



**Florida Atlantic University  
Academic Program Review  
Self-Study Report for the Wilkes Honors College**

Program:	Wilkes Honors College BA/BS in the Liberal Arts and Sciences
Program Director/ Coordinator Name:	Dean Ellen Goldey (cell: 561-354-8976)
Program Self-Study Contact:	Dr. Mark Tunick
Self-Study Contact Email:	<a href="mailto:tunick@fau.edu">tunick@fau.edu</a>
Self-Study Contact Phone Number:	561-799-8670

REVIEW TEAM:

Dr. Michael Reder	<a href="mailto:reder@conncoll.edu">reder@conncoll.edu</a>	860-460-3440 (mobile)
Dr. Hallie Savage	<a href="mailto:hsavage@clarion.edu">hsavage@clarion.edu</a>	814-229-8189 (mobile)
Dr. Michael Horswell	<a href="mailto:horswell@fau.edu">horswell@fau.edu</a>	561-297-3803 (office)

[Dr. Hallie Savage](#) is a long-time member of the National Collegiate Honors Council (NCHC) and served as its Executive director from 2013-2016. She served as the Honors Program Director for Clarion University of Pennsylvania from 1997 – 2013, and she now serves as a program consultant. She has reviewed twenty-one honors colleges or programs over the years, and she would bring that extensive experience to us.

[Dr. Michael Reder](#) is the Director of the Center for Teaching and Learning at Connecticut College. Michael has served as an external reviewer for a number of projects across a range of disciplines, including projects funded by the Teagle Foundation, HHMI, and NSF. Michael has also served as a [Teagle Assessment Scholar](#) guiding institutions in using assessment evidence for continuous improvement of programs.

[Dr. Michael Horswell](#), Dean of the College of Arts and Letters, has agreed to be our internal reviewer. A scholar of Latin American Colonial Literature and Gender and Sexuality Studies, Michael is a graduate of a little liberal arts college in SC (Wofford), and he is a champion of our programs. I believe this is an excellent way for a well-respected Dean to learn more about our program.

Guidelines and suggested template for program review at FAU can be found at [http://www.fau.edu/iea/pdf/ProgramReview/Program\\_Review\\_Procedures.pdf](http://www.fau.edu/iea/pdf/ProgramReview/Program_Review_Procedures.pdf).

<b>A. MISSION AND PURPOSE OF THE PROGRAM</b>	<b>4</b>
<b>B. PREVIOUS EXTERNAL REVIEWS</b>	<b>4</b>
<b>C. INSTRUCTION</b>	<b>5</b>
1. ESTABLISHMENT OF GOALS FOR STUDENT LEARNING	5
2. ASSESSMENT OF SLOS	6
3. LIMITED ACCESS PROGRAM STATUS	6
4. ADMISSIONS CRITERIA	7
5. ENROLLMENT INFORMATION (HEADCOUNT, FTE)	8
6. AVERAGE CLASS-SIZE AND FACULTY/STUDENT RATIO	10
7. CURRICULUM	12
8. INTERNSHIPS AND STUDY ABROAD	16
9. PEDAGOGICAL INNOVATIONS	16
10. CROSS-LISTED COURSES AND OTHER COLLABORATIONS	17
11. STUDENT PROFILE	17
12. ADVISING PROCESS	18
13. RETENTION RATES	20
14. PLACEMENT RATES	20
15. STUDENT RECRUITMENT	21
16. FACULTY	22
16.1 <i>Administrative structure</i>	22
16.2 <i>Faculty profile</i>	23
16.3 <i>Teaching loads</i>	23
16.4 <i>Faculty scholarship and research productivity</i>	23
16.5 <i>Strategic plan for hires</i>	24
<b>D. RESEARCH</b>	<b>24</b>
<b>E. SERVICE AND COMMUNITY ENGAGEMENT</b>	<b>25</b>
<b>F. OTHER PROGRAM GOALS</b>	<b>27</b>
<b>G. STRENGTHS AND OPPORTUNITIES THAT SUPPORT ACHIEVEMENT OF PROGRAM GOALS</b>	<b>31</b>
<b>H. WEAKNESSES AND THREATS THAT IMPEDE PROGRAM PROGRESS</b>	<b>32</b>
<b>I. RESOURCE ANALYSIS</b>	<b>36</b>
<b>J. FUTURE DIRECTION</b>	<b>38</b>
1. ANTICIPATED CHANGES	38
2. 3 TO 5 BROAD QUESTIONS	399
<b>K. STUDENT FEEDBACK REGARDING PROGRAMS</b>	<b>39</b>
<b>APPENDICES</b>	<b>41</b>
APPENDIX A: ASSESSMENT REPORT	42
APPENDIX B: DASHBOARD INDICATORS FOR 2016-17	49
APPENDIX C: HONORS COLLEGE FACULTY ABBREVIATED CVs	64
APPENDIX D: NOEL LEVITZ STUDENT SATISFACTION INVENTORY (SPRING 2017)	143



## A. Mission and purpose of the program

The mission of the Wilkes Honors College (WHC) at Florida Atlantic University is to educate students to the highest intellectual, experiential, and ethical levels, preparing them to thrive and contribute wisely to the general welfare of human society and the planet. Since its opening in 1999, the WHC has graduated 1,011 students, and currently has 430 students enrolled in courses for Fall 2018. The College's strategic vision for 2025 is to be widely recognized as the nation's premier, public university honors college with a diverse and flourishing student body that reaches 800 students, who are involved in cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences. Guiding principles include offering a liberal arts education of the highest quality; attracting outstanding students from a wide array of backgrounds; building a dedicated and diverse faculty recognized for its excellence in teaching and research; linking teaching, research, and service in order to convey, expand, and apply knowledge; promoting breadth of knowledge, encouraging depth of understanding, and bridging disciplinary divides; respecting differences and recognizing their value in a pluralistic democracy; cultivating critical thinking in the classroom and beyond; introducing students to the challenge of original research and discovery; and producing global citizens.

This mission fits with FAU's Strategic Plan, *Race to Excellence*, which aims to "position itself as a globalized, forward-thinking institution that caters to high-ability students," "expand opportunities for undergraduate students to participate in discovery-based learning," and promote interactive, interdisciplinary teams of researchers and scholars.<sup>1</sup>

The WHC is located on FAU's John D. MacArthur campus in Jupiter, FL, which is 38 miles north of FAU's main campus in Boca Raton. Unlike other honors programs and honors colleges across the country, WHC has its own fully-assigned faculty representing a full range of liberal arts and sciences disciplines, and each of its faculty members (currently totaling 41) is evaluated and tenured within the WHC. Each WHC student will graduate with one of two degrees, a Bachelor of Arts in the Liberal Arts and Sciences or a Bachelor of Science in the Liberal Arts and Sciences, and students may pursue a variety of [concentrations](#) and minors. The WHC is also unique in that our students may take all 120 credit hours of coursework toward their degree within the College or they may pursue one of several concentrations designed in collaboration with another FAU college (e.g., College of Engineering and Computer Science). Although our students may not replace WHC honors courses with non-honors versions of courses offered by another FAU college, they are encouraged to take advantage of courses offered at FAU that are *not* offered by the WHC.

## B. Previous External Reviews

FAU requires program reviews every seven (7) years, and the most recent external review<sup>2</sup> of the WHC took place in 2012 and was led by Dr. George Mariz, then Director of the Western Washington University Honors Program. His review noted that the College fully meets its mission and serves as a benchmark against which other existing honors colleges can measure themselves with respect to the standards established by the National Collegiate Honors Council (NCHC). The review noted in particular the strong student body, excellent educational opportunities, genuine sense of community, strong advisory council, and high student satisfaction. It recommended 1) hiring new faculty following the loss of lines during the period of budget reductions, 2) better coordination between the WHC and main campus' admissions and enrollment teams, 3) support for student travel between campuses, 4) strengthened ties with the Scripps Institute for Research and the Max Planck Institute for Neuroscience, which share the Jupiter campus, 5) expanded awareness of the WHC and its unique place among the nation's honors colleges throughout Florida and beyond, and best use of financial resources to support students with need.

Among the many changes since the prior review are the hiring of a new Dean (July, 2016). The five recommendations noted above have been acted upon. *First*, since 2016, faculty hires have included one full-time instructor and eight new tenure-line faculty members from across the disciplines, including three scientists who are joint hires with FAU's new research Pillars (i.e., the Brain Institute and the

---

<sup>1</sup> <https://www.fau.edu/provost/files/approved.plan2015.pdf>, pp. 6-8.

<sup>2</sup> The full 2012 report is available upon request.

Harbor Branch Oceanographic Institute). *Second*, regarding student recruiting initiatives, the position for a new WHC Director of Admissions was approved, and the position was filled in April, 2018. The Director has an expanded Admissions team and he is working in close partnership with Admissions on the main campus. The WHC has adopted the Common Application for the first-time (August, 2018), and has enhanced and expanded its on-campus and in-state to international recruitment initiatives. *Third*, a new shuttle (2017) transports students throughout the day between Jupiter and Boca Raton campuses, and the steadily increasing ridership has heightened demand for additional hours of operation. *Forth*, President Kelly has made it his goal to strengthen ties with Scripps and Max Planck, and there are is now (2016) a formal memorandum of understanding establishing a strong partnership between FAU and these research institutes. Even prior to this MOU, the WHC had grown the number of students interning at these institutes to over 70 per year, and in 2016 a staff member, who holds a PhD in neuroscience, began overseeing placement of students in internships at these and other locations as well as working closely with recruits who are National Merit Semifinalists. In addressing the *fifth* recommendation, the WHC has undertaken a number of initiatives, including completion of an extensive data survey to be considered for a national rating by the independent organization Public University Honors, and we are proud to be one of only seven (7) honors programs to receive a top rating among the fifty (50) programs reviewed this year, and our rating appears in the book *Inside Honors 2018-2019*. In addition, the book's editor provides noteworthy praise of the WHC on his [blog](#). We have also revised our web pages, improved our printed marketing materials, and produced high-quality promotional videos, including the [most recent](#) that precedes our upcoming 20<sup>th</sup> anniversary year in 2019-2020.

A number of other initiatives have further strengthened the WHC. Diversifying the faculty and staff has been a priority, and among the faculty hired, three are Hispanic and five are women, the new Director of Admissions is Dominican, and the new Budget Manager (May, 2017) is African American. Having a Budget Manager dedicated full-time to the College has led to a better understanding of the financial resources, including the College's ~\$5M annual budget and distribution of scholarship earnings from new expendable donations as well as earnings from the \$40M endowment. Student diversity also remains a priority, and we are proud to note that less than half of WHC students identify as Caucasian, a quarter are first in their family to attend college, and over 40% are Pell-eligible. In addition, a number of science faculty are working together to plan ways to embed research skills and inquiry into coursework, known more widely as Course-embedded Undergraduate Research Experiences (CUREs). We have also established our first active learning laboratory with state-of-the-art technology, which functions both as physics lab and active learning classroom for any discipline.

## C. Instruction:

### 1. Establishment of Goals for Student Learning (i.e., desired student learning outcomes or SLOs)

The WHC assesses annually four (4) student learning outcomes (SLOs) across all disciplinary and interdisciplinary concentrations offered at the College. These learning outcomes are:

- 1) Critical thinking (defined as the ability to evaluate evidence and ideas analytically, creatively, and rationally),
- 2) Proficiency in written and oral communication,
- 3) Depth and ability to appropriately apply disciplinary and interdisciplinary content knowledge, and
- 4) Aptitude for working collaboratively.

Prior to graduation, a *summative* assessment of these learning outcomes is based on evaluation of the honors thesis, which is required from each student earning the BA or BS degree from the WHC. Each honors thesis is read by at least two faculty members, who evaluate the thesis using a faculty-developed rubric.

**Formative** assessment occurs with the evaluation of the sophomore writing portfolio. The sophomore writing portfolio is a collection of writing done in the freshmen and sophomore years, and each summer the portfolios are reviewed by a committee of faculty using a faculty-developed rubric (see link below). The portfolio assessment provides the basis for individualized feedback to students, including recommendations for additional tutoring, mentoring, and coursework needed to be prepared to write the honors thesis in the senior year. The student learning outcomes and rubric are available online at <https://www.fau.edu/honors/documents/academics-alc.pdf>.

## **2. Assessment of SLOs**

Each semester, thesis evaluation forms are completed by the faculty advisors of the student's thesis, rating the thesis in each of the learning outcome areas. These forms are collected and tabulated, and general trends are determined. Reports of previous assessments are available in Appendix A.

Sophomore writing portfolios are collected at the end of spring semester. The faculty committee reads the portfolios and applies a rubric to score students' performance as proficient, on track, needs improvement, or in trouble (indicating the student may be unable to complete an honors thesis or perform well in upper division courses without additional work and mentoring, in writing for example). The faculty advisor conveys the results of the assessment to her/his advisee and works with the student to design a plan for improvement, as needed.

One challenge to effective assessment of learning outcomes was student non-compliance in submitting materials to the sophomore portfolio. Therefore, a more effective system to improve student completion of the portfolios was implemented in 2016, involving a more accurate targeting of students in their second year, resulting in a significantly higher number of completed portfolios (98, compared to 59 the previous year). Students receiving a portfolio rating of 'needs improvement' or 'in trouble' meet with their faculty advisor and are expected to attend several sessions in the writing center and encouraged to take another writing-intensive class.

The evaluation of honors theses has shown that most of our graduating students have performed well on the targeted SLOs for the period of this program review (see Appendix A). Nevertheless, faculty have developed strategies to help students be better-prepared earlier in their college years for successful thesis completion. For example, two faculty members developed an 'online game' offered through the Canvas web portal, that establishes deadlines and incentives, and other faculty members have adopted additional Canvas-based tools. Attendance of all students is expected at the annual WHC Research Symposium, in which every pending graduate describes her/his thesis work via oral presentations or poster presentations (which also requires oral communication). Symposium has the added benefit of instilling high expectations in lower-division students for their own future thesis work.

Student evaluations of courses and instructors, in the form of Student-Perception-of-Teaching (SPOT) scores, also guide instructional improvements. Students are encouraged to complete the SPOT evaluation of each of their courses at the end of each semester. Each faculty member also completes a self-evaluation addressing their own perceptions of their teaching, research, and service, which includes their response to SPOT scores and recommended improvements, as part of their tenure portfolio.

In addition, beginning Fall 2018 the WHC is participating in FAU's assessment of Core/IFP (i.e., General Education) courses.

## **3. Limited access program status**

Limited access program status continues to be justified for the WHC as its mission as an honors college includes selectivity in its admissions requirements, including high ACT, SAT and GPA requirements.

#### 4. Admissions criteria

The Harriet L. Wilkes Honors College offers an all-honors education to students who demonstrate intellectual aptitude, desire to learn, and high potential for academic growth. We look not only for high grade point averages and test scores, but also for evidence that students have sought out the most challenging courses available at their schools (AICE, AP, IB, Dual-enrollment, and Honors). Admissions decisions are based on a variety of factors in addition to academic records, including leadership qualities, good communication skills, and involvement in school and community activities. To be accepted to WHC, students have been required to first be admitted to Florida Atlantic University, which has led to delays in processing applications from these top students.

Starting with prospective students for the incoming class of Fall 2019, the WCH will accept applicants through two routes: 1) through the Common Application -- this is the first time that any FAU college has been a Common App member, and this direct application to the WHC streamlines processing of these applications and attracts students who are particularly interested in the type of small-college experience that the WHC offers; 2) Students may still apply to the WHC through the FAU application portal. Processes are newly in place (bugs still exist) in which high-achieving students who apply to FAU are automatically accepted to the University. Applications from students who indicate an interest in being considered for admission to the WHC are then evaluated by the WHC admissions team. Many students who apply through this route are unaware of the WHC, so we expect the yield to be much higher from the Common App, but that is yet to be determined. All applicants or prospective applicants are encouraged to come to campus to participate in an Open House or individualized campus tour.

Requirements for admission into FAU are as follows:

Initial application review is based on the applicant's academic profile as represented by the high school grade point average, rigor of curriculum and/or performance on standardized tests (SAT or ACT). An SAT or ACT is required of all applicants for freshman admission.

High School Units:

Most successful applicants have taken a rigorous course load and have challenged themselves by taking courses with additional weight. Applicants are expected to have completed the following 18 (minimum) high school units:

English: 4 Carnegie units (3 with substantial writing)

Mathematics: 4 units (at the level of Algebra 1 or higher)

Natural Science: 3 units (at least 2 with laboratory)

Social Science: 3 units

Foreign Language: 2 units (of the same foreign language)

Academic Electives: 2 units

All applicants interested in the WHC are encouraged to submit an academic paper and résumé to bolster their application. The résumé should detail extracurricular activities, community involvement, work experience, honors and awards; the academic research paper should be typed, analytical, of at least 500 words, and preferably including instructor comments. These supplemental documents are helpful in assessing a student's readiness for the rigorous academic environment of the WHC. The College seeks students who demonstrate an active approach to learning and potential for outstanding academic growth.

The WHC conducts a holistic review of each applicant directly following their admission to the University or immediately if students apply through the Common App. Each application is read by a member of the admissions staff and may also be read by members of the faculty admissions committee.

A new process is being implemented for Fall of 2019 to select the five incoming students who will be recipients of our most prestigious, four-year, full-ride (tuition, room, board plus summer experiences) scholarship, the Henry Morrison Flagler Scholarship. Instead of encouraging any student accepted to the WHC to apply to attend what has been called Scholars Day, we will target a select group of students who will be invited to apply and invite those that apply to attend *Flagler Scholars Day*. We expect this to increase the prestige of the event while also reducing the number of students disappointed that they were not selected to attend Scholars Day or to receive a Flagler scholarship.

The WHC is home to the Wilkes Medical Scholars Program, a highly-selective 7- or 8-year BS/MD degree pathway. Students admitted to the program are conditionally admitted to FAU’s College of Medicine, assuming they maintain a high GPA and remain in good standing at the college. Students may replace the required thesis with the first year of medical school coursework. The Wilkes Medical Scholars Program is administrated by the College of Medicine, which also oversees the program’s admissions process, although a WHC staff member works closely on recruitment for this program.

The Fall 2017 Profile of incoming students was mid-50% range ACT of 27-31, SAT of 1240-1360 and weighted GPA of 4.11-4.78.

The Fall 2018 Profile is: ACT of 27-31, SAT of 1230-1370, and weighted GPA of 4.18-4.68.

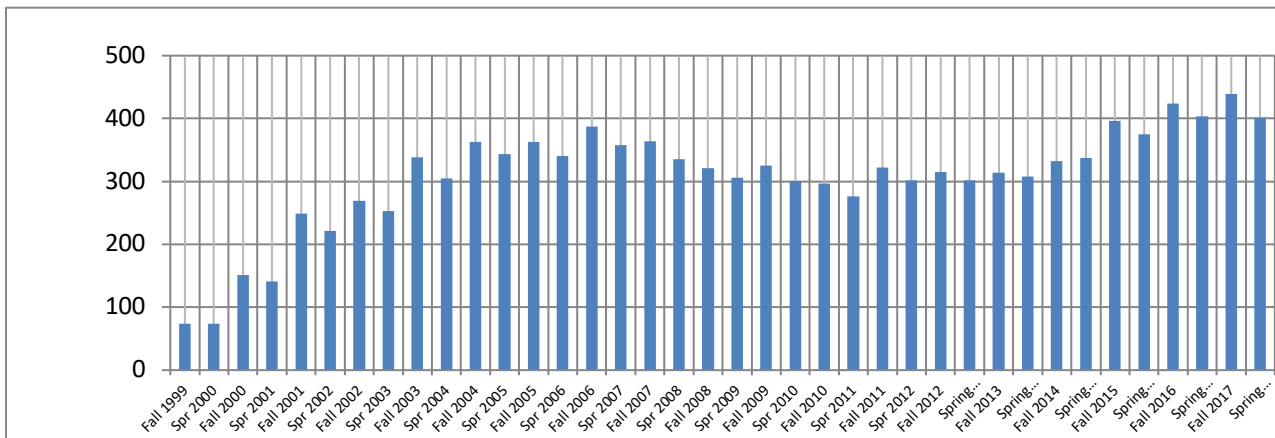
**5. Enrollment information (headcount, fte)**

**Annual headcount data 2012 - 2017 (from FAU IEA):**

Semester ▲		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student Level ▲	Status ▲	n	n	n	n	n	n
Undergraduate	Full Time	296	291	319	370	391	407
	Part Time	19	23	13	26	33	32
Subtotal: Undergraduate		315	314	332	396	424	439
Total		315	314	332	396	424	439

Semester ▲		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Level ▲	Status ▲	n	n	n	n	n	n
Undergraduate	Full Time	282	281	302	347	355	361
	Part Time	20	28	35	28	46	42
Subtotal: Undergraduate		302	309	337	375	401	403
Total		302	309	337	375	401	403

**Historic Headcount Data from 1999-2018:**





Student Credit Hour / FTE Productivity Reports  
 Academic years: 2013-2014 to 2017-2018  
 Campus: All Jupiter  
 College: Honors College  
 Department: All Departments

	State Fundable SCH						Annualized State Fundable FTE					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
<b>Course Level</b>												
<b>Lower Div</b>	5,016	5,678	6,191	5,602	5,379	<b>27,866</b>	167.2	189.3	206.4	186.7	179.3	<b>928.9</b>
<b>Upper Div</b>	4,219	4,552	5,503	5,637	6,370	<b>26,281</b>	140.6	151.7	183.4	187.9	212.3	<b>876.0</b>
<b>Grad I</b>	0	0	0	0	0	<b>0</b>	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>
<b>Grad II</b>	0	0	0	0	0	<b>0</b>	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>
<b>Total</b>	<b>9,235</b>	<b>10,230</b>	<b>11,694</b>	<b>11,239</b>	<b>11,749</b>	<b>54,147</b>	<b>307.8</b>	<b>341.0</b>	<b>389.8</b>	<b>374.6</b>	<b>391.6</b>	<b>1,804.9</b>

Run Date: December 2, 2018  
 Program: ProductivityReports\_Report.sas

Office of Institutional Effectiveness & Analysis  
 Source: Student Data Course File

[Institutional Effectiveness & Analysis](#) | [Contact us: iea@fau.edu](mailto:iea@fau.edu)

**6. Average class-size and faculty/student ratio (from FAU IEA Department Dashboards):**

Course Level	Type			Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	Lecture/Seminar	Sections Offered	#	170	186	190	190	5,337
		# Enrolled		3,103	3,548	3,375	3,375	203,020
		Avg Section Enrollment		18.3	19.1	17.8	17.8	38.0
		Sections Faculty-Taught	#	136	147	160	160	3,624
			%	80.0	79.0	84.2	84.2	67.9
	Lab	Sections Offered	#	31	37	42	42	878
		# Enrolled		525	622	613	613	16,292
		Avg Section Enrollment		16.9	16.8	14.6	14.6	18.6
		Sections Faculty-Taught	#	5	13	16	16	441
			%	16.1	35.1	38.1	38.1	50.2
	Discussion	Sections Offered	#					330
		# Enrolled						9,256
		Avg Section Enrollment						28.0
		Sections Faculty-Taught	#					254
			%					77.0
	Other Course Types	Sections Offered	#	159	174	171	171	1,362
		# Enrolled		393	425	431	431	8,784
Avg Section Enrollment			2.5	2.4	2.5	2.5	6.4	
Sections Faculty-Taught		#	117	159	153	153	1,033	
		%	73.6	91.4	89.5	89.5	75.8	

	14-15	15-16	16-17	17-18	18-19
Full-time faculty/instructors	31	31	32	37	41
Headcount (annual)	352	423	437	453	N/A
Students per faculty	11.4	13.6	13.7	12.2	

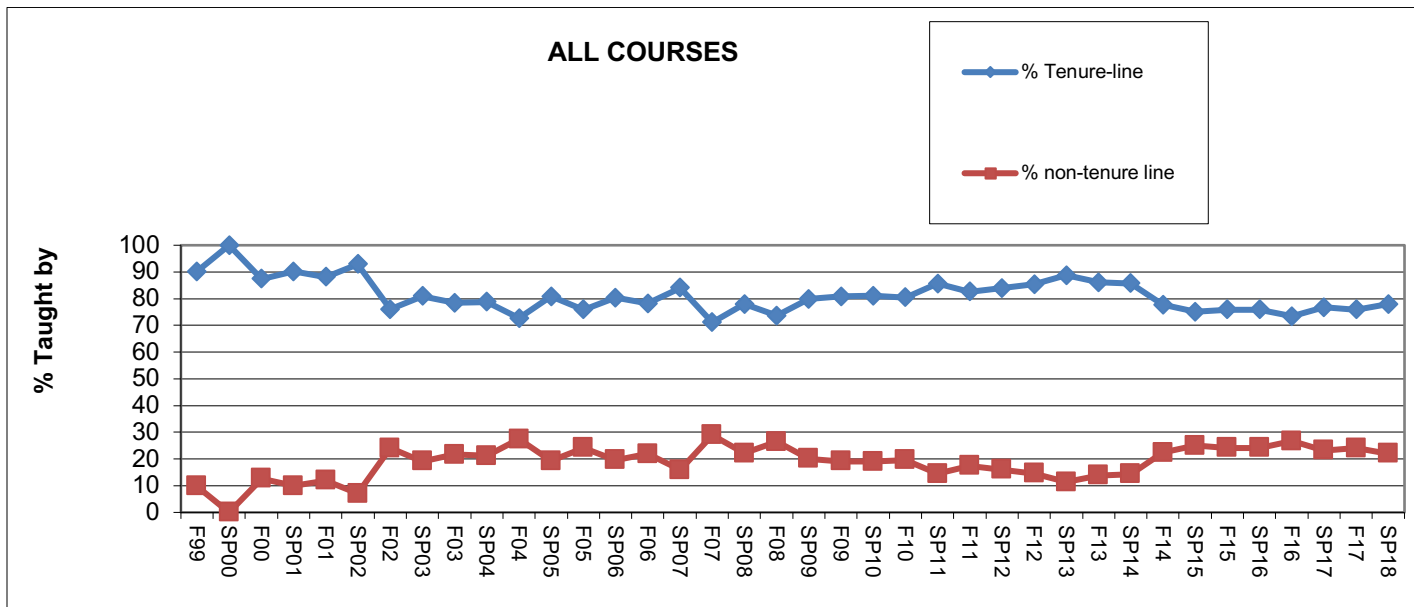
**Average class size through Spring 2018 (including average class size for pre-med students)**

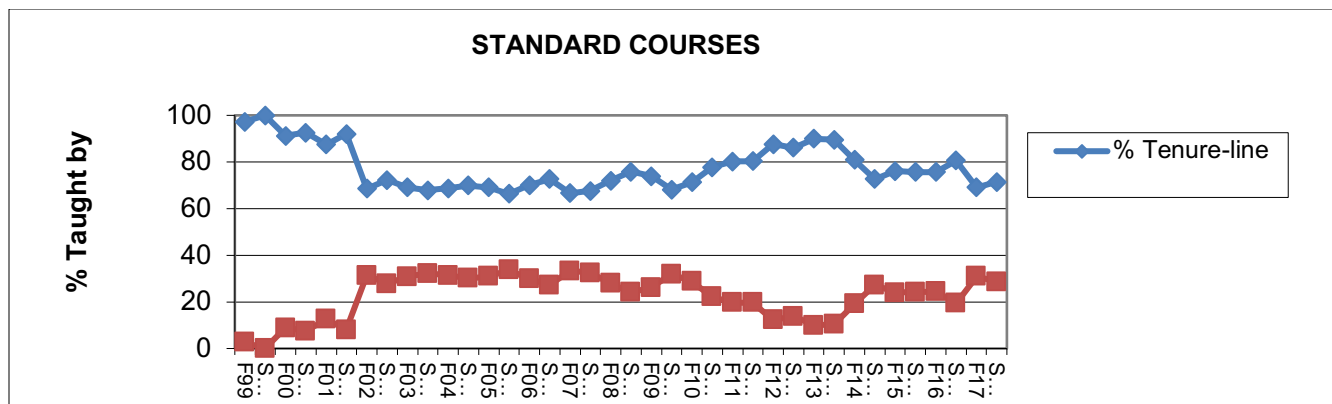
Extrapolated from IEA course data information. This table estimates the average class size for a freshmen pre-med student.

	# courses (all)	Ave class size (all)	# courses (standard)*	Ave class size (standard)	Headcount**	# DIS/Thesis Sections	# DIS/Thesis Students	Enr in 3 pre-med classes	Ave elective class size	Ave class size for freshman pre-med
Fall 2014	164	12.9	78	17.6	332	40	93	158	16.21	43.6
Spring 2015	64	11.4	79	18.0	337	49	112	139	16.92	39.0
Summer 2015	156	8.0	10	34.3	179	20	34			
Fall 2015	164	13.0	82	18.6	396	48	116	207	16.92	45.5
Spring 2016	169	11.3	79	16.9	375	53	118	184	15.37	38.6
Summer 2016	59	8.0	9	24.2	180	12	15			
Fall 2016	174	11.8	93	17.5	424	45	112	174	16.69	25.9
Spring 2017	172	11.0	80	17.2	403	56	174	149	16.11	32.8
Summer 2017	58	8.8	7	50.7	213	19	24			
Fall 2017	168	19.6	85	19.6	439	46	101	196	17.27	28.8
Spring 2018	182	17.2	85	17.2	401	60	134	152	15.39	33.3
						1674	3542			

**Breakdown of Courses taught by type of faculty** \*Standard courses exclude DIS/Thesis/StudyAbroad/Internship

ALL Courses taught by:	Visitor	Adjunct	Staff (with Ph.D)	Staff (no Ph.D)	Tenure-line faculty (HC)	FAU (starting 2014)	TOTAL	% TENURE-LINE	% NON-TENURE LINE
F15	0	23	5	6	107	8	141	76	24
SP16	0	22	8	6	113	9	149	76	24
F16	2	25	8	5	110	7	150	73	27
SP17	1	18	9	5	109	10	142	77	23
F17	0	18	9	6	104	12	137	76	24
SP18	0	21	10	4	124	13	159	78	22
TOTALS	242	468	119	187	4109	67	5125	80	20
STANDARD* Courses taught by:	Visitor	Adjunct	Staff (with Ph.D)	Staff (no Ph.D)	Tenure-line faculty	FAU (starting 2014)	TOTAL	% TENURE-LINE	% NON-TENURE LINE
F15	0	17	0	0	54	3	71	76	24
SP16	0	16	1	0	53	5	70	76	24
F16	2	17	0	0	59	4	78	76	24
SP17	1	10	1	0	50	6	62	81	19
F17	0	18	4	4	58	8	84	69	31
SP18	0	19	4	3	65	7	91	71	29
TOTALS	211	397	38	89	2295	38	3030	76	24





## 7. Curriculum

All students must successfully complete 120 credits to graduate and may do so by taking exclusively honors courses, although students are encouraged to take advantage of courses offered at FAU that are not available at the WHC. Of the 120 credits, a minimum of 36 credits are taken to satisfy the *Honors Core* requirements. The Core (similar to General Education on other campuses and taking the place of the University IFP course requirements) is devoted to exposing students to the breadth of human knowledge in the liberal arts and sciences, developing their critical thinking and communication skills, and exposing them to the types of inquiry and research across the disciplines. Thus, the Core courses introduce students to ways of thinking about science, politics, history, ethics, culture, art, the environment, and literature. Some of these courses introduce students to a specific discipline, whereas others are interdisciplinary. Students are required to take at least three courses that are team-taught by faculty from different disciplines, in which they learn to approach problems and themes in ways that transcend traditional disciplinary boundaries. Other graduation requirements include mentored research/artistic activity leading to completion of an honors thesis, completion of an extramural internship or study abroad experience, and successful completion of all coursework in their concentration. Thus, all students engage in multiple high impact practices known to promote learning and student success.<sup>3</sup>

All students receive either a B.A. or B.S. in the Liberal Arts and Sciences with a Concentration in the major area of study. Currently the College is proposing a new C.I.P. number that will allow the degree of B.A. or B.S. in the Physical and Biological Sciences: while the curriculum will not change for concentrations with this new CIP, the new degree will allow WHC STEM students to have their degrees counted as STEM degrees for purposes of the metrics that the state legislature uses in evaluating university performance.

Transfer students with an A.A. degree need only satisfy the non-core graduation requirements. For all other transfer students, transfer credits satisfy core requirements where the course number is identical to a core course number, or if approved by the petitions committee.

### Core Requirements<sup>4</sup>

<sup>3</sup> Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp.

<sup>4</sup> First time in college (FTIC) students entering the WHC in Fall 2015 or later complete the WHC Core requirements rather than the 'Intellectual Foundations Program' (IFP) requirements required of other Florida Atlantic University students. The Core offerings are more extensive than those required to satisfy the IFP.

- Written Communication: One English course (3 credits), three additional courses designated as Writing-Across-the Curriculum (WAC) courses, and submission of a Sophomore Writing Portfolio.
- Mathematics and Quantitative Reasoning (two courses, 6-8 credits)
- Natural Sciences (two courses, in two different disciplines, 6-8 credits)
- Social and Behavioral Analysis (two courses 6 credits)
- Humanities (two courses, 6 credits)
- Global Citizenship (two courses, 6-7 credits)
- Additional Humanities or Social and Behavioral Analysis course (one course, 3 credits)

A detailed list of Courses that satisfy the Core is available at <http://www.fau.edu/honors/documents/core-revised.pdf>

**Other Graduation Requirements:**

- Humanities and Social Science Distribution Electives (two courses, 6 credits, must be taken at the WHC and cannot be counted towards any other requirement)
- Foreign Language (two courses, 8 credits)
- Critical Inquiry Seminars (three courses, 5-9 credits): these interdisciplinary courses are team-taught by two faculty members from different disciplines.
- Extramural (outside the WHC) Internship or Study Abroad (3-12 credits)
- Honors Forum (one course in first semester, 1 credit); a weekly lecture featuring different speakers (usually WHC faculty members)
- Successful completion of a Concentration and Honors Thesis (36-73 credits; students must receive a "C" or higher in all courses counting towards their Concentration)
- Completion of the Academic Learning Compact (completion of the thesis assessment form)

The WHC offers the following concentrations, in addition to ‘Individual Designed Concentrations’: Concentrations available for a B.S. or B.A. degree

Biological Anthropology	Marine Biology
Biological Chemistry	Neuroscience
Biology	Physics
Chemistry	Psychology
Environmental Science	

Concentrations available for a B.A. degree

American Studies	Latin American Studies
Anthropology	Law and Society
Art	Math/Interdisciplinary Mathematical Sciences
Business	Medical Humanities
Economics	Philosophy
English	Political Science
Environmental Studies	Spanish
History	Writing
Interdisciplinary Critical Theory	Women’s Studies
International Studies	

Requirements for each concentration are available on the website at <http://www.fau.edu/honors/academics/majors/>

The WHC also offers the following minors:

Anthropology

Art

Chemistry

Economics

English Literature

Environmental Studies

Ethics (*Interdisciplinary*)

History

Interdisciplinary Theory of Knowledge

Law and Society

Mathematics

Philosophy

Physics

Psychology

Spanish Literature

Visual Arts and Creative Writing

Women's Studies

BGS (Bachelor of General Studies) degree option:

Over the years, some students matriculate to a different FAU college to complete a major in a discipline not offered by the WHC (e.g., Engineering). However, a small number of WHC students did not graduate or left, and a small fraction of these find completion of the honors thesis to be an insurmountable hurdle. To date, of the population of students who have ever matriculated at the WHC, 34 were coded as 'MIA', a term used for someone who never completed their degree because they did not complete the thesis—this is less than 1.4% of all one-time students.<sup>5</sup>

FAU has initiated a program to allow students to graduate with a Bachelors of General Studies Degree (a non-honors degree from FAU) who have completed 120 credits, which include the WHC Core (General Education requirement), WAC requirements, 45 credits of upper-level work, and their last 30 credits at FAU, have at least a 2.0 overall GPA, and have earned a 2.0 GPA in 15 credits of upper-division work in one discipline. In 2016-17 we presented this option to a few students who had not yet completed their thesis, and they chose to instead complete the thesis to earn their WHC degree, but this is an option that will continue to be made available in the future and has been chosen by two students in the last two years.

#### **Pathway and 4+1 programs:**

In addition, the WHC has several Pathway programs.

**MBA Pathway Program:** The Wilkes Honors College has an arrangement with the College of Business of FAU whereby students who have met all WHC graduation requirements, maintained at least a 3.0 GPA in the last 60 hours of coursework, and achieved a score of 500 or above on the GMAT are guaranteed admission into FAU's MBA program. This guarantee of admission is given only to students who have been full-time WHC students for a minimum of six semesters and who have completed the Core and Concentration in the WHC.

**Education (M.Ed.) Pathway Program:** Students interested in teaching careers can take advantage of the WHC's Education Pathway: Receive a Bachelor of Arts with a concentration in a specific field (Art, Biology, Chemistry, English, Mathematics, Physics, Social Science or Spanish) and then complete a master's degree through the College of Education's M.Ed. Program in Curriculum and Instruction Plus Secondary Education Certification. While at the WHC students receive a concentration in what will be their area of teaching specialization, coordinating with the College of Education to complete specific education courses and a teaching internship as part of their undergraduate coursework. Students then complete

---

<sup>5</sup> Goldmine database SQL query conducted 1/14/2019. We do not know how many students chose to leave before completing their other graduation requirements solely because of the prospect of writing a thesis.

graduate level coursework to receive the M.Ed. Plus Secondary Education Certificate. To accelerate their completion of the Master's degree, WHC students may take some of the M.Ed. Core courses while they are completing their WHC degree.

Qualified WHC students may take advantage of the College of Education's FIAT programs that provide students the opportunity to be a paid instructional intern in a classroom one day a week with a model teacher, or serve as substitute teachers one or two days a week under the direction of a mentor, while at the WHC. Wilkes Honors College students doing the Education (M.Ed.) pathway are advised to take EDF 2005 Introduction to the Teaching Profession (includes 15-hour clinical field component), available online. In addition, some upper level or graduate Education courses may be taken at the Jupiter campus while at the WHC and will count towards the Masters degree.

**Engineering Pathway:** While the WHC does not currently offer degrees in engineering or computer science, students can come to the WHC for their first two years and then transfer seamlessly into the College of Engineering and Computer Science. Students are thus able to take advantage of the WHC's rich offerings and small class sizes in mathematics and the sciences, social sciences, and humanities during their first two years to satisfy core requirements before focusing on their upper-level engineering coursework at the College of Engineering. According to a Memorandum of Agreement between the two Colleges (May 8, 2012), students who have completed all of the WHC's core requirements or their equivalent and who meet the admission requirements of the College of Engineering and Computer Science are permitted to transfer automatically to that college. To declare a major within the College, students need to pass the Pre-professional requirements related to the major. Honors Calculus, Physics, and General Chemistry or their equivalents satisfy the Engineering requirements of Calculus, Physics, and Chemistry for Engineers. Another option that was just approved is a 4+1 combined Bachelors/Masters degree program where students receive their B.A. or B.S. in the WHC and take prerequisite coursework for a Masters Degree while at the WHC, and then receive an M.S. in an additional year through the College of Engineering and Computer Science, in areas such as Bio Engineering.

**Nursing Pathway:** Each year up to three WHC students who meet all College of Nursing requirements and complete their WHC degree are guaranteed admission to the College of Nursing's Accelerated BSN program. The College of Nursing's accelerated program is specifically designed for the student with a baccalaureate degree in another field who wants to become a registered nurse. The accelerated BSN program is an intensive four semesters of full-time academic study. WHC students choosing the Nursing Pathway must plan to complete their WHC degree requirements prior to starting the Nursing program. Students complete 16 credits in the first semester, followed by 16, 15, and 13 credits in the following three semesters all in FAU's nationally acclaimed College of Nursing.

**4+1 BA/MA in History:** Effective Spring 2019, this combined degree program enables outstanding students to graduate with both a Bachelor of Arts with Major in Liberal Arts and Sciences with Concentration in History degree and a Master of Arts with a Major in History degree (B.A./M.A.) in as little as five years. The program is 150 credits (with thesis option) or 156 credits (without thesis option). Students complete 120 credits for the undergraduate degree and 30 credits (thesis option) or 36 credits (non-thesis option) for the graduate degree. Students complete the undergraduate degree first, taking no more than 12 credits of graduate coursework in their senior year, which can be used to satisfy requirements for both degrees.

## 8. Internships and study abroad

The WHC maintains a database of internships for WHC students that includes many internships done by past students at the College; Dr. Monica Maldonado is available to provide guidance, and our website has detailed information about submitting an internship proposal form. Proposal forms must be approved by Dr. Maldonado before the student is permitted to register for internship credit. During their internship, students are required to do related reading and write a paper, which is reviewed by their faculty advisor; and students are evaluated by their on-site internship supervisor. Over 1096 internships have been completed at the WHC since Fall 2003 (when reliable record-keeping began). Many students have completed internships in the sciences at world-class research institutes that share our campus: Scripps Research Institute - Florida (239 since Fall 2006), and the Max Planck Institute for Neuroscience (29 since Summer 2010). FAU has also brought many of their top scientists to this campus in the Jupiter Life Sciences Institute and the newest addition, the Brain Institute.

Numerous internships are also available in the humanities and social sciences. Some examples of current or past internships include: Huckshorn Arboretum, G4S Human Resources, Lauren Bauer Congressional campaign, El Sol, Palm Beach North Chamber of Commerce, United Technologies Corporation, Vero Beach Museum of Art, STEAM Interactive Art Exhibit and Camp, City of Hope, Criminal Justice Commission, 15<sup>th</sup> Judicial Circuit, Florida Power and Light, Florida Resource Center for Women and Children, Girl Scouts of SE Florida, Historical Society of Palm Beach County, Invisible Children, Jewish Adoption and Foster Care Options, Lifetime Fitness, Lighthouse Art Center Museum and School of Art, Martin County State Attorney's Office, Orange County Regional History Center, Palm Beach County Sheriff's Office, Polk Museum of Art, Public Defender's Office of Broward County, Robert Sikes Public Library, UBS Financial Services, Voto Latino, The Washington Center, WorldTeach.

The campus Career Services Director will also be working with Dr. Maldonado to ensure that students are developing their NACE Competencies, which require students becoming purposeful and self-reflective in achieving their learning goals for their internships.<sup>6</sup>

## 9. Pedagogical innovations

The WHC has developed programs that have become models for the University as a whole. For example, the WHC initiated its annual Symposium for Scholarly and Creative Research in 2002, and in 2010 the main campus at Boca began a similar Undergraduate Research Symposium day to showcase undergraduate research.

The WHC has been a leading player in earning the 'research intensive' (RI) designation for many of our courses. This initiative has been guided by WHC faculty member Dr. Julie Earles, and the WHC has thus contributed to FAU's efforts to foster undergraduate research *beyond* the significant contributions made by the WHC faculty in mentoring students' honors theses, which include 70 DIR (directed independent research) courses that are designated as research-intensive across all disciplines.

The Dean of the WHC, Dr. Ellen Goldey, has increased the WHC's engagement in the national dialogue about improving outcomes in "gateway" STEM courses, for the evidence is clear that failure in these courses is the primary reason for students giving up their plan to pursue a STEM-related career. The landmark study by Freeman et al. (2014) is the largest and most comprehensive meta-analysis of undergraduate STEM education published to date, and these researchers found that active learning

---

<sup>6</sup> See the website of the National Association of Colleges and Employers for overview of NACE competencies and assessments. <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>



significantly increases student performance in STEM fields.<sup>7</sup> Therefore, we have begun working towards a faculty development program to engage our entire faculty in considering evidence-based reform initiatives that have been shown to improve outcomes, especially for students from underrepresented groups, first generation students, and less-prepared students.

The new active learning laboratory for Physics and other courses has the potential for a diverse set of laboratory applications and classroom capabilities for undergraduate teaching and learning. Tables and chairs can be easily moved and rotated, thus optimizing the layout for each class that day. This flexibility allows students to interact with each other and with the activity/models at each station, and allows the instructor to serve as “coach” – a role which encourages students to practice their skills, develop and apply their knowledge, and take responsibility for their own learning rather than being passive recipients of lectures, which in more traditional classrooms may fill the entire class period. In this role the professor/instructor is also better-able to track students’ progress.

