a \$2,000 budget to acquire texts and other materials and worked with the library staff to fill this gap in campus resources. Within the Religion AOC she has worked with a colleague to update the CourseLeaf content to reflect the Religion program requirements. As part of her course development, she has also made many connections with a variety of community religious groups to foster student outreach through churches, mosques, and synagogues, through work on the Islamic Society Festival planning committee, and through contacts with the Sarasota Islamic Society.

At the campus level, Professor Neggaz has served admissions and recruiting efforts via participation in our AOC fairs, Experience New College days, and summer outreach activities of emailing prospective students (summer 2022) and new student advising (summer 2023). She has also worked with campus organizations by serving as a discussant/presenter to the campus Asian Film/Talk Series and for the International Studies Career Lecture Series. She has assisted the Muslim Students Association with their activities and has facilitated tours of the Sarasota mosque. In more formal campus committee roles, she has served on the Scholarship committee for 2 years, the Campus Wellness Summer Committee during COVID preparations for fall 2020, the Educational Policy Committee, and the planning committee for the Medieval and Renaissance Studies conference. She has also served on two academic search committees and was a consultant for a third, and she worked on the external program reviews of the Religion and History Areas of Concentration.

Professor Neggaz' service has also extended beyond campus. She has worked with Professor Lopez on creating "Religion in Sarasota" events to enhance knowledge and understanding of religion, all funded through the Mellon Foundation grant; these events have been open to the campus and the wider community, and have included lectures by prominent scholars, films with Q&A sessions, and conversations with members of local religious communities. Notably, the funding for these activities has been renewed and increased over the past two years. She was also part of the planning

team for an IDEAS grant from the US State Department that resulted in \$35,000 being awarded to support two new study abroad exchange programs to Morocco and Taiwan. Professor Neggaz continues to meet regularly with contacts at Al-Akhawayn University to set up the program in Morocco, and she traveled to Morocco in spring 2023 to further develop plans for the program. Other off-campus outreach came from being selected to give a TEDx Talk in Ocala, speaking on teaching of Islamic Studies and showcasing work being done here in Islamic Studies. She was also the co-organizer of "Interdisciplinary Sources and Methods for the Study of Pre-Archival Societies: The Case of Baghdad," a large international conference on Medieval Baghdad held in Paris in June of 2022. Moreover, she has often served as manuscript reviewer for several journals and publishers.

In sum, ever since arriving on campus, Professor Neggaz has shown active and important service to the College and beyond. Her service has enriched the Religion and History programs and supported various other Areas of Concentration. She has contributed to multiple campus activities and organizations, and has made important connections to local and international communities to enhance religious studies both in and out of the classroom.

In the judgment of the PAC, Professor Neggaz meets the conditions of tenure in the areas of teaching, scholarship, and service.

Nassima Neggaz

Candidate: _____

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



Office of the Provost

Candidate for tenure: Nassima Neggaz
Division: Humanities
Discipline(s): History and Religion
Highest degree earned: Ph.D. in Arabic and Islamic Studies from Georgetown University
Joined New College: August 2018
Other experience: Cardiff University, Oxford University, American University, Georgetown
Evidence evaluated: 4 external evaluation letters
102 instructional evaluations from students
5 annual evaluation letters from the Division Chair
PAC evaluation of teaching, scholarly work, and service
Division Chair evaluation of teaching, scholarly work, and service

Table with 2 columns: Yes, No. Rows: Ballots: Divisional Ballot (20 (95%), 1), Provost's Advisory Committee (6 (100%), 0)

Recommendation: Grant tenure for this candidate

This institution will be based on the illimitable freedom of the human mind. for here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it.

— Thomas Jefferson to William Roscoe, December 27, 1820

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices." Once he became President and failed to impeach politically undesirable judges, Jefferson's opinion shifted. In 1821, Jefferson argued for a constitutional amendment that would limit judges to six year terms, as an alternative to "the total irresponsibility under which [the judiciary] are acting and sinning now."

Interestingly, when it came time to recruit faculty to join his University of Virginia, Jefferson offered tenure. In an effort to recruit economist Thomas Cooper to the faculty in 1817, Jefferson noted that "whatever professorships too are established will be permanent." Jefferson made a similar pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be

1 Library of Congress: https://www.loc.gov/exhibits/jefferson/75.html

2 Sitze, A. (2023, April 17). Tenure is a Founding American Value. Inside Higher Ed. https://www.insidehighered.com/opinion/views/2023/04/17/tenure-founding-american-value

3 Founders Online: https://founders.archives.gov/documents/Jefferson/01-01-02-0173

4 Founders Online: https://founders.archives.gov/documents/Jefferson/03-18-02-0064

5 Founders Online: https://founders.archives.gov/documents/Jefferson/03-12-02-0001

sensible that the tenure is in fact for life.”⁶ Jefferson realized that offering tenure was an effective way to recruit the best faculty.

I provide this information to make three points:

1. Tenure is conducive to an environment of free expression and protects freedom of speech by faculty⁷. Tenure can facilitate the ability of faculty and students to, in the words of Jefferson, “follow truth wherever it may lead,” and, in the words of the Florida Board of Governors, create “a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated”⁸
2. If we do not award tenure to high-performing faculty, we will be at a competitive disadvantage to other schools that will offer tenure to top instructors, thinkers, artists, scientists, and researchers. Tenure is also an effective way to retain top faculty, saving the College from costly searches and start-up packages for new faculty hires.
3. Tenure is not a reward for past accomplishment; rather, it is a benefit granted to faculty who we believe will contribute positively to the College for the foreseeable future.

This tenure packet contains summary evaluations of Dr. Neggaz's teaching effectiveness, scholarly activities, and service to the Division, College, and professional community. These evaluations, informed by five years of evidence, include input and assessments from students, faculty colleagues, Division Chairs, the Provost Advisory Committee, and qualified external evaluators. Having read all these materials, I once again agree with the conclusions reached by the Division of Humanities, Chair Maribeth Clark, and the Provost Advisory Committee: **Dr. Neggaz's record of accomplishment in teaching, scholarly activity, and service meets or exceeds the criteria for tenure outlined in Section 4.6 of the Faculty Handbook.**

Rather than again summarizing Dr. Neggaz's past accomplishments, I want to focus on why I am confident that Dr. Neggaz will continue to make significant positive contributions to the New College community, and why those contributions are vital to our success.

Teaching Effectiveness

Professor Neggaz teaches courses in medieval history, religion, Islamic studies, international studies, political science, and health, culture, and societies. This includes the development of three core introductory courses in Islamic Studies, along with the course, *Have a Little Faith: Introduction to the Study of Religion*, and four intermediate-level seminars focused on Medieval History. Professor Neggaz has also offered five ISPs, seven tutorials (including a large group tutorial in Arabic Language). 12% of all New College degrees awarded since 2018 have gone to students in AOCs that take classes from Professor Neggaz.

As members of the Provost Advisory Committee (PAC) note, student instructional evaluations of Professor Neggaz's classes emphasize her clarity and helpfulness in making content accessible to

⁶ Founders Online: <https://founders.archives.gov/documents/Jefferson/03-13-02-0311>

⁷ Fawcett, E. (2023, March 13). What to Know About Tenure and Free Speech Protections. *The New York Times*. <https://www.nytimes.com/article/tenure-protection-free-speech.html>

⁸ SUS Free Expression Statement: <https://www.flbog.edu/2019/04/15/state-university-system-free-expression-statement/>

all students. The PAC evaluation letter highlights the creativity with which Professor Neggaz designs courses, with the use of blog posts for writing assignments. Letters from colleagues in International Studies commented on the positive (and deeply impressive) contributions Professor Neggaz makes to their program by equipping students "with tools to understand the nuances and complexity of the Middle East cultures and societies."

A former student, currently pursuing a Master's of Theological Studies from Harvard Divinity School, submitted a letter in support of Professor Neggaz. In this letter, the former student described a course taught by Professor Neggaz as a "perfect introduction to the study of religion" that integrated historicism and a practical background in theological terminology while projecting a historical and theological lens into contemporary studies and politics.

A letter from another former student (now in the Master of Philosophy in Modern Middle Eastern Studies program at the University of Oxford) commented that 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." Both students noted Professor Neggaz's efforts to engage students both inside and outside the classroom.

Professor Neggaz's careful and creative course design with clear expectations results in accessible, yet rigorous, courses for New College students. The success of New College – including the success of our new core curriculum – requires that we hire and retain creative, collaborative faculty who can provide effective instruction and engaging classroom experiences. Professor Neggaz has demonstrated this ability to advance New College in its vision to become the best liberal arts college in America.

