




September 9, 2014

TO: A&S Faculty

FROM: Leonidas Bachas, Dean 


SUBJECT: **AGENDA for College Faculty meeting
Monday, September 22, 2014 at 3:30 p.m.
Wesley Gallery at Wesley Foundation, 1210 Stanford Drive (Across from the
Lowe Art Museum)**

1. Approval of the Minutes of the April 21, 2014 Meeting (attachment)
2. Dean's Remarks
3. Motion (**Action Item**):
 - Voting Rights for Educator and Research Faculty
4. Minor in Medical Humanities Proposal (attachment) **Action Item**
5. Role of the College Curriculum Committee
6. Absentee Ballot (College ByLaws)
7. Academic Alerts Policy (attachment)
8. Update on Online Initiatives
9. "W" Courses
10. A&S Program to Support Faculty Career Progression Post-Tenure (attachment)
11. Academic Appeal Committee Report
12. Faculty Senate Report
13. Other Business
 - Academic Program Assessment Reports (PARs) for AY2014 are due **October 1, 2014**
 - Faculty Retreat – **Thursday, October 16th at 9:00 a.m.**

LGB/rkg



TO: College of Arts & Sciences Faculty

FROM: Leonidas G. Bachas
Dean 

SUBJECT: **MINUTES** of the College Faculty Meeting
Monday, April 21, 2014 at 3:30 p.m. at the Lowe Art Museum

DATE: April 28, 2014

- 1. Approval of the Minutes of the February 18, 2013 Meeting**
A motion to approve the minutes of the College Faculty meeting of February 18, 2014 was offered, seconded and unanimously approved.

- 2. Dean's Remarks**
Dean Bachas thanked Brian Dursum for hosting this meeting at the Lowe. He also thanked him for his years of dedicated service to the Lowe, the University and the community. Brian will retire at the end of the summer in August. Faculty will be invited to a farewell celebration when it is scheduled.

The Dean gave an update of his meeting with the Provost to talk about the College's budget. He talked about the initiative on energy, which will be a cluster hire for academic year 2014-15. He mentioned that the College/ University is experiencing a different type of budgeting environment in which to create masters' degrees and online education programs. The College has been using funds from the graduate tuition revenue to cover other programmatic expenses, such as start-up funds, work-life programs, graduate support, etc..

Dean Bachas mentioned of two new buildings that the College may soon build – a science building and a building for the Psychology department. He explained the effort of the College's Office of Communications in promoting the College and the faculty work internally and externally. He encouraged faculty to share with that office any of their ideas/ research activities that may be of broad interest. The College's new webpages will be completed soon. Once launched, users will be able to self-manage their webpage input and information. Training will be provided by the Office of Communications to anyone who is interested.

- 3. Summer Governance: MOTION** – “To authorize the College Council to act on behalf of the faculty if necessary during the summer and until the first meeting of the faculty in the fall.” **This motion was unanimously approved.**

4. Proposal for a Master's Degree in Anthropology – (action item)

Professor Linda Taylor presented the rationale for a Master's Degree in Anthropology. She noted the three primary areas of concentration; there is no request for new faculty lines, and the expectation is that graduate students will pay for this program. The degree will be focused on Professional Practice of Anthropology. She noted that Library resources will not be an issue. The program is anticipated to draw students from our graduating student body and local individuals interested in the degree. The proposal was unanimously approved.

5. Double Counting of Courses between Majors and Minors Proposal – (action item) - Professor Geoff Sutcliffe

Professor Sutcliffe explained that the proposed double counting of courses offers more opportunity to students and is less restrictive. The previous practice, which is not in the bulletin, but in the advising handbook, had no flexibility. It was also noted that departments may impose their own rules as to how many of double counted courses to allow. After a lengthy discussion and clarification, the proposal was approved with one opposition.

6. Curriculum Committee Report

Professor Sutcliffe presented an extensive report of the work of the Curriculum Committee. He mentioned that during the course of the year, several cognates, proposals, and new courses had been approved by the College Curriculum Committee.

7. Faculty Senate Report

Professor Milenkovic delivered the Faculty Senate Report. He noted, the Provost's desire to expand the study abroad programs, the RSMAS proposal to convert into five departments, and other matters that have been presented to the Senate. Other items discussed at Senate meetings can be found on the Senate website.