Six large touchscreen monitors are located at intervals around the room where group work can occur and that can be used to collect, record, visualize, annotate data, and share with other groups in real time. The instructor can utilize his/her onscreen touch system to draw on a “whiteboard,” use a browser, or send files from a USB or the cloud to any, or all, of the screens in the room. Students at any of the mobile tables/workstations can receive materials sent by the instructor as well as collaborate with one another and their instructor by sharing content directly from laptops, tablets, and phones to the screens. This media system is complemented by ample white board space (a full wall) for the students, TAs or instructor to use. For modern physics (e.g., biophysics/computational physics) in particular, along with other high-tech disciplines (e.g., digital and computational art), the interactive classroom opens new doors for introduction of concepts that are difficult to reproduce in a traditional lab.

### 10. Cross-listed courses and other collaborations

The WHC has collaborated with other colleges and Pillars at FAU in several ways. We made several joint hires with Harbor branch Oceanographic Institute, the Brain Institute, and the Jupiter Life Sciences Initiative/College of Science that facilitate interactions among researchers. Several WHC courses are cross-listed with other departments, and WHC students enroll in non-honors courses that are not offered at the College. In addition, a number of students write their theses under the direction of scientists at JSLI, Scripps Research Institute-Florida, and the Max Planck Institute.

### 11. Student profile

The Fall 2017 Profile for the admitted class has a mid-50% range ACT of 27-31, and SAT of 1240-1360 and weighted GPA of 4.11-4.78.

Of the 101 new freshmen FTIC for Fall 2017:

- 15 are First Generation in College
- 90 are Florida residents.
- 64 are female, 37 male
- 21 are classified as “low income.”
- 9 live at home.

Years	% of HC students who receive a Pell
-------	-------------------------------------

<sup>7</sup> Scott Freeman et.al., ‘Active learning increases student performance in science, engineering, and mathematics’, Proceedings of the National Academy of Sciences 111(23):8410-15 (2014).

Fall 2013	31.2%
Fall 2014	32.7%
Fall 2015	30.4%
Fall 2016	31.1%
Fall 2017	33.3%

For all students at the WHC, 52% self-identify as non-white.

## 12. Advising process

At the WHC all academic advising is done by the faculty, and each new student is assigned a faculty advisor when they enter. Advising by faculty has, since its inception, been the College's primary means of academic advising for students. One of the benefits we advertise to prospective students is the attention students receive from the faculty, and faculty advising is a key component to providing that attention. Currently students are initially placed with a faculty advisor based on the information self-provided on their application for admission. Our Director of Academic Support Services receives this information from the Admissions office. If, for example, a new student self-reports Biology we would hope to assign them a biology faculty advisor. Because of our large number of science concentrators (~70%), it has not been possible to assign a biology faculty to all students indicating a desire to major in biology or pre-med. In many cases, science/pre-med students will be advised as freshmen by a humanities or social sciences faculty. Students may change their advisor at any time after the first year by submitting an [on-line form](#). The former advisor need not sign off, and the new advisor is informed that the form has been submitted.

The Director of Academic Support Services, David Flanigan, supports advising through giving presentations to students during pre-orientation and orientation on course requirements, how to navigate through Banner to register, check holds, and answer questions. He conducts degree audits, which are done at about 90 credits and provide students with a color-coded and clear understating of what they have left in order to graduate. He also informs a student and the student's advisor of any potential concerns regarding timely graduation, and he completes a graduation certification of all WHC students. When an advisor or instructor flags a "student of academic concern," he requests an appointment with the student and informing the advisor so that the student gets the encouragement and guidance needed to remain on track to graduate.

In addition, the Associate Dean for Academic Affairs, Dr. Mark Tunick, is available to answer students' advising questions. During orientation week, he also trains advisors during a mandatory meeting, which occurs prior to when advisors meet with their advisees (faculty feedback to the workshop was very positive). He also updates and makes available materials to assist students and advisors in course selection, and he gives a presentation during orientation on academic misconduct and the honor code. He also explains the policies regarding WHC-specific scholarships to students, a set of policies he is tasked with enforcing. Both the Director of Academic Support Services and Associate Dean of Academic Affairs follow up on reports of students due to graduate to ensure obstacles are overcome; do general advising daily; address registration issues; and decide on petitions. The Associate Dean also monitors student registration in courses and contacts students who are less than full time prior to the add/drop deadline. He also notifies students of scholarship opportunities which can be important in retaining students with diminished financial resources.

Since 2014 the WHC has published on-line its four-year Flight Plan for FTICs. In 2016 a separate flight plan was developed to address the needs of transfer students, and it was published online as well. The flight plans are presented to our OWL Orientation leaders (current students) during their training session prior to their interactions with the new incoming class. These flight plans are referred to during Orientation's advising session; faculty advisors are made aware of them during their training session (see

below); and there are several links to them on our website. In 2016-17 we created a [webpage devoted to Advising](#) that is easily found on navigation menus on all our inner webpages. The advising webpage includes links to flight plans and other information to help students select courses and be aware of their graduation requirements. In 2016 a new '[Advising Sheet](#)' was created that also provides succinct information on the most important advice for students in the following categories: non-STEM students, pre-med/STEM students, and transfer (as opposed to FTIC) students, including instructions on advising transfers with AA degrees vs transfers without the AA degree. In addition, a pdf of courses being offered in the current semester that indicates days/times/CRN/instructor/prereqs/co-reqs/core area that the course satisfies/cap/space available is regularly updated during advanced registration and a course notes page is updated with information about new courses added, prereq issues, and so forth ([see link](#)).

We are currently working to automate our Flight Plans (which are more complex than those for first-year students on the main campus because WHC students have more course options in completing the WHC Core than the students completing IFP courses on the main campus) so that they can be added this Spring to FAU's new U-Achieve web portal, which launched in Fall, 2018. This system allows students to develop their plan to graduate in four years by adding courses to a planning document that they would then have approved by their faculty advisor. While their actual course path may change, this structure will continue to ensure that students understand the requirements for a timely graduation.

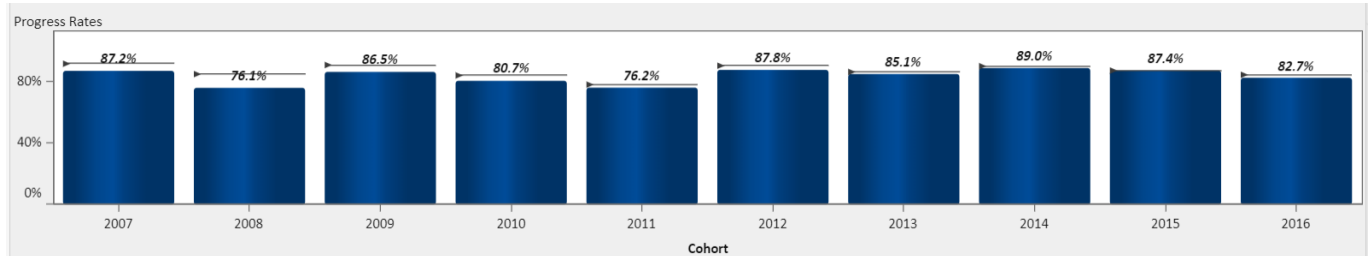
In addition to the Writing Center on the Jupiter Campus, tutoring services are available for students taking key courses. Hours are posted [online](#). The Director of Academic Support Services oversees the application process, seeks faculty recommendations, screens applicants, assists with the hiring process, schedules tutoring hours, and approves tutoring hours in Workday. We offer free tutoring in areas of need based on faculty and student input. The areas we normally cover include math, sciences, economics and foreign languages (others as needed). We have a permanent tutoring room equipped with a computer, Smart Board and white board in the library.

Based on feedback from all constituencies, we have implemented changes in new student Orientation in each of the last three years (2016 – 2018) as we seek to establish the best foundation for our students' success. Relevant to advising are several sessions with the Director of Academic Support Services, who instructs the new students on curricular requirements and how to sign up for courses and the Associate Dean of Academic Affairs, who instructs students on the WHC's Academic Honor Code. A celebratory evening ceremony welcomes our new students and adds gravitas to the importance of the College's Honor Code, as each new student *and* new faculty member adds her/his signature as promise to abide by the Code. New students also dine one evening with their faculty advisors and participate in events such as 'Discussion Cinema' in which a discussion is led by a faculty member following the showing of one of several movie selections. Every student also meet one-on-one with their faculty advisor prior to the start of classes.

Starting in the summer of 2018 the WHC began a pre-orientation program for incoming students called the STAR program, which stands for Summer Transition/Advising/Registration. Confirmed students select one of two choices for one-day pre-orientation sessions where they are advised on academic requirements and Banner, meet with advisors, clear any holds to registration, and register for the classes we know they will need. This ensures that when students meet with their advisor during August Orientation, class schedules may only need adjustment rather than creation. The faculty advisors reported that they were very pleased with this improvement which was implemented for the incoming class for Fall 2018. We also believe that this increases the level of commitment of the student when they have the opportunity to imagine and plan for their upcoming classes, and this strategy has the overall goal of improving retention.

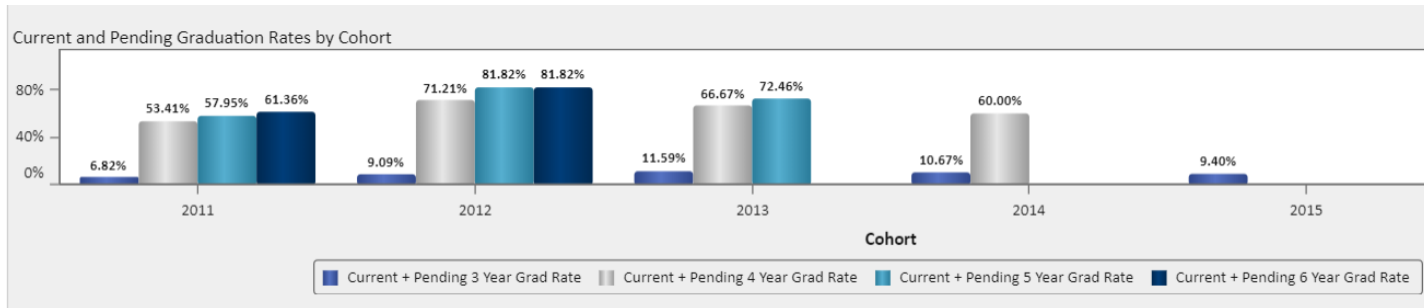
### 13. Retention rates

One of the metrics by which Florida SUS universities are now rated is the retention/persistence rates to the second year of students with a Grade Point Average (GPA) above 2.0 - FL SUS Metric #5). For the Honors College this figure most recently has historically ranged from a low of 76.1% (in 2008) to 89%. The most recent progress rate from Fall 2017 to Fall 2018 for the Honors College (GPA of 2.0) is 83.17%.



Another metric is Graduation rates (6<sup>th</sup> year graduation rates for full-time and part-time First-Time-In-College (FTIC) students - FL SUS Metric #4):

For 2010, the 4 year graduation rate was 70.4% and the 6 year rate was 81.5%.  
 For 2011, the 4 year graduation rate was 53.4%, the 6 year rate was 61.4%.  
 For 2012, the 4 year graduation rate was 71.2% and the 6 year rate was 81.8%.  
 For 2013, the 4 year graduation rate was 66.7% and the 5 year rate was 72.5%.  
 For 2014, the current and pending 4 year graduation rate is 60%.



Source: FAU IEA Dashboards (Performance Metrics, Graduation Rates), accessed 1/11/2019

### 14. Placement rates

About 2/3 of WHC graduates go on to graduate or professional school. The WHC has adopted several strategies and practices to prepare students for such programs. We partner with career planning and placement services and their representatives on the Jupiter campus; and on faculty and staff advisors. In 2016 Dr. Monica Maldonado was appointed Pre-med advisor/coordinator as well as mentor for the Wilkes Medical Scholars, a role that had been previously filled by the Chair of Science and Math, who had left the college for a new position.

Students prepare for graduate and professional schools and careers through faculty mentoring and internships. All of our students are mentored by FAU faculty, most intensively as they prepare and finalize their senior honors thesis or creative project. Every senior presents her/his project at our annual Research Day event in April, and many students present their work at regional and national conferences as well. Nearly 70 research publications in peer-reviewed journals have been co-authored by WHC students in collaboration with their mentors, including those from FAU, Scripps or Max Planck. Our prospective lawyers have the opportunity to engage in undergraduate moot court activities and interact with local area attorneys, and FAU's award-winning Diplomacy program resulted in our students earning [first place](#) in the

2018 national Model United Nations competition in Washington, DC (WHC students represented China, and they earned a first place for their delegation and supported the FAU team overall). Students also take advantage of resources from the office of Student Affairs including Career Planning and Placement services.

A list of all graduate placements is available [online](#), and they include top programs, such as the University of Chicago, Yale, Cal Tech, Georgetown, and MIT. In addition, about 20% of our alumni enter a graduate program at FAU, sometimes taking advantage of accelerated degree programs. When in graduate school, our alumni tell us that they are very well prepared for its rigors. WHC graduates are working in business, education, the health industry, and government, and several have started their own businesses, including non-profit organizations that had their origin in the popular [Social Entrepreneurship class](#).

### **15. Student recruitment**

As noted in section B, a number of important changes have been implemented in student recruitment since 2016. During 2017, FAU admissions underwent dramatic change in the form of hiring an external consultant and adopting new technologies and procedures. During that time, Admissions was under the purview of the Provost and led by a designated team who implemented many of the changes now in place. During that time, the WHC Admission team consisted of only two people, who reported to the WHC Dean, and the Dean and several members of the Cabinet supported the Admissions team on a regular basis during that challenging year. We received approval for a new position, and searched for a Director of Admissions, who was hired (April, 2018). He now has a team which includes an associate director, assistant director, and two young admissions counselors. Each of these team members is now responsible for a region, visiting high schools, contacting prospective students, attending college fairs, and meeting with guidance counselors. The home team also includes an Administrative Assistant and two student workers. Current students also volunteer as WHC Ambassadors, and they regularly give tours and support our Open House and Preview Day events.

As of May, 2018, all Admissions personnel report to the VP of Student Affairs and Enrollment, rather than the Provost. This new structure has led to more involvement of Student Affairs personnel in recruiting events (e.g., Open House)/ Assigned geographic territories now align with those in the Office of Undergraduate Admissions in Boca Raton to encourage ongoing collaboration and the use of resources. Each territory assignment now is to include data-informed goals, targeted travel, and intentional initiatives such as lead and application generation campaigns, relationship building at feeder high schools and identifying high-potential students from underserved schools, relationship building with educational counselors, and outreach to targeted IB schools.

Key initiatives implemented in 2018:

NRCCUA's Application generation campaigns (The National Research Center for College & University Admissions): We will expand the target audience of currently purchased names (seniors) to include a subset of high-achieving students who have expressed an interest in attending a small, residential, liberal arts and sciences college.

New financial aid-leveraging model through Ruffalo-Noel Levitz: Completely revamp the current financial aid awarding model with an effort to maximize the yield of high-merit students through better distribution of support for students with need.

Common App: Implementation of the First Year Common App with an effort to create a secondary source of applications focused towards the WHC of FAU applicant, while supporting and exposing Florida Atlantic University as a whole to additional markets.

### Student review process

In collaboration with the Office of Undergraduate Admissions in Boca Raton, streamline the file review process from “application submission” to “decision,” including the use of automated admissions decisions for those students that clear pre-determined criteria.

All professional staff members in the WHC’s Admissions team are involved in the applicant review process for all non-automated applications (in collaboration with WHC faculty) with an effort to manage the class profile while maximizing enrollment growth (the President has set a Fall 2019 goal of doubling the incoming class of first-year students to the WHC from ~100 to 200 FTIC).

### Communications | Marketing | Public Affairs

In collaboration with internal and external constituents (marketing teams in Boca Raton and Jupiter, Office of Undergraduate Admissions, WHC faculty and staff, NRCCUA, Office of Public Affairs) we have revamped marketing communications and collaterals, including the website, travel and search pieces, event postcards, outgoing letters, and all digital communication. The WHC webpage, while greatly improved, remains a work in progress.

### Building and nurturing a prospective student pool

Collaborate with the *University Honors Program* and the *Scholars Program* to generate and build a recruiting pool that is cumulative, sustainable and supports targeted markets (in Florida and selected out of state territories) while enhancing future recruiting cycles. The process involves collecting leads, and nurturing through ongoing and meaningful communication.

Events: Signature Fall and Spring Open House events, Preview Day, Scholars Day (TBD), presence at “Choose FAU” (a recruiting event at the Boca campus), increased presence at IB schools, having college counselors visit the WHC, and information sessions and yield programs in collaboration with Admissions on the main campus. The two Fall Open House events of 2018 have been the largest in the College’s history, with over 180 students (majority seniors) and their parents/guardians/families attending.

### Monitoring and reporting

Produce a consistent, comprehensive, WHC-specific, weekly report that accounts for (1) year-to-date comparisons, (2) current counts of prospects, applicants, acceptances and deposits, and (3) monthly benchmarks.

### University-wide collaboration

Wilkes Honors College, University Honors Program, Scholars Program and the Office of Undergraduate Admissions supporting each other with non-conflicting initiatives.

## **16. Faculty**

### 16.1 Administrative structure

The WHC is led by the Dean of the College, and the Dean’s Cabinet includes the Associate Dean for Academic Affairs and an Associate Dean for Campus and Community Engagement along with two faculty Chairs, one overseeing the Natural Sciences and Mathematics, and the other covering the Humanities and Social Sciences. Other members of the cabinet include the Director of Student Support Services, the Director of Special Programs, The Business Manager, and the Director of Admissions. All academic units report to the Provost, and the Dean and Cabinet members collaborate regularly with staff members from other units, including admissions, campus life, residence life, financial aid, and

housing who report to the VP of Student Affairs and Enrollment, development officers who report to the VP of Advancement, and marketing and communications, who report to the VP of Public Affairs. Facilities personnel report to the VP of Operations. All VPs are based on FAU’s main campus in Boca Raton.

16.2 Faculty profile (diversity, rank, academic specialties, and mix between full and part-time faculty and how this meets or does not meet department needs)

[Diversity and rank breakdowns are available in Dashboard Indicators, in Appendix B.]

We currently have 41 faculty members. 37 are tenure-line and four are full-time instructors. This yields a student to tenure-line faculty ratio of 11 to 1.

Thirteen of 37 tenure-line faculty are Full professors and 9 are un-tenured.

Of the 37, eleven (11) are in Humanities, thirteen (13) in Natural Sciences/Math, and thirteen (13) are in the Social Sciences. It is IMPORTANT to note that although all faculty are full-time, currently six scientists are shared with other units and/or are assigned more research in their annual assignments and therefore have significantly lower teaching loads than described below.

16.3 Teaching loads

The typical teaching load for HC faculty is a 3-2 course load per year based on three-credit courses. A one course reduction can be earned in the semester subsequent to serving as the primary supervisor of at least four students who complete their senior honors thesis under that faculty members supervision. A few faculty members also receive course reductions for administrative service (e.g., associate deans and chairs) or because they have higher research assignments, which incurs high expectations for extramural funding from NIH, NSF, NOAA, etc. All research-intensive faculty are aware that their teaching loads will increase if they are unable to secure funding over the course of several years.

Again, since six scientists have significantly reduced teaching loads and ~70% of WHC students are pursuing a BS in a STEM field, the need for faculty hires will remain strongest in the sciences as enrollment increases.

The newly announced FAU Max Planck Academy will also stretch our teaching resources. This will be a dual-enrollment opportunity for high-achieving junior and senior high school (HS) students interested in STEM (especially neuroscience), who will be taking their coursework in the WHC. The first class of 50 HS juniors will arrive in 2020, the next year another 50 will join.

16.4 Faculty scholarship and research productivity

The following summarizes research productivity for HC faculty for the previous three years as collected for the Dashboard Indicators.

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>1. Books (including monographs &amp; compositions)</b>	#	5	7	3	3	115
<b>2. Other peer-reviewed publications</b>	#	33	51	37	37	1,485
<b>3. All other publications</b>	#	29	32	13	13	714
<b>4. Presentations at professional meetings or conferences</b>	#	56	63	40	40	1,862

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>5. Productions/Performances/Exhibitions</b>	#	0	4	2	2	285

**Research Proposals and Awards from the Honors College (From Leaders Research Dashboard):**

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 proposal, \$613,850	6 proposals, \$3,765,380	3 proposals, \$692,177	1 proposal, \$10,000	6 proposals, \$3,920,796	10 proposals, \$4,726,727
0 awards	3 awards, \$760,475	3 awards, \$260,723	3 awards, \$414,230	3 awards, \$397,873	4 awards, \$1,110,190

See also Appendix B

16.5 Strategic plan for hires

In the last few years the WHC has made joint hires with other FAU units. Dr. Gregory Macleod, a biologist, is a joint hire with College of Science; Dr. Lucia Carvelli, a neuroscientist, teaches a reduced load and advises theses while being paid by the Brain Institute. Dr. Andia Chaves Fonnegra and Dr. Tracy Mincer are joint hires with the Harbor Branch Oceanographic Institute. We anticipate continuing to take advantage of joint hires to expand our faculty for research and teaching.

In the immediate future the WHC will decide how to best utilize the resources from two recently-vacated positions in literature (one position will be filled with a visiting instructor next year prior to advertising for a new tenure-track replacement), and address curricular needs in all areas due to projected growth in the college (new FTIC, transfers, and dual-enrolled high school students (noted above) [See projections under Section I. Resource Analysis, below]

**16.6. Abbreviated vita for full-time faculty (See Appendix C)**

**D. RESEARCH:**

1. Departmental Dashboard Indicators for Department, Center or Unit faculty  
[See Appendix B]

2. Interdisciplinary efforts and community engagement efforts.

The WHC encourages interdisciplinary work in several ways. The curriculum requires students to take three team-taught ‘critical inquiry seminars’ led by two faculty from different disciplines who both are in the classroom for all sessions; this fosters an exchange of ideas among faculty and helps students explore the intersections of synergies across disciplines, thus breaking down the disciplinary silos that can impede real-world problem-solving.

Some examples of these team-taught, interdisciplinary courses include: Africans in Film, Audubon/Scientific Illustration, Art/Science Data Visualization, Birth of the Cool, Consilience (Biology/Philosophy), Da Vinci, Dostoyevsky’s *Crime and Punishment*, Ethno-mathematics, Hijab: Women Boundaries/Islam, Interdisciplinary Science Seminar, Law and Anthropology, Meaning of



Food, Science Ethics, Racial Segregation and Jim Crow, Social Entrepreneurship, Political Theory and Science Fiction, and World Film: the Other.

As discussed above, recent science faculty hires have been made in collaboration with the JLSI, Brain Institute, and Harbor Branch Oceanographic Institute, which will facilitate interactions between the new faculty and existing faculty at these institutes.

Community engagement efforts are discussed in section E.

### 3. Goals for research and assessment of these goals

Research goals for individual faculty are assessed through annual evaluations; the criteria for which are laid out in the [evaluation guidelines](#). The Chair evaluates the faculty member in her/his area, responding to each faculty member's self-evaluation and based on the evaluation guidelines and each person's annual assignment.

For the faculty as a whole, each year the number of publications, conference presentations, professional service activities, exhibits, grants, and awards is gathered for the Annual program review. This information is then added to the university's Dashboard Indicators. A new set of dashboards has been developed which allow the Deans to compare performance across the colleges and work together to improve in key areas (i.e., the state performance metrics, which determine how the state will allocate funding to the universities in the public system each year). For research, an important metric for improvement for FAU is extramural research funding.

For recent joint hires of science faculty with reduced teaching loads and higher research loads, securing extramural grants for research will be an important basis of assessment.

In its most recent draft of Strategic goals, the Honors College has emphasized increased university-wide recognition of research productivity with the goal of working with the Office of Public Affairs to celebrate the accomplishments of HC faculty. The strategic plan also lists as a goal more non-STEM extramural funding, including securing additional NIH, NSF, NOAA and other funding. To help achieve this goal new protocols for research-initiation awards are being developed. The draft, available upon request from the Associate Dean for Community Engagement, notes that to achieve this goal adequate space and resources will be needed.

## **E. Service and Community Engagement.**

### **1. Community engagement including public service, special projects, service learning, and other services to the community**

The WHC has a unique commitment to authentic engagement with the surrounding community. A second administrative position, Associate Dean for Community Engagement, was created by the new Dean and is filled by Dr. Tim Steigenga.

We define community engagement as collaboration with our surrounding local, regional, and global partners characterized by mutually beneficial exchange and reciprocity. We believe that our students are at their best when they engage in experiential learning through internships, academic service learning, study abroad, and community based research that addresses community-identified needs. We are proud to work with a variety of community partners including The Edna Runner Tutorial Center, The Town of Jupiter, The Abacoa Partnership for Community, Big Brothers, Big Sisters, Americorps VISTA, Jupiter Elementary School, Easterseals Florida, The Lord's Place, The Palm Beach County Food Bank, Quantum House, Urban Youth Impact, El Sol, Jupiter's Neighborhood Resource Center, Mind and Melody, Path to College, and

others. We have a number of unique programs and engage faculty and students with our community partners including:

- a) **The Kenan Social Engagement Scholarship Program:** This program provides scholarships and seed funding to WHC students who learn about social entrepreneurship and write business plans to start their own social enterprises. The program is designed to educate students in the fundamentals of social entrepreneurship; help them develop plans for addressing a pressing social need; and assist them in partnering with nonprofit organizations. Students in the program also complete twenty hours of academic service learning with a select community partner each year. The program has led to the creation of a number of non-profits and businesses in Palm Beach County focused on serving social and environmental purposes.
- b) **Community Engagement Scholarships:** These are scholarships with an explicit internship component that places scholarship recipients in internships with our local non-profit partners. The service-learning internships include up to 180 hours of service learning internship work on site at the local non-profit. The program was piloted at El Sol, Jupiter's Neighborhood Resource Center and has been expanded to Big Brothers, Big Sisters, the Edna Runner Tutorial Center, Mind and Melody, and Path to College. We currently have ten students receiving community engagement scholarships placing them in service-learning internships in the Jupiter community.
- c) **Big Brothers, Big Sisters Mentoring Program:** with the support of a 1-year Americorps VISTA grant we served as a subsite for a VISTA to set up a mentoring program at Jupiter Elementary School. We partner with Big Brothers, Big Sisters to provide one-on-one mentoring sessions connecting WHC students with grade school students at Jupiter Elementary.
- d) **Service Learning Internships:** All students at the WCH are required to participate in either an internship or a study abroad program. Due to costs, most students opt for the internship options. To enhance the experience and educational outcomes for these internships, we require an academic component (academic journal articles, books, or other readings), genuine critical reflection (in the form of a reflection essay integrating academic sources with their internship experience), and purposeful service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.

Beyond these programs, our faculty engage in a variety of other public service and community engagement activities including (but not limited to) the following examples from 2018:

Service on the board of El Sol, Jupiter's Neighborhood Resource Center

Advisory board member, Healthier Jupiter Initiative

Abacoa Partnership for Community member

Service on the board of Corn-Maya Inc.

Presenting on immigration issues at local gated communities

Service on the Education Committee of the Loggerhead Marine Life Center

Multiple presentations by WHC faculty at the Osher LLI

Presentation at West Palm Beach library on civil rights

Identification of fishes for Tampa Bay Aquarium.

Talk on scrub ecology for Oslo Riverfront Conservation Area volunteers, Vero Beach.

Florida Native Plant Society, Science Committee reviewing grant proposals for research fund from FNPS.

Providing various marine specimens to Peabody Museum at Yale University.

Speaking at Summer Science Camp in Sebastian, FL  
Presentation at Science Friday at Loxahatchee River District Wildpine Labs

## **2. Part III of the Departmental Dashboard Indicators for Department, Center or Unit**

See Appendix B.

## **3. Goals for Service and assessment of these goals**

Our goals are assessment plans for community engagement are being coordinated with the FAU Office for community engagement. These goals are less about expansion of current activities than they are about documentation of current activities, assessing the impact of those activities, and gaining community perspectives on how we can be more effective moving forward. As the university engages in applying for Carnegie Community Engagement classification, we will be collecting surveys measuring faculty attitudes about and participation in community engagement as well as community partner perceptions and evaluation of college engagement and impact in the community to establish baselines for future assessment.

1. Community engagement including public service, special projects, service learning, and other services to the community

2. Part III of the Departmental Dashboard Indicators for Department, Center or Unit (See Appendix B)

3. Goals for Service and assessment of these goals

The goals for service are to be equitable and to ensure that junior faculty working towards tenure are not overburdened while every faculty contributes their fair share to college and university service. As each College at FAU must provide representatives for numerous university committees, and the WHC has fewer faculty than most other colleges within FAU, filling positions for all of these committees can be challenging, but our faculty have been generous with their time.

There is currently no formal means of assessing a faculty's service on college committees. Committee chairs are encouraged to take minutes that includes a roll of meeting attendance, and to convey to chairs relevant information regarding member contributions.

## **F. Other Program Goals.**

### **Strategic planning at the WHC**

In 2016-2017, an inclusive strategic planning process involved faculty, staff, students, alumni, and Advisory Council members. The result was a comprehensive Strategic Plan for the WHC through 2025, which includes strategies to achieve the president's ambitious goals for enrollment growth of the College.

### **The WHC Strategic Plan's goals include:**

1. Work with FAU's Division of Public Affairs to improve the WHC's online presence, strengthen the WHC visual identity and brand recognition, and market the College to target audiences.
2. Increase enrollment to 800 students by 2025, and further enhance the diversity of our student body.
3. Grow the size and diversity of the WHC faculty to retain a student-to-faculty ratio of  $\leq 14:1$  and better reflect the diversity of our students and our region.
4. Increase student life staff and administrative support services in keeping with enrollment growth on the FAU Jupiter Campus.

5. Innovate curricular and co-curricular programs to meet and surpass national standards of excellence.
6. Restructure, reallocate, build, maintain, and beautify facility space on FAU's Jupiter campus to support program improvements and accommodate increased numbers of students, faculty, and staff.
7. Increase student scholarships, capital improvements and endowed professorships through raising funds from philanthropic sources.
8. Increase extramural funding for research.

**The following details progress on the goals of the WHC Strategic Plan:**

*1. Raise awareness and reputation of the WHC:*

- Following a substantial vetting process, Public University Honors, an independent organization which using attributes identified by the National Collegiate Honors Council, awarded the WHC their highest rating, five mortarboards. Among the 50 honors colleges rated in 2018, only six other honors colleges, including those at Penn State and Arizona State, received the top rating.<sup>8</sup> This is the first time the WHC has been rated by any organization in the college's 19-year history.
- Worked with FAU's Office of Public Affairs on publicity for the college, including admissions view book, recruiting and fundraising videos, digital marketing campaign, and new college and faculty web pages (in progress).
- Partnered with local PR experts (including new members of the Deans Advisory Council) to gain significant exposure in the local market (e.g., Palm Beach Illustrated magazine and local television).

*2. Strengthen Admissions and Enrollment:*

- Secured university approval in 2017 to grow and professionalize the WHC Admissions team, which at the time consisted of just two members. A successful national search in 2017 secured an excellent new Director of Admissions (April, 2018), who has built a strong, five-person team with clearly defined goals and responsibilities.
- Joined the Common Application in August 2018, so students may apply directly to the college.
- Working with the firm Ruffalo Noel Levitz to maximize return on investment of merit- and need-based scholarship aid for 2019.
- Increased reciprocity between main-campus and WHC admissions teams, including improved training of main campus recruiters to accurately and actively promote the WHC.
- Refined Open House and Scholars Day programs.
- Have scheduled a fly-in for guidance counselors to provide overview and tours.
- Key personnel assigned to provide VIP recruiting for National Merit finalists and Wilkes Medical Scholars (who are also accepted to the FAU College of Medicine).

---

<sup>8</sup> A full account of the rating system and list of schools can be found in the book *Inside Honors 2018-2019*. The book's editor, John Willingham, also describes the WHC on his blog at <http://publicuniversityhonors.com/?s=wilkes+honors>.

### 3. *Increase diversity of the WHC faculty and staff:*

- Filled eight (8) tenure-track faculty positions in philosophy, genetics, neuroscience, marine biology, physics, art, and English literature, one instructor position (Spanish), and two visiting assistant professor positions (biology, philosophy), six of whom are women, and five are naturalized US citizens, including three who are Hispanic.
- Diversified administrative cabinet members to now include a Dominican Admissions Director and African American Budget Manager.
- Coordinated two, first-ever, joint faculty hires with FAU's Harbor Branch Oceanographic Institute, located 50 miles north.
- Dean is helping to lead the NSF-funded ADVANCE program at FAU aimed at recruiting and retaining more women and minority faculty members, developing leaders on the WHC faculty, and instituting mandatory training for search committee chairs and members to mitigate implicit bias in faculty and staff searches and evaluation.

### 4. *Appropriate staffing by the University to help achieve WHC goals*

- There has been a lot of turnover in Student Affairs staff on the Jupiter campus this past year, so hopefully those issues will be resolved so that our students have good support in housing and campus life.

### 5. *Innovate programs*

- Hosted (2017 and 2018, respectively) retreats for STEM faculty to embed research into coursework. Planning is underway among those faculty members to revise introductory and advanced courses.
- Maintain and strengthen ties with campus partners Scripps Research Institute – Florida, Max Planck Institute for Neuroscience, and FAU's Brain Institute to maintain and grow undergraduate research opportunities (~ 70 WHC undergraduate interns annually).
- Growing marine and coastal sciences programs with stronger ties to FAU's Harbor Branch Oceanographic Institute (a.k.a., two newest hires have joint positions in WHC and HBOI).
- Celebrating our success in undergraduate research (all seniors complete a mentored honors thesis); especially through our annual, day-long research symposium.
- Working closely with career services staff to help students plan life after college.
- Moot Court team performed well at regional competition and Model United Nations team received first place (!) at national competition (2018).

### 7. *Increase philanthropic giving:*

- Collaborate with Advancement team on prospect development, events, and capital campaign planning leading up to our 20<sup>th</sup> Anniversary year, 2019-2020.
- Raised over \$400K in expendable and endowed scholarship dollars, mostly from new donors. Nearing goal to receive \$500K matching give from Kenan Charitable Trust.
- Several new endowed scholarship funds have been established (each ≥ \$25K).
- Expanded the Dean's Advisory Council, a group of influential and philanthropic volunteers from the broader community, and focused their work on strategic initiatives, including 20<sup>th</sup> celebrations.
- Established annual Benefactors Dinner to honor existing donors and inspire prospective donors.
- Established the college's first alumni organization to inspire our 1000+ alumni to reconnect and give back to their alma mater.

## 8. Grant & research productivity, teaching excellence, and student success

- Science faculty members submitted eight proposals to NIH (for \$4.M) and secured four awards totaling \$1.1M.
- Initiated internal research-stimulus grant program for faculty of all disciplines (award ≤ \$5K).
- College has secured FAU Tech Fee grants to equip classrooms, offices, and labs with new technologies as well as an FAU Master Teacher grant for faculty pedagogical development.

---

In addition, we have worked to establish and maintain a collaborative, creative, and inclusive culture among our students, our faculty & staff in the college, and build supportive relationships across the university (the latter is often among the most challenging tasks). To build trust with Cabinet members, we meet twice monthly with the eight-members to review progress, share ideas, and set goals. The Dean initiated monthly forum for open dialogue with WHC faculty and staff. The Dean remains connected and available to faculty, staff, and students through sharing lunch in the Dining Hall, ‘open-door’ policy, attending student meetings and events, and speaking at events as invited.

We also organized two workshops; one for students and one for faculty and staff, promoting pluralism across lines of religious, ethnic, and racial differences. Led by expert from Chicago-based Interfaith Youth Core (IFYC).

### Work at the University level is also underway to pursue shared goals across the units

- Cabinet members are now familiar with the State University System (SUS) performance metrics (set by the Board of Governors) and WHC’s leadership at FAU in student retention, graduation, and graduate & professional school placement.
- The Dean has worked with the other eleven university deans to reach shared goals to advance FAU in SUS performance metrics, which determines how much state funding FAU is allocated. This work includes collaborative presentations to the President, VPs, and Trustees.
- As requested by the new Provost, leading planning efforts among all FAU Deans to identify programs (e.g., Data Science) to maximize enrollment on FAU’s Jupiter campus.
- Preparing for the opening of the new FAU-Max Planck charter “STEM” high school which will open on the Jupiter campus in 2020. These students will be dual-enrolled in the WHC.

More strategies to help meet goals include:

- \* Continue to develop opportunities for students interested in business and Engineering and computer science to take advantage of the WHC curriculum, including pathways or combined degrees.
- \* Implement RNL Consulting recommendations for allocating scholarships more efficiently, reducing the merit component for top students with no financial need, and increasing the need component, on the data-driven premise that students without need are less price sensitive, and that yield can be increased most by providing additional need-based funds to strong students who’s expected financial contribution is too large to qualify for a Pell but not high enough to cover expenses.
- \* Improve student retention. The 4 and 6-year retention rates of the WHC are substantially higher than at the main FAU campus, and are comparable with other public liberal arts and sciences colleges such as New College.

At the WHC, the 4 year graduation rate has been just over 70% for the years 2010 and 2012; and the 6 year rate was 81.5% for 2010; the 5 year rate for 2012 was 81.8%. At New College, another public liberal arts college in Florida, the 6 year graduation rate for the 2009 entering class was 69.5%.

One would expect lower graduation rates at a public university compared to a private one because more

students at public universities face financial challenges. Nevertheless, the WHC aspires to improve its retention rates so that they approach and match those at top-tier private liberal arts and science colleges.

- \* Innovate Curricular and Co-Curricular Programs. We can embed authentic research into laboratory courses, beginning in the students' first year; bring together scientists from the WHC, JLSI, Brain Institute, CMBB, Harbor Branch, Scripps, and Max Planck, to develop multi-week, research modules, drawn from research topics and animal models from their own labs, to embed into coursework, so that all of our undergraduates have the opportunity to contribute to transformative research; add laboratory components to all core science courses, including Genetics and Cell Biology, to better prepare WHC students for research internships and graduate study; hire an additional lab coordinator to support this work; identify and equip space to accommodate these laboratories; provide on-campus programs for professional development in undergraduate teaching and learning; offer workshops on evidence-based pedagogy, developing students' metacognitive and learning strategies, course-embedded research, course planning, and other topics; include facilitators from within and beyond FAU; open workshops to all FAU faculty as well as scientists, post-docs and grad students from FAU, Scripps, Max Planck, HBOI, and faculty in PBSC honors.
- \* Meet the increasing need for internships: As we grow to 800, more students will need internships to satisfy their non-classroom learning experience requirement. We will need to work with Scripps, Max Planck, HBOI, JLSI, and the Brain Institute, and local technology companies to maximize the number of local internships; advise and support students to apply for off-campus summer science research opportunities (i.e., NSF-REU, AAMC, etc.); and work with local and national businesses, governmental, and non-profit organizations to maximize the number of available internships for students from all disciplines.

## **G. Strengths and opportunities that support achievement of program goals.**

1. Since its inception 19 years ago, WHC has built a remarkable faculty, whose members engage in cutting edge scholarship while being thoroughly dedicated and effective teachers. Although the class sizes may be smaller than those on the main campus, our faculty has the same high expectations for scholarly productivity, with the additional responsibility offering honors courses (i.e., those that require substantial reading, assigned papers, essay exams, and discussion), senior thesis supervision, team-taught courses, Directed Independent Study courses (typically not counted in one's course load), and service (every faculty member serves on more than one WHC committee along with service to the greater FAU and local community). Recent hires of new faculty, particularly in the sciences, adds valuable research opportunities and thesis advising for students, and provides some additional course coverage (although lower teaching loads), as well.
2. Collaborations with College of Science, Jupiter Life Science Initiative, the Brain Institute, Harbor Branch Oceanographic Institute, the College of Arts and Letters, College of Business, and the College of Engineering and Computer Science. In particular, we have just completed, or are in the process of finalizing, a number of combined degree programs: History 4+1 BA/MA combined degree; and College of Engineering and Computer Science 4+1 BA or BS/MS combined degree programs in 6 distinct areas including Bio Engineering and Data Analytics. Data Science may be another major focus for collaboration across the colleges that may find its main home on the Jupiter campus. Discussions with College of Business are in the works that may lead to greater access for our students to courses needed to complete a Business concentration. This will likely lead to more students enrolling in the WHC.
3. The WHC is taking part in retention efforts being implemented throughout FAU such as reworking 'flight plans' to ensure students know what they need to do in order to graduate on time, and offering a Bachelor of General Studies degree to those who have 120 credit hours but have not completed their thesis or concentration requirements.

4. The WHC has access to Latin American Caribbean out-of-state waivers that allow students from certain countries to pay in-state tuition. This provides an opportunity to increase enrollment of international students.

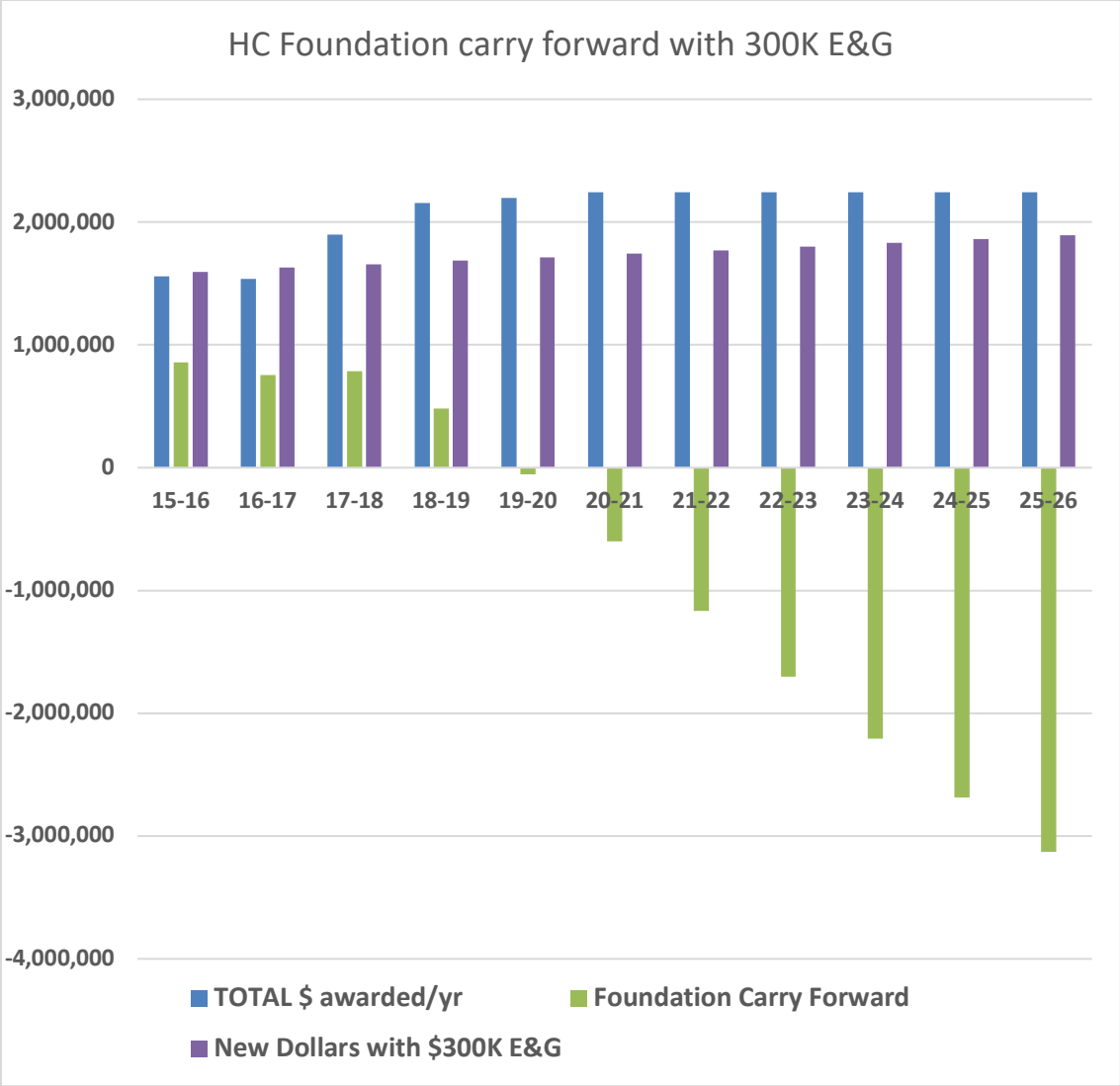
5. Significant endowment: The WHC endowment is over \$30 million (corpus), plus \$8 million in earnings, generating over \$1.3 millions a year for use in student scholarships. If we are able to implement RNL recommendations by targeting scholarship dollars more efficiently to those whose yield is most sensitive to their award level, we should be able to maintain and even slightly increase enrollment with no significant increase in endowment. However, to increase the class size to 800, we will need substantial additions to our endowment as well as expendable scholarship donations.