Section 4.6.1 of the Faculty Handbook establishes criteria to evaluate the teaching effectiveness of a candidate up for tenure:

All teachers are expected to be:

- a. Academically demanding in their classes and projects they may sponsor.*
- b. Fully prepared, well organized, informative and intellectually stimulating.*
- c. Open to trying new teaching techniques.*
- d. Most conscientious and speedy in their evaluations of assigned student work.*
- e. Prompt in their official evaluations of student work at the end of the term;*
- f. Willing, outside of class, to discuss with students special academic interests.*
- g. Accessible, helpful, and responsible academic advisors to their advisees.*

In reviewing student instructional evaluations, annual performance reviews from the Division Chair, and letters from colleagues, I agree with the conclusions reached by the Division Chair and Provost's Advisory Committee: Professor Neggaz's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

Scholarly Work

Four external evaluators submitted letters that evaluate Professor Neggaz's scholarly and professional activities:

Vanessa Van Renterghem, National Institute of Oriental Languages and Civilisations (Inalco), identifies Professor Neggaz as "one of the few specialists of the social history of the Medieval Middle East," and details the significant impact Professor Neggaz has made through more than a half dozen publications and projects-in-progress. This external evaluator notes Professor Neggaz's efforts to organize a two-day international conference on the History of Medieval Baghdad in 2022 ("Interdisciplinary Sources and Methods for the Study of Pre-Archival Societies: The Case of Baghdad") as a Research Fellow for the Institute of Advanced Studies of Paris. This reviewer concludes that Professor Neggaz "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."

Adam Gaiser, Professor of Religion at Florida State University, concludes that "there is no question in [his] mind that Prof. Neggaz is deserving of tenure as a top-notch scholar in Islamic studies and Middle East history," noting that Professor Neggaz "has emerged as a leading voice" in her fields of study. In reaching these conclusions, this external evaluator considered Professor Neggaz's five peer-reviewed publications, three peer-reviewed book chapters (with a fourth forthcoming), seven peer-reviewed encyclopedia articles (with another forthcoming), a forward, and two outward facing articles. Dr. Gaiser notes that Dr. Neggaz's level of productivity "would certainly make a strong case for tenure" at Florida State University.

Zayde Antrim, Professor of History and International Studies at Trinity College, describes Professor Neggaz's "impressive range and innovative scholarship" and concludes that Professor Neggaz's program of research exceeds New College of Florida's expectations for candidates for tenure.

Hugh Kennedy, Professor of Arabic at SOAS (School of Oriental and African Studies) University of London (and, according to faculty in our Classics program, perhaps the greatest living historian of the Arab world), describes Professor Neggaz as "an excellent classical Arabist" and a "skilled and cautious scholar." In reviewing Professor Neggaz's work, this external evaluator came away "very impressed by the number of different outlets she publishes in, from the most rigorous academic journals to more generally accessible press."

Professor Neggaz's impressive, wide-ranging scholarly accomplishments have drawn international attention to New College. Professor Neggaz is certainly the type of scholar one would expect to find at the best liberal arts college in America.

Section 4.6.2 of the Faculty Handbook provides guidelines on assessing the scholarly and professional activities of a candidate for tenure:

Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions.

I agree with the reviews conducted by the external evaluators, the Division Chair, and the members of the Provost's Advisory Committee: Professor Neggaz's scholarly and professional activities meet expectations for tenure at New College of Florida.

Service

Professor Neggaz has a strong record of service at New College. This service includes:

- active participation as a member of the Educational Policy Committee, the program committee for the New College Conference on Medieval & Renaissance Studies, the NCF Scholarship Committee, and search committees
- collaborating on the Religion program review
- co-developed and launched the *Religion in Sarasota* Mellon Foundation Grant speaker series to "promote religious knowledge, literacy, and understanding"
- active participation on the IDEAS grant from the U.S. State Department to launch two study abroad exchange programs in Morocco and Taiwan

Professor Neggaz exemplifies the fact that every member of the New College community helps recruit and retain students by regularly participating in AOC fairs and admissions events. Professor Neggaz has participated in Experience New College days and engaged in summer outreach activities by emailing prospective students. Professor Neggaz has also served as a Summer Advisor for new students. Finally, her TEDx Talk and involvement with local Sarasota radio has increased awareness of New College.

A letter of support from an Emeritus Professor details another way in which Professor Neggaz has served the community as a liberal arts college professor:

Over the last decade as the 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 for a Shabbat service, and congregants welcomed her presence and Nassima handled the questions with grace and kindness. When we were brought together for a course on Race and Ethnicity, our planning 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 and our local communities on multiple levels. Nassima Neggaz displays quiet, thoughtful leadership both on campus and beyond.

Section 4.6.3 of the Faculty Handbook outlines the types of service expected from tenured faculty:

1. *Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.*

2. *Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.*
3. *Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee.*

I agree with the reviews conducted by the Division Chair and the members of the Provost's Advisory Committee: Professor Neggaz's record of service meets the expectations for tenure at New College of Florida.

Summary evaluation:

As my appointment as Interim Provost occurred eleven days ago, and as this letter was previously shared with the candidate by then-Provost Thiessen, I find it is in the best interest of New College for me to defer to and rely on then-Provost Thiessen's review, evaluation and recommendation to avoid undue delay in finalizing this application for consideration by President Corcoran. Accordingly, I hereby affix my signature confirming then-Provost Thiessen's evaluation and his concurrence with the recommendations from the Division of Humanities, Chair Maribeth Clark, and the Provost Advisory Committee to grant tenure to Nassima Neggaz.



VI. TENURE RECOMMENDATION

A. CANDIDATE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

New College of Florida's College-wide guidelines on tenure and promotion state:

The College has established minimum criteria for tenure and promotion as follows. Tenure and promotion in the professorial ranks will be granted only to persons of significant achievement, especially in teaching, research/creative activity and service. As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching and scholarship and outstanding achievement in at least one of these areas. Public and professional service also receives significant emphasis.

Total length of time served in tenure earning position at New College of Florida: 5.5 years

Total length of time that the nominee has served in tenure earning positions during his/her professional career at accredited institutions, other than New College of Florida: _____

3. On the following table, list the names and locations of all institutions, including the New College of Florida, where the nominee served in tenure earning positions but did not earn tenure. In each case, indicate the length of each tenure earning period with beginning and ending dates as well as the highest ranks or titles held by the nominee during these periods.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|------------------------|-----------------------------|----------------|-------------|-----------------|
| | | | | |
| New College of Florida | Assistant Professor | August 2018 | | 5.5 years |
| | (Promoted to Associate Prof | August 2023) | | |
| | | | | |

4. On the following table, list the names and locations of institutions at which the applicant actually held tenure prior to coming to New College of Florida. In each case, show beginning and ending dates of tenured employment and highest title or rank.

| Name of Institution | Highest Title/ Rank | Beginning Date | Ending Date | Number of Years |
|---------------------|---------------------|----------------|-------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

B. PROVOST'S ADVISORY COMMITTEE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

RECOMMENDATIONS

1. Vote of Members of the Division.

Number of Members of the Division: 24 eligible voting members

| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| 0 | 1 | 1 | 3 | 0 | 1 | 4 | 2 | 6 | 6 | 11 | 13 |

| | | | |
|--------------|-----|------------|------|
| Grant Tenure | 20 | Abstain | 3 ** |
| Deny Tenure | 1 * | Absent | |
| Defer Tenure | | Ineligible | |

* There was 1 ineligible abstention. This abstention did affect the tally, as it was counted as a negative vote.
 ** There were 3 eligible abstentions. These abstentions did not affect the tally.

