



# New College

THE HONORS COLLEGE of Florida

July 22, 2019

*Division of Natural Sciences*  
Professor Tania Roy

Division of Natural Sciences

New College of Florida

Re: Annual Review for the 2018-2019 Academic Year

Dear Tania,

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 Introduction to Python, Human Centered Computing, Augmented Reality, and Introduction to Programming in C. The Python and C courses were important computer programming language courses to introduce students to computer science. The other two courses were upper level elective courses. You also sponsored 25 tutorials (16 co-sponsored), 4 ISPs, and 2 contracts in spring semester. The large co-sponsored tutorial was for a discrete math course designed for computer science majors (as opposed to math majors). You served on one baccalaureate committee. The number of students in your courses this year was near college-wide averages. Your tutorial load was too high. 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. Most students thought you were clear. Some students in Human-Centered Computing thought that your initial expectations on assignments could have been clearer, but they acknowledged that your expectations were clearer later in the semester. Your FAAR form explains how you plan to increase the writing instruction resources in this course. Most students thought that your courses were well organized and that they moved at a good pace. Some students mentioned how much they appreciated your care for them, and they liked your willingness to accept their feedback to improve the courses. Many students found your courses interesting and enjoyable, and they felt that they learned a lot and that their skills improved. They thought the assignments and your feedback was helpful. Your tutorial students also enjoyed working with you. These were really impressive evaluations, considering that you had tough audiences in many of your courses this year.

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 as well as informative descriptions of the student's work on projects and other aspects of their performance. You effectively used the internal narrative section to give students helpful suggestions for how they

could improve their work. Your tutorial evaluations included a description of the topic and/or project and the student's accomplishments.

### **Scholarship**

You gave a research presentation for the NCF Feminist Fridays seminar series. You are also preparing for presentations at professional conferences that will take place during the 2019-20 academic year, including a technical panel at the ACM Richard Tapia Celebration of Diversity in Computing conference. You submitted three travel grant proposals; one was awarded and one is pending. You are a member of a number of professional societies. You served as a reviewer for three conferences and for student scholarships to a professional conference. You attended the SIGCSE Technical Symposium and learned valuable information about pedagogy as well as met new research collaborators. Some of your ISPs and tutorials involved students working on your research areas. 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 was impeded by problems with purchasing the materials you needed.

### **Service**

You regularly attended division meetings. You served on two faculty search committees during spring semester and early summer. These were demanding since so many applicants had to be reviewed after candidates turned down our job offers. You served on a panel about navigating marginalized identities in graduate school as part of the Feminist Friday seminar series. You also served on a panel for the ACM Women's History month that discussed working in computer science and data science. You wrote many recommendation letters for students.

### **Summary**

Overall, you had a successful first year at New College. You were very active in all areas of teaching, research, and service, and you are making appropriate progress in all three areas. You will need to be careful about moderating your instructional workload. It has been great to have you at New College. Congratulations!

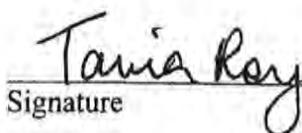
I would be happy to discuss any topic related to your performance or your career trajectory with you. Please sign one copy of this letter indicating that you have received and read it, and return it to me. Note that signing does not indicate agreement with the contents. You may address any disagreements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

8/21/2019  
Date

Candidate: Tania Roy

DIVISION CHAIR EVALUATION:

Dr. Tania Roy is a strong candidate for tenure as evidenced by her work in teaching, research and community service.

**Teaching:** Dr. Roy continues to design and modify courses important in the computer science discipline. She continues to create opportunities for students to gain a better understanding of how the skills they are learning in class can be applied in industry, making the classes important for workforce development. She has collaborated with others in the division to provide students in her classes with real time data for their projects, most recently working with a colleague in statistics with red tide data. She is in high demand for tutorials for students with specific interests. This is a workload issue that should be addressed in the future. Dr. Roy also has a heavy ISP and thesis load. Clearly, students appreciate her attention to detail and the breadth of her activities as evidenced not only in the numbers but also in the consistently positive evaluations from students.

**Research:** Dr. Roy has continued to build networks for her Human-Computer interface research. She worked with a student co-author to complete a publication of her work. She has written successful grants to support her work with students. As co-PI on the Tampa Bay Environmental Restoration Fund grant along with a colleague in statistics, Dr. Roy was instrumental in creating a Twitter analytics dashboard for the project. Dr. Roy was a part of the PUSH/SUCCESS program as a grant subcontract to the Sarasota Bay Estuary Program Grant (Gilchrist, PI), teaching about computer use of VR in sea turtle conservation for the past two summers. She coordinated not only presentations in class, but also worked with the students to gather data on the marine plastics/turtle conservation project. She and her students were excellent additions to the program. The work has resulted in a paper, "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," in IEEEVR 2024.

**Community Service:** Dr. Roy consistently attends division meetings and participates in discussions.

Dr. Roy has been a member of the IRB. This committee requires training to participate and to review proposals for human research projects. This is an important campus wide committee.

Outside of the college, Dr. Roy has participated on committees for organizing panels for the ACM Richard Tapia Celebration of Diversity in Computing. This type of service to the profession is important not only in raising her own profile in the organization, but also showcasing the work done at New College. In addition, Dr. Roy participated on an NSF REU review panel. This is an excellent way to see how such panels work. It should allow her to strengthen her own proposals in the future.

Dr. Roy has done excellent work across the board. She is an important member of the Division as well as a positive member of the campus community.

Candidate: Tania Roy

PROVOST'S ADVISORY COMMITTEE EVALUATION:

## **PROVOST'S ADVISORY COMMITTEE EVALUATION:**

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

## **TEACHING and ADVISING**

Professor Roy has been a professor of Human Centered Computing since Fall 2018. Her research interests are in digital dating abuse detection, environmental stewardship using virtual reality simulations, and usability evaluation and user experience design.

Professor Roy has offered introductory courses in programming (Introduction to Programming in Python, C, and C#) and upper-level courses such as Software Engineering, which is a core requirement for the Computer Science discipline. She has also offered several intermediate/upper-level elective courses such as Introduction to Virtual Reality Systems, Usable Privacy and Security, Foundations of Human-Centered Computing, and Front-End Web Design and Development. Most of these are new courses for the CS discipline at New College and they have proven to be very popular. Most importantly, Professor Roy has incorporated discussions about the policy, societal, and environmental impact of the Computer Science discipline.

The evaluations of her teaching are overwhelmingly positive, with accolades for her helpfulness and responsiveness. As one student noted, they "appreciated her efforts in educating on accessibility and in understanding everyone's differences/skill sets/backgrounds." They describe her classes as demanding but rewarding. A few students wanted more clarity on assignments and consistency in expectations, but most praised Professor Roy's organization and attention to their work. In their evaluations, many students also commented favorably on their own personal progress, and they appreciated the specific skills they have acquired.

Particularly commendable is the way in which she incorporates corrective pedagogy into her courses by directly addressing misconceptions concerning the importance of reading and writing skills in the field of computer science. She is clearly setting her students up for success with a range of both technical and mental tools.

In addition to her regular classes, Professor Roy also sponsors a large number of tutorials and ISPs. She has taught both individual and group tutorials, including several virtual reality project tutorials and a co-taught Computer Science Professional Development tutorial. She has offered a group ISP, Introduction to C# and Unity3D, as a prerequisite for her Virtual Reality class. Professor Roy's approach to teaching emphasizes transferable skills including collaborative and project-based learning, effective communication, and reading and writing skills.

Her syllabi contain extensive information on course expectations, evaluation criteria, and classroom procedures. The syllabi have embedded links to Google docs with weekly

breakdowns of topics and assignments, and the reading assignments are posted on Canvas. They also include links to specific websites developed for the courses.

Her evaluations of student's work typically contain an overall statement of their performance in the course, including a percentage grade, followed by a breakdown of individual assignments and then a summary assessment, which for some classes includes strengths and areas for improvement.

Professor Roy is also in demand for thesis committees and she sponsors a generous number of advisees. She has sponsored on average two thesis projects per academic year. Professor Roy has also served on numerous baccalaureate committees, mostly but not exclusively in computer science. She sponsored between eight and 14 student contracts per semester. Her contract certifications are very useful and thorough, divided into "highlights" of the semester—both areas of success and areas of concern—and "future steps," or areas for future growth.

Overall, Professor Roy demonstrates teaching excellency and dedication to the students' academic development. Her performance in this area meets and exceeds the expectations for tenure at New College of Florida.

### **SCHOLARSHIP**

Professor Roy is a computer scientist specializing in human-centered computing. While at New College, she has focused on three specific project areas within that broader field: 1) digital dating abuse detection; 2) environmental stewardship using virtual reality simulations; and 3) evaluating the applications created in these project areas in terms of their usability and user-experience. One external reviewer indicated that Professor Roy's work is noteworthy for the range of human-centered and machine learning research that it involves, whether in establishing valid datasets, using advanced Machine Learning approaches to identify trends within those datasets, or developing and evaluating an app prototype as an intervention that addresses an important issue for vulnerable populations. Her versatility is also demonstrated by the fact that she has engaged in research beyond these already diverse areas and approaches in the context of collaborations with New College faculty and students.

Since her arrival in Fall 2018, Professor Roy has published seven refereed conference papers, five of which list her as a first author and five of which include New College students as co-authors. In addition to her published conference papers, she has three conference papers currently under review, suggesting increased productivity is highly probable. Professor Roy has given three invited lectures on her work and participated as a member of a panel that involved leveraging technology to improve healthcare. Her students have presented seven research posters for which she is a co-author. In support of her research, she has obtained two grants from the Cross College Alliance and she is a Co-PI on a grant from the Tampa Bay Environmental Restoration Fund.

External letters attest to her expertise in her field. Several referees explained the important role that conference publications play in her field (equivalent to peer-reviewed

journal articles in other disciplines) and indicate that the conferences in which Professor Roy has published are highly regarded. They called special attention to the ACM CHI (Conference on Human Factors in Computing Systems), the premier international conference on Human-Computer Interaction. More than one referee called attention to her productivity with students. Her record of involving students in her research is impressive, time-intensive, and highly valued. Finally, one referee called attention to Professor Roy's extensive work as a reviewer for conference papers and grants, noting that her selection for service is a reflection of the high esteem in which her work is held.

Overall, Professor Roy's performance in this area clearly meets expectations for tenure at New College of Florida.

### **SERVICE**

Professor Roy has a strong record of service to the college, her division and her profession. During the period under review she has served in the Institutional Review Board, starting in December of 2019 to Spring of 2023, where she has reviewed both full and expedited protocols. This standing committee of the faculty is demanding and critical to the functioning of the academic program. Professor Roy has also actively participated in three search committees for visiting positions and one for a tenure track position in computer science. She was involved in this type of service beginning in the spring semester of her first year at New College and continued until the summer of 2022.

Professor Roy has served in the budget committee of her division (Natural Science). As the record indicates, she has been actively engaged with her colleagues in Computer Science in planning and designing course offerings; in revising the curriculum of their new and growing area of concentration; and having an active participation in the Computer Science external review process.

Professor Roy has been very responsive to requests from the New College community from the beginning of her career at our institution. She has participated in panels organized by faculty and student organizations in the college (Navigating Marginalized Identities in Grad School and ACM Women's History Month: Education and Celebration). She has also been actively involved in student engagement and recruitment efforts, working with Admissions on events such as Admitted Students Day and Experience New College; offering virtual reality demo sessions (with NCF CS students) during those events; and corresponding with prospective students interested in computer science.

Professor Roy also has a remarkable record of service to the Computer Science community. Since Fall of 2019 she has been invited to serve as a paper reviewer for several CS conferences such as ACM SIGCHI, ACM SIGCSE, CONNEL, AAAI, and ACM CHI PLAY. She has also participated in three National Science Foundation panels, during Spring and Fall of 2020, reviewing funding proposals. She has been closely involved with the Grace Hopper Women in Computing Celebrations (GHC) and with the ACM Richard Tapia Celebration of Diversity Computing Conference, where she was the deputy and chair for the Doctoral consortium events for the 2020 and 2021 conference sessions. She has also

served as the Co-Chair for the Scholarships committee in the Fall 2022 Tapia conference session and currently serves as the Chair for the Student Research Poster Committee.

Overall, Professor Roy's performance in this area has been consistently strong throughout the period under review, and clearly meets the expectations for tenure at New College of Florida.

Candidate: Tania Roy

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

**Candidate for tenure:** Tania Roy

Division: Natural Sciences

Discipline(s): Computer Science

Highest degree earned: Ph.D. in Human Centered Computing from Clemson University

Joined New College: August 2018

Evidence evaluated: 5 external evaluation letters  
236 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	24 (100%)	0
	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<sup>1</sup>

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time<sup>2</sup>. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices."<sup>3</sup> 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."<sup>4</sup>

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."<sup>5</sup> Jefferson made a similar pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be

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

<sup>2</sup> 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>

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

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

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

sensible that the tenure is in fact for life.”<sup>6</sup> 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 faculty<sup>7</sup>. 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”<sup>8</sup>
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. Roy’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. Roy’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.

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

### Teaching Effectiveness

Professor Roy teaches introductory programming courses (in Python, C, and C#) and upper-level Software Engineering courses for our Computer Science program. Additionally, Professor Roy has developed and taught popular, cutting-edge courses, including Introduction to Virtual Reality Systems, Usable Privacy and Security, and Foundations of Human-Centered Computing. Professor Roy is a popular professor, with enrollments in her courses, tutorials, ISPs (as well as her thesis and advising loads) all being well above the norm. Since Tania’s arrival in 2018, Computer Science has produced more graduates than any other area of concentration at New College.

As noted in the evaluation letter from the Provost Advisory Committee, student instructional evaluations for Professor Roy’s classes are overwhelmingly positive. Students appreciate the

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

<sup>7</sup> 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>

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

accessibility of her demanding, yet rewarding classes, and her detailed syllabi. More importantly, students see the skills they develop and the knowledge they gain as a result of Professor Roy's classes.

Further evidence of Professor Roy's teaching effectiveness comes from the external evaluation letter from Dr. Tom Dayton (NCF graduate now working at IBM):

*I was impressed with Dr. Roy's appropriateness of technical engagement with her students – advanced enough to entice them to push themselves further, while not so advanced as to make them feel inadequate to undertake those adventures. I was impressed in particular with the students' active collaboration with me and with Dr. Roy, rather than the passivity or deer-in-headlights I more often experience in my job when lecturing on these rather technical and dense topics even to Masters graduates who have been employed for a year.*

Letters of support from current and former students describe Professor Roy's efforts to encourage student collaboration and engage students in authentic, project-based learning. A colleague noted that he is "pleasantly confronted with the work of Prof. Roy and her many students" every day, noting that posters of the work of Professor Roy and her students are displayed at the entrance to the Heiser Natural Sciences building. Other colleagues note the enthusiasm with which students discuss their experiences in Professor Roy's classes. One colleague in particular – a colleague that I know has extensive pedagogical skill and knowledge – cheerfully admits to borrowing teaching tips from Professor Roy.

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 Roy will be a centerpiece to the Techne side of our core curriculum, as her record as an instructor and student mentor will 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 Roy's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

### Scholarly Work

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

Toni Pence, Chair and Associate Professor of Computer Science at UNC Wilmington, praises Professor Roy's ability to engage undergraduate students in her research, and describes Professor Roy as "an exceptional candidate for tenure and promotion." This external reviewer notes the fact that Professor Roy has been awarded more than \$72k in internal and external grant proposals.

Tom Dayton, Design Strategist, Tactician, & Architect at IBM (and, more importantly, a graduate of New College), strongly recommends Professor Roy for tenure at New College. Noting that the human-computer interaction field "communicates far more through rigorously peer-reviewed conferences than it does through journals," Dr. Dayton came away impressed with Professor Roy's peer-reviewed journal and conference publications, noting that Professor Roy puts current technologies (AI, VR, cloud computing, mobile devices) inside human-centered foci.

Pamela Wisniewski, Associate Professor of Computer Science at Vanderbilt, describes Professor Roy's scholarly output as "a suitable profile for a faculty member with a 2-2 teaching load and significant undergraduate student advising responsibilities." This external reviewer was impressed with Professor Roy's ability to engage undergraduate students in her research to educate them on the importance of human-centered computing on broader societal issues.

Juan Gilbert, Chair of the Department of Computer & Information Science & Engineering at the University of Florida, concludes that Professor Roy "has met the necessary requirements for tenure" with a publication record that is "very good for someone that is not at a major research university."

Andrea Tartaro, Associate Professor of Computer Science at Furman University, comments that Professor Roy "is publishing in respected and important [peer-reviewed] venues with local, national, and international audiences." This external evaluator summarizes the impact of Professor Roy's scholarly work in synthesizing complex topics in an accessible manner, engaging students in technical and behavioral research methods, and providing students with transferable, career-building skills.

Every time I've talked with Professor Roy about her research, I've responded with, "Oh, that's cool." Her research in human-centered computing, with a focus on digital dating abuse detection and environmental stewardship through VR simulations, is both accessible and highly technical, resulting in fascinating datasets, interesting research questions, and complexities surrounding privacy and the ethical treatment of human subjects. It's easy to see why students are drawn to work with Professor Roy.

As the external reviewers note, Professor Roy involves undergraduate students with her research in a meaningful way. In actively involving NCF students in her externally-funded research,

Professor Roy 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.

In addition to the journal publications, peer-reviewed conference publications, book chapter, research posters, and invited talks and presentations listed in her CV, Professor Roy is co-PI on a \$38,000 grant from the Tampa Bay Estuary Fund. Professor Roy has also received \$10,000 in funding from the Cross College Alliance Environmental Discovery Award for summer internships to develop VR simulations. Professor Roy's service on three National Science Foundation review panels and her review of conference papers for the Conference on Human Factors in Computing Systems further point to her scholarly engagement.

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 Roy's scholarly and professional activities meet expectations for tenure at New College of Florida.

### Service

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

- serving on 7 faculty search committees in Computer Science and the Natural Sciences Budget Committee
- serving on important College committees, such as the Institutional Review Board and the Educational Policy Committee
- working with New College students on a two-day coding camp as part of the summer PUSH-SUCCESS program
- active involvement in revising the Computer Science area of concentration curriculum

Professor Roy has also demonstrated a commitment to the post-graduation outcomes of our students. In her time at New College, Professor Roy has partnered with our Center for Career Engagement and Opportunity to:

- Offer and teach courses specifically related to career preparation
- Include career skill development instruction by CEO staff in multiple courses
- Require outside-of-class career development skill building activities in courses
- Sponsor and evaluate 10+ academic internships through college reporting processes

- Create opportunities for students to apply their skills through internships/research
- Meet with employers for advisement to ensure relevancy of course instruction to industry
- Complete career advising training for faculty becoming a Career Design Champion
- Connect the world-of-work and/or career or transferable skill building to her teaching

Through her service to the College, Professor Roy has demonstrated alignment with two key College priorities: student retention and post-graduation outcomes. Professor Roy will be a cornerstone to the Techne side of our core curriculum and to our continued improvement in the post-graduation outcomes of our students.

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 Roy'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 Tania Roy.



**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: \_\_\_\_\_

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

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: TANIA ROY

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

**RECOMMENDATIONS**

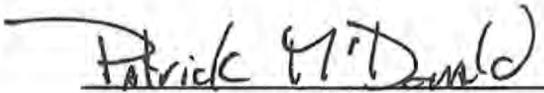
1. Vote of Members of the Division.

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	24	Abstain	2*
Deny Tenure	0	Absent	0
Defer Tenure	0	Ineligible	0

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



Name of Chair, Provost Advisory Committee



Signature of Chair, Provost Advisory Committee

01/11/24

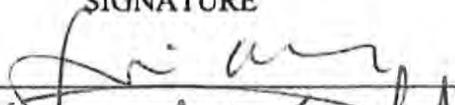
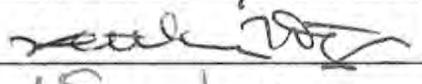
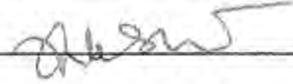
Date

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
Jess A. FORTGAL		01/09/24
Patrick M'Donnell		01/09/24
TARRON KHEMRAJ	Tanna Khemraj	01/09/24
Katherine Brian		01/09/24
Haniang Sendous	Haniang Sendous	01/11/24
Xia Shi		01/11/24

WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE			
Divisional Recommendation	PAC Vote		Composite Recommendation
YES <u>X</u> NO <u>    </u>	Yes	No	YES <u>X</u> NO <u>    </u>
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	24	0
PAC Vote	6	0



UNIVERSITY OF NORTH CAROLINA WILMINGTON

Dr. Toni Pence  
CIS Building, Room 2041  
910.962.3886  
[pencet@uncw.edu](mailto:pencet@uncw.edu)

September 30th, 2023

Dear Tenure Review Committee,

It is my pleasure to externally evaluate the Tenure Package submitted by **Dr. Tania Roy** based on the review process information provided by New College of Florida. I am the Department Chair of Computer Science and an Associate Professor at the University of North Carolina Wilmington. I became an Associate Professor in August 2021 and the Department Chair in March 2023 and since that time I have participated in the tenure review process for the Computer Science department for three of my colleagues. I came to know Dr. Roy when we were both graduate students at Clemson University and we remained in touch after I continued my academic career at UNCW. Over the years we have met up at conferences, such as Grace Hopper and Tapia.

Dr. Roy has established herself as an active researcher and publisher, especially notable is her ability to conduct and publish research with undergraduate students. The conferences and journals she has successfully published in or plan to submit to are well known, reputable venues. The conferences she has chosen are appropriate places to present her work and fit nicely with her research area. Dr. Roy has shown evidence of doing interdisciplinary and collaborative work across the college. In her tenure statement, she shows a unique ability to be able to take a large research project and break it down into easily digestible components for undergraduate students. Conducting research in this manner, allows students to gain hands-on experience with research from inception through development, testing and ultimately with a publication or presentation. Since 2019, Dr. Tania Roy has been awarded over \$72K pertaining to her internal and external grant proposals. Each of these funded projects demonstrate her ability to productively work with NCF students and faculty.

Overall, Dr. Roy is an exceptional candidate for tenure and promotion. If Dr. Tania Roy was applying for tenure at UNCW she would be approved by our department with a resounding yes! Based on Dr. Roy's tenure packet it is hard to see her as anything other than a valuable contributing member to NCF and your department.

If I can be of any further assistance, please do not hesitate to contact me.  
Sincerely,

RECEIVED  
Oct 3, 2023

DEPARTMENT OF COMPUTER SCIENCE

601 SOUTH COLLEGE ROAD · WILMINGTON, NORTH CAROLINA 28403-5618 · 910-962-7182 · FAX 910-962-7457

IBM Silicon Valley Lab  
Physical Location: 555 Bailey Avenue, San Jose, California  
Mailing Address: PO Box 647, Redwood Estates, California, 95044  
Email: [tdayton@acm.org](mailto:tdayton@acm.org) or [tom.dayton@ibm.com](mailto:tom.dayton@ibm.com)  
Cell Phone: 925-989-2589



Friday, September 29, 2023

**This letter is my opinion as an individual, not representing IBM.**

Dr. Sandra Gilchrist  
Chair, Natural Science  
New College of Florida  
[gilchrist@ncf.edu](mailto:gilchrist@ncf.edu)  
941-487-4598

Dear Dr. Gilchrist:

I enthusiastically recommend Dr. Tania Roy for tenure at New College! I base my recommendation on my interactions with Dr. Roy and her students, her scholarship and professional activities, my familiarity with New College, and my knowledge of human-centered design, which is the major theme of her work.

#### **My Interactions with Dr. Roy and Her Students**

I was excited in 2018 to learn that someone interested in human-centered design was joining the faculty, so when I arrived on campus for the 2020 reunion I emailed her, asking to meet so I could offer to lecture or support in other ways. On the spot during our meeting in her office, she conceived how to leverage me as a resource to augment her programs. COVID derailed our original plan for an educational in-person workshop on *Managing Your Project To Its Requirements* with her Software Engineering students, so we switched to me lecturing virtually on that topic in March 2020. She invited me to then watch and comment on those students' final project presentations in May. Then I virtually lectured on *Usability Testing* to her Foundations of Human Centered Computing class.

In all those activities, I was impressed with Dr. Roy's appropriateness of technical engagement with her students—advanced enough to entice them to push themselves further, while not so advanced as to make them feel inadequate to undertake those adventures. I was impressed in particular with the students' active collaboration with me and with Dr. Roy, rather than the passivity or deer-in-headlights I more often experience in my job when lecturing on these rather technical and dense topics even to Masters graduates who have been employed for a year. I credit these New College students' attitudes and behaviors largely to Dr. Roy having cultivated those before I interacted with the students. I was impressed by the students' presentations of their final projects—not just the contents of the projects, but the presentation materials' quality, the students' speaking skills, and the students' abilities to respond to my questions. My questions challenged the students to on-the-fly comment far beyond the literal contents of their slides and the immediate scopes of their projects, to future

research and development trajectories on their topics. Especially that ability to riff off of their original ideas, is a good indicator that these students are forming into good researchers, designers, and engineers, under Dr. Roy's cultivation.

Finally, I was impressed that the students' projects were technologies in service of well-articulated goals to benefit humans and the world, rather than merely having *face* validity for the relevance of nominally cool technologies. That conscious human-centricity of creating and applying complex, current technologies such as "AI" including machine learning (ML), virtual reality (VR), cloud computing, and mobile devices is notable of Dr. Roy's research as well as her teaching.

### **Scholarship and Professional Activities**

The human-computer interaction field communicates far more through rigorously peer-reviewed conferences than it does through journals. I was surprised by that as I moved from my undergraduate experience in experimental psychology research, into the human-computer interaction field during my PhD education and then throughout my career. I suspect that focus on conferences is for three reasons. First, because the rapid change of information technology and quickly subsequently its interaction with humans makes journal publication too slow to be as much use as it is in more purely science fields. Second, human-computer interaction is difficult to understand from merely reading about it; hands-on trials and even live demonstrations are better than videos, let alone words and static pictures in a journal. Third, learning how to apply new information to actually *do* designing, especially when the knowledge is methods or skill, is much more feasible when you can personally interact live with the author. I believe you should be impressed, as I am, by Dr. Roy's extensive list of not just journal articles and a book chapter, but also her conference publications, presentations, and demonstrations.

The importance of conferences in the human-computer interaction research field also is why Dr. Roy's extensive experience as a reviewer is a good indicator of her strong, longstanding, and ongoing contributions to the field. The fact that conferences are the major medium of communication, means that conference submissions must be rigorously reviewed by highly competent researchers, if conferences also will be *valuable*. For conferences to *remain* valuable, reviewers must coach submitters on how to improve their work. From what I've witnessed of Dr. Roy's interactions with her students, I'm confident that she does an excellent job of that too. Dr. Roy's review and program committee services show that she proactively works to create and maintain the field's culture of productivity and relevance.

I'm pleased to see participatory methods as subjects of several of Dr. Roy's publications and presentations. Direct, active participation by actual users and

other stakeholders is how designers can put their money where their mouth is, rather than the all-too-common and “easier” approach of observing users, asking them questions, and getting their feedback on designs that were created without them. I say “easier,” because those non-participatory methods are easier for getting *something* designed, just for the sake of being able to show something by a deadline, regardless of whether it truly meets the real requirements of real users. Dr. Roy’s research on participatory methods is an indication that she is interested in pursuing topics that are most fruitful in real life application.

Dr. Roy’s research includes highly technical, current, information technologies such as “AI” (e.g., machine learning—ML), virtual reality (VR), cloud computing, and mobile devices. But what is most noteworthy is her putting those technologies inside human-centered foci, rather than the infuriatingly common shoehorning into humans’ lives, of technologies whose main attributes are nominal coolness, innovation for the sheer sake of “innovation,” speed of getting to market, or profitability. I spend a large portion of my job trying to get people who are hyper-focused on tech for those other reasons, to do what Dr. Roy is doing in her research, especially in the domains of machine learning and other AI approaches. So it is refreshing to see Dr. Roy working from the perspective of consciously collapsing disciplinary boundaries, and training her students to do the same.

### **Fit to New College**

Dr. Roy’s involvement of students with strong roles in her research projects is impressive, exemplary of what I demand of New College faculty. It is especially impressive given the aforementioned cross disciplinary natures of most of the student-involved publications and other projects. Cross-disciplinary work can be even more overwhelming for undergraduates than it is for PhDs. The challenges of the interdisciplinary work that Dr. Roy coaches students to do either as her junior collaborators or as the project leaders, are amplified by the cutting edge natures of the technologies that Dr. Roy engages. Supporting and even encouraging students to cross disciplinary boundaries is what I expect of New College faculty, because proactively supported flexibility is one of New College’s distinguishing traits.

Students are well served for careers as *applied* researchers or engineers, by Dr. Roy’s coverage of *software engineering* rather than only its components such as programming, algorithms, and even human-computer interaction research. Software engineering is how to make cool ideas real. Human-centered design is by definition an applied field. I have a great deal of experience with professionals in the field whose excellent research goes to complete waste for lack of their provision of an adequate—or any—path from interesting idea to manifestation in the real world of use. This is the chronic Valley of Death in both academic and commercial research. Typically, researchers throw their ideas out for some unspecified other person to pick up and carry forward into actual practice.

Instead, almost all those ideas just flop around in the sun until they die. Dr. Roy's coverage of abstract research topics integrated with pragmatic software engineering topics, helps prevent New College graduates from producing practically-irrelevant ideas in their future careers.

### **Why Should You Listen to Me?**

In considering Dr. Roy's fit specifically to New College, I draw on my own experience as a student who entered in 1974 and graduated in Experimental Psychology. The disciplined flexibility of New College supported but also prodded and guided me in my explorations (for rather a long time, to my family's consternation) until I formulated my own, apparently unique, job role as a hybrid of scientific and engineering methodologist and human-computer interaction researcher.

Having been spoiled by New College's perspective on education, I responded to the world's lack of a PhD program in the job role I had designed ambitiously but anticipatorily, by designing my own PhD program as nominally Experimental Psychology, but in reality a hybrid of cognitive science, scientific research methodology, and human-computer interaction, funded by a National Science Foundation Graduate Fellowship and followed by a post-doctoral fellowship at IBM's T. J. Watson Research Center.

That same New College perspective of considering most trodden paths as just interesting suggestions, has been core to my ongoing construction of my unique jobs for over 30 years. My research, application, and teaching have focused on bridging the aforementioned Technology Valley of Death for human-centered design. I have a long record of conference presentations, workshops, tutorials, journal articles, book chapters, and a book. I was Technical Director of the central human-centered design group in the Technology Transfer Division of Bellcore (the part of Bell Labs that went to the regional phone companies when Ma Bell was split up). I went on to work at Sun Microsystems, then NASA for 11 years. Next I consulted to NASA and volunteer-coached nascent startup company founders in creating their first pitches to investors, before I myself had a brief stint at a startup. Currently I am based in IBM's Silicon Valley Lab, coaching IBM's entire worldwide Software organization on researching human-centered design, but just as importantly on integrating user experience research and design with product management, development, quality assurance, and delivery. Recently, in addition to all that, I have become the steward for IBM's "accurate description of 'AI.'" And still there is no standard title for my job, which makes the New Collegian in me somewhat proud.

## Conclusion

I strongly recommend Dr. Tania Roy for tenure at New College. Her cross-disciplinary approach to human-centered design with cutting-edge supportive technologies yields excellent and useful research results for the world. Her teaching, coaching, and mentoring approaches support her students doing the same while still undergraduates, and well prepare her students for continuing their contributions as graduate students and as professionals. Just as importantly, Dr. Roy herself is an excellent model for students, even for students who are not formally engaged in any educational activities with her.

Sincerely,

A handwritten signature in black ink that reads "Tom Dayton". The signature is written in a cursive style with a long, sweeping underline.

RECEIVED

Sept 29, 2023

Dr. Tom Dayton  
Conduit & Glue—Design Strategist, Tactician, & Architect  
Design Program Office  
IBM Software organization  
IBM Silicon Valley Lab



Dear Dr. Gilchrist,

Thank you for your invitation to review Dr. Tania Roy's research dossier. After reviewing the materials, I am happy to write in support of Dr. Roy's application for tenure! The dossier demonstrates a peer-reviewed research program involving undergraduate research assistants that exemplifies what I believe New College of Florida is striving for, based on the information provided to me, which is similar to Furman's requirements.

I am a tenured Associate Professor at Furman University, a liberal arts college of approximately 2400 students. I am an active researcher with peer-reviewed publications, many with student co-authors, in the areas of Human-Computer Interaction (HCI) and Liberal Arts Computing Education.

First, as an external reviewer, I'd like to confirm an unusual practice in the Computer Science research community: many "Conference Papers" are reviewed with the same rigor as journal articles in many other fields. Where a journal might ask you to "revise and resubmit" a publication, a conference may reject a publication, and reviews are used in a similar manner to revise an article for submission to a later conference. Three of Dr. Roy's publications since starting at New College of Florida in 2018 were published under this model: Roy (2023), Roy, Young, & Hodges (2020), and Roy, McClendon, and Hodges (2018). Roy (2023) was presented at the Central Plains regional conference of the Consortium for Computing Sciences in Colleges, and published in the Journal of Computing Sciences in Colleges, which is available through the Association of Computing Machinery (ACM - one of two professional organizations in computer science) Digital Library. The ACM digital library has an international audience. Roy, Young, & Hodges (2020) and Roy, McClendon, and Hodges (2018) were presented at an Institute of Electrical and Electronics Engineers (IEEE - the other professional organizations in computer science) international conference and is available in the IEEE Xplore digital library. Roy, Maranzatto, and Loomas (2023) was presented at a local conference in Florida. While I am not familiar with this conference since I am not in Florida, it appears to utilize a peer-review process and publish articles in the Association for the Advancement of Artificial Intelligence (AAAI - another professional organization in the artificial intelligence area of computer science) digital library. Dr. Roy also presents and publishes regularly at the International Conference on Human-Computer Interaction: Blake & Roy (2023), Roy, Hudges, & Neffati (2022), and Hunter & Roy (2020). This conference has a slightly different model where 800-word extended abstracts are peer reviewed, and full papers (10-20 pages) are published by Springer, a well-respected publisher in the field. In sum, Dr. Roy is publishing in respected and important venues with local, national, and international audiences. The peer review process as well as my own review of the dossier confirm that Dr. Roy implements exemplary human-computer interaction research methods and analysis, and draw conclusions valuable to the field. In addition, Dr. Roy's work includes undergraduate co-authors, demonstrating commitment to undergraduate education.

I was also provided with a research statement prepared by Dr. Roy that demonstrates a research trajectory that both continues work started prior to joining New College of Florida, and leverages the opportunities at New College Florida for new research projects. One thing I am particularly impressed by in Dr. Roy's work is that it identifies of a potential drawback in the research approach and creatively explores of solutions: the work on identifying abusive language in text communication requires analysis on cloud-based servers - a potential security risk. Dr. Roy thus implemented a line of research to explore how this work could be done on mobile devices.

I also want to comment on Dr. Roy's own words:

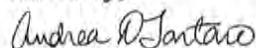
“Human relationships, digital communication, and natural language processing with context-based analysis are complex individual topics. SecondLook brings all of them together, laying the foundation for this research to have a broader impact and wider reach beyond the sphere of interpersonal violence prevention. This area of work is also an excellent avenue for student researchers to develop technical expertise (such as mobile app development, backend design and implementation, cloud services and usage, implementation of ML algorithms and optimization) and research skills (qualitative and quantitative mixed methods data collection and analysis, usability evaluation studies, exposure to inter-disciplinary CS research). Providing students with hands-on experience in development and testing has been beneficial in helping them get problem-solving and transferable skills that help in future career endeavors.”

I want to draw attention to this excerpt because it summarizes what is so impactful about Dr. Roy's research: bringing together complex topics in a way that can have a broader impact; exposing student researchers to a breadth of technical and behavioral research methods (a unique aspect of HCI research); and providing students with transferrable, career-building skills. This is further exemplified by the opportunities Dr. Roy gave students to present in research competitions and student presentations.

Moreover, HCI is a collaborative discipline. One simplified model might say that HCI researchers pair with “content experts” to design systems for different contexts. For example, in the work on mental health applications, Dr. Roy works with psychologists and mental health professionals. Thus, HCI researchers seek collaborator opportunities wherever they land. And, in a small, primary-undergraduate institution, it is important to develop projects that engage students with a variety of interests. It is clear that Dr. Roy has sought out such collaborations and has developed relationships to move research in new directions. The project in the area of marine biology and environmental science is an exciting application of virtual reality technology. This project, as well as work in the mental health arena, are opportunities undergraduates will find motivating.

Finally, parts of Dr. Roy's work occurred during a global pandemic that required social distancing – a challenge to HCI researchers who must work with participants to evaluate systems (especially the virtual reality work that involves devices participants wear). While I'm not meant to comment on the quantity of work, as someone at an institution with a similar priority on education of undergraduates, I can say Dr. Roy adapted well to the limitations of the pandemic and kept pace in research production, publication, and presentation.

Sincerely,



Andrea Tartaro, Ph.D.  
Associate Professor of Computer Science  
Furman University

RECEIVED  
Sept 30, 2023



VANDERBILT  
School of Engineering

PAMELA J. WISNIEWSKI  
Associate Professor  
Department of Computer Science

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New College of Florida  
Division of Natural Sciences

July 6, 2023

Dear Tenure Committee:

It is my pleasure to write a letter assessing the scholarly qualifications and research achievements of Dr. Tania Roy, who is being reviewed by New College of Florida (NCF) for tenure at the level of Associate Professor. I understand that NCF is a highly ranked, yet small liberal arts honors college in Sarasota, Florida with a strong emphasis on high-quality undergraduate education.

To provide some background context about me, I am a tenured Associate Professor and endowed Flowers Family Faculty Fellow at Vanderbilt University's Department of Computer Science. However, for the past seven years, I was a faculty member in the College of Engineering and Computer Science at the University of Central Florida (UCF). Both are R1 research intensive universities. My research lies at the intersection of Social Computing and Privacy, and I am an expert in the interplay between social media, privacy, and online safety for adolescents. I have authored over 100 peer-reviewed publications and won multiple best papers (top 1%) and best paper honorable mentions (top 5%) at ACM SIGCHI conferences. I have been awarded \$4.69 million in external grant funding, including the NSF CAREER Award, and my research has been featured by popular news media outlets, including ABC News, NPR, Psychology Today, and U.S. News and World Report. I am an ACM Senior Member and the first and only computer scientist to be selected as a William T. Grant Scholar for my work on reducing digital inequality among vulnerable youth. I first met Dr. Roy when she was a matriculating Ph.D. student at Clemson University in their Human-Centered Computing program. Given our overlapping research interests in working with vulnerable populations in addressing sensitive topics and developing technologies to empower them as end users, I am uniquely and well-positioned to evaluate Dr. Roy's scholarly research.

According to Google Scholar, Dr. Roy has an h-index of 8 with a total of 306 citations. While this is somewhat low compared to faculty at research intensive institutions, this is a suitable profile for a faculty member with a 2-2 teaching load and significant undergraduate student advising responsibilities. Since joining NCF, Dr. Roy has published four peer-reviewed conference papers on the topic of detecting and mitigating dating abuse in mobile text messaging contexts. She developed an application prototype called "SecondLook" to help partners in potentially abusive relationships identify abusive messages for the purpose of raising domestic abuse awareness. Dr. Roy's work is noteworthy in that she ran the gamut of human-centered and machine learning research by first creating an ecological valid dataset of abuse messages, using advanced ML approaches to detect these messages, developing, and evaluating an app prototype as an intervention for domestic violence. Given the sensitive nature of Dr. Roy's work, research of this nature must be conducted with the utmost care, requiring stakeholder buy-in, as well as deep consideration towards the ethical treatment of human subjects. In short, Dr. Roy chose a high-risk, high-reward topic area for which I commend her sustained efforts. Further, it is my understanding that most of her publications during her time at NCF included undergraduate student co-authors, which is impressive and exemplifies the high impact Dr. Roy's research has had, not only for victims of dating abuse, but on educating computing students on the importance of human-centered computing on broader societal issues.

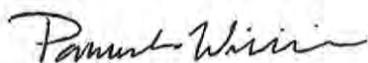
More recently, Dr. Roy has published based on her experience teaching undergraduate students about virtual reality, which is consistent with Computer Science Education research I would expect to see from a

teaching-focused university. What stands out on Dr. Roy's curriculum vitae is the large number of undergraduate theses she has sponsored, as well as the significant number of students she has mentored in scholarly research. This number is both exemplary and astounding. Comparatively, I have only advised and graduated five honors theses students in my tenure, as mentoring undergraduates in research is time-consuming and rarely leads to peer-review publications without great effort from the advising faculty member. I notice that many topics of these theses are divergent from Dr. Roy's own research focus, which further shows her commitment to supporting the research interests of the students she sponsors, rather than pursuing her own research interests. This speaks to her commitment to the best interests of her students, and NCF should consider themselves proud to have a scholar and teacher who is so committed to serve the needs of NCF's student body.

While I cannot say much in terms of Dr. Roy's teaching, I can note that she has taught and developed a wide variety of courses outside of her specialization (e.g., programming, virtual reality, math, privacy, etc.). Such a wide variety of courses taught requires extensive preparation and cognitive flexibility, of which I would have struggled. However, it seems that Dr. Roy has risen to the challenge, teaching many of these courses multiples times in different semesters.

In terms of service to her professional community, Dr. Roy has chaired or co-chaired at the ACM Richard Tapia Conference multiple times, showing her passion for promoting diversity and inclusion of women and people of color in Computing. She has served as a reviewer for National Science Foundation (NSF) panels, as well as for several academic conferences in the field of Human-Computer Interaction (HCI). As the incoming Chair-Elect for ACM SIGCHI's CSCW Steering Committee, I would be happy to recommend Dr. Roy to serve as a Program Committee member for an upcoming SIGCHI conference, as these opportunities are often given to HCI faculty at R1 institutions, and we would benefit from being more inclusive of faculty at less research-intensive universities. Dr. Roy also reached out to me recently for potential collaborations on research and grant proposals, and I am both impressed and excited by the ideas she presented. My strong hope is to hear of her successful tenure, so that we can work together on our shared passions in online risk prevention and the empowerment of vulnerable users using human-centered technology. If you have any questions regarding my strong support of Dr. Roy's tenure and promotion case, please do not hesitate to contact me.

Sincerely,



Pamela Wisniewski  
Associate Professor, Department of Computer Science  
Flowers Family Faculty Fellow, School of Engineering  
Vanderbilt University  
(814) 441 - 0937 (cell)  
[Pam.Wisniewski@Vanderbilt.edu](mailto:Pam.Wisniewski@Vanderbilt.edu)  
<https://stirlab.org>

RECEIVED

AUG 15 2023

\*\*\*\*\*



Herbert Wertheim College of Engineering  
Computer & Information Science & Engineering

E301 CSE Building  
PO Box 116120  
Gainesville, FL 32611-6120  
352-392-1200 Voice  
352-392-1220 Fax

June 30, 2023

Dear New College of Florida Tenure and Promotion Committee,

I am the Banks Family Preeminence Endowed Professor and Department Chair of the Computer & Information Science & Engineering at University of Florida. My primary research area is Human-Centered Computing. I have known Dr. Tania Roy for many years. When she was a PhD student at Clemson University, I was the Chair of the Human-Centered Computing (HCC) Division in the School of Computing at Clemson University. I had the opportunity to work with her on a publication when I was at Clemson.