6. A new budget model proposed by the Provost may allow the WHC to grow its faculty based on the increase in tuition revenue as we grow enrollment.

#### **H. Weaknesses and threats that impede program progress.**

1. We will need sufficient scholarship dollars to attract strong students and meet growth goals. The following chart shows total scholarship dollars awarded annually (blue) and foundation awards received that year (purple), and Foundation carry forward (in green), and assumes new class sizes of 150 per year with a retention of .9% annually. Even in this no growth model we will use up our foundation carry forward dollars in a few years, meaning we will have to decrease the awards we offer. The new RNL recommendations referred to above rely on FAU being able to provide need-based awards to supplement our merit awards; if those need-based dollars are not provided, growth may be impeded. It is particularly important that we increase the scholarships for new students. While recent acquisition of funds have enabled current students to receive supplements that are 'stacked on top of' their current scholarships, as we seek to double our growth it is imperative that we obtain funds to enable awarding new scholarships for first-time-in-college (FTIC) students.





Assumes incoming class of 150 with retention of 90% annually.

2. Ensuring sufficient faculty and staff to meet the needs (courses, thesis mentoring, advising, etc.) of increased enrollment growth. In the short term, it is likely that we will have to rely on an increased number of adjuncts because we must demonstrate growth in advance of establishing the need for new faculty positions. In the longer term, we would like to continue increase the racial and ethnic diversity of our faculty as we grow.

3. As important as it will be to add to our faculty ranks, it is equally important to retain our existing faculty with fair and competitive salaries. For many of our faculty members, wages are well below the averages for public universities published in the Chronicle of Higher Education (Almanac edition) and for the southeast region as published in the annual faculty salary comparison published each year by Oklahoma State University researchers.

4. Our teaching classrooms and laboratories should be well-equipped; spaces should reflect implementation of research on how students learn (e.g., active learning). We have installed our first high-tech active learning lab and faculty are attending training to learn how to implement new pedagogical strategies that

may best use of the new room.

5. Research spaces should be adequate for faculty to pursue their particular area of scholarship and mentor undergraduate researchers toward successful completion of their required honors/senior thesis. We must ensure that incoming faculty hires have the appropriate lab space, start-up funding, and access to core facilities to be successful in their research, including securing extramural funding.

6. We hope to continue to diversify our student body to better reflect the cultural, racial, and ethnic diversity of our state and the world. We also seek to increase the number of first generation and Pell-eligible students. Currently, 52% of students identify as non-white and 38% of students are male. See table below of 5-year trend for Fall semesters at the WHC, from IEA interactive reporting:

College = Honors College						
		<u>Semester</u>				
		<b>Fall, 2014</b>	<b>Fall, 2015</b>	<b>Fall, 2016</b>	<b>Fall, 2017</b>	<b>% (for F17)</b>
		#	#	#	#	
<u>Ethnicity (2010 and beyond)</u>	<u>Gender</u>					
<b>Asian</b>	<b>Female</b>	15	25	28	26	
	<b>Male</b>	9	14	15	16	
	<b>Total</b>	<b>24</b>	<b>39</b>	<b>43</b>	<b>42</b>	9.6%
<b>Black or African American</b>	<u>Gender</u>					
	<b>Female</b>	14	14	17	24	
	<b>Male</b>	7	8	11	11	
<b>Total</b>	<b>21</b>	<b>22</b>	<b>28</b>	<b>35</b>	8.0%	
<b>Hispanic or Latino</b>	<u>Gender</u>					
	<b>Female</b>	29	43	51	57	
	<b>Male</b>	20	34	40	44	
<b>Total</b>	<b>49</b>	<b>77</b>	<b>91</b>	<b>101</b>	23.0%	
<b>American Indian or Alaska Native</b>	<u>Gender</u>					
	<b>Female</b>	1	1	1	1	
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	0.2%
<b>Two or more races</b>	<u>Gender</u>					
	<b>Female</b>	12	10	12	14	
	<b>Male</b>	8	11	10	11	
<b>Total</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>25</b>	5.7%	
<b>Nonresident alien</b>	<u>Gender</u>					
	<b>Female</b>	3	4	5	12	
	<b>Male</b>	2	3	4	8	
<b>Total</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>20</b>	4.6%	
<b>Native Hawaiian or Pacific Islander</b>	<u>Gender</u>					
	<b>Female</b>	.	.	1	1	
	<b>Male</b>	1	1	1	1	
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	0.5%	

<b>White</b>	<u>Gender</u>					
	<b>Female</b>	121	131	126	132	
	<b>Male</b>	85	92	97	77	
	<b>Total</b>	<b>206</b>	<b>223</b>	<b>223</b>	<b>209</b>	47.6%
<b>Race and ethnicity unknown</b>	<u>Gender</u>					
	<b>Female</b>	3	3	5	3	
	<b>Male</b>	2	2	.	1	
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	0.9%
<b>Total</b>	<u>Gender</u>					
	<b>Female</b>	198	231	246	270	61.5%
	<b>Male</b>	134	165	178	169	38.5%
	<b>Total</b>	<b>332</b>	<b>396</b>	<b>424</b>	<b>439</b>	

7. It will be a challenge growing from 430 to 800 students by 2025, but we are making progress. We now have a new Director of Admissions and new admissions recruiters, as well as now being a part of the Common Application (see the discussion above of Admissions recruiting efforts). The newly announced FAU-Max Planck Academy high school will significantly grow enrollment (adding 50 HS juniors and 50 HS seniors), but these students will not pay tuition. Therefore, the Academy is both an exciting opportunity and a financial challenge.

8. Faculty recommendations; a number of faculty were interviewed for their input for this self study. A summary of their comments is listed below.

a) Increase recognition of faculty achievements across the divisions. The faculty recognizes that the cutting-edge research being done by the JLSI and Brain Institute, and the collaborations with Max Planck, Scripps, and Harbor Branch have led to valuable opportunities for our students to do research and learn from leading scientists. This makes the WHC more competitive as a college and helps our students to succeed in their future careers. However, accomplished scholars in science, humanities, and social science, who are not directly linked to these research institutes, feel increasingly marginalized. Faculty in each division have expressed feelings of not being as valued as those who bring in NIH dollars, and this is especially true for humanities and social science faculty. To improve morale and retain our excellent scholars, one recommendation is to ensure that the FAU Division of Research magazine showcases the research from all three divisions. For the WHC in particular, faculty would like to see the success stories of faculty in the humanities and social sciences publicized more and highlighted on our webpage. This may help attract more humanities and social science students to the college.

b) Raise salaries -- first to those faculty who suffer the most from compression in faculty salaries (i.e., typically those who have been at the college for  $\geq 10$  yrs. Of course salary increases at FAU are governed by the Collective Bargaining Agreement, which constrains our flexibility to some degree.

b) Offer prizes for student writing and publicize the recipients. A step in the right direction for increasing the recognition of the humanities at the WHC is the new Writer in Residence Program, headed up by Dr. Luria, which provides funding for a student to write and publish a piece of creative writing. In addition to this initiative, we recommend establishment of a prize for best *research-based* writing in each division, humanities, social science, and natural science, thus highlighting equally undergraduate achievements in each of these areas.

c) Provide funds to stimulate and support faculty research in the humanities and social sciences. The Research Initiation Grant (RIG) program will provide nominal in-house funding ( $\leq 5K$ ), which faculty would apply for in support of their research. The expectation is that this seed funding will lead to seeking

and securing extramural grant funding beyond the sciences.

d) Establish a procedure for faculty to request course releases to work on research or apply for grants. Faculty need support for research in terms of funds, but also time.

e) Publicize achievements of our students and faculty across all three divisions (humanities/arts, social sciences, and natural sciences). We hope that this will improve now that Public affairs has hired two additional staff members (Dec/Jan 2018), one of whom will be responsible for pushing news of WHC students and faculty to celebrate their accomplishments (awards, publications, etc.).

f) Further encourage targeted recruiting of humanities and social science students in addition to STEM students.

g) Increase support and opportunities for study abroad, including grants for students. Study abroad experience is often transformative for students and has led to honors theses (e.g., thesis on Spanish Civil War memoirs inspired by study abroad in Spain led by Dr. Cañete Quesada, and a history thesis based on research conducted in the British National Archives in London, led by Dr. Lemeh and Dr. Sourgen. It was recommended that we document and publicize student achievements that come out of study abroad programs.

h) Improve the FAU IACUC review process to make it more responsive to the needs of our WHC and College of Science scientists who use cave fish and zebra fish as model organisms for the study of evolution and neuroscience vertebrate animals (the current process is leading to long delays for this core group of faculty).

6. Raise the national reputation of the WHC (and FAU) and facilitate networking after graduation. While the WHC offers the intimacy and excellence of a private liberal arts college, we lack the reputation and networking opportunities available at private colleges. The alumni social held in Spring 2017 (following the Open House on the same date) was a wonderful opportunity to reconnect with our alumni who are engaged in successful careers in law, foreign service, environmental agencies, scientific research and academic administration. Two members of the Dean's Advisory Council are WHC alumni, and they have spearheaded the work of creating an alumni network. However, the WHC needs a point person for overseeing alumni affairs and working with the Boca-based alumni office. One recommendation is to appoint a person to keep track of alumni achievements, make the Spring 2017 social an annual event, and publicize the achievements, including where they go to professional and graduate schools (e.g., Yale, Columbia, Vanderbilt) and where they are working jobs (e.g., U.S. State Department, Johns Hopkins, Oxford University Press). One suggestion is to create a position for a recent graduate to work as director of alumni affairs.

#### **I. Resource analysis.** Sufficiency of resources to meet program goals.

To grow to 800 from 430 by 2025, we will need additional faculty hires, classroom and lab space, and scholarship dollars, as well as staff for advising, admissions, and student support on this campus. More specifically, there is a need to:

1) Increase Student and Administrative Support Services: As student enrollment and faculty numbers grow in the WHC and on the John D. MacArthur campus, it is important to plan the programming and staffing to ensure the well-being and success of all members of our campus community. We must coordinate with the Vice President of Student Affairs and FAU Jupiter Campus Student Life staff to plan for the impact of enrollment growth on student activities, career planning and placement, counseling, and other services vital to the well-being and success of our students. We must coordinate with the Dean of Undergraduate Studies on academic support services to accommodate the need for additional advisors and student tutors.

2) Re-allocate Space and Make Capital Improvements: To situate the WHC as the nation’s premier public honors college and attract top students from a broader geographic reach, we will need to improve, reassign, and expand campus facilities, both non-academic and academic. This will require coordination and collaboration across several units at FAU, including finance, research, student affairs, administrative affairs, and academic affairs. Non-academic campus improvements will enrich the life of all campus constituencies, including our partners at Scripps and Max Planck.

3) Provide office, lab, and/or studio space for additional faculty and staff hires: state-of-the-art research spaces for existing and new science faculty and their student interns in the RF and RE buildings and/or a new science building will be needed. We also need to ensure that adequate studio space is available for Arts faculty. We will need to build a residence hall to accommodate growth in enrollment and increased numbers of out-of-state and international students.

4) Increase Philanthropic Investment in the WHC: Meeting the growth goals of the WHC’s Race to Excellence will require fundraising from philanthropic sources to support increased student scholarships (endowed and expendable, and in particular, non-stackable awards to offer to larger incoming classes), endowed professorships to grow the faculty, and funds for capital improvements. Therefore, the Dean and other campus leaders will need to work in close partnership with the Office of Advancement, especially the Director of Development for the MacArthur Campus.

The follow budget projections were originally developed in response to a request from the President to estimate resources we would need to grow to 1000 by 2025. The projections for needed resources through 2021 (when we would reach approximately 800) provides a rough approximation of the resources we will need to reach a class of 800 along with 35-50 FAU High School students.

	2018	2019	2020	Sum mer 2020	2021
<i>Percentage Growth Rate (Total Enrollment WHC + HS)</i>		23.4%	25.5%	<b>Teaching Lab Construction Completed</b>	24.7%
WHC New Students (FTIC) + 50 HS Students 2023-2025	105	200	240		260
<b>WHC Enrollment (FTIC &amp; Transfers)</b>	<b>435</b>	<b>537</b>	<b>674</b>		<b>791</b>
HS Students (Starting 2019 in WHC Classes)			0		50
<b>Total Enrollment WHC + HS Students</b>	<b>435</b>	<b>537</b>	<b>674</b>		<b>841</b>
% of Students (Instate)	99.0%	95.0%	90.0%		80.0%
% of Students (Outstate)	1.0%	5.0%	10.0%		20.0%
Revenue (Instate)	\$ 1,873,328	\$ 2,219,153	\$ 2,639,493		\$ 2,751,097
Revenue (Outstate)	\$ 83,520	\$ 515,520	\$ 1,294,464		\$ 3,035,693

<b>TOTAL REVENUE</b>	<b>\$ 1,956,848</b>	<b>\$ 2,734,673</b>	<b>\$ 3,933,957</b>		<b>\$ 5,786,789</b>
<b>Endowment Funds to Raise</b>	<b>\$ 7,034,483</b>	<b>\$ 9,462,069</b>	<b>\$ 8,023,793</b>		<b>\$ 8,252,069</b>
<b>Scholarships Required (Foundation)</b>	<b>\$ 1,300,000</b>	<b>\$ 1,604,828</b>	<b>\$ 2,014,851</b>		<b>\$ 2,362,548</b>
<b>Total Endowment Required</b>	<b>\$ 30,000,000</b>	<b>\$ 37,034,483</b>	<b>\$ 46,496,552</b>		<b>\$ 54,520,345</b>
Faculty Searches (WHC only 2017-19) (14:1)	8	7	8		12
<b>Total Faculty WHC</b>	<b>37</b>	<b>45</b>	<b>52</b>		<b>60</b>
Staff WHC Hires	7	4	2		5
Faculty Salary WHC (F&B included) Additional Budget	\$ 596,486	\$ 591,336	\$ 714,020		\$ 1,070,190
Staff Salary WHC (F&B included) Additional Budget	\$ 367,290	\$ 291,184	\$ 132,250		\$ 251,275
Admissions (Non-Salary) Additional Budget	\$ 110,000	\$ 25,793	\$ 28,104		\$ 27,140
Scholarships (E&G) (Non-Salary) Additional Budget	\$ 300,000	\$ 70,345	\$ 76,648		\$ 51,770
HC Additional Budget Request	\$ 1,373,776	\$ 978,658	\$ 951,022		\$ 1,400,375
<b>Honors College Total Budget Projections</b>	<b>\$ 4,500,000</b>	<b>\$ 5,873,776</b>	<b>\$ 6,852,434</b>		<b>\$ 7,803,456</b>
<i>Start-Up Funds NON-RECURRING (Non-Salary) Additional Budget</i>	<i>\$ 1,015,000</i>	<i>\$ 820,000</i>	<i>\$ 825,000</i>		<i>\$ 60,000</i>
<i>Net Profit/Loss</i>	<i>\$ (2,543,153)</i>	<i>\$ (3,139,104)</i>	<i>\$ (2,918,477)</i>		<i>\$ (2,016,666)</i>

**J. Future Direction.**

**1. Anticipated changes**

A. We anticipate growth from 430 to 800 by 2025, which will include up to 100 FAU-Max Planck Academy High school students (50 HS juniors and 50 HS Seniors who will be dual-enrolled). We hope to grow international student enrollment to 20% of WHC total and increase out-of-state enrollment to help generate revenue that will help us to hire new faculty needed to sustain quality as we grow.

B. Increased collaboration and use of shared faculty. In order to meet needs for increased faculty we will ensure that all faculty hires support FAU's strategic platforms and pillars and we will collaborate on joint hires with the other FAU Deans, Directors of the Brain Institute and Harbor Branch Pillars, and Directors of the Jupiter Life Sciences Initiative and the Center for Molecular Biology and Biotechnology. We will also collaborate with the Provost and other FAU Deans on reassignment of select faculty to the WHC, expand the number of on-campus scientists from College of Science, MPFI and Scripps, and nearby HBOI serving as regular adjunct and affiliate faculty of the WHC.

But even as we grow in STEM areas, we are fully committed to our mission of providing a well-balanced liberal arts and sciences education, and hires in humanities and social sciences will also be required.

## **2. Three to five broad questions for the review team to answer with respect to a unit's current state and aspirations**

1. What suggestions do you have for increasing the national awareness and reputation of our program?
2. What recommendations do you have to assess (at the course and program level) and continuously improve our program?
3. What are your impressions as to the feasibility and methods by which we hope to achieve our goal of reaching an enrollment of 800 by 2025?
4. Would you consider the WHC's existing graduation/retention rates and efforts successful, and what improvements can you envision?
5. What do you consider the major impediments to our future success and what recommendations do you have for overcoming them?

## **K. Student feedback regarding programs.**

The most recently available results for FAU's student satisfaction survey is 2012-13. However there is a recent National Survey of Student Engagement (NSSE) Report of 2017 and a Noel Levitz Student Satisfaction Inventory from Spring 2017.

The Noel Levitz report is available in Appendix D. While it refers to Jupiter campus students, it was primarily administered to WHC students. It shows higher than average satisfaction regarding security and safety, faculty accessibility/knowledge/concern with students, services on campus, commitment to academic excellence, and being made to feel welcome. Lower satisfaction than a comparison group was indicated regarding variety of food in the dining hall, weekend activities, accessibility to athletic programs, bookstore (there is no permanent bookstore on campus), conflicts when registering for courses, adequacy of financial aid, and reasonability of billing policies.

2017 NSSE Survey results summary of selected items (The complete report is [online](#).)  
(44 respondents from the WHC; 1,892 at FAU total)

Asks questions in class very often: 47.7% (HC) vs 31% FAU

Never attended a play or art exhibit while at college: 27% (HC) vs 58% FAU  
Talk to faculty outside of class very often: 16.7% (HC) vs 8.1% FAU  
Never talk to faculty outside of class: 19% (HC) vs. 37.1% (FAU)  
Interact with diverse groups very often: 54% (HC) vs. 46.9% (FAU)  
Never interact with diverse groups: 2.7% (HC) vs 6.1% (FAU)  
Challenged to do their best work:  
    Not at all: 0% (HC)  
    6-7 (7 being highest): 62% (HC) vs 51% (FAU)  
Learning outside the classroom has been done or in progress: 46% (HC) vs 27% (FAU)  
Quality of interaction with academic advisor:  
    1-2 (poor): 21.6% (HC) vs. 13.3% (FAU)  
    Excellent: 27% (HC) vs 25.5% (FAU)  
Quality of interaction with faculty:  
    Poor: 0% (HC) vs 4.7% (FAU)  
    Excellent: 32.4% (HC) vs. 22.2% (FAU)  
Quality of interaction with student services staff:  
    Poor: 5.6% (HC) vs 7.3% (FAU)  
    Excellent: 25% (HC) vs. 18.2% (FAU)  
Opportunities to be involved socially (very much or quite a bit): 76% (HC) vs 62% (FAU)  
Overall evaluation of educational experience was Poor: 0% (HC) vs. 4.5% (FAU)  
Overall evaluation of educational experience was Excellent: 38.2% (HC) vs. 31.9% (FAU)  
Would go to this institution again: 82% (HC) vs 74% (FAU).



## Appendices

- A. Assessment Report for 2016-17
- B. Dashboard Indicators for most recent available year.
- C. Faculty Abbreviated CVs
- D. Noel Levitz Student Satisfaction Inventory (2017)

## **Appendix A: Assessment Report**

### **Plan Period: 2016-2017**

Assessment Plan Summary [Complete version available at the IEA website]

College/Division: WHC

Department: Liberal Arts & Sciences Program: BA Liberal Arts and Sciences Plan Type: Learning

Plan Status Plan submitted for review

Updated: 09/29/2017

This plan currently has 6 outcomes

---

### **Outcome 1**

#### Description

Effective Critical thinking skills: Through the writing of an honors thesis students will demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing scholarship, and/or demonstrate the application of critical thinking skills to the completion of a scholarly or creative project.

#### Implementing Strategy :

Students will take courses in the core and concentration designed to build critical thinking skills and will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

#### Assessment Method :

Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis engages in sophisticated critical thinking and rigorously considers alternate resolutions of a problem in an exemplary fashion or otherwise shows sophisticated critical thinking in an exemplary manner appropriate to the area of study. Honors: the thesis engages in sophisticated critical thinking and explores alternate approaches or resolutions of a problem effectively or otherwise shows sophisticated critical thinking in an effective manner appropriate to the area of study. Unacceptable: the thesis does not competently engage in critical thinking or explore alternate approaches or resolutions of a problem. The raw data can be found as an attachment in Supporting Documents.

#### Criterion for success:

Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis.

#### Data Summary: Analysis & Evaluation :

Of the 75 HC students who completed honors theses in 2016-17, 75 have completed ALC forms. In the area of critical thinking, 28 (37%) received a rating of Distinction, 47 (63%) received a rating of Honors, and 0 received a rating of Unacceptable. These results are a slight improvement over last year's results (30% distinction, 70% honors)--and indicate that all WHC graduates are able to demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing

scholarship and/or to demonstrate the application of critical thinking skills to the completion of a significant project.

#### Program Improvement:

For purposes of this assessment, the important distinction is between those who receive Honors and Distinction, and those who receive Unsatisfactory.

We will continue to strive to ensure that all students graduate with the ability to demonstrate critical thinking proficiency through the thesis and this will be an increasing challenge as enrollment continues to grow, especially in the STEM fields.

We continue to work on a pilot online program to ensure timely completion of the thesis through the development of an 'online game' that assists students through the various hurdles of writing the thesis. Some faculty are making use of Canvas to set deadlines for the various parts of the thesis: abstract, outline, bibliography, chapter drafts, and this may assist in timely completion of the thesis.

The Dean is hoping to improve our introductory STEM courses to better prepare students to work on actual research, which would have a positive impact on more advanced research that is part of the thesis. In addition, certain courses are being designated Research intensive, and those courses should better prepare students for the thesis.

---

## **Outcome 2**

### Description and Methodology Outcome Description

Communication: Through the writing of an honors thesis students will demonstrate proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or will meet criteria of competent communication appropriate to the concentration for which the thesis is written. In addition, through the process of conducting research and formulating the thesis in collaboration with the thesis advisors, students will demonstrate the ability to interact with faculty by communicating ideas in the process of researching and writing the thesis, responding to criticisms from faculty advisors, taking the initiative, and meeting deadlines.

### Implementing Strategy :

Students will take writing core courses, that may include 3-credit writing courses or 1-credit writing in the discipline courses, as well as other writing intensive courses aimed at providing competence in effective written communication. They will begin formulating a thesis prior to their senior year.

During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

### Assessment Method :

Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis shows mastery of grammar, syntax, structure and style: it is lucid, well-organized, and stylistically elegant. Honors: the thesis shows effective command of grammar, syntax,

structure and style: it is clearly written and sensibly organized. Unacceptable: the thesis does not show mastery of grammar, syntax, structure, or style.

Criterion for success:

Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis.

Data Summary: Analysis & Evaluation :

Of the 75 students who completed honors theses in 2016-17, all of whom completed ALC forms, in the area of communication 26 (35%) received a rating of Distinction, 49 (65%) received a rating of Honors, and 0 received a rating of Unsatisfactory. These results indicate that 100% of WHC graduates demonstrated proficiency in written communication, which is an improvement over the 98% figure from 2014-15 and the same as the 100% figure of 2015-16. HC graduates thus demonstrate proper use of grammar, syntax, structure and style in creating a persuasive argument and/or that they are able to meet criteria of competent communication appropriate to their concentration as well as to interact with faculty by communicating ideas in the process of researching and writing a thesis.

In addition, 31 students (41%) received a rating of Distinction in the area of collaboration; 57 students (70%) received a rating of Honors; and 0 received a rating of Unsatisfactory. This is an improvement over the 6.8% who received unacceptable ratings in the area of Collaboration in 2014-15.

Program Improvement:

See the comments under Outcome 1.

---

### **Outcome 3**

Description and Methodology Outcome Description

Content: Through the writing of an honors thesis students will demonstrate a thorough knowledge of the fundamental concepts in the student's area of study as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Implementing Strategy :

Students will take courses in their concentration aimed at providing the content knowledge needed to write a thesis. In some areas this will include procedural knowledge of technical skills, as in the laboratory sciences or arts; and will include learning how to acquire research knowledge. Students will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

Assessment Method :

Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: The thesis demonstrates a profound knowledge of the fundamental concepts in the subject area. Honors: The thesis shows a thorough knowledge of the fundamental concepts in the subject

area. Unacceptable: The thesis does not show competent knowledge of the fundamental concepts in the subject area.

Criterion for success:

Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis. This may require doing additional coursework to acquire the necessary knowledge in the subject area.

Data Summary: Analysis & Evaluation :

Of the 75 students who completed honors theses in 2016-17 all of whom submitted ALC assessment forms, 30 (or 40%) received a rating of Distinction in the area of content; 45 (60%) received a rating of Honors; and 0 received a rating of Unsatisfactory. This is an improvement over the 3% who received Unsatisfactory ratings in 2014-15. These results indicate that all WHC graduates are able to demonstrate competence in the fundamental concepts in the student's area of concentration as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Program Improvement:

See remarks under Outcome 1, which apply to thesis assessment generally (Outcomes 1-3).

---

## **Outcome 4**

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP) will be used to assess content knowledge. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on the knowledge of a content area as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrate the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method :

During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria. The rubric can be found electronically in 'Supporting Documents'.

Criterion for success:

Students' SWP content should show thorough knowledge of fundamental course appropriate concepts and methods as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Data Summary: Analysis & Evaluation :

A total of 98 portfolios were submitted, a substantial increase over the 59 received the previous year. The results with respect to content knowledge are as follows:

14.3% were rated as Proficient 64.3% were rated as 'On Track'

18.4% were rated as 'Needs Improvement' 3% were rated as 'In Trouble'.

The number of students rated as needing some improvement declined (from 35.6 to 22.5%) and the number 'in trouble' declined substantially (15.3 down to 3%).

In addition, an overall rating was given: 8.2% scored Proficient.

67.3% scored On track.

20.4% scored Needs Improvement 4.1% scored 'In trouble'.

Program Improvement:

The comments here apply to Outcomes 4-6, which all relate to our assessment of Writing Portfolios.

Last year the scores resulting from the review of portfolios by the faculty committee were lower than in past years in all three areas reviewed in Outcomes 4-6, with several students receiving a score of 'In Trouble'. This had prompted us to think about why this might be. Last year the reviewers evaluated incomplete portfolios that consisted only of a freshman forum paper and not an additional paper that may have been written in the sophomore year. Since a student has a greater chance of showing improvement by the 2nd year, incomplete portfolios might have been predisposed to receive lower ratings. The committee last year had identified an area of improvement as getting students to submit a complete portfolio and to reach out to sophomores earlier in the year and ask faculty to help get students to submit a paper. The response rate this year--71.5% submitted at least one paper in addition to their Forum paper, vs only 30% last year--did improve.. The writing committee and writing portfolio chair recruited the rest of the faculty to remind sophomore advisees to submit papers and the advisor may carry more weight than the writing chair, who the student may not know. Also a more accurate contact list of sophomores was provided this year by the Associate Dean of Academic Affairs.

As to students who received a 'Needs Improvement' or 'In trouble', they are asked to attend 5 sessions with the writing center and encouraged to take another class: one issue, however, is that we are no longer teaching ENC 1123 and teaching ENC 1102 instead, which many students already have credit for. So one area for improvement will be to develop some other course(s) or means for students to improve upon their writing.

---

**Outcome 5**

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP) will be used to assess communication knowledge. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on their ability to

communicate in writing effectively as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrate the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method:

During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria.

Criterion for success:

A student portfolio's communication skills will be evaluated by their ability to properly use grammar, syntax, structure, and style.

Data Summary: Analysis & Evaluation :

See Outcome 4 for introductory remarks on number of portfolios. Ratings for communication were:  
7.1 % Proficient (vs 3.4% last year ) 62.3% On track (vs 45.8% the prior year)  
25.5% Needs improvement (vs. 38.9% the prior year) 5.1% In Trouble (vs. 11.9% the previous year).

Program Improvement:

See text in Outcome 4.

---

## **Outcome 6**

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP) will be used to assess critical thinking skills. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on their critical thinking skills as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required

course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrate the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method:

During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria.

Criterion for success:

SWPs should demonstrate critical thinking by raising appropriate questions and using in-depth analysis.

Data Summary: Analysis & Evaluation:

See outcome for introductory remarks on the number of portfolios. With respect to Critical Thinking, the results were as follows: 6.1% Proficient (vs 3.4 % last year).

68.4% On Track vs. 47.5% last year.

22.5% (vs.40.7% last year) received a rating of 'Needs Improvement'. 3% received a rating of 'In Trouble', versus 8.4% last year.

Program Improvement:

See text under Outcome 4.



**Appendix B: Dashboard Indicators for 2016-17** (latest year for which dashboards are available)

**2016-2017 Program Review**

**Honors College**

**I Instruction**

**A Assessment goals and outcomes for each degree program (reported separately)**

**B Input Data**

**B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction**

			Honors College			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Tenured &amp; tenure-earning faculty</b>	<b>Professor, Assoc Professor, Asst Professor</b>	<b>Total Headcount</b>	28	27	28	28	681
		<b>Total Person-Years</b>	23.6	24.8	23.3	23.3	574.5
		<b>Person-Years Devoted To Instruction</b>	10.5	11.4	11.4	11.4	275.1
		<b>Total FTE</b>	31.5	33.0	31.0	31.0	766.0
		<b>FTE Devoted to Instruction</b>	14.0	15.2	15.1	15.1	366.8
<b>Non-tenure-earning faculty</b>	<b>Instructors, Lecturers, Visiting Faculty</b>	<b>Total Headcount</b>	3	4	4	4	241
		<b>Total Person-Years</b>	2.5	3.1	3.0	3.0	189.4
		<b>Person-Years Devoted To Instruction</b>	2.2	2.1	2.4	2.4	150.7
		<b>Total FTE</b>	3.3	4.1	4.0	4.0	252.5
		<b>FTE Devoted to Instruction</b>	2.9	2.9	3.2	3.2	201.0
<b>Other personnel paid on faculty pay plan</b>	<b>Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc</b>	<b>Total Headcount</b>	3	3	2	2	201
		<b>Total Person-Years</b>	1.9	1.3	1.0	1.0	167.7
		<b>Person-Years Devoted To Instruction</b>	0.0	0.0	0.0	0.0	54.7

		<b>Total FTE</b>	2.6	1.7	1.4	1.4	223.6
		<b>FTE Devoted to Instruction</b>	0.0	0.0	0.0	0.0	73.0
<b>Adjuncts</b>	--	<b>Total Headcount</b>	14	17	19	19	672
		<b>Total Person-Years</b>	2.9	2.9	3.4	3.4	123.9
		<b>Person-Years Devoted To Instruction</b>	2.9	2.9	3.4	3.4	118.0
		<b>Total FTE</b>	3.9	3.9	4.5	4.5	165.2
		<b>FTE Devoted to Instruction</b>	3.9	3.9	4.5	4.5	157.4
<b>Graduate Assistants</b>	--	<b>Total Headcount</b>	2	1	2	2	1,203
		<b>Total Person-Years</b>	0.4	0.3	0.6	0.6	333.0
		<b>Person-Years Devoted To Instruction</b>	0.0	0.0	0.3	0.3	205.7
		<b>Total FTE</b>	0.5	0.4	0.8	0.8	444.0
		<b>FTE Devoted to Instruction</b>	0.0	0.0	0.4	0.4	274.2
<b>Other</b>	--	<b>Total Headcount</b>	8	8	5	5	337
		<b>Total Person-Years</b>	2.5	2.0	0.9	0.9	35.3
		<b>Person-Years Devoted To Instruction</b>	2.1	1.4	0.3	0.3	16.8
		<b>Total FTE</b>	3.3	2.6	1.3	1.3	47.0
		<b>FTE Devoted to Instruction</b>	2.8	1.8	0.4	0.4	22.4
<b>Total</b>		<b>Total Headcount</b>	58	60	60	60	3,335
		<b>Total Person-Years</b>	33.8	34.3	32.2	32.2	1,423.7
		<b>Person-Years</b>	17.7	17.8	17.8	17.8	821.0

	<b>Devoted To Instruction</b>					
	<b>Total FTE</b>	45.0	45.8	43.0	43.0	1,898.3
	<b>FTE Devoted to Instruction</b>	23.6	23.8	23.7	23.7	1,094.7

Source: Instruction and Research File

Report includes summer, fall and spring semester data

Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.

Adjuncts and Grad Assistants are counted in each department where they had an appointment.

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity  
Honors College

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					
	Male					1
	<b>Total</b>					1
Asian or Pacific Islander			0			
	Female	1	1	1	1	42
	Male	1	1	1	1	97
	<b>Total</b>	2	2	2	2	139
Black (Not of Hispanic Origin)	Female	2	2	2	2	39
	Male					24
	<b>Total</b>	2	2	2	2	63
Hispanic		1				
	Female	0	1	2	2	41
	Male	1	2	2	2	30
	<b>Total</b>	2	3	4	4	71
White (Not of Hispanic Origin)		1	1			
	Female	8	8	9	9	318
	Male	15	15	14	14	396
	<b>Total</b>	24	24	23	23	714
<b>Total</b>		2	1			
	Female	11	12	14	14	440
	Male	17	18	17	17	548
	<b>Total</b>	30	31	31	31	988

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity  
 Honors College

Adjuncts		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female	1	3	3	3	12
	Male	1	1	2	2	14
	Total	2	4	5	5	26
Black (Not of Hispanic Origin)	Female	1	1			39
	Male					25
	Total	1	1			64
Hispanic	Female		1			48
	Male			1	1	27
	Total		1	1	1	75
White (Not of Hispanic Origin)	Female	7	6	4	4	285
	Male	4	5	9	9	219
	Total	11	11	13	13	504
Non-Resident Alien	Male					1
	Total					1
Total	Female	9	11	7	7	385
	Male	5	6	12	12	287
	Total	14	17	19	19	672

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty  
 Honors College

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	Type			170	186	190	190	5,337
Undergraduate	Lecture/Seminar	Sections Offered	#					
			# Enrolled	3,103	3,548	3,375	3,375	203,020
			Avg Section Enrollment	18.3	19.1	17.8	17.8	38.0
			#	136	147	160	160	3,624

		Sections Faculty-Taught	%	80.0	79.0	84.2	84.2	67.9	
	Lab	Sections Offered	#	31	37	42	42	878	
			# Enrolled	525	622	613	613	16,292	
			Avg Section Enrollment	16.9	16.8	14.6	14.6	18.6	
			Sections Faculty-Taught	#	5	13	16	16	441
				%	16.1	35.1	38.1	38.1	50.2
	Discussion	Sections Offered	#					330	
			# Enrolled					9,256	
			Avg Section Enrollment					28.0	
			Sections Faculty-Taught	#					254
			%					77.0	
	Other Course Types	Sections Offered	#	159	174	171	171	1,362	
			# Enrolled	393	425	431	431	8,784	
			Avg Section Enrollment	2.5	2.4	2.5	2.5	6.4	
			Sections Faculty-Taught	#	117	159	153	153	1,033
			%	73.6	91.4	89.5	89.5	75.8	
Graduate	Lecture/Seminar	Sections Offered	#					1,680	
			# Enrolled					23,308	
			Avg Section Enrollment					13.9	
			Sections Faculty-Taught	#					1,400
				%				83.3	
	Lab	Sections Offered	#						64
			# Enrolled						497
			Avg Section Enrollment						7.8
			Sections Faculty-Taught	#					44
				%					68.8
	Other Course Types	Sections Offered	#						1,900
			# Enrolled						3,995
			Avg Section Enrollment						2.1
			Sections Faculty-Taught	#					1,817
				%					95.6

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.

Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)

Honors College (Program CIP: 240199)

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Professional</b>					259
<b>Bachelors</b>	352	423	437	437	28,830
<b>Masters/Specialist</b>					4,788
<b>Doctoral</b>					990
<b>Unclassified</b>					3,158
<b>Total</b>	<b>352</b>	<b>423</b>	<b>437</b>	<b>437</b>	<b>38,025</b>

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity

Honors College (Program CIP: 240199)

			Honors College			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Professional</b>	<b>Asian or Pacific Islander</b>	<b>Female</b>					20
		<b>Male</b>					19
		<b>Total</b>					<b>39</b>
	<b>Black (Not of Hispanic Origin)</b>	<b>Female</b>					13
		<b>Male</b>					5
		<b>Total</b>					<b>18</b>
	<b>Hispanic</b>	<b>Female</b>					20
		<b>Male</b>					12
		<b>Total</b>					<b>32</b>
	<b>White (Not of Hispanic Origin)</b>	<b>Female</b>					62
		<b>Male</b>					98
		<b>Total</b>					<b>160</b>
	<b>Not Reported</b>	<b>Female</b>					3
		<b>Male</b>					7
		<b>Total</b>					<b>10</b>
<b>Total</b>	<b>Female</b>					118	
	<b>Male</b>					141	
	<b>Total</b>					<b>259</b>	
<b>Undergraduate</b>							
	<b>Female</b>		1	2	2	2	119

	<b>American Indian/Alaskan Native</b>	<b>Male</b>	1	2	2	2	100
		<b>Total</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>219</b>
	<b>Asian or Pacific Islander</b>	<b>Female</b>	24	35	35	35	905
		<b>Male</b>	13	22	22	22	706
		<b>Total</b>	<b>37</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>1,611</b>
	<b>Black (Not of Hispanic Origin)</b>	<b>Female</b>	21	18	22	22	3,937
		<b>Male</b>	7	7	12	12	2,405
		<b>Total</b>	<b>28</b>	<b>25</b>	<b>34</b>	<b>34</b>	<b>6,342</b>
	<b>Hispanic</b>	<b>Female</b>	30	42	50	50	4,489
		<b>Male</b>	21	37	44	44	3,180
		<b>Total</b>	<b>51</b>	<b>79</b>	<b>94</b>	<b>94</b>	<b>7,669</b>
	<b>White (Not of Hispanic Origin)</b>	<b>Female</b>	127	144	131	131	6,348
		<b>Male</b>	94	100	99	99	5,575
		<b>Total</b>	<b>221</b>	<b>244</b>	<b>230</b>	<b>230</b>	<b>11,923</b>
	<b>Non-Resident Alien</b>	<b>Female</b>	4	7	8	8	395
		<b>Male</b>	4	5	5	5	486
		<b>Total</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>881</b>
	<b>Not Reported</b>	<b>Female</b>	3	2	5	5	97
		<b>Male</b>	2	0			88
		<b>Total</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>185</b>
	<b>Total</b>	<b>Female</b>	210	250	253	253	16,290
		<b>Male</b>	142	173	184	184	12,540
		<b>Total</b>	<b>352</b>	<b>423</b>	<b>437</b>	<b>437</b>	<b>28,830</b>
<b>Graduate</b>	<b>American Indian/Alaskan Native</b>	<b>Female</b>				16	
		<b>Male</b>				9	
		<b>Total</b>					<b>25</b>
	<b>Asian or Pacific Islander</b>	<b>Female</b>					163
		<b>Male</b>					123
		<b>Total</b>					<b>286</b>
	<b>Black (Not of Hispanic Origin)</b>	<b>Female</b>					712
		<b>Male</b>					308
		<b>Total</b>					<b>1,020</b>
	<b>Hispanic</b>	<b>Female</b>					617
		<b>Male</b>					394
		<b>Total</b>					<b>1,011</b>
	<b>White (Not of Hispanic Origin)</b>	<b>Female</b>					1,690
		<b>Male</b>					1,187
		<b>Total</b>					<b>2,877</b>
	<b>Non-Resident Alien</b>	<b>Female</b>					243
		<b>Male</b>					313
		<b>Total</b>					<b>556</b>
	<b>Not Reported</b>	<b>Female</b>					2
		<b>Male</b>					1
		<b>Total</b>					<b>3</b>
	<b>Total</b>	<b>Female</b>					3,443
		<b>Male</b>					2,335
<b>Total</b>						<b>5,778</b>	
<b>Unclassified</b>	<b>Female</b>					7	
	<b>Male</b>					3	

	<b>American Indian/Alaskan Native</b>	<b>Total</b>					<b>10</b>
	<b>Asian or Pacific Islander</b>	<b>Female</b>					179
		<b>Male</b>					155
		<b>Total</b>					<b>334</b>
	<b>Black (Not of Hispanic Origin)</b>	<b>Female</b>					280
		<b>Male</b>					171
		<b>Total</b>					<b>451</b>
	<b>Hispanic</b>	<b>Female</b>					361
		<b>Male</b>					253
		<b>Total</b>					<b>614</b>
	<b>White (Not of Hispanic Origin)</b>	<b>Female</b>					824
		<b>Male</b>					686
		<b>Total</b>					<b>1,510</b>
	<b>Non-Resident Alien</b>	<b>Female</b>					91
		<b>Male</b>					126
		<b>Total</b>					<b>217</b>
	<b>Not Reported</b>	<b>Female</b>					14
		<b>Male</b>					8
		<b>Total</b>					<b>22</b>
	<b>Total</b>	<b>Female</b>					1,756
		<b>Male</b>					1,402
		<b>Total</b>					<b>3,158</b>

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

### Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level  
Honors College

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Undergraduate Total</b>	<b>268.0</b>	<b>306.4</b>	<b>291.3</b>	<b>291.3</b>	<b>15,813.5</b>
<b>Graduate Total</b>					<b>1,930.1</b>
<b>Grad I</b>					1,531.5
<b>Grad II</b>					398.7
<b>Classroom</b>					1,801.8
<b>Thesis-Dissertation</b>					128.4
<b>Grand Total</b>	<b>268.0</b>	<b>306.4</b>	<b>291.3</b>	<b>291.3</b>	<b>17,743.7</b>

Source: Student Data Course File



Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College  
 Honors College

		Courses offered by:				
		Honors College			College of Honors College	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Course Level</b>	<b>FTE produced by students who are:</b>	113.5	126.7	132.6	132.6	766.4
<b>Lower Division Undergraduate</b>	<b>Majors within the department</b>					
	<b>Majors outside the department, but within the college</b>					1,910.4
	<b>Majors outside the college</b>	35.5	35.8	15.3	15.3	4,256.8
	<b>Total</b>	<b>149.0</b>	<b>162.5</b>	<b>147.9</b>	<b>147.9</b>	<b>6,933.5</b>
<b>Upper Division Undergraduate</b>	<b>FTE produced by students who are:</b>	109.4	134.4	141.4	141.4	5,300.4
	<b>Majors within the department</b>					
	<b>Majors outside the department, but within the college</b>					2,435.9
	<b>Majors outside the college</b>	9.6	9.6	2.0	2.0	1,143.7
	<b>Total</b>	<b>119.0</b>	<b>143.9</b>	<b>143.4</b>	<b>143.4</b>	<b>8,880.0</b>
<b>Graduate</b>	<b>FTE produced by students who are:</b>					1,594.9
	<b>Majors within the department</b>					
	<b>Majors outside the department, but within the college</b>					193.2
	<b>Majors outside the college</b>					142.0
	<b>Total</b>					<b>1,930.1</b>
<b>Total</b>	<b>FTE produced by students who are:</b>	222.9	261.1	274.0	274.0	7,661.7
	<b>Majors within the department</b>					
	<b>Majors outside the department, but within the college</b>					4,539.5

	<b>Majors outside the college</b>	45.1	45.4	17.3	17.3	5,542.5
	<b>Total</b>	<b>268.0</b>	<b>306.4</b>	<b>291.3</b>	<b>291.3</b>	<b>17,743.7</b>

Source: Student Data Course File  
Based On State-Fundable Credit Hours

C 3 Degrees Awarded  
Honors College (Program CIP: 240199)

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	<b>Degrees awarded with a:</b>					269.0
<b>Associates</b>	<b>Single major</b>					
	<b>All</b>					269.0
<b>Bachelors</b>	<b>Degrees awarded with a:</b>	62.0	88.0	75.0	75.0	5,553.0
	<b>Single major</b>					
	<b>Double or triple major</b>					141.0
	<b>All</b>	62.0	88.0	75.0	75.0	5,694.0
<b>Masters</b>	<b>Degrees awarded with a:</b>					1,468.0
	<b>Single major</b>					
	<b>Double or triple major</b>					2.0
	<b>All</b>					1,470.0
<b>Specialist</b>	<b>Degrees awarded with a:</b>					18.0
	<b>Single major</b>					
	<b>All</b>					18.0
<b>Doctorate</b>	<b>Degrees awarded with a:</b>					138.0
	<b>Single major</b>					
	<b>All</b>					138.0
<b>First Professional</b>	<b>Degrees awarded with a:</b>					62.0
	<b>Single major</b>					
	<b>All</b>					62.0
<b>Total</b>	<b>Degrees awarded with a:</b>	<b>62.0</b>	<b>88.0</b>	<b>75.0</b>	<b>75.0</b>	<b>7,508.0</b>
	<b>Single major</b>					
	<b>Double or triple major</b>					<b>143.0</b>
	<b>All</b>	<b>62.0</b>	<b>88.0</b>	<b>75.0</b>	<b>75.0</b>	<b>7,651.0</b>

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major,

and a triple major contributes 1/3 degree in each major to the degree totals.

## Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)

Honors College

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Undergraduate</b>	21.1	22.7	21.2	21.2	37.1
<b>Graduate</b>					4.5
<b>Total</b>	<b>21.1</b>	<b>22.7</b>	<b>21.2</b>	<b>21.2</b>	<b>41.7</b>

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year

Honors College (Program CIP: 240199)

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>Associates</b>	0	0	0	0	0.6
<b>Bachelors</b>	4.9	6.5	5.5	5.5	13.4
<b>Masters</b>	0	0	0	0	3.5
<b>Specialist</b>	0	0	0	0	0.0
<b>Doctorate</b>	0	0	0	0	0.3
<b>First Professional</b>	0	0	0	0	0.1
<b>Total</b>	<b>4.9</b>	<b>6.5</b>	<b>5.5</b>	<b>5.5</b>	<b>18.0</b>

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

## Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)

Honors College

Scale: 1=Excellent 5=Poor			6. Rate your instructor's overall teaching effectiveness in this course								
			Honors College			College Total			University Total		
			Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017
Undergraduate	# Sections		15	91	91	15	91	91	925	2,655	2,450
	Mean Rating		1.5	1.6	1.4	1.5	1.6	1.4	1.6	1.7	1.6
Graduate	# Sections								202	514	495
	Mean Rating								1.6	1.6	1.6
Total	# Sections		15	91	91	15	91	91	1,127	3,169	2,945
	Mean Rating		1.5	1.6	1.4	1.5	1.6	1.4	1.6	1.7	1.6

Source: Student Perception of Teaching Results, Summer 2016 to Spring 2017

## II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research

Honors College

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Departmental Research	.	--	Person-Years					1.8
			FTE					2.4
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	5.7	6.1	6.4	6.4	146.8
			FTE	7.7	8.1	8.5	8.5	195.8
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.1	0.3	0.3	3.9
			FTE		0.1	0.3	0.3	5.2
	Other personnel paid on faculty pay plan	--	Person-Years					4.7
			FTE					6.2
	Total		Person-Years	5.7	6.2	6.6	6.6	157.2
			FTE	7.7	8.2	8.8	8.8	209.6
Sponsored Research	.	--	Person-Years		0.0	0.3	0.3	48.5

			FTE			0.1	0.4	0.4	64.7
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years		0.9	0.8	0.5	0.5		17.2
		FTE		1.2	1.1	0.7	0.7		23.0
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.0					3.0
		FTE		0.1					4.0
Other personnel paid on faculty pay plan	--	Person-Years		1.9	1.2	0.7	0.7		30.9
		FTE		2.6	1.6	0.9	0.9		41.2
Total		Person-Years		2.8	2.1	1.5	1.5		99.6
		FTE		3.8	2.8	2.1	2.1		132.8

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

---

C 1-9 Research/Scholarly Productivity  
Honors College

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>1. Books (including monographs &amp; compositions)</b>	#	5	7	3	3	115
<b>2. Other peer-reviewed publications</b>	#	33	51	37	37	1,485
<b>3. All other publications</b>	#	29	32	13	13	714
<b>4. Presentations at professional meetings or conferences</b>	#	56	63	40	40	1,862
<b>5. Productions/Performances/Exhibitions</b>	#	0	4	2	2	285
<b>6. Grant Proposals Submitted</b>	#	3	1	0	0	0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation

University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

D 1-9 Efficiency Data  
 Honors College

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>1. Books (including monographs &amp; compositions) per faculty member</b>		0.2	0.3	0.1	0.1	0.2
<b>2. Other peer-review publications per faculty member</b>		1.2	1.9	1.3	1.3	2.2
<b>3. All other publications per faculty member</b>		1.0	1.2	0.5	0.5	1.0
<b>4. Presentations at professional meetings or conferences per faculty member</b>		2.0	2.3	1.4	1.4	2.7
<b>5. Productions/Performances/Exhibitions per faculty member</b>		0.0	0.1	0.1	0.1	0.4
<b>6. Grant proposals submitted per faculty member</b>		0.1	0.0	0.0	0.0	0.0

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

**III. Service**

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Honors College

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>1. Faculty memberships on department, college or university committees</b>	#	84	101	130	130	3,237
<b>2. Faculty memberships on community or professional committees</b>	#	17	20	14	14	1,313
<b>3. Faculty serving as editors or referees for professional publications</b>	#	21	21	17	17	695

Source: College Dean's Offices

C 1-3 Efficiency Data  
 Honors College

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
<b>1. Faculty memberships on department, college or university committees per faculty member</b>	3.0	3.7	4.6	4.6	4.8
<b>2. Faculty memberships on community or professional committees per faculty member</b>	0.6	0.7	0.5	0.5	1.9
<b>3. Faculty serving as editors or referees for professional publications per faculty member</b>	0.8	0.8	0.6	0.6	1.0
Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)					

## Appendix C: Honors College Faculty Abbreviated CVs

### Nicholas R. Baima

Florida Atlantic University Honors College  
5353 Parkside Dr.  
Jupiter, FL 33458

<https://sites.google.com/site/nicholasrbaima/>  
NichBaima@gmail.com  
Tel. 319-504-2404

### Employment

---

Assistant Professor	Florida Atlantic University, Honors College (Fall 2017- )
Visiting Assistant Professor	University of Missouri-Columbia (Fall 2015-Spring 2017)

### Education

---

Ph.D. Philosophy, Washington University-St. Louis (2009-May 2015)  
Thesis: *Truth, Knowledge, and the Value of False Belief in Plato*  
Committee: Eric Brown (advisor), Hugh Benson, Julia Driver, John Doris,  
G. Fay Edwards, and Robert Lamberton

M.A. Philosophy, University of Missouri-St. Louis (2007-2009)  
Thesis: *Modesty as a Global Perspective*  
Committee: John Brunero (advisor), Anna Alexandrova, and Eric Wiland

B.A. Philosophy, Humanities, University of Northern Iowa (2002-2007)

### Area of Specialization and Competence

---

AOS: Ancient Philosophy and Ethics (including theoretical and applied)  
AOC: Epistemology, Modern Philosophy, and Social & Political

### Research Articles

- 
- “The Ethical Function of the *Gorgias*’ Concluding Myth.” (Under Contract). In *Plato’s Gorgias: A Critical Guide* (ed.) Clerk J. Shaw. Cambridge Press.
  - “True in Word and Deed: Plato on Divine Deception.” *Journal of the History of Philosophy*.
  - “Fighting Pleasure: Plato and the Expansive View of Courage.” (Forthcoming). *Journal of Value Inquiry*.
  - “Intrinsic Valuing and the Limits of Justice: Why the Ring of Gyges Matters” (Forthcoming). *Phronesis*. (Coauthored with Tyler Paytas).
  - “The Problem of Intermediates, an Introduction.” *Plato Journal* (Forthcoming). Introductory Article for Special Volume on Plato’s Intermediates.
  - “Playing with Intoxication: On the Cultivation of Shame and Virtue in Plato’s *Laws*.” (2018). *Apeiron: A Journal for Ancient Philosophy and Science* 51: 345-370.
  - “On the Value of Drunkenness in the *Laws*.” (2017). *Logical Analysis and the History of Philosophy/Philosophiegeschichte und logische Analyse* 20 (Special Issue on Plato and the Non-Rational Soul): 65-81.
  - “Philosopher Rulers and False Beliefs.” (2017). *Ancient Philosophy* 37: 19-37.
  - “*Republic* 382a-d: On the Dangers and Benefits of Falsehood.” (2017). *Classical Philology* 112: 1-19
  - “Persuasion, Falsehood, and Motivating Reason in Plato’s *Laws*.” (2016). *History of Philosophy Quarterly* 33 (2): 117-134



- “Death and the Limits of Truth in the *Phaedo*.” (2015). *Apeiron: A Journal for Ancient Philosophy and Science* 48 (3): 263-284.
- “On Treating Athletes with Banned Substances: The Relationship Between Mild Traumatic Brain Injury, Hypopituitarism, and Hormone Replacement Therapy.” (2015). *Neuroethics* 8 (1): 27-38. (Coauthored with Sarah Malanowski)
- "The Problem of Ethical Vagueness for Expressivism." (2014). *Ethical Theory and Moral Practice* 17 (4) (BSET Edition): 593-605.

### Edited Volume

- 
- Edited a Special Volume of *Plato Journal* on Plato’s Intermediates (with Sophia Stone), (2018), vol. 18, with contribution by: Andrew German (Ben-Gurion University), Lloyd Gerson (Toronto University), Emily Katz (Michigan State), Nicholas Smith (Lewis & Clark College), Sophia Stone (Lynn University), Olivier Renaut (Université Paris Nanterre)

### Resource Articles

- 
- Internet Encyclopedia of Philosophy (IEP) entry on Plato’s *Laws* (approx. 13,000 words) (Forthcoming)

### Book Reviews

- 
- Review of Catherine Rowett, *Knowledge and Truth in Plato: Stepping Past the Shadow of Socrates*. (Forthcoming). *Ancient Philosophy*.
  - Review of Remy Debes (ed.), *Dignity: A History*. (2018) *Bryn Mawr Classical Review*
  - Review of Susan Sauvé Meyer, *Plato: Laws 1 & 2*, Translation with an Introduction and Commentary (2016) *Bryn Mawr Classical Review*
  - Review of Timothy Chappell, *Knowing What to Do: Imagination, Virtue, and Platonism in Ethics*, (2015) *Ethics* 126 (1): 210-215

**Carmen Sara Cañete Quesada**  
Wilkes Honors College, 5353 Parkside Drive, Jupiter, FL 33458  
Office number: (561) 799-8674 E-mail: [ccaneteq@fau.edu](mailto:ccaneteq@fau.edu)

---

#### EDUCATION

- **Ph.D. in Spanish**, Vanderbilt University, Nashville, TN (2002-2006)
- **Master of Arts in Spanish**, University of Florida, Gainesville, FL (1998-2002)
- **Bachelor of Arts in Spanish and English**, Universidad de Córdoba, Spain (1990-1996)

#### PROFESSIONAL APPOINTMENTS (most recent)

- Associate Professor of Spanish, Florida Atlantic University, Honors College, since 2013
- Assistant Professor of Spanish, Florida Atlantic University, Honors College, 2009-2013
- Assistant Professor of Spanish, Penn State University, Hazleton Campus, 2006-2009

#### PUBLICATIONS

##### Peer-reviewed books:

1. *La nación y su escritura. Colección de voces dominicanas (1965-2017)*. Santo Domingo: Academia Dominicana de la Lengua/Editorial Santuario, 2018.

2. ---. *El exilio español ante los programas de identidad cultural en el Caribe insular (1934-1956)*. Frankfurt/Madrid: Vervuert/Iberoamericana, 2011.

##### Peer-reviewed articles (selection of most recent):

1. Cañete Quesada, Carmen. "Reversión y desafío del paradigma lingüístico-sexual en *Cantos de la mañana* (1913) de Delmira Agustini y *Babel bárbara* (1991) de Cristina Peri Rossi." Eds. Christina Karageorgou-Bastea et al. Madrid, Editorial Academia del Hispanismo. [Forthcoming]

2. ---. "Avant-Garde Literary Journal *La Poesía Sorprendida*." *The Oxford Critical and Cultural History of Global Modernist Magazines, vol. I: South America, Central America, and the Caribbean*. Oxford: Oxford U.P., 2018. [In Print]

3. ---. "Salaria Kea and the Spanish Civil War (1936-39): Memoirs of *A Negro Nurse in Republican Spain*." In *Black US-America and Spain: Shared Memories in the 20th-Century*. Ed. Rosalía Cornejo. London: Routledge, 2018. [In Print]

4. ---. "A Negro Nurse in Republican Spain de la brigadista afroamericana Salaria Kea: Desafío y cuestionamiento de la verdad histórica desde los márgenes autobiográficos." *Agencia, Historia y empoderamiento femenino*. Eds. Diane Marting et al. Santo Domingo: Ministerio de la Mujer, Crítica Dominicana Literaria sobre Escritoras Hispanoamericanas (CDLEH), 2018. 83-101.

5. ---, and Tara Boulos. "Masculinity and Hybrid Identity in Yunió, Oscar and Other Dominican *tígueres* in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*." *Voces del Caribe: Revista de Estudios Caribeños* 7.1 (2016): 102-28.

##### Other publications (interview):

1. Cañete Quesada, Carmen. Interview by Ana Viera. "Voz y memoria: Testimonio de la brigadista afroamericana Salaria Kea." *Journal of UNEAC (Unión de Escritores y Artistas de Cuba)*. Nov. 23, 2016.

##### Presentations and conferences (selection of most recent):

1. Cañete-Quesada, Carmen. "El imaginario y la barbarie en la Guardia Mora de Franco: Una interpretación racial de la Guerra Civil Española." The Thirteenth Biennial International / Interdisciplinary Research Conference of the Afro-Latin/American Research Association (ALARA), Texas, Aug. 7-8, 2018.

2. "'A Negro Nurse in Republican Spain' de la brigadista afroamericana Salaria Kea: Desafío y cuestionamiento de la verdad histórica desde los márgenes autobiográficos." XXVII Annual Congress of the International Association of Female Hispanic Literature and Culture (AILCFH). Santo Domingo, Dominican Republic, Nov. 9-11, 2017.

3. "La memoria histórica de la Guerra Civil Española: testimonio de la brigadista afroamericana Salaria Kea." Fundación Nicolás Guillén, Havana, Cuba, Nov. 4, 2016.

4. “Testimonio y verdad en la narrativa cubana: *Biografía de un cimarrón* de Miguel Barnet y *Antes que anochezca* de Reinaldo Arenas.” PUCMM (Pontificia Universidad Católica Madre y Maestra), Centro de Estudios Caribeños, Santo Domingo, Dominican Republic, June 2-3, 2015.

#### **HONORS, FELLOWSHIPS AND GRANTS** (selection of most recent):

1. Schomburg Center Scholars-in-Residence, short-term fellowship for a period of three months, Fall 2019 (\$9,000).
2. Teacher of the Year Award: University Level, AATSP (American Association of Teachers of Spanish and Portuguese), May 2015.
3. 2013-2014 U.S. Fulbright Scholar Award, to teach and conduct research in Santo Domingo, Dominican Republic, for a period of nine-months (\$54,000).
4. Award for Excellence and Innovation in Undergraduate Teaching, Office of the Provost, Florida Atlantic University, March 2015.

#### **TEACHING EXPERIENCE**

##### **Florida Atlantic University, Honors College**, Spanish program (Fall 09-present).

- SPN 1120/ SPN 1121/ SPN 2220/ SPN 2221 Honors Beginning/Intermediate Spanish Language and Culture I & II
- SPN 3400 Honors Advanced Spanish Language and Culture
- SPW 3030 Honors Introduction to Hispanic Literature
- SPW 3136 Honors Latin American Lit: Pre-Columbian and Colonial Literature
- SPW 3134 Honors Latin American Lit: Modernismo to Post-Boom
- SPW 4492 Honors Novísima Literatura del Caribe
- SPW 4930 Literature of Spanish Exiles in the Hispanic Caribbean (Boca Raton)
- LIT 1933 Honors Caribbean Literature (Freshman WAC seminar)
- IDS 3932 Honors Caribbean History in Literature and Ritual (co-taught with Dr. Rachel Corr)
- IDS 3932 Honors Marginal Voices and the Testimonial (co-taught with Dr. Rachel Corr)
  
- **Study Abroad Program in Universidad Complutense de Madrid** (Spain), offered in 2015 & 2016. IDS 3932. Spanish Civil War in Retrospect: Loss, Memory and the Past

#### **PUBLIC AND PROFESSIONAL SERVICE**

##### **Wilkes L. Honors College** (most recent):

- Writing Committee [Member, Fall 2017-present].
- Search Committee for Spanish/French instructor [Chair, Fall 2016; member, Fall 2017].
- Member of FAU Council on International Education [Fall 2015-Spring 2018]
- Member of Faculty Development Awards [Fall 2014-Spring 2017, Chair for two last years]

## Curriculum Vitae

### Lucia Carvelli, Ph.D.

FAU Brain Institute  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
MC17, Room 104  
Jupiter, FL 33458  
E-mail [lcarvelli@health.fau.edu](mailto:lcarvelli@health.fau.edu)

---

#### Education

Ph.D. in Molecular Pharmacology Institute of Pharmacological Research Mario Negri, Milan (Italy)	1999
Laura in Biological Science, University of Calabria (Italy)	1995
B.S. Liceo Scientifico Raffaele Lombardi Satriani (Italy)	1988

#### Appointments

Associate Professor FAU Brain Institute Florida Atlantic University	2017-present
---	--------------

Associate Professor Neuroscience, Harriet L. Wilkes Honors College Florida Atlantic University	2017-present
--	--------------

Associate Professor Department of Biomedical Sciences University of North Dakota, School of Medicine and Health Sciences	2016-2017
--	-----------

Assistant Professor Department of Pharmacology, Physiology & Therapeutic/Biomedical Sciences University of North Dakota, School of Medicine and Health Sciences	2010-2016
---	-----------

Assistant Professor Department of Pharmacology Vanderbilt University Medical School	2005-2010
---	-----------

Research Associate Department of Pharmacology Vanderbilt University Medical School,	2001-2004
---	-----------

Postdoctoral Fellow Department of Pharmacology University of Texas H.S.C.	1999-2001
---	-----------

#### Professional Memberships and Activities

International Transmembrane Transporter Society, ( <i>Elected Councilor</i> )	2014-present
Catecholamine Society, ( <i>Elected Councilor</i> )	2012-present
Genetic Society of America	2010-present
Biophysical Society	2002-present
Society for Neuroscience	2000-present

#### Editorial Responsibilities

Editor

Journal of Clinical Epigenetics	2015 - present
The International Journal of Biochemistry & Cell Biology	2015 - present
<i>Editor in Chief</i>	2014

Special issue Epigenetic Mechanisms of Drugs Addiction  
Journal Addiction and Prevention

Reviewer

PNAS - Plos One - Journal of Neurochemistry - International Journal of Biochemistry & Cell Biology -  
Neurochemistry International - Neuroscience Letters - Life Science - Journal of Visualized Experiments – Prion -  
The Canadian Journal of Physiology and Pharmacology

**Educational Activities**

Medical School Teaching

Graduate School Teaching

Doctoral Committees

Graduate Committees

Undergraduate Teaching

Undergraduate Research Thesis

**Active Grants**

NIH/R01 (DA042156)

*PI: Carvelli L*

*\$1,737,500*

Award period: 2016-2021

**Completed Grants:**

NIH/Cobre Grant (PA-GM104360) Epigenomics of Development and Disease *\$10,500,000*

*Project Leader: Carvelli L* Trans-generational Epigenomics Inheritance of Addiction

Award Period: September 10<sup>th</sup> 2013-2018

NIH/NIDA R21 (DA024797)

*PI: Carvelli L* *\$421,000*

Award period: 8/01/09 – 05/30/13

NIH/NCRR COBRE (PA-GM103329) Pilot Grant

**Honors and Awards**

Travel award at the International Brain-in-Flux Conference (Maintenon, France)	2017
--	------

AURA Award (EPSCoR)	2015
---------------------	------

Experimental Meeting - ASBMB THEMATIC Best Poser	2014
--	------

AURA Award (EPSCoR)	2013
---------------------	------

UND Senate Scholarly Activity Committee (SSAC) Travel Award	2011
---	------

AURA Award (EPSCoR)	2011
---------------------	------

Best PhD Student/Alfredo Leonardi Award - Milan (Italy)	1999
---	------

European Union Training Grant	1997
-------------------------------	------

**LIST OF PUBLICATIONS**

<https://www.ncbi.nlm.nih.gov/sites/myncbi/1bu6drfwttug8v/bibliography/56643405/public/?sort=date&direction=ascending>

## **Chitra Chandrasekhar**

Instructor, Harriet L. Wilkes Honors College of Florida Atlantic University  
5353 Parkside Drive, Jupiter, FL 33458 (561) 799-8637

[cchandrl@fau.edu](mailto:cchandrl@fau.edu)

### **Education:**

- B.S. Education Clarion University of Pennsylvania, Clarion, PA 2002- 2003  
Certification Area: Florida Professional Education- **Chemistry**
- Post Doctoral Eli Lilly and Company, Indianapolis, IN 1992- 1993  
Purdue University, West Lafayette, IN 1991- 1992
- Ph.D. Chemistry Wesleyan University, Middletown, CT 1986- 1991
- M.Sc. Chemistry Indian Institute of Technology, Madras, India 1983- 1985
- B.Sc. Chemistry Queen Mary's College, Madras, India 1980- 1983

### **Teaching Experience:**

- Instructor of Chemistry, Wilkes Honors College of Florida Atlantic University, August 2005 – Present  
- Supervised student thesis and internships; Second reader for student theses in Chemistry, Biological Chemistry, and Biology
- Student Advisor since 2005, advising an average of 15 students each Lab Supervisor for the Honors Organic Chemistry Labs since Fall 2013, overseeing adjuncts and student TAs
- Served as interim coordinator for the Medical Scholars program, advising medical scholars and liaising with the FAU College of Medicine
- Visiting Assistant Professor, Harriet L. Wilkes Honors College of FAU, August 2004 – May 2005  
-Teaching Honors General Chemistry Lab I, Honors Spectroscopy, Honors Environmental Chemistry, Honors Contemporary Chemical Issues, Honors Inorganic Chemistry, Honors Inorganic Chemistry Lab
- Teacher, Olympic Heights High School, Boca Raton, FL, Aug 2003 – June 2004  
- Taught Chemistry I, Honors Chemistry and Integrated Earth/Physical Science
- Adjunct Lecturer in Chemistry, Pennsylvania State University, DuBois Campus, teaching an Introductory Chemistry course, several semesters, from January 1997 – May 2002.

### **Service and Professional Development:**

- Served seven years on the Symposium Committee, Symposium Committee Chair in 2013, 2 years on Finals Tree Committee, 2 years on e-Learning Committee, 2 year in By-Laws Committee, 2 years on Faculty Development Awards Committee, 2 years on Academic Affairs Committee, 1 year on Admissions Committee, and 1 year on Curriculum Committee
- Served twice on the Physics Search Committee, and on the WHC Dean Search Committee, Biogeochemistry Search Committee (joint WHC/Harbor Branch position)
- Participated in college fairs representing WHC; Served on the Scholars Day Interview Committee, March 2016
- WAC Certified; Certified in Lab Safety & Hazardous Waste Awareness and Handling

### **Research Experience:**

- Leaching of hormone disrupting chemicals from plastic cling wraps, 2014-2015.
- Laser Induced Fluorescence Spectroscopy, Multiphoton Ionization Spectroscopy, Zero Electron Kinetic Energy Photoelectron Spectroscopy of small aromatic compounds, 1986 – 1991.
- Multiphoton ionization spectroscopy of Diacetylene, with reference to understanding of planetary atmospheres, 1991 – 1992.
- Doppler Electrophoretic Light Scattering Analysis of Biosynthetic Human Insulin, 1992 – 1993.

### **Conferences:**

1. Pittcon, Orlando, FL, March 2006 – Chaperoned students from Harriet L. Wilkes Honors College
2. Presented paper titled “Arson Analysis by Static Head Space Enrichment and Gas Chromatography using Simplex Optimization” at the Forensic Sciences Symposium, American Chemical Society South Florida Section, at Nova Southeastern University, Fort Lauderdale, FL, January 19, 2007

3. Participated in the First Annual Career Showcase, Suncoast Community High School, Riviera Beach, FL, January 9, 2009, and January 8, 2010.

### **Publications:**

1. *Luminescence Spectra and Lifetimes of Cerium(III) Compounds as Indicators of Solution Behavior and Radiation Efficiency*

Paulette Hazin, Chitra Lakshminarayan, Linda S. Brinen, Joseph L. Knee, Joseph W. Bruno, William E. Streib and Kristen Foltz, *Inorganic Chemistry*, **27**, 1393 (1988).

2. *Spectroscopy and Dynamics of the S<sub>1</sub> State of Jet Cooled 1-Naphthol*

Chitra Lakshminarayan, Joseph L. Knee, *J. Phys. Chem.*, **94**, 2637 (1990).

3. *Picosecond Measurement of Vibrational Dynamics using Pump-Probe Laser Photoelectron Spectroscopy*

Jonathan M. Smith, Chitra Lakshminarayan and Joseph L. Knee, *J. Chem. Phys.*, **93**, 4475 (1990).

4. *Laser Photoelectron Spectroscopy of 1- and 2-Naphthol: Relative Stability of the cis and trans Cation Rotamers*

Chitra Lakshminarayan, Jonathan M. Smith and Joseph L. Knee, *Chem. Phys. Lett.*, **182**, 656 (1991).

5. *Spectroscopy and Photophysics of the <sup>1</sup>S<sub>g</sub><sup>+</sup> - <sup>1</sup>D<sub>u</sub> Transition of Jet Cooled C<sub>4</sub>H<sub>2</sub>, C<sub>4</sub>HD and C<sub>4</sub>D<sub>2</sub>*

Ralph E. Bandy, Chitra Lakshminarayan and Timothy S. Zwier, *J. Phys. Chem.*, **96**, 5337 (1992).

6. *Direct Detection of C<sub>4</sub>H<sub>2</sub> Photochemical Products: Possible Routes to Complex Hydrocarbons in Planetary Atmospheres*

Ralph E. Bandy, Chitra Lakshminarayan, Rex K. Frost and Timothy S. Zwier, *Science*, **258**, 1630 (1992).

7. *The Ultraviolet Photochemistry of Diacetylene: Direct Detection of Primary Products of Metastable C<sub>4</sub>H<sub>2</sub><sup>\*</sup> + C<sub>4</sub>H<sub>2</sub> Reaction*

Ralph E. Bandy, Chitra Lakshminarayan, Rex K. Frost and Timothy S. Zwier, *J. Chem. Phys.*, **98**, 5362 (1993).

8. *Electronic Spectroscopy of Four Conformers of Jet Cooled 1,6-Dihydroxynaphthalene*

Jonathan M. Smith, Xu Zhang, Andrew Thompson, Chitra Lakshminarayan and Joseph L. Knee, *J. Phys. Chem.*, **97**, 3990 (1993).

9. *Reversible Adsorption of Soluble Hexameric Insulin onto the Surface of Insulin Crystals Cocrystallized with Protamine: An Electrostatic Interaction*

Stephen W. Dodd, Henry A. Havel, Paul M. Kovach, Chitra Lakshminarayan, Martin P. Redmon, Charlene M. Sargeant, Gary R. Sullivan and John M. Beals, *Pharmaceutical Research*, **12**, 60 (1995).

10. *Reaction of bromine with 4,5-dimethyl-1,4-cyclohexadiene-1,2-dicarboxylic acid: A green chemistry puzzle for organic chemistry students*

Chitra Chandrasekhar, Veljko Dragojlovic, *Green Chemistry Letters and Reviews*,

**DOI:** 10.1080/17518250903410090 , 02 December 2009

**Andia Chaves Fonnegra**  
Resume

Florida Atlantic University  
Assistant Professor of Biology  
Wilkes Honors College/Harbor Branch Oceanographic Institute  
5600 N US Highway 1  
Fort Pierce, FL 34946  
Email: [andia.chaves@fau.edu](mailto:andia.chaves@fau.edu)  
Personal website: <http://andiacfonnegra.weebly.com/>

**EDUCATION**

---

**2009-2014 Ph.D. Marine Biology/Oceanography.** Nova Southeastern University. Halmos College of Natural Sciences and Oceanography.

**2003-2006 M.Sc. Marine Biology.** Universidad Nacional de Colombia. Department of Biology. *Cum Laude* honors.

**1997-2003 B.Sc. Marine Biology.** Universidad de Bogotá Jorge Tadeo Lozano. Faculty of Marine Biology.

**PROFESSIONAL EXPERIENCE**

---

<b>2018</b>	<b>Postdoctoral Research Associate.</b> University of Mississippi.
<b>2016- 2017</b>	<b>Postdoctoral Research Associate.</b> University of the Virgin Islands.
<b>2014-2015</b>	<b>Postdoctoral Researcher and Adjunct Faculty.</b> Nova Southeastern University.
<b>2009-2014</b>	<b>Research and Teaching Assistant.</b> Nova Southeastern University.
<b>2007</b>	<b>Voluntary Field Assistant.</b> Calidris and Malpelo Foundations.
<b>2006</b>	<b>Short Term Fellow.</b> Smithsonian Tropical Research Institute.
<b>2005</b>	<b>Summer Intern.</b> Harbor Branch Oceanographic Institution.
<b>2004-2005</b>	<b>Research Assistant.</b> Universidad Nacional de Colombia, INVEMAR.
<b>2001</b>	<b>Intern and Research Assistant.</b> INVEMAR.

**RECENT PUBLICATIONS**

---

**Chaves-Fonnegra, A.,** Riegl, B, Zea, S., Lopez, J.V., Brandt, M., Smith, T. and Gilliam, D.S. Accepted. 2018. Bleaching events regulate shifts from coral to excavating sponges. *Global Change Biology*, 24(2):773-785. <https://onlinelibrary.wiley.com/doi/full/10.1111/gcb.13962>

Halperin, A.A, **Chaves-Fonnegra, A.,** Gilliam, D.S. 2017. Coral-excavating sponge *Cliona delitrix*: current trends of space occupation on high latitude coral reefs. *Hydrobiologia*, 790(1):299-310. <https://link.springer.com/article/10.1007/s10750-016-3042-x>

St. Gelais. A.T., **Chaves-Fonnegra, A.,** Kosmynin, V.N., Moulding, A.L. and Gilliam D.S. 2016. *Siderastrea siderea* spawning and oocyte resorption at high latitude. *Invertebrate Reproduction and Development*, 60 (3): 212-222. <https://www.tandfonline.com/doi/abs/10.1080/07924259.2016.1194334>

Torsten, T., Moitinho-Silva, L., Lurgi, M., Björk, J.R., Easson, C., Astudillo, C., Olson, J.B., Erwin, P.M., López-Legentil, S., Luter, H., **Chaves-Fonnegra, A.,** Costa, R., Schupp, P., Steindler, L., Erpenbeck, D., Gilbert, J., Knight, R., Ackerman, G., Lopez, J.V., Taylor,



M.W., Thacker, R.W., Montoya, J.M., Hentschel, U., and Webster, N. 2016. Global Sponge Microbiome: Diversity, structure and convergent evolution of the global sponge microbiome. *Nature Communications* 7, article number 11870. <https://www.nature.com/articles/ncomms11870>

**Chaves-Fonnegra, A.**, Maldonado, M. and J.V. Lopez. 2016. Asynchronous reproduction and multi-spawning in the coral excavating sponge *Cliona delitrix*. *Journal of the Marine Biological Association, UK* 96(2): 515-528. <https://doi.org/10.1017/S0025315415000636>

**Chaves-Fonnegra, A.**, Feldheim, K.A., Secord, J. and J.V. Lopez. 2015. Population structure and dispersal of the coral-excavating sponge *Cliona delitrix* in the Greater Caribbean Sea. *Molecular Ecology*, 24(7): 1447–1466. <https://doi.org/10.1111/mec.13134>

## RESEARCH GRANTS AND FELLOWSHIPS

---

2011-2013. UNESCO-L'Oréal Fellowship for Young Women in Science.

2010. NSU Chancellor's Faculty Research and Development Grant.

2006. Short Term Fellowship. Smithsonian Tropical Research Institute. 2002. SIGMA XI (The Scientific Research Society) Grant.

## TEACHING

---

### University of the Virgin Islands

Independent Research Study DIR BIO 495 (Summer and Fall 2016)

Research Methods II MEMS 504 – Multivariate Statistics Laboratory in R- (Spring 2017)

Sponge ID Laboratory – (Fall 2017)

### Nova Southeastern University

Introduction to Biological Sciences Laboratory (Winter 2015)

Invited Lecturer Histology (Fall 2013, 2014, 2015)

TA Population Ecology (Fall 2010, 2011 and 2012)

TA Biostatistics I. (Fall 2009)

## COMUNITY INVOLVEMENT/OUTREACH

---

Publication of articles in Spanish for “Biólogos Genetistas Colombianos (BIOGENIC)” blog

<http://www.biogeniccolombia.org/> and for the Colombian newspaper “El Tiempo” blog:

<http://blogs.eltiempo.com/biogenic-colombia/>

## CURRICULUM VITAE

Rachel E. Corr  
Associate Professor of Anthropology  
Wilkes Honors College, Florida Atlantic University  
John D. MacArthur Campus  
5353 Parkside Dr.  
Jupiter, FL, 33458  
(561) 799-8018; rcorr@fau.edu

### **Education:**

- 2000 Ph.D. in Anthropology University of Illinois at Urbana-Champaign  
Dissertation, "Cosmology and Personal Experience: Representations of the Sacred Landscape in Salasaca, Ecuador," Directed by Norman E. Whitten
- 1997 M.A. in Anthropology University of Illinois at Urbana-Champaign
- 1991 B.A. in Anthropology Ithaca College Ithaca, NY  
Magna Cum Laude. Departmental Senior Award

### **Employment:**

- 2006 to present: Associate Professor of Anthropology, Harriet L. Wilkes Honors College, Florida Atlantic University
- 2000 -2006 Assistant Professor of Anthropology, Harriet L. Wilkes Honors College, Florida Atlantic University
- 1998-1999 Teaching Assistant, Department of Anthropology, University of Illinois at Urbana-Champaign.

### **Recent Publications in Print:**

#### *Books*

2018 *Interwoven: Andean Lives in Colonial Ecuador's Textile Economy*. University of Arizona Press.

2010 *Ritual and Remembrance in the Ecuadorian Andes*. University of Arizona Press. Paperback edition 2013.

#### *Refereed Journal Articles:*

2016 "'We make them give more': Women's Roles in the Exchange and Redistribution of Food Across Ethnic Boundaries. *Food and Foodways* 24 (3-4):173-193

2015 Ritual, rumores, y rebelión en Pelileo en el siglo VIII. *Pucara: Revista de humanidades*, (26):59-72 (Peer reviewed journal published by the University of Cuenca, Ecuador. Listed in Latindex).

2014 (with Karen Vieira Powers): ¿Trasplantes incaicos o etnogénesis poscolonial? El origen de los salasacas de la sierra ecuatoriana. *Procesos: revista ecuatoriana de historia*, n.º 40 (julio-diciembre), 37-62.

2012 (with Karen Vieira Powers): Ethnogenesis, Ethnicity, and “Cultural Refusal”: The Case of the Salasacas in Highland Ecuador. *Latin American Research Review*, volume 47 Special Issue pp. 5-30.

2008 Death, Dice, and Divination: Rethinking Religion and Play in South America. *Journal of Latin American and Caribbean Anthropology*. 13(1): 2-21.

To Throw the Blessing: Poetics, Prayer, and Performance in the Andes. *Journal of Latin American Anthropology*. Fall 2004 9(2):382-408.

*Chapters in Books (Peer-Reviewed):*

2011 Indigenous Constructions of “Blackness.” (Norman E. Whitten Jr. and Rachel Corr). In *Histories of the Present: People and Power in Ecuador*, by Norman E. Whitten Jr. and Dorothea Scott Whitten (pp. 45-64). Urbana: University of Illinois Press.

2007 Conversion to Native Spirituality in the Andes: From Corpus Christi to Inti Raymi. In *Conversion of a Continent: Religious Identity and Change in Latin America*. Timothy J. Steigenga and Edward L. Cleary, eds. pp. 174-195. Rutgers University Press.

The Catholic Church, Ritual, and Power in Salasaca. In *Millennial Ecuador: Critical Essays on Cultural Transformations and Social Dynamics*. Norman E. Whitten, ed. pp. 102-128. University of Iowa Press, 2003.

**Grants:**

2013	National Endowment for the Humanities Fellowship
2013	American Philosophical Society Franklin Grant
2002	Research Initiation Award, Florida Atlantic University
1997-98	Fulbright-Hays Grant
1994-96	Foreign Language Area Studies Award
1991-92	Fulbright IIE Grant

---

**Veljko Dragojlovic (abbreviated CV)**

---

**EDUCATION**

1987/1993 Ph.D.–Organic Chemistry, University of British Columbia, Vancouver, Canada  
1982/1986 B.Sc. – Chemistry, University of Belgrade, Belgrade, Serbia

**EMPLOYMENT**

2016/present Professor  
Wilkes Honors College of Florida Atlantic University  
Jupiter, Florida

2006/2016 Associate Professor  
Wilkes Honors College of Florida Atlantic University  
Jupiter, Florida

2002/2006 Associate Professor  
Nova Southeastern University  
Ft. Lauderdale-Davie, Florida

1998/2002 Assistant Professor  
Nova Southeastern University  
Ft. Lauderdale-Davie, Florida

1997/1998 Chemistry Instructor  
Northwest Community College  
Terrace, BC, Canada

1997 (summer) and 1998 (summer) Chemistry Instructor  
School District 46 (Delta)  
Delta, BC, Canada

1996/1997 Post Doctoral Fellow (with S. Hatzikiriakos)  
Department of Chemical Engineering  
The University of British Columbia,  
Vancouver, BC, Canada

1995/1996 External Teaching Assistant  
Undergraduate Chemistry Laboratory  
Simon Fraser University,  
Burnaby, BC, Canada

1994/1995 Post Doctoral Fellow (with Y.L. Chow)  
Department of Chemistry  
Simon Fraser University  
Burnaby, BC, Canada

1987/1993 Teaching Assistant  
Department of Chemistry  
The University of British Columbia  
Vancouver, BC, Canada

1986/1987 Research Chemist  
Institute of Chemistry, Technology and Metallurgy  
University of Belgrade  
Belgrade, Serbia

**SELECTED PUBLICATIONS** (undergraduate co-authors are given in bold)

1. **Parsons, B.A.; Smith, O.L.**; Dragojlovic, V. An Optimized Procedure for PTFE Phase Vanishing Reactions: An Improved Reaction Design and the Use of Reagents Adsorbed on Silica. *J. Chem. Res.* **2015**, *39*, 574–581.

2. **Parsons, B.A.; Smith, O.L.; Chae, M.;** Dragojlovic, V. Properties of PTFE Tape as a Semipermeable Membrane in Fluorous Reactions. *Beilstein J. Org. Chem.*, **2015**, *11*, 980-993. (doi:10.3762/bjoc.11.110)
3. **Brettler, S.; Van Zee, N.;** Dragojlovic, V. Synthesis of Jasminaldehyde by a Crossed Aldol Condensation: An Experiment for Undergraduate Organic Chemistry Students. *The Chemical Educator*, **2015**, *20*, 314-320.
4. Dragojlovic, V. Conformational Analysis of Cycloalkanes. *ChemTexts* **2015**, 1:14 (DOI 10.1007/s40828-015-0014-0)
5. Dragojlovic, V. Improving a Lecture-Size Molecular Model Set by Repurposing Used Whiteboard Markers. *J. Chem. Educ.*, **2015**, *92*, 1412–1414. (DOI: 10.1021/ed500964n)
6. Dragojlovic, V. Investigation of Intermolecular Interactions by Determination of the Heat of Mixing of Organic Liquids: An Undergraduate Organic Chemistry Experiment. *The Chemical Educator* **2015**, *20*, 30-33.
7. **Abney, A.J.;** Dragojlovic\*, V. A PTFE-Sealed Vial for Delivery of Bromine. *J. Chem. Educ.*, **2012**, *89*, 293-295.
8. **Parsons, B.A.;** Dragojlovic\*, V. Demonstration of a Runaway Exothermic Reaction: Diels-Alder Reaction of (2*E*,4*E*)-2,4-Hexadien-1-ol and Maleic Anhydride. *J. Chem. Educ.*, **2011**, *88*, 1553-1557. (DOI: 10.1021/ed100129z)
9. **Van Zee, N.J.;** Dragojlovic\*, V. Design of Phase-Vanishing Reactions. *Chemistry - A European Journal* **2010**, *16*, 7950-7958. (DOI: 10.1002/chem.201000269).
10. Chandrasekhar, C.; Dragojlovic\*, V. Reaction of bromine with 4,5-dimethyl-1,4-cyclohexadiene-1,2-dicarboxylic acid: A green chemistry puzzle for organic chemistry students. *Green Chemistry Letters and Reviews*, **2010**, *3*, 39-47. (DOI: 10.1080/17518250903410090).
11. **Soto, K. and Dragojlovic\***, V. A Laboratory Demonstration of Synthesis of Bromoalkanes: Free Radical Bromination of an Alkylbenzene and Addition of Hydrogen Bromide to 2,3-Dimethyl-2-butene. *The Chemical Educator* **2010**, *15*, 247-250; (DOI 10.1333/s00897102283a)
12. **Pels, K.;** Dragojlovic\*, V. Solvent-free phase-vanishing reactions with PTFE (Teflon) as a phase screen. *Beilstein J. Org. Chem.* **2009**, *5*, No. 75. (DOI:10.3762/bjoc.5.75)
13. **Van Zee, N.J.;** Dragojlovic\*, V. Phase-Vanishing Reactions with PTFE (Teflon) as a Phase Screen. *Organic Lett.*, **2009**, *11*, 3190-3193. (doi: 10.1021/ol901450h).
14. **Huertas, D.; Florscher, M.;** Dragojlovic\*, V. Solvent-free Diels-Alder Reactions of *in situ* Generated Cyclopentadiene. *Green Chemistry*, **2009**, *11*, 91-95 (DOI:10.1039/B813485E).
15. **Windmon, N.;** Dragojlovic\*, V. Diels-Alder reactions in the presence of a minimal amount of water. *Green Chemistry Letters and Reviews*, **2008**, *1*, 155-163. (DOI: 10.1080/17518250802482505).
16. **Windmon, N.;** Dragojlovic\*, V. The role of neat substrates in phase-vanishing and tandem phase-vanishing reactions. *Tetrahedron Lett.* **2008**, *49*, 6543-6546. (DOI 10.1016/j.tetlet.2008.09.007)
17. **Windmon, N.;** Dragojlovic\*, V. Phase-vanishing halolactonization of neat substrates. *Beilstein J. Org. Chem.* **2008**, *4*, No. 29. (DOI [10.3762/bjoc.4.29](https://doi.org/10.3762/bjoc.4.29))

***Invited book chapters:***

1. Dragojlovic, V. Structural Characterization of Kerogen by Ruthenium Tetroxide Oxidation, in *Geochemistry Research Advances*, Editor: Ólafur Stefánsson, Nova Science Publishers, Hauppauge NY, 2008, pp. 93-117. ISBN: 978-1-60456-215-6.
2. McCarty, J.L. and Dragojlovic, V. Demonstrating Allotropic Modifications of Sulfur: Re-creating Io's Volcanic Surface, in *Favorite Demonstrations for College Science*, Editor: Brian R. Shmaefsky, NSTA Press Arlington, VA, 2004, pp. 143-145. ISBN: 0-87355-242-3.