8. "W" Courses (Discussion) – Professor Geoff Sutcliffe

Professor Sutcliffe brought up the discussion of "W" courses and asked the faculty to look at the policy. This item is slated to go before the Senate at their meeting on April 23, 2014. Several faculty voiced their concern and opinion. A discussion ensued during which a motion was presented, which later was withdrawn. The faculty want to further debate on this subject before the Senate can take any action.

9. Reorganizing General Education Requirements (Discussion) – Professor Geoff Sutcliffe

Professor Sutcliffe noted that the general education requirements have not changed. But, they are displayed in a different format in the bulletin to make it easier for students to read and understand. He asked that faculty look into the requirements for BA, BS, and BFA degrees as they are now listed. In the fall of the new academic year, he will be soliciting faculty to join committee (s) that will be asked to review the current requirements in case they identify some discrepancies that need attention.

10. Announcements

- Faculty Scholarly and Creative Activities Recognition Ceremony – April 29th at 3:30 p.m. at the Wesley Gallery
- Commencement Ceremonies: Graduate Ceremony, May 8th at 4:00 p.m.
Undergraduate Ceremony Arts & Sciences at 8:30 a.m. at the Bank United Center.

The meeting adjourned at 4:40 p.m.

Title

Annual Approval of Voting Rights For EDUCATOR and RESEARCH Faculty

MOTION 1: For academic year 2014-15, the faculty of the College authorize RESEARCH faculty and EDUCATOR faculty to vote on:

a) reappointment and promotion of the same category of faculty of lower rank in their home department, and **b)** evaluation of their Chair, provided that the regular faculty in the home department have approved the extension of that right to the faculty in those two categories.

MOTION 2:

- Evaluation of the Dean

(Reference, provision from the Senate)

The REGULAR (i.e. tenured and tenure-track) faculty of a school can authorize RESEARCH faculty and EDUCATOR faculty to vote on some or all of the following: reappointment or promotion of the same category of faculty of lower rank, and evaluation of their chair and/or dean. (See *Faculty Manual*). However, this must be done annually by vote of the school's faculty.

September 2014



UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



MEMORANDUM
September 15, 2014

TO: Rose Glemaud

FROM: Charles Mallery, Associate Dean Arts & Sciences

SUBJECT: Minor in Medical Humanities

At its regularly scheduled meeting the Curriculum Committee of the College approved the revised proposal for a minor in Medical Humanities.

A copy of the revised proposal is attached.

Sincerely,

CHM/jk
cc: files

Glemaud, Rose-Ketlie

From: Kling, David W
Sent: Monday, September 15, 2014 4:04 PM
To: Glemaud, Rose-Ketlie
Subject: Medical Humanities Minor

I write to inform the College that the Department of Religious Studies has voted overwhelmingly in favor of the proposed Medical Humanities Minor, with attention given to that portion of the document stipulating that the minor be placed for administrative purposes in the Department of Religious Studies.

Best,

David W. Kling, Ph.D.
Professor and Chair
University of Miami
Department of Religious Studies
Ashe Bldg. 521A
P.O. Box 248264
Coral Gables, FL 33124-4651
Phone: 305.284.4733
Fax: 305.284.2772
Website: <http://www.as.miami.edu/religion/faculty/DavidKling>

UNIVERSITY
OF MIAMI



Proposal for a

MINOR IN MEDICAL HUMANITIES

In response to a student initiative, and to complement the education of a subset of our pre-health students, we would like to present a proposal for a **Minor in Medical Humanities**.

Medical Humanities majors and minors are becoming a more frequent part of undergraduate education at numerous universities, often under that rubric or similar ones, such as a Minor in Medicine, Health, and Society (Vanderbilt University) or a Minor in Global Health, Culture, and Society (Emory University). For descriptions of those programs, see Appendix 1 that gives the links to these programs. There is also a very useful website, listserv, and information resource run by the New York School of Medicine at <http://medhum.med.nyu.edu/> (Accessed 1/29/2014).