Dr. Roy has taught 10 different courses during her tenure evaluation period. She has also developed 8 different courses. This is an exceptional number of courses taught and developed before tenure. Dr. Roy has served as a research mentor to 10 students and thesis sponsor for 11 students. In my opinion, Dr. Roy has achieved an excellent teaching profile worthy of tenure. Dr. Roy's service contributions are also outstanding. She has served the department, college and the profession very well. Her service to the ACM Richard Tapia Conference and the Grace Hopper Conference are very visible positions and demonstrate her respect within the community. Dr. Roy's service contributions are worthy of tenure.

Dr. Roy has published several conference and journal articles. Her publication record is very good for someone that is not at a major research university. She has also obtained grant funding during her evaluation period, which demonstrates her research capability as well. It is my assessment that Dr. Tania Roy has met the necessary requirements for tenure at the New College of Florida.

Sincerely, 

Juan E. Gilbert, Ph.D.  
Andrew Banks Family Preeminence Endowed Professor & Chair  
Department of Computer & Information Science & Engineering (CISE)  
juan@ufl.edu  
<http://www.juangilbert.com/>

RECEIVED  
JUN 30 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.

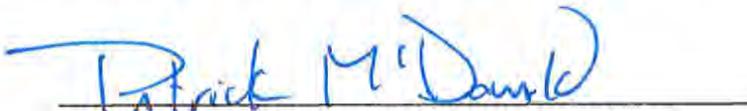
Student evaluations were administered in every course at the end of each semester from Fall 2018 to Spring 2023 (with the exception of Fall 2022 when Professor Roy was on assigned research leave). Faculty voted to exclude Spring 2020 evaluations from review due to disruptions related to the Covid-19 pandemic. With that exclusion, the total number of evaluations received over this period is 236. Review of these evaluations demonstrates that Professor Roy'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. <b>The Instructor</b> (e.g., clarity, helpfulness, accessibility, evaluation of your work)
2. <b>The Course</b> (e.g., organization, pace, demands, assignments, suggested improvements)
3. <b>Your Participation</b> (e.g., expectations, interest, progress, success, effort)
4. <b>Any Other Comments</b>
Your signature (optional)

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 Gelchrist  
 Date: 20/11/2024

Signature: 

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.

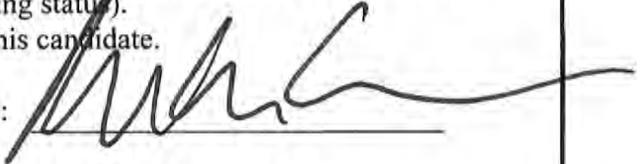
Name: David Rancourt  
 Date: 2.27.24

Signature: 

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 Cucorran  
 Date: 3-19-24

Signature: 

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: \_\_\_\_\_

Candidate: Tania Roy

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: Tania Roy Date: 04/04/2024

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

## ATHENA RYCYK

New College of Florida, 5800 Bay Shore Rd., Sarasota, FL 34243 • [arycyk@ncf.edu](mailto:arycyk@ncf.edu)

### EDUCATION

- 2013 **Ph. D. in Biological Oceanography** (Florida State University, advisor Doug Nowacek)  
Dissertation Foci: 1) Modeling factors that affect manatee reactions to boats 2) Acoustic cues in boat noise that affect a manatee's response to boats 3) Comparison to manatees with less exposure to boats (Belize)
- 2007 **M.S. in Biological Oceanography** (Florida State University, advisor Doug Nowacek)  
Thesis Foci: 1) Vocal behavior of two bottlenose dolphin (*Tursiops truncatus*) communities in the Big Bend region of Florida 2) Soundscapes in the Big Bend region of Florida: dolphin, fish, and anthropogenic sounds
- 2004 **B. A. in Biological Psychology** (New College of Florida)  
Thesis: Manatee Psychophysical Testing: Are results biased by sequence learning?

### FACULTY APPOINTMENTS

- 2023–current **New College of Florida** (Associate Professor of Biology and Marine Science)
- 2023–current **New College of Florida** (Director of the Quality Enhancement Program that uses First Year Seminars to support student success)
- 2018–2023 **New College of Florida** (Assistant Professor of Biology and Marine Science)
- 2014–2018 **Eckerd College** (Adjunct, CPT, Visiting Assistant Professor of Marine Science)
- 2016–2017 **University of Southern Mississippi** (Visiting Associate Graduate Faculty)
- 2015–2016 **New College of Florida** (Adjunct Assistant Professor)

### RESEARCH APPOINTMENTS

- 2017–current **Mote Marine Laboratory** (Adjunct Scientist)

### COURSES TAUGHT (FALL/SPRING)

- 2015–current **New College of Florida**
- Analysis of Florida Manatee Mortality Events
  - Animal Behavior Lecture x 2
  - Animal Behavior Laboratory x 2
  - First Year Seminar: The Inquisitive Scientist
  - Foundations of Biology I
  - General Biology
  - Introduction to Environmental Studies
  - Marine Ecology Laboratory x 2
  - Marine Mammal Behavior
  - Marine Mammal Biology x 2
  - Research Methods in Biology x 2
- 2014–2018 **Eckerd College**
- Biological Oceanography Lecture x 7
  - Biological Oceanography Laboratory x 13

Introduction to Environmental Science x 3  
 Marine Ecology Senior Seminar  
 Marine Mammal Science x 2  
 Principles of Ecology

2012–2013     **Florida State University**  
 Environmental Science Capstone  
 Environmental Science and Policy Capstone

**COURSES TAUGHT (WINTER TERM)**

2019     **New College of Florida: Acoustical Ecology of Sarasota Bay**  
 Students learned about acoustics and soniferous species in Sarasota Bay, created a sound identification guide, an auditing protocol, and audited recordings from Sarasota Bay. Field trips included Loggerhead Instruments (developer of acoustic recorders), Weeki Wachee to kayak with and observe manatees, and the Manatee Viewing Center at the Big Bend Power Station in Apollo to observe manatees at a warm-water site.

2018     **Eckerd College: Natural History of the Galapagos Islands and Ecuador**  
 This course included three weeks in Ecuador, exploring a cloud forest, rainforest, tundra, and the Galapagos. It was a rigorous expedition across many ecosystems that provided students with the opportunity to study and contrast the unique biodiversity in these environments.

2016–2017     **University of Southern Mississippi: Sirenian Biology x 2 (Gulf Coast Research Laboratory)**  
 These courses attracted students from around the country and included trips across Florida to study manatees in the wild and participate in a manatee necropsy.

**TUTORIALS TAUGHT (examples)**

Alligator Behavior Manuscript Revisions, Dolphin Acoustic Analysis, Advanced analyses of manatee body condition, African Manatee Vocalizations, Scientific Writing on Comparative Alligator Social Behaviors, Introduction to MATLAB with a focus in marine bioacoustics, Otter Behavior and Biology, Sirenian Vocal Behavior with Art, and Sarasota Bay Soundscapes

**INDEPENDENT STUDY PROJECTS SUPERVISED (examples)**

Bird Surveys of Crystal River, Behavior of Captive and Wild Antillean Manatees, Observing Social Interactions Within Captive and Wild Alligator Congregations, Bioacoustic Analysis in R, Carefree Learner, Experimental Methods in Otter Vocal Behavior, Genotyping Lemon Shark DNA, A Game of Situational Awareness of Manatees and Boats, Development of a Classification of Spatial Overlap in Algae and Vibrissa in Manatees, and Acoustic Ecology of Sarasota Bay

**TEACHING ASSISTANTS (FLORIDA STATE UNIVERSITY)**

2012     Principles in Oceanography x 2  
 2011–2012     Issues in Environmental Science x 2  
 2010–2011     Elementary Oceanography (online course) x 2

2005 & 2007 Elementary Oceanography x 5

#### FUNDED PROPOSALS

- 2021 **Rycyk, Athena**, \$14,985, Sarasota Bay Dolphin Acoustics, Financial support for interns in summer 2021 from the Environmental Discovery Award Program (Cross College Alliance)
- 2020 **Rycyk, Athena**, \$8,500, Acoustic analysis of aquatic, sound-producing organisms, Financial support for interns in summer 2020 from the Environmental Discovery Award Program (Cross College Alliance)
- 2018 **Rycyk, Athena** and Leininger, Elizabeth, \$3,900, Acoustic analysis software for undergraduate students, Women's Giving Circle
- 2015 Co-Investigator (Bauer, Gordon (PI), **Rycyk, Athena**, and Cardwell, Adrienne), \$32,300, Underwater Behavioral Audiograms of Sea Turtles: Green (*Chelonia mydas*) and Kemp's Ridley (*Lepidochelys kempii*) Turtles, Clearwater Marine Aquarium

#### PUBLICATIONS

- NCF student authors are underlined
- 2023 Factheu, C., **Rycyk A.**, Sévilor, K., Keith-Diagne, L., Ramos, E. A., Kikuchi, M., and Takoukam Kamla, A. *Acoustic methods improve the detection of the endangered African manatee*, *Frontiers in Marine Science*, 9:1032464, <https://doi.org/10.3389/fmars.2022.1032464>
- 2022 **Rycyk, Athena**, Bolaji, Dunsin, Factheu, Clinton, and Takoukam, Aristide *Using transfer learning with a convolutional neural network to detect African Manatee (*Trichechus senegalensis*) vocalizations*, *JASA Express Letters*, 2(12), 121201, <https://doi.org/10.1121/10.0016543>  
Editor's pick and featured on the cover
- 2022 Longden, E. G., Gillespie, D., Mann, D. A., McHugh, K. A., **Rycyk, A. M.**, Wells, R. S., & Tyack, P. L. *Comparison of the marine soundscape before and during the COVID-19 pandemic in dolphin habitat in Sarasota Bay, FL*, *J. Acoust. Soc. Am.*, 152, 3170–3185, <https://doi.org/10.1121/10.0015366>
- 2022 **Rycyk, Athena M.**, Berchem, Cora, and Marques, Tiago A. (2022) *Estimating Florida manatee (*Trichechus manatus latirostris*) abundance using passive acoustic methods*, *JASA Express Letters*, 2(5), 051202, <https://doi.org/10.1121/10.0010495>
- 2022 **Rycyk, A. M.**, Bauer, G. B., Wells, R. S., Gaspard III, J. C., & Mann, D. A. (2022) *The influence of variations in background noise on Florida manatee (*Trichechus manatus latirostris*) detection of boat noise and vocalizations*, *PLoS ONE*, 17(5), e0268513, <https://doi.org/10.1371/journal.pone.0268513>
- 2022 Walsh, Zane C., Olson, Hannah, Clendening, Miranda, and **Rycyk, Athena M.** (2022) *Social Behavior Deficiencies in Captive American Alligators (*Alligator mississippiensis*)*, *Journal of Zoological and Botanical Gardens (Featured Paper)*, 3, 131–146, <https://doi.org/10.3390/jzbg3010011>, [special issue: Fundamental Knowledge on Forgotten Species: An Exploration of Data from Rarely Studied Captive Animals]
- 2021 **Rycyk, Athena**, Factheu, Clinton, Angel Ramos, Eric, Brady, Beth, Kikuchi, Mumi, Nations, Hannah, Kapfer, Karianne, Hampton, Cecilia, Garcia, Emily, and Kalma Takoukam, Aristide. *First characterization of vocalizations and passive acoustic*

- monitoring of the vulnerable African manatee (Trichechus senegalensis)*. J. Acoust. Soc. Am., 150, 3028–3037. <https://doi.org/10.1121/10.0006734>
- 2021 **Rycyk, Athena** *Florida Manatee (Trichechus manatus latirostris) mortality from boat collisions*. Isana 74: 7–14. [an invited paper for a marine mammal oriented academic association in Japan; not peer-reviewed]
- 2020 **Rycyk, Athena M.\***, Tyson Moore, Remy B.\*, Wells, Randall S., McHugh, Katherine A., Berens McCabe, Elizabeth J., & Mann, David A. *Passive acoustic listening stations (PALS) show rapid onset of ecological effects of harmful algal blooms in real time*. Scientific Reports, 10:17863. <https://doi.org/10.1038/s41598-020-74647-z>  
\*Co-first authors
- 2018 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Hardy, Stacie, Frisch, Katherine, Leone, Erin H., & Nowacek, Doug P. *Manatee behavioral responses to boats*. Marine Mammal Science, 34: 924-962. <https://doi.org/10.1111/mms.12491>  
Among the top 10% most downloaded papers from the journal between January 2018 and December 2019
- 2016 Martin, Julien, Sabatier, Quentin, Gowan, Timothy A., Giraud, Christophe, Gurarie, Eliezer, Calleson, C. Scott, Ortega-Ortiz, Joel G., Deutsch, Charles J., **Rycyk, Athena M.**, & Koslovsky, Stacie (2016) *A quantitative framework for investigating risk of deadly collisions between marine wildlife and boats*. Methods in Ecology and Evolution 7: 42-50. <https://doi.org/10.1111/2041-210X.12447>

#### MANUSCRIPTS IN PREPARATION

- In prep Bauer, G., Cook, P., Harley, H., . . . **Rycyk, A.** . . . Exploring Marine Mammal Cognition as a Conservation Tool (fully drafted)
- In prep Brady, B., **Rycyk, A.**, Ichikawa, K., Ramos, E., Factheu, C., and Sousa-Lima, R. Title TBD, a book chapter on Sirenian vocal behavior and ecological applications In: Hines, E. et al. Sirenian Conservation (fully drafted)
- In prep Factheu, C. **Rycyk, A.** Kekeunou, S., Takoukam, A., Ramos, E., Kikuchi, M., and Keith-Diagne, L. Working title: *Passive Acoustic Monitoring reveals manatees' occurrence pattern and Giant Salvinia negative influence of their habitat use in Lake Ossa, Cameroon*, In progress (fully drafted)
- In prep Quirós-Corella, F., Mora-Ramirez, S., **Rycyk, A. M.** et al. Working title: *Benchmarking an automatic manatee count algorithm using field audio data and vocalization recordings*, In progress (data have been collected and analysis is ongoing)
- In prep **Rycyk, Athena M.**, Reep, Roger, Gaspard, Joe, Colbert, Debborah E., Nowacek, Doug, Deutsch, Charles, Mann, David, & Bauer, Gordon. Working title: *Manatee hearing and collisions with boats*. (fully drafted)
- In prep **Rycyk, AM**, Skinner, J, Ryba, TR, & Erdsack, N. *Macro-epibiont growth on wild Florida manatee (Trichechus manatus latirostris)*. (fully drafted)

#### REPORTS

- 2023 Wood-Barron, H. and **Rycyk, A.** *Croc Calls: How American and Morelet's Crocodile Vocalizations Differ in Structure*, Crocodile Specialist Group's Student Research Assistance Scheme Report

2009 Deutsch, C. J., **Rycyk, A. M.**, Barlas, M. E., Nowacek, D. P., Koslovsky, S. M. & Frisch, K. Response of manatees to vessel traffic: Simultaneous measurements of behavioral responses and the acoustic environment. Final Progress Report to Florida Fish and Wildlife Conservation Commission. Project Contract No. 021426 to Florida State University. 111 pp.

## PRESENTATIONS

NCF student authors are underlined

Submitted Harley, Heidi E., Larkin, Iske V., Bauer, Gordon B., and **Rycyk, Athena** (2023) Has the time come to create a Manatee Science and Conservation Consortium to coordinate and support manatee research?, Abstract submitted to the 6<sup>th</sup> Manatee Research Symposium

Submitted **Rycyk, Athena**, Bolaji, Dunsin, Factheu, Clinton, Christogonus, Ejimadu, and Takoukam, Aristide, A (2023) Detecting African Manatee (*Trichechus senegalensis*) Vocalizations: Harnessing Transfer Learning with a Convolutional Neural Network, Abstract submitted to the 6<sup>th</sup> Manatee Research Symposium

Accepted Wood-Barron, H. Rycyk, A., Triminion, J., and Tellez, M. (2024) Crocodile talk: structural analysis of American and Morelet's crocodile vocalizations in Belize, Abstract submitted to The Society for Integrative and Comparative Biology Meeting

2023 Kim Bassos-Hull, Krystan A. Wilkinson, Breanna C. DeGroot, Matthew J. Ajemian, Hannah El Halabi, **Athena Rycyk**, Atlantine Boggio-Pasqua, Jayne M. Gardiner, Ryan Schloesser, & Ernesto Lasso de la Vega (submitted) Monitoring white spotted eagle ray behavior in shellfish restoration sites in Sarasota Bay, Florida USA, 6th International Conference on Fish Telemetry will take place in Sète, France, from 11-16 June 2023

2023 Thompson, C., McHugh, Katherine, Wells, R., **Rycyk, A.**, & Mann, D. Listening in with the dolphins: Baseline monitoring of the underwater soundscape in Sarasota Bay, Florida, Southeast and Mid-Atlantic Marine Mammal Symposium

2022 **Rycyk, Athena**, Bolaji, Dunsin, Factheu, Clinton, and Takoukam, Aristide, A Convolutional Neural Network for Detecting Acoustic Presence of African Manatees in Lekki Lagoon, Nigeria, 3<sup>rd</sup> African Bioacoustics Community Conference (presented by Clinton Factheu)

2022 Factheu, Clinton, **Rycyk, Athena**, Takoukam, Aristide, Kekeunou, Sévilor, Ramos, Eric, Kikuchi, Mumi, and Keith-Diagne, Lucy, African manatee (*Trichechus senegalensis* Link, 1795) detection in Lake Ossa, Cameroon: comparing point-scan, active and passive acoustic monitoring, 3<sup>rd</sup> African Bioacoustics Community Conference

2022 **Athena Rycyk**, Clinton Factheu, Eric Angel Ramos, Beth Brady, Mumi Kikuchi, Hannah Nations, Karianne Kapfer, Cecilia Hampton, Emily Garcia, and Aristide Takoukam Kamla, First Characterization of African Manatee (*Trichechus senegalensis*) Vocalizations, 24th Biennial Conference on the Biology of Marine Mammals

2022 Gordon Bauer, **Athena Rycyk**, Roger Reep, and David Mann, Manatee Cognition, Psychophysics, and Conservation, 24th Biennial Conference on the Biology of Marine Mammals

- 2022 Nicola Erdsack, **Athena Rycyk**, Jessica Skinner, Tyrone Ryba, and John E. Reynolds, Relevance of severe macro-epibiont growth on the skin of Florida manatees (*Trichechus manatus latirostris*), 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Clinton Factheu, **Athena Rycyk**, Eric Angel Ramos, Mumi Kikuchi, Beth Brady, Aristide Takoukam Kamla, Lucy Keith-Diagne, Preliminary findings: Assessing the impact of giant *salvinia* invasion on the African manatee distribution in Lake Ossa and determining the most efficient manatee detection method, 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Emily Garcia and **Athena Rycyk**, Characteristics of Wild Florida Manatee (*Trichechus manatus latirostris*) Vocalizations in Different Sized Groups, 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Karianne Kapfer and **Athena Rycyk**, The Phenology of Humpback (*Megaptera novaeangliae*), Blue (*Balaenoptera musculus*), Fin (*Balaenoptera physalus*), Sperm (*Physeter macrocephalus*), and Killer Whales (*Orcinus orca*) Determined by Passive Acoustic Monitoring Near Barkley Canyon, 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Marena Long and **Athena Rycyk**, Distribution of the Bigg's Killer Whale Ecotype in the Salish Sea with Regards to Seasonality and Pinniped Vulnerability, 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Isabella McDonnell and **Athena Rycyk**, Growth patterns and the effect of acidification on postcranial vibrissae in Florida manatees (*Trichechus manatus latirostris*), Vocalizations, 24th Biennial Conference on the Biology of Marine Mammals
- 2022 Longden, E.G., Gillespie, D., Mann, D.A., McHugh, K.A., **Rycyk, A.M.**, Wells, R.S., & Tyack, P.L. The anthropause in Sarasota Bay, Florida: a comparison of the marine soundscape before and during the COVID-19 lockdown, European Cetacean Society conference
- 2021 **Rycyk, Athena**, Bauer, Gordon, Wells, Randell, Gaspard, Joe, and Mann, David, Florida Manatee (*Trichechus manatus latirostris*) Hearing, Boat Noise, and Variations in Background Noise, presentation at the 4th Manatee Research Symposium (September 9, 2021)
- 2021 Bauer, Gordon, Reep, Roger, **Rycyk, Athena**, and Mann, David, Manatee Cognition and Conservation, presentation at the 4th Manatee Research Symposium (September 9, 2021)
- 2021 **Rycyk, Athena**, Factheu, Clinton, Angel Ramos, Eric, Brady, Beth, Kikuchi, Mumi, Nations, Hannah, Kapfer, Karianne, Hampton, Cecilia, Garcia, Emily, & Takoukam Kamla, Aristide. Passive Acoustic Monitoring and Characterization of African Manatee Vocalizations. Oral presentation at the 1<sup>st</sup> African Manatee Symposium,
- 2020 Factheu, Clinton, **Rycyk, Athena**, Angel Ramos, Eric, Brady, Beth, Kikuchi, Mumi, Nations, Hannah, Garcia, Emily, Hampton, Cecilia, Kapfer, Karianne, & Takoukam Kamla, Aristide. A novel approach to identifying the African manatee distribution using passive acoustics. Oral presentation at the 2<sup>nd</sup> African Bioacoustics Community Conference
- 2020 **Rycyk, Athena**, Factheu, Clinton, Angel Ramos, Eric, Brady, Beth, Kikuchi, Mumi, Nations, Hannah, Garcia, Emily, Hampton, Cecilia, Kapfer, Karianne, & Takoukam Kamla, Aristide. Preliminary findings: First characterization of African manatee (*Trichechus senegalensis*) vocalizations. Oral presentation at the Manatee Research Symposium

- 2020 **Rycyk, Athena M.**, Reep, Roger, Gaspard, Joe, Colbert-Luke, Debborah, Nowacek, Doug, Deutsch, Charles J., Mann, David, Wells, Randall, & Bauer, Gordon. Florida Manatee (*Trichechus manatus latirostris*) Hearing and Boat Collisions: Integration of Laboratory and Field Studies. **Invited** presentation for Oregon State University's Hatfield Marine Science Center
- 2020 **Rycyk, Athena M.**, Reep, Roger, Gaspard, Joe, Colbert-Luke, Debborah, Nowacek, Doug, Deutsch, Charles J., Mann, David, Wells, Randall, & Bauer, Gordon. Florida Manatee (*Trichechus manatus latirostris*) Hearing and Boat Collisions: Integration of Laboratory and Field Studies. **Invited** presentation at the Clearwater Marine Aquarium Strandings Conference
- 2019 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Koslovsky, Stacie, Frisch, Katherine, Leone, Erin H. & Nowacek, Doug P. Florida manatee behavioral response to boats. Oral presentation at the World Marine Mammal Conference, Barcelona, Spain
- 2019 Wells, Randall, McHugh, Katherine, Berens McCabe, Elizabeth, Allen, Jason, Barleycorn, Aaron, McBride-Kebert, Shauna, Toms, Christina, Tyson Moore, Reny, Wilkinson, Krystan, Cush, Carolyn, Bassos-Hull, Kim, Lovewell, Gretchen, Rossman, Sam, Mann, David, Schwarz, Lisa, & **Rycyk, Athena M.** Bottlenose dolphins and red tide harmful algal blooms: Are patterns of dolphin responses emerging from repeated events? Oral presentation at the World Marine Mammal Conference, Barcelona, Spain
- 2019 **Rycyk, Athena M.**, Reep, Roger, Gaspard, Joe, Colbert-Luke, Debborah, Nowacek, Doug, Deutsch, Charles J., Mann, David, & Bauer, Gordon. Florida Manatee (*Trichechus manatus latirostris*) Hearing and Boat Collisions: Integration of Laboratory and Field Studies. Oral presentation at the Manatee Research Symposium, Gainesville, FL
- 2019 **Rycyk, Athena M.**, Skinner, Jessica, Ryba, Tyrone, & Erdsack, Nicola. Florida Manatee (*Trichechus manatus latirostris*) Algae Cover. Oral presentation at the Manatee Research Symposium, Gainesville, FL
- 2018 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Koslovsky, Stacie, Frisch, Katherine, Leone, Erin H. & Nowacek, Doug P. Florida manatee behavioral response to boats. Oral presentation at the Manatee Research Symposium, Gainesville, FL
- 2018 **Rycyk, Athena M.**, Bauer, G., Reep, R., and Mann, D. Florida Manatee Hearing and Boat Collisions: Integration of Laboratory and Field Studies. Oral Presentation at International Society for Comparative Psychology, Los Angeles, CA (presented by Bauer)
- 2014 **Rycyk, Athena M.** Response of manatees to boat traffic: behavior and the acoustic environment. **Invited** talk, Eckerd College Program Series
- 2013 **Rycyk, Athena M.** Florida manatee response to vessels. **Invited** talk, Texas A&M, Corpus Christi
- 2012 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Koslovsky, Stacie, Frisch, Katherine & Nowacek, Doug P. Florida manatee response to vessels. **Invited** talk at the Florida Marine Mammal Health Conference, Sarasota, FL
- 2011 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Koslovsky, Stacie, Frisch, Katherine & Nowacek, Doug P. Florida manatee response to vessels: Integration of Geo-spatial, behavioral, and multi-sensor tag data. Oral presentation at the 19<sup>th</sup> Biennial Conference on the Biology of Marine Mammals, Tampa, FL

- 2011 Koslovsky, S. M, Deutsch, C. J., Barlas, M. E., Reynolds, B. J., **Rycyk, A. M.**, Nowacek, D. P., and Fagan, D. E. Manatee habitat use in relation to bathymetry in southwest Florida (2007-2008). Oral presentation at the 19<sup>th</sup> Biennial Conference on the Biology of Marine Mammals, Tampa, FL
- 2009 **Rycyk, Athena M.**, Deutsch, Charles, J., Barlas, Margaret E., Nowacek, Doug P., Koslovsky, Stacie, & Frisch, Katherine Florida manatee behavior during vessel approaches. Poster at the 18<sup>th</sup> Biennial Conference on the Biology of Marine Mammals, Québec City, Canada
- 2009 Deutsch, C.J., **A. Rycyk**, M.E. Barlas, D.P. Nowacek, S.M. Koslovsky, and K. Frisch. Boat traffic from the manatee perspective: Spatial and temporal patterns of tagged manatee interactions with motorized watercraft in southwest Florida. Poster presentation at the 18<sup>th</sup> Biennial Conference on the Biology of Marine Mammals Conference, Québec City, Canada
- 2008 **Rycyk, Athena M.**, Nowacek, Doug P., Deutsch, Charles, J., & Barlas, Margaret E. Vocal behavior of Florida manatees during vessel approaches. Oral presentation at the 156<sup>th</sup> Meeting of the Acoustical Society of America, Miami, FL
- 2007 **Rycyk, Athena M.** & Nowacek, Doug P. Acoustic Environments of Bottlenose Dolphins (*Tursiops truncatus*) in the Big Bend Region of Florida. Oral presentation at the 154<sup>th</sup> Meeting of the Acoustical Society of America, New Orleans, LA
- 2005 **Rycyk, Athena M.** & Nowacek, Doug P. Acoustic behavior of Bottlenose Dolphins (*Tursiops truncatus*) in the Big Bend region of Florida. Poster at the 16<sup>th</sup> Biennial Conference on the Biology of Marine Mammals, San Diego, CA
- 2003 **Rycyk, Athena M.** & Bauer, Gordon B. Manatee Psychophysical Testing: Are Results Biased by Sequence Learning? Poster at the 15<sup>th</sup> Biennial Conference on the Biology of Marine Mammals, Greensboro, NC

#### **ONGOING RESEARCH INTERESTS**

Passive Acoustic Monitoring of African Manatees: One of my research foci is developing passive acoustic monitoring techniques for manatee species, particularly for the difficult to study African manatee. This has included characterizing African manatee vocalization structure, developing detection methods (manual, spectral correlation, and transfer learning with a neural network), and developing methods to translate acoustic detections of manatees into abundance estimates. Currently, there are acoustic-monitoring programs in four countries (Cameroon, Nigeria, Senegal, and Benin).

Manatee-Boat Conflicts: I have previously found acoustic, behavioral, and environmental factors that influence how and when a manatee responds to an approaching boat. Additionally, in a recent publication, I, with colleagues, estimated the impact of background noise on a manatee's ability to detect the sound of an approaching boat and communication space. Currently, I am working with colleagues to synthesize what is known about how a manatee detects a boat, how they respond to boats, and discuss why manatee-boat collisions occur.

Acoustic Ecology: The Sarasota Bay Listening Network began in 2017 and has grown to 13 acoustic listening stations, including five partner institutions (Chicago Zoological Society's Sarasota Dolphin Research Program (SDRP), New College of Florida (NCF), Loggerhead

Instruments, Eckerd College, and Woods Hole Oceanographic Institution (WHOI)), and the collected data have supported several projects. We work to explore the acoustic environment of Sarasota Bay to 1) better understand the biology of Sarasota Bay's marine life and how it responds to disturbances, such as red tide and boat noise, 2) communicate our findings to the public and in scientific forums, and 3) provide research opportunities for scientists and students.

#### RESEARCH PERMITS

Current	Co-investigator on U.S. Fish and Wildlife Service permit for select research activities with wild and captive Florida manatees, Permit # MA100361-4
Current	Co-investigator on National Oceanic and Atmospheric Administration permit for research activities with bottlenose dolphins, Permit # 26622
Current	Special Activity License: Aquatic Species Collecting Certificate
2019–2020	Distribution of North American River Otter in Myakka River State Park, permit # 10281914

#### IACUC CURRENTLY APPROVED STUDIES

Current	Manatee Sensory Processes and Cognition, protocol #23-03-PC2 (Mote Marine Laboratory IACUC)
Current	Passive Acoustic Recording of Florida and African Manatees, protocol # S00007646 (USF IACUC)
Current	Marine Diversity Sampling, protocol # IS00011634 (USF IACUC)
Current	Observations of Social Behavior in Crocodylians, protocol # IS00008691 (USF IACUC)

#### STUDENT THESIS PROJECTS SPONSORED

2023	Crocodile talk: Structural analysis of American and Morelet's crocodile vocalizations in Belize, Helena Wood-Barron
2023	Identifying biomarkers of brevetoxin exposure in the Northern quahog metabolome with <sup>1</sup> H NMR spectroscopy, David Ponce
2023	Common karp and koi coloration from cultural and scientific perspectives, Alana Swartz
2022	Underwater sound localization in Mississippi map turtles ( <i>Graptemys pseudogeographica kohnii</i> ), Hannah Olson
2022	How effective are flowerpot snakes when it comes to controlling termite pest populations?, Skylar Gross
2021	Sleeping with the (cuttle)fishes: measuring sleep through arousal threshold in the dwarf cuttlefish, <i>Sepia bandensis</i> , Hannah Nations
2021	The phenology of humpback ( <i>Megaptera novaeangliae</i> ), blue ( <i>Balaenoptera musculus</i> ), fin ( <i>Balaenoptera physalus</i> ), sperm ( <i>Physeter macrocephalus</i> ), and killer whales ( <i>Orcinus orca</i> ) determined by passive acoustic monitoring near Barkley Canyon, Karianne Kapfer
2021	Growth patterns and the effect of pH on the Florida manatee ( <i>Trichechus manatus latirostris</i> ) vibrissae, Isabella McDonnell
2021	Distribution of the Bigg's killer whale ecotype in the Salish sea with regards to seasonality and pinniped vulnerability, Marena Long

- 2021 Characteristics of wild Florida manatee (*Trichechus manatus latirostris*) vocalizations in different sized groups, Emily Garcia
- 2021 Directional discrimination of goldfish conditioned under pure blue to pure green light spectrum, Chenoah DuBree
- 2020 The underwater vocal repertoire of the North American river otter, Victoria Dina

**SCIENTIFIC COMMUNICATION WITH THE PUBLIC**

- 2023 Wood-Barron, H. and **Rycyk, A.** Croc Calls: How American and Morelet’s Crocodile Vocalizations Differ in Structure, Vol 42, No. 3, Crocodile Specialist Group Newsletter
- 2023 **Rycyk, A.**, McHugh K., Thompson, C., Sayigh, L. and Mann, D. (2023), Sarasota Bay Listening Network: Eavesdropping on the soundscape of Sarasota Bay, Nicks 'n' Notches (January) p. 29
- 2022 **Rycyk A.**, Listening to the manatees (and other marine life), a talk given for the Tidy Island community, Bradenton, Florida
- 2022 **Rycyk, A.**, McHugh K., Sayigh, L. and Mann, D. (2022), Sarasota Bay Listening Network: Dolphin signature whistles, manatees, and boats, Nicks 'n' Notches (January) p. 31
- 2021 Tyson Moore, R., McHugh, K., **Rycyk, A.**, and Mann, D. Changes in vessel traffic and sound in Sarasota Bay from the pandemic, Nicks 'n' Notches (January) p. 11
- 2021 **Rycyk, A.**, Mann, D., Tyson Moore, R., McHugh, K., McCabe, E., and Wells, R. Bioacoustic changes associated with the 2018-19 red tide linked to changes in fish abundance, Nicks 'n' Notches (January) p. 38
- 2020 Estuary Soundscapes: Sarasota Passive Acoustic Listening Stations Network, interview with the Sarasota Bay Estuary Program
- 2020 Anderson, A., **Rycyk, A.**, and Mann, D. Who said that? Nicks 'n' Notches (January) p. 15
- 2020 Mann, D., McHugh, K., Tyson Moore, R., Wells, R., **Rycyk, A.**, and Bassos-Hull, K. Sarasota Bay’s passive acoustic listening station (PALS) network Nicks 'n' Notches (January) p. 33
- 2019 Mann, D., McHugh, K., Wells, R., **Rycyk, A.**, and Bassos-Hull, K. Sarasota Bay Listening Network. Nicks 'n' Notches (January) p. 12
- 2013 **Rycyk, A.**, Deutsch, C., Barlas, M., Koslovsky, S., and Frisch, K. From Belize to Florida: how manatees react to boats. Nicks 'n' Notches (January) p. 31

**SCIENTIFIC MEDIA COVERAGE**

- 2022 New College of Florida Student-Led Paper on American Alligators Published in "Journal of Zoological and Botanical Gardens", New College News, Weingarten, A.
- 2021 Four New College students co-author first published paper on vulnerable African manatee vocalizations, New College News, Weingarten, A.
- 2021 Student shark researcher earns competitive Florida award, New College News, Weingarten, A.
- 2021 All quiet under the algal bloom, Hakai Magazine, Tran, L.
- 2020 Tracking the sounds of Sarasota Bay, New College News, Weingarten, A.
- 2020 New College researchers study African manatees, New College News, Nguyen, J.
- 2020 First ever recording of the wild African manatee vocalization in the wild, African Marine Mammal Conservation Organization

- 2019 Stemming the Tide, Nimbus, Barganier, E. & Lebron, L.  
 2008 Put the D-tag on the Manatee. *Oceanus*. 46 (2). Nevala, A.

#### TEACHING MEDIA COVERAGE

- 2020 Virtual Education? Athena Rycyk is a pro, New College News, Abby Weingarten  
Tweeted by Colleges that Change Lives  
 2019 Support from All Angles, Nimbus, Gulliver, D., Delis, K. & Donglasan, S.  
 2019 Working the Plan, Nimbus, Dela, J. & Gulliver, D.

#### AWARDS

- 2012 Bonde-Reep Prize for outstanding presentation and research that promotes manatee health and conservation  
 2009 Special Project Team Award for outstanding contribution to the scientific programs of the FWC – Fish and Wildlife Research Institute  
 2007 Outstanding Presentation award, oral presentation at the 2<sup>nd</sup> Annual Oceanography Graduate Student Symposium

#### PROFESSIONAL SOCIETY MEMBERSHIP

Society for Marine Mammalogy  
 Acoustical Society of America  
 Animal Behavior Society  
 Florida Marine Science Educators Association

#### PEER REVIEW SERVICE

Marine Mammal Science, Journal of Wildlife Management, Wildlife Monographs, Acoustical Society of America, Behaviour, Journal of Ethology, Journal of Zoological and Botanical Gardens, and Frontiers in Marine Science in their Marine Conservation and Sustainability section

#### SERVICE

Educational Policy Committee, Quality Enhancement Plan committee, Environmental Studies Steering committee, FTIC (first time in college) Summer Advising, Outreach to prospective and accepted students for Biology and Marine Biology, service related to the following AOCs (majors): Animal Wellbeing and Conservation, Biology, Biopsychology, and Marine Biology, member of the scientific committee for the 3rd African Bioacoustics Community Conference, board member of the Sarasota Bay Listening Network

#### TRAINING

- 2022 Career Design Champion Program for advising students  
 2022 Faculty summer advisor training for students new to college  
 2022 Faculty workshop on Integrating Teamwork Activities into Courses  
 2020 Academic Continuity for Flexible Delivery course  
 2019 First-Year Seminar Workshop with Dan Friedman  
 2019 Workshop for designing Writing Enhanced Courses

2014 Data Science 1, John Hopkins, Coursera  
2010 SEABASS – a weeklong series of marine bioacoustics lectures and discussions  
2005 Program for Instructional Excellence, PIE Teaching Certificate

**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** Athena Rycyk

**DIVISION** Natural Sciences

**DISCIPLINE** Biology, Marine Biology

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of \_\_\_\_\_

I am seeking Promotion only to the rank of \_\_\_\_\_

*Athena Rycyk*

Applicant's Signature

10-14-2023

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 7, 2023

4. Years completed in rank at New College 0

5. Tenured:  Yes Effective date: \_\_\_\_\_

No

Years of credit toward tenure awarded upon appointment (if applicable) 0

(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.

ATHENA RYCYK

Candidate: \_\_\_\_\_

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

Sincerely,



University of St Andrews

Scottish Oceans Institute

*Institiud Chuantan na h-Alba*

School of Biology

East Sands

St Andrews, KY16 8LB

Scotland, UK

Website: <http://soi.st-andrews.ac.uk>

Tyack Office Phone (+44) 1334 462630

General Office: Phone (+44) 1334 463441

Fax (+44) 1334 463443

30 September 2023

Sandra Gilchrist  
Professor of Biology and Marine Science  
Chair, Natural Science  
New College of Florida

Scholarship review for tenure candidate Dr. Athena Rycyk

Dear Prof. Gilchrist,

I strongly support Dr Rycyk's promotion to the rank of Associate Professor with tenure. Her research using passive acoustic monitoring (PAM) to estimate the abundance of manatees, her role in developing the Sarasota Bay Listening Network (SBLN) and analyzing the resulting soundscape data, and her use of tag data to analyze behavioral factors that affect the risk of manatee-boat collision stand out to me as cutting edge and high quality. I am very familiar with all 3 areas and will provide my evaluation of the quality of her scholarship in all 3 areas. I have not had opportunity to observe Dr Rycyk teaching undergraduates, but she was closely involved in helping a MSc student of mine develop her thesis project and Dr Rycyk was excellent in that role, with just the right balance of generosity, emotional support, and intellectual critique.

I am very familiar with new methods to use PAM to estimate animal abundance, having developed acoustic recording tags (Dtags, Johnson and Tyack 2003) that can measure individual call rates and having worked with Tiago Marques at St Andrews as he developed statistical methods to adapt distance sampling based on sightings for use with PAM (Marques et al. 2013). These applications first require careful characterization of vocal behavior of species under study. Rycyk et al. (2021: doi:10.1121/10.0006734) provides a great example of careful analysis of the acoustic characteristics of manatee species and their vocal behavior. Rycyk et al. (2022: doi:10.1121/10.0010495) gives a great example of the kind of comparison of visual sighting data and PAM estimates of abundance for manatees that helps to ground truth these methods. Rycyk is clearly developing as a leader in using these methods.

I have been working to advocate for the inclusion of acoustic measurements in ocean observing systems (Miksis-Olds, Martin and Tyack, 2018), and have been very interested in the development of local and regional underwater listening networks. This led me to be quite interested in the development of SBLN, which I consider to be a leader in local networks. Rycyk (2020: doi:10.1038/s41598-020-74647-z) is a great example of how this kind of network can provide important real-time monitoring of biological effects of acute events such as harmful algal blooms. The careful analyses and clear figures make this one of the best examples of this kind of work,

which I think will be of growing importance. I think that her engagement in developing the SBLN and in developing applications such as in this paper are truly pathbreaking.

As developer of the Dtag and having conducted many studies on responses of marine mammals to anthropogenic sound sources (Tyack 2009), I am very familiar with the kind of study presented in Rycyk et al. (2018: doi: 10.1111/mms.12491). I first heard of Athena when she used Dtags to study the responses of manatees to vessels. I tend to design carefully controlled exposures where the source is under the control of the investigator. In her work, Athena used statistical modelling to tease apart the effects of different factors on manatee responses to opportunistic exposures to vessels. This provided a varied and realistic set of approaches that provides some real advantages compared to the controlled experiments I tend to use. The tags were able to measure exposure to vessel sound and gave detailed continuous behavioral response data. Athena put these to good use in a paper that highlights vessel speed as a risk factor for collision. This paper stands out for the clarity with which it presents the methods and results, the well thought through analysis and the conservation relevance of the conclusions. I think her work stands as an excellent example of how to design a study around a significant conservation program, which succeeded in providing results that are important for policy.

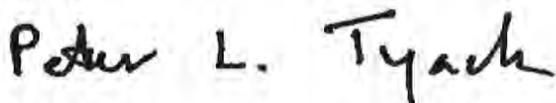
All three of these projects comprise the kind of solid science that is essential for conservation biology, and Rycyk has done a great job with all three of them in my opinion. It can be difficult for undergraduates to engage in marine mammal research, but Rycyk's topics and New College's location make her lab particularly strong for providing undergraduate opportunities.

I have not seen Dr Rycyk teach, but a MSc student of mine at St Andrews, Emma Longden, worked with Dr Rycyk and SBLN data for her MSc thesis investigating potential effects of COVID lockdown on the soundscape of Sarasota Bay. I was not personally familiar with the data collection and formats and Dr Rycyk was very helpful to Emma in obtaining the data, understanding the formats, and giving feedback on the poster she developed at the end of her MSc and on a paper published in the Journal of the Acoustical Society of America based on her thesis (Longden et al. 2022). Dr Rycyk was very responsive to student communications, and she showed the combination of emotional support, generosity in sharing data, and thoughtful scientific critique that I think is so important for great supervision of student projects. Dr Rycyk also arranged for Emma to give a talk on research she did for a Senior thesis using an innovative use of mark-recapture analysis with individually distinctive signature whistles of dolphins. This was both a great teaching opportunity for Emma and also showed the students an example of a great senior honors thesis.

My review of Dr Rycyk's research and my experience with her assisting my MSc student all lead me to enthusiastically recommend her for promotion and tenure.

Please feel free to get back to me if you have any further questions.

Sincerely



Peter L Tyack  
Professor of Marine Mammal Biology



RECEIVED  
Oct 17, 2023

#### Literature Cited

- Johnson, M. P., & Tyack, P. L. (2003). A digital acoustic recording tag for measuring the response of wild marine mammals to sound. *IEEE journal of oceanic engineering*, 28(1), 3-12.
- Longden EG, Gillespie D, Mann DA, McHugh KA, Rycyk AM, Wells RS, Tyack PL. (2022) Comparison of the marine soundscape before and during the COVID-19 pandemic in dolphin habitat in Sarasota Bay, FL. *The Journal of the Acoustical Society of America*. 152(6):3170-85.
- Marques TA, Thomas L, Martin S, Mellinger D, Ward J, Tyack P, Moretti D. 2013. Estimating animal population density using passive acoustics. *Biological Reviews* doi: 10.1111/brv.12001
- Miksis-Olds, J. L., Martin, B., & Tyack, P. L. (2018). Exploring the ocean through soundscapes. *Acoust. Today*, 14(1), 26-34.
- Tyack, P. L. (2009). Human-generated sound and marine mammals. *Physics Today*, 62(11), 39-44.