## Erik R. Duboué, Ph.D.

### EDUCATION AND TRAINING

---

2000-2006 B.A., Philosophy, Tulane University, New Orleans, LA  
2000-2006 B.S., Neuroscience, Tulane University, New Orleans, LA  
2006-2007 M.S., Neuroscience, Tulane University, New Orleans, LA  
2007-2012 Ph.D., Biology, New York University, New York, NY  
2012-2017 Postdoctoral Associate, Carnegie Institution for Science, Baltimore, MD

### EMPLOYMENT AND POSITIONS

---

2017- Assistant Professor Wilkes Honors College, Florida Atlantic University  
2017- Member Jupiter Life Science Initiative, FAU

### PUBLICATIONS

---

- Keene A. C., **Duboué, E. R.**, McDonald D. M., Dus M., Suh G. S., et al. (2010) Clock and cycle limit starvation-induced sleep loss in *Drosophila*. *Curr Biol* 20: 1209–1215.
- Duboué, E.R.**, Keene, A.C., and Borowsky, R. (2011) Evolutionary convergence on sleep loss in Cavefish Populations. *Curr Biol* 21: 671-6.
- Duboué, E.R.** and Borowsky, R.L. (2012) Altered Rest-Activity patterns evolve via circadian independent mechanisms in cave adapted balitorid loaches. *PLoS One*, 7(2):e30868.
- Duboué, E.R.**, Borowsky, R.L., and Keene, A.C. (2012)  $\beta$ -adrenergic signaling regulates evolutionarily derived sleep loss in the Mexican Cavefish. *Brain Behavior and Evolution*, 80(4): 233-43.
- Yoshizawa M., Robinson B.G., **Duboué E.R.**, Masek P., Jaggard J.B., O'Quin K.E., Borowsky R.L., Jeffery W.R., Keene A.C. (2015) Distinct genetic architecture underlies the emergence of sleep loss and prey-seeking behavior in the Mexican cavefish. *BMC Biology*, 13-15.
- Facchin, L\*, **Duboué, E.R.**\*, Halpern, M.E. (2015) Disruption of epithalamic left-right asymmetry increases anxiety in zebrafish. *Journal of Neuroscience*. 35(48):15847-59 (Featured as Editor's Choice in *Science* Jan 1., 2016: Vol. 351, Issue 6268, pp. 38).
- Duboué, E.R.** and Keene A.C. (2016) Investigating the Evolution of Sleep in the Mexican Cavefish. In *Biology and Evolution of the Mexican Cavefish*, Academic Press, pages 291-308, ISBN 9780128021484
- Duboué, E.R.** and Halpern M.E. (2017) Genetic and transgenic approaches to study laterality in zebrafish. In *Lateralized Brain Functions*, Eds. Lesley Rogers and Giorgio Vallortigara, pp. 553-589. New York, NY: Humna Press, Springer.
- Duboué, E.R.**, Hong, E, Eldred, K.C., Halpern, M.E. (2017) Left Habenular Activity Attenuates Fear Responses in Larval Zebrafish. *Curr Biol*, 27(14): 2154-2162.e3.
- Jaggard J.B., Stahl B.A., Lloyd, E., Prober, D.A., **Duboué, E.R.**, and Keene, A.C. (2018) Hypocretin underlies the evolution of sleep loss in the Mexican cavefish. *eLife*. 7: pii: 32637, doi: 10.7554/eLife32637
- Lloyd, E., Olive, C, Stahl, BA, Jaggard, J.B., Amaral, P., **Duboué, E.R.**, Keene, A.C. (2018) Evolutionary shift towards lateral line dependent prey capture behavior in the blind Mexican cavefish. *Dev Biol*. Pii: s0012-1606(18)30119-2.
- Chin, J.S.R., Gassant, C.E., Amaral, P.M., Lloyd, E., Stahl, B.A., Jaggard, J.B., Keene, A.C., **Duboué, E.R.** (2018) Convergence on reduced stress behavior in the Mexican blind cavefish. *Dev Biol*. Pii: s0012-1606(18)30124-6.
- Keene, A.C. and **Duboué, E.R.** (2018) The origins and evolution of sleep. *J Exp Biol*. 221(Pt 11) pii: jeb159533

\*indicates that authors contributed equally

## AWARDS AND HONORS

---

2006 Faculty for Undergraduate Neuroscience Research Award, Society for Neuroscience  
2007-2011 Henry M. MacCracken Fellowship, New York University  
2011 Steven Kazianis Research Award, for a “*senior doctoral student who presented the best research with the greatest potential to have a significant impact in their field.*”

## FUNDING

*Ongoing*

---

R21NS105071-01A1 PI: Keene, A.C.; co-PI: **Duboue, E.R.** 03/01/2018 - 02/28/2020

### **Development of genetic tools for functional analysis of sleep in cavefish**

The goal of the project is to generate tools for the functional dissection of behaviors, principally sleep, in an emerging model system, the Mexican cavefish. Tools proposed include transgenic technologies, and the development of a brain-wide neuroanatomical atlas in several cavefish populations

R15MH118625-01  
09/23/2021

PI: **Duboue, E.R.**

09/24/2018 -

### **Functional dissection of brain-wide circuits modulating recovery from stress**

The goal of the project is to examine a recently identified forebrain to midbrain circuit important for restoring baseline states of behavior and physiology following a stressful event, and to further identify anatomical areas that act upstream and downstream of this identified circuit.

*Pending*

R01MH120107-01

PI: **Duboue, E.R.**

### **The effects of early life stress on neuroendocrine and behavioral dysfunction**

The goal of the project is to examine the effect of chronic stress in early development has on neuronal and physiological mechanisms underlying stress. The experiments all examine how changes to stress circuits by early life stress also affect sleep.

**Julie L. Earles**  
Wilkes Honors College  
Florida Atlantic University  
[jearles@fau.edu](mailto:jearles@fau.edu)

---

**Education:**

1994 - Ph.D. in Experimental Psychology from The Georgia Institute of Technology  
1992 - M.S. in Experimental Psychology from The Georgia Institute of Technology  
1990 - B.A. with Honors in Psychology from Davidson College (Phi Beta Kappa, Magna Cum Laude)

---

**Employment History:**

2016 to present - Professor of Psychology, Wilkes Honors College of Florida Atlantic University  
2016 to present - Associate Graduate Faculty, Department of Psychology, Charles E. Schmidt College of Science, Florida Atlantic University  
2004 to 2016 - Associate Professor of Psychology, Wilkes Honors College of Florida Atlantic University  
1999 to 2004 - Assistant Professor of Psychology, Wilkes Honors College of Florida Atlantic University  
1994 to 1998 - Assistant Professor of Psychology, Furman University  
1990 to 1994 - National Institutes of Health Pre-doctoral Research Training Fellowship, National Institute on Aging

---

**Recent Publications:**

Kersten, A. W., Earles, J. L., McRostie, N., Brydon, C., & Adarukov, J. (in press). Influences of executive memory functioning on memory for the sources of actions. *Psychology and Aging*.  
Kersten, A.W., Earles, J.L., & Negri, L. (2018). Who was that masked man? Conjoint representations of intrinsic motions with perpetrator appearance. *Memory*.  
**Vernon, L. L. & Earles, J. L. (2018). The perils and payoffs of conducting clinical trials: Equine-assisted therapy case study. *Sage Research Methods Cases: Psychology*. doi: [10.4135/9781526438430](https://doi.org/10.4135/9781526438430)**  
**Earles, J. L., & Kersten, A.W. (2017). Why are verbs so hard to remember? Effects of semantic context on memory for verbs and nouns. *Cognitive Science*, 41,780-807. doi: 10.1111/cogs.12374**  
Kersten, A.W., & Earles, J.L. (2017). Feelings of familiarity and false memory for specific associations resulting from mugshot exposure. *Memory & Cognition* 45, 93-104. doi: [10.3758/s13421-016-0642-7](https://doi.org/10.3758/s13421-016-0642-7)  
Earles, J. L., Kersten, A. W., Vernon, L. & Starkings, R. (2016). Memory for positive, negative, and neutral events in younger and older adults: Does emotion influence binding in event memory? *Cognition and Emotion*, 30, 378-388. doi: 10.1080/02699931.2014.996530

---

**Recent Books:**

Bjorklund, B. R. & Earles, J. L. (To be released in 2019). *The Journey of Adulthood – REVEL access* (9th edition). Pearson.

---

**Recent National and International Presentations:**

Kersten, A.W., Earles, J.L., Perry, J. (2018, November). Influences of actor appearance and movement features on action recognition. Poster to be presented at the Meeting of the Psychonomic Society, New Orleans, LA.  
Kersten, A.W., Earles, J.L., Aucello, K., & Tautiva, E. (2018, April). Neuropsychological correlates of source memory for actions depend upon the number of sources. Plenary presentation at the Cognitive Aging Conference, Atlanta, GA.  
Kersten, A.W., Earles, J.L., Vernon, L.L., McRostie, N., & Riso, A. (2017, November). Effects of emotional context on false memory for person/action conjunctions. Poster presented at the Meeting of the Psychonomic Society, Vancouver, BC.

---



- Pruzansky, R.M., Kersten, A.W., & Earles, J.L. (2017, April). Children and adults benefit from object consistency when learning novel verbs. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Kersten, A.W., & Earles, J.L. (2016, November). Executive function in older adults predicts source memory for actions only for small numbers of sources. Paper presented at the Meeting of the Psychonomic Society, Boston, MA.
- Kersten, A.W., & Earles, J.L. (2016, May). Feelings of familiarity and false memory for specific associations resulting from mugshot exposure. Paper presented at the Fishschrift: Applied Cognition and the Cognitive Interview: A Conference in Honor of Dr. Ron Fisher. Miami, FL.

---

**Recent Undergraduate Research Presentations at Florida Atlantic University:  
Spring, 2018**

- Adaryukov, J., Tarleton, H., Reisner, J., Figueroa, S. Virtual communication and face to face encounters.
- Batista, Y., Ouillette, Z., Jean-Baptiste, B., & Ali, A. The immediate effects of mindfulness on stress, anxiety, and affect.
- Brydon, C., McRostie, N., & Adarukov, J. Age differences in feature and source memory.
- Brydon, C., Batista, Y., & Jean-Baptiste, J. The bystander effect: Effects of gender.
- Carrillo, J., Halstead, G., & Rosas-Merritt, A. The effect of mindfulness meditation on recall memory for positive, negative, and neutral stimuli.
- Chae, M. Impulsivity in mice with Rum3/Rum5 Isoforms of Syngap1 Gene.
- Jean-Baptiste, B., Ali, A., Batista, Y., & Ouillette, Z. Meditation: Following the wandering mind.
- McRostie, N. Memory for verbs and nouns.
- Michels, A. & Irmiter, J. Disgust and cognitive function.
- Perry, J. Eyewitness memory: Manner of motion in perpetrator identification.
- Riso, A. Characterizing the overactivation of microglia during development. (FAU Undergraduate Researcher of the Year, 2017-2018)
- Rosas-Merritt, A., Carrillo, J., Hauser, K., & Randhikaa N. Effects of time constraints on working memory.
- Seepersad, V. & Welliever, B. We had no eye-dea; Effects of Enchroma glasses on the perception of art.**
- Trulson, H., Stamos, H., & Ragnarsson, S. When are people generous?**
- Welliever, B. & Seepersad, V. Effects of color blindness on visual search tasks.**
- Spring, 2017**
- Beazley, J. Memory for license plates.
- Benedict, C. Conservation behavior intervention.
- Adaryukov, J., Riso, A., & McRostie, N. Effects of emotion on memory for events.

---

**Recent Honors and Awards:**

- 2017 Florida Atlantic University Distinguished Undergraduate Mentor of the Year Award
- 2017 COSO Jupiter Advisor of the Year
- 2013 Florida Atlantic University Excellence and Innovation in Undergraduate Advising Award
- 2010 Florida Atlantic University Excellence and Innovation in Undergraduate Teaching Award
- 2010 Florida Atlantic University MacArthur Campus Exceptional Faculty Award

**Christopher Ely**  
**Professor of History**

**Office**

Harriet Wilkes Honors College  
Florida Atlantic University  
John D. MacArthur Campus  
Jupiter, FL 33458  
Phone: (561) 799-8607  
FAX: (561) 799-8602  
E-mail: cely@fau.edu

**Home**

708 Kanuga Drive  
West Palm Beach, FL 33401  
Phone: (561) 655-3592

**Academic Employment**

**2018:** Professor: Wilkes Honors College of Florida Atlantic University  
**2004-2018:** Associate Professor: Wilkes Honors College of Florida Atlantic University  
**1999-2004:** Assistant Professor: Wilkes Honors College of Florida Atlantic University  
**1997-1999:** Harvard University: Lecturer in History and Literature

**Education**

**Ph.D. May 1997: Brown University**

Major Fields of Study:

History of Modern Russia (1689-present)  
European Intellectual and Cultural History

Dissertation Director: Abbott Gleason

Dissertation Title: Overgrown Corners and Boundless Space:  
Landscape and National Identity in 19th-Century Russia

**M.A. June 1990: University of California, Davis**

European History, 1990

**B.A. June 1986: University of California, Santa Cruz**

English and Comparative Literature, 1986

**Additional, August 1992:** Graduate Alexander Herzen Russian Pedagogical Institute Summer Program in Russian

**Publications**

**Books**

*Russian Populism* (Bloomsbury Press, forthcoming 2021)

*Underground Petersburg: Radical Populism, Urban Space and the Tactics of Subversion in Reform-Era Russia* (Northern Illinois University Press, 2016)

*Space, Place and Power in Modern Russia: Essays in the New Spatial History* (ed. with Mark Bassin and Melissa Stockdale, Northern Illinois University Press, 2010)

*This Meager Nature: Landscape and National Identity in Nineteenth-Century Russia* (Northern Illinois University Press, 2002)

### **Journal Articles**

"The Unsolved Puzzle of Identity in Imperial Russia" *Kritika* (2013)

"The Origins of Russian Scenery: Volga River Tourism and Russian Landscape Aesthetics"  
*Slavic Review* (Winter 2003)

"Critics in the Native Soil" in *Ecumene* 2000 7 (3), 253-270.

### **Chapters in Books**

"Открывая русскую природу. Развитие эстетики русского пейзажа в XIX веке" in СНИМИ МНЕ Левитана! О странностях пейзажа в литературе, живописи и кино (Еврейский Музей, 2018)

"Street Space and Political Culture in St. Petersburg under Alexander II" in *Space and Power in Modern Russia: Essays in the New Spatial History* (Northern Illinois University Press, 2010)

"Экологическая эстетика Ивана Шишкина" Россия: воображение пространства / пространство воображения (Аграф, 2009)

"The Question of Civil Society in Late Imperial Russia" in Abbott Gleason, ed. A Companion to Russian History (Wiley-Blackwell, 2009)

"The Reform-Era Russian City and the Limits of Visual Representation in Realist Art" in Proceedings of Beyond the Empire: Images of Russia in the Eurasian Cultural Context (Slavic Research Center, Hokaido University, 2008)

"Personal and Imperial: Fedor Vasil'ev's 'In the Crimean Hills'" in Kivelson and Neuberger, eds., Picturing Russia (Yale University Press, 2008)

"Introduction" to A Russian Paints America: The Travels of Pavel P. Svin'in Swoboda and Whisenhunt, eds., (McGill-Queen's University Press, 2008)

"Prospect, Refuge, Coherence, Mystery: Landscape Theory and Russian Terrain" in Rosenholm and Autio-Sarasma (eds.), Understanding Russian Nature: Representations, Values and Concepts (Aleksanteri Papers, 2005)

"The Picturesque and the Holy: The Monastery in Russian Travel Literature" in Cracraft and Rowland (eds.), Architecture and Russian Identity (Cornell University Press, 2003)

### **Articles in Translation**

"Панорама, убежище, связь, тайна: ландшафтная теория и русское пространство" in И.П. Олехова и М.В. Строганов Дары природы или плоды цивилизации: экологический альманах (Тверь, 2008)

### **Guest Editor**

*Russian Studies in History: Issue* "Urban Space and Urban Culture in Modern Russia" (Fall 2016)

**Jacqueline H. Fewkes, Ph.D.**

HA 123, Honors College, FAU • 5353 Parkside Drive • Jupiter, FL 33458  
Telephone: (561) 799-8609 • E-mail: jfewkes@fau.edu

EDUCATION

---

**University of Pennsylvania**, Philadelphia, PA.

*Ph.D. in Anthropology*, May 2005. Dissertation: “The Legacy of Trade: Social Networks in Ladakh, India”. Advisor: Dr. Brian Spooner.

**Johns Hopkins University**, Baltimore, MD.

*Bachelor of Arts in Anthropology*, May 1995. Graduated with General and Departmental Honors.

RECENT PROFESSIONAL EXPERIENCE

---

*Academic Positions*

2004-Present. **Associate Professor of Anthropology** at Wilkes Honors College, and **Associate Director of the Program for Leadership and Professional Development** of Florida Atlantic University, Jupiter, FL. Tenured faculty position. Special appointments include: Member of the graduate faculty, faculty associate for the Center for Women, Gender, and Sexuality Studies, faculty fellow for the Peace, Human Rights and Justice Initiative, International Studies group faculty member, and Asian Studies faculty groups.

SELECTED RECENT PUBLICATIONS

---

“Push Narratives: Ubiquitous Mobile News and Participatory Local Media in Himalayan India”, chapter co-authored with Abdul Nasir Khan, in edited volume *From Here to Ubiquity: Critical and International Perspectives on Mobile and Ubiquitous Media*, edited by Michael S. Daubs and Vincent Manzerolle. New York, NY: Peter Lange International Academic Publishers. 2017.

“Manuscripts, Material Culture, and Ephemera of the Silk Route: Artifacts of Early Twentieth Century Ladakhi Trade Between South and Central Asia.”, co-authored with Abdul Nasir Khan, in *Asian Highlands Perspectives*. 2016. 40:75-126.

“Living in the Material World: Cosmopolitanism and Trade in Early Twentieth Century Ladakh”, book chapter in *Sites of Asian Interaction: Ideas, Networks, and Mobility*, edited by Tim Harper and Sunil Amrith. Cambridge: Cambridge University Press. 2014.

“Planning to Play Cricket: Child Training for Citizenship Work in a North Indian Development Initiative”, in *Journal of South Asian Development*. Vol. 5(3). 2010. Pp. 243-269.

“A ‘Women’s Space’ at the Indian Ocean Crossroads: Women’s Mosques in the Maldives”, in *Gender at the Crossroads: Multi-disciplinary Perspectives*, edited by Nurten Kara. Famagusta, Cyprus: Eastern Mediterranean University Press. 2009. Pp. 277-284.

*Trade and Contemporary Society along the Silk Road: An Ethno-history of Ladakh*. London and New York: Routledge Press. 2008.

## SELECTED RECENT GRANTS

---

Smith Innovation Fund grant, awarded in support of “The Thesis Game: Gaming and Learning” project. Summer 2015.

Florida Atlantic University 2014 Faculty Research Seed Grant Award, for “American Mosques: An Ethnohistorical Study of Mosques in the United States” research project. 2014-2015.

Grant for Asian Studies, funded by the U.S. Dept. of Education Undergraduate International Studies and Foreign Language, for development of new course titled “Honors Islam in Asia” as part of Florida Atlantic University’s Asian Studies curriculum development. Fall 2010.

National Science Foundation (NSF) grant for participation in Summer Short Courses on Research Methods in Cultural Anthropology (SCRM) Course on Geospatial Analysis in Anthropology. August 2010.

Bradford-Ingalls Foundation Grant for development of Anthropology Lab at Wilkes Honors College, FAU. 2009-2010.

Florida Atlantic University Creative Scholar of the Year Award, 2008-2009.

Library of Congress (LOC) Florence Tan Moeson Fellowship for research in the library’s Asian Division collections. June 2008.

Social Science Research Council (SSRC) travel grant to attend the international conference on "Inter-Asian Connections" in Dubai, UAE. February 2008.

## SELECTED COURSES TAUGHT

---

- Applied Anthropology
- Case Studies in Four-Fields Anthropology
- Culture and Society
- Ethnomathematics (interdisciplinary team-taught)
- Global South Asia
- Hijab: Women and Boundaries in Islam (interdisciplinary team-taught)
- Himalayan Cultures
- Introduction to Anthropology
- Introduction to Asian Studies
- Islam in Asian Cultures
- Peoples Around the World
- Research Methods in Socio-Cultural Anthropology
- Sacred Languages, Sacred Spaces (interdisciplinary team-taught)
- The Development Debate in South Asia
- The Other in World Film (interdisciplinary team-taught)
- Visual Ethnography

## Curriculum Vitae

### Yaouen Fily

Assistant Professor of Physics  
Wilkes Honors College  
Florida Atlantic University  
5353 Parkside Drive, HC 151  
Jupiter, FL 33458, USA  
[yfily@fau.edu](mailto:yfily@fau.edu)

#### Research Areas

Nonequilibrium Statistical Mechanics; Active Matter; Geometry; Biophysics; Soft Matter; Complex Fluids; Granular Matter; Disordered Media.

#### Technical Expertise

Theory: Statistical Mechanics; Hydrodynamics of Complex Fluids; Elasticity; Differential Geometry.  
Computation: Brownian Dynamics; Monte Carlo Simulations; Partial Differential Equations; Data Analysis.

#### Education

Ph.D. in Condensed Matter Physics, Université de Tours, France	2009
Master Dynamical systems and statistics of complex matter, Université Paris VI, France	2006
Agrégation de Sciences Physiques, option Physique <sup>1</sup>	2005
Licence in Physics, Université Paris VI / Ecole Normale Supérieure de Cachan, France	2003

#### Positions

Assistant Professor At Wilkes Honors College, Florida Atlantic University. Soft active matter in curved environments.	2017-present
Postdoctoral Researcher At Brandeis University, with Michael Hagan & Aparna Baskaran. Confined active particles, flagellar beating, chiral self-assembly.	2012-2017
Postdoctoral Researcher At Syracuse University, with Cristina Marchetti. Self-propelled particles, viscous fluid dynamics, linear elasticity, cell motion, jamming transition.	2009-2012
Graduate Student At Université de Tours, France, with Jean-Claude Soret & Enrick Olive. “Depinning and high velocity dynamics of vortex lattices in type II superconductors – A numerical study”.	2006-2009

#### Courses taught

Fall 2018: Programming for biologists, 3 credits. Electricity/Magnetism, 4 credits.  
Spring 2018: General Physics 2, 4 credits. Statistical Physics, 4 credits.  
Fall 2017: Computational Physics, 3 credits.

Moniteur Université de Tours, France. Introductory physics (mathematical tools, classical mechanics, geometrical optics), 192h (lectures and labs).	2006-2009
--	-----------

<sup>1</sup> Agrégation is a highly selective French exam of teaching ability that covers all core undergraduate physics classes and some chemistry. It is taken after a year-long preparation that involves theory as well as giving practice lectures critiqued by experienced educators.

## Outreach

Designed software to operate a robotic arm as part of art project “A piece of the pie chart”, a robotic installation by Artist and Syracuse University Professor Annina Ruest that addresses gender disparities at technical institutions. Co-wrote a [blog post](#) explaining the functioning of it.

Computational Introduction to Active Matter

Designed computational experiment for researchers from diverse background in the context of a transdisciplinary workshop.<sup>2</sup>

Levitating train

Designed and built experiment to illustrate superconductivity and engage prospective students and the general public. Presented it at university open house day and French national science fair.<sup>2</sup>

## Scholarships

Full PhD scholarship from Région Centre (France) 2006-2009

Full scholarship from École Normale Supérieure de Cachan (France)<sup>3</sup> 2002-2006

## Selected Publications

Citations: 1231. H-index: 10. Source: [Google Scholar profile](#) (9/28/2018).

S. Henkes, D. A. Quint, Y. Fily, J. M. Schwarz, *Rigid Cluster Decomposition Reveals Criticality in Frictional Jamming*, [Phys. Rev. Lett. 116, 028301](#) (2016).

A. P. Solon, Y. Fily, A. Baskaran, M. E. Cates, Y. Kafri, M. Kardar, J. Tailleur, *Pressure is not a state function for generic active fluids*, [Nature Physics 11, 673](#) (2015).

Y. Fily, A. Baskaran, M. F. Hagan, *Dynamics of self-propelled particles under strong confinement*, [Soft Matter 10, 5609](#) (2014).

Y. Fily, M. C. Marchetti, *Athermal Phase Separation of Self-Propelled Particles with No Alignment*, [Phys. Rev. Lett. 108, 235702](#) (2012).

S. Henkes, Y. Fily, M. C. Marchetti, *Active jamming: Self-propelled soft particles at high density*, [Phys. Rev. E 84, 040301](#) (2011).

## Recent Talks

Seminars, Physics Department, Florida Atlantic University, Jupiter FL 2018

Collective behavior of soft and active matter under confinement, Mainz, Germany (invited speaker) 2018

Fundamental Problems in Active Matter, Aspen CO 2018

## Recent Mentoring

Adam Patch (postdoc) 2018-present

Social behavior in *Asyanax* fish. Force on a colloid in an active bath.

Austin Henriksen (undergraduate student) 2018-

Density profile of very persistent active particles in a 1D confining potential. 2019

Genevieve Kunkel (undergraduate student) 2018-

Typology of neuronal responses to a stressor in zebra fish. 2019

<sup>2</sup>

Videos available on the youtube channel “[yaouen fily](#)”.

<sup>3</sup>

ENS Cachan is one of a handful of French schools to pay a salary to their students.

## Michael Harrawood

### EDUCATION

- May, 1997      Ph.D., English      University of California, Berkeley  
Major Emphases: Shakespeare, Elizabethan and Jacobean  
Drama,  
Continental Renaissance, Critical Theory.
- Fields of interest: Rabelais, Montaigne, Continental Roots of  
Tudor Humanism, Philosophy and Philosophical Problems in  
Literature, Children's Literature, Television and Film Culture,  
Jazz.
- May, 1987      B.A., English      University of California, Berkeley  
Summa cum laude

### PRESENT EMPLOYMENT:

Since 1999 I have been one of two and, after 2003, three, professors of English and Comparative Literature at the Wilkes Honors College of Florida Atlantic University. I was part of the faculty of 16 that opened the doors of the college, and my duties have included:

- Development of an honors curriculum
- Development of an honors core curriculum
- Development of a writing program, writing committee, and writing portfolio system
- Development of a non-classroom learning program (Internships)
- Development of a study abroad program
- Development of a concentration in literature
- Development of a dramatic arts group; directing students in one or two performances a year, including two Shakespeare comedies
- Recruitment and Development: active participation in recruitment activities and conferring with benefactors and potential benefactors
- Integrating and sustaining humanities program within a highly interdisciplinary faculty

### ACADEMIC AWARDS AND HONORS

- 2005 MAC Award: Exceptional Faculty Award, Wilkes Honors College
- 2001 MAC Award outstanding service as advisor to Theater in the Raw. MacArthur Campus Student Government Association
- 1999 Teaching Excellence Award, Freshman Honors Program, University of Wyoming
- 1995 Invited to participate in *Collegium Phaenomenologicum*, Perugia, Italy



Outstanding Graduate-Student Instructor, University of California, Berkeley

1987 Phi Beta Kappa

## **PUBLICATIONS**

### **Refereed Works**

#### **Articles, International**

“Overreachers: Hyperbole, the „Circle in the Water,“ and Force in 1Henry6,” *English Literary Renaissance.* 33.3 ( 2003): 309-27.

“Shakespeare in the Caribbean: the Morant Bay Massacre, Jamaica, 1865.” *Modern Language Quarterly.* 65.2 (2004): 269-92.

“High-Stomached Lords: Imagination, Force and the Body in Shakespeare“s *Henry VI* Plays.” *Journal for Early Modern Culture Studies.* 7.1. (2007) 78-95.

## **GRANTS AND FELLOWSHIPS**

2002 Folger Shakespeare Library Fellowship. Three months (\$5,700). Folger Shakespeare Library, Washington, D.C.

2001 NEH Summer Institute: “Experience and Experiment in Early Modern Europe.” Folger Shakespeare Library, Washington, D.C. (July 25-August 4, 2001), (\$3,700). Research Initiation Award, Florida Atlantic University, (\$4,550).

1987 Mellon Fellowship in the Humanities.

## CURRICULUM VITAE

Terje Hõim

Associate Professor of Mathematics, Chair of Sciences and Mathematics

---

Wilkes Honors College, Florida Atlantic University, 5353 Parkside Dr., Jupiter, FL 33458

(561) 799-8673, [thoim@fau.edu](mailto:thoim@fau.edu)

---

### Education

- 2000 **Ph.D.** Pure Mathematics, Kent State University, Ohio, USA  
1997 **M.A.** Mathematics, Kent State University, Ohio, USA  
1995 **M.Sc.** Mathematics, CUM LAUDE, University of Tartu, Estonia  
1993 **B.Sc.** Mathematics, CUM LAUDE, University of Tartu, Estonia, Minor: Math Education

### Academic Positions

- 2008 – present **Associate Professor of Mathematics**, Wilkes Honors College, FAU, Jupiter, FL  
2014 – 2016 **Associate Professor of Mathematics and Math Education**  
College of Science and Technology, University of Tartu, Estonia  
2010 – 2011 **Joint Visiting Associate Professor/Guest Lecturer of Mathematics/Statistics**  
Estonian University of Life Sciences/University of Tartu, Estonia  
2003 – 2008 **Assistant Professor of Mathematics**, Wilkes Honors College, FAU, Jupiter, FL  
2000 – 2003 **Harold L. Dorwart Visiting Assistant Professor of Mathematics**  
Trinity College, Hartford, Connecticut

### Professional Leadership Positions

- 2016 – present **Chair of Sciences and Mathematics**, Wilkes Honors College, FAU  
2014 – 2016 **Director of the Center of School Mathematics and Informatics**, University of Tartu  
2014 – 2016 **Coordinator of the Master Program in Mathematics Education**, University of Tartu

### Extramural Funding

- 2016 - 2017 Principal Investigator (PI) for a project titled “*Innovative teaching materials - Computer-based statistics project in Estonia*” (budget €173,047)  
2015 PI for a project titled “*Developing assessment methodologies and assignments for middle school computer based statistics course*” (budget €18,720)  
2014 – 2015 PI for a project titled “*Preparation of services and training materials for implementing computer based statistics education*” (budget €36,665)  
2011 – 2014 Co-PI for “*iTeach Geometry Partnership Project*” (\$500,000)

### Awards, Grants, Fellowships

- 2016 **Nominee for the Distinguished Teacher of the Year Award**, University of Tartu, Estonia  
2015 **Nominee for the Teacher of the Year Award**, Department of Mathematics, University of Tartu  
2014 **Nominee for the Jupiter Campus Exceptional Faculty Award**, FAU  
2013 **Distinction through Discovery Curriculum Grant**, FAU, \$2000  
2012 **Distinction through Discovery Faculty Learning Community Fellow**, FAU  
2012 **Excellence in Undergraduate Advising Award**, FAU, \$2000  
2011 **iTeach Geometry Partnership Grant**, FAU and PB School District, \$500,000  
2010 **MAA Florida Section Award for Distinguished University Teaching of Mathematics**  
2007 **Excellence in Undergraduate Advising Award**, FAU, \$2000  
2007 **American Council of Learned Societies Contemplative Practices Grant**, \$10,000

### Selected Publications (2010-2018)

1. **T. Hõim**, D. Robbins, *A note on irreducible representations of some vector-valued function algebras*, to appear in *Advances in Operator Theory*.
2. **T. Hõim**, D. Robbins, *Cover topologies, ideals, and quotients for some spaces of vector-valued functions*, *Advances in Operator Theory* 3 (2018), no. 2, 26-39.
3. **T. Hõim**, D. Robbins, *Cover-strict topologies, ideals, and quotients for some spaces of vector-valued functions*, *Banach J. of Math. Anal.*, Volume 10, Number 4 (2016), 783-799.

4. **T. Hõim**, M. Saulep, *Are we succeeding with context-based teaching in Mathematics?*, Teaching Mathematics: Retrospective and Perspectives, Tallinn University, (2016), 58-68.
5. **T. Hõim**, C. Hommik, & Ü. Kikas *Changing mathematics education in Estonia. Computer-based statistics project*, Proceedings of the CIDREE-STEM expert meeting (2016), 23-29.
6. **T. Hõim**, D. Robbins, *Amenability as hereditary property in some algebras of vector-valued functions*, American Mathematical Society, (2015) 135–144.
7. C. Hommik, **T. Hõim**, *Teachers' Feedback to Secondary-Level Statistics Course Innovation: Computer-Based Education Pilot in Estonia*, Proceedings of the 14th European Conference on e-Learning, United Kingdom, (2015), 705–711.
8. **T. Hõim**, D. Robbins, *Spectral synthesis and other results in some topological algebras of vector-valued functions*, Quaestiones Mathematicae, 34 (2011), 1-16.
9. **T. Hõim**, D. Robbins, *Strict topologies on spaces of vector-valued Functions*, Acta et Commentationes Universitatis Tartuensis de Mathematica, 14 (2010), 1-16.

### ***Graduate and Honors Theses***

I have supervised over 30 honors theses, 5 masters' theses, and I'm currently co-advising two graduate theses.

### **Professional Societies and Honoraries**

American Mathematical Society, Association for Women in Mathematics, The Mathematical Association of America, Council on Undergraduate Research, Phi Beta Delta Honor Society

### **Service**

Annually participating at the Wilkes Honors College open houses, orientation week and scholars' day activities, and symposiums.

Currently serving on the Wilkes Honors College P&T Committee and on the Senior Instructor promotion committee.

Previously served on the OIT Academic Advisory Committee, By-Laws Committee, Curriculum Committee, Admissions Committee, Non-Classroom Learning Committee, Faculty Development Award Committee, university-wide QEP Assessment Committee, and various search committees.

## KEITH JAKEE, Ph.D.

### CURRENT POSITION

---

#### Associate Professor

Wilkes Honors College, Florida Atlantic University, Jupiter, FL

**Research:** *Political Economy/Public Choice, Entrepreneurship, Industrial Organization*

**Teaching:** *Entrepreneurship, Modern Political Economy, Public Finance/Public Policy, Law & Economics, Modern Market Process Theory: Austrian Economics, Micro Principles, Intermediate Microeconomics, Savings Investment & Financial Markets, Mathematical Microeconomics, Economics & Literature, Research and Writing in the Social Sciences* (all classes are Honors)

**Supervision:** *Senior Year Honors Theses*

---

### PREVIOUS ACADEMIC POSITIONS

#### Visiting Research Associate

Centre for Policy Studies, University College Cork, Ireland: 2013–2014

Several months residency during sabbatical year.

#### Continuing Senior Lecturer (Tenured Associate Professor equivalent)

School of Economics & Finance, Royal Melbourne Institute of Technology (RMIT University) Melbourne, Australia: 2001–2005

Founded School's Honors Degree Program; performed research, thesis supervision, and teaching.

#### Continuing Lecturer (Assistant Professor equivalent)

Department of Economics, Monash University, Melbourne (Clayton), Australia: 1997–2000

Continuing appointment (tenure equivalent) granted in December 1999.

#### Postdoctoral Research Scholar

City University of Stockholm, Stockholm, Sweden: 1996

#### Visiting Lecturer (Visiting Assistant Professor equivalent)

Department of Economics, University College Cork, Cork, Ireland: 1993–1995

---

### EDUCATION

#### Ph.D. in Economics

GEORGE MASON UNIVERSITY, Fairfax, VA, USA

Specializations: Public Choice, Industrial Organization and Comparative Economic Systems

#### Master of Arts in Economics

GEORGE MASON UNIVERSITY, Fairfax, VA, USA

#### Master of Applied Economics

UNIVERSITY OF MICHIGAN, Ann Arbor, MI, USA

#### Certificat de langue et de civilisation française

UNIVERSITE DE LYON II, International Institute of French Studies, Lyon, France

**Bachelor of Science, Magna Cum Laude, Economics** NORTHERN MICHIGAN UNIVERSITY, Marquette, MI, USA

Minors: Mathematics and Music

---

### ACADEMIC & TEACHING AWARDS

#### Advisor of the Year Award (for student club advising), 2016

STUDENT ORGANIZATION AWARDS & RECOGNITION, FLORIDA ATLANTIC UNIV.

#### University Award for Excellence and Innovation in Undergraduate Advising, 2014

FLORIDA ATLANTIC UNIVERSITY

#### University Award for Excellence and Innovation in Undergraduate Teaching, 2010

FLORIDA ATLANTIC UNIVERSITY

#### Fulbright-Hays Doctoral Research Fellowship

UPPSALA UNIVERSITY, Sweden

---

### COMPETITIVE Ratio-Näringslivets forskningsinstitut Travel Award RESEARCH

RATIO INSTITUTE, Stockholm, Sweden (August 2011)

---

## GRANTS

### **Wilkes Honors College Faculty Excellence Grant**

FLORIDA ATLANTIC UNIVERSITY (2006, 2009, 2013, 2014, 2016)

### **Australian Research Council Grant**

(1997) “Economics of the Entrepreneurial Ethic”

- PUBLICATIONS** Jakee, Keith and Erin Keller. 2017. “The Price of High-Stakes Educational Testing: Estimating the Aggregate Costs of Florida’s FCAT Exam.” *Journal of Education Finance*, 43(fall/2): 123-151.
- Jakee, Keith. 2013. “The 1992–93 Swedish Crisis Debate: How Economic Consensus Overtakes Tradition.” In Henrik Lindberg (ed.) *Knowledge and Policy Change*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Kenneally, Martin, and Keith Jakee. 2012. “Satellite Accounts of the Tourism Industry: Structure, Representation and Estimates for Ireland.” *Tourism Economics*, 18: 971-997.
- Jakee, Keith and Heath Spong. 2011. “The Normative Bias in Entrepreneurial Theory.” *Division of Labour and Transaction Costs*, 3(2): 81–105.
- Fry, Tim, Keith Jakee, and Martin Kenneally. 2009. “How Safe are “Safe” Seats? A Comparison of Voluntary and Compulsory Voting Systems.” *Brazilian Political Science Review*, 3(2): 93–103.
- Jakee, Keith, Martin Kenneally and Hamish Mitchell. 2009. “Asymmetries in Scheduling Slots Can Drive Asymmetries in Game-Day Revenues: An Example from the Australian Football League.” *Sport Management Review*, 13(1): 50–64.
- Jakee, Keith and Guang-Zhen Sun. 2006. “Is Compulsory Voting More Democratic?” *Public Choice*, 129(1–2/Oct.): 61–75.
- Jakee, Keith and Guang-Zhen Sun. 2005. “External Habit Formation and Dependency in the Welfare State.” *European Journal of Political Economy*, 21(1/Jan): 83–98.
- Donnar, Ryan and Keith Jakee. 2004. “Australian Beer Wars and Pub Demand: How Vertical Restraints Improved the Drinking Experience.” *Applied Economics*, 36(4): 1613–1622.
- Jakee, Keith and Heath Spong. 2003. “Praxeology, Entrepreneurship and the Market Process: A Review of Kirzner’s Contribution.” *Journal of History of Economic Thought*, 25(4): 461–486.
- Jakee, Keith and Heath Spong. 2003. “Uncertainty, Institutional Structure and the Entrepreneurial Process.” In Stan Metcalfe and Uwe Cantner (eds.) *Change, Transformation and Development*. New York: Springer-Physica.
- Jakee, Keith and Stephen Turner. 2002. “The Welfare State as a Fiscal Commons: Problems of Incentives versus Problems of Cognition.” *Public Finance Review*, 30(6): 481–508.
- Jakee, Keith and Leonie Allen. 1998. “Destructive Competition, or Competition Destroyed? Regulatory Theory and the History of Irish Transportation Legislation.” *European Journal of Law and Economics*, 5(1): 13–50.
- Jakee, Keith. 2011. “Overhauling Technical Handouts for Active Student Participation: A Model for Improving Lecture Efficiency and Increasing Attendance.” *International Journal of Teaching and Learning in Higher Education*, 23(1): 98–108.
- Jakee, Keith. 2007. *Instructor’s Manual* for David Colander’s *Economics*, 7th ed. Boston: McGraw Hill.
- Jakee, Keith. 1990. “HUD and the Homebuyer.” *Issues and Answers*. Washington DC: Citizens for a Sound Economy, July.

**ASHLEY GRAHAM KENNEDY**

kennedy@fau.edu

<http://ashleygrahamkennedy.weebly.com/>

---

**Education**

- 2012 PhD, Philosophy, *University of Virginia*
- 2007 MA, Humanities, *Old Dominion University*
- 1998 BA, Astronomy and Physics, *University of Virginia*

**Academic Appointments**

- 2014- Assistant Professor of Philosophy, Honors College  
*Florida Atlantic University*
- 2012-2014 Postdoctoral Fellow, Center for Bioethics  
*University of South Carolina*

**Visiting and Affiliate Positions**

- 2016- Affiliate Faculty, Peace Justice and Human Rights Initiative,  
*Florida Atlantic University*
- 2014- Assistant Professor of Clinical Biomedical Science, College of Medicine  
*Florida Atlantic University* (Secondary Appointment)
- 2013 Visiting Researcher, *Columbia University Medical Center*
- 2012 Visiting Fellow, *University of Helsinki*

**Peer reviewed publications**

- 2018 “Mechanistic Reasoning and Informed Consent” (with Sarah Malanowski) in *Bioethics*.
- 2016 “Research gaps in the philosophy of evidence based medicine” (with Alexander Mebius and Jeremy Howick), *Philosophy Compass*.
- 2016 “Evaluating Diagnostic Tests,” *Journal of Evaluation in Clinical Practice*.
- 2016 “Explaining with Models: The Role of Idealizations” (with Julie Jebeile) *International Studies in the Philosophy of Science* 29 (4): 383-392.
- 2015 “Philosophy of Evidence-Based Medicine.” (with Jeremy Howick and Alexander Mebius) in *Oxford Bibliographies in Philosophy*, ed. Duncan Pritchard.
- 2015 “Managing Uncertainty in Diagnostic Practice.” *Journal of Evaluation in Clinical Practice*.
- 2014 “Causal Explanatory Pluralism and Medically Unexplained Physical Symptoms.” (with Michael Cournouea) *Journal of Evaluation in Clinical Practice*. Dec;20(6):928-33.
- 2014 “Idealizations in Science.” in *Oxford Bibliographies in Philosophy*, ed. Duncan Pritchard.
- 2013 “Differential Diagnosis and the Suspension of Judgment.” *Journal of Medicine and Philosophy* Oct;38(5):487-500.

2012 “A Non Representationalist View of Model Explanation.” *Studies in History and Philosophy of Science* Volume 43, Issue 2, Pages 233-420.

2011 “Ageing Gametes and Embryonic Death: A Response to Bovens.” *Journal of Medical Ethics* 37:571-572.

2000 “Water Maser Emission from Comets.” (with Butler, Kogan, Palmer and Strelinski) *Astronomical Journal* 119:2465-2471.

### **Book Chapters**

2016 “New Directions in Philosophy of Medicine,” (with Robyn Bluhm, Saana Jukola, Jacob Stegenga, and Serife Tekin), Bloomsbury Companion to Philosophy of Medicine.

2016 “Medical Decision Making,” Routledge Companion to Philosophy of Medicine.

### **Opinion Articles**

2018 “Solving Antibiotic Resistance with the Power of Evolution,” *Prindle Post*.

2017 “FT4 Should Replace TSH in Diagnosing Abnormal Thyroid Function” (with Kristen Yuan), *McGill Journal of Medicine*.

2015 “The title “Doctor” is an anachronism that disrespects patients,” *British Medical Journal*.

2015 “The Vaccine Debate: Where do we go from here?” *Prindle Post*.

2013 “Do Medical Titles Harm the Physician-Patient Relationship?” *British Medical Journal*.

### **Book Review**

2013 Review of Pincock, Christopher. Mathematics and Scientific Representation. *International Studies in Philosophy of Science*.

### **Works in progress**

Diagnosis in Medical Practice (Oxford University Press contract in progress)

“Philosophy in the Field: Understanding the Problem of Child labor in Myanmar” (in progress for a special issue of *Journal of Global Ethics*)

“Breadwinners: Child Labor in Myanmar” (in progress with director/producer John Frances)

## Johanna Elizabeth Kowalko

### Education

2013 Ph.D., Genetics Harvard University, Boston MA  
2005 B.A., Biology Brown University, Providence MA

### Research Experience

2018-present **Assistant Professor**, Wilkes Honors College at Florida Atlantic University  
2014-2018 **Adjunct Assistant Professor**, Iowa State University  
2013-2018 **Assistant Scientist (Independent Postdoc)**, Iowa State University  
Research mentor: Dr. Jeffrey Essner  
2007-2013 **Graduate Research**, Harvard University  
Research mentor: Dr. Clifford Tabin  
Thesis: The genetic basis of behavior in the blind Mexican cavefish,  
*Astyanax mexicanus*  
2005-2007 **Research Technician**, Children's Hospital of Philadelphia  
Research supervisor: Dr. Michael Sebert

### Publications

Gunesch JT, Angelo LS, Mahaptra S, Deering RP, **Kowalko JE**, Sleiman P, Tobias JW, Monaco-Shawver L, Orange JS, Mace EM. Genome-wide analysis and functional profiling of human NH cell lines. *Mol Immunol*. 2018 Jul 24.

Tabin JA, Aspiras A, Martineau B, Riddle M, **Kowalko J**, Borowsky R, Rohner N, Tabin CJ. Temperature preference of cave and surface populations of *Astyanax mexicanus*. *Dev Biol* 2018 April 25.

Klaassen H, Wang Y, Adamski K, Rohner N, **Kowalko JE**. CRISPR mutagenesis confirms the role of *oca2* in melanin pigmentation in *Astyanax mexicanus*. *Dev Biol* 2018 Mar 16.