Michelle Barton
 Name of Chair, Provost Advisory Committee

Michelle Barton
 Signature of Chair, Provost Advisory Committee

1/9/2024
 Date

2. Vote of Provost's Advisory Committee

Number of Members of the Committee: 6

| American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, not Hispanic | | Hispanic | | White, not Hispanic | | Total | |
|-----------------------------------|---------|---------------------------|---------|---------------------|---------|----------|---------|---------------------|---------|-------|---------|
| Males | Females | Males | Females | Males | Females | Males | Females | Males | Females | Males | Females |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 3 | 3 |

| | | | |
|--------------|---|------------|--|
| Grant Tenure | 6 | Abstain | |
| Deny Tenure | | Absent | |
| Defer Tenure | | Ineligible | |

| NAME | SIGNATURE | DATE |
|-------------------|---------------------------|-------------------|
| Michelle Barton | <u>Michelle E. Barton</u> | <u>1/9/2024</u> |
| Aron Edidin | <u>Aron Edidin</u> | <u>1/9/2024</u> |
| Kristopher Fennie | <u>Kristopher Fennie</u> | <u>01/09/2024</u> |
| Sarah Hernandez | <u>Sarah Hernandez</u> | <u>01/09/2024</u> |
| George Ruppeiner | <u>George Ruppeiner</u> | <u>1/9/2024</u> |
| Alina Wyman | <u>Alina Wyman</u> | <u>01/09/2024</u> |

| WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE | | | |
|---|-----------------------|-----------------------|------------------------------------|
| Divisional Recommendation | PAC Vote | | Composite Recommendation |
| | Yes | No | |
| YES _____ NO _____ | YES _____ NO _____ | YES _____ NO _____ | YES _____ NO _____ |
| No + | 0 1 2 3 4 | 6 5 4 3 2 | = No |
| No + | 5 6 | 1 0 | = Yes |
| *Yes + | 0 1 2 | 6 5 4 | = No |
| *Yes + | 3 | 3 | = No (Tenure) = Yes (Promotion) |
| *Yes + | 4 5 6 | 2 1 0 | = Yes |

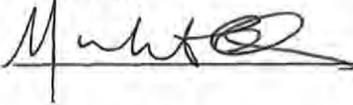
*A divisional recommendation of "yes" requires more than a simple majority. It requires a positive vote by at least three-fourths in a case of tenure [and by at least two-thirds in the case of promotion].

| | Yes | No |
|-------------------|-----|----|
| Divisional Ballot | 20 | 1 |
| PAC Vote | 6 | 0 |

RECOMMENDATIONS ON THE CANDIDACY FOR TENURE

Division Chair

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: MARIBETH CLARK Signature: 
Date: 2-20-2024

Provost & Vice President for Academic Affairs

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: David Bancourt Signature: 
Date: 2-27-24

President

My recommendation is to GRANT tenure for this candidate.
 My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
 My recommendation is to DENY tenure for this candidate.

Name: Richard Corcoran Signature: 
Date: 3-19-24

Chairman, New College Board of Trustees

- My recommendation is to GRANT tenure for this candidate.
- My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- My recommendation is to DENY tenure for this candidate.

Name: _____ Signature: _____

Date: _____

STATEMENT OF REVIEW BY CANDIDATE PRIOR TO CONSIDERATION BY THE PRESIDENT.

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature: Nassima Neggaz Date: 3/4/2024

Signing does not imply consent, approval, or agreement only REVIEW of the document(s) involved in my nomination for tenure.

TANIA ROY

Assistant Professor, Division of Natural Sciences – Computer Science
New College of Florida | Sarasota, FL 34243
taniaroy89@gmail.com | 864.280.1687
www.taniaroy.com

AREAS OF SPECIALIZATION

Human-centered computing applied machine learning, interaction design, broadening participation in STEM through technology-rich learning environments.

PROFESSIONAL EXPERIENCE

Assistant Professor in Human Centered Computing

August 2018 - Present

New College of Florida, Sarasota, FL

EDUCATION

Ph.D. in Human Centered Computing

August 2018

Clemson University, Clemson, SC

Dissertation Topic – Secondlook: a prototype mobile phone intervention for digital dating abuse
Adviser –Dr. Larry F. Hodges

M.S. in Computer Science

August 2013

Clemson University, Clemson, SC

B. Tech. in Computer Science & Engineering

May 2011

West Bengal University of Technology, India

PEER REVIEWED CONFERENCE PUBLICATIONS

1. Hamid,F., **Roy,T.**,(2023). Unveiling Socio-cultural Barriers to Breast Cancer Awareness among South Asians; A Case Study of Bangladesh and West Bengal, India. JMIR Mhealth Uhealth 2023.[Under Review]
2. Skripnikov,A., **Roy,T.**, Beck.,M, Neffati.,F.* (2023). Social Media Account Classification for Improved Insights into Red Tide Awareness in Tampa Bay. *Proceedings of the 2024 Conference on Human Information Interaction and Retrieval. Association for Computing Machinery.*[Under Review]
3. **Roy, T.**, Sparra, J.H., Skripnikov, A., Gilchrist, S., Landers, F., Merker, A. (2023). Fostering Environmental Responsibility with JellyBean: A Google Cardboard VR-based Case Study on Cultivating Awareness in Middle and High School Students about Marine Ecology and the Impact of Everyday Pollutants. *Proceedings of IEEE Virtual Reality 2024 (IEEE VR 2024).* [Under Review]

4. Blake,I.*, **Roy, T.** (2023). Cowork: an accessible interactive system that supports online coworking for students. In *International Conference on Human-Computer Interaction*, pp. 210-222. Cham: Springer Nature Switzerland, 2023.
5. **Roy, T.** (2023). Introducing Virtual Reality to Undergraduate Students: A Hybrid Approach. In *The Journal of Computing Sciences in Colleges*, (38, 6, 2023, Central Plains).
6. **Roy, T.**, Maranzatto., T.,* Loomas.,Z.* (2023). Generating an annotated dataset of abusive text messages using ML algorithms and crowdsourced text messages. *The International FLAIRS Conference Proceedings*. Vol. 36. 2023. (Extended Abstract)
7. **Roy, T.**, Hodges, L.F., Neffati,F*. (2022). Understanding user perception and trust when results from a dating abuse detection application are displayed. In *International Conference on Human-Computer Interaction* (July 2022) Springer, Cham.
8. **Roy, T.**, Young E*, Hodges, L.F. (2020). A second look at SecondLook: Design Iterations and Usability of Digital Dating Abuse Detection and Awareness App. *Proceedings of the IEEE International Conference on Healthcare Informatics, Dec 2020.IEEE*, (pp. 1-11)
9. Hunter,J.*, **Roy, T.** (2020). Prototyping a Mental Health Smartphone Application. In *International Conference on Human-Computer Interaction* (pp. 254-267). Springer, Cham.
10. **Roy, T.**, McClendon, J., Hodges, L.F. (2018). Identifying Abusive Text Messages for College-aged Women to Detect Instances of Dating Abuse. *Proceedings of the International Conference on Healthcare Informatics, New York, NY*.
11. **Roy, T.**, McClendon, J., Daily, S.B., Hodges, L.F. (2016). SecondLook: Participatory design process to create a phone app that detects digital dating abuse. *Proceedings of the International Conference on Healthcare Informatics, Chicago, Ill.*, pp. 320-327.
12. Wu, X., Bertrand, J., Armstrong, R., Ebrahimi, E., **Roy, T.**, Dukes, L. C., Daily, S.B., Luo, J., Fasolino, T., Hodges, L. F., and Babu, S. (2014). Effects of Virtual Human Animation on Emotion Contagion in Simulated Inter- Personal Experiences. *Proceedings of IEEE Virtual Reality 2014 (IEEE VR 2014)*. (March 29-April 2, 2014, Minneapolis, MI), pp. 626 – 635.
13. Daily, S.B., Meyers, D., Darnell, S., **Roy, T.**, James, M.T. (2013). Understanding Privacy and Trust Issues in a Classroom Affective Computing System Development. *Human-Computer Interaction International Conference*. (July 21- 26, 2013, Las Vegas, NV, Springer, Berlin, Heidelberg). pp414-423.
14. Daily, S.B., Gilbert, J.E., Eugene, Gardner-McCune, C., McMullen, K.A., Hall, P.W., Remy, S.L., Woodard, D.L., **Roy, T.** (2013). Alternate Pathways to Careers in Computing: Recruiting and Retaining Women Students. *Proceedings of the 2013 ASEE Annual Conference & Exposition*. (June 23-26. Atlanta, GA), pp. 23.144.1—23.144.11.

15. Gaurav, S., **Roy, T.**, Zeng, J., Charles, E.L., Henry, M., Han, K., Corley, C (2017). ChemAnalyzer: a text analytics platform for chemical surveillance. *ACS 2017: Text-Mining & Natural Language Processing for Chemical Information: From Documents to Knowledge* (April 2-6).