September 29, 2023

To whom it may concern,

I am pleased to submit this evaluation of Dr. Athena Rycyk's scholarship for consideration in your review of her credentials toward tenure in the Division of Natural Sciences at New College of Florida. I am particularly well suited to evaluate Dr. Rycyk, as I work at Hampshire College, which is similar in many ways to New College. We also focus heavily on undergraduate research experiences, and write narrative evaluations instead of assigning grades in our classes. Given the significant demands on our time at these institutions, I recognize that the only way to maintain an active research program is to fully link teaching and research. Dr. Rycyk's accomplishments are a model for how to do this effectively. In just five years at New College, she has created rich learning experiences for her students while at the same time accomplishing high quality scholarly work. This is further evidenced by the impressive number of undergraduate co-authors she has on both publications and conference presentations – four of her students were lead authors on presentations at last year's 24<sup>th</sup> Biennial Conference on the Biology of Marine Mammals! Another impressive accomplishment is the publication on which New College undergraduates were lead authors. Having worked with many undergraduates on scientific writing, I know how time intensive it is to provide meaningful training in this arena.

Over the past several years, I have had the opportunity to work with Dr. Rycyk on remotely co-supervising students working on data from the Sarasota Bay Listening Network (a network of autonomous underwater recording stations). I was extremely impressed with Dr. Rycyk's professionalism and her ability to break down a multi-faceted project into tractable components. She maintained a clear vision of what needed to be accomplished in order to produce a publishable product, which I have every expectation will be forthcoming. Through this collaboration I learned that Dr. Rycyk had invested significant time and energy into maintenance of the Sarasota Bay Listening Network (SBLN), a job that ended up temporarily falling on her and another colleague at the Sarasota Dolphin Research Program when the original creators/managers of the network had to step away from the project. Even as she was carrying this unexpected workload, she spearheaded the installation of a listening station at New College, which required a substantial investment of time on her part. However, she persevered due to the exceptional learning and research opportunities this station provides for New College students. Dr. Rycyk's 2020 paper on acoustic cues related to ecological effects of harmful algal blooms was the first published paper to use data from the listening stations. This paper is highly ranked with respect to the attention it has garnered, including being mentioned in the popular literature in support of the utility of a global marine animal sound database. Since this publication, she has authored or co-authored an impressive seven additional publications, several of which also utilize data from the listening stations. This productivity is especially impressive given that she was developing and teaching new courses at the same time.

I attended a workshop prior to the 24<sup>th</sup> Biennial Conference on the Biology of Marine Mammals in August 2022 entitled "Exploring Marine Mammal Cognition as a Conservation Tool", for

which one of the case studies was manatees. Dr. Rycyk's recent paper on estimating impacts of boat noise on manatees (by comparing quantitative measurements of boat noise to manatee auditory hearing thresholds) factored heavily in the background presented for this case study, illustrating its scientific impact. Dr. Rycyk's collaborations with researchers on African manatee vocalizations are also highly impressive and productive, and promise to lead to significant increases in knowledge of this poorly understood species.

Dr. Rycyk's papers include sophisticated and rigorous quantitative analyses, which set them apart from some of the more qualitative studies that are common in our field. Dr. Rycyk's facility with quantitative analysis methods is an added benefit for New College students, for whom she has provided training in bioacoustic analysis in both Matlab and R. I frequently tell my students that gaining skills in these arenas will give them a leg up when seeking future opportunities in the field.

New College is fortunate to have such a dedicated and competent scholar on their faculty, whose research focuses on local fauna and thus also dovetails seamlessly with her teaching. I without hesitation can say that her qualifications warrant her being awarded tenure. Please do not hesitate to contact me if you require further information.

E

Sincerely,



Laela Sayigh  
Associate Professor

RECEIVED  
Sept 30, 2023

To Whom It May Concern:

September 1, 2023

I am writing to state my support for the promotion of Dr. Athena Rycyk for tenure. I am currently a tenured Professor of Biology at Syracuse University. I received my Ph.D. in Biological Oceanography in 2003 from the Massachusetts Institute of Technology (MIT) - Woods Hole Oceanographic Institution (WHOI) Joint Program in Oceanography/Applied Ocean Science and Engineering. My research focuses on the behavioral ecology and acoustic communication of marine mammals, including research on the effects of noise on marine life. Based on my academic training and research focus area over the past 24 years, I feel well qualified to comment on Dr. Rycyk's contribution to the fields of marine mammal acoustics and bioacoustics.

I am familiar with Dr. Rycyk's work through overlapping research interests in marine bioacoustics and through previous collaborations with her doctoral thesis advisor, Dr. Douglas Nowacek who is now at Duke University. Dr. Rycyk has made notable contributions to the field over the course of her career. She has published her research in high quality journals in our field over the past six years, including three publications in 2022, one of which is led by students from New College of Florida. From her CV, I note that she has three more manuscripts that have been accepted or are in review, along with multiple publications in preparation with students that should be forthcoming in the next year, suggesting productive and active scholarship at New College of Florida. In my view, this is a significant achievement, to conduct and successfully publish research with undergraduate students, particularly considering the teaching commitments of Dr. Rycyk's position.

Her most prominent contributions stem from her research into the acoustic behavior of manatees and the implications for conservation of these threatened species. Her studies of the acoustic behavior of African manatees and of the behavioral response of Florida manatees to vessels are some of the best studies published to date in these areas and utilize cutting edge technology. It is clear that her research is well suited to student guided inquiry projects in the local area around New College, as she explores both passive acoustic environmental monitoring and acoustic behavior of the local manatees. I would say that her research productivity over the past two years exceeds expectations that I would have for a faculty member with such substantial teaching and mentoring commitments as part of her position.

My review of Dr. Rycyk's CV supports my personal impressions of her as strong academic researcher. Based on this assessment, in my opinion, she meets or exceeds my expectations for achievements in scholarship to merit promotion to Associate Professor with tenure. Please don't hesitate to contact me if you have any additional questions.

Sincerely,



Susan E. Parks

RECEIVED  
Sept 1, 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 when Professor Rycyk 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 262. Review of these evaluations demonstrates that Professor Rycyk'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 . . .

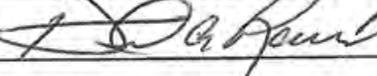
1. <b>The Instructor</b> (e.g., clarity, helpfulness, accessibility, evaluation of your work)
2. <b>The Course</b> (e.g., organization, pace, demands, assignments, suggested improvements)
3. <b>Your Participation</b> (e.g., expectations, interest, progress, success, effort)
4. <b>Any Other Comments</b>
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	Sandra Galchris		2/11/24
PAC Chair	Patrick McDonald		02/12/24
Provost	David Rancourt		02-27-24

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.

30 September 2023

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

Dear Athena,

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. In Fall, you taught Animal Behavior (35 students enrolled) and Animal Behavior Laboratory (23 students enrolled). This was the second time that you offered the lecture, but the first time it was offered in person. You experimented with the format and found success with positive feedback from students on the activities. Many enjoyed the interactive format. Spring semester, you taught Marine Ecology Laboratory (10 students enrolled). The number of courses was consistent with your 0.75 FTE appointment. You modified the labs based on experience from the first time you offered the class. This allowed you to incorporate independent projects which seemed successful. In addition, you offered 13 ISPs. There was a range of projects on a variety of organisms including reptiles, fish, mammals and birds. You also worked with a student interested in beetle behavior. One of the students had results incorporated into a poster presentation and the student is a co-author on an abstract to present the findings at the 6<sup>th</sup> International Conference on Fish Telemetry. Four students completed senior projects with you; you co-sponsored 3 of the projects. In addition to your seniors, you served on 3 other baccalaureate committees. You offered 5 tutorials during first semester and 17 students tutorials second semester; a few of these were thesis tutorials. Second semester, you had a large group tutorial on Deep Sea Biodiversity (13 students enrolled). In addition, you sponsored 16 contracts first semester and 20 second semester.

As in the past, your instructor evaluations were very good. Students clearly enjoy working with you and learning from your classes. You challenge them to explore their interests. Students find you very helpful and accessible. They can feel your interest and passion for the subjects you are teaching.

Your evaluations of students include a description of the course as well as comments about strengths and weaknesses of student work that are personalized. Comments such as these should be valuable for students and their advisors in planning future educational activities. Contract certifications were comprehensive, noting strengths and weaknesses of students.

You continue to strengthen your educational offerings by engaging in professional development for your teaching. For instance, this year you participated in a workshop at Loomapalooza on using Crescent Loom as a teaching tool in the classroom for neurobiology. You also participated in the Career Design Champion Program for advising students and attended the Perusall Exchange meeting.

### **Scholarship**

You published 3 articles this year with one other in preparation. Two of the published papers are related to your work on African manatee vocalizations. The third paper is a collaborative work with colleagues working on marine soundscape evaluations before and after COVID-19. The study was on comparing vocalizations of dolphins at these times. You have also been working on a book chapter concerning Sirenian vocalizations. This chapter is part of a book on Sirenian behavior. The chapter is drafted and you are working on revisions.

You have continued to work with colleagues on presentations. You made 8 contributions to the 24<sup>th</sup> Biennial Conference on the Biology of Marine Mammals with a variety of co-authors, including undergraduate students. Two presentations were made at the 3<sup>rd</sup> African Bioacoustics Community Conference. One presentation was offered at the SEAMAMMS (Southeast and Mid-Atlantic Marine Mammal Symposium). In addition, you have a presentation with several collaborators on monitoring white spotted eagle ray behavior in shellfish restoration that has been accepted for the 6 International Conference on Fish Telemetry that will take place in June of 2023.

This year, you wrote a pre-application grant for National Geographic titled, "First Acoustic Array to Study African Manatee Behavior". This grant would have allowed you to deploy 20 acoustic sensors in Lake Guiers, Senegal to record manatee microhabitat use. As we discussed, this grant was not funded. However, it did give you good experience to try again.

As a part of your scholarship, you have continued to build skills through attending workshops and seminars as well as to participate in professional organizations, both formal and informal. There are numerous activities, so I will summarize a few. For instance, you participated in the Cornell Acoustics Methods Series (now named BioacousTalks) where you listened to a variety of speakers discuss topics related to your research. You also engaged in a MATLAB seminar on using MATLAB with Python. The Society of Marine Mammalogy Seminar's Select Series gave you the opportunity to listen to two seminars: one on genetics of North Atlantic right whales and one on behavior related vocalizations of the Florida manatee. You also attended the 5<sup>th</sup> Annual Manatee Research Symposium.

Networking as well as attending conferences, workshops and webinars are important to learning new ideas as well as finding potential collaborators for future endeavors.

As with our conversation last year, our discussion this year and from your FAAR, you have three main areas of research that you are pursuing: African manatees in Cameroon, manatee vocalizations (clicks), and planning work on African manatees in Senegal. You are working with a graduate student in Cameroon to analyze data on potential impacts of an invasive fern on manatee use of Lake Ossa. You have a manuscript in preparation on this work. You have collected recordings of Florida manatees in the wild at Blue Spring as well as in captive settings to postulate a new sound, clicking, for manatees. This is exciting work. The work in Senegal is an extension of your research on how manatees use microhabitats.

You have built a network of collaborators that should be fruitful in the future.

### Service

You attended the division and faculty meetings regularly and provided valuable suggestions. In the broader community, you were a member of the Educational Policy Committee in both Fall and Spring. You reported regularly the work of the committee to the division.

You were on two search committees: Instructor in Biology and the Botany Tenure Track/VAP committee. These committees interviewed several candidates, making a successful offer to an Instructor in Biology candidate.

You also participated in the QEP ad hoc committee over the summer. You have been deeply involved in the work of this committee. Also, in the summer, you were one of the FTIC summer advisors for Admissions. Welcome Wednesdays were an important part of giving new students insight into academics at the college; you participated in two.

As a part of orientation, you led a break-out group on research opportunities.

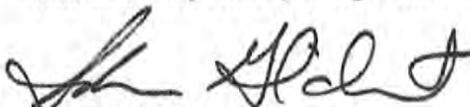
In Spring, you organized the college-wide March Mammal Madness competition with students, alumni, faculty and staff. This is a fun event that gives competitors the opportunity to learn about the ecology and biology of a variety of organisms through a simulated set of tournaments.

This year, you wrote a remarkable 32 letters in support of students. These recommendations were for a variety of things including graduate programs, research assistantships, science education, and REUs. Such letters take time to craft, especially when students ask letters for different activities. The fact that students feel comfortable in seeking your support is a testament to the strong interactions that you have with them.

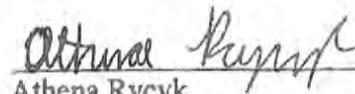
### Summary

You have done well in your teaching, research and community service this year. It is difficult to fathom that you are only 75% FTE. You have good time and task management skills. The college should support garnering more resources to support your research in the future. Overall, you are making good 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 concerning the final draft, which will be incorporated, along with this evaluation, in your file.



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



Athena Rycyk  
Associate Professor, Biology and Marine Science

10-3-23  
date



# New College

THE HONORS COLLEGE of Florida  
Division of Natural Sciences

19 September 2022

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

Dear Athena,

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 attended Teaching Tuesday sessions regularly to add to your professional development. You also participated in the Kognito training to improve advising and interactions with students.

### **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. In Fall and during ISP, you were on Academic Research Leave, thus you taught no classes. For Spring, you taught Analysis of Florida Manatee Mortality Events (10 students enrolled) and Research Methods in Biology (7 students enrolled). The number of courses was consistent with your 0.75 FTE appointment. In addition, you offered one ISP while on ARL. Three students completed senior projects with you. In addition to your seniors, you served on 4 other baccalaureate committees. You offered 5 students tutorials first semester and 8 students tutorials second semester; a few of these were thesis tutorials. In addition, you sponsored 1 contract first semester and 10 second semester.

This was the first time that you have offered the Analysis of Florida Manatee Mortality Events class. The class was created for multiple reasons, including that there is a mass mortality event occurring on the east coast of Florida. This gave students the opportunity to learn about manatee nutrition as well as their sensitivity to changes in their food sources. This type of experience applying what is learned in class to a real-world situation can be very impactful for the students.

A second class, Research Methods in Biology, allows students to prepare for conducting research. This was the second time that you taught this course. You used feedback from your first experience to make adjustments with the course. For instance, you gave students more time to explore a research question and you helped students to understand why it is important to choose a thesis advisor early in the process. More peer feedback was also a part of this second offering.

As in the past, your instructor evaluations were good. Students clearly enjoy working with you and learning from your classes. Students find you very helpful and accessible. They can feel your interest and passion for the subjects you are teaching.

Evaluations of students incorporated a description of the course as well as comments about strengths and weaknesses of student work. Comments such as these should be valuable for students and their advisors in planning future educational activities. Contract certifications were thorough, noting strengths and weaknesses of students.

You participated in 4 Teaching Tuesday events. Topics ranged from work with transfer students to effective evaluation practices. You also attended a faculty workshop on Integrating Teamwork Activities into Courses. These professional development activities show your interest in continuing growth of your teaching skills.

### **Scholarship**

You published 5 articles this year and have 5 others in various stages of completion. Two of the published articles have student co-authors. You made very productive use of your Academic Research Leave.

You have continued your collaboration with the African Marine Mammal Conservation Organization. This type of networking is important. You have continued to work with colleagues on presentations, co-authoring two presentations for the 4<sup>th</sup> Manatee Research Symposium and one for the European Cetacean Society Conference. In addition, you contributed data for the Sounds in the Sea: Listening to Learn series for the Florida Association of Science Teachers Conference. Two other abstracts have been submitted, both to the 3<sup>rd</sup> African Bioacoustics Community Conference that will occur in October of 2022.

As a part of your scholarship, you have continued to build skills through attending workshops and seminars as well as to participate in professional organizations, both formal and informal. There are numerous activities, so I will summarize a few. For instance, you participated in the Cornell Acoustics Journal Club where you listened to a variety of speakers discuss topics related to your research. The 7<sup>th</sup> International Bio-Logging Science Symposium was held virtually from Hawai'i allowing you to participate in the global collaboration week before the conference as well as to hear presentations during the conference week. Wildlife Acoustics workshops offered presentations on a variety of techniques used for different vertebrates.

At New College, you attended Natural Science Seminars, a grant workshop with ORPs director Justin Miller and completed Skillsoft modules to improve interactions with students.

Networking as well as attending conferences, workshops and webinars are important to learning new ideas as well as finding potential collaborators for future endeavors.

As with our conversation last year, our discussion this year and from your FAAR, you have three main areas of research that you are pursuing: African manatee acoustics, manatee vocalizations, and Sarasota Bay Listening Network. You have built a network of collaborators in these areas that should be fruitful in the future.

### **Service**

You attended the division and faculty meetings regularly and provided valuable suggestions. In the broader community, you were a member of the Quality Enhancement Plan committee

(Spring). The division was represented by you at the Environmental Studies Steering Committee. In collaboration with colleagues across disciplines, you helped to prepare the proposal for a new AOC called Animal Wellbeing and Conservation which has been submitted to the Provost office for consideration.

Admissions and retention are priorities for the college. Towards this goal, you participated in the New Day program for advising transfer students. In addition, you worked with admissions and a group of faculty to create a promotional video of a mock baccalaureate exam. Your welcome session for Admitted Students day was well received. Sending communications to admitted students was a large part of our admissions effort this year. You emailed several students to tell them about the college and selected programs in biology.

At the college, you had an interview with New College news about your work with students on American Alligators published in the *Journal of Zoological and Botanical Gardens*.

You did a variety of other important activities listed in your FAAR form. You wrote recommendation letters for 8 students interested in post-baccalaureate studies, obtaining funding for research projects and for jobs. Outside the college, you served as a mentor to a PhD student in Cameroon who is researching African manatee ecology and acoustics.

#### Summary

Overall, this was another busy and successful year for you. Certainly, you have far exceeded your 0.75 appointment in your contributions to the college. You should make sure that you are taking time for yourself in balancing work-life activities. You met or exceeded expectations in all three areas of teaching, research, and service. Effective use of your Academic Research Leave in Fall is evident. You have been involved in many cross-disciplinary collaborative activities within the college and in the broader community. Thank you for everything you did this year.

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 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



Athena Rycyk  
Assistant Professor of Biology and Marine Sciences

9-20-2022

date



**New College**  
THE HONORS COLLEGE of Florida  
Division of Natural Sciences

12 October 2021

Professor Athena Rycyk  
Division of Natural  
Sciences New College  
of Florida

Re: Annual Review for the 2020-2021 Academic Year

Dear Athena,

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 attended a Teaching Tuesday to add to your professional development. You also participated in the Kognito training to improve advising and interactions with students. In addition, you participated in the January faculty retreat. In addition, you participated in the Academic Continuity for Flexible Delivery (a 2 week workshop) last summer. You took advantage of the opportunity to participate in the Science Communication with Daniela Hernandez (Digital Sciences Editor from the *Wall Street Journal*).

### **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 Animal Behavior (22 students enrolled), Animal Behavior Laboratory (4 students enrolled), and Marine Mammal Biology (13 students enrolled). The number of courses was consistent with your 0.75 FTE appointment. In addition, you offered ISPs to 8 students; 3 students were in one ISP, 3 students were in a second ISP and the other ISPs had only a single student. Six students completed senior projects with you; a rather heavy load. In addition to your seniors, you served on 4 other baccalaureate committees. You offered to 10 students tutorials first and 10 students tutorials second semester; a few of these were thesis tutorials. In addition, you

sponsored 12 contracts first semester and 15 second semester. You also sponsored 4 summer internships for students. These students developed and tested methods to identify and characterize African manatee vocalizations.

This was your first time teaching the Animal Behavior class and lab. To prepare for these classes, you took the Academic Continuity for Flexible Delivery workshop and you researched other strategies for successful presentation of materials remotely. The lab was inquiry based. You had a guest speaker to discuss the importance of science communication. You also collaborated with Dr. Leininger to access the captive research population of *Xenopus* that she maintains. It is evident that you learned a great deal from presenting this class, there are some lessons that can be kept when the course is offered in a face-to-face setting.

You also had to retool the Marine Mammal class by adding virtual field trips and including remote guest speakers. To connect students to the Sarasota area, you included a group project in which students analyzed whistles of bottlenose dolphins resident in Sarasota Bay.

As in the past, your instructor evaluations were good. The common thread for all of the evaluations was that you are very helpful and accessible. Students appreciated your passion for the classes given. The pace of your courses was reasonable and they were organized well. Students made constructive comments on changes to improve Animal Behavior lectures. This is common in classes that are taught for the first time.

Evaluations of students incorporated a description of the course as well as comments about strengths and weaknesses of student work. These comments should be valuable for students and their advisors in planning future educational activities. Contract certifications were thorough, noting strengths and weaknesses of students.

### **Scholarship**

You published one article and have a second one accepted for publication. Your accepted article was invited and is being translated into Japanese. One manuscript is currently in review. Three other articles are in progress. You gave 5 presentations. Eight abstracts were submitted and accepted for presentation to the 24<sup>th</sup> Biennial Conference on the Biology of Marine Mammals; 4 of these had student co-authors. You have continued your collaboration with the African Marine Mammal Conservation Organization which has allowed you to make the first known recording of wild African manatee vocalizations. In addition, you are a contributor to an ongoing update of the Convention of Migratory Species Action Plan for the African Manatee.

You co-authored an article in Nicks-n-Notches titled, "Changes in Vessel Traffic and Sound in Sarasota Bay from the pandemic". You were also first author of another article in Nicks-n-Notches titled, "Bioacoustic Changes Associated with the 2018-2019 Red Tide Linked to Changes in Fish Abundance." The *Hakai* magazine also had a writer interview you about acoustic monitoring of the biological impacts of red tide.

Attending conferences and webinars are important to learning new information as well as for networking. You attended 9 conferences/seminars/webinars.

You successfully applied to the Cross College Alliance Environmental Discovery Awards to support summer interns. The project is a collaboration between New College and the Chicago Zoological Society's Sarasota Dolphin Research Program. You worked with Dr. Roy as a consultant on an NSF grant proposal to increase environmental stewardship and awareness amongst middle and elementary school students.

From our discussion and from your FAAR, you have three main areas of research that you are pursuing: African manatee acoustics, manatee vocalizations, and Sarasota Bay Listening Network. You have built a network of collaborators in these areas that should be fruitful in the future. You are also collaborating with Dr. Gardiner-Loewy on a project in the Manatee River to evaluate the impact of construction noise on tagged sharks.

### **Service**

You attended the division and faculty meetings and provided valuable suggestions. You were a member of the Web Site Redesign Vendor Selection committee. You created and continue to manage a Canvas page for students interested in Biology. You are also continuing to publish a newsletter for the Sarasota Bay Listening Network, sending out the third newsletter this past Fall.

As the representative to admissions for Marine Biology, you were the point of contact for prospective students. You met with several students to discuss New College and the Marine Biology program. In addition, you participated in writing a recruitment piece for Admissions. You also participated in admission's Faculty Friday to discuss the marine biology program. In addition, you also participated in the Faculty Friday event targeting transfer students.

You participated in a number of activities that involved both teaching and service. These included working with students from other institutions. For instance, you mentored a PhD student from Cameroon who is researching African manatee acoustics and ecology. You also invited Dr. Takoukam from the African Marine Mammal Conservation Organization to present a seminar for the natural sciences titled, "How do we protect the invisible? Conservation efforts of the elusive African manatee in Cameroon." You promoted the research program highlighting student involvement in the African manatee vocalization project in the New College News and your participation in research related to the Sarasota Bay Listening Network.

This year, there was a Pritzker Summer Research Fellowship program. You provided critical feedback on the application process. Though it is not clear that this program will be renewed next year, the template that we have for the process is valuable for future opportunities.

At the college, you had several interviews. One was a video to promote the Cross College Alliance Environmental Discovery Program. This program has been an important source of funding for students to participate in research and service projects. The video interview with Communications and Marketing that you did for use in promotional materials was also used in a presentation to the Board of Governors.

You reviewed articles for three different journals: *Journal of the Acoustical Society of America*, *Journal of Ethology*, and *Journal of Zoological and Botanical Gardens*. This is an important service for the profession. It can also improve both your scientific writing and your editorial skills.

In Spring, you organized your annual, collegewide March Mammal Madness competition between students and faculty/staff. This is a mock tournament between organisms based on their biology and ecological niches. There are spirited interactions for the simulated competitions.

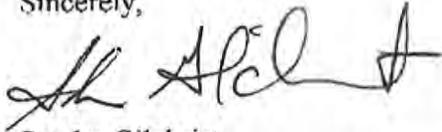
You attended many other meetings and activities, including admissions events, and these are listed in your FAAR form. You wrote recommendation letters for 12 students, including 13 letters for one of the students.

### Summary

Overall, this was another busy and successful year for you. You should make sure that you are taking time for yourself in balancing work-life activities. The college has called on you for a great deal of time in promoting various programs. This type of activity is very valuable, but can become overwhelming. You met or exceeded expectations in all three areas of teaching, research, and service. You have been involved in many cross-disciplinary collaborative activities. Thank you for everything you did this year both in the division and for the broader 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



Athena Rycyk  
Assistant Professor of Biology and Marine Sciences

10-20-21

date



# New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

June 24, 2020

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

Dear Athena,

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 a First Year Seminar (FYS) course called the Inquisitive Scientist, Marine Ecology Lab, and Research Methods in Biology. You have a 0.75 FTE appointment, so you are only assigned to teach 3 courses per year. This was the first year of FYS courses that are intended to help students succeed and help improve student retention. Marine Ecology Lab and Research Methods are elective courses in the Biology and Marine Biology AOCs. Two of these courses were new, and the third was updated. You sponsored 7 ISPs, 9 tutorials, and 17 contracts. You also served on 8 baccalaureate committees. The number of students in your courses this year was at the college-wide average, based on the median for Fall 2019 (21 students per semester). However, you had this many students in only 3 courses. Your other instructional workload was reasonable for a second year faculty member, but I'll encourage you to not take on more.

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 good. The students thought you were very helpful and accessible, and they described you as great, passionate, and wonderful. The students thought your courses were well organized. Some of the FYS students didn't like the assignments related to the FYS outcomes, and some found the workload too high. However, many students thought that the course was interesting, engaging, and fun. They also thought you provided an accepting learning environment. The Marine Ecology Lab students also had various opinions about the pace of the course, but this was partly because some changes were made to some assignments and because many projects were due at the end of the semester. Again, these students thought the course was interesting, and they felt that they learned a lot. Your tutorial students also enjoyed working with you.

Your evaluations of students included a detailed description of the course content, how the students were evaluated, and details about the student's work in each aspect of the course. You mentioned strengths and weaknesses. Your ISP and tutorial evaluations described the project and the student's accomplishments. These evaluations are very valuable for the students. Your contract certifications summarized the student's strengths and challenges and mentioned progress over time.

### **Scholarship**

You submitted one peer-reviewed journal article, and you have three other projects in progress. You gave six presentations, five at professional conferences (one invited), and one for the NCF Natural Sciences seminar series. You submitted a grant proposal with the Passive Acoustic Listening Station (PALS) network. You received funding to support summer interns to work with you. You reviewed two journal manuscripts. You are continuing a number of research collaborations. You co-authored two articles for Nick-n-Notches.

### **Service**

You attended the division and faculty meetings and provided valuable suggestions. You were a member of the Coordinating Committee on New Programs. You served on the search committees for the Visiting Biochemist and for the Assistant Director for Prestigious Fellowships, and you participated in another faculty search. You created and continue to manage a Canvas page for students interested in Biology. In service to your profession, you are on the board of PALS, and you started a newsletter series for this group. You helped write two proposals for new AOCs. You took advantage of professional development opportunities at New College to increase your teaching and advising skills. You participated in a number of activities that involved both teaching and service. These included working with students from other institutions and organizing a March Mammal Madness competition. You attended many other meetings and activities, including admissions events, and these are listed in your FAAR form. You wrote recommendation letters for 13 students

### **Summary**

Overall, this was another busy and successful year for you. You met or exceeded expectations in all three areas of teaching, research, and service. You have been involved in many cross-disciplinary collaborative activities. It is great to work with you. Thank you for everything you did this year.

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

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**Year - End Letter for you to acknowledge**

2 messages

**Katherine Walstrom** <walstrom@ncf.edu>

Wed, Jun 24, 2020 at 3:54 PM

To: Athena Rycyk &lt;arycyk@ncf.edu&gt;

Hi Athena,

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

—  
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

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 **Rycyk\_final.pdf**  
1734K**Athena Rycyk** <arycyk@ncf.edu>

Thu, Jun 25, 2020 at 11:13 PM

To: Katherine Walstrom &lt;walstrom@ncf.edu&gt;

Hi Katie,

Yes, I acknowledge the letter.

It's been a pleasure working with you as chair and wish you all the best!

Athena

[Quoted text hidden]

—  
**Athena Rycyk, Ph.D.**

New College of Florida  
Assistant Professor of Biology & Marine Science  
5800 Bay Shore Rd.  
Sarasota, FL 34243-2109



August 5, 2019

*Division of Natural Sciences*

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

Dear Athena,

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 Foundations of Biology I, Intro. to Environmental Studies, and Marine Mammal Biology this year. You have a 0.75 FTE appointment, so you are only assigned to teach 3 courses per year. The Foundations and Intro. to Environmental Studies courses are both important introductory courses for popular AOCs at New College. The Marine Mammal course was an upper level elective course. You sponsored one tutorial and a group ISP with 10 students, and you served on one baccalaureate committee. You sponsored three contracts during spring semester. The number of students in your courses was above college-wide averages, even without accounting for your 0.75 FTE position. We plan to make this a one-time occurrence. Your other instructional workload was appropriate for a first-year faculty member.

Your instructor evaluations this year were good. The students thought you were clear, helpful, approachable, and accessible. They thought your courses were well organized and most thought they moved at a good pace. Many students mentioned how much they appreciated your timely and constructive feedback on their assignments and exams. Some mentioned how much you cared about their success. You had very broad audiences in your fall courses, and this made them more challenging. Experienced students in Foundations of Biology thought that course was too easy, but many others thought it was at an appropriate level and moved at a good pace. There were mixed views about the number of guest speakers that you invited to the Intro. to Environmental Studies course, but you did this to make the course useful and relevant for students in all divisions. Even students who didn't enjoy the course material said that you were an effective instructor. Your tutorial student enjoyed working with you.

Your evaluations of students included a detailed description of the course content, how the students were evaluated, and details about the student's work in each aspect of the course. You provided praise as well as helpful suggestions for how the students could improve their work.

Your ISP and tutorial evaluations described the project and the student's accomplishments. These evaluations are very valuable for the students.

### **Scholarship**

You published one peer-reviewed journal article, and you are in various stages on three other articles. You gave presentations at a professional conference, at FSU, and at two professional meetings about manatees. You brought two NCF students to the Manatee Research Symposium. You received a grant from the NCF Foundation. You submitted a letter of intent for a grant, but they did not encourage a full proposal. You submitted a full grant proposal and are waiting to see if it is funded. You reviewed a manuscript for a journal. You initiated a number of collaborations that are in progress. You attended a meeting about the acoustic monitoring system that you can use for your research. You wrote an article for a dolphin study being run out of Mote called Nicks n Notches.

### **Service**

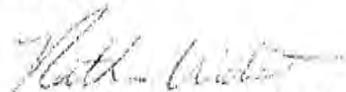
You attended division meetings and provided valuable suggestions. You participated in many of the faculty searches this year. You also helped organize both the biology and marine biology AOCs in various ways, including organizing meetings. You participated in a number of activities that involved both teaching and service. These included working with students from other institutions, giving a guest lecture in the Conservation Biology course, and organizing a March Mammal Madness competition. You are also planning a first-year seminar course for Fall 2019. You participated in the 4 x 10 initiative for first year students, and you attended many other meetings and activities. You organized many gatherings for the first year faculty.

### **Summary**

Overall, this was a very busy and successful year for you. You met or exceeded expectations in all three areas of teaching, research, and service. Your broad experience makes you a valuable addition to New College, and we are lucky to have you here. Thank you for everything you did this year.

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

8-6-19  
Date

DIVISION CHAIR EVALUATION:

Dr. Rycyk is an excellent candidate for tenure. Her appointment has been for 0.75 FTE, but her work in teaching, research and community service far exceed this appointment.

Teaching: Dr. Rycyk teaches a variety of courses including participation in our Foundations of Biology sequence. Her animal behavior class and lab are very popular with students in a variety of disciplines. She has also participated in one of our important preparatory courses, Research Methods in Biology. This class helps students build skills needed to accomplish a sustained project like a senior thesis. She has sponsored several senior projects.

Dr. Rycyk is an active participant in professional development. She has taken advantage of opportunities to improve teaching and advising through a variety of events.

Research: Dr. Rycyk has established an international network for her work in manatee acoustics. She has built a considerable network for her bioacoustics research. This allows her to produce a variety of publications with colleagues each year. She has also worked with students on projects with Florida reptiles (alligators), resulting in published work. Dr. Rycyk is a model for integrating research into courses and other educational activities to stimulate student interest.

Community service: Dr. Rycyk has been a strong participant in division matters. She is currently serving on the search committee for the organismal biology position. She also participated in the search for the Instructor in biology position.

Retention is a priority for the college. Dr. Rycyk has been an active participant in admissions activities both for recruitment and retention. You have become the Director of our QEP. This is a tremendous responsibility as our first-year program is essential to the success of the college. Not only are you working with faculty on content, you are also interfacing with faculty, staff and students to make sure that the QEP is well-aligned with the needs of each constituency.

Dr. Rycyk is a good citizen in the division. She is among the first to volunteer to organize disciplinary meetings such as the Biology+ group. She played a strong role in our recent external review in helping folks in the group put together the review template. In addition, she took a lead role in developing the material for the proposed master's program in biology. Dr. Rycyk has also been a co-organizer of our Natural Sciences Seminar series.

As a part of your scholarship, you continued to build skills through attending workshops and seminars as well as to participate in professional organizations, both formal and informal. You also engaged in a MATLAB seminar on using MATLAB with Python which will be valuable in both your teaching and research.

Her work is very interdisciplinary. As such, she has forged important connections not only in Natural Sciences but also in our other divisions. She is a part of the Animal Well-being area of concentration, contributing a great deal to its development and she has been instrumental in shaping a Marine Mammal Science Master's proposal.

Dr. Rycyk is a very strong tenure candidate.

PROVOST'S ADVISORY COMMITTEE EVALUATION:

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

**PROVOST'S ADVISORY COMMITTEE EVALUATION:**

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

**TEACHING AND ADVISING**

Professor Athena Rycyk is a Marine Biologist with research interests in passive acoustic monitoring (PAM) of African manatees, acoustic ecology of Sarasota Bay, FL, and Manatee-boat collisions.

Her course offerings contribute to curricula across several Areas of Concentration, including Biology, Marine Biology, Biopsychology, Environmental Studies, and Animal Wellbeing and Conservation. Professor Rycyk's teaching spans across formats, such as lectures, laboratories, seminars, first-year seminars, and tutorials. Some of the courses she taught are: Foundations of Biology I; General Biology; Introduction to Environmental Studies, Marine Mammal Biology; Research Methods in Biology; Animal Behavior Lecture and Laboratory; Marine Ecology Laboratory. Her courses are well subscribed. The number of courses offered in Fall 2018-Spring 2022 was 14, which is consistent with Professor Rycyk's 0.75 FTE appointment.

As the record indicates, in addition to her regular courses, Professor Rycyk has been extremely generous in her development of individual and group tutorials, as well as January ISPs, to serve the needs of her students. She is also a very committed academic advisor. The number of contracts she sponsors has increased consistently throughout her time at New College, averaging 9-10 students per semester.

In the period under review she has sponsored or co-sponsored 13 thesis projects and has participated in baccalaureate committees for Marine Biology, Biology, Environmental Studies, Biopsychology and Psychology.

Students' evaluations of Professor Rycyk's teaching are overwhelmingly positive. Students clearly enjoy working with her and learning from her classes. Professor Rycyk challenges students to explore their interests. They find Professor Rycyk very helpful and accessible. She successfully projects her interest and passion for the subjects she is teaching.

Professor Rycyk continues to improve her teaching and advising effectiveness by incorporating feedback from students and seeking out opportunities for development. In addition to her teaching, since Fall 2023, Professor Rycyk is the Director of the Quality Enhancement Program that designs First Year Seminars to support student success.

Professor Rycyk's evaluations of students' performance in her classes include a description of the course as well as comments about strengths and weaknesses of the students' work.

Contract certifications were comprehensive, noting strengths and weaknesses of their work during the semester.

Overall, Professor Rycyk demonstrates teaching excellence and dedication to the students' academic development. Professor Rycyk's performance in this area meets and exceeds expectations for tenure at New College of Florida.

### **SCHOLARSHIP**

Professor Rycyk is a marine biologist specializing in marine mammal acoustics. Since her arrival in the Fall of 2018, Professor Rycyk has published ten articles, seven of which list her as a first author and two of which include New College students as co-authors. In addition to her published articles, she has numerous articles in preparation, suggesting increased productivity in the future. She has given or been part of twenty-six conference presentations, nine of which included work with New College students. In addition to her conference presentations, she has given numerous talks directed towards the public about her research. In support of her research, she has obtained two grants from the Cross-College Alliance and a grant from the Women's Giving Circle.

External letters attest to her expertise in her field. Her careful, quantitative work is highly valued, and comprises the type of "solid science essential for conservation biology," in words of one of the reviewers. In addition to the high quality of her publications, reviewers cite her work with New College undergraduate students noting that her maintenance and development of the Sarasota Bay Listening Network provides a rich environment for both research and instruction. In the words of one reviewer: "In just five years at New College, she has created rich learning experiences for her students while at the same time accomplishing high quality scholarly work."

Overall, Professor Rycyk performance in this area clearly meets expectations for tenure at New College of Florida.

### **SERVICE**

Professor Rycyk's record of disciplinary, divisional, and campus-wide service is particularly strong. In the academic year of 2022-2023, she served on the Educational Policy Committee, one of the more demanding standing committees of the faculty. In that role, she focused on the development of an early registration process intended to improve the experience of student and faculty with course registration and, in particular, to facilitate disability accommodations for students. She previously served on the Environmental Studies Steering Committee. In terms of ad hoc committees, Professor Rycyk is currently serving on the Committee on General Education Requirements, the logical continuation of her service on the Summer 2023 Curriculum Steering Committee. Early in her career at New College she served on the Coordinating Committee on New Programs and the Website Redesign Vendor Selection committee. She has also served on search committees for key

campus roles: for the Assistant Director for Prestigious Fellowships, and for the Dean of the Library.

Recruitment, retention, and student success are currently critical endeavors for the survival of New College, and Professor Rycyk has demonstrated a great deal of commitment and service in this area. She has dedicated significant time to admission events (like the Day at the Bay, Admitted Students Day, Welcome Wednesdays, Faculty Friday events, or Experience New College), discussing with prospective students and their families the opportunities available in the Marine Biology program and the other disciplines she serves. She also supported transfer students through the New Day program and served as a summer advisor for first-year-in-college students in summer 2023. Colleagues report that her advising and narrative evaluation practices have served as helpful models. Moreover, Professor Rycyk played a significant role in the formation of the SET SAIL first-year-seminar program (teaching one of the seminars in its pilot year) and participated in the Quality Enhancement Plan (QEP) ad hoc committee that lead that initiative. She is currently the Director of the SET SAIL program (fall 2023). Professor Rycyk's commitment to advising and mentoring students extends to those who have graduated, and she has written at least fifty recommendation letters for various graduate programs and research assistantships, among other opportunities.

Professor Rycyk is also serving her discipline, division, and interdisciplinary programs in a number of ways. She designed and implemented a new interdisciplinary AOC in Animal Wellbeing and Conservation in collaboration with colleagues in Psychology and Philosophy, she has contributed to the investigation of the feasibility of a Master's Program in Biology, and is now involved in the development of a Marine Mammal Science Master's program. She has served on search committees for an Instructor in Biology, a Visiting Assistant Professor in Environmental Studies, and a tenure-track Assistant Professor in Botany. Some of her service is aimed at community building, as is the case of the March Mammal Madness competition (a tournament of simulated animal battles), that she organizes every year with students, alumni, faculty, and staff, and opens up to the whole campus.

Outside of New College, Professor Rycyk has performed important service in her field as a peer and student reviewer for conferences, and, especially, as peer reviewer for several journals: *Marine Mammal Science*, *Journal of Wildlife Management and Wildlife Monographs*, *Acoustical Society of America*, *Behavior*, *Journal of Ethology*, and *Journal of Zoological and Botanical Gardens*, among others.

Overall, we commend her for her service, which meets and exceeds the expectations for tenure at New College of Florida.

ATHENA RYCYK

Candidate: \_\_\_\_\_

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



Office of the Provost

Candidate for tenure: Athena Rycyk

Division: Natural Sciences

Discipline(s): Biology, Marine Biology

Highest degree earned: Ph.D. in Biological Oceanography from Florida State University

Joined New College: August 2018

Other experience: Eckerd College, University of Southern Mississippi

Evidence evaluated: 3 external evaluation letters
262 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: 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<sup>1</sup>

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time<sup>2</sup>. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices."<sup>3</sup> 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."<sup>4</sup>

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."<sup>5</sup> Jefferson made a similar pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be

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

<sup>2</sup> 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

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

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

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

sensible that the tenure is in fact for life.”<sup>6</sup> 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 faculty<sup>7</sup>. 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”<sup>8</sup>
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. Rycyk'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. Rycyk'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.

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

### Teaching Effectiveness

Professor Rycyk teaches a variety of courses in Biology, Marine Biology, Biopsychology, Environmental Studies, and Animal Wellbeing and Conservation. These courses include the introductory-level Foundations of Biology sequence, General Biology, and Introduction to Environmental Studies, methods courses and labs in Marine Ecology and Animal Behavior, and advanced courses that fulfill organismic and ecology/evolutionary level requirements.

To help first-year students, Professor Rycyk developed and offered a popular first-year seminar course, *The Inquisitive Scientist*. In an effort to improve the post-graduation outcomes of students, Professor Rycyk has added grant writing and career preparation activities into the Biology pre-thesis preparation course.

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

<sup>7</sup> 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>

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

Professor Rycyk's courses are rigorous, yet popular. At 0.75 FTE, Professor Rycyk is expected to teach three classes per year. Because of the popularity of her courses in high-demand areas of concentration, her course enrollments are often higher than those among faculty with 1.0 FTE appointments. 19% of the degrees awarded at New College since 2018 have gone to students in areas of concentration with courses taught by Professor Rycyk. In addition to those regular courses, Professor Rycyk sponsors an average of 9-10 students per semester, and has sponsored or co-sponsored 13 thesis projects.

The evaluation letter from the members of the Provost Advisory Committee note that student instructional evaluations for Professor Rycyk are "overwhelmingly positive." Students note that her classes are challenging, yet accessible, and they express an appreciation for the timely and constructive feedback she provides on their work. Professor Rycyk continues to reflect upon and improve her teaching effectiveness by participating in workshops on writing enhanced courses and integrating teamwork activities into her courses.