**Kowalko JE**, Ma L, Jeffery WR. Genome Editing in *Astyanax mexicanus* Using Transcription Activator-like Effector Nucleases. *J Vis Exp* 2016 June 20; (112).

Ma L, Jeffery WR, Essner JJ, **Kowalko JE**. Genome editing using TALENs in blind Mexican cavefish, *Astyanax mexicanus*. *PLoS One* 2015 Mar 16; 10(3): e0119370.

Kuo T, **Kowalko JE**, DiTommaso T, Nyambi M, Montoro DT, Essner JJ, Whited JL. TALEN-mediated gene editing of the *thrombospondin-1* locus in axolotl. *Regeneration* 2015 Feb; 2(1): 37-43.

Rohner N, Jarosz DF, **Kowalko JE**, Yoshizawa M, Jeffery WR, Borowsky RL, Lindquist S, Tabin CJ. Cryptic variation in morphological evolution: HSP90 as a capacitor for the loss of eyes in cavefish. *Science* 2013 Dec 13; 342(6164): 1372-5.

Commentaries in:

Cavefish study supports controversial evolutionary mechanism (*Science* 2013)

Evolution: An eye for cryptic variation (*Nat Rev Genet*. 2014)

**Kowalko JE**, Rohner N, Linden TA, Rompani SB, Warren WC, Borowsky R, Tabin CJ, Jeffery WR, Yoshizawa M. Convergence in feeding posture occurs through different genetic loci in independently evolved cave populations of *Astyanax mexicanus*. *PNAS* 2013 Oct 15; 110(42): 1633-8.



**Kowalko JE**, Rohner N, Rompani SB, Peterson BK, Linden TA, Yoshizawa M, Kay EH, Weber J, Hoekstra HE, Jeffery WR, Borowsky R, Tabin CJ. Loss of schooling behavior in cavefish through sight-dependent and sight-independent mechanisms. *Curr Biol* 2013 Oct 7; 23(19): 1874-83.

Commentary in:

Evolution: skipping school (*Curr Biol* 2013)

**Kowalko JE**, Sebert ME. The *Streptococcus pneumoniae* competence regulatory system influences respiratory tract colonization. *Infect Immun* 2008 Jul;76(7):3131-40.

*Undergraduate mentee co-authors are underlined.*

## **Grants**

Uncovering the contributions of albinism to the evolution of the Mexican cavefish

PI: Johanna Kowalko

Co-PI: Alex Keene, Florida Atlantic University

## **Teaching Experience**

Falls 2013-2017	<b>Instructor for Introductory Biology</b> , undergraduate non-majors, Iowa State University
Spring 2013-14, 16	<b>Guest lecturer for Developmental Biology</b> , undergraduates, Iowa State University
Fall 2012	<b>Grader for Life Sciences IA</b> , undergraduates, Harvard University
Fall 2011	<b>Teaching Fellow for Life Sciences IA</b> , undergraduates, Harvard University
2009-2010	<b>Tutor for Hinton Scholars AP Biology</b> , high school students, Harvard University
Fall 2009	<b>Tutor for Genetics</b> , graduate students, Harvard University
Fall 2008	<b>Teaching Fellow for Genetics</b> , graduate students, Harvard University

## **Other Professional Experience**

2014	National Academies Education Fellow in the Life Sciences
2010-2013	Harvard Division of Medical Sciences Education Path leader

## **Service**

2018-present	<b>Member of the Symposium Committee</b> , Florida Atlantic University
2016-2017	<b>Member of the Biology Curriculum Committee</b> , Iowa State University
2016-2017	<b>Advisor</b> , Alpha Lambda Delta Phi Eta Sigma, Iowa State University
2016-2017	<b>Presenter</b> , Women in Science and Engineering's Taking the Road Less Traveled, Iowa State University
Spring 2016	<b>Evaluator</b> , Biology 313 Lab poster session, Iowa State University
2009-2010	<b>Tutor for Hinton Scholars AP Biology</b> , high school students, Harvard University

*Shree R. Kundalkar*

11591 Buckhaven Lane  
West Palm Beach, FL. 33412  
Email: [bkundalk@fau.edu](mailto:bkundalk@fau.edu)

Home: (561) 776-8829  
Work: (561) 799-8675  
United States Citizen

---

**Education**

Postdoctoral Fellow in Chemical Engineering/Chemistry Northwestern University, IL. 1976-1980  
Doctor of Philosophy in Inorganic Chemistry, University of Pune, India 1972-1976  
Master of Science in Inorganic Chemistry, University of Pune, India 1970-1972

**Experience**

Aug 2011-Present **Director, Academic Support Services Chemistry and Affiliate Assistant Professor of Chemistry, Wilkes Honors College.**

Instructor for General Chemistry Laboratories. Academic, Research, Thesis and Internship Advisor. Responsible for the development, supervision and operation of the Honors College Chemistry/Physics Laboratories.

2006- Aug 2011 **Assistant Director, Academic Support Services, Chemistry,** Wilkes Honors College, Florida Atlantic University, Jupiter, FL  
2004-2006 **Coordinator, Academic Support Services, Chemistry,** Wilkes Honors College, Florida Atlantic University, Jupiter, FL  
2001-2004 **Quality Assurance Officer, Palm Beach County Water Utilities Laboratory** Delray Beach, FL.  
Ensured the Quality of water and wastewater through systematic audits.  
1999-2001 **Chemist, Palm Beach County Water Utilities Laboratory** Delray Beach, FL.  
Developed method for Analysis of Metals in water by ICP-MS and AA.  
1997-2004 **Adjunct Faculty, Chemistry, Palm Beach State College,** Palm Beach Gardens, FL.  
General Chemistry Instruction with a combination of Lectures and Laboratory providing students with more hands on approach.  
1990-1996 **Research Associate, Environmental Engineering Department** University of Miami, Coral Gables, FL.  
Developed and instituted a graduate level course for water and wastewater analysis. This course was a combination of lectures and laboratory providing students with a more hands on approach. Generated research grants for graduate and undergraduate research for the environmental engineering laboratories.  
Conducted research on Water treatment and Water Quality.

Publications:

- 1) Waite, T.D., B.R. Kundalkar, C.N. Kurucz, B.A. Rolingson, and W.J. Cooper. Irradiation of Deicing Fluid in Water for Ultimate Treatment. In Environmental Applications of Ionizing Radiation, W.J. Cooper, R.D. Curry and K.E. O, Shea, Eds., John Wiley and Sons, Inc. N.Y. 531-536 (1998)
- 2) Waite, T.D., Kurucz, Charles N., and Kundalkar, B.R. "Test of Electron Beam Technology on Savannah River Laboratory Low-Activity Aqueous Waste for Inactivation of Microbial Pollutants." USDOE (Savannah River) (1992)

- 3) Waite, T.D., Cooper, William J., and Kundalkar, B.R. "High Energy Electrons for the treatment of Polychlorinated Biphenyls in Water, Wastewater and Sludge." USEPA (1990)
- 4) Waite, T.D. and Kundalkar, B.R. "Studies to Determine Optimum Membrane Flux Recovery, and Rejection of Toxic Organics when Treating Simulated Bilgewater. Ship Materials Engineering Department." David Taylor Research Center.
- 5) Waite, T.D. and Kundalkar, B.R. "Utilization of Iron (VI) Ferrate and Chelating Agents for Heavy Metal Removal in Simulated Bilge Water by Ultrafiltration." David Taylor Research Center.
- 6) Kung, H.H., Kundalkar, B.R., Kung, M.D., and Cheng, W.H. "Selectivity in the Oxidative Dehydrogenation of Butane on Zinc Iron Oxide Catalyst." *Journal of Physical Chemistry*, 84 1382 (1980).
- 7) Marks T J, Schoch K F and Kundalkar B R , *Synth. Met* , 337 (1980)
- 8) Kundalkar, B.R., Schoch, Jr., K.F., and Marks, T.J. "Conductive Polymers Consisting of Partially Oxidized, Fact-to-Face Linked Metallomacrocycles." *Journal of American Chemical Society*, 101, 7071 (1979).
- 9) Marks, T. J., Schoch, Jr., K.F., and Kundalkar, B.R. "New Conductive Polymeric Materials: Cofacial Assembly of Journal of Molecular Metals." (1979).
- 10) Kawathekar, B.J. (Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "The Effect of Trans Ligand on the 19F Resonance Spectra of Substituted Trans-bis (Triphenyl Phosphine) -Perfluoro Vinyl-Platinum II." *Journal of Inorganic and Nuclear Chemistry*, 39, 1003 (1977)
- 11) Kawathekar, B.J.(Kundalkar), Sahakari, M.P., Khanvilkar, J.N., and Mukhedkar, A.J. "(n, $\gamma$ ) Reactions of Metal Complexes - (1) Retention Studies at Room Temperatures." *Radio Chemica Acta*, March (1977)
- 12) Kawathekar, B.J(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "Rearrangement Reactions of bromo Trifluoro-ethylene-Bis (substituted phosphine) Platinum (II)." *Journal of Inorganic and Nuclear Chemistry*, 37, 483 (1975)
- 13) Kawathekar, B.J.(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "The Effect of Trans Ligand on 19F Resonance Spectra of Trans-(PPh<sub>3</sub>)<sub>2</sub>Pt(CF=CF<sub>2</sub>)X." *Proceedings of the Fifth International Symposium on Magnetic Resonance*, Abstracts 3B4, (1974)
- 14) Kawathekar, B.J.(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J., "Reactions of Metal Complexes Reactions of Bis (Triphenyl phosphine) Platinum Bromo Trifluoro Ethyl." *Proceedings of the Chemistry Symposium, Department of Atomic Energy, India*, 2 159 (1972)

## Kevin Lanning

### Education

Ph.D. in Psychology (Personality), University of California, Berkeley, December 1986. A.B. in Psychology, University of California, Berkeley, December 1978

### Academic positions

Associate to Full Professor, Wilkes Honors College of Florida Atlantic University (1998– present). Assistant to Associate Professor, Oregon State University (1987-1998). Lecturer, University of New South Wales, Sydney, Australia (1992-93). Lecturer, University of California, Berkeley (1987).

### Administrative positions

Faculty Assistant to the President (2012–2013), Director, Honors Summer Institute (2007), Faculty co-chair (division head) (2001-03), Florida Atlantic University.

### Editorial positions

Editor, *Analyses of Social Issues and Public Policy* (2010 - 2014). Associate Editor, *Behavioral Sciences of Terrorism and Political Aggression* (2008 - 2013). Consulting Editor, *Journal of Research in Personality* (1998-2001, 2009 - ). Member, NSF review panel (2013). Ad hoc reviewer, many journals, funding agencies, and convention programs. Co-chair, Division 9 (SPSSI) APA 2006 conference program.

### Selected publications

1. Lanning, K., Pauletti, R., King, L. A., & McAdams, D. P. (2018) Personality development through natural language. *Nature Human behaviour*. <http://bit.ly/Lanning2018Personality>.
2. Lanning, K., Baron, S., & Webster, G. D. (2018). The network structure of personality psychology: What *The Sage Handbook of Personality and Individual Differences* tells us about the nature of the field. In V. Zeigler-Hill & T. Shackelford, Eds., *The Sage Handbook of Personality and Individual Differences*, Volume 1. Thousand Oaks, CA: Sage. (p. 384-406).
3. Lanning, K. (2017). What is the relationship between “personality” and “social” psychologies? Network, community, and whole text analyses of the structure of contemporary scholarship. *Collabra*, 3(1), 8. [DOI:10.1525/collabra.70](https://doi.org/10.1525/collabra.70).
4. Lanning, K. (2014). The social psychology of the 2012 U.S. Presidential election. *Analyses of Social Issues and Public Policy*.
5. Lanning, K. (2012). Social psychology and contemporary immigration policy: An introduction. *Analyses of Social Issues and Public Policy*, 12, 1-4. [DOI: 10.1111/j.1530-2415.2011.01271.x](https://doi.org/10.1111/j.1530-2415.2011.01271.x)
6. Lanning, K. & Maruyama, G. (2010). The social psychology of the 2008 U.S. Presidential election. *Analyses of Social Issues and Public Policy*, 10, 171-181. [DOI: 10.1111/j.15302415.2010.01215.x](https://doi.org/10.1111/j.15302415.2010.01215.x)
7. Lanning, K. & Rosenberg, A. (2009). The dimensionality of American political attitudes: Tensions between equality and freedom in the wake of September 11. *Behavioral Sciences of Terrorism and Political Aggression*, 1, 84-100. [DOI: 10.1080/19434470902771667](https://doi.org/10.1080/19434470902771667)
8. Lanning, K. (2008). Democracy, voting and disenfranchisement in the United States: A social psychological perspective. *Journal of Social Issues*, 64, 431-446. DOI: [10.1111/j.15404560.2008.00571.x](https://doi.org/10.1111/j.15404560.2008.00571.x)
9. Lanning, K., Colucci, J., & Edwards, J. A. (2007). Changes in ego development in the wake of September 11. *Journal of Research in Personality*, 41, 197-202. DOI: [10.1016/j.jrp.2005.12.002](https://doi.org/10.1016/j.jrp.2005.12.002)
10. Lanning, K. (2005). [The social psychology of the 2004 U. S. Presidential Election](https://doi.org/10.1111/j.15302415.2005.00023.x). *Analyses of Social Issues and Public Policy*, 5, 145-204.
11. Edwards, J. A., Lanning, K., & Hooker, K. A. (2002). The MBTI and Social Information Processing: An Incremental Validity Study. *Journal of Personality Assessment*, 78, 432-450.
12. Lanning, K. (2002). Reflections on September 11<sup>th</sup>: Lessons from four psychological perspectives. *Analyses of Social Issues and Public Policy*, 2, 27-34. DOI: [10.1111/j.15302415.2002.00023.x](https://doi.org/10.1111/j.15302415.2002.00023.x)

13. Hogansen, J. & Lanning, K. (2001). Five factors in Sentence Completion Test categories: Towards rapprochement between trait and maturational approaches to personality. *Journal of Research in Personality*, *35*, 449-462.
14. Einstein, D. & Lanning, K. (1998). Shame, guilt, ego development, and the five factor model of personality. *Journal of Personality*, *66*, 555-582.
15. Lanning, K. (1996). Robustness is not dimensionality: On the sensitivity of component comparability coefficients to sample size. *Multivariate Behavioral Research*, *31*, 33-46.
16. Lanning, K. (1994). The dimensionality of observer ratings on the California Adult Q-Set. *Journal of Personality and Social Psychology*, *67*, 151-160. DOI: [10.1037/0022-3514.67.1.151](https://doi.org/10.1037/0022-3514.67.1.151)
17. Lanning, K. (1991). & Gough, H. G. Shared variance in the California Psychological Inventory and the California Q-set. *Journal of Personality and Social Psychology*, *60*, 596-606. DOI: [10.1037/0022-3514.60.4.596](https://doi.org/10.1037/0022-3514.60.4.596)
18. Lanning, K. (1989). The detection of invalid response patterns on the California Psychological Inventory. *Applied Psychological Measurement*, *13*, 45-56.
19. Lanning, K. (1988). Individual differences in scalability: An alternative conception of consistency for personality theory and measurement. *Journal of Personality and Social Psychology*, *55*, 142-148. DOI: [10.1037/0022-3514.55.1.142](https://doi.org/10.1037/0022-3514.55.1.142)
20. Lanning, K. (1987). Some reasons for distinguishing between "non-normative response" and "irrational decision." *Journal of Psychology: Interdisciplinary and Applied*, *121*, 109-117.
21. Lanning, K. (1986). Traits, trait words, and the explanation of behavior. *Theoretical and Philosophical Psychology*, *6*, 108-111.

#### **Other scholarly products**

Data sets and code for 26 projects housed at Open Science Foundation page <https://osf.io/nmu7y/>. Sample video clips include [On Barack Obama](#) (2008, interview), [The network structure of universities](#) (2013, TEDx talk), and [The Rise of Rage](#) (2016, lecture).

#### **Teaching and service**

More than 20 different courses taught, and more than forty undergraduate honors theses supervised. Awards for distinguished service from TIAA-CREF (2006) and the Society for the Psychological Study of Social Issues (2015).

## **Dorotha Grace Lemeh**

dlemeh@fau.edu

Masters of Fine Arts     The Pennsylvania State University School of Visual Arts, 1989

Bachelor of Science     Tennessee State University, 1985,

Program in Studio Art – Painting, Summa Cum Laude, Golden Key Honor Society

Exhibitions (Selected): International & National Group Exhibitions

2018     Parallax, Cultural Council, Lake Worth, FL, solo

2018     33rd Annual International Exhibition, FSU Museum of Fine Art, Tallahassee, FL, curated,

Honorable Mention

2018     FOLD, University of Texas Art Gallery, TX, Group Show, curated

2017     Bi---Annual Artists of the Salon, Art Armory Center, Palm Beach, FL, curated

2017     StArt Exhibition, product/81 creative lab, Boca Raton, FL

2017     FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL

2017     Bi---Annual Cultural Council Exhibition, Lake Worth, FL, Group Show, curated

2016     “Women: Untitled”, Cultural Council, Lake Worth, FL, Group Show, curated

2016     Dumas & Hampton Collector’s Exhibition, Robeson Gallery, University Park, PA , “The Key”

Program cover

2015     Florida Museum of Women Artists, Deland, FL, Group Show

2014     Visions of the Mind, NAWA, Robeson Gallery, PA, “It Came in Waves”, 1st Place

2013     Florida Museum of Women Artists, Deland, FL, Group Show

2013     FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL

2012     Third Annual Juried Exhibition, Florida Museum of Women Artists, Deland, FL

2011     Second Annual Juried Exhibition, Florida Museum of Women Artists, Deland, FL, Best of Show

2011     FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL

2010     Contemporary Women Artists XV, Foundry Art Center, St. Lois, MO (Juried)

2010     From the Center Now! Women Made Gallery, Chicago, IL.

2009     From a Women’s Perspective, Edison Place Gallery, Washington, DC \*Honorable Mention

2009     FAU Bi---Annual Faculty Exhibition, Boca Raton, FL

2009     Noyes Art Museum, NAWA Group Exhibition, New Jersey

2009     Nexus: Science + Art, Scripps Research Institute, Jupiter, FL

2009     The State of Womanhood 2009: FemArt, Jupiter, FL (Invitational)

2008     Arlington Museum of Art, Women’s Caucus for Art, Arlington, TX, juried

2008     Spring into Summer, National Association of Women Artists, NAWA Gallery, NY

2008     Celebration of Diversity: Women Artists, The Gallery at Eissey Campus, PBCC, PBG. FL

2008     119th Annual NAWA Exhibition, GoggleWorks, Reading, PA

2007     Vocal Discord, Robeson Gallery, The Pennsylvania State University, University Park, PA (solo)

2007     Celebration of Visual Traditions, African American Museum of Art, Philadelphia, PA

2007     Celebration of Visual Traditions, Whitaker Center (Jump Street), Harrisburg, PA

2006     Art in Nigeria. 5th Biennial of Pan African Circle of Artists, Nimbus Art Center, Lagos, Nigeria

2006     Celebration of Visual Traditions, HUB Gallery, PSU, University Park, PA

2006     Celebration of Visual Traditions, African American Cultural Center of Greater Pittsburg (August Wilson Cultural Center), Pittsburg, PA

2005     “Who Am I? The Journey of the Artist.” Southern AlleghenMus of Art (SAMA) Altoona, PA (solo)

2004     Artist as Traveler. (Trunk Show) Traveling Exhibition. King House Boyle, Leitrim, Cork, Roscommon, Sirius Cobh, Ireland, England & USA.

2002     Crossing Boundaries & Frontiers, Bamako, Mali (11/2002)

2002     Changing Attitudes: Afrika Heritage, 4th Biennial of Pan African Circle of Artists  
Nimbus Art Center, Lagos, Nigeria, West Africa (10/2002)

2002     Southern Alleghenies Museum of Art’s Biennial, SAMA, Lorretto, PA. (juried)

Exhibition Reviews & Catalogue Publications

2018 33rd Annual International Exhibition, FSU Museum of Fine Art, Catalogue cover & interior  
 2016 "Meaning & Metaphor: Seen & Unseen Narratives in the Lives of Women, in The Rickie Report, <http://www.therickiereport.com/?s=Dorotha+Lemeh&submit=Search>  
 2013 "Expanding Vision: Muses", On View Magazine on---line Magazine  
 2003 A Survey of Rising Talent International Review of African American Art, December issue  
 2003 Emerging Artist: Dori Lemeh, Arts & Antiques Magazine. February issue 2003.  
 2002 Crossing Boundaries & Frontiers, (catalogue) Bamako, Mali (11/2002)  
 2002 Changing Attitudes: Afrika Heritage, 4th Biennial of Pan African Circle of Artists  
 Nimbus Art Center, (Catalogue) Lagos, Nigeria, West Africa (10/2002)  
 2001 Biennale Interazionale Dell'Arte Contemporanea Florence, Italy. (Catalogue)  
 2000 The Unrealized Project: Energy, Balchik, Bulgaria (Catalogue)  
 1999 Biennale Interazionale Dell'Arte Contemporanea Florence, Italy. (Catalogue)  
 1999 Black Women in the Academy II, Howard University Gallery of Art (Catalogue)  
 1996 Triennial Sofia '96: International Exhibition of Paintings Union of Bulgarian Artists, Bulgaria. (Catalogue)  
 1996 Painting in Acrylics. Rockport Publishers. May 1996. (Book)  
 1995 Celebrating Visual Traditions 2. Sponsored by the PCA. Juror: Samuel Hoi..(Catalogue)  
 1995 Gumbo Ya Ya: An Anthology of African American Contemporary Women Artist. Forward by: Dr. Leslie King Hammond. Mid---March Art Press. (Book)  
 1994 Women on the Inner Journey: Building a Bridge Foreword by: N. Binet, (Catalogue)  
 1994 Voices of the Land: A Personal Iconography. Women of Power Magazine, Issue Twenty---three, 1994, p. 47.  
 1993 Reflections of Neo---Colonialism: Iconographic Images of People of Color (Catalogue)  
 Professional Appointments: Reviewer  
 Oxford University Press Board of Advisors, Pamela Gordon "Art Matters " Higher Education Group, NY, USA, 2018  
 Manuscript Reviewer (11/2015), Pamela Gordon "Art Matters", " (Preface, chapters 19 & 20), Oxford University Press, Higher Education Group, New York, USA, 2015  
 Reviewer (3/2015) Robert Thompson, "The Art of Close Up & Macro Photography", Bloomsbury Publications, 2015  
 Manuscript Reviewer (11/2014), Pamela Gordon "Art Matters", (Chapters 11, 17 & 20), Oxford University Press, Higher Education Group, New York, USA, 2014

#### Publications, Authored

2001. Lemeh, Dori Grace U. "Myth, Reality, Legend: El Poder de la Mujer, " in Santa Barraza: Artist of the Borderlands, Maria Herrera---Sobek, ed. Texas A & M Press: College Station, Texas, South Western Book Award 2002.

#### Residencies/Visiting Artist

2019 Art House, St. Mary's College, Maryland  
 2006 Texas A & M University---Kingsville. Kingsville, TX, Visiting Artist  
 2004 Union College, New York, Visiting Artist  
 2002 Texas A & M University---Kingsville. Kingsville, TX. Visiting Artist  
 1998 Radford University. Radford, VA. Visiting Artist  
 1997 Old Dominion University. Norfolk Virginia, Visiting Artist  
 1995 The School of the Art Institute of Chicago, Chicago, IL, Visiting Artist  
 1994 John Michael Kohler Art Center, Sheboygan, WI., Visiting Artist

**Rachel Luria**  
**Associate Professor of Rhetoric and Composition**  
**Wilkes Honors College**  
5353 Parkside Drive  
Jupiter, FL 33458  
Phone: (561) 799-8381  
E-mail: rluria@fau.edu

---

## EDUCATION

M.F.A. Creative Writing, August 2006, University of South Carolina  
Thesis: "The Ordinary Sounds of Nighttime: Stories"  
M.A. American Studies, August 2003, University of Maryland  
Thesis: "Running Around Hitting People: Rugby and the Reproduction of Nostalgic Masculinity"  
B.A. Psychology, April 1996, Florida State University

---

## SELECTED HONORS AND AWARDS

Writer-in-Residence, airie, Everglades National Park, FL, June 2018.  
Excellence and Innovation in Teaching Award, Florida Atlantic University 2018.  
Honorable Mention, Leapfrog Press Fiction Contest, 2018  
Fellow, Martha's Vineyard Institute of Creative Writing, MV, MA, July 2017.  
Finalist, Conium Review Book Contest, 2017.  
Scholar, Key West Literary Seminar, Key West, FL, January 12-45, 2016.  
Notable Essay of 2015, Best American Essays, 2016.  
Associate Artist, Atlantic Center of the Arts. New Smyrna Beach, FL, May -June 2015.  
Nominated for The Pushcart Prize, The Pushcart Prize Fellowship Inc., 2014 & 2015.  
Best of Section, College English Association Annual Conference 2012.

---

## PUBLICATIONS

### Co-Edited Books

2012 Bealer, Tracy, Luria, Rachel, Yuen, Wayne, eds. *Neil Gaiman and Philosophy*. Chicago, IL, Open Court, 2012.

### Selected Prose (Creative and Critical)

- 2018 "The Space Where We All Stand." *Arts & Letters* (October 2018).  
2018 "Children Will Drown in Water Like This--Reprint." *CRAFT Literary*, August 10, 2018), <https://www.craftliterary.com/2018/08/10/children-will-drown-in-water-likethis-by-rachel-luria/>  
2018 "The Potato--Reprint." *Psychopomp Literary Magazine*, April 2018, <https://psychopompmag.com/the-potato/>.  
2018 "The Change." *Flash! Writing the Very Short Story*. New York, W. W. Norton & Company, 2018: p 61.  
2018 "Neil Gaiman's *Stardust: Rewriting the Victorian Fantasy*." Farmington Hills, MI, Gale Researcher, August 14, 2018.  
2016 "When All is Dark." *The Normal School*, May 13, 2016, <https://www.thenormalschool.com/blog/2017/11/8/when-all-is-dark>.  
2016 "Children Will Drown in Water Like This." *Harpur Palate* 15.2 (Winter/Spring 2016): 59-67.  
2016 "Sherwood Anderson's Legacy to Contemporary American Writing." Leiden, the Netherlands: Brill Rodopi Publications: 107-121.  
2015 "The Rush Gives Warmth Enough." *Sport Literate* (Winter 2015): 70-77.  
\*Selected as a Notable Essay of 2015 by *Best American Essays*
-



- 2015 “The Potato.” *Crossborder* 3.1 (2015): pp 60-70.
- 2015 “In the Park With All the Birds.” *The Doctor T.J. Eckleburg Review* (June 2015): <http://thedoctorjeckleburgreview.com/product/fiction-new-5/>.
- 2014 “How an Actress Holds a Cigarette.” *Saw Palm: Florida Literature and Art*. (Spring 2014): 63-75.
- 2013 “A State of Feeling.” *Phoebe: A Journal of Literature and Art* 42.2 (2013): [www.phoebejournal.com/a-state-of-feeling/](http://www.phoebejournal.com/a-state-of-feeling/).
- 2010 “Nothing Left but Skin and Cartilage: The Body and Toxic Masculinity.” *Sexual Rhetoric in the Works of Joss Whedon*. Jefferson, NC: McFarland & Company, 2010. 185-193.

---

#### COURSES TAUGHT AT FAU

*Advanced Writing: Creative Non-Fiction* (Honors)  
*Advanced Creative Writing* (Honors)  
*Composition* (Honors)  
*Creative Writing* (Honors)  
*Directed Independent Study: Art in Contemporary Literature* (Honors)\*\*  
*Directed Independent Study: Critical Approaches to Memoir* (Honors)\*\*  
*Directed Independent Study: Fantasy Writing* (Honors)\*\*  
*Directed Independent Study: Writing the Novel* (Honors)\*\*  
*Directed Independent Study: Editing the Novel* (Honors)\*\*  
*Directed Independent Study: Writing Women* (Honors)\*\*  
*Ethnography and Fiction* (Honors Co-taught Course)  
*History and Historical Fiction* (Honors Co-taught Course)\*\*  
*Introduction to Creative Writing* (Honors)  
*Introduction to Academic Writing* (Honors)  
*Reading and Writing Poetry* (Honors Co-Taught Course)  
*Special Topics in Rhetoric: Rhetoric of Battlestar Galactica* (Honors)\*\*  
*Special Topics in Fiction: Retellings* (Honors)\*\*  
*Travel Writing* (Honors Study Abroad)\*\*  
*Women, Psychology, and Writing* (Honors Co-taught Course)\*\*  
*Writing the Counterfactual* (Honors Co-taught Course)\*\*  
*Writing and Illustrating Comics* (Honors Co-taught Course)\*\*

## GREGORY T. MACLEOD

### CURRICULUM VITAE

Associate Professor  
Harriet L. Wilkes Honors College & Department of Biology - CoS  
Florida Atlantic University  
Jupiter, FL. 33458 USA

[macleodg@fau.edu](mailto:macleodg@fau.edu) tel: +1 561 799 8205 **Education**

**Ph.D.** University of Sydney 1995-99 Neuroscience

**M.B.A.** AGSM - Australian Graduate 1989-90 General Management School of Management

**B.Sc. Hons.** University of Sydney 1986 Plant Physiology & Biophysics

**B.Sc.** University of Sydney 1983-85 Cell Biology & Plant Physiology

### Research & Professional Experience

Associate Professor 2014-present Florida Atlantic University, Department of Biology Jupiter, FL. USA

Assistant Professor 2006-13 UTHSCSA, Department of Physiology San Antonio, TX. USA

Postdoctoral Fellow 2004-06 University of Arizona, Division of Neurobiology mentor: **Konrad E. Zinsmaier**

Postdoctoral Fellow 2000-04 University of Toronto, Department of Physiology mentors: **Harold L. Atwood & Milton P. Charlton**

Research Assistant 1994-99 University of Sydney, Department of Physiology (Graduate Studies) supervisor: **Maxwell R. Bennett**

### Memberships in Professional and Scientific Societies

The Genetics Society of America, The Society for Neuroscience

### Peer Review Service

#### Funding Agencies

**National Institute of Health (NIH)** - (CMND) 2012, 2013; (MDCN F/T(02/03)N) 2016, 2017; (BNPS) 2017; (F03A) 2016, 2017. **National Science Foundation (NSF)** - (IOS) 2008, 2009, 2010, 2011, 2012; **American Heart Association (AHA)** - (BRAIN 5) 2013; **Italian Ministry of Health (MOH)** - 2010, 2011; **German Research Foundation** - 2018

#### Journals

Brain Research, British Journal of Pharmacology, European Journal of Neuroscience, eLife, eNeuro, Frontiers in Synaptic Neuroscience, Journal of Insect Physiology, Journal of Neurogenetics, Journal of Neurophysiology, Journal of Neuroscience, Neurochemistry International, Molecular Biology of the Cell, PLoS One, Proceedings of the National Academy of Sciences of the USA, Synapse

### Most Recent Research Articles (6 of 42)

1. Stawarski, M., Justs, K.A., Hernandez, R.X., Macleod, G.T. (2018) The application of 'kisser' probes for resolving the distribution and microenvironment of membrane proteins *in situ*. **Journal of Neurogenetics**, doi: 10.1080/01677063.2018.1503260.

2. Ugur, B., Bao, H., Stawarski, M., Duraine, L.R., Zuo, Z., Lin, Y.Q., Neely, G.G., Macleod, G.T., Chapman, E.R., Bellen, H.J. (2017) The Krebs Cycle Enzyme Isocitrate Dehydrogenase 3A Couples Mitochondrial Metabolism to Synaptic Transmission. **Cell Reports**, 21: 3794-3806.
3. Rossano, A.J., Kato, A., Minard, K.I., Romero, M.F., Macleod G.T. (2017) Na<sup>+</sup>/H<sup>+</sup>-exchange via the *Drosophila* vesicular glutamate transporter (DVGLUT) mediates activity-induced acid efflux from presynaptic terminals. **Journal of Physiology**, 595: 805-824.
4. Ivannikov M.V. & Macleod G.T. (2017). Examining mitochondrial function at synapses *in situ*. In, Yuriy M. Usachev & Stefan Strack (Eds.), **Neuromethods: Techniques to investigate mitochondrial function in neurons**. Springer Science + Business Media.
5. Gratz, S.J., Bruckner, J.J., Hernandez, R.X., Khateeb, K., Macleod, G.T., O'Connor-Giles, K.M. (2017) Calcium channel levels at single synapses predict release probability and are upregulated in homeostatic potentiation. **bioRxiv**, doi: <https://doi.org/10.1101/240051>
6. Lu, Z., Chouhan, A.K., Borycz, J.A., Lu, Z., Rossano, A.J., Brain, K.L., Zhou, Y., Meinertzhagen, I.A., Macleod, G.T. (2016) High-probability neurotransmitter release sites represent an energy-efficient design. **Current Biology**, 26: 2562-2571.

### Current Research Funding

**Title:** The Impact of Synaptic Cleft pH Fluctuations on Short Term Synaptic Plasticity

**Reference:** NIH R56 NS103906, **Role:** PI (25% effort), **Date:** 02/01/2018-01/31/2019

**Granting Agency:** National Institute of Neurological Disorders and Stroke (NINDS)

### Teaching

At **Florida Atlantic University** I am teaching the **Honors Cell Biology** course (PCB4102) at the Harriet L. Wilkes Honors College on the MacArthur campus at Jupiter in the spring semester. It is a 4 credit hour course involving 50 hours of lectures. I also mentor up to 5 undergraduate students each semester in my laboratory in **Honors Research in Biology** (BSC4915) and **Honors Thesis in Biology** (BSC4970).

Previously, at the **UTHSCSA**, I was involved in 5 courses either as a lecturer or a director, with over 20 contact hours per year as a lecturer and directing two courses with a total of 52 contact hours. I also directed the *Drosophila* Neurobiology summer course at the **Cold Spring Harbor Laboratory** (CSHL) with 160 contact hours: <https://meetings.cshl.edu/courses.aspx?course=C-DROS&year=19>

### Most Recent Invited Talks (3 of 10 in last 5 years)

*Neuronal bioenergetics: Coordinating mitochondrial number and function with the energy requirements of nerve terminals* – Oct 2018. University of Pittsburgh School of Medicine. Host – Edwin Levitan

*Neuronal bioenergetics: Coordinating mitochondrial number and function with the energy requirements of nerve terminals* – Oct 2018. UTHSC - Houston, McGovern Medical School. Host – Kartik Venkatachalam

*Alkalinization of the synaptic cleft during burst firing; a phenomenon that ameliorates frequency depression* – Feb 2018. University of Miami, Miller School of Medicine. Host – Daniel Isom

## BYRON R. McCANE

Professor of Ancient History, Language, and Religion  
Harriet L. Wilkes Honors College  
5353 Parkside Drive Jupiter, FL 33458  
561-799-8818 (office) 864-580-3426 (mobile)  
[bmccane@fau.edu](mailto:bmccane@fau.edu)

### EDUCATION

Ph.D. Duke University, 1992.  
Th.M. Duke Divinity School, 1987.  
B.A. University of Illinois, 1976.

### PREVIOUS APPOINTMENTS

Albert C. Outler Professor Chair, Department of Religion  
Wofford College (2003-2016).

Associate Professor Chair, Department of Religion  
Converse College (1995-2003).

Visiting Assistant Professor Department of Religion  
Washington & Lee University (1993-1995).

Visiting Assistant Professor Department of Religion  
Duke University (1992-1993)

### ARCHAEOLOGICAL FIELDWORK

Co-Director, Horvat Kur Excavations (Kinneret), 2012 – present.

Field Supervisor, Sepphoris Acropolis Excavations (Lower Galilee), 2011.

Field Supervisor, Huqoq Excavation Project (Lower Galilee), 2011.

Field Supervisor, `ayn-Gharandal Expedition (Arava Valley, Jordan), 2010.

Field Supervisor, Khirbet Qana Expedition (Lower Galilee), 2008.

Area Supervisor, Yotvata Expedition (Arava Valley, Israel), 2004-2007.

Area Supervisor, Sepphoris Acropolis Excavations (Lower Galilee), 2000.

Area Supervisor, Khirbet Cana Expedition (Lower Galilee), 1999.

Area Supervisor, Sepphoris Regional Project (Lower Galilee), 1996-1997.

### SELECTED PUBLICATIONS

“Units VIIa-VIIId” in *Sepphoris III: Excavation, Stratigraphy, and Structures*. Eric M. Meyers and Carol L. Meyers, eds. (University Park, PA: Eisenbrauns, 2018), 292-328.

“Herodes und die materielle Alltagskultur im Judäa des 1. Jh.” in *Herodes, König von Judäa: Baumeister, ‘Kindermörder’, Römerfreund*. J.K. Zangenberg, Hrsgbr. (Darmstadt: von Zabern, 2016), 31-46.

“Death and Burial, Hellenistic and Roman Period, Palestine” *The Oxford Encyclopedia of the Bible and Archaeology, Vol. 1*. D. Master, ed. (New York: Oxford, 2013), 262-270.

“Scholars Behaving Badly: Sensationalism and Archaeology in the Media” in *Archaeology, Bible, Politics, and the Media*. Eric & Carol Meyers, eds. (Winona Lake: Eisenbrauns, 2012), 103-114.

“Simply Irresistible: Augustus, Herod, and the Empire” *Journal of Biblical Literature* 127 (2008), 729-739.

“Rest in Peace or Roast in Hell: Funerary vs. Apocalyptic Portraits of Paradise” in *Zeichen aus Text und Stein: Studien auf dem Weg zu einer Archäologie des Neuen Testaments*. S. Alkier & J. Zangenberg, eds. (Frankfurt: Francke Verlag, 2004), 488-500.

*Roll Back the Stone: Death and Burial in the World of Jesus* (Harrisburg: Trinity, 2003).

K.L. Schmidt, *The Place of the Gospels in the General History of Literature*. English translation of *Die Stellung der Evangelien in der allgemeinen Literaturgeschichte*. Trans. by Byron R. McCane (Columbia, SC: University of South Carolina Press, 2002).

“Bones of Contention? Ossuaries and Reliquaries in Early Judaism and Christianity” *The Second Century* 8 (1991), 235-246.

“Let the Dead Bury Their Own Dead: Secondary Burial and Mt. 8:21-22” *Harvard Theological Review* 83 (1990), 31-43.

## **WORK IN PROGRESS**

*The Framework of the Story of Jesus*. English translation of K.L. Schmidt’s classic work of form critical scholarship, *Der Rahmen der Geschichte Jesu* (1919), with a critical introduction exploring the implications of Schmidt’s analysis of oral tradition for current discussions of social memory.

*More Than Once Upon a Time: Stories We Can’t Stop Telling*. A book for the general public, exploring the recurrence of biblical stories in popular culture, including the Good Samaritan, the Exodus narrative, Cain and Abel, the Prodigal Son, and the Apocalypse.

**Dr. Warren Wm. McGovern, Ph. D.**

106 Colony Way E. Harriet L. Wilkes Honors College Jupiter, FL 33458 Florida Atlantic  
University (561)-768-9664 (home) Jupiter, FL 33458 e-mail: warren.mcgovern@fau.edu (561) 799-  
8028 (office) <http://home.fau.edu/wmcgove1/web/index.html> Office: HC 101

---

**RESEARCH & TEACHING EXPERIENCE**

**Associate Prof. of Math.**, Florida Atlantic University August 2012 - Present  
H. L. Wilkes Honors College  
**Assistant Prof. of Math.**, Florida Atlantic University August 2010 - May 2012  
H. L. Wilkes Honors College  
**Research Prof. of Math.**, Florida Atlantic University November 2010 - Present  
Department of Mathematical Sciences

**EDUCATION**

**Ph. D.**, Mathematics, University of Florida May 1998

**THESIS and DISSERTATION STUDENTS**

- (1) I am currently the first reader of the thesis for students Maxwell Ksasell, Richard Krogman, William Parker. I was the first reader of each of their theses.
- (2) Ms. Bettina Teng graduated in December of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (3) Mr. Brian Evans graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
- (4) Ms. Colleen Sanders graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (5) Ms. Chastity Jhingree graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (6) Ms. Rachel Rohan graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (7) Mr. Kurt Kepfer graduated in December of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
- (8) Mr. Alden Sharp graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
- (9) Mr. Shan Raja graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
- (10) Ms. Jessica Garafola graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (11) Dr. Madhav Sharma graduated with a Ph.D. in Mathematics (August 2015) from Florida Atlantic University. I was the co-adviser with Dr. L. Klingler.
- (12) Ms. Madeleine Lenke graduated in December of 2012 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
- (13) Mr. Robert Lang graduated in May (2011) with a Bachelor of Liberal Arts from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader for the thesis titled *The Minimum Rank Problem for Chordal Graphs*.

**REFEREED PUBLICATIONS**

See <http://home.fau.edu/wmcgove1/web/Papers/pub.html> for copies of the following list of articles.

- (1) P. Bhattacharjee and W. Wm. McGovern, *Maximal d-subgroup and ultrafilters*, Rendiconti del Circolo Matematico di Palermo Series, to appear.
- (2) L. Klingler and W. Wm. McGovern, *Pseudo-valuation rings and  $C(X)$* , J. Algebra, to appear.
- (3) W. Wm. McGovern, *The group ring  $ZpC_q$  and Ye's Theorem*, J. Alg. Appl, to appear.
- (4) P. Bhattacharjee and W. Wm. McGovern, *Lamron  $\backslash$ -groups*, Quast. Math., **40** (2017), no. 1, 5761.

- (5) J.J. Ma and W. Wm. McGovern, *Division closed partially ordered rings*, Alg. Univ., **78** (2017), no. 4, 515532.
- (6) A.W. Hager and W. Wm. McGovern, *The projectable hull of an archimedean  $\ell$ -group with weak unit*, Categories and General Alg. Struct. Appl., **7** (2017), no. 1, 165179.
- (7) R.N. Ball, A.W. Hager, D. Johnson, J. Madden, and W. Wm. McGovern, *The Yosida space of the vector lattice hull of an archimedean  $\ell$ -group with unit*, Houston J. of Math, 43 (2017), no. 3, 10191030.
- (8) A.W. Hager and W. Wm. McGovern, *The Yosida representation of the projectable hull of an archimedean  $\ell$ -group with weak unit*, Quaest. Math. 40 (2017), no. 1, 5761.
- (9) E. Ghashghaei and W. Wm. McGovern, *Fusible rings*, Comm. Alg., **45** (2017), no. 3, 11511165.
- (10) W. Wm. McGovern and M. Sharma, *Gaussian properties of the rings  $R(X)$  and  $R$* , Comm. Alg. **44** (2016), no. 4, 16361646.
- (11) A. J. Diesl, T.J. Dorsey, W. Iberkleid, R. Lafuente-Rodriguez, W. Wm. McGovern, *Strongly clean triangular matrices over abelian rings*, J. Pure Appl. Algebra **219** (2015) 4889-4906.
- (12) W. Wm. McGovern and R. Raphael, *Considering semi-clean rings of continuous functions*, Topology Appl. **190** (2015) 99-108.
- (13) W. Wm. McGovern, S. Raja, and A. Sharp, *Commutative nil clean group rings*, J. Algebra and its Applications, **14** (2015).

#### **GRANT PROPOSALS**

- (1) (Funded) FAU, Discovery through Distinction, 2013-2015
- (2) (Funded) Florida Department of Education, “i-teach geometry”, December 2011-2014.