Such a minor would work in tandem with the recently implemented cognate structure through which students meet their General Education requirement; given that we imagine our population will be students on the pre-health tracks, largely with a STEM major, this minor will allow them to fulfil their Arts & Humanities or People & Society requirement, taking courses that have bearing on their primary field of interest.

Courses:

Students will complete fifteen (15) credit hours with courses approved for the minor.

Infrequently offered courses that the Steering Committee/Advisor of Medical Humanities deems appropriate substitutes for these courses may be selected, although they may *not* be used to replace the core course.

Core course.

- Each student in the Medical Humanities minor must complete one (1) of the three (3) core courses listed below:

HIS 223: The History of Medicine: This course analyzes the history of medicine in the West from prehistory to the Present.

PHI 334: Biomedical Ethics: Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care.

REL 360: Religion and Bioethics: This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understanding of medical issues but also philosophical and religious reflection and public policy considerations.

Other approved courses -- currently at least twenty-five (25) -- are listed and described in Appendix 2. Most of these courses are taught by fulltime faculty and offered regularly, although not all are offered each semester or each year.

Rationale for the minor: The term “medical humanities” can be defined in several ways, and is broadly relevant to a large range of academic and public service disciplines. The New York University School of Medicine provides a very complete and apposite definition of “medical humanities” as including “an interdisciplinary field of humanities (literature, philosophy, ethics, history, and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts (literature, theater, film, and visual arts) and their application to medical education and practice.” This definition encompasses and describes the program we envision here for the minor in medical humanities, although we can also envision – and will encourage – participation from the natural sciences and music, two areas not included in the New York definition. The proposed minor would be interdisciplinary in nature (as this definition implies) and would serve a wide variety of students in the College and University. Students who anticipate a career in the health sciences or public service, in various businesses, government, and non-governmental organizations would be well-served and well-prepared for advanced study or life work. But the minor would also, we believe, appeal to students in the humanities, social sciences, and arts more generally.

Effects on Current Programs, Staffing, and Resources: No new resources will be immediately necessary to launch the minor. It will not be necessary to offer all three core courses each year. A two-year staggered rotation of each course will be sufficient as that should ensure that at least two core courses are taught each AY. Existing courses in the College and University

(including the Miller School of Medicine) provide a fine array of suitable offerings and, because most of these courses are taught in regular rotation by tenured or tenure-track faculty, there is no reason to expect that additional hires or commitments of resources will be necessary to sustain the minor. Care will need to be taken, however, to assure that the two designated core courses are taught regularly, certainly at least one must be offered each year.

Oversight and Administration: The Medical Humanities minor will be administered by a steering committee of three members, appointed by the Dean of the College of Arts and Sciences, and housed for administrative purposes in Religious Studies.

MINOR IN MEDICAL HUMANITIES

A minor in medical humanities consists of at least fifteen (15) credits in courses designated as medical humanities courses (See Appendix 2) with a grade of C or higher in each course. To achieve the minor, a student must show a GPA of at least 2.5 in courses in the Medical Humanities. A student must complete *one* core course: one of HIS 223, PHI 334, or REL 360. The remaining course work must be drawn from the courses designated as “Medical Humanities” and a student may not take more than six (6) credits in any one department or program. A student may if s/he wishes and with the consent of the minor advisor and the relevant instructor, take one course of three (3) credits as Directed Readings/Independent Study.

CORE COURSES

HIS 223: MEDICINE AND SOCIETY IN THE WEST: FROM THE ANCIENT WORLD TO AIDS

Medical history is no longer principally a tale of great doctors and inevitable progress. Today's history of medicine seeks to situate stories of health and illness within deeper historical contexts. Thus, this course will devote as much attention as possible to the patient's side of the story (what is often referred to as "doing medical history from below"); to community and family care as well as to hospitals; to all forms of medical training (academic and apprentice, formal and informal); to epidemics and their meanings; to folk and popular healing; to the role of race and gender in medicine; and to the profound ethical questions that have always been part of medicine and which do not only reflect current concerns with experiments in stem-cell research, cloning, or genetic mapping. We will begin with prehistory and end in the early twenty-first century. Classes will consist of a mixture of lectures and discussions.