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 Rycyk has demonstrated an interest and willingness 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 Rycyk's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

### Scholarly Work

Three external evaluators submitted letters to evaluate Professor Rycyk's scholarly and professional activities:

Peter Tyack, Professor of Marine Mammal Biology from the University of St. Andrews in Scotland, strongly supports Professor Rycyk's candidacy for tenure, noting that Professor Rycyk is "clearly developing as a leader" in using passive acoustic monitoring to estimate the

abundance of manatees (and comparing those methods to visual sighting data). This external evaluator also notes Professor Rycyk's engagement in developing the SBLN (Sarasota Bay Listening Network), a network of biologists, engineers, educators and citizens who have been documenting sounds in Sarasota Bay for years. Through the SBLN, Professor Rycyk co-authored a paper (*Passive acoustic listening stations show rapid onset of ecological effects of harmful algal blooms in real time*) in collaboration with the Chicago Zoological Society's Sarasota Dolphin Research Program that was published in the prestigious, peer-reviewed Scientific Reports.

Susan Parks, Professor at Syracuse University, states that Professor Rycyk "has made notable contributions to the field," with publications in high-quality journals over the past six years. Dr. Parks concludes that Professor Rycyk has engaged in productive and active scholarship at New College of Florida.

Laela Sayigh, Associate Professor of Animal Behavior at Hampshire College, describes Professor Rycyk's accomplishments as a model for how to fully link teaching and research. Dr. Sayigh notes the impressive accomplishment that four of Professor Rycyk's students were lead authors on presentations at the 24th Biennial Conference on the Biology of Marine Mammals. This external evaluator also describes how Professor Rycyk quickly and unexpectedly took on the workload of maintaining the SBLN, spearheading the installation of a listening station at New College. In concluding "without hesitation" that Professor Rycyk's qualifications warrant her being awarded tenure, Dr. Sayigh notes Professor Rycyk's highly ranked 2020 paper on acoustic cues related to ecological effects of harmful algal blooms. Since that time, the evaluator notes, Professor Rycyk has authored or co-authored seven additional publications.

Professor Rycyk's work with acoustics and identifying marine mammals has made her central to the local marine mammal community in Sarasota Bay. This will serve New College well, as we develop and implement the Master's in Marine Mammal Science program and the Florida Institute for Marine Mammal Science.

As the external reviewers note, Professor Rycyk involves undergraduate students with her research in a meaningful way. Professor Rycyk has raised more than \$27,000 from various funding sources to support her research with undergraduates, and she has successfully mentored undergraduates to produce publications. In actively involving NCF students in her externally-funded research, Professor Rycyk 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 Rycyk's scholarly and professional activities meet expectations for tenure at New College of Florida.

### Service

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

- serving on the Environmental Studies Steering Committee and search committees for faculty and administrative positions
- serving on important College-wide committees, such as the Educational Policy Committee and the Quality Enhancement Plan Committee
- serving on the board of the Sarasota Bay Listening Network
- managing a Canvas page for students interested in Biology

This year, Professor Rycyk took on the role of Director of our Quality Enhancement Project and contributed significantly to the development of our Masters in Marine Mammal Science program proposal. I've had the opportunity to work regularly with Professor Rycyk on these projects, and I've found her to be an outstanding collaborator willing to openly share ideas and feedback. Professor Rycyk has also demonstrated a deep understanding of student learning, program assessment, and curriculum development. This expertise will be vital to the development of our core curriculum and continued student assessment efforts.

More important than all of this, Professor Rycyk runs the annual March Mammal Madness tournament. Even though she allowed the competition to evolve to include non-mammals, I guess we shouldn't count that against her candidacy for tenure.

Professor Rycyk has also demonstrated a commitment to the post-graduation outcomes of our students. In her time at New College, Professor Rycyk has partnered with our Center for Career Engagement and Opportunity to:

- Include career skill development instruction by CEO staff in multiple courses
- Require outside-of-class career development skill building activities in courses
- Sponsor and evaluate 7 academic internships through college reporting processes
- Create opportunities for students to apply their skills through internships/research
- Complete career advising training for faculty becoming a Career Design Champion
- Connect the world-of-work and/or career or transferable skill building to her teaching

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*

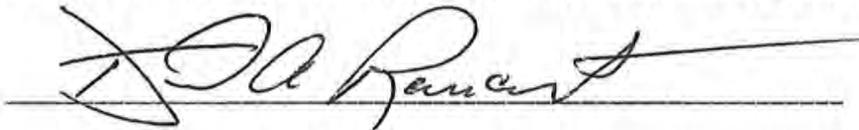
*and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.*

- 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 Rycyk'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 Athena Rycyk.



A handwritten signature in black ink, appearing to read "J. D. Rancart", 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

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.**

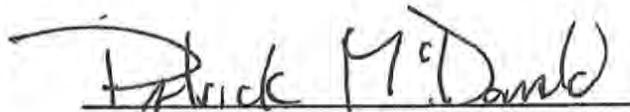
Number of Members of the Division: 26 eligible voters

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

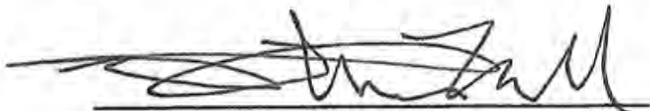
Grant Tenure	23	Abstain	2**
Deny Tenure	1*	Absent	0
Defer Tenure	0	Ineligible	0

\* There was 1 ineligible abstention. This abstention did affect the tally, as it was counted as a negative vote.

\*\* 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
<u>Jose A. Delacruz</u>	<u>[Signature]</u>	<u>01/09/24</u>
<u>Patrick McDonald</u>	<u>[Signature]</u>	<u>01/09/24</u>
<u>TARRON KHEMRAJ</u>	<u>Taron Khemraj</u>	<u>01/07/24</u>
<u>Katherine Brian</u>	<u>[Signature]</u>	<u>01/09/24</u>
<u>Manama Soudou</u>	<u>[Signature]</u>	<u>01/11/24</u>
<u>Xia Shi</u>	<u>[Signature]</u>	<u>01/11/24</u>

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

\*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 Galchrist 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 Bancourt Signature: 

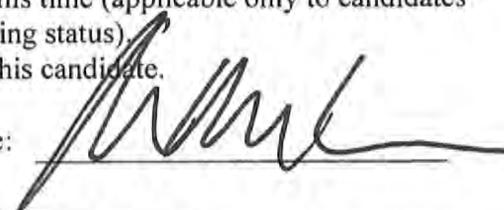
Date: 2-27-24

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 Covara 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: Athena Rycyk Date: 3/4/2024

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

## GERARDO TORO-FARMER

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Division of Natural Sciences &  
Environmental Studies Program  
New College of Florida  
Sarasota, FL 34243

E-mail: [gtoro-farmer@ncf.edu](mailto:gtoro-farmer@ncf.edu)

Phone: 941-487-4367

Website: <https://sites.google.com/ncf.edu/torofarmerlab>

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### EDUCATION

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**2011 Ph.D. in Ocean Sciences.** University of Southern California - Los Angeles, CA. USA

Dissertation: Underwater hyperspectral optical measurements as a tool for characterizing the spatial-temporal distribution of water column constituents contributing to ocean color.

**1998 B.S. in Marine Biology.** Universidad del Valle - Cali, COLOMBIA

Thesis: Assessment of bioerosion intensity by sea urchins (Echinodermata) in a coral reef from the Gorgona Island – Colombian Pacific coast.

### ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

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**2023-Aug – Present** *Associate Professor* – New College of Florida

**2018-Aug – 2023-May** *Assistant Professor* – New College of Florida

**Duties:**

- Marine Biology and GIS-related Course development and teaching (8 new courses).
- Coordinate and support undergraduate and other faculty research with methodologies for collecting and analyzing geospatial and biological/ecological datasets.

**2019-Aug – Present** *Director of the GIS Certificate Program* – New College of Florida

**Duties:**

- Curriculum development for the GIS certificate program. Coordination of courses to be taught (5 GIS-related courses including natural and environmental sciences, humanities, and social sciences topics).
- Create and approve pathways for students to obtain the Certificate. Approve internal funding to support students pursuing the Certificate.
- Advise the College about GIS-related equipment needs and acquisition.

**2011-Dec – 2017-Jul** *Postdoctoral Research Associate* – University of South Florida

**Duties:**

- Proposals writing, data collection, processing, analysis, and publication of results.
- Coordination and execution of various projects related to coral reefs, biodiversity, ocean optics, satellite oceanography, and water quality.
- Mentor graduate students.

## PROFESSIONAL INTERESTS AND SKILLS

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- Ecological and biogeochemical processes on coastal marine ecosystems (coral reefs, seagrasses) related to natural and anthropogenic perturbations.
- Phytoplankton functional groups and dynamics.
- Geospatial analysis (GIS techniques), remote sensing, and in-situ optics to answer ecologically relevant questions regarding organism distribution, ecosystem productivity, and habitat connectivity.

### Technical knowledge

- **Fieldwork and Laboratory skills:** Methodologies for benthic studies (habitats and species distribution and dynamics) and biological and geochemical oceanography (chlorophyll concentration measurements, phytoplankton taxonomy, quantification of suspended materials, and POC). Optical packages and CTD data acquisition and data management. Underwater gliders, aerial drone deployments, moorings and buoys installation, and optical instrument implementation in remote vehicles.
- **Computer programming, data/projects management, and visualization skills:** ArcGIS, Matlab, Python, JMP, Microsoft Access, ENVI/IDL, HydroLight, Coral Point Count (CPCe).

### Personal Skills

- Master Scuba Diver NAUI, Scientific diver AAUS (Nitrox, rescue diver, first aid, oxygen, CPR).
- Safety training: OSHA 24-hour HAZWOPER

## PROFESSIONAL SERVICES

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### *New College of Florida*

**2019-21 – 2022-Present** Member, International Studies Committee.

**2020-21 – 2022-Present** Member, Faculty of Color and Underrepresented Groups.

**2020-21 – 2022-Present** Member, Natural Sciences Budget Committee.

**2018-Fall** Reviewer - Fulbright Faculty Review Committee.

### *National and International*

**2022 – Present** Member, Technical Advisory Committee, Sarasota Bay Estuary Program.

**2018 – Present** Member, Aquatic Studies Group. Surface Biology and Geology (SBG) missions, NASA.

**2019 – 2022** Reviewer of submissions, Colombian seminar of ocean sciences and technologies (Seminario Nacional de Ciencias y Tecnologías del Mar - SENALMAR).

**2013 – 2015** Assessor for buoys deployment and bio-optical data analysis. CONABIO-Mexico.

**2013** Evaluation of Ph.D. candidates. Marine Biology, Universidad del Valle.

**2011 – 2017** Member Science Working Group (Ocean Group) GEO-CAPE mission, NASA.

**2011 – 2017** Member Spectral Libraries Group Aquatic data products, HypsIRI mission, NASA.

### *Ad hoc Services*

- **2015 – Present** Reviewer and panelist of proposals submitted to NASA (multiple Programs).
- Reviewer for manuscripts submitted to: Aquatic Ecosystem Health and Management Society, Estuaries and Coasts, Frontiers, International Journal of Tropical Biology and Conservation, Limnology and Oceanography, Marine Ecology Progress Series, Optics Express, Remote Sensing, Remote Sensing of Environment, Sensors, Sustainability.

## TEACHING EXPERIENCE

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### ***Courses taught (New College of Florida):***

**2023** (Fall) 1. Introduction to GIS; 2. Introduction to Oceanography.

*Tutorials:* 1. New College Coastal and Marine Observatory. 2. Temperature and light effects on Corals. 3. Deep Sea Physical Environment. 4. Large language model and machine learning Data Exploration with Analysis.

**2023** (Spring) 1. GIS-II; 2. Coral Reef Ecology.

*Tutorials:* 1. New College Coastal and Marine Observatory. 2. Mesophotic corals.

**2022** (Fall) 1. Introduction to GIS; 2. Marine Ecology.

*Tutorials:* 1. New College Coastal and Marine Observatory.

*Independent Studies:* 1. New College Coastal and Marine Observatory. 2. Coral Restoration Methods. 3. Testing water quality across the East Coast. Ecology and Sustainable Development in Costa Rica.

**2022** (Summer) Coral Reef Issues (co-taught with Prof. Gilchrist)

**2021** (Fall) 1. Introduction to GIS; 2. Introduction to Oceanography.

*Tutorials:* 1. New College Coastal and Marine Observatory. 2. Introduction to Geology.

**2021** (Spring) 1. GIS-II; 2. Coral Reef Ecology.

*Tutorials:* 1. New College Coastal and Marine Observatory. 2. Effects of water quality and light limitation on Scleractinia corals.

**2020** (Fall) 1. Introduction to GIS; 2. Introduction to Oceanography.

*Tutorials:* 1. New College Coastal and Marine Observatory. 2. Tracking Marine Animals with GIS.

*Independent Studies:* 1. Interdisciplinary Research into Climate Change on the Florida Gulf Coast. 2. New College Coastal and Marine Observatory.

**2020** (Spring) 1. GIS-II; 2. GIS and Remote Sensing applications to Coastal and Marine Studies.

*Tutorials:* 1. GIS Mapping of Red Tide.

**2019** (Fall) 1. Introduction to GIS; 2. Marine Ecology.

*Tutorials:* 1. GIS Mapping of Red Tide. 2. Geographic Information Systems.

*Independent Studies:* 1. Studying Effects of Water Quality on Coral Development. 2. Evaluation of Remote Sensing Techniques to Study Boat Impacts on Bottom Habitats. 3. A Further Study of GIS.

**2019** (Spring) 1. Coral Reef Ecology; 2. Introduction to Oceanography.

*Tutorials:* 1. Geographic Information Systems. 2. Introduction to GIS.

**2018** (Fall) 1. Introduction to GIS; 2. GIS and Remote Sensing applications to Coastal and Marine Studies.

### ***Teaching Prior to NCF:***

**2015** (August/September) Training personnel from the University of Fiji on 1) Basic field and laboratory methods in coral reefs studies and oceanography. 2) Acquisition and analysis of satellite imagery to generate ocean color products and maps of reef habitats. Project: "Developing Base Maps of Tropical Aquatic Resources in the Pacific," University of Fiji, University of South Florida, USAID.

**2014** (Fall) Invited lecturer, Satellite Oceanography: Underwater and above-water optical observations: equipment and approaches. College of Marine Science, University of South Florida.

**2011** (Fall) Invited lecturer, Satellite Oceanography: Introduction to ENVI, Supervised and Unsupervised Classification. College of Marine Science, University of South Florida.

**2008** (Spring/Fall) Head Teaching Assistant “Humans and their environment” - University of Southern California.

**2007** (Fall) Teaching Assistant “Introduction to Ecology” - University of Southern California.

**2007** (Spring) Head Teaching Assistant “Catalina Island Semester Independent Study” - University of Southern California.

**2006** (Fall) Teaching Assistant “Marine Biology” - University of Southern California.

**2006** (Spring) Head Teaching Assistant “Humans and their environment” - University of Southern California.

**2005** (Fall) Teaching Assistant “Introduction to Ecology” - University of Southern California.

**2003** (Fall) to **2005** (Spring) Head Teaching Assistant “Humans and their environment” - University of Southern California.

## ADVISING AND MENTORING EXPERIENCE

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### *Thesis Sponsor (Graduation date) (New College of Florida):*

**(Pending)** Laura Goretti, Noah Tyler, Megan Nigro.

**2023** Isabella Chandler, Megan Delehanty.

**2022** Bella Shuler, Jessica Franks, Maria Guardado, Eliot Greene

**2020** Justin Williams.

### *Student Committees (Graduation date) (New College of Florida):*

**(2024)** Vivian Cargille, Emma Colby, Stefan Jurgensen-Valle, Richard Leffer, Stephen Paine; **(2023)** Lydia Dykema, Augustus Leonard; **(2022)** Liah Continentino, Telle Fugett, Victoria Goldner, Tyler Menendez; **(2021)** Simon Bustetter, Daniel Duprez, Thomas Finnan, Marena Long, Kera Pasquerilla, Marcela Prado-Zapata, Adam Reinschmidt, Elliott Schenker; **(2020)** Thomas Kane, Lauren Rodriguez, Raquel Valdes.

### *Advising and Mentoring Prior to NCF:*

**2015** Help mentoring graduate and undergraduate students studying the effects of changes in light and temperature in corals with field and laboratory experiments. College of Marine Sciences, USF.

**2014-2015** Help USF graduate students interested in water quality issues by training them during fieldwork in Clam Bayou (Pinellas County). College of Marine Sciences, USF.

## SYNERGISTIC ACTIVITIES

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**2011 – present** Advisor, Mendeley Reference Manager software.

**2006 – 2008** Summer Outreach Education (Saturdays at the Lab, lab tours, snorkeling with middle school groups), Catalina Island-Wrigley Institute, University of Southern California.

**2003 – 2004** Volunteer, Echinoderms Collection (samples processing and maintenance). Natural History Museum of Los Angeles County.

**2003 – 2004** Volunteer, Husbandry section (general duties). Aquarium of the Pacific, Long Beach, CA.

## PROFESSIONAL MEETINGS AND PROFESSIONAL DEVELOPMENT

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**2023** (September 6-7) (NASA) PACE Applications Workshop. Virtual.

**2022** (October 17-21) NASA’s Science Mission Directorate (SMD) - Bridge Program Workshop. Online.

- 2022 (August 17-19) “Florida Coastal Challenges” program - Research Summit. Florida Research Development Alliance (FloRDA). Ft. Lauderdale-Davie, FL USA.
- 2020 (October 14-29) Drones in the Coastal Zone Workshop - US Southeast and Caribbean Regional Workshop. SECOORA. Online.
- 2020 (February 21) Drone Technologies, Education, Training, Research, and Applications. University of South Florida. Sarasota-Manatee, FL USA.
- 2019 (June 12-14) Surface Biology and Geology (SBG) mission - Community Workshop. NASA. Washington DC USA
- 2019 (June 10) Gulf of Mexico Monitoring Community of Practice: Water Quality and Habitat Workshop. Gulf of Mexico Alliance. Gulf Shores, AL USA
- 2015 (Sep. 15-17) A practical introduction to marine monitoring hardware and procedures. FixO3 - Istituto Nazionale di Oceanografia e Geofisica Sperimentale. Trieste, ITALY
- 2007 (Summer) Application of Remote and In-situ Ocean Optical Measurements to Ocean Biogeochemistry. University of Maine and NASA. Walpole, ME, USA
- 2006 (Fall) Advanced Seminar in Remote Sensing and Modeling. University of Southern California. Los Angeles, CA USA.
- 2004 (Summer) Spatial Analysis and Modeling using ArcGIS. University of Southern California. Los Angeles, CA USA.

## RESEARCH EXPERIENCE

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- 2021-present Time-series Monitoring of Water Quality around the Seagrass Beds of Sarasota Bay - New College of Florida / Cross College Alliance. **Duties:** Remote sensing and GIS analysis; water quality monitoring; summer interns’ supervision.
- 2023 Distribution of seagrasses and phytoplankton communities in Sarasota Bay, related to water quality and light availability - New College of Florida / Cross College Alliance. **Duties:** Remote sensing and GIS analysis; water quality monitoring; summer interns’ supervision.
- 2020 Effects of light quality on seagrass beds of Sarasota Bay: applications to in-situ and remotely sensed monitoring efforts - New College of Florida / Cross College Alliance. **Duties:** Remote sensing and GIS analysis; water quality monitoring; summer interns’ supervision.
- 2019-22 Seagrass SCAR Mapping in Sarasota Bay - New College of Florida / Sarasota Bay Estuary Program / Cross College Alliance. **Duties:** GIS spatial analysis of seagrass scars.
- 2016 – 2018 Postdoctoral research associate. Population and Marine Ecosystem Dynamics Laboratory - College of Marine Science, University of South Florida. **Duties:** Advanced geospatial analysis and modeling for the integration of biological and environmental data (Continental Shelf Characterization, Assessment, and Mapping Project “C-SCAMP”). Ocean optics, satellite oceanography, and water quality. Help mentor graduate students.
- 2014 – 2018 “Center for Integrated Modeling and Analysis of Gulf Ecosystems (C-IMAGE).” BP/Gulf of Mexico Research Initiative (GOMRI) – University of South Florida. **Duties:** GIS spatial analysis of hydrocarbon distribution.
- 2012 – 2017 Hyperspectral signatures of phytoplankton functional types in preparation for GEO-CAPE algorithm and product development. **Duties:** Co-PI in three grants. Data collection, processing, analysis, and publication of results.

- 2011 – 2016** Postdoctoral research associate. Institute for Marine Remote Sensing - College of Marine Science, University of South Florida. **Duties:** Proposals writing. Participation in various projects related to biodiversity, ocean optics, satellite oceanography, and water quality. Laboratory safety. Help mentoring graduate students.
- 2011 – 2016** "High-Resolution Assessment of Carbon Dynamics in Seagrass and Coral Reef Biomes." UAV Collaborative – NASA – University of South Florida. **Duties:** Cruise preparation and support. Data collection, processing, analysis, and publication of results.
- 2009 – 2011** "Philippine Straits Dynamic Experiment (PHILEX)." ONR. **Duties:** Cruise preparation and support. Data collection, processing, analysis, and publication of results.
- 2006 – 2011** "Monitoring Sediment Resuspension in Coral Reefs and Seagrass Beds with MODIS and ASTER Sensors." NASA, University of Southern California, The Bermuda Zoological Society. **Duties:** PI. Fieldwork preparation, data collection and processing, data analysis, and publication of results.

## **OCEANOGRAPHIC CRUISE EXPERIENCE**

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- 2022-Present** (ongoing, one day a month) New College Observatory. R/V *Limbatu*
- 2017** (15 days) C-BASS Cruise. R/V *Weatherbird II*
- 2016** (6 days) C-BASS Cruise. R/V *Weatherbird II*
- 2014** (4 days) USF Mississippi Plume Cruise. R/V *Pelican*
- 2013** (16 days) GEO-CAPE Gulf of Mexico Field Campaign. R/V *Pelican*
- 2011/12** (14 Days each) Florida Keys, South Florida Program. R/V *Walton Smith*
- 2011** (3 days) CARICO Time Series. R/V *Hermano Gines*
- 2009** (16 days) Philippine Islands. R/V *Melville*
- 2002** (25 days) Hawaii. R/V *Kilo Moana*

## **FUNDING**

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- Submitted** Co-I: AI-Directed Tool Development for Pathogenic "Flesh-eating" *Vibrio* Bacteria Prediction and Control.
- 2023** PI: Distribution of seagrasses and phytoplankton communities in Sarasota Bay, related to water quality and light availability. Cross College Alliance (~\$15K).
- 2021-22** PI: Time-series Monitoring of Water Quality around the Seagrass Beds of Sarasota Bay. Cross College Alliance (~\$30K).
- 2021**; Baseline Study of the Distribution and Health Indices of Key Tree Groups in the Myakka River Area Near the Flatford Swamp. Conservation Foundation of the Gulf Coast (\$4.8K).
- 2020** PI: Effects of light quality on seagrass beds of Sarasota Bay: applications to in-situ and remotely sensed monitoring efforts. Cross College Alliance (~\$4.5K)
- 2019** Co-PI: Seagrass SCAR Mapping in Sarasota Bay. Cross College Alliance (~\$4.5K).
- 2015 – 2017** Co-PI: Enhancing Marine Biodiversity Observation Networks with GEO-CAPE: short-term dynamics of phytoplankton groups in the context of regional ecosystem processes (\$63K).
- 2015** Co-PI: Optical characterization of oil slicks related to oil type and thickness. NOAA (\$45K).
- 2014 – 2016** Co-PI: Effects of GEO-CAPE viewing geometry and solar zenith angle on pigment concentration retrievals: calibration with international time-series programs and analyses of uncertainty at different latitudes, times of day, and seasons. NASA (\$45K).

- 2013** Co-PI: Major phytoplankton functional types in the Gulf of Mexico: A hyperspectral assessment in preparation of GEO-CAPE algorithm and product development. NASA (\$66K).
- 2012** Co-I: Phytoplankton hyperspectral signatures from aerial and underwater high temporal and spectral resolution measurements: new insights to support the GEO-CAPE science program. NASA (\$39K).

## PUBLICATIONS

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- 2020** Pulster E.L., Gracia A., Armenteros M., Toro-Farmer G., Snyder S.M., Carr B.E., Schwaab M.R., Nicholson T.J., Mrowicki J., Murawski S.A. A First Comprehensive Baseline of Hydrocarbon Pollution in Gulf of Mexico Fishes. *Sci Rep* 10, 6437 (2020). <https://doi.org/10.1038/s41598-020-62944-6>
- 2020** Pulster E.L., Gracia A., Snyder S.M., Romero I.C., Carr B., Toro-Farmer G., Murawski S.A. Polycyclic Aromatic Hydrocarbon Baselines in Gulf of Mexico Fishes BT - Scenarios and Responses to Future Deep Oil Spills: Fighting the Next War (S.A. Murawski, C.H. Ainsworth, S. Gilbert, D.J. Hollander, C.B. Paris, M. Schlüter, & D. L. Wetzel, eds.). [https://doi.org/10.1007/978-3-030-12963-7\\_15](https://doi.org/10.1007/978-3-030-12963-7_15)
- 2017** Romero I., Toro-Farmer G., Diercks A.R., Schwing P., Muller-Karger F., Murawski S., Hollander D. Large-scale deposition of weathered oil in the Gulf of Mexico following a deep-water oil spill. *Environmental Pollution*, 228: 179-189.
- 2017** McCarthy M.J., Colna K.E., El-Mezayen M.M., Laureano-Rosario A.E., Méndez-Lázaro P., Otis D.B., Toro-Farmer G., Vega-Rodríguez M., Muller-Karger F.E. Satellite remote sensing for coastal management: a review of successful applications. *Environmental Management*. doi:10.1007/s00267-017-0880-x
- 2016** Toro-Farmer G., Muller-Karger F., Vega-Rodríguez M., Melo N., Yates K., Cerdeira-Estrada S., Herwitz S. Characterization of Available Light for Seagrass and Patch Reef Productivity in Sugarloaf Key, Lower Florida Keys. *Remote Sens.* 8, 86. doi:10.3390/rs8020086.
- 2016** Murawski, S.A., Fleeger J.W., Patterson III W.F., Hu C., Daly K., Romero I., Toro-Farmer G.A. How Did the Deepwater Horizon Oil Spill Affect Coastal and Continental Shelf Ecosystems of the Gulf of Mexico? *Oceanography* 29(3):160–173.
- 2016** Zhang M., English D., Hu C., Carlson P., Muller-Karger F.E., Toro-Farmer G., Herwitz S.R. Short-term changes of remote sensing reflectance in a shallow-water environment: observations from repeated airborne hyperspectral measurements. *Int. J. Remote Sens.* 37, 1620–1638.
- 2015** Turk D., Yates K., Vega-Rodríguez M., Toro-Farmer G., L'Esperance C., Melo N., Ramsewak D., Dowd M., Cerdeira-Estrada S., Muller-Karger F., Herwitz S., WR M. Community metabolism in shallow coral reef and seagrass ecosystems, lower Florida Keys. *Mar. Ecol. Prog. Ser.* 538, 35–52.
- 2015** Zhang M., Hu C., English D., Carlson P., Muller-Karger F.E., Toro-Farmer G., Herwitz S.R. Atmospheric Correction of AISA Measurements Over the Florida Keys Optically Shallow Waters: Challenges in Radiometric Calibration and Aerosol Selection. *Sel. Top. Appl. Earth Obs. Remote Sensing, IEEE J.*, 8, 4189–4196.
- 2015** Lorenzoni L., Toro-Farmer G., Varela R., Guzman L., Rojas J., Montes E., Muller-Karger F. Characterization of phytoplankton variability in the Cariaco Basin using spectral absorption, taxonomic and pigment data. *Remote Sens. Environ*, 167:259–268.
- 2014** Colella M., Glasspool A., Jones R., McKenna S., Murdoch J.M.H, Murdoch T., Nagelkerken I., Noyes T., Pitt J., Smith S.R., Sterrer W., Toro-Farmer G., Ward J., Weil E., CARICOMP. Country Reports: Bermuda. In: Jackson JBC, Donovan MK, Cramer KL, Lam VV (editors). *Status and Trends of*

- Caribbean Coral Reefs: 1970-2012. Global Coral Reef Monitoring Network, IUCN, Gland, Switzerland. (Authors in alphabetical order)
- 2014** Abelev A., Babin M., Bachmann C., Bell, T., Brando V., Byrd K., Dekker A., Devred E., Forget M-H., Goodman J., Guild L., Hochberg E., Hu C., Jo, Y-H., Kelly M., Klemas V., Lee Z., Moisan T., Moses W., Muller-Karger F., Palacios S., Philpot B., Turpie K., Toro-Farmer G., Yu Q. Coastal and Inland Aquatic Data Products for the Hyperspectral Infrared Imager (HyspIRI) - A Preliminary Report by the HyspIRI Aquatic Studies Group (HASG). Presented to NASA. (Authors in alphabetical order)
- 2013** Devred E., Turpie K.R., Moses W., Klemas V.V., Moisan T., Babin M., Toro-Farmer G., Forget M-H. & Jo Y-H. Future Retrievals of Water Column Bio-Optical Properties using the Hyperspectral Infrared Imager (HyspIRI). *Remote Sens* 5:6812–6837
- 2011** Jones B.H., Lee C.M., Toro-Farmer G., Boss E.S., Gregg M.C., Villanoy C.L. Tidally Driven Exchange in an Archipelago Strait: Biological and Optical Responses. *Oceanography* 24:142-155.
- 2010** Smith R.N. et al. USC CINAPS Builds Bridges: Observing and Monitoring the Southern California Bight. *Robotics & Automation Magazine, IEEE*, 17(1), 20-30.
- 2009** Cetinic I., Toro-Farmer G., Ragan M., Oberg C., Jones B.H. Calibration procedure for Slocum glider deployed optical instruments. *Opt. Express* 17 (18):15420-15430.
- 2008** Jones B.H., Cetinic I., Toro-Farmer G., Herzog K., Bianculli A., De Leon R., Ragan M.A., Reynolds W.T. The Light and Motion Sensor Program: Low-cost coral reef monitoring. *Proceedings of the 11th International Coral Reef Symposium, Ft. Lauderdale, FL, 7-11 July 2008. Vol.1: 589-593.*
- 2004** Toro-Farmer G., Cantera J.R., Londoño E., Orozco C.A., Neira R.. Distribution patterns and bioerosion of the sea urchin *Centrostephanus coronatus* (Diadematoida: Diadematidae), at the reef of Playa Blanca, Colombian Pacific. *Revista de Biología Tropical* 52(1): 67-76, 2004.
- 2003** Londoño E., Cantera J.R., Toro-Farmer G., Orozco C.A. Internal bioerosion by macroborers in *Pocillopora* spp. in the tropical eastern Pacific. *Marine Ecology Progress Series, Vol.265: 289–295, 2003*
- 2003** Cantera J.R., Orozco C.A., Londoño E., Toro-Farmer G. Abundance and distribution patterns of infaunal associates and macroborers of the branched coral (*Pocillopora damicornis*) in Gorgona Island (eastern tropical Pacific). *Bulletin of Marine Science*, 72(1): 207–219, 2003.
- 2001** Cantera J.R., Zapata F.A., Forero P., Francisco V., Jiménez J.M., Londoño E., Narváez K., Neira R., Orozco C.A. & Toro-Farmer G.. Organismos bioerosionadores en arrecifes de Isla Gorgona: 51-64. In: Barrios, L.M. & M. Lopez-Victoria (Eds.). *Gorgona Marina: contribución al conocimiento de una isla única*. INVEMAR, Serie Publicaciones Especiales No.7, Santa Marta, 160p.

#### **MANUSCRIPTS IN PREPARATION (\*current student or alumnus)**

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- Toro-Farmer G., Guardado M.\* Spatial-temporal distribution of seagrasses using in-situ surveys, multi-spectral drone imagery, and high-resolution commercial satellite products.
- Toro-Farmer G., Franks J.\* An Exploration of GIS Interpolation Methods for Determining Trends in Environmental Factors Along the Elbow Ridge, West Florida Shelf.
- Toro-Farmer G., Shuler B.\* Spatial Analysis of Seagrass Bed Propeller Scarring in Sarasota County.
- Chandler I.\*, Toro-Farmer G. Harmful Algal Bloom Contributors in Sarasota Bay.

**SELECTED PRESENTATIONS, EVENTS, AND ABSTRACTS (\*current student or alumnus)**

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**2023** International Ocean Color Meeting.

Poster: Guardado M.\*, Toro-Farmer G., Katherine Sands – Enhancing Seagrass Monitoring: Multiscale multispectral comparison of seagrass mapping methods.

**2023** Florida Undergraduate Research Conference.

Poster: Haas S.\* & Toro-Farmer G. - The Measurement of Nitrates and Phosphates in the Sarasota Bay.

**2022** Ocean Science Meeting (Online).

Poster: Chandler I.\*, Toro-Farmer G., & Guardado M.\* - Phytoplankton groups beyond *Karenia* spp.: who is contributing to Sarasota Bay's red tide events.

**2019** American Fisheries Society & The Wildlife Society 2019 Joint Annual Conference. AFS. Reno, NV.

Oral Presentation: Grasty S., Lembke C., Brizzolara J., Ilich A., Silverman A., Butcher S., Hughes E., Hommeyer M., Broadbent H., Gray J., Vivlamore A., Locker S., Toro-Farmer G., S. Murawski. - Combining Multibeam Sonar and Towed Camera Technologies for Habitat Mapping and Reef Fish Assessments in the Eastern Gulf of Mexico.

**2016** Gulf of Mexico Oil Spill & Ecosystem Science Conference. Tampa, FL.

Oral Presentation: Romero I.C., Toro-Farmer G.A., Diercks A.R., Muller-Karger F., Brooks G.R., Larson R.A., Schwing P., Murawski S., Hollander D.J. - Deposition and redistribution of petroleum hydrocarbons following the Deepwater Horizon oil spill: Where is going and how long will it remain?

**2014** Ocean Science Meeting. Honolulu, HI.

Poster: Romero I.C., Toro-Farmer G.A., Larson R.A., Schwing P., Hollander D. J. - Hydrocarbon deposition in deep-sediments following the Deepwater Horizon blowout: spatial analysis of organic geochemical signatures.

**2014** Gulf of Mexico Oil Spill & Ecosystem Science Conference. Mobile, AL.

Oral Presentation: Romero I. C., Toro-Farmer G.A., Watson K., Brooks G.R., Larson R.A., Schwing P., Hastings D., Muller-Karger F., Hollander D.J. - Large-scale tracking of oil-derived hydrocarbons in deep-sediments of the Gulf of Mexico after the Deepwater Horizon oil spill.<sup>7</sup>

**2014** Ocean Science Meeting. Honolulu, HI.

Oral Presentation: Hollander D.J., Romero I.C., Schwing P., Toro-Farmer G., Brooks G., Kosta J. - Disentangling the roles of river discharge, productivity, oil burning & dispersant on the marine oil-snow deposition (MOSSFA) event following the DWH blowout.

**2013** Exchange of Experiences on LME-related data and information issues. GEF, UNDP, Caribbean LME Project, UNESCO, IOC, IW: LEARN. Buenos Aires, ARGENTINA.

Oral Presentation: Toro-Farmer G., D. Rueda, & F. Muller-Karger. - Satellite Observations in Support of LME Governance: A Case Study for Data Exchange in the Wider Caribbean LME.

**2012** Workshop for Remote Sensing of Coastal and Inland Waters. University of Wisconsin. Madison, WI USA.

Oral Presentation: Toro-Farmer G., F. Muller-Karger & C. Hu. - Remote Sensing Applications to Monitor Coral Reefs in Coastal Shallow Waters.

**2012** Oral Presentation (Invited): Toro-Farmer G. - “Una mirada a la salud de nuestros océanos desde el Espacio” (A glance to our oceans' health from the space). Universidad del Valle, Cali, COLOMBIA.

**2011** 2nd Reef Resilience Conference “Planning for Resilience.” Florida Reef Resilience Program (FRRP). Fort Lauderdale, FL USA.

Oral Presentation: Toro-Farmer G., F. Muller-Karger, M. Eakin, L. Guild, R. Nemani, J. Li, M. Vega-Rodriguez, T. Christensen, L. Wood, C. Ravillious, C. Hu, C. Nim, C. Fitzgerald, J. Hendee, L. Gramer, & S. Lynds. - High-Resolution Satellite Tools for Florida: Warm Water Bleaching and Cold Stress Indices.

**2010** Ocean Optics XX. The Oceanography Society. Anchorage, AK USA

Poster: Toro-Farmer G., E. Boss, C. Lee, I. Cetinic, & B. Jones. - Use of hyperspectral IOP measurements on a towed vehicle to resolve phytoplankton and particle variability in a tidally driven archipelago strait.

**2010** Ocean Sciences Meeting. Portland, OR, USA.

Oral Presentation: Toro-Farmer G., B. Arnone, R. Gould, M. Ragan, S. Ladner, E. Boss, C. Lee, & B. Jones. - Validation of Ocean Color Products for a Complex Archipelago Strait with In-Situ Quasi-Synoptic Optical Measurements.

Poster: Jones B.H., E. Boss, C.M. Lee, G. Toro-Farmer, and M. Ragan. - Generation and variability of optical signatures in the tidally driven San Bernardino Strait.

Poster: Cabrera O.C., E. Boss, C.L. Villanoy, L.T. David, B.H. Jones, and G. Toro-Farmer. - Variability in the Optical Signature of the Archipelagic Waters of the Philippines.

## **DISTINCTIONS**

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**2013** Group/Team Award. NASA Ames Honor Award for research. Seagrass/coral reef UAV team.

**2009** Travel grant. Diversity Enhancement Placement Assistance Awards, Office of Graduate Programs, University of Southern California: Summer research at the Naval Research Laboratory - Stennis.

**2009** Scholarship. Eonfusion, Myriax Software Pty. Ltd.: Access to Eonfusion GIS 4D spatial software.

**2006 - 2010** Fellowship. Earth and Space Science Fellowship program - NASA: Monitoring Sediment Resuspension in Coral Reefs and Seagrass Beds with MODIS and ASTER Sensors.

**2006 - 2007** Summer Fellowship. Wrigley Institute for Environmental Studies. Catalina Island, CA USA: Spatial-temporal variations of water column optical properties in the kelp forest ecosystem.

**2005** Summer Internship. Bermuda Reef Ecosystem Assessment and Mapping (BREAM) project. The Bermuda Zoological Society and Bermuda Aquarium, Museum and Zoo. BERMUDA.

**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** Gerardo Turant-Garcia

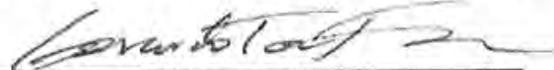
**DIVISION** Natural Sciences

**DISCIPLINE** Marine Biology, GIS

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

March 31, 2023

Date

**PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION**

**II. CANDIDATE EMPLOYMENT INFORMATION**

1. Initial date of New College employment August 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) \_\_\_\_\_

(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.

Candidate: Gerardo Toro-Farmer

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

Sincerely,

# BOWDOIN COLLEGE

24 September 2022

Dear Professor Gilchrist,

It is my pleasure to submit this evaluation of the scholarship of Dr. Toro-Farmer as part of his review process for tenure and promotion. I want to say at the outset that I have known Gerardo for a number of years since he was a student in a summer course in optics that I co-instruct. I have followed his career over the years (and I do with the students that pass through this course). Thus, I feel that I can provide an unbiased assessment. Second, I would like to provide context for my evaluation as I am also a professor in a small liberal arts college that emphasizes teaching and pedagogy but also requires rigorous scholarship that take the shape of an active research program in the STEM fields, with particular emphasis on engaging undergraduate students in that research. Thus, I understand the many challenges and opportunities that come with Dr. Toro-Farmer's position. From his cv, it is apparent that he is entering into his fifth year at the New College of Florida as an assistant professor after a 7-year position as a postdoctoral research associate at the University of South Florida. With this background, I have separated my review into three parts.

**Academic Responsibilities** - In order to frame Dr. Toro-Farmer's scholarship, I start by evaluating his academic responsibilities, including teaching load, advising and mentoring, as well as committee work. Dr. Toro-Farmer's teaching load is 2 courses per semester. He had served as major advisor to at least one student per year as served on approximately 17 student thesis committees over the last two years. He has served on 1 college committee per year, while maintaining membership on 3 external (professional) committees.

**Research Projects and Funding** – To contextualize Dr. Toro-Farmer's scholarship, I examined the trajectory of his research program. In his post-doc Dr. Toro-Farmer maintained at least two research projects continuously. Since becoming a professor, he has maintained nearly the same level of research project activity. This is an impressive trajectory for a young scientist transitioning from full time research to full time academia with his academic responsibilities. Looking through the funding record it is clear that Dr. Toro-Farmer is building a strong extramurally funded independent research program.

I also note that Dr. Toro-Farmer's research is observationally based. A solid observationally based field program is expensive and takes a lot of time to build. It also takes more time to collect, analyze and interpret an observational data set because it requires adequate temporal and spatial resolution and breadth to resolve interpretable patterns. Thus, a bit more time is necessary to move this type of research program to the publication stage, compared to a laboratory-based experimental program or a modeling program.

DEPARTMENT OF EARTH AND OCEANOGRAPHIC SCIENCE

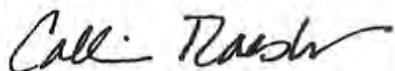
6800 College Station • Brunswick • Maine 04011 • Tel 207.725.3842 • email croesler@bowdoin.edu

The research programs that Dr. Toro-Farmer is developing will provide rich opportunities for undergraduate research and these collaborations, which, if well managed and structured, can be fruitful for student-professor publications. Another positive aspect of Dr. Toro-Farmer's research program is that it is not focused on one single area but is balanced across two important topics biogeography and ecology of reef and seagrass communities and oil spill impacts, the latter of which ranges from optics and remote detection to ecological impacts. This suggests that Dr. Toro-Farmer will have multiple pathways to maintain a successful funding profile, with multiple collaborators and publications.

**Publication Record** - Dr. Toro-Farmer's publication record reveals relatively few first author papers (2004 and 2016) over his career, prior to joining the New College. That said, he has a deep roster of collaborative publications (17 over 17 years). Since joining New College, he has published two collaborative papers, which demonstrates a somewhat slowed publication rate. However, given his increased academic responsibilities as well as the time and effort it takes to establish his own research program after his postdoctoral position, it does not appear problematic. I also note that the pandemic cannot be ignored and may represent 1-3 lost years depending upon how the New College handled students and courses, how Florida handled research programs, and how funding agencies handled dispersments.

In conclusion, Dr. Toro-Farmer appears to be well on his way to solidifying a solid research profile, complete with active extramural funding and tremendous opportunities for enriching undergraduate research. I would encourage him to spend time outlining specific research questions within his work that can be targeted to students. This will move these ideas to the research phase, positioning each project to the point of a paper draft from the students. Then Dr. Toro-Farmer can focus on the last step of moving the draft to submission. He will find this approach a robust way to increase publications while not significantly increasing his already admirable efforts. I recommend that Dr. Toro-Farmer be promoted, and I look forward to seeing his good work in the coming years as well as that of his students.

Sincerely,



Collin Roesler, Ph.D.