**Tracy John Mincer**

Marine Microbiologist and Chemist  
Department of Math and Sciences  
Florida Atlantic University  
Harriet L. Wilkes Honors College/Harbor Branch Oceanographic Institute

Tel: (772) 242-2429  
email: [tmincer@fau.edu](mailto:tmincer@fau.edu)

**Education:**

B.S. Chemistry/Biochemistry, University of California, San Diego. Spring, 1995  
Ph.D. Oceanography, Scripps Institution of Oceanography, University of California, San Diego. Advisor, Professor William H. Fenical. Degree awarded Fall 2004

**Professional Experience:**

**Staff Research Associate I/II**, University of California San Diego, Department of Biology, Laboratory of Professor Donald R. Helinski. Spring 1995 – Fall 1998

**Postdoctoral Associate/Lecturer**, Massachusetts Institute of Technology. Advisor, Professor Edward F. DeLong. October, 2004 – March, 2008

**Assistant/Associate Scientist**, Woods Hole Oceanographic Institution, Department of Marine Chemistry and Geochemistry, June 01, 2008 – January 31, 2018

Assistant Professor Florida Atlantic University, Department of Math and Sciences  
April 9, 2018 – Present

**Selected Awards and Recognition:**

**Pre-doctoral Fellowship**, Living Oceans Foundation: \$ 25,000/year fellowship (Fall 2001 – Spring 2004) covering stipend and expenses, 36 months of support

**Faculty of 1000, Biology**, “Exceptional,” “Must Read” or “Recommended” critical recognition for 4 peer-reviewed publications, indicated below

**Professional Affiliations:**

Association for the Sciences of Limnology and Oceanography (ASLO) 2012–present

American Society for Microbiology (ASM) 2014–present

American Chemical Society (ACS) 2016–present

**Research Interests:**

–Chemical ecology of microbes: chemical communication, host-microbiome interactions, and deterrence of grazing

–Applications of chemical ecology for drug-discovery and biotechnology

–Mining and bioengineering of natural microbial ‘feedstocks’ for development of therapeutic small molecules and enzymes

**Patents Awarded:**

1. “Marine actinomycete taxon for drug and fermentation product discovery.”  
Inventors: Mincer, T. J.; Jensen, P. R. & Fenical, W. H. United States Patent number: 7,144,723  
Issued: December 5, 2006
2. “Salinosporamides and methods for use thereof”Inventors: Feling, R. H., Mincer, T. J.; Jensen, P. R. & Fenical, W. H. United States Patent number: 7,176,233 Issued: February 13, 2007
3. “Methods and Compositions for Increasing Antibiotic Activity” Full-US Patent Filed, July 13, 2015. Inventors: Mincer, T. J., Whalen, K. E. United States Patent number: US9820967B2  
Issued: November 21, 2017

**Patent Applications:**

1. **Mincer, T. J.**, Whalen, K. E., LaPlante, K. L., Deering, R., & Rowley, D. C. “Small Molecule Growth Inhibitors of Microbial Pathogens” Filed, November 8, 2016. U.S. Provisional Patent Application No. 62/419,112

**Academic Leadership:**

Advisor/Consultant: World Business Council for Sustainable Development, Tire Industry Project for understanding fate of Tire Road Wear Particles • Invited Editor, Special Issue of Marine Drugs:

"Antibacterial Marine Pharmacology" • Editorial Board Member- *Frontiers in Microbiology* • Ad Hoc

Reviewer: National Science Foundation, Maryland Sea Grant, California Sea Grant • Panelist and Proposal



Reviewer for National Institutes of Health- International Cooperative Biodiversity Group program •

Reviewer: *Proceedings of the National Academy of Sciences, Applied and Environmental Microbiology, Aquatic Microbial Ecology, The ISME Journal, Environmental Microbiology, Environmental Microbiology Reports, Geomicrobiology Journal, Deep Sea Research, Limnology and Oceanography, Marine Pollution Bulletin, FEMS Microbial Letters, Journal of Chemical Ecology.*

**Current and Recent Major External Research Support:**

- American Chemistry Council, Mincer (Co-PI with 3 other collaborators) 08/01/17- 07/31/19  
Plastic Marine Debris Fragmentation, Density, and Deposition  
\$150,000 (funded)
- NOAA, Marine Debris Program, Mincer (PI) 08/01/17-07/31/19  
Assessment of Plastic Marine Debris Export Mechanisms and Risk to Sea Scallop Fisheries of the Mid-Atlantic Bight  
\$385,380 (funded)
- NIAID-NIH, R21 AI119311, Mincer (PI) 07/01/15-06/30/17  
Discovery and development of RND pump inhibitors from marine microbial sources  
\$159,238
- Flatley Discovery Lab, Mincer (PI) 08/25/11-06/24/16  
Microbial Bioactive Natural Products from the Marine Environment  
\$1,532,917
- Gordon and Betty Moore Foundation, Mincer (Co-PI with 4 other collaborators)  
10/09/12-09/30/15  
Infochemical Control of Microbial Interactions and Nutrient Cycling in the North Atlantic  
\$2,423,000
- OCE-1131415, National Science Foundation, Mincer (PI) 09/01/11-08/31/14  
Microbial Supply and Demand of Methanol in the Marine Euphotic Zone  
\$493,910
- OCE-1155671, National Science Foundation, Mincer (PI) 03/01/12-02/28/15  
Microbial Interactions with Marine Plastic Debris: Diversity, Function and Fate  
\$247,908

**Peer-Reviewed Recent Publications:**

\*corresponding author; <sup>+</sup>advisee in Mincer Laboratory

44. Zhao, S.<sup>+</sup>; Ward, J. E.; Danley, M.; **Mincer, T. J.\***, Field-Based Evidence for Microplastic in Marine Aggregates and Mussels: Implications for Trophic Transfer. *Environ Sci Technol* 2018, 52, (19), 11038-11048. DOI: 10.1021/acs.est.8b03467
43. Lamborg, C., **Mincer, T. J.**, Buchanan, W., Collins, C., Swarr, G., Ganguli, P., Whalen, K. E.<sup>+</sup>, Bothner, M., and Valiela, I. “Mercury Speciation and Retention in a Salt Marsh Undergoing Long-term Fertilization” April 2018. *In Press* (August 2018): *Estuarine, Coastal and Shelf Science*
42. Lanctôt, C. M.; Al-Sid-Cheikh, M.; Catarino, A. I.; Cresswell, T.; Danis, B.; Karapanagioti, H. K.; **Mincer, T.**; Oberhansli, F.; Swarzenski, P.; Tolosa, I.; Metian, M., Application of nuclear techniques to environmental plastics research. *J Environ Radioact* 2018, 192, 368-375.

*And 41 other publications...*

## Jon A. Moore

**Mailing Address:** Florida Atlantic University  
Wilkes Honors College  
5353 Parkside Drive  
Jupiter, FL 33458

**Phone:** (561)799-8025

**E-mail:** jmoore@fau.edu

### a. Professional Preparation

Univ. Arizona	Geosciences	B.S., 1983
Univ. Arizona	Ecology & Evolutionary Biology	B.S., 1983
Yale University	Biology	M.S., 1987
Yale University	Biology	Ph.D., 1993

### b. Primary Appointments (*academic or professional appointments*)

2013-present, Professor of Biology, Wilkes Honors College, Florida Atlantic University  
2005-2013, Associate Professor of Biology, Wilkes Honors College, Florida Atlantic University  
2000-2005, Assistant Professor of Biology, Wilkes Honors College, Florida Atlantic University

1998-2000, NRC Post-doctoral Fellow, National Marine Fisheries Service, Woods Hole, MA.  
1994-1997, Lecturer, Department of Ecology and Evolutionary Biology, Yale University

### c. Other Appointments

Faculty member, Marine Science and Oceanography MS program at HBOI (since 2017)  
Faculty member, Integrative Biology Ph.D. program at FAU Boca (since 2014)  
Faculty member, Environmental Science MS program at FAU Davie (since 2008)  
Curatorial Affiliate, Div. VZ, Yale Univ., Peabody Museum of Natural History (since 1994)

### d. Publications (undergraduate students with \*, grad students with \*\*)

>65 peer-reviewed papers, books chapters, and books

>85 conference presentations

Cardenas, P. and J.A. Moore. 2017. First records of *Geodia* demosponges from the New England Seamounts, an opportunity to test the use of DNA mini-barcodes on museum specimens. *Marine Biodiversity* DOI 10.1007/s12526-017-0775-3

Moore, J.A., A.C. Hippias\*\*, C. Reiland-Smith\*\*, and L. Fremont\*. 2017. *Leiocephalus carinatus* (Northern Curlytail Lizard). Gopher Tortoise burrow associate. *Herp. Rev.* 48(4): 848.

Dornburg, A, J. A. Moore, J. M. Beaulieu, R. Eytan, and T. J. Near. 2015. The impact of shifts in marine biodiversity hotspots on patterns of range evolution: evidence from the Holocentridae (squirrelfishes and soldierfishes). *Evolution* 69(1):146-161.

Moore, J. A. and A. Dornburg. 2014. Ingestion of fossil seashells, stones, and small mammal bones by gravid gopher tortoises (*Gopherus polyphemus*) in South Florida. *Bull. Peabody Museum of Natural History.* 55(1):55-63.

Near, T. J. R., I. Eytan, A. Dornburg, K. L. Kuhn, J. A. Moore, M. P. Davis, P. C. Wainwright, M. Friedman, and W. L. Smith. 2012. Resolution of ray-finned fish phylogeny and timing of diversification. *Proceedings of the National Academy of Sciences* 109(34):13698-13703.

Moore, J. A., M. Strattan\*, and V. Szabo\*. 2009. Evidence for year-round reproduction in a population of the gopher tortoise from southern Florida. *Bulletin of Peabody Museum Natural History (Yale University)* 50(2):387-392.

Dornburg, A., J. A. Moore, G. J. Watkins-Colwell. 2009. Distribution of freshwater fishes in Connecticut based on specimens in the Yale Peabody Museum and other collections. *Bulletin of Peabody Museum of Natural History (Yale University)* 50(2):347-379.

- Meshaka, W. E., Jr., H. T. Smith, E. Golden, J. A. Moore, S. Fitchett, E. M. Cowan, R. M. Engeman, S. R. Sekscienski\*\*, and H. L. Cress. 2007. Green iguanas (*Iguana iguana*): unintended consequence of sound wildlife management practices in a South Florida park. *Herpetological Conservation and Biology* 2(2):149-156.
- Moore, J. A., P. J. Auster, D. Calini, K. Heinonen, K. Barber, and B. Hecker. 2008. The false boarfish, *Neocyttus helgae*, in the western North Atlantic. *Bulletin of the Peabody Museum of Natural History (Yale University)* 49(1):31-41.
- Wetterer, J. K. and J. A. Moore. 2005. Fire ants on gopher tortoise burrows in southern Florida. *Florida Entomologist* 88(4):349-354.
- Goethel\*, C. A., H. T. Smith, and J. A. Moore. 2007. *Ophisaurus ventralis* (Eastern Glass Lizard). A review of road-kill mortalities and occurrence in Florida with notes on an unusual event. *Journal of Kansas Herpetology* 22:13.
- Marti\*, D, W. O'Brien, H. Smith, J. Moore, and S. Fitchett. 2005 Endangered species, prescribed fires, and public resistance in a Florida scrub community. *Endangered Species Update* 22(1):18-28.
- Moore, J. A., K. E. Hartel, J. E. Craddock, and J. K. Galbraith. 2003. An annotated list of deepwater fishes from off New England, with new area records. *Northeastern Naturalist* 10(2):159-248.
- Moore, J. A., M. Vecchione, K. E. Hartel, B. B. Collette, J. K. Galbraith, R. Gibbons, M. Turnipseed, M. Southworth, and E. Watkins. 2003. Biodiversity of Bear Seamount, New England seamount chain: results of exploratory trawling. *Journal of Northwest Atlantic Fisheries Science* 31:363-372.

**e. Synergistic Activities**

- 25 at-sea oceanographic research expeditions with NOAA & WHOI (327 days at sea)
- 18 years of gopher tortoise ecology research in southeastern Florida
- 9 years of manatee photoidentification at HBOI

**f. Teaching Activities**

- Teach a wide array of biology courses (Marine Biology & Oceanography, Coral Reef Ecology, Biology of Fishes, Evolution, Animal Behavior, Conservation Biology, Marine Conservation, Vertebrate Zoology, History of Life) and an interdisciplinary biological illustration course (Audubon's Nature)
- Supervised 92 completed honors theses and second reader on 39 other honors theses
- Currently supervising 10 more honors theses
- Supervised 8 completed MS thesis students, 2 non-thesis MS students, and served as committee member for 7 completed MS thesis students and 3 Ph.D. students

**g. University Service**

- Typically serve on 2-3 College standing committees each year (Admissions and P&T this year)
- Served on faculty search committees in 2017 (chair, biogeochemist for WHC/HBOI), 2013 & 2014 (fish nutritionist & fish ecologist for HBOI), 2013 (American literature for WHC)
- Served on graduate admissions committee for Environmental Science MS Program since 2011

*Curriculum Vitae*  
**WAIRIMŪ NGARŪIYA NJAMBI**  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
John D. MacArthur Campus  
5353 Parkside Dr.  
Jupiter, FL 33458  
(561) 799-8016 (office)  
wnjambi@fau.edu

### **Education**

Ph.D. 2001. Virginia Polytechnic Institute and State University, Blacksburg, VA. Science and Technology Studies.

M.S. 1994. Virginia Polytechnic Institute and State University, Blacksburg, VA.

Major: Family and Child Development (Family Studies concentration).

B.S. 1991. Virginia Polytechnic Institute and State University, Blacksburg, VA.

Major: Family and Child Development (Human Services concentration)

Minor: Sociology

*Magna Cum Laude, Graduated with Honors*

### **Academic Appointments**

Associate Professor. 2006-present. Wilkes Honors College. Florida Atlantic University.

Assistant Professor. 2000-2006. Wilkes Honors College. Florida Atlantic University.

### **Research Publications**

Accepted Upon Revision. Wairimū Ngarūiya Njambi. "What Sexuality? Whose Knowledge? Mapping 'Heterosexuality' and 'Homosexuality' Within Transnational Feminisms." *Women and Gender Studies*.

Revise and Resubmitted. Wairimū Ngarūiya Njambi and William O'Brien. "Hollywood's Urban Africa." *Social Dynamics: A Journal of African Studies* (special issue on Cinematics of African Cities, scheduled for publication in 2020).

Forthcoming. Wairimū Ngarūiya Njambi and William O'Brien. "Hollywood's Africa: Lessons in Race, Gender, and Stereotype." *Review of Education, Pedagogy, and Cultural Studies Journal*.

2017. Wairimū Ngarūiya Njambi and Chelsea Hube. "Hidden Dynamics of Gender and Technology in Reproductive Care." *FAU Undergraduate Research Journal*

2017. Wairimū Ngarūiya Njambi and William O'Brien. "Making Tracks in Pursuit of the Wild: Technology and Resistance on a (Com)modified African Savanna. In *Tourism and Leisure Mobilities: Politics, Work and Play*, (eds) Jillian M. Rickly, Kevin Hannam, and Mary Mostafanezhad. 218-231. London: Routledge.

2012. O'Brien, William and Wairimū Ngarūiya Njambi. "Marginal Voices in 'Wild' America: Race, Gender, Ethnicity, and 'Nature' in *The National Parks*." *Journal of American Culture* 35(1): 15-25.

2009. Murray, Samantha, Wairimū Ngarūiya Njambi, and Nikki Sullivan. Special Issue Co-guest editors, "Genital Modification." *Australian Feminist Studies*, 24(60), June 2009.

2009. Murray, Samantha, Wairimu Ngarūiya Njambi, and Nikki Sullivan. "Introduction: Genital Modification." *Australian Feminist Studies*, 24(60): 147-148.

2009. Njambi, Wairimū Ngarūiya. "'One Vagina To Go:' Eve Ensler's Universal Vagina and Its Implications for African Women." *Australian Feminist Studies*, 24(60): 167-180.

2008. Njambi, Wairimū Ngarūiya. "Rescuing African Women and Girls From Female Genital Practices: A Benevolent and Civilizing Mission." In *Burden or Benefit? Imperial Legacies of Benevolence*, (eds.), Helen Gilbert and Chris Tiffin. Indiana University Press.

2007. Njambi, Wairimū Ngarūiya. "Irua Ria Atumia and Anti-Colonial Struggles Among the Gikūyū of Kenya: A Counternarrative on 'Female Genital Mutilation.'" *Critical Sociology*, 33(4): 689-708.

2005. Beoku-Betts, Josephine and Wairimū Ngarūiya Njambi. "African Feminist Scholars in Women's Studies: Negotiating Spaces of Dislocation and Transformation in the Study of Women."

- Meridians: Feminism, Race, Transnationalism*, 6(1): 113-132.
2004. Njambi, Wairimũ Ngarũiya. Dualisms and Female Bodies in Representations of African Female Circumcision: A Feminist Critique. *Feminist Theory*, 5(3): 281-303.
2004. Njambi, Wairimũ Ngarũiya. A reply: A Discourse in Transition: Extending Feminist Dialogues on Female Circumcision. *Feminist Theory*, 5(3): 325-328.
2004. Ampofo, Akosua Adomako, Josephine Beoku-Betts, Wairimũ Ngarũiya Njambi, and Mary Osirim. Women's and Gender Studies in English Speaking Sub-Saharan Africa: A Review of Research in the Social Sciences. *Gender & Society* 18(6): 685-714.
2004. Njambi, Wairimũ Ngarũiya, and Melissa Sprenkle. Rethinking Masculinized Tools: Machetes, Women's Work, and Suburban Yard Maintenance. *National Women's Studies Association (NWSA) Journal* 16(2): 121-137.
2000. Njambi, Wairimũ Ngarũiya, and William E. O'Brien. "Revisiting 'Woman-Woman Marriage': Notes on Gĩkũyũ Women." *NWSA Journal* 12(1): 1-23.

#### **Awards and Honors**

- 2018. NCAA for Exceptional Teaching Award
- 2015. NCAA for Exceptional Faculty Award
- 2014. University Award for Excellence and Innovation in Undergraduate Advising
- 2011. University Award for Excellence in Undergraduate Teaching
- 2006 University Award for Excellence in Undergraduate Teaching
- 2005 MAC Award for Club Advisor of the Year (Feminist Student Union)
- 2005 MAC Award for Club of the Year (Feminist Student Union)
- 2004 MAC Exceptional Faculty Award
- 2003 Who's Who Among America's Teachers

#### **Language Proficiency**

English –fluency; Gĩkũyũ –fluency (mother tongue); Kiswahili –fluency

**Kanybek Nur-tegin, Ph.D.**

Contact: [knurtegi@fau.edu](mailto:knurtegi@fau.edu)

Wilkes Honors College, Florida Atlantic University  
5353 Parkside Drive, Jupiter, FL 33458

**Academic  
Positions**

Florida Atlantic University (Wilkes Honors College)  
Associate Professor of Economics, May 2013 – present  
Assistant Professor of Economics, August 2007 – May 2013

West Virginia University, Bureau of Business and Economic Research  
Visiting Research Assistant Professor of Economics, August 2006 – May 2007

**Education**

Ph.D. in Economics  
University of Nebraska-Lincoln  
August 2001 – August 2006

**Selected Refereed  
Kyklos: Works**

“Entrenched Autocracy or New Democracy: Which Is Better for Business?”  
*International Review for Social Sciences*; 67:3 (2014), pp. 398-419.

“Bribing Behavior by Firm Attributes: A Cross-Country Analysis.” *International Journal of Public Policy*, Special Issue on Public Policies and Agent Behavior, 9:3 (2013), pp. 231-244. (With Tanya Sahin)

“Government Positions for Sale: A Model of Grand Corruption.” *Business and Politics*, 14:2 (2012), pp. 1-25. (With Hans Czap)

“Corruption: Democracy, Autocracy, and Political Stability.” *Economic Analysis and Policy*, 42:1 (2012), pp. 51-66. (With Hans Czap)

“Big Bang vs. Gradualism – A Productivity Analysis.” *EuroEconomica*, 29:4 (2011), pp. 38-56. (With Hans Czap)

“Survey of Forensic Service Providers.” *Forensic Science Policy and Management: An International Journal*, 1:1 (2009), pp. 49-56. (With Tom Witt and Randall Childs)

“Determinants of Business Tax Compliance.” *The B.E. Journal of Economic Analysis and Policy*, 8:1 (2008), 25 pages.

“Do Transition Economies and Developing Countries Have Similar Destinies?”  
*Atlantic Economic Journal*, 35:3 (2007), pp. 327-342.

“A Case for Lowering Maryland’s Corporate Income Tax.” A policy paper for the Maryland Public Policy Institute, 23 pages, Nov. 2015. (with Pavel Yakovlev)

- Selected Awards and Scholarships** Scholarship from the **President of Kyrgyzstan**, *August 1997 – December 1999*
- Full funding for 2½ years (tuition, room and board, travel, insurance, and monthly stipend) to complete college education in the United States
  - **Very competitive:** 3-stage selection process; only 9 finalist chosen in 1997 from a pool of ~6,500 applicants

**Courses Taught** **McConnell Outstanding Graduate Student Research Prize**, Department of Economics, University of Nebraska-Lincoln  
*2005-2006 and 2004-2005 Academic Years*

**Award for Excellence in Teaching** by a Graduate Student, Department of Economics, University of Nebraska-Lincoln, *2004-2005 and 2003-2004 Academic Years*

**Graduate Student Paper Award**, 2nd place, 2005 Missouri Valley Economic Association, *October 2005*, Kansas City, MO.

Wilkes Honors College, Florida Atlantic University, Jupiter, FL

**Languages**

- Health Economics (team-taught with a philosopher)
- Behavioral Economics (team-taught with a psychologist)
- Writing in Social Sciences
- Econometrics: Applied Regression Analysis
- Econometrics II: Applied Regression Analysis (advanced topics)
- Economics and History of the Soviet Union (team-taught with a historian)
- International Economic Development
- Principles of Macroeconomics
- Principles of Microeconomics
- Intermediate Macroeconomics
- Intermediate Microeconomics
- Applied Social Sciences Research Methods Seminar (team-taught)
- Industrial Organization and Game Theory
- Environmental Economics
- Arts and Economics (team-taught with an art professor)
- Directed Independent Studies in various economics subdisciplines

University of Nebraska-Lincoln, Lincoln, NE

- Intermediate Microeconomics
- Intermediate Macroeconomics
- Business Statistics
- Principles of Microeconomics
- Principles of Macroeconomics

High School #11, Bishkek, Kyrgyzstan

- Introduction to Management, during the entire 1996-1997 academic year as part of a Students in Free Enterprise (SIFE) project during my Junior year in college

Fluent in English

Native speaker of Russian and Kyrgyz (related to Turkish) Beginning French

## WILLIAM EUGENE O'BRIEN

Wilkes Honors College  
Florida Atlantic University  
5353 Parkside Dr.  
Jupiter, FL 33458  
[wobrien@fau.edu](mailto:wobrien@fau.edu)

---

### EDUCATION

- Ph.D. Virginia Polytechnic Institute and State University. Environmental Design and Planning. 1997.  
M.S. Virginia Polytechnic Institute and State University. Geography. 1991.  
B.S. Radford University. Major: Geography. 1985.  
• Certificate in Geographic Information Systems (GIS). Pennsylvania State University World Campus, College of Earth and Mineral Sciences, Department of Geography. 2005.

---

### ACADEMIC EMPLOYMENT

- 2017-present. *Chair of Humanities and Social Sciences*, Wilkes Honors College, FAU.  
2016-present. *Professor of Environmental Studies*, Wilkes Honors College, FAU.  
2007-2016. *Associate Professor of Environmental Studies*, Wilkes Honors College, FAU.  
2009-2011. *Chair of Humanities and Social Sciences*, Wilkes Honors College, FAU.  
2001-2007. *Assistant Professor of Environmental Studies*, Wilkes Honors College, FAU.  
2000-01. *Visiting Assistant Professor of Environmental Studies*, Wilkes Honors College, FAU.  
1997-2000. *Assistant Professor*, Department of Geography, Radford University.

---

### MOST RECENT PUBLISHED SCHOLARSHIP

#### Book

2016. *Landscapes of Exclusion: State Parks and Jim Crow in the American South*. Designing the American Park Series. Amherst: University of Massachusetts Press with the Library of American Landscape History.

#### Articles and Chapters

- Forthcoming 2019. State Parks. In *World of Jim Crow: A Daily Life Encyclopedia*. Ed. Steven A. Reich, Santa Barbara: Greenwood Press.
- Forthcoming 2018. Hollywood's Africa: Lessons in Race, Gender, and Stereotype. *Review of Education, Pedagogy, and Cultural Studies*. (Wairimū Ngarūiya Njambi and William E. O'Brien).
- Forthcoming 2018. Race and Parks: Roundtable Discussion. *VIEW*, No. 18, Summer 2018 (William E. O'Brien, Wairimū Njambi, Audrey Peterman, and Carolyn Finney)
2018. Racialized Assemblages and State Park Design in the Jim Crow South. In eds. Yolonda Youngs and Geoffrey Buckley, *The American Environment Revisited: Environmental Historical Geographies of the United States*, 101-120. New York: Rowman & Littlefield Publishers.
2017. Making Tracks in Pursuit of the Wild: Mobilising Nature and Tourism on a (Com)modified African Savannah. In *Tourism and Leisure Mobilities: Politics, Work, and Play*. Eds. Jillian M. Rickly, Kevin Hannam, and Mary Mostafanezhad, 218-231. London: Routledge. (William E. O'Brien and Wairimū Ngarūiya Njambi).
2015. Landscapes of Exclusion: State Parks and Jim Crow in the South. *VIEW*, No. 15, Summer 2015: pages 2-7.



## **AWARDS AND HONORS**

### Awards for Scholarship

John Brinckerhoff Jackson Book Prize, 2017, Foundation for Landscape Studies.

Leadership in History Award of Merit, 2017. American Association for State and Local History. *Sabbatical*. Fall 2008. To conduct research and writing on the topic, Jim Crow and State Parks in the American South.

### FAU Awards for Teaching and Advising

*Jupiter Advisor of the Year 2015.*

*University Award for Excellence and Innovation in Undergraduate Teaching 2014.*

*University Award for Excellence and Innovation in Undergraduate Advising 2011.*

*Club Advisor of the Year Award 2008.*

*University Award for Excellence and Innovation in Undergraduate Teaching 2005.*

*Exceptional Faculty Award 2003.*

### Awards for University and Community Service

Certificate of Appreciation for Outstanding Contribution to the Friends of MacArthur Beach State Park, 2009-2015.

*Making Waves @ FAU*. Selected to appear on a poster displayed on the FAU MacArthur Campus. 2013 to present

*Division of Student Affairs Special Recognition Award 2011*. FAU Division of Student Affairs.

*Certificate of Appreciation for Ongoing Support of the Robert J. Huckshorn Arboretum 2011*. FAU MacArthur Campus.

*Certificate of Appreciation for Service to the Campus Environment*. Huckshorn Arboretum. FAU MacArthur Campus, 2008.

### Other Honors

*Friends of MacArthur Beach State Park Board of Directors* (member), 2009-2015; 2017-present.

## **ANNINA RUEST**

[www.anninaruest.com](http://www.anninaruest.com) / [aruest@fau.edu](mailto:aruest@fau.edu)

### **EDUCATION**

Massachusetts Institute of Technology

Master of Science in Media Arts and Sciences; September 2008 University of California San Diego

Master of Fine Arts in Visual Art; August 2006

Zürich University of the Arts, Zürich, Switzerland

Diploma Designer of Visual Communications with New Media Emphasis; June 2003

### **EMPLOYMENT**

Florida Atlantic University, Jupiter, FL (August 2017 - present)

Assistant Professor of Art, Wilkes Honors College

Syracuse University, Syracuse, NY (August 2009 - August 2017)

Associate Professor (with tenure) & Program Coordinator, Computer Art Program, Department of Transmedia

University of California San Diego, La Jolla, CA (September 2008 - April 2009)

Visiting Lecturer

### **EXHIBITIONS / PERFORMANCES since 2014**

- 2018 The Situation Room, Los Angeles  
The Wrong Biennale, The Right to Re- (as LAN), Digital Research Center, UC Santa Cruz.
- 2017 Hacking/Modding/Remixing as Feminist Protest, Miller Gallery (Carnegie Mellon University), Pittsburgh  
Biennial Faculty Art Exhibition, Schmidt Center Gallery, Boca Raton
- 2015 LACMA Art + Tech Lab, Los Angeles County Museum of Art, Los Angeles, CA  
Critical Make, Haus der Elektronischen Künste, Basel, Switzerland
- 2014 Conceal/Reveal, Syracuse University Art Galleries, Syracuse, NY

### **GRANTS AND AWARDS since 2014**

- 2017 NYSCA Electronic Media & Film Finishing Funds
- 2014 LACMA (Los Angeles County Museum of Art) ART+TECHNOLOGY Lab  
Migros Kulturprozent Werkbeitrag, Zürich Switzerland

### **TALKS AND PRESENTATIONS since 2014**

- 2018 College Art Conference, Los Angeles
- 2017 Studio for Creative Inquiry, Carnegie Mellon University, Pittsburgh  
  
Center for Arts and Entertainment Technologies, University of Texas, Austin.
- 2015 Selfies, Sousveillance, and Participatory Counter-Surveillance, Los Angeles County Museum of Art, Los Angeles, CA  
ISEA 2015, Vancouver  
Data as Feminist Protest, Los Angeles County Museum of Art, Los Angeles, CA

Feminist Data Collect-a-thon, Workshop, Los Angeles County Museum of Art,  
Los Angeles, CA

#### **PUBLICATIONS since 2014**

- 2017 A Piece of the Pie Chart, *Disobedient Electronics*  
A Piece of the Pie Chart at the LACMA Art+Tech Lab, *Feminism and Museums: Intervention, Disruption, Change*, MuseumsEtc
- 2015 Participatory (Counter-) Surveillance and the Internet  
ISEA 2015, Vancouver
- 2014 Data as Feminist Protest, LACMA Unframed Blog, July 07,  
<http://unframed.lacma.org/2014/07/10/data-as-feminist-protest/>  
A Piece of the Pie Chart: Feminist Robotics, Leonardo, Vol. 47, No. 4, p. 372-379, 2014

#### **SELECT REVIEWS 2014-2018**

Work has been reviewed in publications including

- 2018 “Motherhood and Materiality: Artists Consider Their Altered, Cluttered Surroundings. KCET Television Artbound Blog. <https://www.kcet.org/shows/artbound/motherhood-and-materiality-artists-consider-their-altered-cluttered-surroundings>
- 2017 “Art and tech coalesce in new intersectional feminism exhibition”, Pittsburgh Post-Gazette. <http://www.post-gazette.com/ae/art-architecture/2017/02/16/Tech-and-art-coalesce-in-CMU-Miller-Gallery-s-intersectional-feminist-exhibition/stories/201702160003>
- 2016 **Augmented Realities. Digital Art in the Public Sphere by Christiane Paul in “A Companion to Public Art”. Wiley**
- 2015 **“These Pie Charts Show the Gender Disparity at Twitter and Google — on Real Pies”, LA Weekly, [www.laweekly.com/arts/these-pie-charts-show-the-gender-disparity-at-twitter-and-google-on-real-pies-5495257](http://www.laweekly.com/arts/these-pie-charts-show-the-gender-disparity-at-twitter-and-google-on-real-pies-5495257)**  
“Annina Rüst and Micol Hebron: A Piece of the Pie Chart”, LA Weekly. <http://www.laweekly.com/event/annina-rust-and-micol-hebron-a-piece-of-the-pie-chart-5463462>
- 2014 “Los Angeles Museum Grants to Promote Art and Technology” New York Times Artsbeat Blog. <http://artsbeat.blogs.nytimes.com/2014/04/09/los-angeles-museum-grants-to-promote-art-and-technology>  
“Badass Feminist Robot Puts Pie Charts On Actual Pies”, – Huffington Post, [http://www.huffingtonpost.com/2014/08/08/annina-rust-\\_n\\_5659770.html](http://www.huffingtonpost.com/2014/08/08/annina-rust-_n_5659770.html)

A Robot That Puts Pie Charts Onto Actual Pies, Vice – The Creators Project  
**By Tanja M. Laden, August 6, 2014, <http://thecreatorsproject.vice.com/blog/a-robot-that-puts-pie-charts-onto-actual-pies>**

## APRIL LYNN SCHIMMEL

Harriet L. Wilkes Honors College  
Florida Atlantic University  
5353 Parkside Drive  
Jupiter, FL 33458  
(561)799-8677  
amistrik@fau.edu

### EDUCATION:

1997 - 2002 Florida Atlantic University, Boca Raton, Florida  
M.S. in Biology

1993 - 1996 University of Pittsburgh, Johnstown, Pennsylvania  
B.S. in Biology

### TEACHING & PROFESSIONAL EXPERIENCE:

March 2016 – Present

Director Academic Support Services, Biology  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab, Honors Biodiversity Lab,  
and Careers in Science Course  
Biology Laboratory Coordination: Lab Coordinator, Assistant, and Associate Director  
Duties plus: Academic Advising and Supervising Graduate Teaching Assistant

August 2002 – Present

Adjunct Instructor  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
Courses taught: Honors Anatomy & Physiology Lab, and overload courses of Honors Biological  
Principles, Honors Biodiversity Labs, Microbiology Labs, Morphology & Function Labs

August 2011 – March 2016

Associate Director Academic Support Services, Biology  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity  
Lab  
Biology Laboratory Coordination: Lab Coordinator and Assistant Director Duties plus:  
Primary Science Safety Officer, Multi-use Science Building Supervisor, Internship Advisor,  
Grant Manager for all Biology grants

November 2004 – August 2011

Assistant Director Academic Support Services, Biology  
Harriet L. Wilkes Honors College  
Florida Atlantic University  
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity  
Lab

Biology Laboratory Coordination: Lab Coordinator duties plus: Member of Campus  
Emergency Management Team, HC Building Supervisor, Develop COOP plan,  
Some grant management

July 1999 – November 2004

Coordinator Academic Support Services, Biology  
Harriet L. Wilkes Honors College  
Florida Atlantic University

Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity  
Lab

Biology Laboratory Coordination: Set up a new College Biology/Chemistry Lab, order  
equipment and supplies, develop lab courses, prepare laboratories for entire Biology  
department, serve as Safety Officer, account management, equipment maintenance,  
supervise student workers, assists student thesis research, trained in and responsible for  
Laboratory Safety & Hazardous Waste Disposal

July 2007

Instructor

Harriet L. Wilkes Honors College Honors Summer Institute

Course taught "Biology Laboratory: Biology, Genetics, Biotechnology, and CSI"

**RESEARCH EXPERIENCE:**

August 1997 – August 2002

Graduate Student

Florida Atlantic University

"Electromagnetic Fields: Their Effects on the Expression of Yeast Genes" – Exposed yeast to EMFs  
at 60Hz & 900MHz and then examined the genetic differences and the differential gene  
expressions between yeast grown under normal circumstances to those grown in the EMFs.

PI: David Binninger, PhD

August 1997 - May 1999

Graduate Student Volunteer

Florida Atlantic University

"U.S.S. Conotoxin" Project - Dissected cone snails for the Chemistry Department and  
extracted raw venom from the specimens for analysis.

P.I.: Frank Mari, PhD

**PUBLICATIONS:**

"Laboratory Manual for Biology: BSC1011L" (Including a Photographic Atlas), April L. Mistrik, McGraw-Hill  
Companies, Inc., December 2000, 314pgs.

"Laboratory Manual for Biology: BSC1010L", April L. Mistrik, McGraw-Hill Companies, Inc., August 2000,  
138 pgs.

"Laboratory Manual for Biology: BSC1011L", April L. Mistrik, McGraw-Hill Companies, Inc., December  
1999, 278pgs.

"Laboratory Manual for Biology", April L. Mistrik, McGraw-Hill Companies, Inc., August 1999, 136pgs.

**Eugene T. Smith**

Phone: (561)799-8023

E-mail: esmith@fau.edu

Florida Atlantic University Wilkes

Honors College

5353 Parkside Drive

**Education**

UW-Madison, Food Science

B.A., 1983

UW-Milwaukee, Chemistry

Ph.D., 1991

University of Georgia, Biochemistry

Post Doc, 1991-1993

**Appointments**

2009-2011, Professor, Wilkes Honors College, FAU, Jupiter, FL

2003-2009, Associate Professor, Wilkes Honors College, FAU, Jupiter, FL

2002-2003, Visiting Professor, Eckerd College, Tampa, FL

1998-2002, Assistant Professor, Hamline University, St. Paul, MN

1993-1998, Assistant Professor, Florida Tech, Melbourne, FL

1983-1986, Quality Control Supervisor, Hawthorn Melody Farms Dairy, Whitewater, WI

**Selected publications from past 5 years**

63 Refereed Publications, 15 Educational, 30 Undergraduate co-authors (names in italics)

22 International, 24 National, and 59 Regional presentations

92 Undergraduate coauthors on presentations

54. E.T. Smith. Examination of  $n = 2$  reaction mechanisms that reproduce pH-dependent reduction potentials. *Anal. Chim. Acta*, **572**, 259-264 (2006).
55. M.E. Rupright and E.T. Smith. Processing Noisy Signals-A Computer Laboratory Exercise. *Chem. Ed.*, **11**, 1-4 (2006).
56. *L. J. Owens* and E.T. Smith. Construction of an Inexpensive Portable Fume Hood Suitable for Small Classroom Demonstrations. *Chem. Ed.*, **12**, 266-268, 2007.
57. *G.T. Whitaker*, E.A. Belogay, and E.T. Smith. Spectroelectrochemical Determination of the Redox Potential of Cytochrome c via Multiple Regression. *Chem. Ed.*, **12**, 392-395 (2007).
58. E.R. Malinowski, M. Barber, *G. Whitaker*, and E.T. Smith. Factor analysis of spectroelectrochemical reduction of FAD reveals  $pK_a$  of the reduced state and reduction pathway. *Chemometrics*, **21**, 520-528 (2007).
62. **Eugene T. Smith**,\* Eugene A. Belogay, and Terje Høim. Using Multiple Linear Regression to Analyze Mixtures: An Excel Spreadsheet Exercise for Undergraduates. *Chem. Ed.*, **15**, 103-107 (2010)

**Teaching Support**

Six grants (two internal (PI, 3.5K), four external (PI, 65K))

Hewlett Packard Equipment Grant (PI, 38K, 1997)

NSF-STEM (co-PI, \$500K/2007-2012)

**Research Support**

Eight research grants (two NIH, AREA (PI, 75K), R-01 (co-PI, 930K), two ACS-PRF (PI, 50K), two FSEC (PI, 33K), internal FAU (PI, 10K))

**Education**

- 2009 – 2013:** DPhil in English Literature, Balliol College,  
UNIVERSITY OF OXFORD.
- 2007:** MLitt in British Romantic Literature (with Distinction)  
UNIVERSITY OF ST ANDREWS.
- 2002 – 2005:** BA (Hons) in English and History (*Cum Laude*)  
UNIVERSITY OF THE WITWATERSRAND

**Employment & Teaching**

- 2015 – present:**  
**Harriet Wilkes Honors College, Florida Atlantic University**  
*Assistant Professor in British Literature* (Visiting until May 2017)
- ENL2022: British Literature since 1798  
ENL4930: Race, Empire, and the ‘Science of Man’ in the Long Eighteenth Century  
LIT 2030: Introduction to Poetry  
HUM2020: Introduction to the Humanities  
ENL4930: Irony and Satire  
IDS3932: On Form and Beauty: Aesthetics from Plato to the Present  
ENC1101: Introduction to College Writing  
IDS 3932: Pilgrimage and Quest Literature
- 2014-2015:** **Florida International University**  
*Adjunct Professor in English*  
ENG2012: Approaches to Literature
- 2012 – 2014:** **St Catherine’s College, Oxford University**  
*Tutor in English*  
Literature in English 1760–1900  
Special Topics (British Romanticism, Poetic Form)  
Special Authors (Byron, Pope, Browning)
- 2011 – 2013** **Magdalen College School**  
*Waynflete Intern in English and Sports*  
A-Level English Teacher, Oxbridge Prep
- 2008 – 2009:** **English Department, School of Literature and Language Studies, University of the Witwatersrand, Johannesburg**  
*Associate Lecturer* (full time)  
ENG 1070: Renaissance Poetry  
ENG 1030: Introduction to Literary Studies  
ENG 3011: Victorian Poetics: Browning, Tennyson, Rossetti, Arnold  
ENG 3014: Special Topics: The Romantic Hero

## **Publications and Works in Progress:**

### **In preparation:**

“‘The deepest deep of Nature’”: Burke, Carlyle, and the Ecological Body Politic.’ (*Nineteenth-Century Literature*)

“‘Contours of Authority’”: The Politics of Romantic Spenserianism’ for *Romanticism* (in advanced preparation)

*A Long Review of the Review*: Proposal submitted to Oxford University Press

### **Submitted:**

*Byron’s Form Consciousness*, book manuscript for Oxford University Press (by invitation).

‘Don Juan and Poetic Indifference.’ *Studies in Romanticism* (under review)

### **Published:**

‘An Organic-Dialectic: Coleridge and the Ode Form’ *The Coleridge Bulletin* New Series (forthcoming summer 2019)

‘The Revolt of Islam and the Politics of Form’ in *The Politics of Romanticism*. ed. Pascal Fischer and Christoph Houswitschka. Trier: WVT. (forthcoming, Autumn 2018)

‘A Volatile Unity: Starling Murmurations and Romantic Form in Coleridge and Turner’ in *Mocking Bird Technologies: the Poetics of Parroting, Mimicry, and Other Starling Tropes*. ed. Christopher GoGwilt and Melanie Holm. Fordham University Press (winter 2017)

“‘In a Manner that is My Aversion’”: Byron’s Objections to Romantic Blank Verse.’ *The Byron Journal* (spring 2016)

‘Coleridge’s Ambitious Abjection.’ *The Coleridge Bulletin* New Series (summer 2014)

Essay-length review of Brian R. Bates, *Wordsworth’s Poetic Collections, Supplementary Writing and Parodic Reception. Romanticism* (spring 2014)

‘Distance and Desire in *Don Juan*.’ *Byron and Women [and men]*, (Cambridge Scholars Press, 2011.)

‘Sportless Art and Artless Sport.’ *Sport versus Art: A South African Contest*, (Witwatersrand University Press, 2010)



**Timothy J. Steigenga**  
Professor, Political Science  
Associate Dean of Campus and Community Engagement  
Wilkes Honors College of Florida Atlantic University  
[tsteigen@fau.edu](mailto:tsteigen@fau.edu)  
<https://www.timsteigenga.com/links.html>

### **EDUCATION:**

- Ph.D. University of North Carolina at Chapel Hill, May 1996** Major: Comparative Politics, Minors: International Relations and Political Theory
- M.A. University of North Carolina at Chapel Hill, May 1991** Thesis: “Protestantism, the State, and Society in Guatemala”
- B.A. Calvin College, May 1987** Major: Political Science

### **ACADEMIC APPOINTMENTS**

- 2017-present **Associate Dean of Campus and Community Engagement** Wilkes Honors College of FAU
- 2016-present **Wilkes Honors College Professor of Community Engagement**
- 2012-present **Co-director, Kenan Social Engagement Program**
- 2011-2017 **Chair of Social Sciences and Humanities** Wilkes Honors College of FAU
- 2010-2011 **Public Policy Scholar**, Woodrow Wilson Center for Scholars
- 2009-present **Professor**, Political Science, Wilkes Honors College of FAU
- 2003-2009 **Associate Professor**, Political Science, Wilkes Honors College of FAU
- 2006 **Fulbright Lecturer/Visiting Scholar, Latin American Social Science Faculty Masters Program (FLACSO)**, Guatemala City, Guatemala.
- 1999-2003 **Assistant Professor, Political Science**, one of 16 founding faculty members at the Wilkes Honors College of Florida Atlantic University. We collectively designed the curriculum, bylaws, promotion and tenure guidelines, and hired our future colleagues.
- 1998-1999 **Visiting Assistant Professor**, Department of Political Science, **Davidson College**.
- 1997-1998 **Visiting Assistant Professor**, Government Department, **Colby College**.
- 1995-1997 **Title VI Visiting Assistant Professor**, Department of Political Science, **University of Massachusetts and the University of Connecticut**.

### **RECENT REFEREED PUBLICATIONS**

#### ***Books:***

- 2013 ***Against the Tide: Immigrants, Day Laborers, and Community in Jupiter, Florida*** co-authored with Sandra Lazo de la Vega, University of Wisconsin Press (2013), 189 pp.
- 2011 ***Living Illegal: The Human Face of Unauthorized Immigration*** co-authored with Marie Friedman Marquardt, Philip Williams, and Manuel Vásquez, The New Press (2011), 328 pp. (paperback version with epilogue published Spring 2013), 342 pp.
- 2009 ***A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida’s New Destinations*** edited with Philip J. Williams and Manuel Vásquez, Rutgers University Press (2009), 288 pp.

#### ***Book Chapters***

- 2016 “Indigenous Peoples: Religious Change and Political Awakening” co-authored with Sandra Lazo de la Vega in Virginia Garrard Burnett and Paul Freston eds. *The Cambridge History of Religion in Latin America*, (Cambridge University Press) pp 559 – 590.
- 2014 “Political Science and Religious Conversion” in Luis Rambo and Charles Farhadian eds. *Oxford Handbook of Religious Conversion* (Oxford University Press) pp. 401-429.
- 2013 Epilogue, *Living “Illegal”*: *The Human Face of Unauthorized Immigration* co-authored with Marie Friedman Marquardt, Philip Williams, and Manuel Vásquez, pp. 284-298.