JOURNAL PUBLICATIONS

1. Volante, M., Babu, S.V., Chaturvedi, H., Newsome, N., Ebrahimi, E., **Roy, T.**, Daily, S.B. and Fasolino, T. (2016). Effects of Virtual Human Appearance Fidelity on Emotion Contagion in Affective Inter-Personal Simulations. *IEEE transactions on visualization and computer graphics*, 22(4), pp. 1326-1335.
2. Eggert, J., Dye, C. J., Vincent, E., Parker, V., Daily, S. B., Pham, H., Watson, A. T., Summey, H. and **Roy, T.** Effects of viewing a preferred nature image and hearing preferred music on engagement, agitation, and mental status in persons with dementia. *SAGE Open Medicine*, January-December 2015; vol. 3, 2050312115602579.
3. Daily, S.B., James, M.T., **Roy, T.**, Darnell, S.S. (2014). EngageMe: Designing A Visualization Tool Utilizing Physiological Feedback to Support instruction. *Technology, Instruction, and Learning* 2015, 10(2), pp. 107-126.

*student co-author

BOOK CHAPTER

1. Daily, S.B., Darnell, S., James, M., Joseph, I., Cherry, D., Porter III, J., **Roy, T.** Affective Computing: Historical Foundations, Current Applications and Future Trends. *In Affective Sciences in Human Factors and Human-Computer Interaction. Elsevier Publications.* (Dec 2017). pp 213-231

STUDENT RESEARCH POSTERS

1. Wills, A.*, **Roy, T** (2023). Raising Awareness on Nutrient Pollution-Related Manatee Mortality through a Headset-Based (Quest 2) Virtual Reality Simulation. Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted and will be presented Nov 2023).
2. Wills, A.*, **Roy, T** (2022). Raising Awareness on Boat Collisions with Manatees through Headset-Based (Quest 2) Virtual Reality Simulations. *Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted and presented Nov 2022).*
3. Wood, R.*, **Roy, T** (2022). Creating Gamified Educational Virtual Reality Simulation on Manatee Conservation Using Google Cardboard. *Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted and presented Nov 2022).* [awarded the best student research presentation]
4. Gregg, D.*, **Roy, T** (2022). Creating virtual aquatic environments and animals for google cardboard and oculus quest-based manatee conservation VR simulation. *Student research competition at 2022*

Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted and presented Nov 2022).

5. Fluegge, E.*, **Roy, T** (2022). Creating Remote Telemetry Frameworks for Virtual Reality Applications .*Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted not presented).*
6. Cemek, A.*, **Roy, T** (2022). Increasing Awareness of the Effect of Boat Collision on Manatees Through a VR Simulation. *Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted not presented).*
7. Velosa,L.*, **Roy, T** (2022). SecondLook: Recreating the User Interface of a Digital Dating Abuse Detection phone app & building a secure back-end. *Student research competition at 2022 Consortium for Computing Sciences in Colleges: Southeastern regional conference (Poster Accepted not presented).*

**student co-author*

RESEARCH POSTERS

8. **Roy, T.**, Hodges, L. F., McClendon, J. (2016). Participatory design process of creating a phone application that detects digital dating abuse. *Poster presented at Carolina's Women in Computing Conference (CWIC2016).* (February 19 -20, Myrtle Beach, SC).
9. **Roy, T.**, Hodges, L. F., McClendon, J. (2016). Understanding the feasibility of creating a phone application that detects digital dating abuse. *Poster accepted at the Grace Hopper Women in Computing Conference (GHC 2016).*
10. Chaturvedi, H., Newsome, N., Babu, S., Luo, J., **Roy, T.**, Daily, S.B., Bertrand, J., Fasolino, T., Ebrahimi, E. (2015). Comparative Evaluation of Stylized versus Realistic Representation of Virtual Humans on Empathetic Responses in Simulated Interpersonal Experiences. *Poster presented at IEEE Virtual Reality 2015 (IEEE VR 2015).* (March 23-27. Arles, France).
11. **Roy, T.**, James, M. Gupta, A. Daily, S.B. (2013). A Participatory Design Process for Developing a Tool to Visualize Classroom Engagement. *Poster Presented at ACM Richard Tapia Celebration of Diversity in Computing Conference.* (February 7 – 10. Washington, D.C).

DOCTORAL CONSORTIUM PRESENTATIONS AND RESEARCH DEMONSTRATIONS

1. **Roy, T.**, Hodges, L. F. (2016). Detecting digital dating abuse using machine-learning techniques. *Presented at the Doctoral Consortium ACM Richard Tapia Celebration of Diversity in Computing Conference.* (September 15 – 17. Austin, TX).
2. **Roy, T.** (2016). SecondLook: Detecting digital dating abuse using machine-learning techniques. *Presented at the Doctoral Consortium in IEEE International Conference on Health Informatics.* (October 4-7 2016, Chicago, IL).

3. **Roy, T.** (2016). Research demos at the *IEEE Virtual Reality (IEEE VR 2016)*. (March 19-21 2016, Greenville, SC).

**student co-author*

PANEL PRESENTATIONS

1. Dukes,L., **Roy,T.**, Grossnell,J.,Pence,T., Ebrahimi,E ., McClendon,J., Hodges,.L. (2019). Leveraging Technology to Improve Healthcare. Technical Presentation: Birds of Feather Panel Presentation at ACM Richard Tapia Celebration of Diversity in Computing Conference (September 2019, San Diego, CA).

INVITED TALKS AND PRESENTATIONS

1. **Roy,T.** (2021). A SecondLook at Relationships : Mobile app to detect digital dating abuse and increase awareness. (Presented to high school students at North Carolina School Of Science And Mathematics' accelerated Data Science Program).
2. **Roy,T.** (2020). Design and Empathy: A different road in Computer Science. Code! SciGirls Camp at Mote Marine Laboratory. (Invited 2020 & 2021).
3. **Roy,T.** (2018). *Fighting Digital Dating Abuse: The Effective Use of Technology in the Prevention of Interpersonal Violence.* (Presented at Feminist Friday Lecture Series, New College of Florida, 2018)

HONORS AND AWARDS

External Funding

- **PI:** Cross College Alliance Environmental Discovery Awards Program (EDAP) (2023): For Summer 2023 internship opportunity to develop VR simulations for raising environmental awareness. Funding amount received (~\$9000 – approved, in-process of being granted)
- **PI:** Cross College Alliance Environmental Discovery Awards Program (EDAP) (2022): For Summer 2022 internship opportunity to develop VR simulations for raising environmental awareness. Funding amount received (\$10,000)
- **Co-PI with Dr. Andrey Skripnikov (NCF) and Marcus Beck (TBREF):** Tampa Bay Environmental Restoration Fund (TBERF) (2022): Web-based Dashboard for Twitter Analytics on Environmental Issues . Funding amount received (\$38,000)

Conference Travel Grants

- GHC Faculty Scholar October 2019, 2021
- IEEE International Conference on Health Informatics October 2016
- ACM Carolina Women in Computing (CWIC) February 2016
- Computer Research Association –Women (Grad Cohort Workshop) March 2014
- ACM Richard Tapia Celebration of Diversity in Computing Conference

- February 2013, September 2016
- Grace Hopper Celebration of Women in Computing
October 2012

SYNERGISTIC ACTIVITIES

Institutional service

Department/Division :

- Assistant Professor in Computer Science (Visiting) – Summer 2022
- Assistant Professor in Computer Science (Visiting) – February 2019 – August 2019
- Assistant Professor in Computer Science (Visiting) – December 2019 – January 2020
- Professor in Computer Science (Tenure track – Open rank) – April 2019 – December 2019
- Budget Committee Member (Division of Natural Sciences) – Fall 2019

College:

- Member, Institutional Review Board, New College of Florida - January 2020 – Present
- Member, Educational Policy Committee , New College of Florida - September 2023

Professional Service

Program Committee

- Poster Chair - ACM Richard Tapia Celebration of Diversity in Computing, 2023
- Co-Chair Scholarship Committee - ACM Richard Tapia Celebration of Diversity in Computing, 2022
- Chair Doctoral Consortium –ACM Richard Tapia Celebration of Diversity in Computing, 2021
- Co-Chair Doctoral Consortium –ACM Richard Tapia Celebration of Diversity in Computing, 2020
- Poster Committee Member – Grace Hopper Celebration of Women in Computing Conference -2019

Peer Reviewer for Conferences in

- ACM Global Computing Education Conference 2023
- ACM Symposium on Virtual Reality Software and Technology 2023
- ACM Conference on Automotive User Interfaces and Interactive Vehicular Applications 2023
- ACM SIGCSE (Technical Symposium on Computer Science Education) Paper Reviewer (full) – 2023,2022, 2021,2020
- ACM CHI Paper Reviewer (full paper)– 2021,2020
- ACM EduCHI Paper Reviewer (full paper) -2023
- National Science Foundation (Proposal Reviewer) – 2021
- ACM Interaction Design and Children (IDC) Paper Reviewer (full)– 2021,2020
- Research on Equity & Sustained Participation in Engineering, Computing & Technology (RESPECT) Paper Reviewer – 2021
- ACM Creativity & Cognition Paper Reviewer (full) - 2021
- ACM CHI LBW Program Committee (AC) and Paper Reviewer (2AC) -2021
- ACM CHI PLAY Paper Reviewer (Reviewer)
- Association for the Advancement of Artificial Intelligence (AAAI) Undergraduate Consortium Paper Reviewer – 2021,2020
- Journal of Computer Science Education – Reviewer 2021
- Association for Computational Linguistics 2019