William R. Keenan Professor of Earth and Oceanographic Science-----

RECEIVED  
SEP 26 2022



Saint Petersburg, September 20<sup>th</sup>, 2023

Dr. Sandra Gilchrist  
Professor of Biology and Marine Science  
New College of Florida

Dear Dr. Gilchrist,

Here is my Review of the Scholarly and Professional Activities of Dr. Gerardo Toro-Farmer.

I am a Scientific Researcher at the College of Marine Science at the University of South Florida. I met Dr. Gerardo Toro-Farmer in 2011 when he started a position as a Postdoctoral Research Associate at the Remote Sensing Laboratory during my last year of doctoral research at that laboratory. After my graduation we continued collaborating on different science related topics and in 2015 I returned to work in the lab as a post doc, and Dr. Toro-Farmer was still in the lab. We worked in the lab for several more years. I have seen first-hand the work of Dr. Toro-Farmer where he skillfully guided master's and doctoral level students in various aspects of their research. I have also witnessed the high quality of his scientific research.

Below I am summarizing different metrics that testify to his scholarly and professional achievements as a marine science scientist. Dr Toro-Farmer has publications that are nationally and internationally disseminated and peer reviewed. He has conducted high quality research that is appropriate to his discipline and reflects good research standards.

***Published Work:***

- Dr. Toro-Farmer. has 18 peer-reviewed publications plus 2 in preparation. He also has other types of publication including: 3 book's chapters, 2 technical reports, and 1 symposium proceeding. Google Scholar shows that 14 of his publications have at least 10 citations, and 741 total citations,  
(09/15/2023: <https://scholar.google.com/citations?hl=en&user=Z-Qe2UUAAAAJ>).
- Dr. Toro-Farmer has published in several journals with high Impact Factor, such as Remote Sensing of Environment (13.850) Environmental Pollution (9.988), Remote Sensing (5.349), and IEEW Robotics & Automation Magazine (5.229). The impact factor of the journals where he has published varies between 13.850 to 0.803 with a mean impact factor per publication of 4.571.



***Presentations and Lectures:***

- Dr. Toro-Farmer is experienced in presenting research at scientific meetings, workshops, seminars, symposia, etc. He has presented 14 oral presentations and 9 posters in 19 national and international conferences, meetings, symposiums and workshops (USA, Colombia, Italy, Argentina). Two of the oral presentations were for invitation (11th International Coral Reef Symposium. Fort Lauderdale, FL USA., 2008; Universidad del Valle, Cali, Colombia. 2012).
- Dr. Toro-Farmer was an Invited Lecturer at USF-CMS during 2 semesters.

***Evidence of national recognition of the quality of work:***

- Dr. Toro-Farmer, as part of the team “Seagrass/coral reef UAV team”, received a Team Award from “NASA Ames Honor award for research” in 2013.

***Professional Activities Demanding Expertise:***

- Grants and external support:
  - Dr. Toro-Farmer has been PI, Co-PI and Co-I, for nine research grants since 2012, being the PI for the two more recent grants.
  - Through his bachelor and doctoral studies, Dr Toro-Farmer won several fellowships, scholarships, and internships.

Dr. Toro-Farmer is very active in different professional activities, as detailed below:

- Served as reviewer and as panelist of several scientific proposals submitted to NASA.
- Member of two science working groups (GEO-CAPE mission, NASA, and HypIRI mission, NASA)
- Active reviewer of scientific manuscripts submitted to different peer-reviewed journals (for September of last year I found that he made 12 Verified Peer Reviews in Web of Science, <https://www.webofscience.com/wos/author/record/1194431>).
- Forms part of the Technical Advisory Committee of the Sarasota Bay Estuary Program,
- Forms part of the advisory committee for buoys design and deployment, and bio-optical data collection and analysis.
- Ample experience in oceanographic cruises, having participated directly on nine cruises ranging from 3 days to 25 days.
- Advising and mentoring of several graduate and undergraduate students during his time at USF.



UNIVERSITY OF  
SOUTH FLORIDA  
COLLEGE OF MARINE SCIENCE

Digna T Rueda-Roa (PhD)  
Biological Oceanographer / Marine Biologist  
• druedaro@usf.edu • (727) 348-9934  
• <https://oceanexpert.org/expert/dignarueda>

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Besides being an accomplished scientist, Dr. Toro-Farmer is an educator at heart. He taught undergraduate courses at the University of Colombia for 2 years (1999-2000). During his doctorate he had several appointments as a teaching assistant (2003-2008). While working at the University of South Florida, he mentored several undergraduate and graduate students and gave short internal presentations to help graduate students understand concepts around marine optics and the use of GIS. He was also an invited lecturer at USF for 2 semesters. Dr. Toro-Farmer also trained staff from the University of Fiji in field and laboratory methods for coral reefs and oceanography, and in the use of remote sensing imagery.

I sincerely believe that Dr. Gerardo Toro-Farmer would be an excellent addition to New College of Florida's faculty as Associate Professor.

Regards,

A handwritten signature in black ink, appearing to read 'Digna T. Rueda-Roa', written in a cursive style.

Digna T. Rueda-Roa

RECEIVED

Oct 13, 2023



September 29, 2023

To Whom It May Concern:

This letter contains my independent evaluation of Dr. Gerardo Toro-Farmer's overall record as he is considered for promotion to Tenure Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida (NCF).

I first met Dr. Toro-Farmer in 2007 when we participated in an optical oceanography course at the University of Maine. Upon finishing his PhD in 2011, Dr. Toro-Farmer joined Dr. Frank Muller-Karger's team at the University of South Florida as a post-doctoral fellow while I was pursuing my PhD within the same group. After that, Dr. Toro-Farmer and I have occasionally met during NASA Proposal Review Panels and other scientific meetings.

Dr. Toro-Farmer is a well-known optical oceanographer with extensive experience in the field of ocean optics, optical instrumentation and field work, and ocean color remote sensing of coastal environments such as coral reefs and seagrass beds. Dr. Toro-Farmer's experience and successful career is supported by a significant number of peer-review publication in reputable scientific journals. Indeed, Dr. Toro-Farmer's publications have over 700 citations and h-index of 13, which indicate the high impact of his scientific work. He has worked in a broad spectrum of topics including coral reefs, satellite remote sensing and atmospheric correction, oil spills, fisheries, and phytoplankton. Such extensive science portfolio demonstrates his ability to extend and apply his knowledge to a wide variety of aquatic topics, including major environmental disasters such as the Deep-water horizon oil spill. Most of Dr. Toro-Farmer's work always involves large collaborations with renowned national and international investigators, speaking to his collaborative nature.

Dr. Toro-Farmer is a world class expert when it comes to field instrumentation and field work. He has participated in over 8 major international and national oceanographic field campaigns and has spent nearly 90 days at sea. He has also planned and led field work that includes the use of high-end technology such as gliders and unmanned aerial vehicles. Dr. Toro-Farmer has demonstrated great success in acquiring funding for his research from different regional, state, private and federal agencies, such as NASA, from his PhD to his time now at NCF. He was a PI and co-PI on many successful proposals during his time at the University of South Florida (USF). He has continued to seek funding for his research and summer interns while at NCF, with 5 standing awards since 2019.

Division of Research and Economic Development  
Tyler Hall, Suite 304  
1700 E. Cold Spring Lane, Baltimore, MD, USA, 21251



Currently, Dr. Toro-Farmer is leading the effort to create and maintain a long-term biogeochemical, biodiversity, and optical observatory system focused on the seagrass beds of Sarasota Bay (FL). This project relies on high spatial-temporal observations of fundamental water quality parameters in nearby seagrass beds using underwater and above-water sensors. This effort will generate a crucial dataset that will assist local stakeholders and state agencies in better planning and managing the Bay, as well as, contributing data to the larger global efforts of biodiversity networks and support development of biogeochemical global carbon budgets and algorithms.

In addition to his academic achievements, Dr. Toro-Farmer has always found time to share his knowledge beyond scientific publications and presentations. He is an excellent and dedicated educator that surpass the limits of his current institutions; for example; in 2015, Dr. Toro-Farmer trained personnel at the University of Fiji. I can personally attest of his exceptional teaching skills and his dedication to students; his door was always open to graduate students at USF, and as such he had, with no doubt, very significant impacts on the final dissertations and career paths of several USF marine science students. In the years that Dr. Toro-Farmer has been at NCF, he has been the thesis sponsor for 10 students and is a committee member for 17 students, on top of teaching two or more courses per semester.

Dr. Toro-Farmer also participates as an ad hoc reviewer and panelist of proposals submitted to NASA, as well as a reviewer for manuscripts submitted to several prestigious journals. He is a member of three science committees and serves as a coordinator of the GIS Certificate Program at New College of Florida. He has also participated in several NASA working groups and is currently a member of the Executive Committee for Aquatic Studies Group as part of NASA's Surface Biology and Geology (SBG) mission.

I would like to emphasize that Dr. Toro-Farmer is not just any oceanographer teaching undergraduate courses. Dr. Toro-Farmer is bringing to the table an expertise that is beyond the average researcher/scientist profile. Dr. Toro-Farmer has a solid foundation in oceanography, a deep understanding of field instrumentation and field work, an expertise in GIS and scientific programming, and expertise in satellite remote sensing, all of this coupled with an uncanny ability to translate science into outstanding educational lessons that are better preparing the next generation of scientists and engineers. The future of science is leading towards large collaboration, multidisciplinary work, integration of technology and big data. Dr. Toro-Farmer has the knowledge and the tools to guide our future scientists.

It has been my absolute pleasure to write this recommendation letter for Dr. Toro-Farmer. He is an outstanding scientist and dedicated professor not only to his students, but also to the broader scientific community. Dr. Toro-Farmer has achieved national and

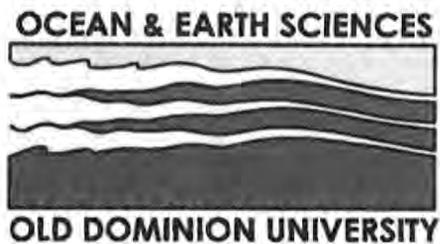


international recognition for his work and has shown exceptional potential for leadership, making major contributions to science. Dr. Toro-Farmer's overall record of accomplishments speaks for itself, and I am confident his service to our scientific and academic community will be more than enough to grant him the promotion to Tenure Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida.

Sincerely,

RECEIVED  
Sept 29, 2023

Inia M. Soto Ramos, Ph.D.  
Associate Research Scientist  
Morgan State University/NASA Goddard Space Flight Center  
Ocean Ecology Laboratory, Code 616  
Greenbelt, MD, 20771, USA  
E-mail: [inia.m.sotoramos@nasa.gov](mailto:inia.m.sotoramos@nasa.gov)  
Phone: +1-301-614-6014



The Department of Ocean, & Earth Sciences  
Old Dominion University  
Norfolk, Virginia 23529-0276  
(757) 683-4285  
Fax (757) 683-5303  
<https://www.odu.edu/oes>

18 September 2023

Sandra Gilchrist, Ph.D.  
Professor of Biology & Marine Science  
Chair, Natural Science  
New College of Florida  
5800 Bay Shore Rd  
Sarasota, FL 34243

RE: External evaluation of Dr. Gerardo Toro-Farmer

Dear Professor Gilchrist,

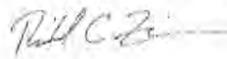
I have examined the tenure & promotion materials provided for Asst. Professor Gerardo Toro-Farmer. For the record, I have known Dr. Toro-Farmer since he was a graduate student at USC. I have followed his research since then and have communicated with him periodically about our common research interests. Other than loaning him some research equipment for field studies conducted for his Ph.D. dissertation, he and I have not actively collaborated on any research projects or publications and are not currently doing so. Consequently, I feel that my evaluation of his academic performance would be free of any personal conflicts that might bias my opinions.

Dr. Toro-Farmer appears to have an appropriately active, and moderately funded, program of scholarly research on the ecology and remote sensing of coastal marine ecosystems. His expertise in coastal marine ecology, aquatic optics, GIS, and remote sensing seem particularly relevant to the educational and scholarly missions of New College of Florida. The citation statistics show that his scholarly publication efforts are gaining considerable recognition. Google Scholar reports 732 total citations to his published works, with an H-index of 13. More importantly, his annual citation rate appears to be growing and now exceeds 70 per year. Dr. Toro-Farmer authored several highly regarded papers prior to joining the faculty of New College of Florida, and his tenure package provided three thought-provoking manuscripts nearly ready for submission to major academic journals. I was particularly interested in the manuscript on prop scar detection, as I have done some work on that subject recently myself. The state of Florida has more registered recreational vessels, and more total seagrass habitat, than any state in the USA and the issue of prop scar damage is becoming an increasingly important, but difficult to quantify, management concern. Consequently, I suspect there will be considerable opportunity for Dr. Toro-Farmer to apply his expertise in GIS and shallow water remote sensing to this emerging problem in ways that will continue to generate funding for his scholarly activities, research opportunities for his students and solutions to real-world problems for Florida citizens.

Dr. Toro-Farmers recent publication rate might be cause for concern at a more research-focused university, but I would like to acknowledge a few important differences between New College of Florida and e.g., my institution. First Dr. Toro-Farmers teaching load has been considerably higher than that expected for our junior faculty. Although I was not provided any information allowing me to comment on the quality of his teaching, the quantity of his teaching – 2 courses per semester, including some summer teaching, with 7 different course preps over 4 years, vastly exceeds the teach loads expected of our junior faculty (1 course per semester, 2 to 3 different course preps over 6 years). Further, our tenure clock extends to 6 years, providing more time for new faculty to publish the results of their research programs. Finally, the three manuscripts (in prep) appear nearly ready for publication, and I expect his productivity will continue to grow during his tenure as Associate Professor.

Consequently, I find his scholarly accomplishments to date to be compatible with promotion to Associate Professor, with tenure at New College of Florida. Please feel free to contact me if you feel I can be of further assistance in your deliberation.

Sincerely,



Digitally signed by  
Richard Zimmerman  
Date: 2023.09.18  
10:47:53 -04'00'

Richard C. Zimmerman, Ph.D.  
Professor of Ocean & Earth Sciences  
Graduate Program Director

RECEIVED  
Sept 18, 2023



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Arts and Sciences

School of the Earth, Ocean & Environment

9 July 2023

Dr. Sandra Gilchrist [gilchrist@ncf.edu](mailto:gilchrist@ncf.edu)  
Professor of Biology and Marine Science  
Chair, Natural Science  
New College of Florida  
5800 Bay Shore Road  
Sarasota, FL 34243

Dear Professor Gilchrist:

You have requested that I provide an external evaluation of the scholarship of Dr. Gerardo Toro-Farmer, Assistant Professor of Coastal and Marine Sciences in the Division of Natural Sciences at New College of Florida, as an input to his application file for tenure and promotion to Associate Professor. I am happy to do so. I met Dr. Toro-Farmer on several occasions in Colombia around 1996-2000, while he was still an undergraduate students at Universidad del Valle, and also after he had just graduated with a BS degree in marine biology. Although, we have not met in person since he became a PhD student at University of Southern California, a very long time ago, we have stayed in touch over the years by email. Thus, my assessment will primarily be based on Dr. Toro-Farmer's cv, which you have sent to me.

I am quite familiar with New College as one of your students in the 1980's became a PhD student at the University of South Carolina. Although I was not her major professor, she worked for some time in my lab. Before accepting her into our graduate program, we looked closely at her background and, in the process, I became familiar with and impressed by New College of Florida.

Dr. Gerardo Toro-Farmer has a solid academic background, a BS degree in marine biology from Universidad del Valle in Cali, Colombia, a first rate Latin American institution, followed by a PhD from University of Southern California in ocean sciences in 2011, with a focus on hyperspectral measurements of ocean color. In both his undergraduate and graduate programs, Dr. Toro-Farmer has proven to be a hands-on scientist with lots of field experience and the ability to operate, program, and maintain complex oceanographic instruments, not a trivial feat. He also became a NAUI Master Scuba diver, and an AAUS Scientific diver, including diving on both air and nitrox, and specially trained in rescue and CPR. Dr. Toro-Farmer also has

significant ship-board experience, having participated in eight oceanographic cruises 2002-2017 in the Gulf of Mexico and in the Pacific. The combination of this solid expertise and rich experiences translate well to an academic teaching environment, where practical knowledge of instruments, SCUBA diving, and onboard ships can be used effectively to teach groups of students the how-to-do of field oceanography, not just the theory from books.

I cannot comment on the teaching effectiveness of Dr. Toro-Farmer but note that he has already taught a series of courses at New College of Florida, which I would consider mainstream and important, especially for an undergraduate marine science program, including Introduction to oceanography, Coral reef ecology, GIS and remote sensing, and Marine ecology. The ability to work with GIS and remote sensing, in particular, are skills that readily help students get employment upon graduation. I also note that Dr. Toro-Farmer has earlier taught occasional courses at University of South Florida and University of Fiji. In addition, Dr. Toro-Farmer has served on numerous student committees at New College of Florida, having completed the supervision of one student thesis with six more in progress. It is very clear that Dr. Toro-Farmer is fully engaged in mentoring of students at New College of Florida.

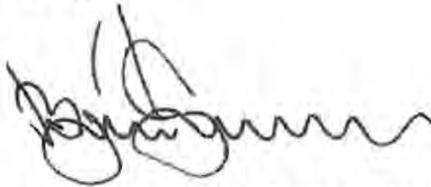
Prior to joining New College of Florida in 2018, Dr. Toro-Farmer served as a post-doctoral research associate at the University of South Florida for seven years, 2011-2018. He was a co-PI on five externally funded research projects with a focus on hyperspectral ocean measurements to develop algorithms and assessments, and to map phytoplankton, seagrasses, and oil spills. During his years as a post-doc, Dr. Toro-Farmer engaged in working groups and mission planning with NASA, which continues to date. Throughout his career, he has given many presentations at science meetings, covering his years as a PhD student, his years as a post-doc, and also while a faculty member at New College of Florida. While a post-doc at University of South Florida, he published at least eight papers as a co-author with Dr. Frank Muller-Karger, who is considered the global leader of remote sensing of marine environments, indicating that Dr. Toro-Farmer collaborates with and receives mentorship from the very best.

Publications are the best measure of scholarship and research completed. Dr. Toro-Farmer has a solid publication record with a total of 21 listed publications, four of which resulted from his undergraduate research on reef processes in coastal waters of Colombia, five as a result of his time as a PhD student at USC, some ten while a post-doc at University of South Florida, and two since becoming a faculty member at New College of Florida. Most of the journals in which he has published would be considered as the appropriate journals for dissemination of the results for a researcher in marine ecology and the application of remote sensing. I note that Dr. Toro-Farmer mostly serves as one of several co-authors, working and publishing with a team of researchers, which is quite common in the marine sciences and in remote sensing. However, Dr. Toro-Farmer was the first author on a paper published in 2016 in the prestigious *Remote Sensing* and also on an earlier paper, which reported on the results of his undergraduate thesis research. I note that Dr. Toro Farmer does have a profile on Google Scholar, with a good overall count of citations, beginning in 2003 and persisting until the present. In my judgment, he has shown solid scholarship.

In summary, Dr. Toro-Farmer "ticks all the boxes" as a faculty member qualified to be promoted to associate professor with tenure. He has a solid research record and many publications, indicating that he is a scholar. He will no doubt continue to attract external funding and publish his research results in national and international journals. It is my belief that he will continue to be very effective in mentoring, teaching, and involving New College of Florida undergraduate students in his research. His extensive hands-on expertise with modern oceanographic equipment, the fact that he is a master SCUBA diver, and has solid oceanographic ship-board experience will serve him and his students very well. Although I cannot directly judge his teaching, noting the courses he has taught at New College of Florida, and the many students he currently serves as thesis sponsor, I believe he is, or will be, extremely popular with his students and considered a great mentor/teacher. From my personal interactions with Gerado two decades ago, I remember him as a very positive and outgoing young man, enthusiastic about everything, and loving the coastal marine environment.

I have served in various positions from Professor to President at five different institutions in several countries, and Dr. Toro-Farmer would in my opinion have been promoted to tenure and awarded tenure at each of these institutions. I thus see Dr. Toro-Farmer as a bright and qualified faculty member, and I strongly recommend, without hesitation, that he be promoted to associate professor with tenure.

Sincerely,



Björn Kjerfve, PhD [bkjerfve@mailbox.sc.edu](mailto:bkjerfve@mailbox.sc.edu)  
Distinguished Professor Emeritus  
School of the Earth, Ocean, and Environment  
University of South Carolina

ORCID ID: 0000-0002-3867-3281

Actual Address:  
18140 Osage Trail Drive  
College Station, TX 77845

Phone: 979-450-1832

RECEIVED

AUG 15 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 Toro-Farmer 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 156. Review of these evaluations demonstrates that Professor Toro-Farmer's teaching meets expectations for tenure at New College.

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

1/16/2024

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 . . .

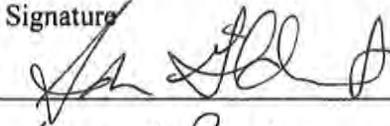
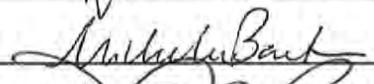
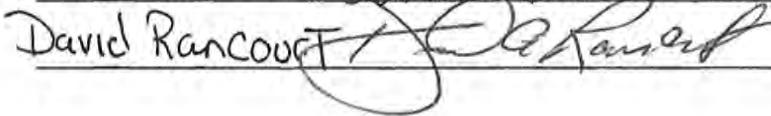
1. The Instructor (e.g., clarity, helpfulness, accessibility, evaluation of your work)
2. The Course (e.g., organization, pace, demands, assignments, suggested improvements)
3. Your Participation (e.g., expectations, interest, progress, success, effort)
4. Any Other Comments
Your signature (optional)

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

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>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.



*Natural Sciences*

15 August 2023

Professor Gerardo Toro-Farmer  
Division of Natural Sciences  
New College of Florida  
Re: Annual Review for the 2022-2023 Academic Year

This letter contains an evaluation of your work during the 2022-2023 academic year in the areas of teaching, research, and community 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 GIS (12 enrolled) and Marine Ecology (15 enrolled). At this time, you are still the only person at the college offering an introductory course in GIS. As we noted in our discussion, you have far more interest in the class than you can accommodate; the waiting list was more than 15. GIS courses serve students in AOCs across the campus and they are the beginning point for students interested in pursuing a GIS certificate. Marine ecology is limited in size because of room capacity; there was a waiting list of at least 15 students for the class. Second semester, you taught GIS II (11 enrolled) and Coral Reef Ecology (12 enrolled). GIS II is the sequel to the introductory course. The coral reef ecology class incorporates significant writing and presentation elements.

you closely assisted two other students with their contracts and pathways for a marine biology concentration. Two other students worked with you to design their own special concentrations. You sponsored 7 tutorials first semester which included one thesis tutorial and one group tutorial with 6 students and 10 tutorials second semester, one of which was a thesis tutorial. A group tutorial had 7 students working together. The Coastal and Marine Observatory group tutorial continues to be an important entry point for students interested in field work. You sponsored 9 students in ISPs. Six students were in a group ISP with a field work element. Ten contracts were sponsored first semester and ten contracts were sponsored second semester. In addition, you closely assisted two other students with their contracts and pathways for a marine biology concentration. Two other students worked with you to design their own special concentrations. You successfully mentored 2 thesis students to graduation this year. You also served on 4 baccalaureate committees; 2 were your thesis students.

You are continuing to guide students interested in a GIS certificate, assisting in planning coursework and supplemental activities. As the only person working with these students, you continue to explore hybrid and remote training to keep the program flexible. In addition to working with students, you have also collaborated with IT to improve the GIS lab as well as other GIS facilities.

Teaching evaluations from students showed that students thought you were clear, helpful, fair, and accessible. Tutorial students enjoyed working with you and learning field techniques. Introduction to

GIS students thought that the pace was reasonable. They appreciated the feedback on presentations. Students in Marine Ecology thought that the class was well-paced and generally easy to follow. In Spring, comments like “knowledgeable” and “personable” appeared in evaluations. They noted that expectations for the class were fair. GIS II students appreciated the many activities that allowed them to practice their skills. Students indicated that the class was well-paced. Feedback on projects also helped with understanding concepts.

Your evaluations of students included a description of skills and activities and the ways in which the students were evaluated. As in the past, you included specific informative feedback about the student’s work in each aspect of the courses, giving insight into how students might improve. Tutorial evaluations described the project and/or goals and the student’s accomplishments.

### **Research**

In our conversation and on your FAAR, you noted that you have made some progress with research this year. You plan to submit manuscripts this summer on the phytoplankton and seagrass work that you have conducted. We have discussed multiple times that you are limited by the amount of lab space that you have which forces you to focus much of your efforts on field work. Despite limitations, you have continued working with corals at Pritzker lab. Last year, you set up a system to monitor the effects of light and water quality on scleractinian corals.

In the field, you have a program of monitoring water quality, phytoplankton species, and water-leaving radiance. You have continued participating as a member of the Aquatic Studies Group for the “Surface Biology and Geology” NASA mission. This type of networking is important and will allow you to develop your research program more fully.

You did not have a publication this year, but you did work with your thesis student to help her present work at three conferences: Florida Undergraduate Research Conference, Florida Academy of Sciences, and National Conference on Undergraduate Research.

You received funding from the Environmental Discovery Awards-Cross College Alliance for research three full-time summer interns for 10 weeks. The project is titled, “Time-Series Monitoring of Water Quality around Seagrass Beds of Sarasota Bay”.

### **Community Service**

You attended meetings of the Division on a regular basis. You were the Natural Sciences representative to the International Studies committee which had monthly meetings. You were also the Biology representative to the budget committee.

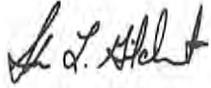
You wrote 21 recommendation letters for students this year. These ranged from graduate school recommendations to support for SRTG funds. A couple of students also asked you for letters in their applications to national scholarships such as the Udall-Hispanic Scholarship and the Johnson Scholarship Foundation.

### **Summary**

You have done well in teaching, research, and community service this year. I encourage you to make time for yourself to bring some of your work to publication. The college should also support garnering more resources to support your research work, especially in providing lab space. Overall, you are making good progress toward tenure. 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 concerning the final draft, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist  
Chair, Natural Sciences



Gerardo Toro-Farmer  
Assistant Professor, Coastal and Marine Science

8/23/23

date



*Natural Sciences*

10 October 2022

Professor Gerardo Toro-Farmer  
Division of Natural Sciences  
New College of Florida  
Re: Annual Review for the 2021-2022 Academic Year

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and community 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 GIS (15 enrolled) and Introduction to Oceanography (15 enrolled); you were on Assigned Research Leave second semester so had no classes. +Introduction to Oceanography is an important course for Marine Biology AOCs. This is often one of the first courses that students have in the marine science program. You changed the course this year to incorporate the Chart Your Class attributes of critical thinking, global learning and quantitative literacy. At this time, you are the only person at the college offering an introductory course in GIS. GIS courses serve students in AOCs across the campus and they are the beginning point for students interested in pursuing a GIS certificate.

You sponsored 6 tutorials first semester which included 3 thesis tutorials and 2 tutorials second semester both of which were thesis tutorials while you were on ARL. Your Coastal and Marine Observatory tutorial continues to be an important entry point for students interested in field work. Because of the leave, you did not have ISPs. Eleven contracts were sponsored first semester and one contract sponsored second semester. You successfully mentored 4 thesis students to graduation this year, one as co-sponsor. You also served on 8 baccalaureate committees, 4 were your thesis students.

There were reasonable numbers of students in your classes given the overall low enrollment at the college. Both of the courses that you taught were capped because of room capacity and computer resources.

Four graduating students this year also earned their GIS certificates. At this time, you are the only person working with students in this program, teaching courses at introductory, intermediate and advanced levels. You guided them in the coursework and other activities needed to achieve the certification.

Teaching evaluations from students were informative, showing that students thought you were clear, helpful, and accessible. Introduction to GIS students thought that the pace was reasonable, though a couple would have appreciated a faster pace. A couple of students indicated that it would have been useful to have more application done in class, the majority were satisfied with the content and presentation. The students in Introduction to Oceanography thought that the content and organization of the class were good. A few students thought that the pace was fast, but most indicated that pace was

reasonable. Those in tutorials indicated that you were very engaged with their work, giving good guidance.

Your evaluations of students included a class description of skills and activities and the ways in which the students were evaluated. You included specific informative feedback about the student's work in each aspect of the courses, giving insight into how students might improve. Your tutorial evaluations described the project and/or goals and the student's accomplishments.

You attended several virtual workshops to improve skills using aerial drones to collect data. In addition, you attended workshops related to water quality data collection. These are both activities important to your teaching and to your research.

### **Research**

In our conversation, you noted that you have made some progress with research this year. We have discussed multiple times that you are limited by the amount of lab space that you have. You are currently sharing space with Dr. Heffernan and with me again for your research this summer. Even with this space, the space will be small for the number of student researchers that you are hosting. I have discussed with the Provost and the CFO the need to find better, more substantial space for you to work both a dry lab space and a wet space for housing animals.

Despite limitations, you have continued working with corals at Pritzker lab. You have set up a system to monitor the effects of light and water quality on scleractinian corals.

In the field, you have a program of monitoring water quality, phytoplankton species, and water-leaving radiance. These data will be used for a preliminary proposal that you are developing for NASA to study coastal areas with hyperspectral satellite sensors. You have continued participating as a member of the Aquatic Studies Group for the "Surface Biology and Geology" NASA mission. This type of networking is important and will allow you to develop your research program more fully.

You did not have a publication this year, but you did submit two posters with students to the Ocean Sciences meeting. This is one of the premiere meetings for marine sciences and is co-sponsored by the American Geophysical Union (AGU), the Association for the Sciences of Limnology and Oceanography (ASLO), and The Oceanography Society (TOS), allowing significant networking across a variety of disciplines.

You received funding from the Environmental Discovery Awards-Cross College Alliance for research three full-time summer interns (2021) and four full-time interns in summer 2022 for 10 weeks each. The project is titled, "Time-Series Monitoring of Water Quality around Seagrass Beds of Sarasota Bay". The Conservation Foundation of the Gulf Coast funded you to generate vegetation distribution and health status maps for a new protected area north of Myakka City. You have successfully completed this project. In addition, you collaborated with others to put together a proposal for the 2022 IDEAS program, creating links with a university in Colombia.

You began work in Honduras in 2019 to collect bio-optical data in coral and seagrass areas of Cayos Cochinos. You revisited the site in summer of 2022 after a hiatus caused by COVID.

### **Community Service**

You attended meetings of the Division on a regular basis. You were the Natural Sciences representative to the International Studies committee during the summer and Fall.

In addition, you worked with a student to put together an interactive website to showcase courses related to international studies being offered Fall semester. This was an extensive project over the summer. It is still in progress because funds limited completion.

You wrote a large number of recommendation letters for students this year; 31 letters for 8 students. These ranged from graduate school recommendations to support for SRTG funds. Your letter was also important for one student to earn a Qualcomm Innovator Stipend award.

Some of the shadow service that you do is providing tours at the Pritzker Marine Center. In particular, you showcased the facilities in 2021 for Congressman Vern Buchanan and for Representative Fiona McFarland. These kinds of active and engaged tours are critical for helping the public understand and appreciate the importance of the facility.

### Summary

You have done well in teaching, research, and community service this year. Overall, you are making good progress toward tenure. 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. This is a draft, so please send any suggested changes to me as soon as possible. You may address any disagreements or comments of your own in a separate letter to me concerning the final draft, which will be incorporated, along with this evaluation, in your file.



Sandra Gilchrist  
Chair, Natural Sciences



Gerardo Toro-Farmer  
Assistant Professor, Coastal and Marine Science

Oct. 10/22

date

28 June 2021

Professor Gerardo Toro-Farmer  
Division of Natural Sciences  
New College of Florida  
Re: Annual Review for the 2020-2021 Academic Year

This letter contains an evaluation of your work during the 2020-2021 academic year in the areas of teaching, research, and community 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.

### **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 GIS and Introduction to Oceanography, Coral Reef Ecology and GIS II. Introduction to Oceanography is an important course for Marine Biology AOCs, and your GIS courses serve students in AOCs across the campus. Introduction to GIS serves as the beginning point for students interested in pursuing a GIS certificate. You sponsored 6 tutorials first semester which included 2 thesis tutorials and 9 tutorials second semester including 1 thesis tutorial. You participated in a total of 16 ISPs, including consisting of two groups: Interdisciplinary Research into Climate Change on the Florida Gulf Coast and New College Coastal and Marine Observatory. The Interdisciplinary Research group (11) was a collaboration with other faculty to direct students in collecting field geospatial information along with creating a story map to visualize the information. The second group, Coastal and Marine Observatory, allowed a group of students to collaborate on learning how to deploy sensors and analyze data along with collection of data from water samples. Ten contracts were sponsored first semester and 12 were sponsored second semester. Thesis students struggled this year, especially with communication and time management. One thesis student graduated; four others are pending. You also served on 8 baccalaureate committees; two others did not graduate this year. There were reasonable numbers of students in your classes given the overall low enrollment at the college, at or near the median for the college. Your other instructional workload was appropriate for a faculty member in their third year at New College. Teaching evaluations from students were informative, showing that students thought you were clear, helpful, and accessible. The students in Introduction to Oceanography (hybrid course) appreciated the PowerPoint presentations, though some remote only students voiced concerns about how you connected with them. Some online synchronous students noted that you seemed to sometimes forget about them. We talked about this consideration during our personal interview. You have some ideas about how to make classes more interactive for these students should the need arise again for hybrid or fully remote

classes. The Introduction to GIS (hybrid course) students thought that the course was well organized and interesting, and they felt that they learned a lot. Coral Reef Ecology second semester was also a hybrid course. Students found the course engaging and easy to follow. GIS II was also enjoyed by students. Some felt that the pace of the work was too demanding. In the introduction and the second part of GIS, students appreciated skill building activities. It is difficult in such courses, especially with a hybrid format to get a good sense of the work students are putting into the course. Your evaluations of students included a class description and the ways in which the students were evaluated. You included specific informative feedback about the student's work in each aspect of the courses, giving insight into how students might improve. Your tutorial and ISP evaluations described the project and/or goals and the student's accomplishments. You had to collaborate with other colleagues for the Climate Change ISP, making it a little more complex than the group ISP that you sponsored alone. Your contract certifications for both semesters were detailed, including a summary of the student's work as well as mentioned strengths and areas for improvement.

You participated in several online training activities to improve teaching for remote and hybrid courses. Professional development opportunities were offered online. You did modules on scientific instrumentation to advanced techniques for analyzing geospatial and remote sensing data to strengthen both your teaching and research skills. In addition, you completed Skillsoft modules to broaden your advising skills.

### **Research**

In our conversation, you noted that it has been hard to advance research this year. We have discussed multiple times that you are limited by the amount of lab space that you have. You are currently sharing space with Dr. Heffernan and with me for your research this summer. Even with this space, the space will be small for the number of student researchers that you are hosting. I have discussed with the Provost and the CFO the need to find better, more substantial space for you to work.

You published one paper in 2020, titled "A First Comprehensive Baseline of Hydrocarbon Pollution in Gulf of Mexico Fishes" <https://doi.org/10.1038/s41598-020-62944-6> in *Scientific Reports*.

You received funding from the Environmental Discovery Awards-Cross College Alliance for research this summer to support two full-time summer interns for 10 weeks each. The project is titled, "Effects of light quality on seagrass beds of Sarasota Bay: Applications to *in-situ* and remotely sensed monitoring."

You wrote a Florida SeaGrant Letter of interest for the 2022-2024 funding cycle along with two collaborators (Gilchrist and Diaz-Almeyda). Unfortunately, the project was not selected for a full proposal. As we discussed at the time of submittal, the largest share of the invitations is awarded to R1 researchers at UF, FSU and USF. It is worth it to re-frame the proposal and try again with another funding agency.

You were part of the cross disciplinary group to write an IDEAS (Increase in Diversity Education Abroad for US Students) proposal to link projects from a Colombian University to New College. Though this was not successful this year, your group has some great ideas for pursuing a similar grant in the future.

Currently, you are the co-lead in developing an NSF CoPe (Coastlines and People) grant along with colleague Uzi Baram from Anthropology. You helped to coordinate several meetings among interested parties, developing a group from Marie Selby Gardens-Historic Spanish Point, Fort DeSoto National Monument, and New College with the notion of creating a research hub in the Sarasota/Manatee area to examine the impact of sea level rise on historic sites. Over the ISP, all of the research sites were visited and a story map based on geographic data was created by you and your students. This was a very important part of the grant project, allowing the group to focus the project. The group will continue to develop the grant over the summer to submit in September.

### Service

You regularly attended division meetings, and you served on the International Studies Committee this year. The interactive story map that you did for international studies was outstanding, showing the courses and other information. It is a template that will be useful for other groups. You wrote a proposal for a GIS certificate at New College, which was approved last year. This year some students started the certificate process.

Professional development opportunities were offered online as well as at the college. You did modules on scientific instrumentation to advanced techniques for analyzing geospatial and remote sensing data.

Outside the college, you reviewed papers for the journals Sustainability and Remote Sensing. In addition, you were invited to be a part of a review panel to evaluate a round of proposals submitted to NASA for funding. You are a member of the Aquatic Studies group for the "Surface Biology and Geology Group. This is NASA's satellite mission for which you have monthly teleconferences on a variety of topics. This complements the workshop "Drones in the Coastal Zone", a workshop you attended (more than 10 hours) where the group discussed many topics including how to better use drones for wildlife management.

### Summary

Overall, you had a successful year despite some of the problems imposed by continued COVID restrictions and your continued lack of dedicated lab space. You made good progress in teaching, research, and service, showing broadening and deepening activities in each. Thank you for your continued leadership and enthusiasm. We are lucky to have you working at New College! 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 any disagreements or comments of your own to that final letter 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



Gerardo Toro-Farmer

6/28/21

Date



# New College

THE HONORS COLLEGE of Florida

Division of Natural Sciences

June 24, 2020

Professor Gerardo Toro-Farmer  
Division of Natural Sciences  
New College of Florida  
Re: Annual Review for the 2019-2020 Academic Year

Dear Gerardo,

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 GIS and Remote Sensing, Intro. to GIS, GIS II, and Marine Ecology. Marine Ecology is an important course for the Biology and Marine Biology AOCs, and your GIS courses serve students in AOCs across the campus. Two of these courses were new, and the others were updated. You sponsored 5 tutorials, 4 ISPs, 11 contracts, and one thesis student. You are working with two other thesis students who didn't graduate this year. You also served on 4 baccalaureate committees. The number of students in your courses was at 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.

The students thought you were clear, helpful, and accessible. The students in Marine Ecology thought that the course moved at a good pace, but there were mixed views on the course organization. The students appreciated your care for them and your passion for the material. They also really enjoyed the presentations in the chickee hut. The GIS students thought that the course was well organized and interesting, and they felt that they learned a lot. Some students said that you were slow to return evaluations, but this seemed to be partly because of miscommunications and because some students didn't know how to see their feedback on Canvas. You have ideas about how to address this issue in the future.

Your evaluations of students included a description of the class and the ways in which the students were evaluated. You included informative feedback about the student's work in each aspect of the course. Your tutorial and ISP evaluations described the project and/or goals and the student's accomplishments. Your contract certifications included a summary of the student's work and mentioned strengths and areas for improvement.

### **Scholarship**

You published one book chapter, and you have an article in revision. You are working on additional manuscripts. You have a continuing a collaboration with researchers at the USF College of Marine Sciences. You received funding for an intern to work with you. You are a member of a NASA satellite study group. You attended a meeting and workshop about using drones to study the coast. You reviewed three journal articles and additional manuscripts for the SENALMAR conference in Columbia.

### **Service**

You regularly attended division meetings, and you served on the International Studies Committee this year. You wrote a proposal for a GIS certificate at New College, which was approved. You helped write the HHMI pre-proposal and a proposal to increase opportunities for students to study abroad. You participated in the Inclusive Campus Workshop. You also participated in numerous admissions events. You wrote recommendation letters for three students.

### **Summary**

Overall, you had a successful year, and you made good progress in all three areas of teaching, research, and service. Thank you for everything you did. We are lucky to have you working at New College!

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

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**year-end letter for your review**

2 messages

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**Katherine Walstrom** <walstrom@ncf.edu>  
To: Gerardo Toro-Farmer <gtoro-farmer@ncf.edu>

Tue, Jun 23, 2020 at 5:22 PM

Hi Gerardo,

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

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—  
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

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366K

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**Gerardo Toro-Farmer** <gtoro-farmer@ncf.edu>  
To: Katherine Walstrom <walstrom@ncf.edu>

Wed, Jun 24, 2020 at 9:58 AM

Hi Katie,

I received the letter and it looks good. Thank you again for all your advice and help during all this time.

Have a good rest of the summer!!

Gerardo

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**Gerardo Toro-Farmer, Ph.D.**  
Assistant Professor  
Division of Natural Sciences &  
Environmental Studies Program  
New College of Florida  
5800 Bay Shore Rd.  
Sarasota, FL 34243

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[Quoted text hidden]



# New College

THE HONORS COLLEGE of Florida

*Division of Natural Sciences*

July 22, 2019

Professor Gerardo Toro-Farmer  
Division of Natural Sciences  
New College of Florida  
Re: Annual Review for the 2018-2019 Academic Year

Dear Gerardo,

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 GIS and Remote Sensing, Intro. to GIS, Coral Reef Ecology, and Intro. to Oceanography this year. Coral Reef Ecology and Oceanography are important courses for the Biology and Marine Biology AOCs, and your GIS courses serve students in AOCs across the campus. Your GIS courses were hindered by slow computers, a problem that we are trying to address in various ways. You sponsored 2 tutorials this year. The number of students in your courses this year was slightly below college-wide averages. Your other instructional workload was appropriate for a first-year faculty member. Next year I encourage you to sponsor some ISP students.

Your instructor evaluations this year were good. The students thought you were clear, helpful, and accessible. They thought your courses were well organized. Some students in Oceanography thought that more assignments or quizzes would have been helpful. Some students in Coral Reef Ecology thought that your expectations for assignments were unclear, but it seemed that the rubrics you gave them later in the semester helped address this concern. The students had mixed views about your feedback on their work. Some said that your feedback was helpful and clear, while others felt that the feedback they received was minimal. Many students mentioned how much they enjoyed your courses. They found them interesting and enjoyable, and they felt that they learned a lot.

Your evaluations of students included a description of the class and the ways in which the students were evaluated. You included brief but informative feedback about the student's work in each aspect of the course. Your tutorial evaluations described the tutorial goals and the student's accomplishments. These evaluations will be helpful for the students.

### **Scholarship**

You have one book chapter in press, and you are working on manuscripts based on data that you collected in the Gulf of Mexico. You have a continuing collaboration with researchers at the USF College of Marine Sciences. You received funding from the Cross College Alliance for an intern to work on a new research project involving sea grass scaring. You also did field work in Honduras during the summer to do preliminary work on another new coral reef project. You are a member of a NASA satellite study group. You wrote a letter of intent for a grant proposal, but you were not invited to submit a full proposal. You also have an active collaboration with a company in Miami. You reviewed three journal articles and a PhD thesis in marine biology, and you served as a panel reviewer for NASA grant proposals. You ordered and tested a wide variety of equipment for your new research projects, and this took a lot of time.