- 2011 “Guatemalans in the United States” co-authored with Sandra Lazo de la Vega in Ronald Bayor *Multicultural America: An Encyclopedia of the Newest Americans* (Greenwood Press/ABC-CLIO, 2011) 799-843.

**Journal Articles**

- 2017 “En Dios Confiamos”: Politics, Populism, and Protestantism in Daniel Ortega’s Nicaragua” Steigenga, T., Coleman, K.M. & Marenco, E. **International Journal of Latin American Religion** (2017) 1: 116-133.
- 2014 “Pentecostalization, Politics, and Religious Change in Guatemala: New Approaches to Old Questions” Lead article in *PentecostoStudies*, Volume 13.1 (2014); 9-34.
- 2013 “Facing Immigration Fears: A Constructive Local Approach to Day Labor, Community, and Immigration” co-authored with Sandra Lazo de Vega, *Journal for Migration and Human Security* Volume 1 Number 1 (2013): 1-16.
- 2012 “*El Chisme* across Borders: The Impact of Gossip in a Guatemalan Transnational Community.” Co-authored with Jocelyn Skolnik and Sandra Lazo de la Vega. *Migraciones Internacionales* 6 (3 January-June, 2012) 9-38.
- 2010 “Religious Conversion in the Americas: Meanings, Methods, and Measures” *International Bulletin of Missionary Research* 34:2 (April, 2010) 77-82.
- 2008 “El transnacionalismo y la movilización colectiva de la comunidad Maya en Júpiter: ambigüedades en la identidad transnacional y la religión vivida” with Irene Palma and Carol Girón in *Migraciones Internacionales* 4 (4, July-December, 2008) 37-71.

**RECENT CONTRACTS, GRANTS, AWARDS, AND HONORS**

- 2016 **Named Professor of Community Engagement - \$250,000** gift over 5 years for a named professorship and scholarship program.
- 2012-2015 **Co-Principal Investigator on Ford Foundation Grant - \$200,000:** Grant to initiate a program for Immigration, Religion, and Social Change (PIRSC) at the University of Florida to benefit immigrant communities in the U.S. South.
- 2010 **University Award for Excellence in Undergraduate Advising:** Each year, three faculty members or professional advisors from across the University’s nine colleges are selected for this award.
- 2016 Worked with dean and development officer to procure a **\$500,000 endowment** for the **Kenan Social Engagement Program.**
- 2010- 2011 **Fellowship at the Woodrow Wilson International Center for Scholars:** Served as a public policy fellow at the Wilson center during the summers of 2010 and 2011.
- 2008 **Researcher of the Year Award** (Associate Professor, Scholarly and Creative): Each year the University Research Committee selects one faculty member at each rank to be recognized by the University for their outstanding scholarly and creative contributions.
- 2007-2009 **Co-Principal Investigator of Ford Foundation Grant - \$450,000:** “Latin American Immigrants in the New South: Religion and the Politics of Encounter.”
- 2005-2006 **Fulbright Lecturing/Research Award in Guatemala - \$33,900:** Selected in the open field competition for a Fulbright award.
- 2005-2006 **Co-Principal Investigator Ford Foundation Grant - \$150,000:** “Planning Year Proposal for Latino Immigrants in the New South.”
- 2005 **Presidential Leadership Award:** Annual, university-wide search to honor one faculty member for rendering “services of an extraordinary nature to the University and/or the greater community.”
- 2002-2005 **Co-Principal Investigator of Ford Foundation Grant - \$550,000:** “Latino Immigrants in Florida: Lived Religion, Space, and Power.”

## CHRISTOPHER B. STRAIN

Professor of History & American Studies  
Co-Director, Kenan Social Engagement Program  
Harriet L. Wilkes Honors College  
Florida Atlantic University

### **CURRENT POSITION**

Harriet L. Wilkes Honors College, Florida Atlantic University: *Professor, Associate Professor and Assistant Professor*. Hired as tenure-track assistant professor in 2000; tenured and promoted to associate professor in 2006; promoted to full professor in 2011.

Editorial Board, Journal of Civil and Human Rights (University of Illinois Press), 2015-present.

### **EDUCATION**

Ph.D. in History, University of California at Berkeley, 2000

M.A. in History, University of Georgia, 1995

B.A. in Political & Social Thought, Distinguished Majors Program, University of Virginia, 1993.

### **SELECTED AWARDS & HONORS**

2011 FAU Researcher of the Year Award, Florida Atlantic University.

2006 Visiting Fellow & National Endowment for the Humanities (NEH) Summer Institute Participant, "African American Civil Rights Struggles in the Twentieth Century," W. E. B. Du Bois Institute, Harvard University.

2006 FAU Researcher of the Year Award, Florida Atlantic University.

### **SELECTED REFEREED WORKS**

#### *Books:*

The Long Sixties: America, 1954-1974 (New York: Wiley-Blackwell, 2016).

Reload: Rethinking Violence in American Life (Nashville: Vanderbilt University Press, 2010). 162 pages. Discussed with selected readings on C-Span's *Book TV* on April 2, April 10, Apr 16, and May 22, 2011 (televised program available for viewing at <http://www.c-spanvideo.org/program/Reload>). Named a CHOICE Outstanding Academic Title for 2011.

Burning Faith: Church Arson in the American South (Gainesville: University Press of Florida, 2008). 224 pages. Part of UPF's Southern Dissent series, edited by Dr. Stanley Harrold and Dr. Randall M. Miller.

Pure Fire: Self-Defense as Activism in the Civil Rights Movement (Athens: University of Georgia Press, 2005). 264 pages.

*Chapters  
in Books:*

“Holy Smoke: Church Burnings, Journalism, and the Politics of Race, 1996-2006” in Race Still Matters: The Reality of African American Lives and the Myth of a Post-Racial Society (New York: SUNY Press, 2016).

*Journal  
Articles:*

“What to Do When Your Heritage is Hateful,” Journal of Hate Studies 13 n 1 (2016): 9-16.

“How Immigrants’ Rights, LGBTQ, and Conservative Activists Appropriate Memories of the Black Freedom Struggle,” Journal of Civil and Human Rights 1 n 2 (Fall/Winter 2015): 231-235.

“Evil Black Guns: Hate, Instrumentality, and the Neutrality of Firearms,” Journal of Hate Studies v. 11 (2013-2014).

“The *Black Scholar* Forum on Marable’s *Malcolm X*” in The Journal of African American History 98 n 4 (Fall 2013): 579-588.

“Soul City, North Carolina: Black Power, Utopia, and the African-American Dream,” Journal of African American History 89 n 1 (Winter 2004): 57-74.

**SELECTED CONFERENCE ACTIVITY**

“Evil Black Guns: Hate, Instrumentality, and the Neutrality of Firearms,” presented at the 3<sup>rd</sup> International Conference on Hate Studies, Institute for Hate Studies, Gonzaga University, Spokane, Washington, April 18-20, 2013.

“Domestic Terrorism & Extremism” (roundtable discussion) at the 3<sup>rd</sup> International Conference on Hate Studies (“The Pursuit of Justice: Understanding Hatred, Confronting Intolerance, Eliminating Inequality”), Gonzaga University Law School, Spokane, Washington, April 19, 2013.

“Holy Smoke: The Church Arson Scare of 1996” and “Sunshine and Hate: Florida’s Unexpected Ties to White Supremacy,” presented at the 2<sup>nd</sup> International Conference on Hate Studies, Institute for Hate Studies, Gonzaga University, Spokane, Washington, April 6-10, 2011.

“Taking the Measure of Grassroots Resistance to the Klan and White Paramilitaries,” Conference on Race, Labor, and Citizenship in the Post-Emancipation South, College of Charleston, March 11-13, 2010. Panel commentator.

“Arson, Hate Crime, and Black Churches: A Critical Inquiry,” presented at the 93<sup>rd</sup> Annual Meeting of the Association for the Study of African American Life and History, October 2, 2008, Birmingham, Alabama.

**Nancy J. Tille-Victorica**

**Instructor of French and Spanish – Harriet L. Wilkes Honors College**

**DEGREES AWARDED**

- 
- 2014 PhD Hispanic Literature - The University of Texas, Austin.  
Certificate in Women's and Gender Studies – The University of Texas, Austin.  
2006 M.A. Spanish 9-12 - Lehman College (CUNY), New York City.  
2004 B.A. Hispanic Language and Culture, New College of Florida, Sarasota.

**ACADEMIC PUBLICATIONS**

- 
- 2017 “Biopower, Body Commodification, and Defiance of Neoliberal Logic in *Impuesto a la carne* by Diamela Eltit,” *Kamchatka, Revista de análisis cultural* 10 (2017): 179-196. Web. 30 Dec 2017.
- “Performing Plural Identities: Challenging and Reproducing Existing Power Structures in Flora Tristan’s *Pérégrinacions d’una paria*.” *The Coastal Review*, Special Issue: Reshaping the Landscape. (2017): 1-27. Web. 25 Sep 2017.
- “Biodiversidad y género en América Latina: El valioso modelo de la editorial Cuarto Propio en Chile.” *The Latin Americanist*, 61.1 (2017): 93-108. Web. 11 May 2017.
- 2015 “The Corporeality of Memory, Resistance and Survival in Alicia Kozameh’s Fictionalized Testimony”. *Argus-a*, 16.4 (2015): n. pag. Web. 15 Jun. 2015.
- 2012 “Unleashing Embodied Memories: Pain, Survival and Aging in *Jamás el fuego nunca* by Diamela Eltit.” *Ambitos Feministas*, 2 (2012): 77-93. Print.
- 2009 “*El cuarto mundo* de Diamela Eltit: una perspectiva latinoamericana del embarazo.” *Pterodáctilo* 7 (2009): n. pag. Web. 18 Nov. 2012.

**INVITED TALK**

- 2017 “La narrativa chilena en las voces de Diamela Eltit y Nona Fernández.” Universidad Nacional de Villa María, Argentina. May 9.

**CONFERENCE PRESENTATIONS**

- 
- 2018 “Disposable Bodies and Gendered Violence in Three Recent Chilean Novels.” XXXVI International Congress of the Latin American Studies Association (LASA). Barcelona, Spain.
- 2017 “Embodying Neoliberalism: Past and Present Trauma in Recent Chilean Novels.” The 51<sup>st</sup> Southwest Council of Latin American Studies Conference (SCOLAS). Campeche, Mexico.  
“Cuerpos marginados y violencia económica en *Jamás el fuego nunca* e *Impuesto a la carne* de Diamela Eltit.” 20<sup>th</sup> Annual Conference on the Americas. Savannah, GA. (Presenter and Panel Chair).
- 2016 “Female Corporeality and Economic Violence in Recent Novels by Nona Fernández and Diamela Eltit.” XXVI Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). Houston, TX.
- “Plural Identities and Contradictory Cultural Discourses in Flora Tristan’s *Pérégrinacions d’una paria*.” The 13<sup>th</sup> Annual Southeast Coastal Conference on Languages and Literatures (SECCLL). Savannah, GA.
- 2016 “Editorial Cuarto Propio: espacio decisivo para la incorporación y difusión de otras miradas y nuevos lenguajes latinoamericanos.” Annual Meeting of the Southeastern Council of Latin American Studies (SECOLAS). Cartagena, Colombia.

- 2015 “El proyecto editorial contracorriente de Marisol Vera: espacio decisivo para la incorporación y difusión de una diversidad cultural inestimable.” XXXIII International Congress of the Latin American Studies Association (LASA). San Juan, Puerto Rico.  
 “Alicia Kozameh’s Fictionalized Testimonies: Corporeal Memories of Argentina’s Dirty War.” Annual Meeting of the Southeastern Council of Latin American Studies (SECOLAS). Charleston, SC. (Presenter and Panel Chair).
- 2015 “Acceso, incorporación y difusión de textos escritos por mujeres latinoamericanas: el proyecto literario de Marisol Vera.” The 72<sup>nd</sup> Annual South Central Modern Language Association Conference (SCMLA). Nashville, TN.  
 “Gendered Violence and Corporeal Memories in Post-Dictatorship Narrative from Chile and Argentina.” The Southeast Coastal Conference on Languages and Literatures (SECCLL). Savannah, GA.
- 2014 “Cuerpo y residuo de la dictadura en *Jamás el fuego nunca e Impuesto a la carne* de Diamela Eltit.” XXIV Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). La Habana, Cuba.

---

## TEACHING EXPERIENCE

### **Harriet L. Wilkes Honors College, Florida Atlantic University / Instructor of French and Spanish**

Honors Beginning Spanish Language and Culture I (Fall 2018)

Honors Beginning French Language and Culture I (Fall 2018)

Honors Public Protests in Europe and the Americas – Team Taught With Dr. Ely (Fall 2018)

### **Georgia Southern University – Armstrong Campus / Assistant Professor of French and Spanish**

Beginning Spanish I (Fall 2016, Fall 2015)

Intermediate Spanish I (Spring 2017, Spring 2016, Spring 2015, Fall 2014)

Online Intermediate Spanish I (Fall 2016, Summer & Fall 2017, Spring & Summer 2018)

Intermediate Spanish II (Spring & Fall 2017, Spring 2018)

Online Intermediate Spanish II (Spring 2017)

Advanced Spanish Grammar & Syntax (Spring 2016, Spring 2015)

Civilization and Culture of Latin America (Fall 2017)

Introduction to Hispanic Literature (Fall 2015, Fall 2014)

Fantastic Short Fiction from Latin America (Fall 2016)

Independent Study: Teaching Conversational Spanish (Spring 2015)

Beginning French I (Fall 2017)

Beginning French II (Spring 2016, Spring 2015, Fall 2014)

Online French For Business (Spring 2018)

Gender in a Global Context: Focus on Latin America (Fall 2015)

### **University of Texas at Austin, Department of Spanish and Portuguese / Instructor of Records**

Contemporary Spanish American Prose (Fall 2012)

Civilization of Spanish America (Fall 2013)

Accelerated First Year Spanish I & II (Fall 2007, Fall 2008, Spring 2009)

## MARK TUNICK

Professor of Political Science and Associate Dean  
Harriet L. Wilkes Honors College of Florida Atlantic University  
5353 Parkside Drive, Jupiter, FL 33458  
(561) 799-8670; (561) 799-8602 (fax)  
Email: [tunick@fau.edu](mailto:tunick@fau.edu)  
URL: <http://www.fau.edu/~tunick>

### Education

B.S. Political Science, M.I.T.  
B.S. Management, M.I.T.  
M.A. Political Science, University of California, Berkeley  
Ph.D. Political Science, University of California, Berkeley

### Positions

2004-present: Associate Dean, Wilkes Honors College  
2004-present: Professor of Political Science, Wilkes Honors College, Florida Atlantic University  
1998-2004: Associate Professor of Political Science, Wilkes Honors College, FAU  
1990-1998: Assistant Professor of Political Science, Stanford University

### Selected Awards and Service

Member of Magistrate Judge Merit Selection Panel for the Southern District of Florida (2017)  
Miami-Florida European Union Center of Excellence Faculty Curr. Development Grant (2014)  
Harrison Prize for best paper published in *Political Studies* in 2005  
Honors College Distinguished Teacher of the Year (2000-1, 2001-02)  
Honors College Exceptional Faculty award (2000-01)  
Stanford University McNamara Faculty Fellow  
Outstanding Graduate Student Instructor, U.C. Berkeley  
The Berkeley Fellowship

### Selected Publications

2017. 'Brain Privacy and the Case of Cannibal Cop', *Res Publica* 23(2):179-96 (May).  
2016. 'Should We Aim for a Unified and Coherent Theory of Punishment', *Criminal Law and Philosophy* 10(3): 611-28. (Review essay of Brooks, *Punishment*)  
2016. 'Regulating Public Access to Body Camera Footage: Response to Iesha S. Nunes, 'Hands Up, Don't Shoot'', *Florida Law Review Forum* 67:143-150.  
2015. *Balancing Privacy and Free Speech: Unwanted Attention in the Age of Social Media* (London: Routledge). Paperback edition published in 2016.  
2015. Review of Eric Lee Goodfield, Hegel and the Metaphysical Frontiers of Political Theory. *Notre Dame Philosophical Reviews*. Feb. 7.  
2014. Commentary to 'Turning Virtual Public Spaces into Laboratories', *Analyses of Social Issues and Public Policy*, DOI: 10.1111/asap.12054, first published 16 April 2014.  
2014. 'John Locke and the Right to Bear Arms', *History of Political Thought* 35(1):50-69.  
2013. 'Privacy and Punishment', *Social Theory and Practice* 39(4):643-68.  
2013. 'Hegel and the Consecrated State'. In Angelica Nuzzo, ed. *Hegel on Religion and Politics* (Albany, NY: SUNY Press).  
2012. Review of Peter Hodgson, Shapes of Freedom: Hegel's Philosophy of World History in Theological Perspective. *Notre Dame Philosophical Reviews*, Nov. 17.  
2012. 'Reality Television and the Entrapment of Predators'. In *Law and Justice on the Small Screen*, ed. Peter Robson and Jessica Silbey (Hart Publishing).  
2011. Review of Adam Moore, Privacy Rights. *Social Theory and Practice* 37(3) (July).

2011. 'Entrapment and Retributive Theory'. In Mark White, ed. Retributivism: Essays on Theory and Policy. NY: Oxford University Press.
2009. 'Privacy in Public Places: Do GPS and Video Surveillance Provide Plain Views?' In Social Theory and Practice 35:4 (October).
2009. 'Hegel's Claim about Democracy and his Philosophy of History', in Will Dudley, ed. Hegel and History. Albany, NY: SUNY.
2009. 'Efficiency, Practices, and the Moral Point of View: Limits of Economic Interpretations of Law', in Mark White, ed. Theoretical Foundations of Law and Economics. Cambridge University Press.
2009. Review of Thom Brooks, Hegel's Political Philosophy: A Systematic Reading of the Philosophy of Right. Mind 118(470):449-53.
2006. 'Tolerant Imperialism: J.S. Mill's Defense of British Rule in India'. Review of Politics 68(4):586-611(Fall).
2006. 'Capital Punishment'. Social Issues in America: An Encyclopedia (Sharpe Reference), 2:270-86.
2005. 'John Stuart Mill and Unassimilated Subjects'. Political Studies, 53(4), 833-48.
2005. 'The Need for Walls: Privacy, Community and Freedom in The Dispossessed', in Laurence Davis and Peter Stillman, eds. The New Utopian Politics of Ursula K. Le Guin's The Dispossessed. Lanham, MD: Lexington Books, 129-48.
2004. 'Can culture excuse crime?--evaluating the inability thesis'. Punishment and Society 6:395-409.
2002. 'Ethics, Morality, and Law', in Kermit L. Hall, ed. The Oxford Companion to American Law. New York: Oxford University Press.
2002. 'The Moral Obligation to Obey Law'. Journal of Social Philosophy 33:464-83.
2001. 'Does Privacy Undermine Community?'. Journal of Value Inquiry 35:517-34.
2001. 'Constitutional Protections of Private Property: Decoupling the Takings and Due Process Clauses'. University of Pennsylvania Journal of Constitutional Law 3:885-925. Reprinted in Patricia Salkin, ed. 2002 Zoning and Planning Law Handbook (West Publishing, 2002), 99-151.
2001. 'Political Identity and the Ties that Bind: Hegel's Practice Conception', in Robert Williams, ed. Beyond Liberalism and Communitarianism: Studies in Hegel's Philosophy of Right. Albany, New York: State University of New York Press.
2000. 'Privacy in the Face of New Technologies of Surveillance'. Public Affairs Quarterly 14: 259-277.
1998. Practices and Principles: Approaches to Ethical and Legal Judgment. Princeton, NJ: Princeton University Press. An additional paperback edition was published in 2000.
1998. 'The Scope of Our Natural Duties'. Journal of Social Philosophy 29: 87-96.
1998. 'Hegel on Justified Disobedience'. Political Theory 26:514-535. Reprinted in Michael Salter, ed. Hegel and Law (Ashgate Publishing, 2002).
1996. 'Is Kant a Retributivist?'. History of Political Thought 17:60-78.
1994. 'Hegel's Non-foundationalism: A Phenomenological Account of the Structure of Philosophy of Right'. History of Philosophy Quarterly 11:317-338.
1994. 'Are there natural rights?--Hegel's break with Kant', in Ardis B. Collins, ed. Hegel on the Modern World. Albany, New York: State University of New York Press.
1993. 'Hegel against Fukuyama's Hegel'. Clio 22:383-389.
1992. Punishment: Theory and Practice. Berkeley: University of California Press.
1992. Hegel's Political Philosophy. Princeton, NJ: Princeton University Press.
1991. 'Hegel's Justification of Hereditary Monarchy'. History of Political Thought 12:481-496. Reprinted in David Lamb, ed. Hegel (Ashgate: 1998), 1:277-94.



**Miguel Ángel Vázquez**  
Associate Professor of Spanish Language and Literature  
Harriet L. Wilkes Honors College, Florida Atlantic University  
5353 Parkside Dr.  
Jupiter, FL 33458

Work phone: 561.799.8654  
Fax: 561.799.8602  
e-mail: mvazquez@fau.edu

Home phone: 561.777.5568

### **EDUCATIONAL BACKGROUND**

- July, 2001      Ph.D. in Spanish Literature, (Spanish Golden Age) Indiana University.
- March, 1998      Master's Degree in Near Eastern Languages and Cultures, Indiana University (Arabic Literature)
- August, 1994      Intensive Arabic Program, Middlebury College, Vermont
- October, 1994      Master's Degree in Spanish Literature, Indiana University
- May, 1991      Bachelor's Degree in Spanish Literature, University of Puerto Rico  
Honors Thesis: "De la muerte y otras cuestiones moriscas. Ms J-55 del Instituto Miguel Asín." Universidad de Puerto Rico.

### **PROFESSIONAL APPOINTMENTS**

- 2007 – present      Associate Professor of Spanish Language and Literature  
Harriet L. Wilkes Honors College, Florida Atlantic University.
- 2001- 2007      Assistant Professor of Spanish Language and Literature  
Harriet L. Wilkes Honors College, Florida Atlantic University.
- 2000-2001      Course Supervisor: S275 (Introduction to Hispanic Culture)  
Indiana University.
- 1999-2000      Visiting Lecturer, Indiana University.

### **PUBLICATIONS**

#### **Books**

Current book project: An annotated translation with introductory study of Ibn Abī al-Dunyā's *Kitāb al-mawt* [The Book of Death], *Kitāb al-qubūr* [The Book of Tombs], and *Man ʿasha baʿda al-mawt* [Who Lived after Death].

*Desde la penumbra de la fosa. La concepción de la muerte en la literatura aljamiado-morisca.* [From the Darkness of the Grave. The Concept of Death in Aljamiado Literature] Madrid: Trotta, 2007.

#### **Articles**

"Moral Literature in Aljamiado: How to be a Good Muslim in 16<sup>th</sup> Century Spain". Submitted to a volume on Aljamiado Literature edited by Dr. Heather Bramford (U of C Berkeley) and Dr. Alberto Montaner Frutos (Universidad de Zaragoza). [Under consideration].

"El *mīrāğ* y las historias de viajes al más allá en el Islam". Accepted for publication in a collection of essays on the other world. [Title to be determined.]

- “La estética de la metapoesía en la *qaṣīda* panegírica de al-Mutanabbī a Abū al-Faḍl Aḥmad ibn ʿAbd Allāh”. *Philologia Hispalensis* 31.2 (2017): 149-67.
- “Noé se enfrenta al Ángel de la Muerte en una *ḥuṭba* morisca”. *Mélanges Abdeljelil Temimi: En hommage à l’oeuvre réalisée en morisologie*. Ed. Luce López-Baralt and Ridha Mami. Tunisia: Publications du Centre d’Etudes et de Traductions Morisques, 2017: 543-62.
- “Legitimación textual a través de los sueños: el caso del sueño del *ṣāliḥ* de Túnez (ms: resc/55 del csic)”. *Al-Qanṭara* 37.2 (2016): 235-70.
- “Sin and Redemption: Woman’s Body, Necrophilia and Spanish Islam”. *Confluencia* 31.1 (2015): 147-58.
- “Antecedentes árabes de leyendas aljamiadas sobre la muerte”. *Transitions. Journal of Franco Iberian Studies* 10 (2014): 9-40.
- “Poesía morisca (o de cómo el español se convirtió en lengua literaria del islam).” *Hispanic Review* 75.3 (Summer 2007): 219-42.
- “La mujer como estrategia retórica: Sawda bint ʿUmāra ante el califa Muʿāwiya en *El collar extraordinario* de Ibn ʿAbd al-Rabbihi.” *Confluencia* 22.2 (Spring 2007): 123-34.
- “Alejo de Venegas’s *Agonía del tránsito de la muerte*: A Morisco Treatise in the Art of Dying?” *Medieval Encounters* 12.3 (2006): 475-86.
- “Poetic Pilgrimages: From Baghdad to Andalucía, Abū Tammam’s *lā anta anta wa lā al-dyāru dyāru*.” *Journal of Arabic Literature* 34.1-2 (2003): 122-37.
- “Mahamut, ‘el buen salvaje.’ Nacionalismo y maurofilia en *El amante liberal* de Cervantes.” *Romance Languages Annual* VII (1995): 642-46.
- “Federico García Lorca y la tradición poética arabigoandaluza.” *Romance Languages Annual* IV (1993): 627-31.
- “Un morisco muere ante nuestros ojos: el hadiz de Silmán al-Farasi.” *Actes du Ve Symposium International d’Études Morisques sur: Le Ve Centenaire de la Chute de Grenade (1492-1992)*, ed. Abdeljelil Temimi, 2 vols. (1993): 733-45.
- “El sueño adoctrinador que soñó un salih en la ‘sibdad de Tunes,’” *Actes du IV Symposium International d’Études Morisques sur: Métiers, Vie Religieuse et Problématique d’Histoire Morisque*, ed. Abdeljelil Temimi (1990): 317-23.

**LAURA L. VERNON**

Wilkes Honors College, Florida Atlantic University

JUPITER, FL 33458 (561) 799-8411 [LVERNON@FAU.EDU](mailto:LVERNON@FAU.EDU)

**CURRENT PROFESSIONAL POSITIONS**

---

- 2006 – present **Florida Atlantic University Jupiter, FL**
- 2018- Associate Director, Jupiter Life Science Initiative
  - 2010- Associate Professor, Wilkes Honors College
  - 2006-2010 Assistant Professor, Wilkes Honors College
- 2018 – present **Max Planck Florida Institute for Neuroscience Jupiter, FL**
- Visiting Lecturer

**EDUCATION**

---

- 2001 – 2002 **Central Michigan University** **Mt. Pleasant, MI**  
\* Postdoctoral Fellow, Trauma and Anxiety Disorders Clinic
- 2000 – 2001 **San Francisco Veterans Affairs Medical Center** **San Francisco, CA**  
\* Clinical Psychology Intern
- 1995 – 2000 **University of Illinois at Urbana-Champaign** **Urbana, IL**  
\* Ph.D. 2000 Clinical Psychology  
\* M.A. 1998 Clinical Psychology

**SELECTED REFEREED JOURNAL ARTICLES (LAST 3 YEARS)**

---

*Supervised student contributions are denoted as follows: \*undergraduate student, \*\*graduate student*

- Vernon, L.L.** (in press). Mind and muscle: Considering weightlifting as a contemplative practice. *The Journal of Contemplative Inquiry*.
- Hirai, M., **Vernon, L.L.**, & Clum, G.A. (2018). Factor structure and administration measurement invariance of the Beliefs Toward Mental Illness Scale in Latino college samples: Paper-pencil vs. internet administrations. *Assessment*, 25(6), 759-768. DOI: 10.1177/1073191116661630
- Hirai, M., **Vernon, L.L.**, & Dolma, S. (2018). A gender invariant model of disgust propensity in Blood-Injection-Injury Phobia in Latina/o individuals. *Psychology, Health, and Medicine*. DOI: 10.1080/13548506.2018.1487985
- Vernon, L.L.**, & Earles, J.L. (2018). The perils and payoffs of conducting clinical trials: Equine assisted therapy case study. *Research Methods Cases in Psychology*. DOI: 10.4135/9781526438430
- Earles, J.L., Kersten, A.W., **Vernon, L.L.**, & \*Starkings, R. (2016). Memory for positive, negative, and neutral events: Does emotional valence influence binding in event memory? *Cognition and Emotion*, 30(2), 378-388. DOI: 10.1080/02699931.2014.996530
- Earles, J.L., **Vernon, L.L.**, & Yetz, J.P. (2015). Equine-assisted therapy as an effective treatment for anxiety and posttraumatic stress symptoms. *Journal of Traumatic Stress*, 28(2), 149-152. DOI: 10.1002/jts.21990
- Hirai, M., **Vernon, L.L.**, \*\*Popan, J.R., & Clum, G.A. (2015). Acculturation and enculturation, stigma toward psychological disorders, and treatment preferences in a Mexican American sample: The role of education in reducing stigma. *Journal of Latina/o Psychology*, 3(2), 88-102. DOI: 10.1037/lat0000035

## SELECTED RESEARCH AND TEACHING GRANTS (LAST 5 YEARS)

---

- Pending, 2018 Co-Principal Investigator. NIH NIMHD Dissemination and Implementation Research in Health (R21 Clinical Trial Optional). Principal Investigator: Michiyo Hirai. (Amount requested: \$275,000). Notification date: May 2019
- 2015-2016 Smith Innovation Fund, with Jacqueline Fewkes. *The Gamification of Education*. \$10,000.
- 2013-2014 Co-Principal Investigator, Florida Atlantic University Wilkes Honors College Faculty Development Award, with Julie Earles. Equine Assisted Therapy. \$640.
- 2013-2014 e-Learning Curriculum Design Grant, with Jacqueline Fewkes. *Super Thesis World*. \$10,000.
- 2014 Faculty Co-Mentor, National Science Foundation – East Asia & Pacific Summer Institute. Graduate student: Melissa Stikma. \$15,000.

## SELECTED HONORS AND AWARDS (LAST 5 YEARS)

---

- 2018 Distinguished Teacher of the Year Award, Florida Atlantic University
- 2016 Excellence and Innovation in Undergraduate Advising Award, Florida Atlantic University
- 2016 Exceptional Faculty Award, Northern Campuses Teaching Award, Florida Atlantic University
- 2013 Excellence and Innovation in Undergraduate Teaching Award, Florida Atlantic University

## SELECTED SERVICE TO THE INSTITUTION (LAST 3 YEARS)

---

### COLLEGE SERVICE

- Search Committee for Honors College Physics Professor (**Chair**, 2016-2017)
- Search Committee for Honors College Art Professor (2017)
- Search Committee for Honors College Dean (2015-2016)
- Admissions Committee (2006-2008, 2013-2014, **Chair**, 2015-2017, -present)
- Faculty Award Nomination Selection Committee (2010-2011, 2013-2015, **Chair** 2017-present)
- Research Symposium Committee (**Co-chair**, 2013-15)
- Bylaws Committee (2008-2010, 2015-2016)

### UNIVERSITY SERVICE

- Internal Advisory Committee for Search for Provost (2018)
- Search Committees for Brain Institute Professor, Honors College (2016-2017)
- Search Committees for Brain Institute Professor, Medical School (2016-2017)
- ADVANCE Internal Advisory Committee Member (2017-present)

**JAMES K. WETTERER**

Wilkes Honors College, Florida Atlantic University  
5353 Parkside Drive, Jupiter, FL 33458  
Phone: (561) 799-8648; FAX: (561) 799-8602; e-mail: wetterer@fau.edu

**EDUCATION**

UNIVERSITY OF WASHINGTON, Seattle, WA, 9/83 - 8/88

**Ph.D., Zoology:** Ecology and Evolution; Advisor: Gordon H. Orians.

MICHIGAN STATE UNIVERSITY, East Lansing, MI, 9/81 - 9/83

**M.S., Zoology:** Ecology; Advisors: Earl E. Werner and Donald J. Hall.

CORNELL UNIVERSITY, Ithaca, NY, 9/76 - 5/79

**A.B., Biology:** Ecology and Systematics.

**WORK EXPERIENCE**

FLORIDA ATLANTIC UNIVERSITY, Wilkes Honors College

8/04 - present: **Professor**; 7/98 - 7/04: **Associate Professor**

COLUMBIA UNIVERSITY, Department of Earth and Environmental Science

7/96 - 6/98: **Assistant Professor**

WHEATON COLLEGE, Department of Biology

8/94 - 6/96: **Visiting Assistant Professor**

HARVARD UNIVERSITY, Museum of Comparative Zoology

8/91 - 6/94: **Post-doctoral Fellow**; Behavior, ecology, and evolution of fungus-growing ants

PRINCETON UNIVERSITY, Department of Ecology and Evolutionary Biology

7/89 - 7/91: **Research Associate**; Ecology and evolution of leaf-cutting ants

VANDERBILT UNIVERSITY, Department of Psychology

9/88 - 7/89: **Post-doctoral Fellow**; Visual psychophysics of fish and horseshoe crabs

**SELECTED PUBLICATIONS**

1. **Wetterer, J.K.**, and C.J. Bishop. 1985. Planktivore prey selection: the reactive field volume model versus the apparent size model. *Ecology* 66: 457-464.
5. **Wetterer, J.K.** 1989. Mechanisms of prey choice by planktivorous fish: perceptual constraints and rules of thumb. *Animal Behaviour* 37: 955-967.
6. **Wetterer, J.K.** 1989. Central place foraging theory: when load size affects travel time. *Theoretical Population Biology* 36: 267-280.
9. **Wetterer, J.K.** 1991. Allometry and the geometry of leaf cutting in *Atta cephalotes*. *Behavioral Ecology and Sociobiology* 29: 347-352.
16. **Wetterer, J.K.** and G. Nevitt. 1993. The stream where they live. *Journal of Irreproducible Results* 38: 12.
23. **Wetterer, J.K.** 1995. Forager size and ecology of *Acromyrmex coronatus* and other leaf-cutting ants in Costa Rica. *Oecologia* 104: 409-415.
29. **Wetterer, J.K.**, T. R. Schultz, and R. Meier. 1998. Phylogeny of fungus-growing ants (Tribe Attini) based on mtDNA sequence and morphology. *Molecular Phylogenetics and Evolution* 9: 42-47.

30. **Wetterer, J.K.** 1998. Nonindigenous ants associated with geothermal and human disturbance in Hawai'i Volcanoes National Park. *Pacific Science* 52: 40-50.
35. **Wetterer, J.K.**, P.D. Walsh, and L.J.T. White. 1999. *Wasmannia auropunctata* (Roger) (Hymenoptera: Formicidae), a destructive tramp ant, in wildlife refuges of Gabon. *African Entomology* 7: 292-294.
46. **Wetterer, J.K.** 2002. Ants of Tonga. *Pacific Science* 56: 125-135.
52. **Wetterer, J.K.**, and S. D. Porter. 2003. The little fire ant, *Wasmannia auropunctata*: distribution, impact, and control. *Sociobiology* 42: 1-41.
56. **Wetterer, J.K.** 2005. Worldwide distribution and potential spread of the long-legged ant, *Anoplolepis gracilipes*. *Sociobiology* 45: 77-97.
63. **Wetterer, J.K.** 2006. Quotation error, citation copying, and ant extinctions in Madeira. *Scientometrics* 67: 351-372.
66. **Wetterer, J.K.** and A.L. Wetterer. 2006. A disjunct Argentine ant metacolonies in Macaronesia and southwestern Europe. *Biological Invasions* 8: 1123-1129.
74. **Wetterer, J.K.**, L. D. Wood, C. Johnson, H. Krahe, and S. Fitchett. 2007. Predaceous ants, beach replenishment, and nest placement by sea turtles. *Environmental Entomology* 36: 1084-1091.
80. **Wetterer, J.K.** 2008. Worldwide spread of the longhorn crazy ant, *Paratrechina longicornis* (Hymenoptera: Formicidae). *Myrmecological News* 11: 137-149.
111. **Wetterer, J.K.** 2013. Exotic spread of *Solenopsis invicta* (Hymenoptera: Formicidae) beyond North America. *Sociobiology* 60: 53-63.
117. **Wetterer, J.K.**, L. Davis, and G.L. White. 2014. Spread of the South American fire ant *Solenopsis invicta* (Hymenoptera: Formicidae) in Trinidad. *Florida Entomologist* 97: 238-241.
119. **Wetterer, J.K.**, O. Davis, and J.R. Williamson. 2014. Boom and bust of the tawny crazy ant, *Nylanderia fulva*, on St Croix, US Virgin Islands. *Florida Entomologist* 97: 1099-1103.
125. **Wetterer, J.K.** 2015. Geographic origin and spread of cosmopolitan ants (Hymenoptera: Formicidae). *Halteres* 6: 66-78.
132. **Wetterer, J.K.**, D. Lubertazzi, J. Rana, and E.O. Wilson. 2016. Ants of Barbados (Hymenoptera: Formicidae). *Breviora* 548: 1-34.
145. **Rosselli, D. & J.K. Wetterer.** 2017. Stings of the ant *Wasmannia auropunctata* (Hymenoptera: Formicidae) as cause of punctate corneal lesions in humans and other animals. *Journal of Medical Entomology* 54: <https://doi.org/10.1093/jme/tjx167>.
152. **Wetterer, J.K.** 2018. Native and exotic ants (Hymenoptera: Formicidae) nesting in red mangroves (Malpighiales: *Rhizophora mangle*) of eastern Florida. *Transactions of the American Entomological Society* 144: 345-356.
153. **Wetterer, J.K.**, M.A. Deyrup, and A. Bryant. 2018 Spread of the non-native trap-jaw ant *Anochetus mayri* (Hymenoptera: Formicidae) in Florida. *Transactions of the American Entomological Society* 144: 437-441.

## Appendix D: Noel Levitz Student Satisfaction Inventory (Spring 2017)

### Noel Levitz Student Satisfaction Inventory Results Summary

#### Jupiter Campus Student Ratings

Spring 2017

The Noel Levitz Student Satisfaction Inventory was administered at FAU in the fall 2016 semester. The survey was administered online to 423 students on the Jupiter Campus, with a response from 128 students for a response rate of 30.3%. Table four presents the distribution of the sample and the campus population on age, gender, course load, and race & ethnicity. The sample population is very traditional, composed largely of students between 18 and 24 years of age, and nearly all attend FAU full-time.

Students rated the importance of items to them and their satisfaction with those items, each on a seven point scale. A rating of 1 indicated not important at all or not satisfied at all. A rating of 7 indicated very important or very satisfied. FAU satisfaction ratings were compared to a group of National Four-Year Public institutions. This group consisted of responses from 88,882 students from 91 institutions.

Table one presents the 10 questions with the highest satisfaction rating by students on the Jupiter campus. Students on the Jupiter campus were more satisfied than the national sample as well as the overall FAU sample on these items.

Table One  
Highest Satisfaction among FAU students on the Jupiter Campus

	Jupiter Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
Security staff respond quickly in emergencies	6.27	5.43	0.84
Nearly all of the faculty are knowledgeable in their field.	6.25	5.79	0.46
Campus demonstrates commitment to students with disabilities	6.24	5.59	0.65
Library staff are helpful and approachable	6.22	5.66	0.56
There is a commitment to academic excellence on this campus	6.18	5.51	0.67
The campus is safe and secure for all students.	6.16	5.59	0.57
Faculty are usually available after class and during office hours.	6.16	5.72	0.44
Students are made to feel welcome on this campus.	6.01	5.52	0.49
My academic advisor is concerned about my success as an individual	6.01	5.41	0.60
Computer labs are adequate and accessible	5.99	5.60	0.39

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Full-time students on the Jupiter campus rated satisfaction with the availability of study abroad programs, honors programs, and organized undergraduate research to enhance learning highly. Freshman on the

Jupiter campus rated satisfaction with demonstrated commitment to older, returning learners, the institution’s reputation in the community, demonstrated commitment to commuters, and the campus staff being caring and helpful highly. Sophomores on the Jupiter campus rated satisfaction with responsiveness of admissions counselors to unique needs and requests of prospective students, academic advisors being approachable, and knowledge of admissions staff highly. Juniors on the Jupiter campus gave high satisfaction ratings with opportunity for participation in faculty mentored research, demonstration of commitment to students with disabilities, ease of getting involved in campus organizations, availability of study abroad programs, honors programs, and organized undergraduate research to enhance learning. Seniors on the Jupiter campus gave high satisfaction ratings to the commitment to racial harmony on campus, campus demonstration to students with disabilities, ability to experience intellectual growth at FAU, and the opportunity to volunteer or be engaged in the community, including internships/academic service learning or other field experiences.

Table two presents the ten questions with the lowest satisfaction rating by students on the Jupiter campus. Most of these items were also items with low satisfaction among the overall sample of FAU students. Students on the Jupiter campus were less satisfied than the overall FAU sample on variety of courses on their campus, helpfulness of bookstore staff and commitment to evening students.

Table Two  
Lowest Satisfaction among FAU students on the Jupiter Campus

	Jupiter Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
There is an adequate selection of food available in the cafeteria	3.23	4.54	-1.31
There are a sufficient number of weekend activities for students.	4.15	4.71	-.056
The intercollegiate athletic programs contribute to a strong sense of school spirit	4.33	4.91	-0.58
There is a good variety of courses provided on this campus	4.39	5.59	-1.20
Bookstore staff are helpful	4.59	5.59	-1.00
Campus demonstrates commitment to evening students	4.78	5.33	-0.55
I seldom get the “run around” when seeking information on campus.	4.78	4.84	-0.06
Billing policies are reasonable.	4.79	4.92	-0.13
I am able to register for classes I need with few conflicts.	4.79	5.14	-0.35
Adequate financial aid is available for most students.	4.80	5.01	-0.21

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Full-time students on the Jupiter campus were dissatisfied with helpfulness of financial aid counselors and financial aid awards being announced to students in time to be helpful in college planning. Freshman on the Jupiter campus were dissatisfied with the variety of intramural activities being offered, the



availability of channels for expressing student complaints, and the ready availability of tutoring services. Sophomores on the Jupiter campus expressed dissatisfaction with comfort of the living conditions in the residence halls, availability of channels for expressing student complaints, and competency of adjunct faculty as classroom instructors. Juniors on the Jupiter campus expressed dissatisfaction with helpfulness of financial aid counselors, comfort of the living conditions in the residence halls, and competency of adjunct faculty as classroom instructors. Seniors on the Jupiter campus expressed dissatisfaction with helpfulness of financial aid counselors and financial aid awards being announced to students in time to be helpful in college planning, the availability of channels for expressing student complaints, and the preparation for securing employment in their field upon graduation.

Table three presents additional questions where the largest differences exist between ratings by students on the Jupiter campus and the national sample. Although satisfaction was below the national average on these items, the ratings by students on the Jupiter campus generally indicated they are satisfied. All ratings were near or above 5 on the 7 point satisfaction scale.

Table Three

Largest Satisfaction Gap between students on the Jupiter campus and Comparison Group

	Davie Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
Tutoring services are readily available	5.09	5.59	-0.50
Adjunct faculty are competent as classroom instructors	4.99	5.44	-0.45
Financial aid awards are announced to students in time to be helpful in college planning	4.83	5.04	-0.21
A variety of intramural activities are offered	5.12	5.30	-0.18
Financial aid counselors are helpful	4.81	4.96	-0.15

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Table Four  
 Characteristics of Jupiter Survey Sample and Campus Population

	Sample	Population
<b>Age Group</b>		
18 and under	28.8%	12.1%
19 to 24	65.6%	55.1%
25 to 34	4.0%	21.1%
35 to 44	1.6%	5.9%
45 and over	0.0%	5.7%
<b>Gender</b>		
Female	67.2%	68.3%
Male	32.8%	31.7%
<b>Course Load</b>		
Full-time	97.6%	64.5%
Part-time	2.4%	35.5%
<b>Class Level</b>		
Freshman	28.0%	7.8%
Sophomore	25.6%	12.8%
Junior	27.2%	33.5%
Senior	17.6%	45.1%
Special Student	0.0%	---
Graduate/Professional	0.0%	12.2%
Other	1.6%	3.9%
<b>Race &amp; Ethnicity</b>		
African-American	5.6%	12.2%
American Indian/Alaskan Native	1.6%	0.2%
Asian or Pacific Islander	9.6%	6.0%
Caucasian/White	55.2%	53.4%
Hispanic	16.0%	21.2%
Other	4.8%	7.0%
Prefer not to respond	7.2%	---

<sup>1</sup> For the campus populations other level students include students pursuing a second bachelor's degree and non-degree seeking students.

<sup>2</sup> For the campus populations other race & ethnicity includes non-resident alien students, students of unknown race & ethnicity & students of two or more races.