- Conference on Computational Natural Language Learning 2019, 2020
- SIGCSE Poster Committee and Technical Panel Presentation Reviewer – 2020
- Poster Committee Member and Reviewer - Grace Hopper Celebration, 2019, 2020
- Association for Computational Linguistics 2019
- ACM Student Research Competition (Poster and Oral Presentations by Graduate Students) – GHC 2019
- ACM Richard Tapia Celebration of Diversity in Computing Doctoral Consortium Reviewer and Panelist – 2020
- ACM Richard Tapia Celebration of Diversity in Computing Doctoral Consortium Panel Reviewer – 2019
- ACM Richard Tapia Celebration of Diversity in Computing scholarship reviewer -2019
- IEEE 3D User Interface Conference (Poster Reviewer) – March 2016

STUDENT ADVISING

Undergraduate Thesis Sponsor

Current

- Faye Landers
- Alexander Wills
- Ariella Russin
- Saloanee Labh
- Andrew Gordon (co-sponsor)

Graduated

2023

- Tyrell Daniels "*Germanic History: Summarization and Imagery, Making Academic Texts Approachable*", 2023
- Nisanur Genc – "Ethereal : An exploratory study using Virtual Reality Smash Room", 2023
- Natalie Massaro-Koon "Go Go Grocery:" The Creation And Development Of A Virtual Reality Simulation Game", [Co-supervised with Prof. Lepinski], 2023
- Oscar Vaughn - Homage To The Dungeon An Attempted Homage To George Orwell's Homage To Catalonia And The Spanish Civil War, Using Twine Interactive Media, 2023
- Karl Dinang – " An Analytical Comparison of WebSockets in Java, Python, and Go", 2023
- Isaac Blake ": Cowork - an accessible interactive system that supports online coworking for students" -2022
- Alexandra Hinton "Usability Study on a Multi-Platform Social Media Dashboard" [Co-supervised with Prof. Lepinski] -2022
- Alexander Williams "Visualizing the impact of COVID on communities using twitter data" -2022
- Olympia Fulcher "Developing a mobile phone app to support public health organizations"
- Rowan Holop "Developing a desktop app to support task prioritization and goal setting for CS students" -2022

- Daniel Dykiel “ XVII” [Co-supervised with Prof. Carr] -2022
- Hunt Sparra “ Diplomacy AI creation”-2021
- William Pembleton “ Automated Software Engineering Team Creation” - 2021
- Ty Lazarchik “ Accessible Usability: Distinguishing Two Fields of Web Development” – Undergraduate thesis – 2020
- Parankush Bhardwaj “ Information Ecosystems: Improving Information Consumption”- Undergraduate thesis – 2020
- Paul Domke “ Redesigning NCF Forum: Investigating Online Communication in a college setting” Undergraduate thesis – 2020

Baccalaureate Thesis Committee

- Melanie McCord
- Philip Gray
- Leonardo Velosa
- Ender Fluegge
- Jan Fic
- Eleanor Young
- Karl Miguel Dinang
- Jordan Deagan
- Erik Ridd
- Arianna Rodriguez
- Selena Goods
- Elan Works
- Marc Acebedo
- Benjamin Weisman
- Kyle Dennison
- Jennifer Greenberg
- Richard Shlakhov
- Maria Shehata
- Robert Parrish
- Haylee Millar
- Amelia Maddox
- Julian Hunter

Research Mentor

- Alexander Wills – Summer 2022 – current
- Riley Wood – Summer 2022 –2023
- Faye Landers – Summer 2023
- Chloe Jones – Summer 2023
- Alexis Merker – Summer 2023
- Ender Fluegge – Summer 2022
- Devin Gregg (RCAD) – Summer 2022
- Ahmet Cemek – Summer 2021- 2022
- Fehmi Nefatti – Summer 2021
- Leonardo Velosa – Summer and Fall 2021

- Nisanur Genc, Jaden Millington and Tyrell Daniels – Summer 2021 [co-supervised with Prof. Hamid]
- Eleanor Young - Summer and Fall 2019
- Hunt J. Sparra – 2019- 2021

TEACHING

Courses Taught

- Software Engineering -Spring 2020, 2021,2022,2023
- Introduction to Virtual Reality Systems – Spring 2021,2022
- Usable Privacy and Security - Fall 2019, 2021
- Foundations of Human Centered Computing - Fall 2018, 2020, 2023
- Introduction to Programming in Python - Fall 2018, 2019,2023
- Introduction to Augmented Reality - Spring 2019
- Discrete Mathematics (Team taught) - Spring 2019, 2020
- Social and Ethical Issues in Computer Science – Fall 2020
- Introduction to C++ for 2D Game development – Spring 2023
- Introduction to Programing in C - Fall 2016, Spring 2018, 2020

New Course Development

- Software Engineering - Spring 2020
- Usable Privacy and Security - Fall 2019
- Foundations of Human Centered Computing - Fall 2018
- Introduction to Augmented Reality -Spring 2019
- Social and Ethical Issues in Computer Science – Fall 2020
- Introduction to Virtual Reality Systems – Spring 2021
- Front End Web Design & Development – Fall 2021
- Introduction to C++ for 2D Game development – Spring 2023

MEMBERSHIPS

ACM – Professional Member | November 2018 – Present
 ACM-SIGCHI – Member | November 2018 - Present
 ACM-W member | 2016 – Present
 ACM SIGSE member | 2019 - Present
 IEEE Professional Member | 2018 – 2022
 IEEE Women in Engineering member | 2015 – 2017

**NEW COLLEGE OF FLORIDA
TENURE and/or PROMOTION APPLICATION**

ACADEMIC YEAR 2023-24

I. INTRODUCTION

The information in this application packet will be used by New College personnel, including the Provost, Chairpersons, and New College faculty involved in peer evaluation and recommendations for tenure and/or promotion. Therefore it is in the best interest of each faculty member to be certain that the information is as complete and accurate as possible.

- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

Applicants are encouraged to be familiar with Articles 14 (Promotion Procedure) and/or 15 (Tenure) of the Collective Bargaining Agreement (2021-24). The text of these articles may be accessed at:

<https://intranet.ncf.edu/about/departments-and-offices/provosts-office/resources-for-faculty/>

NAME Tania Roy

DIVISION Natural Sciences

DISCIPLINE Computer Science

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of _____

I am seeking Promotion only to the rank of _____

Tania Roy

10/29/2023

Applicant's Signature

Date

PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION

II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment 2018

2. Initial rank of employment Assistant Professor

3. Present rank Associate Professor

Effective date August 2023

4. Years completed in rank at New College 2 months

5. Tenured: Yes Effective date: _____

No

Years of credit toward tenure awarded upon appointment (if applicable) n/a

(Attach copy of letter awarding credit)

III. "THE EVALUATION FILE": GENERAL INFORMATION and EVALUATION SECTIONS

- The contents of this file are drawn from the Personnel File maintained in the Division Office.
- The Faculty member (candidate) is primarily responsible for the compilation and updating of this record.

Description of the Evaluation File (General Information and Evaluation Section) Content for Candidates under Consideration for Promotion

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for:

- a) No fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or
- b) Since hire for candidates for tenure and promotion.

2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.

3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
- For Tenure applicants: include faculty assignment of duties letter for all of your tenure-earning years.
- For Promotion applicants: include faculty assignment of duties letter for the entire period

since original appointment or since last NCF promotion. Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.

- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews [see “invitation to external reviewers” letter, p. 5]
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists.

4. The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate’s teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar’s Office).
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate’s scholarship and creative work. An illustrative letter of invitation follows.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

IV. ILLUSTRATIVE LETTER: Invitation to External Reviewers

(Divisional Letterhead)

(Date) _____

Dear _____

During the [current] academic year, (name) _____ [assistant professor or associate professor] in the Division of [Humanities or Social Sciences or Natural Sciences] at New College of Florida is being considered for [tenure and] promotion to the rank of [Associate Professor or Professor]. External evaluations of a faculty member's research [or scholarship or creative contributions] constitute an important part of our academic review process. You have been suggested as a person who is particularly well-qualified to review and evaluate Professor _____'s scholarly [or creative] work.