### **Service**

You regularly attended division and new faculty orientation meetings, and you hosted a Natural Sciences seminar speaker. You served on the Fulbright Faculty Review Committee. You also participated in meetings to discuss and refine the biology and marine biology AOCs. You are working on logistics for the GIS lab that is shared with Social Sciences, and you are planning a GIS certificate that New College students could earn.

### **Summary**

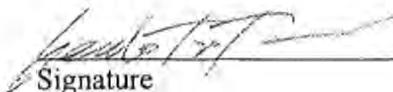
Overall, you had a successful year, and you made appropriate progress in all three areas of teaching, research, and service. Thank you for everything you did. It's great to have you at New College!

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

7/26/19

Date

Candidate: Gerardo Toro-Farmer

DIVISION CHAIR EVALUATION:

Dr. Toro-Farmer has been a strong colleague in the Natural Sciences. Based on the strength of his work, last year he was promoted to associate professor.

**Teaching:** Dr. Toro-Farmer has taught a variety of classes, often exceeding the average class size for the college. He continues to be the only person teaching the core GIS classes leading to the GIS certificate (2022-2023, 4 students received this certificate and it appears that at least 3 more will receive it in 2023-2024). He leads a group tutorial on marine observatory that engages students each semester in field research and analysis of local habitats. This tutorial not only builds teamwork and small group skills, but also exposes students to significant research opportunities. He has consistently had multiple thesis students work with him; some progress to graduate programs while others go to jobs. Students note his accessibility and fairness. His evaluations of students give clear guidance on areas for improvement.

**Research:** Dr. Toro-Farmer shared lab space with others because his area for research was cramped in his first 4 years. This is especially seen in the summer where he had to rotate students into the lab for lab work. At best, the lab could safely have 4 students working. Now he has more space because of departures of colleagues, allowing him to accommodate more students in his research lab. He has been forging collaborations with NASA to study coastal areas with hyperspectral satellite sensors. As a member of the Aquatic Studies Group for the "Surface Biology and Geology" NASA mission, Dr. Toro-Farmer is creating a network for future collaborations. He has completed The Conservation Foundation of the Gulf Coast grant to generate vegetation distribution and health status maps for a new protected area north of Myakka City.

**Community Service:** Dr. Toro-Farmer has been an active participant in Division meetings. He has been on the divisional budget committee. He has served on search committees for both tenure track and visiting positions. In the broader community, he has been a member of the international studies committee. In this capacity last year, he created a story board website to showcase international studies. A subtler contribution is mentoring students of color whether he is the adviser or not. Students look to him for guidance in navigating the New College System and beyond as evidenced by the number of recommendation letters that he writes.

Dr. Toro-Farmer has continued to grow as a colleague over the last 5 years.

Candidate: Gerardo Toro-Farmer

PROVOST'S ADVISORY COMMITTEE EVALUATION:

## PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Gerardo Toro-Farmer is Associate Professor of Coastal and Marine Sciences and Environmental Studies. He joined the faculty as an Assistant Professor in Fall of 2018.

### TEACHING

Professor Toro-Farmer's course offerings support students pursuing an AOC in Biology, Marine Biology, Environmental Studies, and International Studies, as well as students working to attain the Geographic Information Systems (GIS) Certificate offered by the college. He regularly rotates a set of three courses for the Marine Biology AOC (including Introduction to Oceanography which has served as a LAC class, and is now also offered as a CYC class), and two foundation classes for the GIS certificate. He has also offered an advanced GIS elective course twice, sponsored numerous tutorials and ISPs, and he has co-taught Coral Reef Issues offered through the five-week study abroad summer course in Honduras. His courses regularly include hands-on activities in the Sarasota Bay or GIS lab work that give students practical experiences applying their knowledge in the field.

Course enrollments reflect high student interest in the areas Professor Toro-Farmer teaches, which are largely new to our curriculum. Similar interest occurs with his tutorials and ISPs. Professor Toro-Farmer has sponsored 7 thesis students and served on the baccalaureate committees of an additional 20 students; he often starts working with students on thesis preparation during the students' second or third year of study.

Professor Toro-Farmer's evaluations of students typically include overall feedback on various categories of performance, with specific comments on exams and projects identifying strengths as well as noting areas in need of additional review or work. His contract certifications are brief, but often note accomplishments of the term as well as comments from professors that indicate skills to continue developing. Student evaluations of his classes regularly describe Professor Toro-Farmer as passionate, knowledgeable, and supportive, often noting his willingness to help, setting a good pace and workload in the classes, and fairness in evaluations. Student letters to the PAC consistently praise Professor Toro-Farmer's dedicated work with them in classes, labs, and thesis work, often crediting their success after graduation to the transferable skills they learned in his classes, tutorials, and the research activities he sponsored.

Overall, it is clear that Professor Toro-Farmer's teaching record reflects thoughtful and engaging classes, tutorials, ISPs, and research mentorship that demonstrate a strong commitment to supporting student success. The integration of hands-on learning and research experiences with classroom work is highly valued by his students and gives them practical skills for their own research and post-graduate pursuits.

## SCHOLARSHIP

Professor Toro-Farmer's research focuses on monitoring coastal ecosystems, with an emphasis on understanding how natural and human activity impacts habitats. He is particularly interested in the environment near New College, such as Sarasota Bay and the Gulf of Mexico. Professor Toro-Farmer is an optical oceanographer who uses remote sensing, the geographic information system (GIS), and field observations to study environmentally mediated biological processes at different spatial and temporal scales, including benthic and pelagic productivity, diversity, spatial distribution, and habitat connectivity. His research interest includes hydrocarbon distribution in the Gulf of Mexico.

Professor Toro-Farmer's CV lists a total of twenty-one papers published from 2001 to the present, for a publication rate of about one paper per year. Several papers were published in journals with a high Impact Factor; ranging from 0.803 to 13.850 with a mean of 4.571. His publication rate has decreased since joining NCF due to transitioning from a primarily research position to a teaching position with many new demands, and engagement in long-term research projects. Professor Toro-Farmer has published one journal article and one book chapter in the five years since his hire here in 2018, with three manuscripts now in preparation. The manuscripts include a total of four student coauthors. Professor Toro-Farmer's publications are usually highly collaborative and can involve up to the order of ten coauthors. The lack of lab space has been a challenge for most of his time here, as mentioned in his Chairs' letters. Nevertheless, he is creating and maintaining three long-term research projects, including one in Cayos Cochinos, Honduras, and another in the Myakka River watershed Area in Florida.

Professor Toro-Farmer, while at New College, has received five external grants, ranging between \$4,500 and \$30,000 dollars, and has submitted an additional proposal to support his research. He has spoken at four meetings

and participated in 7 professional development workshops. Professor Toro-Farmer has served as a journal referee and on panels reviewing grant proposals.

The letters from the external reviewers mainly discuss Professor Toro-Farmer's entire research career, including his years at New College. He collaborates with top experts in his field and is well-known. Professor Toro-Farmer has shown an ability for getting grant support. He is experienced as a member of oceanographic research cruises. Several of the reviewers noted that starting a research program in a new place (NCF) is always challenging. Professor Toro-Farmer has had relatively few first author papers over his career, but the external reviewers do credit him as being well-cited (746 Google Scholar citations by 12/3/2023).

In conclusion, Professor Toro-Farmer is clearly actively engaged in his field of research.

## SERVICE

During his time at New College of Florida, Professor Toro-Farmer has contributed to the college, the Sarasota community and to his professional community. He has served on the International Studies Committee, the Natural Sciences Budget Committee, Fulbright Faculty Review Committee. Professor Toro-Farmer is a founding member and serves as Director of the GIS Certificate Program. As he is currently the only faculty member supporting the program, his effort and accomplishments in this area are especially noteworthy. In addition, he served on two search committees: for the Director of Research Programs and Services and for the tenure-track position in Plant Biology. He has also been an important contributor to the efforts of the Admissions Office, doing mini-classes for prospective students and their parents and representing the Biology and GIS programs during various fairs and events. Each year Professor Toro-Farmer writes letters of recommendation for students applying for grants, scholarships, graduate school, or other educational opportunities; these have amounted to more than 20 each year in the past two years.

Professor Toro-Farmer's service to the Sarasota and the wider Florida community includes his work as an appointed member of the Technical Advisory Committee serving the Sarasota Bay Estuary Program and his participation in the "Florida Coastal Challenges" program; both

organizations are dedicated to the monitoring and conservation of coastal and marine ecosystems in Florida.

Finally, Professor Toro-Farmer makes important contributions to the wider scientific community. He is a running member of the Aquatic Studies Group in Surface Biology and Geology (SBG) satellite missions at the National Aeronautics and Space Administration (NASA). This high-level service increases the visibility of New College in the world-wide scientific community and enhances its reputation for local policy makers, for whom Professor Toro-Farmer has led campus tours. He also offers his scientific expertise to facilitate scholarly forums, for example, serving as a reviewer for manuscripts submitted to a number of academic journals and of proposals submitted to NASA, and serving as Advisor to Mendeley Reference Manager. At the international level, he was a regular reviewer for the Colombian seminar of ocean sciences and technologies (SENALMAR).

In sum, Professor Toro-Farmer has a strong record in the area of service to the New College community, the local community, and to his professional community at the national and international levels.

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

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



Office of the Provost

Candidate for tenure: Gerardo Toro-Farmer

Division: Natural Sciences

Discipline(s): Marine Biology, Geographic Information Systems (GIS)

Highest degree earned: Ph.D. in Ocean Sciences from the University of Southern California

Joined New College: August 2018

Other experience: University of South Florida (Postdoctoral Research Associate)

Evidence evaluated: 5 external evaluation letters
156 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: Ballots, and Yes/No counts. Rows include Divisional Ballot (24/0) and Provost's Advisory Committee (6/0).

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<sup>1</sup>

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time<sup>2</sup>. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices."<sup>3</sup> 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."<sup>4</sup>

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."<sup>5</sup> 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.”<sup>6</sup> 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 faculty<sup>7</sup>. 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”<sup>8</sup>
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. Toro-Farmer'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. Toro-Farmer'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.**

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

### Teaching Effectiveness

Professor Toro-Farmer teaches courses in marine ecology and oceanography, including Coral Reef Ecology, Marine Ecology, and Introduction to Oceanography. These courses are essential for students in Marine Biology, Biology, and Environmental Studies, but they also provide invaluable skills in data collection, visualization, and analysis to students in other areas of concentration. Enrollment in Professor Toro-Farmer's classes typically exceed the average class size for the College.

On top of his courses, Professor Toro-Farmer offers popular Coastal and Marine Observatory Group ISPs and tutorials, in which students are engaged in hands-on field research. Through these experiences, students collect valuable data to monitor the health of Sarasota Bay.

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

<sup>7</sup> 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>

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

To help meet employer demand for students with Geographic Information Systems (GIS) skills, Professor Toro-Farmer developed a set of courses that result in students earning a GIS certificate. By the end of this year, at least 7 students will have earned this certificate. This type of program exemplifies what we are trying to achieve with the Techne component of our new core curriculum.

The evaluation letter from the members of the Provost Advisory Committee note that student instructional evaluations for Professor Toro-Farmer are positive, with students describing him as "passionate, knowledgeable, and supportive." Letters of support from students describe how Professor Toro-Farmer gets students involved in field work "on Day 1," with one student noting that she has been able to present at five conferences across the country because of the efforts of Professor Toro-Farmer.

Faculty colleagues note how Professor Toro-Farmer supports their students and classes, with one faculty member commenting that Professor Toro-Farmer devoted significant time and effort to develop and implement a chlorophyll extraction exercise for students in her Marine Ecology Lab. Another faculty member explains how a student of his took several of Professor Toro-Farmer's classes and went on to create "one of the most interesting and impressive theses I've had the pleasure of advising at New College." This faculty member notes that this same student is now employed as a GIS analyst, which provides clear evidence of the marketability of skills Professor Toro-Farmer provides to students.

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 Toro-Farmer has demonstrated an interest and willingness 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 Toro-Farmer's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

### Scholarly Work

Five external evaluators submitted letters to evaluate Professor Toro-Farmer's scholarly and professional activities:

Collin Roesler, Professor of Earth and Oceanographic Science at Bowdoin College, described Professor Toro-Farmer's transition from a Postdoc at USF to a faculty member at New College of Florida as, "an impressive trajectory for a young scientist transitioning from full-time research to full-time academia with his academic responsibilities." Dr. Roesler notes Professor Toro-Farmer's 17 collaborative publications in biogeography and ecology of reef and seagrass communities and oil spill impacts, concluding that "it is clear that Dr. Toro-Farmer is building a strong extramurally funded independent research program."

Digna Rueda-Roa, Oceanographer / Marine Biologist at the University of South Florida, lists Professor Toro-Farmer's "nationally and internationally disseminated and peer reviewed" work, including 18 peer-reviewed publications (plus 2 in preparation), 3 book chapters, 2 technical reports, 1 symposium proceeding; 14 oral presentations and 9 posters in 19 national and international conferences, meetings, symposiums, and workshops. Dr. Rueda-Roa also notes Professor Toro-Farmer has been PI, Co-PI, and Co-I for 9 research grants since 2012, and has received a NASA Ames Honor Team Award for research.

Inia Soto Ramos, Associate Research Scientist at Morgan State University/NASA Goddard Space Flight Center, describes Professor Toro-Farmer as a "world class expert when it comes to field instrumentation and field work," and a "well-known optical oceanographer with extensive experience in the field of ocean optics, optical instrumentation and field work, and ocean color remote sensing of coastal environments, such as coral reefs and seagrass beds." Dr. Soto Ramos describes Professor Toro-Farmer's scientific work as "high impact," noting the number of citations (700+) and h-index (17) of his publications.

Richard Zimmerman, Professor of Ocean & Earth Sciences at Old Dominion University, finds Professor Toro-Farmer's scholarly accomplishments "compatible with [...] tenure at New College of Florida." In reaching this conclusion, Dr. Zimmerman notes Professor Toro-Farmer's growing annual citation rate and opportunity for Professor Toro-Farmer to "apply his expertise in GIS and shallow water remote sensing [...] in ways that will continue to generate funding for his scholarly activities, research opportunities for his students and solutions to real-world problems for Florida citizens."

Björn Kjerfve, Emeritus Professor at the University of South Carolina, describes Professor Toro-Farmer as a "hands-on scientist with lots of field experience and the ability to operate, program, and maintain complex oceanographic instruments," and notes that Professor Toro-Farmer is a NAUI Master Scuba diver, and an AAUS Scientific diver with significant experience. Dr. Kjerfve recommends, without hesitation, that Professor Toro-Farmer be granted tenure, commenting, "I have served in various positions from Professor to President at five different institutions in several countries, and Dr. Toro-Farmer would, in my opinion, have been [...] awarded tenure at each of these institutions."

Professor Toro-Farmer is an oceanographer who uses optical instrumentation to monitor the biogeography and ecology of reef and seagrass communities in order to study the effects of natural and human impacts, such as oil spills. In addition to the publications, presentations, and grant work noted above, Professor Toro-Farmer has raised nearly \$44k in funding from the Cross College Alliance and the Conservation Foundation of the Gulf Coast to support his research and paid internships for students.

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 Toro-Farmer's scholarly and professional activities meet expectations for tenure at New College of Florida.

### Service

Professor Toro-Farmer has a strong record of service at New College. This service includes:

- serving on the International Studies Committee, the Natural Sciences Budget Committee, Fulbright Faculty Review Committee, and search committees for faculty and administrative positions
- creator, Director, and sole provider of the GIS Certificate program
- serving as a member of the Technical Advisory Committee for the Sarasota Bay Estuary program

In serving on the International Studies Committee, Professor Toro-Farmer created an impressive interactive story map of courses offered in International Studies:

<https://storymaps.arcgis.com/stories/bc55816aa6de480e9f14d26eddea3160>

Professor Toro-Farmer exemplifies the fact that every member of the New College community helps recruit and retain students. He has offered mini-classes for prospective students during admissions events. He also regularly offers tours of the Pritzker Marine Biology Research Center to campus visitors. These tours showcase the facility and high-quality, hands-on research Professor Toro-Farmer is able to provide to students.

Professor Toro-Farmer has also demonstrated a commitment to the post-graduation outcomes of our students. In addition to the significant contribution of creating and offering the GIS certificate pathway for students, Professor Toro-Farmer has partnered with our Center for Career Engagement and Opportunity to:

- Include career skill development instruction by CEO staff in multiple courses
- Require outside-of-class career development skill building activities in courses
- Sponsor and evaluate academic internships through college reporting processes
- Create opportunities for students to apply their skills through internships/research

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 Toro-Farmer'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 Gerardo Toro-Farmer..



**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 years

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 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	24	Abstain	2 *
Deny Tenure		Absent	
Defer Tenure		Ineligible	

\*There were 2 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	<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 ___	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	24	0
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 Gilchrist Signature:   
Date: 2/11/2024

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

Candidate: \_\_\_\_\_

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).

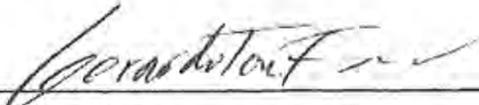
My recommendation is to DENY tenure for this candidate.

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: 03/04/2024

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

# **Hugo René Viera Vargas, Ph.D.**

<https://www.hugovieravargas.com>

8027 Limestone Ln

Sarasota FL, 34233

Tel: 939-274-8244

## **EDUCATION**

### **Indiana University, Bloomington, Indiana, 2008**

Ph.D. History

Minor: African American and Diaspora Studies

Minor: Latin American Studies

**Dissertation:** “De-centering Identities: Popular Music and the (Un)making of Nation in Puerto Rico, 1898—1940.” **Advisor:** Arlene Diaz Caballero, Ph.D.

### **Indiana University, Bloomington, Indiana, 2003**

M.A. Latin American and Caribbean Studies

### **Universidad de Puerto Rico, Río Piedras, San Juan, 1996**

B.A. Major: Social Sciences

Concentration: Caribbean and Latin American Studies

### **University of Wisconsin, Madison, Wisconsin, 2001**

Summer Intensive Program in Portuguese Language

### **Facultad Latinoamericana de Ciencias Sociales-Argentina, 2011**

Posgrado virtual en Gestión Cultural y Comunicación [Cultural Management and Communications]

## **RESEARCH AND TEACHING INTERESTS**

Afro-diasporic musical expressions and society, Latin American and Caribbean history and culture, Race and Ethnic relations in the Americas.

## **TEACHING EXPERIENCE**

Assistant Professor of Caribbean and Latin American Studies and Music, New College of Florida, 2018-present

Professor, Department of Humanities (**non-tenured**), Universidad Ana G. Mendez, Cupey, Puerto Rico, August 2018

Associate Professor, Department of Humanities, Universidad Metropolitana, Cupey Campus, 2012-2018

Assistant Professor, Department of Humanities, Universidad Metropolitana, Cupey Campus, 2008-2012

Instructor (part-time) for the Department of Sociology and Anthropology, Universidad de Puerto Rico, (2016-2018)

Visiting Lecturer for the Department of History, Indiana University, Bloomington, spring 2008

Instructor (part-time) for the Department History and Social Science, Universidad de Puerto Rico, 2003-2004; 2008-2009

### **ACADEMIC & INSTITUTIONAL SERVICES**

Member of the Committee of the International Studies Program, New College of Florida, August, 2020- present

Guest Editor, Special Bilingual Issue on Identities/Identidades, *Revista Cruce*, April, 2021

Guest Editor, Special Issue on Music, *Revista Cruce*, February 2020

Member of the Committee on Campus Climate and Culture, New College of Florida, August 2019- 2020

Member of the Committee for the Black History Month, New College of Florida, 2019-2020

Editorial Board, *Musiké*, Conservatorio de Musica de Puerto Rico, 2017-present

Editorial Board, *Revista Cruce*, Universidad Ana G. Mendez, Cupey, Puerto Rico, 2011-present

Coordinator, Universidad Metropolitana & Fundación Puertorriqueña de las Humanidades, Project Title: **Diálogos Universitarios** (2016-2017)

Academic Coordinator, Humanities. Universidad Metropolitana, Cupey Campus, (2014-2017).

Academic Coordinator, B.A. in Cultural Management, Universidad Metropolitana, Cupey Campus. (2009-2014)

Freelance Instructional History Coach (2013)

Member of the Administrative Board, Universidad Metropolitana, Cupey Campus, (2013-2015)

Member of the Academic Board, Universidad Metropolitana, Cupey Campus, (2012-2013)

Editor, *Puerto Rico on Line Encyclopedia*, Puerto Rican Endowment for the Humanities, 2014-2015

Editor, *Puerto Rico on Line Encyclopedia*, (Caribbean Section) Puerto Rican Endowment for the Humanities, 2009-2012.

Guest Editor (with Eloisa Gordon, Ph.D.) of *Reflexiones en torno a la identidad*, Universidad Metropolitana, San Juan, PR, 2013.

Curriculum Designer B.A. in *Gestión Cultural* [Cultural Management], Universidad Metropolitana, San Juan, PR, 2008-2009.

Participant, *Title V: The First Year College Experience Enhanced*, Universidad Metropolitana, San Juan, PR, 2009-2010

## GRANTS

New College/Mellon Foundation, *Connecting the Arts and Humanities on Florida's Cultural Coast*, **project "Music in Transit: Migration and Melodies in Latinx Communities" 2020**, \$8,620 (Proposed with Dr. Ilaria Giglioli)

New College/Mellon Foundation, *Connecting the Arts and Humanities on Florida's Cultural Coast*, **Communities in Transit: Migration and Diaspora in the Arts, Humanities, and Humanistic Social Sciences, 2019, \$2,500** (Proposed with Dr. Ilaria Giglioli)

Consejo de Educación de Puerto Rico *No Child Left Behind* 16-11, **Proyecto de integración en las materias de Ciencias, Español e Historia para maestros de 9no a 12mo grado. 2017**, \$172,928.44.

Consejo de Educación de Puerto Rico *No Child Left Behind* 10-15, **Proyecto de integración en las materias de Ciencias, Español y Estudios Sociales para maestros de 4to a 6to grado. 2016**. \$146,068.04

Consejo de Educación de Puerto Rico *No Child Left Behind* -14-16, **Proyecto de certificación de Historia para maestros de Educación Especial, 2015**. \$192,890.93

Puerto Rico Endowment for the Humanities, *Media and Educational Technology Grant*, 25-14 2014. *Mapa musical de Puerto Rico, 1850-1940*. \$12,100.00

## ACADEMIC AWARDS & FELLOWSHIPS

National Endowment for the Humanities, Summer Fellow, *José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century*, University of Tampa, June 2019

Travel Award, The Society for Ethnomusicology, 2014

Honorable Mention, Ford Foundation Diversity Fellowship, 2007

Mendel Award in Latin American History, Department of History at Indiana University, Bloomington, 2007

Indiana University Graduate Fellowship, Department of History at Indiana University, Bloomington, 2006

Mendel Grant for Research in Latin America, Department of History at Indiana University, Bloomington, spring 2005

History Department Dissertation Fellowship, Department of History at Indiana University, Bloomington, 2004

Latin American Fellowship, Indiana Federation of Clubs, 2003

Tinker Grant for Research in Latin America, Indiana University Center for Latin American and Caribbean Studies, 2002

Foreign Language and Area Studies Fellowship, Indiana University Center for Latin American and Caribbean Studies, summer 2001

Fellow for the Latino Graduate Training Seminar in Qualitative Methodology: "Interpreting Latino Cultures: Research and Museums." Smithsonian Institute, summer 2000

## **PUBLICATIONS**

### **Books**

Viera-Vargas, Ruiz-Caraballo, Montes-Pizarro, Allende Goitia, and Bofill Calero. *Made in Puerto Rico: Studies in Popular Music*. Under contract, Routledge.

### **Peer-Review**

"Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930" in Rivera Vega, Carmen Haydée & Duany, Jorge *Two Wings of the Same Bird: Transdisciplinary Approaches to Puerto Rican and Cuban-American History, Literature, and Culture*, The University of Florida Press, forthcoming, February, 2023.

"Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914- 1915". *El Centro Journal*, Volume XXXII, Number II, Summer 2020

"A son de clave: la dimensión afro-diaspórica de la puertorriqueñidad, 1929-1940" in *Latin American Music Review* Fall/Winter, 2017, 38:1 <https://doi.org/10.7560/LAMR38103>

"La colección John Alden Mason (1914-1915): Una documentación sonora para el estudio de la historia cultural y musical puertorriqueña" en *Musiké* (Revista del Conservatorio de Música de Puerto Rico), 2015. Vol. 4, núm. 1.

"Introduction" of *Reflexiones en torno a la Identidad*, Universidad Metropolitana, San Juan, Puerto Rico, 2013.

"La colección John Alden Mason: una documentación sonora para la historia de Puerto Rico" in *Caribbean Studies*, Vol. 36, No.2., (2009) ,161-168.

"Too Familiar to be Entirely Alien, Too Alien to be Entirely Familiar: The Political and Cultural Effects of Granting Puerto Ricans American Citizenship" in *Diasporic Ruptures: Globality, Migrancy, and Expressions of Identity*. Edited by Alireza Asgharzadeh, ed. Rotterdam, Sense Publishers, 2007.

## ACADEMIC REVIEWS

Viera-Vargas, Hugo R. "Race & Nation in Puerto Rican Folklore: Franz Boas and John Alden Mason in Porto Rico, by Rafael Ocasio", *New West Indian Guide / Nieuwe West-Indische Gids* 95, 3-4 (2021): 353-354, doi: <https://doi.org/10.1163/22134360-09503048>

Review of Noel Allende Goitia, *Las músicas Otras: Puerto Rico, el Atlántico Afrodiaspórico y otros ensayos de estudios culturales de la música*, San Juan, Ediciones Clara Luz, 2014, in *Musiké* (Revista del Conservatorio de Música de Puerto Rico), August 2016. Vol. 5, núm. 1.

Review of Martín Cruz Santos. *Afirmando la nación...Políticas culturales en Puerto Rico (1949-1968)*, San Juan, Ediciones Callejón, 2014. In *Revista Cruce* (UMET), March 2015

Review of *A Language of Song: Journeys in the Musical World of the African Diaspora*, by Samuel Charters. *Caribbean Studies* 40, no. 2 (2012): 206-208. doi:10.1353/crb.2012.0026.

Review of Barbara Abadia Rexach. *Musicalizando la raza: la racialización en Puerto Rico a través de la música*. San Juan, PR: Ediciones Puerto, 2012 in *Revista Cruce* (UMET), May 2012.

## OTHER ACADEMIC PUBLICATIONS

Bomba, prohibiciones y discurso racial en los albores del siglo XX", *80 grados*, 20 de noviembre de 2020.

“En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX” *Revista Cruce* (SUAGM), February 2020

Unpublished research “Mas de un siglo: 125 años de música popular en Puerto Rico” for the music special of *Banco Popular de Puerto Rico*, December, 2018

“Las políticas del cuerpo en la música popular” *El Nuevo Dia*, march 12, 2018

Co-author, *Exploradores de la Historia: Historia de Puerto Rico*. San Juan, P.R. Dreyfous & Associates, 2017 (Textbook & Educational Material)

“Décadas de lucha por la libertad” in *América: geografía, historia y realidad contemporánea* San Juan, P.R. Ediciones SM, 2017 (Textbook)

“Historia oral” in *Revista Cruce* (UMET), May 2016.

“Música e Historia” *Revista Cruce* (UMET), October 2015

“The Caribbean: An Overview” Caribbean Section, Puerto Rico Online Encyclopedia, 2011 “El Caribe: una visión panorámica” [Spanish Version]

“Sugar and Slavery in the 17<sup>th</sup> Century” in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011*. “Azúcar y esclavitud en el siglo XVII” [Spanish Version]

“The Spanish American War, 1898” in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* “La Guerra hispano-cubano-americana, 1898” [Spanish Version]

“Salsa as a Trans-Caribbean Socio-Musical Phenomenon” in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* “La salsa como fenómeno sociomusical transcaribeño” [Spanish Version]

“The Encomienda in the Caribbean Islands” in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* “Encomiendas y repartimientos en el Caribe Insular” [Spanish Version]

“Abolition of Slavery in the Caribbean” in *Puerto Rico Online Encyclopedia, Caribbean Section, 2011* “Abolición de la esclavitud en el Caribe” [Spanish Version]

“Música popular, nación e identidad II” in *Diálogo* (UPR) marzo abril, 2011, p. 30.

“Música popular, nación e identidad I” in *Diálogo* (UPR) enero-febrero, 2011, p. 28.

“Cultura y desarrollo” in *Diálogo* (UPR) noviembre-diciembre, 2010, p.31.

“Bregando con la cultura” in *Diálogo* (UPR) septiembre-octubre, 2010, p.26

“En tres tiempos caribeños”. *Claridad*, Suplemento en Rojo Julio 6, 2007, pp.22-26

“La colección J. Alden Mason: fuente viva de nuestra historia cultural” *Claridad*, Suplemento en Rojo, septiembre 2007, pp. 24-25.

## LECTURES AND CONFERENCE PRESENTATIONS

“Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930” in I International Colloquium on Caribbean Literatures and Cultures: *Lecturas mas allá de las islas*, organized by the Matej Bel University of Banska Bystrica (Slovakia), the University of Puerto Rico, Aguadilla (Puerto Rico), the Catholic Institute of Toulouse (France) and the University of Bielsko-Biala (Poland), April, 29, 2022 [Online Presentation]

“Racial Ideologies and Popular Music in the Spanish Caribbean” invited course presentation, University of Missouri- Kansas City, Conservatory of Music, March, 9, 2022. [Online Presentation]

“El ombligo de la Plena” book presentation, Conservatory of Music of Puerto Rico, April, 28, 2021[Online Presentation]

“Perreo: Dance and Race in the Spanish Caribbean”, invited course presentation, Bowdoin College, April 21, 2021.

Un pájaro guarachero: los intercambios socio-musicales entre Cuba y Puerto Rico, *Coloquio*, Instituto de Cultura Puertorriqueña, March, 18, 2021[Online Presentation]

“Bomba, prohibiciones y discurso racial en los albores del siglo XX”, *Coloquio 67*, *Instituto de Cultura Puertorriqueña*, November, 7, 2020. [Online Presentation]

“Un pájaro guarachero: los intercambios socio-musicales entre Puerto Rico y Cuba”, Florida International University, February 2020

“Music, Racial Ideologies and the Nation in Cuba and Puerto Rico”, Union Institute & University Cincinnati, Ohio, January, 2020

Invited Lecturer for the *Annual Lecture Series Program in Latin American Studies*, Florida Southern College, Lakeland, Florida, November, 2019

“Discursos disonantes: La Bomba puertorriqueña y los discursos socio-raciales en Puerto Rico en los albores del siglo XX” en las *Sextas Jornadas de Estudios Afrolatinoamericanos* Centro cultural de la cooperación, Floreal Gorini, Buenos Aires, Argentina, September, 2019

“Más allá de un siglo: representación histórica de la música popular en Puerto Rico, 1893-2018”, Universidad Ana G. Méndez, Cupey, Puerto Rico, March, 2019.

“Del sonido a la palabra: espacios sonoros y escritura imperial sobre Puerto Rico y Cuba,

1898-1930” 12<sup>th</sup> CRI Conference on Cuban and Cuba-American Studies, Florida International University, Miami, Fla. February 2019

“Tras la huellas de la primera bombas grabadas en Puerto Rico” *2ndo Congreso de Afrodescendencia en Puerto Rico*, Universidad de Puerto Rico, octubre, 2018.

“En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX” *3er Simposio de Investigación Musical “Andanzas: nuevas perspectivas sobre la danza en el Caribe”* San Juan, PR April, 2017

“Mapa musical de Puerto Rico,” *3er Simposio de Investigación Musical “Andanzas: nuevas perspectivas sobre la danza en el Caribe”* San Juan, PR April, 2017

Invited Panelist for 11th *Multicultural Music Encounters* of the Multicultural Music Group at Lehman College (CUNY), Bronx NYC, June 2016, Topic: Chiapas, Passport Required

“Con gustito a Cuba: La dimensión afrodiaspórica de la puertorriqueñidad, 1914-1941,” 1er Foro de Estudios Musicales Puertorriqueños: Sus métodos, sus enfoques y sus alcances. Universidad Interamericana de Puerto Rico, San Juan, PR, October 2015

“Introducción al pensamiento histórico,” XVIII Feria Internacional del Libro de Puerto Rico, Santurce, PR, October 2015

“La colección John Alden Mason: una documentación sonora para el estudio de la historia en Puerto Rico,” 1er Simposio de teoría, etnomusicología y musicología del Conservatorio de Música de Puerto Rico, San Juan, Puerto Rico, March, 2015.

“Con gustito a Cuba: raza y música en Puerto Rico, 1914-1941” 10<sup>th</sup> CRI Conference on Cuban and Cuba-American Studies, Florida International University, Miami, Fla. February 2015.

“De la salsa dura al reggaeton: música y resiliencia cultural en Puerto Rico” EDP University, April, 2014

“Masculinities and Gender Relations in the John Alden Mason Puerto Rican Music Collection, 1914-1915”, Society for Ethnomusicology 59<sup>th</sup> Annual Conference, University of Pittsburgh, Pittsburgh, Pennsylvania, November 2014.

Invited Panelist for 11th *Multicultural Music Encounters* of the Multicultural Music Group at Lehman College (CUNY), Bronx NYC, June 2013. Topic: The Jayuya Up-rising, 1950.

Invited Lecturer for the Cultural Arts Imperative course of the Department of Art and Public Policy (Tisch School of the Arts), New York University & Caribbean Cultural Center African Diaspora Institute, 2013.

Invited Panelist for 10th *Multicultural Music Encounters* of the Multicultural Music Group at Teatro Pregones, Bronx NYC, June 2012. Topic: The Ponce Massacre, 1937.

De la Salsa dura al Reguetón: música y resiliencia cultural en Puerto Rico, 1965-2010”  
Universidad Metropolitana, San Juan, PR, November 2010. Invited lecturer for *Celebración de la semana de Puerto Rico*, Facultad de Ciencias Sociales, Humanidades y Comunicaciones, UMET.

“Música popular, nación e identidad en Puerto Rico: una visión histórico-musical, 1930-1940.”  
Escuela Libre de Música, Ernesto Ramos Antonini, San Juan, PR, November 2009. Invited lecturer for *Diálogos Universitarios Series*, Puerto Rican Endowment for the Humanities.

“Disrupted Masculinities: Popular Music and Manhood in Puerto Rico, 1914-1915” *Latin American Studies Association*, Rio de Janeiro, Brazil, June, 2009.

“A son de clave: Las interacciones socio-musicales entre Cuba y Puerto Rico en la Colección de John Alden Mason, 194-1915” *3er Ciclo de Conferencias Caribeñas*, Instituto de Estudios del Caribe, UPR-Rio Piedras, November, 2008

“Música popular y modernidad en Puerto Rico” *Cartographies of Identities: Puerto Rico/ans in the 21st Century*, 8th Conference of the Puerto Rican Studies Association, San Juan, Puerto Rico, October, 2008

“Performing Race: The Afro-Diasporic Dimension of Puerto Rican Culture” Caribbean Studies Association, San Andrés Islas, Colombia, May 2008

“Historia y música popular: diversidad en la Colección de J. Alden Mason, 1914-1915.” *Festival Internacional del Danzón, UNEAC (Unión Nacional de Escritores y Artistas de Cuba) Havana, Cuba*, March, 2006

“Understanding the Margins through Popular Music: The Mason Collection of Puerto Rican Popular Music, 1914-1915.” *Central States Anthropological Association, Miami University, Oxford, Ohio*, April 2005

“Fragmented Identities: Plena and the Puerto Rican Cultural Atomization of the 1930s.” *Caribbean Soundscapes: Caribbean Music and Culture. Tulane University, New Orleans*, March 2004

“Too Familiar to be Entirely Alien, too Alien to be Entirely Familiar: The Political and Cultural Effects of Granting Puerto Ricans American Citizenship” *Latinidad in the New Millennium Graduate Student Conference. University of Illinois, Urbana-Champaign*, April 2003

Invited Lecturer for the Programa de Divulgación Cultural de Países Hispanohablantes at Indiana University Purdue University, Indianapolis. *Sponsored by the Spanish Consulate in Indianapolis to promote the study of Spanish-speaking cultures among local schools, December 2001*

## **LEARNING MEDIA AND LANGUAGE SKILLS**

**Blackboard** certified instructor

**Spanish-** Native Proficiency  
**English-** Professional working proficiency  
**Portuguese-** Limited working proficiency

## **PROFESSIONAL AFFILIATIONS**

Latin American Studies Association (LASA)  
Caribbean Studies Association (CSA)  
Puerto Rican Studies Association (PRSA)  
The Society for Ethnomusicology (SEM)  
Sociedad de Genealogía de Puerto Rico

**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** Hugo Viera-Vargas

**DIVISION** Humanities

**DISCIPLINE** Caribbean Latin American Studies & Music

I am seeking Tenure only.

I am seeking Tenure and Promotion to the rank of \_\_\_\_\_

I am seeking Promotion only to the rank of \_\_\_\_\_

Hugo Viera-Vargas, PhD  
Applicant's Signature

01/16/2024  
Date

**PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION**

Candidate: \_\_\_\_\_

## II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment August 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. 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.

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

Sincerely,



NORTHERN ILLINOIS UNIVERSITY

**Center for Latino and  
Latin American Studies**

*College of Liberal Arts and Sciences*

September 25, 2023

Professor Maribeth Clark  
Chair, Division of Humanities  
New College of Florida

Dear Members of the Tenure Committee,

I am writing this letter to provide an evaluation of Dr. Hugo Viera-Vargas' scholarly work as part of his application for tenure at the New College of Florida. I am an Associate Professor of History and Director of the Center for Latino and Latin American Studies at Northern Illinois University. My research, including my first book *Rhythms of Race: Cuban Musicians and the Making of Latino New York City and Miami, 1940-1960* (University of North Carolina Press, 2015), addresses the role of race, nationalism, and migration in the Cuban and Spanish Caribbean diasporic communities of the United States with a particular emphasis on music and popular culture.

**I have reviewed Dr. Viera-Vargas' academic and public-facing scholarly work, in consultation with the criteria for retention, tenure, and promotion found in the New College of Florida Faculty Handbook, and I have concluded that his record meets the institution's requirements for tenure. Dr. Viera-Vargas has established an original, coherent, and meaningful research agenda that contributes to bodies of knowledge at the intersections of race, gender, music, and Caribbean and Latin American history.**

Through his published scholarship, Dr. Viera-Vargas has made important, interdisciplinary contributions in the areas of race, gender, and nation in late nineteenth- and early twentieth-century Puerto Rican and Spanish Caribbean popular music. In particular, his most recent, forthcoming essay, "Listening to our Possessions," offers a comparative analysis of how U.S. colonial agents formed their views of Cuba and Puerto Rico through sonic descriptions, or what Viera-Vergas calls "colonial sonic discourse." Dr. Viera-Vargas' focus on sonic representations calls on the broader historiography of Cuba and Puerto Rico to reconsider the neat dichotomies of "civilized" and "uncivilized" as the only possible colonial representations of the islands. In a second publication, a journal article published in *Centro Journal* (which is a significant venue for publication for scholars of Puerto Rico), Dr. Viera-Vargas examines competing representations of masculinities in the popular music of John Alden Mason. Taken together, these two works showcase Dr. Viera-Vargas' keen ability to offer alternative readings of texts – in this case, popular music – supported by historical context, theoretical positioning, and clear argumentation.

Beyond his published work, Dr. Viera-Vargas' scholarly engagements are multiple and wide-ranging, reaching both academic and general audiences. On the academic front, Dr. Viera-Vargas has been invited to give lectures at three universities, including an invitation to present material related to the Diaz-Ayala Collection at Florida International University Libraries. He was also selected to participate in the 2019 National Endowment for the Humanities Summer Institute on "José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century." The NEH Summer Institute selection process is highly competitive, and Dr. Viera-Vargas' acceptance indicates that his project was unique and offered a significant contribution to discussions around the research theme.

Dr. Viera-Vargas has also established a public-facing profile aimed at a broad audience. In addition to public talks, of particular note here is Dr. Viera-Vargas' development of a "Musical Map of Puerto Rico." This impressive educational website provides users access to information on the historical development of popular music in Puerto Rico between 1850 and 1940. The digital site presents users with historical narratives, descriptions of musical genres, photographs, and an interactive map of Puerto Rico with links to music, newspaper clippings, advertisements, and other historical artifacts. Dr. Viera-Vargas and his collaborators have created an important, easy-to-use resource that can be used in classrooms and by the general public.

Some of Dr. Viera-Vargas' public-facing work has also taken the form of creative, musical collaborations. Dr. Viera-Vargas performs as a percussionist (*güiro*), in live and recording sessions, which also informs his emerging interest in autoethnographic methods and reflects his approach to engaged, community research. This creative work is yet one more layer in Dr. Viera-Vargas' well-developed and substantive program of scholarly and creative activity.

In sum, in recognition of his scholarly productivity and contributions, I recommend that the committee award Dr. Viera-Vargas status as a tenure associate professor. I am happy to answer any additional questions the committee might have on this evaluation.

Sincerely,



Christina D. Abreu, Ph.D.  
Director, Center for Latino and Latin American Studies  
cabreu@niu.edu | 815-753-1532



Benjamin Lapidus, Ph.D.  
Professor of Music and Deputy Chair  
Department of Art and Music  
John Jay College of Criminal Justice, CUNY  
Acting Deputy Executive Officer, Ethnomusicology  
The Graduate Center, CUNY  
524 West 59<sup>th</sup> Street  
New York City, NY 10019  
T. 212.237.8339  
blapidus@jjay.cuny.edu

August 15, 2023

To Whom It May Concern,

After reading the tenure guidelines issued to external reviewers, the New College resolution on evaluating faculty during and after the COVID-19 pandemic, and the materials to support his personnel action, I am enthusiastically recommending that Prof. Hugo Viera Vargas be awarded tenure.

I will begin my recommendation by stating that I do not know Prof. Viera Vargas well. We met once as participants on the same panel at an academic conference, The Twelfth Conference on Cuban and Cuban-American Studies of the Cuban Research Institute at Florida International University in Miami, Florida on February 15, 2019. We have not seen each other since and have had few communications. The focus of the conference was the relationship between Cuba and Puerto Rico. Our panel was dedicated to the musical aspects of this relationship and I was extremely impressed with the quality of Prof. Vargas's paper which compared and contrasted U.S. colonial perception of music on both islands and employed great research, insights, and analysis. When some of the conference participants were asked to submit our papers as chapters for peer review and possible publication there was never a doubt in my mind that his work would not pass with flying colors. Indeed, his chapter was included in a forthcoming book with the University Press of Florida which will be useful for anyone researching or teaching this important topic.

In his fascinating 2020 article, "*Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914–1915*," Prof. Viera Vargas lays out a number of factors as to why Puerto Rican masculinity was made more vulnerable in the face of many changes in society, such as divorce, geographical displacement, colonial hegemony, and other factors. He then explores the variety of ways these processes were exemplified in the Puerto Rican popular music recorded by the young anthropologist John Alden Mason in the towns of Utuado, Como, and Loiza, Puerto Rico. Prof. Viera Vargas points out how the ideas about masculinity, sexuality, and gender relations that are portrayed in the "slightly *colorado*" songs in the collection are connected to historical events and social circumstances. Prof. Viera Vargas further explores the Mason material analyzing examples of songs that reflect the racial discourse surrounding Puerto Rican *bomba* in the early twentieth century in his excellent *80grados* article, "*Bomba, prohibiciones y discurso racial en los albores del siglo XX*." Together these two articles offer great insight into some of the problems associated with music and nation building of the time period and offer an excellent framework for musical and cultural analysis.

Prof. Viera Vargas's article, "*En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX*," shows how the Puerto Rican elite viewed the Puerto Rican *danza* as a symbol of Puerto Rican identity, which in their view, excluded African contributions. Prof. Viera Vargas demonstrates how, in fact the *danza* was but one musical iteration of Puerto Rican identity and that other musical genres enjoyed by the lower classes could not be suppressed.

In my view, Prof. Viera Vargas's scholarship is consistently solid, rigorous, nuanced, accessible, and appealing. This is demonstrated by the above-mentioned peer-reviewed and non-peer review articles and chapters as well as those in *Latin American Music Review*, *Reflexiones en torno a la identidad*, *Caribbean Studies*, *Musiké*, *Diasporic Ruptures*, and others that were in the file for review. In addition, his forthcoming co-authored volume, *Made in Puerto Rico: Studies in Popular Music*, under contract and revision with Routledge will be a major contribution to the field of Puerto Rican, Caribbean, and popular music history. It is clear to me that my evaluation of his work is not unique, because colleagues at other academic institutions such as Florida Southern College, FIU, Union Institute and University, and elsewhere have invited him to present his research. Looking at his track record, I believe that Prof. Viera Vargas's scholarly and non-academic presentations are in excellent discipline-pertinent events and definitely on pace with where one should be at this point in their academic career. All told, these are all the marks of a promising scholar with a long and productive career ahead and I am really looking forward to seeing his forthcoming projects.

I would also like to make special mention that while he produces scholarship in traditional formats, Prof. Viera Vargas also works in digital and online mediums with similar quality, rigor, and consistency as demonstrated by his involvement with the creation of the amazing online digital musical map of Puerto Rico. This is a truly fantastic resource for scholars and educators who teach and research the music of Puerto Rico and I used it in my graduate seminar on music of Cuba, Puerto Rico, and Dominican Republic during the Fall 2021 semester.

Finally, I am an ethnomusicologist specializing in Caribbean music as well as a Grammy-nominated Latin jazz musician. I personally view Prof. Viera Vargas's activity as a performer of Afro-Puerto Rican and Caribbean music to be as equally important as maintaining his teaching, research, and service at New College. This is a major asset that sets him apart from non-performing scholars and shows an extraordinary commitment to his craft as a musician and percussionist. Pedagogically speaking, it is important that students studying Caribbean music engage directly with practitioners who can provide history and ethnographic context as well as musical information. Prof. Viera Vargas exemplifies this type of scholar-practitioner. At the same time, teaching and research can positively impact the performing professor's performance and recording activities in a variety of ways. Prof. Viera Vargas's research intersects with his musical collaborations and has served as a means of connecting collective musical and cultural memory with performance, as evidenced by work with Jerry Ferrao, and others. It is inspiring to see Prof. Viera Vargas continuing to contribute positively to both the local and international musical communities in Florida, Puerto Rico, and beyond as demonstrated by his recent recordings and performances with Jerry Ferrao, Sarasota Contemporary Dance, and Plena Adentro.

To conclude, I unequivocally recommend that Prof. Hugo Viera Vargas be awarded tenure at the New College of Florida. Please contact me if I can be of further assistance.

Sincerely,

*Benjamin Lapidus*

Benjamin Lapidus, Ph.D.



reaffirmed hegemonic notions of masculinity, others offered the possibility for men to express themselves in other ways, without social stigmatization. The use of historical methods to analyze the sociocultural context of non-elite musics fits within the growing subdiscipline of historical ethnomusicology, which is a relatively new section within the Society of Ethnomusicology, given that history traditionally had been left to musicologists. With his work, Viera offers solid contributions to this growing field.

While still resonating with this subdiscipline, Viera's latest work, the 2023 book chapter "Listening to Our New Possessions" in *Two Wings of the Same Bird*, goes beyond the Mason collection in ways that are sure to impact Caribbean Studies more generally. Scholars have generally used iconographic evidence to argue that the U.S. mostly saw Cuba as Black, inferior, and unruly (thus allowed to become independent), while Puerto Rican was seen as White and able to be taught (thus remaining colonized). Viera, however, uses the comments that colonial agents made about the music of these two countries to complicate that reading, as Cuba is portrayed as musically sophisticated and familiar while Puerto Rico is depicted as primitive and different. My training certainly included the types of iconographic readings that Viera challenges, so I am confident that this chapter will alter the way that Caribbean Studies scholars depict this early twentieth century time frame.

To demonstrate the solidity of his academic achievement, the pieces that Viera published as he was beginning and during his time at the New College were published in peer-reviewed journals that are representative of their subfields (*Latin American Music Review* for Latin American music studies and *Centro Journal* for Puerto Rican Studies). The *Centro Journal's* number was a special issue dedicated to the bomba, and it stands out as a resource for academics interested in this Puerto Rican genre. The chapter for the collected volume appears on University of Florida Press with two strong academic co-editors (Carmen Haydee River Vega and Jorge Duany), and the volume that Viera is both co-editing and contributing a chapter to has been accepted on contract with Routledge's Global Popular Music Series. Titles from this series are generally well-known among Latin American and popular music scholars. This publishing record shows a body of work growing in stature that is likely to continue. His professional service in terms of the academic book reviews that he has produced complements this record.

Early in his time at New College, Dr. Viera was able to present his work regionally in the Caribbean and South Florida as well as nationally in Ohio and internationally in Argentina. Of course, academic life has gone through changes due to the pandemic. Dr. Viera has taken advantage of the online conference and presentation format to be able to continue sharing his ideas at an international colloquium and a pair of U.S. classroom visits. Now that travel is again possible, he presented at a symposium on Puerto Rican music held at the University of Illinois as well as the Conservatory of Puerto Rico. He looks to be addressing the one area in which he could improve, more research presentations at major national academic conferences.

In addition to his peer-reviewed research and formal presentations, however, Viera has produced a body of work that presents his academic findings to a broader, non-specialist

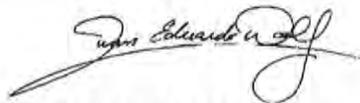
audience. One of these is the musical map of Puerto Rico, an online encyclopedia of the island's music history. In my personal experience, it appears as a common result on Google when searching on Puerto Rican music topics. Additional work includes publication in online spaces like *Cruce*, a non-refereed research journal, and *80 grados*, a Puerto Rican digital magazine for deeper discussions of the issues similar to *The Conversation*. He has given several talks at the Institute of Puerto Rican Culture, the island's governmental agency that is a reference point for those who study Puerto Rican artistic expressions. Perhaps the words of Dr. Viera that have reached the most ears are the writing he did for the 2018 holiday television special "Más de un siglo" produced by the Banco Popular de Puerto Rico. This annual musical event is much anticipated among the Puerto Rican community, both on the island and in the diaspora, and Viera's presence there illustrates his reputation as a music researcher and performer on the island and the diaspora.

Such public-facing activities are important given the value that New College places on teaching. As those of us who teach in schools of music are rethinking how to better prepare our students to be music professionals in the 21<sup>st</sup> century, we realize the importance of instructing students to express their ideas in a variety of media and serve a broader population. The educational focus of New College resonates with such thinking, and seeing professors like Dr. Viera participate in such activities gives a model for students to follow.

At the research-focused university where I teach, the expectation for tenure is roughly seven articles or a book and an article. Given the teaching focus of New College, that Dr. Viera has completed the equivalent half of such an expectation during a trying period, complemented by a variety of other activities and his co-edited volume currently under review, makes me confident that he will continue to produce constructive research at New College. I am pleased to recommend Dr. Viera for promotion and tenure to Associate Professor, based on his research record and teaching qualities.

If you have any questions or concerns, I would be happy to address them.

Sincerely,

A handwritten signature in black ink, appearing to read "Juan Eduardo Wolf". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Juan Eduardo Wolf, Ph.D.  
Associate Professor, Ethnomusicology  
Core Faculty, Folklore Program

## V. PAC SUMMARY: STUDENT EVALUATION OF TEACHING

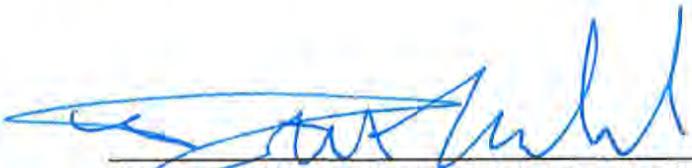
Note: Information from student evaluations must be completed by the Chair of the Provost's Advisory Committee. The candidate is not permitted to complete this section.

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.

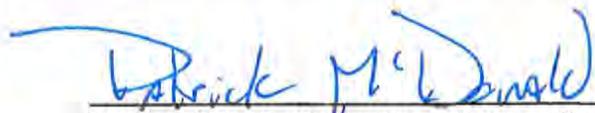
- Nature of the instruments (attach a copy of the instrument).
- When and how many times they were administered for this candidate.
- The number of students participating in consideration of this candidate.
- A summary of the information derived from the evaluation used.

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 Viera-Vargas 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 86. Review of these evaluations demonstrates that Professor Viera-Vargas'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. <b>The Instructor</b> (e.g., clarity, helpfulness, accessibility, evaluation of your work)
2. <b>The Course</b> (e.g., organization, pace, demands, assignments, suggested improvements)
3. <b>Your Participation</b> (e.g., expectations, interest, progress, success, effort)
4. <b>Any Other Comments</b>
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>Maribeth Clark</u>	<u>[Signature]</u>	<u>2-20-2024</u>
PAC Chair	<u>Patrick McDonald</u>	<u>[Signature]</u>	<u>01/12/24</u>
Provost	<u>David Rancourt</u>	<u>[Signature]</u>	<u>02/27/24</u>

Candidate: Hugo R. Viera-V

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 HONORS COLLEGE of Florida

*Division of Humanities*

July 9, 2019

Professor Hugo Viera Vargas

**Re: Annual Review**

Dear Hugo:

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.

Your appointment letter specifies that you are Assistant Professor of Caribbean/Latin American Studies and Music with your teaching centered in the Division of Humanities and in CLAS. Although not listed as a joint appointment precisely, you are serving both of these disciplinary and interdisciplinary areas.

**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.

You offered Introduction to Caribbean and Latin American Studies\* (final enrollment 5) and Popular Music and Societies of the Hispanic Caribbean\* (10) in fall, and Music and Nationalism in Latin America\* (6) and Societies and Culture of the Contemporary Caribbean (7) in spring. You note that while these were based on courses you have taught elsewhere, all required significant modification and additional development for this context.

You sponsored 3 ISPs, all on different topics. Although as you were in your first year you were not expected to sponsor theses, you nevertheless served on 3 Baccalaureate committees, one each in Humanities, International & Area Studies, and Literature. Again, although not expected, you sponsored 1 tutorial in Module 1 of spring term to support a student working on the contemporary Caribbean. You were not expected to sponsor student contracts in your first year, but will be assigned advisees beginning next fall.

Student evaluations of your classes and teaching are overall very positive. For Caribbean and Latin American Studies, students called you helpful, accessible, and were grateful for your clear expectations. Several mention that the "critical reviews" were helpful in particular, and they appreciated your prompt evaluations and good feedback on their work. Several call you "amazing" and it is clear that many are very happy to have your expertise in CLAS on our campus. In Popular Music students praised the "great class discussions" and called you accessible and understanding. At least two mentioned that once the critical reviews dropped to biweekly assignments, they found the workload more manageable. Students found that their interest in the material grew thanks to your teaching and the class material. For Contemporary Caribbean, students appreciated your expertise and called you personable. While some found the reading sometimes demanding, they also found it engaging and interesting. One suggested posting assignment details on Canvas in addition to discussing in class, which might be something to consider. In Music and Nationalism again, students found you clear and enjoyed your evident enthusiasm. A few mention disliking the book and appreciated the ways you supplemented it. One particularly mentions enjoying the incorporation of live music events and samples into the course material. One wanted more short responses or opportunities for feedback on their progress, which points perhaps to student nervousness about their status in the class. One calls this "the best course I've taken at NCF." Overall these are excellent evaluations with very few of the usual rough spots for new teachers and new courses. Your classes seem to do a good job of balancing your

commitment to the Music program and also to the interdisciplinary area in Caribbean and Latin American Studies.

Your own evaluations of students are clearly and well-structured. Most open by laying out assignments and expectations, and then turn to "Evaluation" with an overview (often a statement about how satisfactory the student's work was), and then give short information on each major assignment (attendance/participation, critical reviews, midterm, final project, etc.). Helpful suggestions for taking projects further (making more use of primary material, pointed questions) are often included. Visually the opening descriptions run into the evaluation of the students' actual work—I can't quite tell if this is an artifact of how the online system pulls things into the "PAC Evaluation" format or of how they were entered. But the information is all clear and well done. You nicely balance description of what the student did and evaluation of how well the student did it. These evaluations should be useful for students themselves and for their academic advisors and other readers.

Your file demonstrates a strong first year of teaching at New College across Music and Caribbean and Latin American Studies.

### **Scholarship & Creative Work**

In this first year at New College, you presented your work at 3 professional meetings: "Discursos disonantes: tras la huellas de la primera bombas grabadas en Puerto Rico" at the 2<sup>do</sup> Congreso de Afrodescendencia en Puerto Rico; "Del sonido a la palabra: espacios sonoros y escritura imperial sobre Puerto Rico y Cuba, 1898-1930" for the 12<sup>th</sup> CRI Conference on Cuban and Cuba-American Studies; and "Mas allá de un siglo: representación histórica de la música popular en Puerto Rico, 1893-2018" for Beyond a century: historical representation of popular music in Puerto Rico, 1893-2018. More locally, you were invited to present "Plena, Native Rhythm of Puerto Rico" at the *12th Annual Spanish Fair and Expo* at the University of South Florida.

You are also revising an essay, "Masculinidad(es) puertorriqueña(s) a través de la colección de John Alden Mason, 1914-1915," which was accepted for publication at the *Centro Journal* (Center for Puerto Rican Studies) pending revisions.

Working with colleagues in Geography and Global English, you proposed a project on "Communities in Transit: Migration and Diaspora in the Arts, Humanities, and Humanistic Social Sciences" for funding with the college's Mellon Grant "Connecting the Arts and Humanities on Florida's Creative Coast."

You shared professional expertise by serving on the Abstract Committee Member for the Society for Ethnomusicology, Southeastern and Caribbean Chapter, which involved reading and evaluating abstracts for papers submitted for SEM-SEC 2019. Additionally, you were a Proposal Reviewer for the Institutional Fund for Research of the University of Puerto Rico, Rio Piedras Campus.

Finally, you were selected as a scholar and participant for the NEH Summer Institute, "José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century." Congratulations!

This was a solid first year's work as you begin your appointment at New College of Florida.

### **Service**

In your first year at New College, you were not expected to serve on standing committees. You attended the AAC&U's Diversity, Equity, and Student Success conference, *Engaged Inclusivity: Perceptions, Realities, and Aspirations* with other New College faculty and staff.

In service to your profession, you are a Member of the Advisory Board of *Musiké*, the Journal of the Conservatory of Music of Puerto Rico; a Member of the Editorial Board of *Revista Cruce*, Journal of the Social Sciences, Humanities and Communications Department of the Universidad Ana G. Mendez, Cupey Campus, Puerto Rico; and a consultant in Historical-Ethnomusicology for the music documentary *Mas de un siglo*, produced by the Banco Popular de Puerto Rico, 2019.

You participated in the visit to our campus of James Padilioni, a potential postdoctoral fellow whose areas of expertise intersect but also differ from your own. Your input here was very valuable and we hope to have Dr. Padilioni on our campus next January.

And although you don't mention it in your FAAR, I appreciated your initiative in bringing a live performance by the group Plena Adentro to our campus. Students, faculty, and staff clearly enjoyed this performance and dancing ensued!

In this first year although you did not have particular service expectations, you were nonetheless involved in a number of projects on our campus and set yourself up for ongoing projects that serve both campus and community.

**Summary and suggestions for the future**

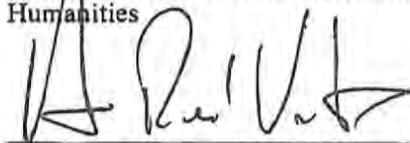
In my estimation this was a strong first year across the board in teaching, scholarly work, and service as you find your place at New College.

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.

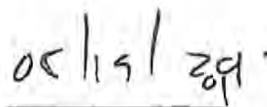
Sincerely,



Miriam L. Wallace, Chair Division of  
Humanities



Signature



Date



*Division of Humanities*

July 28, 2020

Professor Hugo Viera Vargas

**Re: Annual Review**

Dear Hugo:

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.

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 Intro to Caribbean & Latin American Studies\* (final enrollment 3) and Music of the African Diaspora in Latin America & Caribbean (5) in fall term, and Bittersweet Societies (5) and From Conjunto to Latin Trap (4) in spring (in fall average class enrollment was about 12). You note that you revised Intro to CLAS, reframing it as a Writing Enhanced class and also one that emphasizes "historical evidence." Both Music of the African Diaspora and Conjunto to Trap were new courses you developed this year. You sponsored a sizeable 10 ISPs, 6 of which were a new experiment in offering experience with Afro Caribbean drumming. This year you reported that you sponsored 1 thesis for a student combining Music and Gender Studies, and you served on 3 baccalaureate committees. You sponsored 2 tutorials each term for a total of 4 (3 of which were module length)—including an interesting one on Caribbean Migration to Florida (this might make a good group tutorial in the future and could help to build CLAS). You sponsored a total of 5 contracts, and you should expect this number to grow going forward. As the PAC notes and we have clarified, Contract Certifications are *brief* narratives identifying patterns for holistic consideration that are completed by the advisor in addition to the numerical overview done by the Registrar. Your cohort was not well-informed on this point, for which I am sorry. I see that you did write them for Spring 2020 after we clarified, but these are so brief ("satisfactory in quantitative/qualitative terms") that they don't help the student to review how their term went. Any advice or ongoing patterns for improvement could be included here as part of the advising record for both the student's and other faculty information.

Student evaluations are very positive, with students in both fall classes praising the interesting material and your ability to guide them through it. Students in Intro to Caribbean and Latin American Studies appreciated your deep knowledge of the subject, and while they called your expectations high, they believed they learned a lot and found you accessible and helpful, and the

course well-organized and well-paced. In Intro to Music of the African Diaspora, students called your teaching wonderful and you enthusiastic. They appreciated your flexibility in working with them, and while a few noted this course seemed less organized, they again found you clear and helpful and liked that you consulted them about how the course was going. Many particularly loved the later term readings. Students in both classes appreciate your expertise in your subjects and your enthusiasm for them and the material.

Your own evaluations of students are usefully formatted and nicely detailed, beginning with an overview of the student's performance, and then detailing specific assignments. These are on the long side, tracking the specific essay questions or topics the student addressed, what they wrote, and how well they did. These are good, but if your classes become larger (as we both hope and expect) you may find that a more succinct overview will work as well for you and students (assuming students already received details on most assignments at the time of the assignment). These are easy to scan, broken into useful sub-headings and carefully written. I did see 1 unsatisfactory with no details, so I can't tell if this student simply stopped coming or failed to complete all or some work (a sentence would be helpful). Overall these evaluations will be helpful for students and their faculty tracing their academic progress.

### **Research/Performance**

Your scholarship is two-pronged—consisting both of critical academic writing on music and culture, and of artistic performance as a percussionist. This was an active year in both directions.

This year saw two scholarly articles published, one on masculinity and popular music in a specific collection ("Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914- 1915") in *El Centro Journal*, and another on Puerto Rican dance and identity in the more public-facing magazine on contemporary issues (which you list as non-peer reviewed), *Revista Cruce* ("En defensa de la danza puertorriqueña: música e identidad en Puerto Rico en la tercera década del siglo XX").

You presented "Discursos disonantes: La Bomba puertorriqueña y los discursos socio-raciales en Puerto Rico en los albores del siglo XX" for a conference in Argentina. You were also invited to speak at another institution (your FAAR doesn't tell me where or whether this was part of an event), where you spoke on "Music, Racial Ideologies and the Nation in Cuba and Puerto Rico." Finally, you gave a lecture for a general public on "Un pájaro guarachero: los intercambios socio-musicales entre Puerto Rico y Cuba" ("The Dancing Bird: the Socio- Musical Exchanges between Puerto Rico and Cuba"), though I don't know where. You are currently writing a grant proposal for "Music in Transit: Migration and Melodies in Latinx Communities."

You performed professionally as a percussionist with *Plena Adentro* at the 4th Festival of Bomba and Plena in November. As you note, this is a new venture for you in combining your more conventional academic research with your artistic work as a percussionist. You also performed with a locally; you were invited by a Latin Jazz band to perform at the Sarasota Jazz Festival in March (although this event was canceled due to COVID-19). You are, as you note, beginning to make your way as a percussionist in Sarasota. You write that "a professor of Caribbean music and societies, being active within the local music scene informs my teaching and research in positive ways," with which I certainly agree.

### **Service**

You served on two search committees, one for Visiting Assistant Professor of African American Religions, and the other for Visiting Assistant Professor of Music, both of which ended in successful hires.

You served this year on the Committee on Campus Climate and Culture, and you were a member of the Black History Month Committee, for which you arranged and coordinated a visit by rumba singer, Totin Agosto Arara and La Liga Rumbera, and Luis Rivera Febres to participate in the BHM symposium. Additionally, you served on the coordinating committee for Latinx Heritage Month, and were an Invited Lecturer to Hispanic Heritage Month at Booker High School. Finally, you helped arrange a performance by La Liga Rumbera in February at Fogartyville Community Media and Arts Center.

In service to your profession requiring expertise, you serve as a Member of the Advisory Board of *Musiké, the Journal of the Conservatory of Music of Puerto Rico*, and as a member of the Editorial Board of *Revista Cruce, Journal of the Social Sciences, Humanities and Communications*.

This academic year, you participated in four professional development workshops offered on our campus: Writing Enhancement Workshop; Faculty Workshop on Advising; Faculty Workshop on Narrative Evaluations; and Inclusive Campus Climate webinar

This is an active record of service to the college and our larger community this year, and demonstrates a fluid movement between campus and local community engagement

#### **Summary and suggestions for the future**

Overall, this was a strong year in terms of teaching, scholarship/performance, and service. In my estimation you are making good progress towards tenure and promotion and building a strong body of course offerings as well as developing your scholarly and artistic profile.

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

\*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

THE HONORS COLLEGE of Florida

*Division of Humanities*

February 28, 2022  
Professor Hugo Viera-Vargas

## **Re: Annual Review**

Dear Hugo:

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 Cuba and Puerto Rico in the American Century (4) and Popular Music and Societies of the Hispanic Caribbean\* (8) in fall term, and Beyond the Dream: Latinx History in Critical Perspective (8) and Music of the African Diaspora in Latin America\* (4) in spring. Cuba and Puerto Rico and Beyond the Dream were both new courses. You sponsored 8 January ISPs, 5 of which were a group on Patà, Afro-Caribbean drumming. This year you reported no thesis sponsorship and you did not serve on any baccalaureate committees. It would be good to find a way to get added to a few baccalaureate committees both as a way to develop your own thesis sponsorships and to become better known to colleagues across the college. You sponsored 2 tutorials this year, one working with a student in Spanish on a tutorial version of "Cuba y Puerto Rico." You sponsored a total of 8 contracts, and I see that 3 students who began with you in fall continued as your advisees in spring.

Student evaluations are positive overall. For Latinx in Critical Perspective, students called you a favorite professor, approachable, and they particularly appreciated being able to

participate in lectures instead of just taking notes on zoom. For Music of the African Diasporas, one says that their expectations were exceeded. Students in Popular Music & Societies of the Caribbean called you informative, awesome, and *excelente*. A few mentioned wanting more feedback on their work, and another suggested that the course might be designated a "Writing Enhanced Course" given the heavy writing load. Students in Cuba and Puerto Rico in the American Century similarly called the course "great" if a lot of work. They believed that they learned a lot. A few mentioned some issues with organization and readings that weren't available until the night before, that are typical of a first-time course, but worth considering.

Your own evaluations of students are clear and structured. You usually indicate right up front whether the work was satisfactory or not. You also do a good job of breaking out different aspects of the class (attendance, participation, different assignments) and detailing what the student did and how well they did it. There is a nice balance between praising work well done and suggesting ways to improve. It's helpful that you give details for unsatisfactory evaluations, so that an advisor and a student can see where expectations were not met. There are a few cases where a final exam lacks details or a missing assignment is mentioned (journals for ISPs) but the evaluation is still satisfactory; it might be helpful to advisors to understand why.

### **Research**

Despite challenges, this was an active and productive year for your scholarly and performance work. You published two essays: "Bomba, Prohibiciones y discursos raciales en los albores del siglo XX," ["Bomba, Prohibitions and Racial Discourses in the Dawning of the Twentieth Century"] *80 grados*, November, 20, 2021 (<https://www.80grados.net/bomba-prohibiciones-y-discurso-racial-en-los-albores-del-siglo-xx/>), and "Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914- 1915" [Sonorous Representations: Masculinity and Popular Music in the Collection of John Alden Mason, 1914-1915"] (though you don't indicate where). Another essay was in press at the time of filing your FAAR form: "Listening to our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898-1930" in the edited collection, *Two Wings of the Same Bird: Transdisciplinary Approaches to Puerto Rican and Cuban-American History, Literature, and Culture*.

You also published a review of *Race & Nation in Puerto Rican Folklore: Franz Boas and John Alden Mason in Porto Rico*. in *New West Indian Guide / Nieuwe West-Indische Gids*, which gestures to recognition of your scholarly expertise.

Finally, you performed as a percussionist with the folkloric ensemble Plena Adentro for a recording, including your performance on the Puerto Rican percussion instrument, güiro.

You gave a presentation (online) of "Bomba, prohibiciones y discurso racial en los albores del siglo XX" for a colloquim at the Instituto de Cultura Puertorriqueña in November.

You continue to serve on the the editorial board of *Musiké*, the journal of the Music Conservatory of Puerto Rico, and the *Revista Cruce*, the journal of the Department of Social Science, Humanities and Communication of the Universidad Ana G. Mendez. And you also serves as a reviewer for *El*

*Centro Journal*, the peer-review journal of the Center for Puerto Rican Studies of the City University of New York.

You indicate that you continue to work on two articles: "The Fluctuations of Danza: Music as a Contested Terrain of National Identity in Puerto Rico during the 1930s" and another "Dissonant Discourses: The Afro-Puerto Rican Bomba and Racial Ideology in Puerto Rico at the dawn of the 20th century."

### **Service**

During this academic year, you served on the International Studies Committee.

Although you don't list it, I believe that you supported performances on our campus by professional musicians. We hope this will become an annual event. I suspect there is a lot of service to the institution, CLAS, and students that could be made more visible here.

### **Summary and suggestions for the future**

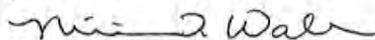
In my estimation you are fulfilling the expectations for tenure-track faculty member at New College and making good progress toward tenure in terms of teaching, scholarship, and service. I would be happy to discuss any aspects of this letter or your performance with you.

Please respond in email to this letter indicating that you have received and read it here:

[mailto:humanities@ncf.edu?subject=Annual Evaluation 20210](mailto:humanities@ncf.edu?subject=Annual%20Evaluation%2020210).

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

\*It may be helpful to know that in 2013-2014 with a 12:1 student:faculty ratio, 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

THE HONORS COLLEGE of Florida

*Division of Humanities*

October 25, 2022  
Professor Hugo Viera Vargas

**Re: Annual Review**

Dear Hugo:

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.

**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 the co-taught Sweet Paradises: Expressive Cultures of the Hispanic Caribbean\* (9) and two module-length co-taught courses: Sound Studies: An Introduction\* (final enrollment 14) and The Cultural Politics of Listening (16) in fall term. You were on Assigned Research Leave in Spring 2022. Because you were on ARL, you did not sponsor January ISPs. You sponsored 1 senior thesis (Anthropology & Caribbean/Latin American Studies/Spanish), and you served on 4 baccalaureate committees. You sponsored 1 thesis tutorial. You sponsored a total of 6 contracts, of which 2 were sponsored in spring while you were on ARL.

Student evaluations are generally positive and appreciative of you and your co-teachers for all classes. For Sweet Paradises, students were mostly appreciative of the expertise and care of both instructors—one felt like they were with family, and others appreciated the nuances of Spanish and how much they learned. A few felt overwhelmed or rushed at points, and a few preferred sections where one professor took the lead. As the first time this class was offered, these are fairly typical elements to refine. Both Sound Studies and Cultural Politics of Listening praised the interesting, even passionate discussions about class material and praised both instructors’ accessibility and good swift feedback. Several noted the care instructors took to ensure a comfortable environment for digging into difficult topics. A few students found the books for Sound Studies and for Cultural Politics of Listening challenging or even opaque, but most appreciated the well-paced assignments and sense of a respectful classroom that worked for those with different levels of expertise.

In my sampling, your evaluations of students’ work contained useful details on each assignment along with a clear indication of whether the work was satisfactory or not. I don’t always find an overall

statement of the students' quality of work, which might be helpful to colleagues (they are mostly present in Sound Studies/Cultural Politics, but not in Sweet Paradises—and may reflect the different evaluation styles of co-instructors). At least one student whose work was initially incomplete but now satisfactory still included language about the incomplete work and there was another where it appeared most of the work is still missing, but is now evaluated as satisfactory, which is puzzling. Evaluations for Sound Studies are more succinct, and also give a few helpful notes on each assignment as well as an overall summary statement. Students in Sound Studies and in Cultural Politics of Listening, which were co-taught, appreciated what each instructor brought to the group and the way you worked together; there are a few comments that might help make these even more successful next time around. About 4 evaluations in Cultural Politics of Listening were still "Details to follow;" you completed these in fall 2022 subject to the 'request to revise' policy.

### **Research**

You prepared your file to stand for tenure, but your FAAR form has no details on your scholarly and creative work this year. From your CV I see that you are one of the editors for a volume under contract entitled "*Made in Puerto Rico: Studies in Popular Music*." You also have an essay forthcoming in another edited collection, "Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930." You presented work at the International Colloquium on Caribbean Literatures and Cultures: *Lecturas mas allá de las islas* (virtual), and you gave another invited presentation to a class at the University of Missouri-Kansas City Conservatory of Music. And you are moving forward with your digital project, a [Musical Map of Puerto Rico](#), a Spanish-language multimedia website that historicizes Puerto Rican popular music between 1850 to 1940—and for which New College students have been working on translations.

As a performer, you continue to seek opportunities to play, which informs a projected autoethnographic project on the connection between the afro-Puerto Rican genre of *plena*, collective memories, and the construction of historical narratives in *juntas pleneros* or unplanned plena gatherings. This year you collaborated with choreographer Leymis Bolaños Wilmott and composer José Martínez as a percussionist with the Cuban Project for Sarasota Contemporary Dance.

### **Service**

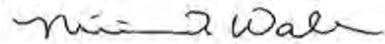
Your FAAR form does not include details on your service this term, though I note that you were on ARL from December through the end of spring term. You returned to campus in February and presented on a panel on "The Healing Drum" for Black History Month, which I attended. From your CV, I see that you continue to serve on the International Studies Program committee, and you are core faculty in Caribbean and Latin American Studies.

### **Summary and suggestions for the future**

In my judgment, you are continue meeting expectations for tenure-track faculty at New College and making good progress toward tenure in terms of teaching, scholarship and creative work, and service. 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 maintained by the Division of Humanities.

Best,

A handwritten signature in cursive script that reads "Miriam L. Wallace".

Miriam L. Wallace  
Chair, Division of Humanities 2016-2022



**New College**  
THE HONORS COLLEGE of Florida

*Division of Humanities*

October 2023

Hugo Viera-Vargas  
Associate Professor of Latin American Studies and Music  
hviera-vargas@ncf.edu

Re: Annual Evaluation, AY 2022-2023

Dear Hugo:

This letter contains my evaluation of your work in the areas of teaching, research and creative work, and service during academic year 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** You taught four courses this term, all of which supported the Caribbean and Latin American Studies (CLAS) program, and two of which also contributed to music, with a total of 24 students enrolled over the academic year, reflecting your appointment to teach courses in both Music and CLAS. The two courses for the music program were new. *Race, Sounds, and the Politics of Listening in the Americas* (Fall 2022, 5) contributes a course in sound studies to the curriculum that is situated in expanding the framework for understanding race to the analysis of sound. *Hip-Hop Cultures of the Americas* (Spring 2023, 7) serves as a genre-focused course on popular music. *Introduction to Caribbean and Latin American Studies* (Fall 2022, 5) and *Beyond the Dream: Latinx History in Critical Perspective* (Spring 2023, 7) allow students in the CLAS program to develop historical frameworks for cultural analysis.

In addition to these classes, you offered a group ISP involving twelve students and sponsored two theses this academic year. The group ISP, called *Patà: An Experiential ISP on Afro-Caribbean Drumming*, provided students an introduction to hand drumming. They performed twice in February: once at the student art opening in the Caples Fine Arts courtyard, and again by the back steps of College Hall as an event in the Black History Month Celebration. These activities hold the promise of enlivening campus life with better and more frequent public student performances. You sponsored two theses, one in CLAS and the other Music/History, both of which were completed, and served on three baccalaureates total. You served as the advisor to four students in the spring and five in the fall for a total of nine contracts.

The narrative evaluations that you write of students' work in your classes provide them an overall sense of their strengths and opportunities for growth in a supportive and informative manner. They first focus on the student's attendance and class participation, and then move to how the student's performance on the final project relates to the overall understanding of the course content. These evaluations also reflect the structure of your classes, with lecture, discussion, informal writing, and scaffolded research assignments forming the core of your teaching structure.

Evaluations for all four courses were strong. They show that students find you knowledgeable and flexible. You receive high praise for inspiring the engaging discussion that takes place in your classes. Several students describe how you asked questions that pushed them to think beyond their preconceptions and deepen their understanding. One student found the course to provide space for exploration of their thesis topic. Another mentioned that you were capable of sternness about the quality of work and encouraging of discipline when a student needed this sort of prodding. You are also described as a supportive thesis sponsor. Several students suggest that more description of written assignments could help them better understand expectations.

In the contract certifications you emphasize the overall trajectory of the student's progress. If they are doing well in all of their classes, your certifications are short and supportive. When problems are present, you maintain the support, and describe the deficits in a few sentences beyond the overall "sat" or "unsat." In addition to these comments on what students could do better, it might be helpful for students to have more articulation of what the instructors of the courses they take say they are doing well and strengths they may continue developing.

**SCHOLARSHIP AND PERFORMANCE** You made continued progress in publishing your research this academic year. Most impressive, you received a contract to publish in collaboration with two other colleagues an edited volume with Routledge called *Made in Puerto Rico: Studies in Popular Music*. You also saw two essays appear in print. One, titled "Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930" was part of an edited volume called *Two Wings of the Same Bird: Transdisciplinary Approaches to Puerto Rican and Cuban-American History, Literature, and Culture* (University of Florida Press, 2023). The second, titled "El pensamiento histórico: una propuesta emancipadora de la enseñanza de la historia en Puerto Rico", *80 grados*, 2 de junio de 2023 ["Historical thinking: an emancipatory proposal for the teaching of history in Puerto Rico", *80 grados*, June 2, 2023] appeared in a non-refereed journal. You are continuing to write on topics of Puerto Rican popular music, with your most recent work in progress focusing on the social meaning and function of bomba, a musical genre that came into prominence in the first decades of the twentieth century.

In regard to performance, you will play conga in the revival of Cuban Project: My Story, Your Story, Our Story to be performed by the Sarasota Contemporary Dance Company this fall.

**SERVICE** You served on a number of committees this academic year. These included the International Studies Committee, the Logos general education curriculum committee, and the search committee for a Visiting Assistant Professor of Music. In addition, you wrote letters of recommendation for two students, one seeking summer internships and the second applying to graduate study.

**OVERALL ASSESSMENT** In my judgment, you continue to meet expectations for tenure-track faculty at New College and make progress toward tenure in terms of teaching, scholarship and musical performance, and service. I would be happy to discuss any aspects of this letter or your performance with you. Please sign and return, keeping a copy for your 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 maintained by the Division of Humanities.

Sincerely



Maribeth Clark  
Professor of Music  
Chair, Division of Humanities

Name Hugo Viera-Vargas Date 11/03/23

Candidate: Hugo R. Viera-V

DIVISION CHAIR EVALUATION:

## Division Chair Evaluation: Hugo Viera-Vargas

Maribeth Clark, January 11, 2024

Hugo Viera-Vargas' record as represented in his file for tenure and promotion shows his exceptional contributions to New College as a teacher, scholar, and contributor of service. In these three categories, his work has met and exceeded the standards for tenure and promotion.

**Teaching:** Since arriving at New College in fall 2018, Professor Viera-Vargas has enhanced programs in music and Caribbean and Latin American Studies (CLAS) with offerings that allow students to explore the culture and history of the Western Hemisphere. His classes place importance on written expression and research skills in addition to historical method and musical style. Over half of the twelve courses he has developed are introductory and open to students across campus, a generous contribution to the general education program as well as music and CLAS. Four of these twelve courses allow students to deepen their engagement to an intermediate level with attention to evidence and historical methodology. He has designed one upper-level seminar, which introduces students to the important roles Cuba and Puerto Rico played in American history during the twentieth century. The music courses are notable for their focus on both the places of origin and the transnational movement of Latin American genres in addition to rhythmic styles that define musical genres. Students gain insight into the use of recording technology and the global music industry as well as the history of popular music in Latin America. This subject matter supports students' development as sound designers and entrepreneurs as well as musicians and historians.

Because of his ability as a professional drummer, Professor Viera-Vargas also provides students opportunities to learn to drum. He has led two immersive January ISP drumming experiences, which enhance students' practical music skills as well as their understanding of rhythmic complexity and polyrhythms and the primordial importance of pulse to the art music experience.

**Scholarship:** Professor Viera-Vargas brings a historical perspective to the study of Afro-Caribbean music and its reception in his scholarly work. He is co-editor of a volume for Routledge (under contract) called *Made in Puerto Rico: Studies in Popular Music*, which recognizes the range of musical styles that come together on the island, and their importance to music in the United States and Latin America. Professor Viera-Vargas's four peer reviewed journal articles and three book chapters focus on the social function of folk genres such as bomba and plena to Puerto Rican society of the early twentieth century. His methodology combines listening to early recordings from Puerto Rico with interpretation of the research notes of an early anthropologist, J. Alden Mason, to develop insights into these genres' aesthetic power and social functions.

His public facing work appears online, in podcasts, and as background for documentary film. With support from the NEH, he has created and continues to build a website called *Mapa Musicales de Puerto Rico, 1850-1940* [Musical Map of Puerto Rico]. Sharing his knowledge through film, he contributed historical information to *Mas de un Siglo* (2018), a made-for-tv movie that covers 125 years of musical experience in Puerto Rico. He has also contributed to podcasts produced at the University of Puerto Rico on Puerto Rican music. As a drummer, he contributed to performances of *The Cuban Project: My Story, Your Story, Our Story*, a project of Sarasota Contemporary Dance, which focused on the experiences of Cubans and Cuban-Americans separated from one-another in the aftermath of the revolution.

**Service:** Professor Viera-Vargas's service has taken many forms. On campus he has served on the International Studies Committee, numerous search committees, and a reviewer of applicants to the Sarasota-Manatee Arts and Humanities Internship program. He has invited numerous Caribbean musicians to the campus who have performed and held workshops. He serves on numerous editorial boards, including *Revista Cruce*, the journal for the Center for Puerto Rican Studies. In an example of his extreme generosity to students, Professor Viera-Vargas facilitated the publication of undergraduate student work in this journal, helping them experience the process of publishing.

Candidate: Hugo R. Viera-V

PROVOST'S ADVISORY COMMITTEE EVALUATION:

## **PROVOST'S ADVISORY COMMITTEE EVALUATION:**

As the basis for its review and evaluation of the teaching, scholarship, and service of Professor Viera-Vargas, the PAC drew upon the material in Professor Viera-Vargas's personnel file. Professor Viera-Vargas joined New College as an Assistant Professor of Caribbean and Latin American Studies and Music in 2018.

### **TEACHING and ADVISING**

Professor Viera-Vargas teaches courses within two primary areas, Caribbean and Latin American Studies and Music, but his coursework contributes to a number of other programs (notably International and Area Studies, History, and Theater, Dance, and Performance Studies), and supports student inquiry into the cultures of the African diaspora. The interdisciplinary, collaborative character of his teaching is also demonstrated by the fact that Professor Viera-Vargas has co-taught classes and ISPs with faculty in Caribbean and Latin American Studies, Music, and Sociology. Having undergone the Chart Your Course (CYC) training, he also contributes to the broader liberal arts curriculum by teaching a number of CYC courses, including courses appropriate for first-year students.

Since joining the faculty at New College of Florida, Professor Viera-Vargas has taught 12 different courses in Caribbean and Latin American Studies and Music. Professor Viera-Vargas's course enrollment numbers seem to be on par, for the most part, with the average enrollments in Music and Caribbean and Latin American studies. A number of his internal letters commented on the interest of the assigned readings, especially when discussed in the interactive, conversational manner employed by Professor Viera-Vargas. Professor Viera-Vargas is attentive not only to the content presented in his class, but also to making sure that students acquire the necessary skills to succeed beyond the classes they take with him. Professor Viera-Vargas' classes contain a number of nicely structured assignments that break down and demystify key components of academic scholarship (for example, the analysis of primary and secondary sources). A number of his students commented on how much they learned and developed as researchers and writers in his course. Professor Viera-Vargas's dedication to student writing and creative activity was evident, for example, in the collection of student essays and artwork (from students at NCF and two universities from Puerto Rico) that he was able to get published in an issue of the magazine *Revista Cruce* focused on "Identities/Identities."

Professor Viera-Vargas also brings to his teaching additional experience and knowledge as a skilled musician and percussionist. As noted by one of his external reviewers, Professor Viera-Vargas is a scholar-practitioner, able to provide students with the benefits of his performance of Afro-Puerto Rican and Caribbean music and contextualize that performance in historical and ethnographic terms. Faculty colleagues highlighted the astounding results he was able to achieve in providing musical and performance training within even short time frames, whether that of a Black History Month workshop or the intensive ISP period (in "Patá: An Experiential ISP on Afro Caribbean Drumming"). He also

models the integration of scholarly discourse and creative content in the sites he has developed for certain courses (“Popular Music and Societies of the Hispanic Caribbean” and “Music of the African Diaspora in Latin America and the Caribbean”), which offer a more dynamic version of the syllabus through the incorporation of music, photography, and other forms of audio-visual media, as well as in the digital Humanities project that he led, “Musical Map of Puerto Rico.” External reviewers noted the value of this online resource for teaching.

In addition to the end of semester evaluations, students in Professor Viera-Vargas' classes have the opportunity to complete midterm evaluations, showing his interest in student feedback on his teaching. This investment in the constant development of his teaching is also evident in Professor Viera-Vargas's engagement in various forms of professional development. At New College, he completed the Writing Enhancement Workshop, a Faculty Workshop on Advising, a Faculty Workshop on Narrative Evaluations, and a Mellon-funded Faculty Seminar on Audio Production, that focused on incorporating audio production assignments into courses. He also attended the AAC&U's Diversity, Equity, and Student Success conference (focused on “Engaged Inclusivity: Perceptions, Realities, and Aspirations”).