I have enclosed [or attached] a copy of Professor _____'s curriculum vitae. While we are particularly interested in your evaluations of Professor _____'s scholarly [or creative] work, if you feel able to make any comments about Professor _____'s teaching or service (to community or profession) we would appreciate those as well. If you know Professor _____, please tell us in what context.

New College is a small public honors college that emphasizes rigorous, high quality undergraduate experiences of which tutorials and independent research, scholarship and creative activities are an important part. Student work is evaluated through narrative evaluations rather than by letter grades. You can find a brief description of the college and its programs at <http://www.ncf.edu/academics> . Because of our emphasis on student research, it is important that faculty be active, visible researchers who, themselves, produce high quality work. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research that might be appropriate at a research university.

*And I note that since spring of 2020, we've all been teaching and working under the challenging conditions of a global pandemic, which has meant in some cases delayed or canceled professional meetings, exhibitions, and publications and more effort adapting to teaching in primarily online or hybrid formats.

Florida sunshine laws and college practice require that your comments be accessible to the candidate and eventually your comments will become part of the publicly accessible record.

Could you please let me know by _____ whether you will be able to provide the evaluation I am requesting.

Should you be willing to serve as an external reviewer, we will arrange to send you an appropriate set of Professor _____'s published [or other as appropriate] materials. We will need your evaluation by (date) _____. An electronic copy (PDF file) signed and on your letterhead, will suffice to begin our consideration, but we will need an original signed paper copy of your evaluation for inclusion in our files.

Tania Roy

Candidate: _____

Thank you for your consideration of this request. I look forward to your response.

Sincerely,

2. Please attach copies of candidate's annual evaluations for each tenure-earning year for tenure candidates, and the last seven years for promotion candidates. Annual evaluations should include narratives including the statements of "progress toward tenure" (for all faculty seeking tenure.)

Note: The Chair of the PAC will be responsible for copying the annual review letters from the candidate's file and placing them in the packet.

VI. EVALUATIONS BY THE PROVOST ADVISORY COMMITTEE, DIVISION CHAIR AND THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

1. In comparison with faculty in similar positions with similar assignments, indicate your agreement with a check mark of the candidate's satisfactory performance in the following chart (evaluations must include all assigned duties including service).

| Performance Area | Division Chair | Provost Advisory Committee | Provost & VP for Academic Affairs |
|--|----------------|----------------------------|-----------------------------------|
| Teaching | ✓ | ✓ | ✓ |
| Research, Scholarship, Creative Activity | ✓ | ✓ | ✓ |
| Service (all areas) | ✓ | ✓ | ✓ |
| Overall Quality | ✓ | ✓ | ✓ |

- Each reviewing body should append a narrative to support the evaluation.
- Each narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.
- Do the candidate's talents, expertise, experience and resources fit the needs, plans and goals of the Program/Division/College? Explain.
- The narratives should be appended in the order of review (Division Chair, Provost Advisory Committee, and Provost and Academic Vice President).
- Where a split evaluation exists, the committee should provide a Majority Report and a Minority Report to provide a balanced view.

| Position Title | Name | Signature | Date |
|----------------|------------------|--|------------|
| Division Chair | Sandra Gilchrist |  | 20/11/2024 |
| PAC Chair | Patrick McDonald |  | 01/12/24 |
| Provost | David Bancourt |  | 2-27-24 |



2 October 2023

Professor Tania Roy
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2022-2023 Academic Year

Dear Tania,

This letter contains an evaluation of your work during the 2022-2023 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. First semester, you were on academic research leave (ARL). Second semester, you taught 2D Game Development with C++ (15 students enrolled) and Software Engineering (11 students enrolled). The 2D Game course was new. It was developed to fulfill the language requirement for computer science students; one student opted to use the course to satisfy the applications requirement. The course was broken into two modules: learning the language and learning SFML-C++ game module to build 2D games. You already have ideas on how to upgrade this new course. This was the fourth time that Software Engineering was offered. Based on feedback from previous offerings, you redesigned elements of the course. Two new projects were introduced. Student groups were also able to propose a final project rather than all groups working on the same project. The project demonstration sessions were held in the library. These were well-attended by students and others in the community.

You also sponsored 9 students in tutorials. Because you were on ARL, you did not have ISPs this year. One senior student completed Computer Science theses with you and you were co-sponsor for two others. In addition, you were a co-sponsor for a student with a Liberal Arts concentration. You were on 10 baccalaureate committees including your four thesis students. First semester while on ARL, you sponsored 5 contracts. Second semester, you sponsored 6 contracts.

Overall, your instructor evaluations were consistently strong. It is evident that students see the passion that you invest in the courses. First semester, you were on ARL. Second semester, in Software Engineering, students found you more than generous with your time. Some noted that this was a challenging, but rewarding class. Students in the 2D game class thought that the course was fun and challenging. The projects were an enjoyable way of learning. Your tutorial students both semesters enjoyed working with you.

Your evaluations of students included a clear description of the course activities. Evaluation methods for student work were explained. As in the past, there were comments on each student's strengths and areas for improvement in the evaluations.

You have continued to grow in your teaching skills. You have made modifications to courses done previously based on student feedback. The changes made to software engineering were successful. The new course that you developed clearly engaged students in applying their programming skills in an interesting way.

Scholarship

You have two publications this year and have a third accepted for publication. One additional paper is in progress, but is submitted. One paper has two student co-authors. This paper was accepted for presentation at the FLAIRS conference. Your second published paper was in *The Journal of Computing Science in Colleges*. For this publication you drew on experiences teaching a virtual reality course for undergraduates during the time of COVID restrictions on classrooms. The final paper was accepted for the International Conference on Human-Computer Interaction. This paper described how your use of coworking spaces such as coffee shops, libraries and similar places to facilitate collaboration was impacted during the COVID restrictions. You used Cowork, a new interactive system to promote online collaboration for students. The final paper is co-authored with Dr. Hamid. The paper was submitted to ACM CSCW, but was not accepted. You plan to continue to work on the paper based on feedback to bring it to resubmission.

You worked with a team of 4 research interns (3 from NCF and one from RCAD summer of 2022), three of whom were funded from an EDAP grant. The individual research efforts were presented at posters at the Consortium for Computing Sciences in Colleges (CCSC) SE Regional conference in November. One of the students won the best student presenter award. Two of the students also participated in the CCSC SE student programming contest and as a team placed 5th out of 14 teams.

You received full funding from the Cross College Alliance Environmental Discovery Awards program to support your 5 interns.

You have had a very productive year for your scholarship. You continue to work with students to expose them to professional conference settings. This is an important, but time-consuming activity. You are also continuing your collaboration with your colleague, Dr. Hamid. This allows you to branch into a different area for your research.

Service

You regularly attended division and faculty meetings second semester. You were a member of the IRB in Spring. You wrote recommendation letters for 2 students and provided phone/email references for 3 other students.

Though it is also listed under teaching, you organized the project demonstrations from your class into a presentation at the library. This was an important community event.

In the broader community, you were a member of a number of professional societies. You were the chair of the poster committee for the ACM Richard Tapia Conference 2023. In this capacity, you recruited reviewers, worked on logistics such as organizing space, budget and participant judging. You continue to play a leadership role for this conference.

This year you reviewed 8 papers for various sections of ACM. In addition, you were a journal reviewer for *Frontiers in Computer Science Journal* (Human-Media Interaction). You are providing a great deal of service both inside and outside the college.

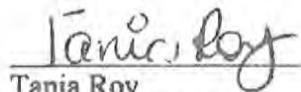
Summary

Overall, you had another successful year. You used your ARL to advance your research. You were active in all aspects needed to advance towards tenure. Thank you for taking a leadership role in your discipline, at the college, and in the broader academic community.

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Tania Roy
Associate Professor of Human Centered Computing

10/09/2023
date



New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

19 September 2022

Professor Tania Roy
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2021-2022 Academic Year

Dear Tania,

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

You participated in several professional development activities this year. From New College, you completed the Kognito activity to improve student advising and student interactions.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. First semester, you taught Front-End Web Design and Development (15 enrolled) and Usable Privacy and Security (10 enrolled). The Front-End Web Design and Development course was a new one for you this year. It is a breadth course in the Computer Science Area of Concentration. You had the students do both individual and group projects throughout the term. You used the opportunity to strengthen industry partnerships using information from this course to discuss transferable skills that would make the students more employable. Usable Privacy and Security was taught for the second time this year. It is a breadth requirement course for Computer Science AOC. You incorporated two guest speakers, NCF's General Counsel and a computer science thesis student. The speakers added an important element to the course that you plan to expand in the future. Second semester, you taught Introduction to Virtual Reality Systems (6 students enrolled) and Software Engineering (9 students enrolled).

Both of these sources were taught last year, but under very different circumstances. The Introduction to Virtual Reality Systems was a new course last year. With the course this year in person, students had more time with the Oculus headsets. Students presented their final projects (a VR game) in a public demo session held in the new College library. This was an excellent way for students to get feedback from audience on their efforts. This was the third time that Software Engineering was offered. The final projects were related to creating a dashboard aggregating Red Tide related materials. The projects were done in conjunction with a colleague in statistics who played the role of an external stakeholder. This colleague gave valuable feedback for the students in developing their websites.

You also sponsored 28 students in tutorials and 7 students in ISPs. Six students were in the ISP concerning Introduction to C# and Unity. Four senior students completed Computer Science theses with you and you were co-sponsor for two others. You were on 8 baccalaureate committees including your four thesis students and the two that were co-sponsored. You worked with 18 students on contracts, 10 contracts one semester and 8 the second semester.

Overall, your instructor evaluations were consistently strong. It is evident that students are comfortable communicating ideas with you. First semester, the Front-End Design class was a new offering in the Computer Science AOC. Students appreciated your helpfulness in the class. There were some comments about how the course could be improved. Students felt that the pace of the class was reasonable. Usable Privacy was a course well-received by students. Timing for the final project may need adjusting in future classes as this was the only comment about material. Second semester, in Software Engineering, the prevailing notion was that students found the work challenging but rewarding. They felt that the feedback was useful. Introduction to Virtual Reality Systems was offered for the second time. Students felt that you were supportive. The general consensus was that the course was fun and stimulating. Your tutorial students both semesters enjoyed working with you.

Your evaluations of students included a description of the course activities. Evaluation methods for student work were clear. There were comments on each student's strengths and areas for improvement in the evaluations. These comments are easy to follow.

You have done well this year in your teaching. Last year, we were still be impacted by COVID for teaching. You adjusted your courses this year from that remote/hybrid mode to transition to an in person mode.

Scholarship

You completed two publications this year. One was accepted and one has been submitted. The accepted paper has a student co-author. The material was presented at the International Conference on Human-Computer Interaction and were published in the proceedings. The second paper under review for 2022 ACM Conference on Designing Interactive Systems. A student is the lead author for this co-authored paper.

You presented an invited talk to high school students in the Computer Science Division of the North Carolina School of Science and Mathematics. All of the students attending were prospective undergraduate computer science students. Two submissions to the Twenty-Second Annual Consortium for Computer Sciences in Colleges: Southeastern Conference Student Research Contest were accepted for presentation under your sponsorship. Unfortunately, neither you nor the students were able to travel to the conference because of continuing concerns about COVID. You also worked with 4 students who made presentations at the Natural Sciences seminar undergraduate poster session in Fall of 2021. Students making poster presentations are learning not only how to compose a summary of their research but also important professional skills in answering questions and summarizing important concepts.

This year, you submitted three grant proposals. The Cross College Alliance Environmental Discovery Awards program was successful. Four student interns were supported from this grant to create activities to raise awareness about environmental issues through use of VR games. A second successful grant was to the Tampa Bay Environmental Restoration Fund with two other

colleagues; you were co-PI. The overall goal of the project is to create a Twitter analytics dashboard to facilitate discussion of environmental issues related to living in a coastal community. The third grant, a REU proposal to NSF, was not successful this year. Feedback from reviewers may provide guidance for resubmitting this proposal.

Building collaborations is critical for networking at many levels. Attending conferences and networking are ways to strengthen your connections to others. Though you were not able to attend conferences this year because of continuing concerns about COVID, you participated virtually and had posters accepted for presentation. Participation in the ACM Richard Tapia Diversity in Computing conference, the ACM CHI Virtual Conference on Human Factors in Computing Systems, and the 22nd International conference on Human Computer Interaction allowed you to continue your networking activities.

Service

You regularly attended division and faculty meetings. You were a member of the IRB this year both Fall and Spring. You wrote recommendation letters (22) for 7 students, some in support of REU applications, some for internships, and some for graduate programs.

You are a member of a number of professional societies. You were the chair of the Scholarship Committee for the ACM Richard Tapia Celebration of Diversity in Computing 2022. In this capacity, you were part of the organizing committee for ACM Tapia conference. This included organizing the call for participants, recruiting reviewers and panelists, and allocating scholarships to students attending the conference. This was a very important leadership role.

You were a reviewer on 1 NSF panel for funding proposals. For the ACM, you were an ACM CHI paper reviewer, reviewer for SIGCSE and a reviewer for the Association for the Advancement of Artificial Intelligence (AAAI) Undergraduate Consortium papers. This type of service allows you to network as well as improving your own professional writing skills.

You are providing a great deal of service both inside and outside the college.

Summary

Overall, you had another successful year. You were active in all aspects needed to advance towards tenure. Thank you for taking a leadership role in your discipline, at the college, and in the broader academic community.

I would be happy to discuss any topic related to your performance or your career trajectory with you. Note that acknowledging receipt does not indicate agreement with the contents. You may address disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Tania Roy
Assistant Professor, Human Centered Computing

Date: 10/20/2022



New College of Florida

THE HONORS COLLEGE

Division of Natural Sciences

5 August 2021

Professor Tania Roy
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2020-2021 Academic Year

Dear Tania,

This letter contains an evaluation of your work during the 2020-2021 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

This was an exceptional year given the ongoing pandemic. Most instruction took place online or in person with social distance and masking. Disruptions were frequent as testing forced people into quarantine. I recognize that teaching this year required continual adaptation, retooling, and flexibility both for academic work and to attend to the human and emotional toll of multiple factors. In addition, enrollment across the college was on the low end, with a student:faculty ratio of 7:1. Many of the usual opportunities for scholarship and creative work were unavailable under pandemic conditions (lab work, field work, work abroad). This context is important to consider in reviewing this year's performance.

You participated in several professional development activities this year. The Faculty Success Program, organized by the National Center for Faculty Development and Diversity, has 12-week modules designed to teach both tenure track and tenured faculty how to increase research and writing productivity while keeping a healthy work-life balance. You completed a year-long set of modules (summer 2020 through summer 2021). You participated in a virtual workshop on teaching HCI online, organized by the ACM EduCHI community. From New College, you participated in the Canvas Academic Continuity for Flexible Delivery workshop. You also completed the Kognito activity to improve student advising and student interactions.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. First semester, you taught Foundations of Human Centered Computing (10 students enrolled) and Social and Ethical Issues in Computer Science (14 students enrolled). Second semester, you taught Introduction to Virtual Reality Systems (7 students enrolled) and Software Engineering (11 students enrolled). This was the first time teaching the Social and Ethical Issues in Computer Science course. You achieved your goal of having students engage in conversation about polarizing topics in a guided conversation. You noted that you used POGIL to engage students in the class. You noted that as the course progressed, the discussions became more open to a variety of viewpoints. The Introduction to Virtual Reality Systems was also a new course this year. This course was challenging in many ways, including providing headsets of different types. There was considerable troubleshooting required to make the course successful,

especially in view of the restrictions of COVID.

Foundations of Human Centered Computing was taught for the second time. You added new materials to the class including using MURAL (a collaboration tool) and a final project. You also included a guest lecture by New College alumnus Dr. Dayton who shared with students current industry practices. The software engineering course was also taught for the second time. This course was challenging in that some of the students were remote and some were face-to-face. You worked with the CEO to incorporate career-related activities into the course.

You also sponsored 25 students in tutorials and 7 students in ISPs. Six students were in the ISP concerning Introduction to C# and Unity. Two senior students completed theses with you in Computer Science. You were on 6 baccalaureate committees including your two thesis students. You worked with 26 students on contracts, 13 contracts each semester. The number of students in your courses was double the college-wide average, based on the median for Fall 2019 (21 students per semester). Your other instructional workload was also very high and unsustainable. Computer Science was missing one professor this year, and hopefully your workload can decrease next year.