Letters from Professor Viera-Vargas's students highlight the extent to which he recognizes them and encourages them to grow as both budding scholars and persons. They find that his coursework is challenging, but that he also provides the support that allows them to meet that challenge. Students describe Professor Viera-Vargas as kind, understanding, engaging, and accessible. Several students highlight how his courses and mentoring altered the trajectory of their career at New College, in part by enabling them to feel more represented in the classroom and curriculum. It is clear from Professor Viera-Vargas's teaching evaluations and letters of support that he is an impactful and highly regarded professor.

Overall, Professor Viera-Vargas performance in this area meets expectations for tenure at New College of Florida.

### **SCHOLARSHIP**

Professor Hugo Viera-Vargas is a historian and musician with an appointment in Caribbean and Latin American Studies and Music at New College since 2018. His teaching and research interests are in Afro-diasporic musical expressions and society, Latin American and Caribbean history and culture, and race and ethnic relations in the Americas. He is also a well-established and recognized percussionist, with an active record of performances and recordings.

During the time under consideration, Professor Viera-Vargas has two peer reviewed publications in important venues within his fields of specialization:

- “Representaciones sonoras: masculinidades y música popular en la colección de John Alden Mason, 1914- 1915”. *El Centro Journal*, Volume XXXII, Number II, Summer 2020;

- "Listening to Our New Possessions: Music and Imperial Writings on Puerto Rico and Cuba, 1898–1930" in Rivera Vega, Carmen Haydée & Duany, Jorge, *Cuba and Puerto Rico: Transdisciplinary Approaches to History, Literature, and Culture*. The University of Florida Press, 2023.

He also has one forthcoming essay in an edited volume under contract with Routledge for its Global Popular Music Series, *Made in Puerto Rico: Studies of Popular Music*, where he is listed as the principal editor:

- "Plenazos Callejeros, Memory, and Historical Narratives."

In addition to his peer-reviewed work, Professor Viera-Vargas has also published a book review and contributed four articles in Puerto Rican non-refereed research journals and digital magazines.

During the period under review, Professor Viera-Vargas has also developed a strong public-facing scholarship profile, publishing work in different media (digital and online) designed to reach broader audiences. In 2018 he conducted historical and musical research for *Más de un Siglo (More than Century)*, a documentary about the history of popular music in Puerto Rico in the last 125 years, produced under the auspice of the Banco Popular de Puerto Rico. The film was streamed online and broadcast on all local TV stations. His essay (unpublished), "Mas de un siglo: 125 años de música popular en Puerto Rico," was the basis for the script. Two collaborative projects with Puerto Rican researchers are of particular interest for their pedagogical value, both published online: the *Guía de estudios San Juan mas allá de las murallas*, the companion guide to the documentary *San Juan más allá de las murallas*, sponsored by the Fundación Banco Popular de Puerto Rico; and the *Musical Map of Puerto Rico*, a Spanish-language multimedia website that historicizes Puerto Rican popular music between 1850 to 1940 and with which, according to one external evaluator, "Dr. Viera-Vargas and his collaborators have created an important, easy-to-use resource that can be used in classrooms and by the general public." For this project, Professor Viera-Vargas obtained support from the National Endowment for the Humanities and the Puerto Rican Foundation for the Humanities, among others. Finally, he has begun a collaboration with the *La Casa de la Plena* from *Taller Comunidad La Goyco Inc.*, a community-based organization in Santurce, Puerto Rico, in a podcast series about the figure of the late plena singer Hector "Tito" Matos (1968-2022) and contemporary forms of this musical genre

The record also indicates that Professor Viera-Vargas has been active in presenting his work in different academic fora and general audience settings. He has presented papers at conferences in the United States and abroad, and has been invited to give lectures and course presentations in a number of universities and colleges in the United States.

Professor Viera-Vargas articulates his teaching and academic research with performing and recording as a percussionist, in Florida and in Puerto Rico. Professor Viera-Vargas understands that as a professor of Caribbean music and societies, being an active musician positively informs his teaching and research. As one of his external reviewers indicates, "This is a major asset that sets him apart from non-performing scholars and

shows an extraordinary commitment to his craft as a musician and percussionist.” Professor Viera-Vargas has participated in several recording sessions. Examples included in the record are the singles tracks *Linda Navidad* and *Las Fiestas de la Calle San Sebastián*, released in December 2018 and January 2021, where he recorded the *güiro*, a native Puerto Rican percussion instrument; and, in March of 2021, he recorded 10 tracks of the album *De Guerras y Batallas: una colección de Plenas de Jerry Ferrao*. The album was released in the fall of 2021. He has also collaborated with Puerto Rican folkloric bands and other artistic projects. In November 2019, he performed with *Plena Adentro*, a Puerto Rican folklore music group, in the 4th Festival of Bomba and Plena in Tampa, Florida. In spring 2022, he collaborated with professional choreographer Leymis Bolaños Wilmott and composer José Martínez as a percussionist with the *Cuban Project* of the Sarasota Contemporary Dance company. This performance dimension constitutes an important aspect of his public-facing scholarship. As one of his reviewers indicates, “This creative work is yet one more layer in Dr. Viera-Vargas’ well-developed and substantive program of scholarly and creative activity.”

Overall, the committee considers that Professor Viera-Vargas’ performance in the area of Scholarship and Creative Work meets the expectations for tenure at New College of Florida.

### **SERVICE**

Since his arrival at New College Professor Viera-Vargas has made many important service contributions to the College, the community, and his profession. He has served on the International and Area Studies Committee since 2020, and he served as a member of the Committee for Campus Climate and Culture. He has been an active member of the Faculty of Color and Underrepresented Groups, and he served on three faculty search committees. In addition to his committee work, Professor Viera-Vargas has made many important contributions to the New College community’s celebration of Black History Month and Latinx Heritage Month, where his efforts led to meaningful student engagement throughout both month-long programs. These engagements included opportunities organized by Professor Viera-Vargas in which students could showcase their research/art. In addition, he coordinated and edited a student-led issue, *Identities/Identidades*, of the Puerto Rican magazine *Revista Cruce*, with student work published online in April 2021 and in hardcopy in October 2022. Appreciation for the work of Professor Viera-Vargas is documented in the many letters from faculty and students submitted on his behalf.

In addition to his work on campus, Professor Viera-Vargas has developed ties between the College and the larger community. Professor Viera-Vargas planned and coordinated the visits of seven Caribbean and Latin American bands to campus for performances and workshops. He also arranged for two of these groups to give community performances at Fogartyville Community Media and Art Center. Finally, he was an invited lecturer during Hispanic Heritage Month at Booker High School.

Professor Viera-Vargas' service to his profession is also very strong. He serves on the editorial board of two journals: *Musiké*, the journal of the Musical Conservatory of Puerto Rico, and *Revista Cruce*, the journal of the Department of Social Science, Humanities, and Communication at the Universidad Ana G. Mendez. He has also served as a reviewer for *El Centro Journal*, as an Abstract Committee Member for the Society of Ethnomusicology (Southeastern and Caribbean chapter), and as a reviewer for the Institutional Fund for Research of the Universidad de Puerto Rico.

Overall, Professor Viera-Vargas performance in this area meets expectations for tenure at New College of Florida.

Candidate: Hugo R. Viera-Vi

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:



*Office of the Provost*

**Candidate for tenure:** Hugo Viera-Vargas  
**Division:** Humanities  
**Discipline(s):** Caribbean & Latin American Studies; Music  
**Highest degree earned:** Ph.D. in History from Indiana University  
**Joined New College:** August 2018  
**Other experience:** Universidad Ana G. Mendez, Universidad Metropolitana, Universidad de Puerto Rico, Indiana University  
**Evidence evaluated:** 3 external evaluation letters  
 86 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	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<sup>1</sup>

On the issue of providing lifelong tenure to judges, Thomas Jefferson's opinion shifted over time<sup>2</sup>. In 1776, Jefferson argued for tenure, stating that judges should "hold estates for life in their offices."<sup>3</sup> 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."<sup>4</sup>

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."<sup>5</sup> Jefferson made a similar

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

<sup>2</sup> 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>

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

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

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

pitch for lifetime tenure to mathematician Nathaniel Bowditch in 1818, writing, "you will be sensible that the tenure is in fact for life."<sup>6</sup> 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 faculty<sup>7</sup>. 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"<sup>8</sup>
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. Viera-Vargas'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. Viera-Vargas'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.](#)

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

### Teaching Effectiveness

Professor Viera-Vargas has developed a dozen courses in Music and Caribbean and Latin American Studies. These classes include an introduction to Caribbean and Latin American Studies; a co-taught course on the expressive cultures of Cuba, Puerto Rico, and the Dominican Republic; the history of Latin American music in the United States; popular musical genres in the Hispanic Caribbean; and music's relationship to nationalism in Latin America. These classes appeal to students studying Music, Caribbean and Latin American studies, History, and Theater, Dance, and Performance studies. 6% of all degrees awarded by New College of Florida since 2018 have been to students in these areas of concentration.

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

<sup>7</sup> 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>

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

Professor Viera-Vargas completed NCF's Chart Your Course training and has offered first-year seminars to build a sense of community and academic skills among students. Realizing the importance of writing to student success at New College, Professor Viera-Vargas often integrates a structured focus on writing into his classes. In addition to those classes, he regularly offers a popular group ISP in Afro-Caribbean drumming that results in a public performance.

Letters of support from students describe Professor Viera-Vargas's teaching as honest, engaging, and enlightening. One student noted that Professor Viera-Vargas allows "ample room for disagreement, discussion, and depth," in classes in which he teaches in an "incredibly personal and elucidating manner to someone who has had a wildly different life experience from his." Another student notes that he "not only teach[es] a course, but also teach[es] research, organization, and writing skills to students." Yet another student explains that Professor Viera-Vargas's engaging teaching methods "manifest in our class sessions in the way that students would rarely need to be prompted/forced to contribute to class discussions as one often sees in some courses."

Demonstrating a desire for continuous improvement, Professor Viera-Vargas has completed the Writing Enhancement Workshop, a Faculty Workshop on Advising, a Faculty Workshop on Narrative Evaluations, and a Mellon-funded Faculty Seminar on Audio Production.

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 Viera-Vargas has demonstrated an interest and willingness 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 Viera-Vargas's demonstrated teaching effectiveness meets expectations for tenure at New College of Florida.

#### Scholarly Work

Three external evaluators submitted letters to evaluate Professor Viera-Vargas's scholarly and professional activities:

Christina Abreu, Director of the Center for Latino and Latin American Studies at Northern Illinois University, concludes that Professor Viera-Vargas's academic and public-facing scholarly work meets the criteria for tenure outlined in the NCF Faculty Handbook. Dr. Abreu notes that Professor Viera-Vargas "has established an original, coherent, and meaningful research agenda" in exploring the history of musical expression in Puerto Rico and the Caribbean. Dr. Abreu describes two recent publications that "showcase Dr. Viera-Vargas's keen ability to offer alternative readings of texts – in this case, popular music – supported by historical context, theoretical positioning, and clear argumentation." Dr. Abreu notes additional significant accomplishments and contributions from Professor Viera-Vargas, including three invited lectures (at Southern College, Florida International University, and Union Institute and University) and the development of a "Musical Map of Puerto Rico" website.

Benjamin Lapidus, Professor of Music at the John Jay College of Criminal Justice, CUNY, unequivocally recommends Professor Viera-Vargas be awarded tenure, in large part due to his "solid, rigorous, nuanced, accessible, and appealing" scholarship. In addition to providing positive evaluations of a book chapter, three articles, and Music Map of Puerto Rico, Dr. Lapidus points to a forthcoming book and Professor Viera-Vargas's activity as a performer of Afro-Puerto Rican and Caribbean music as demonstrating his contributions as a scholar-practitioner.

Juan Eduardo Wolf, Associate Professor at the University of Oregon, recommends Professor Viera-Vargas for tenure, based on his research record and teaching qualities. This external evaluator notes articles in peer-reviewed journals (*Latin American Music Review* for Latin American music studies and *Centro Journal* for Puerto Rican Studies), a book chapter, the Musical Map of Puerto Rico, and his professional service of academic book reviews show "a body of work growing in stature that is likely to continue."

In addition to the publications, presentations, and performances listed above, Professor Viera-Vargas was selected in 2019 to participate as a Fellow in the National Endowment for the Humanities Summer Institute on "José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century." His selection for this Institute, along with his positions on the editorial boards of several journals, testifies to the high regard in which he is held by his peers. Well-known in Puerto Rico for his musicianship, Professor Viera-Vargas has participated in recordings and performances with Jerry Ferrao, Plena Adentro, and Sarasota Contemporary Dance, among others. He is not only a major asset to New College students, but also to local and international musical communities in Florida, Puerto Rico, and beyond.

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 Viera-Vargas's scholarly and professional activities meet expectations for tenure at New College of Florida.

### Service

Professor Viera-Vargas's record of service at New College includes:

- serving on three search committees for faculty positions
- serving on the Theater, Dance, and Performance Studies steering committee
- serving as a reviewer of applicants to the Sarasota-Manatee Arts and Humanities internship program
- coordinating activities for Latinx Heritage Month
- taking a central role in building the interdisciplinary curriculum in Caribbean and Latin American Studies

Professor Viera-Vargas coordinates academic and cultural events that enrich New College and the Sarasota community. He has arranged for several Caribbean and Latin American musical groups to perform on campus and at Fogartyville Community Media and Arts Center in Sarasota. Many of these musicians offered workshops and master classes for students. He also organized the visits of several guest speakers, who presented on topics such as Black British migrants to Cuba in the early 20th century, and Cuban and Puerto Rican migration to Florida. Finally, Professor Viera-Vargas's coordination and editing of a special student-led issue of *Revista Cruce* (published by Universidad Ana G. Méndez), enabled several New College students to gain insight into the editorial process and publish their own work online in 2021 and in hardcopy in 2022.

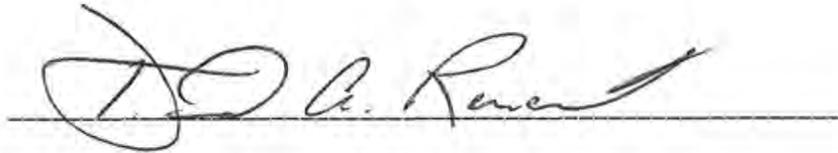
Section 4.6.3 of the Faculty Handbook outlines the types of service expected from tenured faculty:

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 Viera-Vargas'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 Humanities, Chair Maribeth Clark, and the Provost Advisory Committee to grant tenure to Hugo Viera-Vargas.

A handwritten signature in black ink, appearing to read "J. D. R.", is written over a solid horizontal line. The signature is stylized and cursive.

**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

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	Associate Professor	08/2018	08/2023	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

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

**RECOMMENDATIONS**

**I. Vote of Members of the Division.**

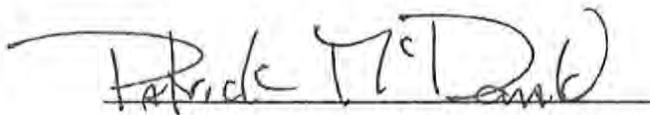
Number of Members of the Division: 24 eligible voters

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	1	1	3	0	1	4	2	6	6	11	13

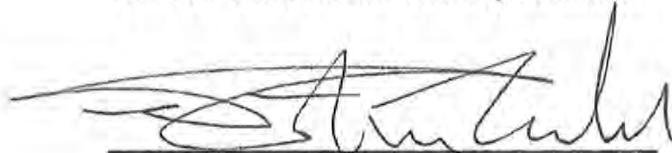
Grant Tenure	20	Abstain	3**
Deny Tenure	1*	Absent	0
Defer Tenure	0	Ineligible	0

\*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.



Name of Chair, Provost Advisory Committee



Signature of Chair, Provost Advisory Committee

01/11/24

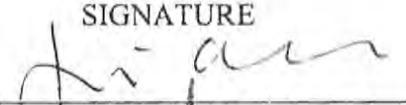
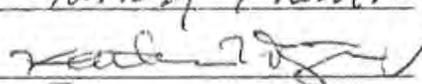
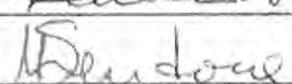
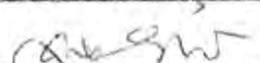
Date

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
José A. Pérez-Vélez		01/09/24
Patrick McDermott		01/09/24
TARRON KHEMRAJ	Taron Khemraj	01/09/24
Katherine Brian		01/09/24
Mariana Sandoz		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 <u>   </u>	YES <u>X</u> NO <u>   </u>	YES <u>X</u> NO <u>   </u>	YES <u>X</u> NO <u>   </u>
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

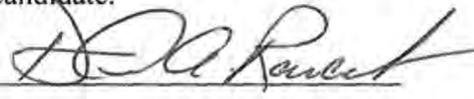
Division Chair

- 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 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: Hugo Viera-Vargas Date: 03/15/2024

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

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## Fwd: Tenure Recommendation - Hugo Vlera-Vargas

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David Brickhouse <dbrickhouse@ncf.edu>  
To: Daniel Hernandez <dhernandez@ncf.edu>

Tue, Mar 26, 2024 at 1:30 PM

Sent from my iPhone

Begin forwarded message:

**From:** [dbrickhouse@ncf.edu](mailto:dbrickhouse@ncf.edu)  
**Date:** March 19, 2024 at 4:39:35 PM EDT  
**To:** David Rancourt <[drancourt@ncf.edu](mailto:drancourt@ncf.edu)>  
**Cc:** Richard Corcoran <[rcorcoran@ncf.edu](mailto:rcorcoran@ncf.edu)>  
**Subject:** Tenure Recommendation - Hugo Vlera-Vargas

Provost Rancourt,

Pursuant to Section 15.5 of the NCUFF Collective Bargaining Agreement, please find the attached written statement from President Corcoran detailing the extraordinary circumstances warranting his recommendation to deny tenure for the above-referenced candidate.

**David Brickhouse, Esq.**

Vice President

Legal Affairs & Human Resources

New College of Florida

5800 Bay Shore Road

Sarasota, FL 34243

W: 941.487.4106

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 **Memo - Tenure Recommendation Hugo Viera-Vargas.pdf**  
118K



## MEMORANDUM

TO: David Rancourt, Interim Provost

FROM: Richard Corcoran, President

DATE: March 19, 2024

SUBJECT: Tenure Recommendation: Hugo Viera-Vargas

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Pursuant to Section 15.5 of the New College of Florida Board of Trustees and New College United Faculty of Florida Collective Bargaining Agreement (the “CBA”) and Section 4.5 of the Faculty Handbook, I am submitting this memorandum as my statement detailing the extraordinary circumstances warranting my decision that is contrary to the Interim Provost’s recommendation regarding awarding tenure related to the candidate identified in the above-referenced subject line (the “Candidate”). In accordance with the Sections referenced herein, please supply copies of this memorandum to the Candidate and the Provost’s Advisory Committee.

For the reasons set forth below, I find the Candidate’s documented accomplishments, ability, and probable future productivity does not meet the high expectations necessary for awarding tenure at New College. Accordingly, I recommend the Board of Trustees deny tenure to the Candidate. This recommendation is based on extraordinary circumstances, as at the time the Provost made his recommendation, a significant portion of the materials required to be included in the Candidate’s tenure file had not been provided, including but not limited to: a current vita, copy of Candidate’s initial appointment letter, copies of faculty year-end activity reports, assignment of duties letters for each semester, student evaluations, syllabi and course descriptions, and copies of papers and publications.

### Analysis

Evaluation for tenure involves three primary components: (1) teaching (including advising); (2) research/creative work; and (3) service to the College, profession, and the community. *See Guidelines for Tenure and Promotion, New College of Florida, June 2003.*<sup>1</sup> Additionally, Section 15.3 (Criteria for Tenure) of the CBA provides the decision must consider:

- (1) Annual performance evaluations;
- (2) The needs of the division/unit and college;
- (3) The contributions of the employee to the employee’s academic unit (program, division/unit); and

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<sup>1</sup> Incorporated by Section 15.3(a) of the CBA.

(4) The contributions the employee is expected to make to the College

Accordingly, tenure “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.” *See Guidelines for Tenure and Promotion* at p. 1. This requires a judgment be made that the Candidate’s record represents a pattern indicative of a lifetime of continued accomplishment and productivity. *Id.*

### **Teaching**

“The first step in the tenure decision process is an evaluation of effectiveness in teaching.” *See Guidelines for Tenure and Promotion* at p. 2. “Teaching of the highest quality is given top priority at New College in any assessment of a faculty member’s overall performance.” *See Faculty Handbook* § 4.6.1. Accordingly, “[u]nless a determination is made that the candidate is an effective teacher, tenure will not be granted.” *See Guidelines for Tenure and Promotion* at p. 2. To evaluate a candidate’s effectiveness in teaching, we must look at both quantitative and qualitative information for the period under review. *See Faculty Handbook* § 4.6.1(2).

Quantitative data includes evidence such as: the number of students enrolled in regular courses, tutorials, and ISPs; sponsorship of student contracts; and thesis sponsorship and service of baccalaureate committees. *See Faculty Handbook* § 4.6.1(2). While the Provost’s Advisory Committee found in its recommendation that the Candidate’s “course enrollment numbers seem to be on par, for the most part, with the average enrollments in Music and Caribbean and Latin American studies,” the Candidate’s average enrollment for the period under review is only 6.1 students.<sup>2</sup> This means the Candidate’s average class size is 47% smaller than the average NCF faculty members’ during the same time period (11.4 students), 39% smaller than the average Music class (10 students), and places the Candidate in the bottom 5% of faculty who have taught at least 10 classes since 2018.

Similarly, from 2018-2023, the Candidate has only sponsored a total of 29 contracts (average of 5.8 per year), 9 tutorials (average of 1.8 per year), 3 theses (average of 0.6 per year), and served on 15 baccalaureate committees (average of 3 per year). While the Provost’s Advisory Committee chose not to address these deficiencies in its recommendation of the Candidate, these objective metrics simply do not demonstrate a “pattern indicative of a lifetime of continued accomplishment and productivity.” *See Guidelines for Tenure and Promotion* at p. 2.

In short, the Candidate’s performance in this area does not meet expectations for granting tenure. Under these circumstances, it is not necessary to opine on the remaining evaluation factors, because “[u]nless a determination is made that the candidate is an effective teacher, tenure will not be granted.” *See Guidelines for Tenure and Promotion* at p. 2.

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<sup>2</sup> This does not include the enrollment from two classes in the 2021-2022 Academic Year, which the Candidate co-caught. If the co-caught classes are included, the average enrollment is still only 6.9 students.

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## Rebuttal to Tenure Recommendation

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**Hugo Viera-Vargas** <hviera-vargas@ncf.edu>  
To: Daniel Hernandez <dhernandez@ncf.edu>

Tue, Mar 26, 2024 at 1:14 PM

Dear Mr. Hernandez,

Enclosed is my rebuttal letter addressed to the Board of Trustees of New College of Florida. I am confident that your meticulous attention will ensure this important document is duly added to my tenure file. Additionally, I would greatly appreciate it if you could notify the members of the Board of Trustees, the President of New College of Florida, and the Provost about the submission of my rebuttal letter.

Best regards,

Hugo Viera-Vargas

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## Message for the Member of the Board of Trustees

Dear Members of the Board of Trustees,

I am writing to formally contest President Corcoran's negative recommendation regarding my tenure application. This recommendation contradicts the favorable evaluations I received from my colleagues and various committees at New College. I wish to highlight that all necessary documentation was complete and available since the beginning of the review process, addressing the concerns about incomplete files.

My record demonstrates excellence in teaching, exceeding the Faculty Handbook's criteria and offering a depth of engagement beyond traditional classroom settings. Furthermore, the President's assessment primarily focused on quantitative factors like class size, which overlooks the broader context of fluctuating student enrollments and the qualitative impact of my work.

External reviewers have positively acknowledged my contributions to research and service and are in line with the college's standards. I respectfully request the Board to review my application and consider all these factors to ensure a fair and comprehensive evaluation of my tenure.

I appreciate your consideration.

Sincerely,  
Dr. Hugo René Viera-Vargas

--

Associate Professor  
Caribbean and Latin American Studies and Music  
New College of Florida  
[Personal Webpage](#)  
[Mapa musical de Puerto Rico](#)  
<https://hviera-vargas.youcanbook.me>

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 **Rebuttal Letter Hugo Viera-Vargas Tenure Recommendation (final).pdf**  
184K



*Division of Humanities*

To: The Board of Trustees of New College of Florida

From: Dr. Hugo René Viera-Vargas (Associate Professor of Caribbean and Latin American Studies and Music)

Date: March 26, 2024

Subject: Rebuttal Letter Regarding the Negative Tenure Recommendation by the President of New College of Florida for Dr. Hugo René Viera-Vargas

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Pursuant to Section 15.5 of the New College United Faculty of Florida Collective Bargaining Agreement, I am submitting this letter to formally dispute the president's adverse recommendation of my tenure application.

### **Summary**

In contrast to the favorable evaluations from my peers in my discipline, division colleagues, the Provost Advisory Committee, the chair of the Humanities Division, and the Provost of New College of Florida, President Corcoran's unfavorable recommendation for my tenure application was primarily grounded in a simplistic quantitative analysis. This analysis scrutinized aspects such as the enrollment numbers in my courses, tutorials, and ISPs, my involvement in sponsoring student contracts and theses, and my service on baccalaureate committees. In the president's opinion, I "simply do not demonstrate a 'pattern indicative of a lifetime of continued accomplishment and productivity.'" (President Memorandum, March 19, 2024, p. 2. [Quote from *Guidelines for Tenure and Promotion* at p. 2.]). Through carefully examining the content in my file, I demonstrate that I have certainly met and, in some areas, exceeded the expectations for meritorious attainment of tenure. It is salient to note that despite the president's generally negative tone toward my tenure application, no deficiencies are mentioned in the other two areas of faculty involvement: Research and Service. Also, the quality of my teaching and student mentoring was not mentioned as a reason for denying an almost unanimously recommended tenure.

The letter from President Corcoran states that "at the time the Provost made his recommendation, a significant portion of the materials required to be included in the Candidate's

tenure file had not been provided" (p.1). Yet, all materials required for review were available to all appropriate parties from the beginning of my formal review process in October 2023.

In light of the president's allegations, a thorough rectification must take place to ensure fairness and integrity in the tenure evaluation process moving forward.

### **Claim of irregularities with my file**

It is important to highlight that my file had been completed when Provost Thiessen submitted his recommendation letter on February 16, 2024. Comprising two sections — I. General Info Section and II. Evaluation Section — and an additional folder with documentation used for External Reviewers, the file underwent formal closure on October 31. Subsequently, the entire file was made available to the faculty for a divisional vote, which concluded on November 20, 2023. Concurrently, the Chair of the Division of Humanities and the Provost Advisory Committee had full access to my file for their reviews, and all documentation was submitted to the Provost in January 2024 for his review. Although candidates are responsible for ensuring all materials are included in the files, we do not have editing privileges over the files, particularly once the file is closed. Therefore, administrators are responsible for making these documents available to the Provost, President, and members of the Board of Trustees. On March 11, at 5:15 pm, I, along with all other candidates, received an email from Vice Provost Bradley Thiessen stating that

“In reviewing the Tenure and/or Promotion Application, we noticed that ‘The Evaluation File’ is supposed to include documents within two sections ... The tenure packets, as signed, refer to these documents but do not include them. To make sure we provide the information listed in the Tenure Application — and to ensure the President and Board can make as informed of a decision as possible — we have placed these additional documents into the shared folders linked below. Even though you’ve seen all these documents (and they were maintained in shared folders created within each Division), we’re going to treat this as though we have inserted information into your tenure application. This means you have five days to provide a rebuttal. With this five-day rebuttal period, here’s an updated timeline leading to the April 11 BOT meeting:” (see attached Dr. Thiessen email, March 11, 2024).

Dr. Thiessen indicated in the email that Amy Reid, Alberto Portugal, Patrick McDonald, and David (no last name) had access to each candidate's file. I also noticed that Christopher Stafyleras, executive assistant in the Finance & Administration office, and David Brickhouse were granted access to my file. The updated timeline allowed the faculty to offer rebuttals regarding this greater access to the files and provided the President additional time to review the files. It is evident that the President's lack of access to materials was not in my control, that administrators realized their mistake, corrected it, and offered additional time to review the whole file.

In conclusion, the outlined process offers compelling evidence refuting the implication in the President's memorandum that missing materials in the tenure file were somehow due to my

failure. The provost and the president had full access to my evaluation file with added time for review, so a comprehensive view of the documentation required for the tenure evaluation was possible.

### **Analysis of my teaching effectiveness**

On the first page of the memorandum, the president notes that “the first step in the tenure decision process is an evaluation of effectiveness in teaching” (*Guidelines for Tenure and Promotion* on p. 2) and that “teaching of the highest quality is given top priority at New College in any assessment of a faculty member's overall performance” (Faculty Handbook § 4.6.1). It also underlines that “[u]nless a determination is made that the candidate is an effective professor, tenure will not be granted” (Faculty Handbook § 4.6.1). Finally, he emphasizes that “to evaluate a candidate's effectiveness in teaching, we must look at both quantitative and qualitative information for the period under review” (*Faculty Handbook* § 4.6.1(2)).

As evidenced below, I not only fulfill but surpass all seven (7) criteria outlined in § 4.6.1 of the Faculty Handbook pertaining to assessment of teaching effectiveness. I consistently maintain high academic standards, ensuring rigor and intellectual growth in the classroom. Additionally, I meticulously prepare for each session, demonstrating thorough organization and delivering informative and stimulating instruction. Furthermore, I remain open to innovation, readily integrating new teaching techniques to enhance student learning experiences. Moreover, I diligently provide timely feedback on student work throughout the semester and promptly address their official evaluations at the semester's conclusion. Beyond the classroom, I actively mentor students and offer guidance and support. Moreover, my success as an academic advisor further underscores my commitment to student success and academic excellence.

The Faculty Handbook (§ 4.6.1 (2)) stipulates the methods to evaluate the quality of teaching. It explicitly mentions: “Qualitative material will include course syllabi, student course evaluations, narrative evaluations of students, contracts, and contract certifications, as well as letters from students, alumnae/i, and colleagues, and other materials listed below:

- a. Student evaluations—by both current and previously enrolled students.
- b. Peer evaluations; Administrative evaluations.
- c. Course materials such as syllabi (see Appendix 3); Other material may be included at the candidate's discretion.
- d. Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).”

The contents of my file unequivocally demonstrate that I fulfill the criteria essential for meriting tenure. The assessments provided by the Provost Advisory Committee (PAC), Chairs, and Provost offer comprehensive and positive evaluations, meticulously weighing all evidence of the quality of my teaching. I will, however, highlight some key evidence below to underscore the strength of my teaching record. Additionally, I will delve into the importance of exercising caution and providing a thorough context when employing quantitative measures to evaluate performance.

President Corcoran's memorandum acknowledges the importance of reviewing teaching effectiveness using qualitative and quantitative measures. However, his evaluation does not incorporate the qualitative aspects outlined in the Faculty Handbook § 4.6.1 and mentioned above. I invite the members of the Board of Trustees to maintain the integrity of the evaluation process and provide a comprehensive assessment that captures the full scope of my contributions and effectiveness.

Teacher effectiveness is defined “as the practical outputs of teaching. These outputs are quantitative—student learning, as calculated by value-added assessments (which measure how much a specific teacher improves an individual student’s learning) or other rigorous measures.” (Japp, 2009) Using only the number of students to measure effective teaching overlooks the multifaceted nature of the teaching profession and the diverse needs of our students. Teaching effectiveness involves cultivating critical thinking skills, fostering creativity, nurturing emotional intelligence, and instilling a lifelong love of learning. Student evaluations of my courses and their letters during the various stages of the review demonstrate that I implement the above-mentioned elements pedagogically and effectively. Students’ evaluations of my teaching indicate that I meet their needs and create a supportive learning environment. They depict me as helpful, accessible, and organized, and they speak highly about the quality of my class discussions and overall instruction. In my 2020-2021 Annual Review, the division chair praised my work after reading my student evaluations and mentioned, "Student evaluations are very positive, with students in both fall classes praising the interesting material and your ability to guide them through it." This recognition affirms my commitment to delivering high-quality education and teaching effectiveness. (Annual Review, 2018-2019)

The student evaluations (2018-2023) describe me as an accessible teacher who fosters open communication and approachability. I make myself available to address students' questions, concerns, and academic needs and provide guidance, feedback, and resources to facilitate comprehension and growth. One student noted: “The professor was great. He facilitated the conversation throughout the class very well. The way that he pushed for us to question our thoughts and encouraged us to take on different perspectives throughout the semester was very helpful. He [Viera-Vargas] allowed for an open space to ask questions and to discuss them and broaden our ideas about the material we explored. This course was very thought-inducing, and I attribute a lot of this to the professor” (Student evaluation, Fall 2022). In another evaluation, the student wrote that the professor “was an engaging and intelligent teacher...he was able to clearly and concisely explain topics and concepts...[and] was very accessible... It was great having a professor who knew Latino and American history so well.” As is evident in the file, student evaluations commend my skillful facilitation of class discussions. This underscores my teaching effectiveness and commitment to encouraging participation, thus fostering an interactive learning environment conducive to student involvement and collaboration. Moreover, my emphasis on prompting students to question their thoughts and explore alternative perspectives highlights my dedication to nurturing critical thinking skills, fostering intellectual curiosity and open-mindedness to divergent perspectives, and offering deep learning experiences.

All my student evaluations and my syllabi, which are included in the files prepared for my tenure review and that will be available to the members of the BoT demonstrate that I am an organized teacher who demonstrates careful planning and execution of my lessons, creating a structured and efficient learning environment that maximizes student engagement and learning outcomes. In their assessment, the PAC acknowledged the quality of my syllabi and commented that they are “well-developed, starting with an interesting summary of the material and a clear statement of learning outcomes or objectives” (PAC Fourth-year Review, April 5, 2022). This is further evident in students’ comments about the organization of my courses. One, for instance, noted that my course was “well-designed... and was impressed with the way that [Viera-Vargas] systematically linked assignments into a ‘chain’ of requirements that built on one another: the two book reports led to the historiographical essay, which led to the narrative essay. Here was a professor who was not only teaching a course but also teaching research, organization, and writing skills to students--many of whom will likely continue to graduate school. This method is an excellent idea. I have not seen it practiced so well in other schools” (student evaluation, spring 2020).

I hope that as members of the Board of Trustees, you will fully acknowledge all evidence of my teaching effectiveness, ensuring that your decision accurately reflects the impactful contributions of the high quality of my teaching in nurturing student success and fostering a culture of excellence in education.

### **Contextual Enrollment Trends**

The president's analysis, which focuses on my average enrollment and class size compared to the institution's averages, fails to consider the broader institutional context, especially the notable fluctuations in student enrollment at New College of Florida between 2018 and 2022. An objective analysis of the enrollment data from New College of Florida demonstrates declines between 2018 and 2021, with an uptick in 2022. From 2018 to 2019, there was a significant decrease of approximately 13.00%, indicating a substantial decline in student enrollment. This trend continued with another reduction of about 8.00% from 2019 to 2020, suggesting a continued downward trajectory. However, the rate of decline slowed slightly, with a smaller decrease of around 2.00% observed from 2020 to 2021. If we focus only on 2018 to 2021, the enrollment decreased by approximately 21.00%. This significant decline suggests a substantial shift in the student population over the three years. If I add 2022, an interesting positive turn occurred, with a slight increase of approximately 6.00% in enrollment. Yet, overall enrollment decreased by approximately 17.00% from 2018 to 2022<sup>1</sup>. The objective analysis of the enrollment data highlights a significant decrease in student enrollment from 2018 to 2022. It is essential to remember that the global COVID-19 pandemic impacted the number of students in higher education.

The above conditions led the New College administration not to consider class size as much as it had in assessing the faculty’s teaching effectiveness. This is reflected in my first Annual

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<sup>1</sup> Data was taken from New College of Florida Accountability Plan, 2023, p. 17. (BOT, Approved June 16, 2023)

Review (2018-2019), when the chair of the division commented that “our current faculty: student ratio is 1:8, so previous campus averages (enrollment avg.17 per class; 8 ISPs; 2.4 thesis 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” ((Annual Review, 2018-2019). Furthermore, in a memo dated January 28, 2021, Provost Suzanne Sherman highlighted a decrease in the student-to-faculty ratio. She commented: “We currently have a 7:1 student/faculty ratio, and this will naturally lead to a number of courses with a small number of students. Please don't worry if your course enrollment is small. While it may not feel ideal, it can be an opportunity for building strong bonds with and between students” (Suzanne Sherman, email to the faculty, January 28, 2021). The evaluation of tenure candidates should align faithfully with the initial employment conditions set at the time of hiring. I received explicit assurance on two separate occasions (Annual Review, 2018-2019 & Suzanne Sherman's email to the faculty, January 28, 2021) that class size would not be a major factor in evaluating my performance. However, contrary to this understanding, class size has been disproportionately emphasized in the recommendation to deny my tenure, overshadowing the high quality of my contributions. This incongruity not only undermines the assurances given to me at the start of my tenure track but also overlooks the comprehensive scope of my dedication and success in this role.

### **Beyond Classroom Teaching**

Teaching effectiveness transcends the boundaries of traditional classroom settings, manifesting in various contexts outside the confines of lecture halls and textbooks. In my 4th year review (you can find my 4th year PAC Review in my tenure file), the PAC acknowledged that "Professor Viera-Vargas also served as an informal advisor to students he worked with when programming events, such as for Latinx Heritage Month. Multiple students wrote letters describing the positive impact he had on their planning committees" (PAC, 4th year review, p. 1). In a letter to the PAC, a student wrote that professor Viera-Vargas

“is the unique kind of professor which takes great care in getting to know his students as people outside of his classroom. He has taken the time and initiative to get to know me, assist me in my goals, and given me useful advice which has shone light on opportunities I never knew existed. An example is the [Revista Cruce](#) magazine publication that Profesor Viera-Vargas facilitated. Dr.Viera-Vargas used his knowledge and connections outside the classroom to offer an opportunity to LatinX NCF students to get published in the Puerto Rican magazine, *Revista Cruce*. I am extremely grateful for the work he put in to not only offer us this chance, but the time put outside to read, edit, and advise us on our pieces. Being officially published is a huge accomplishment for me, and it is one I would never have found without Dr.Viera-Vargas” (Student Letter sent to the PAC, February 27, 2022).

The PAC has praised my teaching as "effective and impactful," acknowledging the significance of teaching effectiveness in both formal and informal settings. They have advised me to document more of my informal teaching and mentoring activities, such as those during Latinx

Heritage Month, tutorials, or Independent Study Projects (ISPs). Notably, I have conducted a group ISP in Afro-Caribbean drumming, which has enriched the college's cultural atmosphere through two public concerts (you can view a video recording of one of the concerts in my file). The impact of this experience extends beyond the music itself, as reflected in a student's feedback from my ISP. The student noted, "Participating in his group ISP, even briefly, has significantly enhanced my comfort and engagement in classes. I attribute this to the strong community atmosphere he fosters and his attentive teaching approach. In just a month, he deepened our understanding of Puerto Rico's social realities and taught us a new musical instrument, marking a transformative educational experience" (student letter sent to the PAC, October 2023). This feedback also underscores the value and quality of the learning experiences I provide outside the classroom.

My effectiveness as a teacher is not contingent on class size; I am equally committed and impactful whether teaching one student or twenty-five. The president's approach, which equates effectiveness with productivity based solely on quantitative measures, is counterproductive. It disregards the comprehensive evaluation needed to assess teaching effectiveness accurately and unfairly diminishes the value of my contributions to the college community. Therefore, the BOT must consider a comprehensive approach to evaluate my effectiveness in teaching that considers the complex interplay of factors that cannot be reduced to a single metric by analyzing quantitative and qualitative measures, including student feedback and teacher self-assessment, to evaluate teaching effectiveness and support continuous improvement accurately.

### **Contributions in Research and Service**

In my letter, I have underscored the aspects that showcase the effectiveness of my teaching, as it was identified as the primary factor behind the president's negative recommendation. However, it is crucial to note that there were no negative comments regarding my "service" and academic achievements. With that said, I would like to take a moment to briefly illustrate how I have diligently adhered to the requirements outlined in the tenure procedure for these specific areas (Faculty Handbook (§ 4.6.2)). However, members of the Board of Trustees can find ample evidence of my achievements in research and service within my file. The most compelling evidence lies in the four positive recommendations from external reviewers with expertise in my two primary research areas of ethnomusicology and history. One reviewer asserted, "Dr. Viera-Vargas has established an original, coherent, and meaningful research agenda that contributes to bodies of knowledge at the intersections of race, gender, music, Caribbean, and Latin American history" (Dr. Christina D. Abreu, September 25, 2023, p. 2). The tone and assessment of the other external reviewers align with the opinion conveyed by Dr. Abreu. The review conducted by the Provost Advisory Committee synthesizes the overall support of my peers regarding my research pursuits. In my fourth-year review, they noted that Professor Viera-Vargas "pursues an ambitious research agenda in his historical and social explorations of Puerto Rican and Caribbean musical expressions, revealing the role of imperialism, race, gender, and resistance. His scholarly and creative production includes articles, an edited volume, an edited themed journal edition, a ground-breaking [website](#), as well as lectures and

performances” (PAC Fourth-year Review, April 5, 2022). In conclusion, the overwhelmingly positive feedback from colleagues in my research areas of ethnomusicology and history, as well as the cohesive assessment provided by the Provost Advisory Committee, underscores the significance of my scholarly contributions.

My service to the college and the broader community is equally evident in the PAC review, indicating my commitment to the institution, my field of study, and my civic engagement in Sarasota and beyond. During my tenure at New College, I have been deeply involved in various service roles, contributing significantly to the academic and cultural environment of the college. This includes active participation in key committees like the International and Area Studies Committee for two years, the Committee for Campus Climate and Culture, and ongoing involvement in search committees for academic positions. My service extends to organizing significant events for Latinx Heritage Month and other cultural celebrations. I have been pivotal in arranging student research presentations on Caribbean and Latin American history and coordinating campus visits and community performances by musical groups (for a comprehensive overview of all concert details, please refer to the information in my file). Additionally, my engagement with the community is highlighted by my role as a guest lecturer at Booker High School during Hispanic Heritage Month. Professionally, my contributions are further evidenced by my positions on the editorial boards of *Musike* (the official journal of the Conservatory of Music of Puerto Rico) and *Revista Cruce*, particularly in facilitating student research publication and as a reviewer for *El Centro Journal* and the Institutional Fund for Research at the Universidad de Puerto Rico, reflecting my extensive commitment to both my academic institution and the professional field.

This rebuttal letter aims not merely to dispute the president's recommendation but to assert my academic endeavors' integrity, dedication, and effectiveness at New College of Florida. Through a comprehensive analysis and substantial evidence presented herein, I have demonstrated my commitment to excellence in teaching, research, and service to our academic community. As highlighted, the discrepancies in the tenure evaluation process underscore a need for fair and holistic consideration of my tenure application. I respectfully urge the Board of Trustees to evaluate my case, considering the breadth and depth of my contributions, the irregularities in file management, and the nuanced understanding of teaching effectiveness beyond quantitative measures. I sincerely hope your assessment will acknowledge my value as an educator, researcher, and community member, thereby granting the tenure that reflects my dedication and alignment with New College of Florida's esteemed values and standards.

Respectfully,

*Hugo René Viera-Vargas*

Dr. Hugo René Viera-Vargas