Overall, your instructor evaluations were consistently strong. In the Human Centered Computing course, students felt that you were helpful and accessible. There was a balance for students between expectation and support. The course was well organized. There were some comments that the pace was fast, especially in view of issues surrounding COVID. Students in the Social and Ethical Issues in Computer Science thought that you were helpful, accessible, encouraging and engaging. It seems that for some, the pace of the course was inconsistent. This is not uncommon in relatively new courses. The difficulty was confounded by the constraints of COVID on teaching. Second semester, students in the Software Engineering class thought you were accessible and that expectations were clear. Introduction to Virtual Reality Systems was a new course. Students felt that you were helpful, accessible and supportive. Your tutorial students both semesters enjoyed working with you.

Your evaluations of students included a description of the course activities. Evaluation methods for student work were clear. There were comments on each student's strengths and areas for improvement in the evaluations.

You have done well this year in your teaching. You are trying new techniques as well as adjusting for courses you taught last year. It is clear that you have put in a great deal of time in developing and modifying courses.

Scholarship

You did not have any publications this year, however, you are working on two manuscripts this summer. You have received IRB approval to run your Virtual Reality data collection study and test remote user-testing methodology. This is a major step forward for your work. There were some issues with getting materials purchased for your research. For instance, it took 6 weeks to get approval for headset covers. It took more than two months to get specialized wipes for cleaning the headsets in compliance with COVID measures. Two papers were presented at conferences. One talk was titled, "A second look at SecondLook: Design Iterations and Usability of Digital Dating Abuse Detection and Awareness App," at the IEEE ICHI 2020 virtual conference. This paper was accepted as a peer-reviewed full-length paper. It is co-authored with a student and with a colleague, Dr. Hodges. The second talk titled, "Prototyping Mental Health Applications," was presented at DUXU 2020 virtual conference. This talk accompanied the peer reviewed paper accepted for the conference. The paper is co-authored with a student.

You submitted a collaborative NSF grant proposal with Dr. Rycyk and a local community group,
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Unidos Now. Though this was not successful this round, reviews may help you to resubmit. Another collaborative grant was submitted in conjunction with colleagues from Howard University. You would have one of the sub-awards for the project. Again, this grant was not funded. However, it allowed you to network with collaborators. More recently (October 2020), you submitted a collaborative NSF grant with colleagues at Howard University and Clemson University.

You attended four conferences: the 22nd International Conference on Human Computer Interaction, ACM Richard Tapia Diversity in Computing Conference, 8th IEEE International Conference on Health Informatics, and ACM CHI Virtual Conference on Human Factors in Computing Systems.

Building collaborations is critical for networking at many levels. Attending conferences and networking are ways to strengthen your connections to others.

Service

You regularly attended division and faculty meetings. You were a member of the IRB this year both Fall and Spring. You were a member of an immigration review search committee for a Natural Sciences colleague. You wrote recommendation letters (23) for 14 students, some in support of REU applications, some for scholarships, one for an internship, and some for graduate programs. In addition, one of the letters was for an alumnus applying for a full-time job at Oak Ridge National Lab.

You are a member of a number of professional societies. You were the chair of the doctoral consortium-ACM Richard Tapia Celebration of Diversity in Computing 2021. You were a reviewer on 2 NSF panels. For the ACM, you were a reviewer for Computer Supported Co-operative Work papers, ACM Interaction Design and Children papers, and ACM CHI Late-Breaking Work Program Committee (member and reviewer). In addition, you were a reviewer for the Research on Equity & Sustained Participation in Engineering, Computer & Technology (RESPECT) papers and for the Association for the Advancement of Artificial Intelligence (AAAI) Undergraduate Consortium papers.

You are providing a great deal of service both inside and outside the college.

Summary

Overall, you had a very successful year. You were active in all aspects needed to advance towards tenure. You took a series of modules to help with understanding work-life balance. These should give you the tools to succeed without taking on too many tasks. Thank you for taking a leadership role in your discipline, at the college, and in the broader academic community.

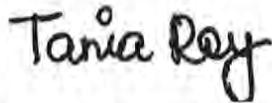
I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any

disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences



Tania Roy
Assistant Professor of Human Centered Computing

08/5/2021

date



New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

June 23, 2020

Professor Tania Roy
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2019-2020 Academic Year

Dear Tania,

This letter contains an evaluation of your work during the 2019-2020 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching

Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught Introduction to Python, Usable Privacy and Security, Discrete Math, Software Engineering, and Introduction to Programming in C. Two of these courses were new. The Python and C courses were important computer programming language courses to introduce students to Computer Science (CS). Software Engineering is a required course for the CS AOC, and you contributed to a co-taught course (as an overload) on Discrete Math for the CS majors. Usable Privacy was an upper level elective course and a WIC. You also sponsored 26 tutorials, 15 ISPs, 3 thesis students, and 27 contracts. You served on 13 baccalaureate committees. The number of students in your courses was double the college-wide average, based on the median for Fall 2019 (21 students per semester). Your other instructional workload was also very high and unsustainable. Computer Science was missing one professor this year, and hopefully your workload can decrease next year.

NOTE: The Spring 2020 semester began as usual, but was significantly disrupted by the COVID-19 pandemic; campus went to 100% "remote instruction" during spring break. In response, faculty voted that spring term Instructional Evaluations would only be used for formative information and be delivered to the faculty concerned. They will not form part of this review, although you should consult them for your own information.

Your instructor evaluations this year were great. The students thought you were clear, helpful, and accessible. They said you were excellent and amazing. They thought that the courses were interesting and well organized and that they moved at an appropriate pace. The students in Usable Privacy found it easy to participate in class, and they felt successful. A few students in Intro. to Python thought that the course moved too slowly, but the majority of the students thought the pace was appropriate. Students with little programming experience felt successful. Your tutorial students also enjoyed working with you.

Your evaluations of students included a description of the course and a list of the ways that the students were evaluated. The narrative for each student included scores (for introductory courses) as well as informative

descriptions of the student's work on writing and projects and on other aspects of their performance. Your tutorial and ISP evaluations included a description of the topic and/or project and the student's accomplishments. Your contract certifications included summaries of the student's work and suggestions for how they could improve. You also mentioned other things the students were doing, such as internships.

Scholarship

You had three conference articles or extended abstracts accepted this year, and one is in press. You have two other articles in progress. You gave a technical presentation at the ACM Richard Tapia Celebration of Diversity in Computing conference and a talk in the NCF Natural Sciences seminar series. You submitted a collaborative NSF grant proposal. You are a member of a number of professional societies. You served on the program committee for two conferences and as a reviewer for five conferences. You attended six conferences and brought NCF students to some of these. I'll mention here that presenting at professional conferences is one of the main ways that computer scientists publish peer-reviewed work (rather than publishing in journals). Your research progress has been impressive this year, but it has been set back this spring and summer because of the COVID-19 pandemic.

Service

You regularly attended division and faculty meetings. In the spring, you joined the IRB committee. You served on three faculty search committees. You were also a member of the Natural Sciences budget committee. You took part in professional development opportunities at NCF related to teaching and grant writing. You helped numerous students receive travel awards to attend conferences, and you are adding specific activities in your courses to support diverse students and to create an inclusive atmosphere in your courses and in the whole CS AOC. You assisted with the proposals for the undergraduate Data Science AOC and the Innovative Digital Media certificate. You also set up a demonstration at an admissions event. You wrote recommendation letters for 11 students.

Summary

Overall, you had a very successful year. You made excellent progress toward tenure in teaching, research, and service. You will need to be careful about moderating your instructional workload. We are lucky to have you working with us at New College. Congratulations!

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,

A handwritten signature in cursive script, appearing to read "Katherine M. Walstrom".

Katherine Walstrom, Ph.D.
Chair, Division of Natural Sciences

year-end letter

2 messages

Katherine Walstrom <walstrom@ncf.edu>

Tue, Jun 23, 2020 at 10:52 AM

To: Tania Roy <troy@ncf.edu>

Hi Tania,

Thank you for your feedback on your year-end letter. I attached the latest draft. Please let me know if you see any errors.

If it looks OK, you may respond to this email to acknowledge your receipt of the letter. We won't sign paper letters this year.

Thanks!

Katie

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Katherine M. Walstrom, Ph.D.
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 **Roy_final.pdf**
1733K**Tania Roy** <troy@ncf.edu>

Tue, Jun 23, 2020 at 11:01 AM

To: Katherine Walstrom <walstrom@ncf.edu>

Hi Katie

Thank you for the letter, it looks OK to me. Please consider this email as my signature and acknowledgement of receipt.

Thanks

Tania

[Quoted text hidden]

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Tania Roy, Ph.D
Assistant Professor of Human Centered Computing
E 157 Heiser Natural Sciences Building
New College of Florida