PHI 334: BIOMEDICAL ETHICS

Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care. . (PHI 334 has a prerequisite of one PHI course.)

REL 360: RELIGION AND BIOETHICS

This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understand of medical issues but also philosophical and religious reflection and public policy considerations. Through lecture, film, and discussions, the class will examine ethical methodology and values that inform decisions in health care, covering issues that arise throughout the lifespan such as artificial reproductive technologies, cloning, maternal-fetal relations, human subjects research, genetic testing and counseling, organ transplantation, and euthanasia and assisted suicide.

APPENDIX 1

MEDICAL HUMANITIES- COMPARABLE PROGRAMS

Minor in Medicine, Health, and Society (Vanderbilt University)

<http://www.vanderbilt.edu/mhs/undergraduate/> (Accessed 2/15/2014)

Minor in Global Health, Culture, and Society (Emory University)

http://catalog.college.emory.edu/department-program/minor/global_health.html (Accessed 2/15/2014)

APPENDIX 2

MEDICAL HUMANITIES COURSES, UNIVERSITY OF MIAMI

Department of Anthropology

APY 205: Medicine and Health Care in Society

This course presents a sociohistorical analysis of the intersection between medicine, health care, and society, using examples throughout the world. It will reflect on “taken-for-granted” concerns such as the “body, risk, illness, and health” and their relationships to culture, power, and society, as well as the plurality of narratives and discourses on health and healing practices.

APY 395/WGS315: Gender, Race, and Class

To explore human differences, we will interrogate common sense thinking about gender, race, and class. To this end, certain queries will be addressed. What roles do scientific practice, political systems, and popular media play in shaping our thinking about differences? Where do we draw the line between biological fact and social construction? How do these facets of identity intersect and inform individuals’ everyday experiences? How might knowledge allow us to speak truth to power when institutional oppression occurs? An anthropological perspective will provide the central frame, though feminism, history, medicine, biology, psychology, and law will inform our considerations.

APY 414: Medical Anthropology

This course examines cross-cultural and historical perspectives on health and illness in human evolution. It addresses the effects of heredity, environment, and culture upon human disease ecology. The course examines as well the biological and behavioral adaptations to disease.

APY 416: Bioarchaeology – Peopling the Past

Given its methods and research foci, bioarchaeology is one way by which we may humanize—or ‘people’—the past. To do this, bioarchaeologists follow two general rules of thumb. First, it is essential to contextualize human remains in physical space, cultural milieu, and historical time. That is, bodies are never examined without also considering their associated archaeological materials. Second, bioarchaeology regards ancient bodies as bio-cultural phenomena. With these two ideas in hand, we will explore bioarchaeology’s history, development, major topical concerns, and debates. Students will also engage critically with categories and assumptions

about race, sex/gender, age, ethnicity, sickness, violence, and body partibility. Finally, students will conclude the semester by reflecting upon the sociopolitical uses of the past in the present.

APY 418: Race Matters

In this course, we examine the connections between science, race, and racism. As understood today, race is a concept invented to categorize the perceived biological, social, and cultural differences between human groups. While it may have no biological basis, race remains very real. Nonetheless, many investigators of human variation—physical anthropologists, medical doctors, and geneticists, amongst others whom we discuss—have naturalized racial categories. To demonstrate how the process of naturalization (or racialization) has occurred in the past and continues into the present, we treat such topics as craniometry, eugenics, IQ testing, pharmacogenomics, genetic ancestry screening, and cosmetic surgery. We consider how scientific studies of race have been used to legitimate slavery and genocide, further discriminatory legislative policies, exacerbate economic and health disparities, and sustain biologically deterministic notions about human groups. Our semester concludes with those voices that advocate for diversity and critical thinking in science.

Classics Department

CLA 233: ANCIENT MEDICINE

This course provides a historical survey of evidence, practices, and ideas from the ancient medical world, focusing particularly (but not exclusively) on the two most extensive and well-known literary sources for ancient medicine, the Hippocratic corpus and the Galenic corpus. We proceed in chronological fashion, working our way from Homer and pre-Platonic philosophy to Galen and Roman imperial times. Topics treated include the intersection of medicine and philosophy, medicine and religion, and medicine and rhetoric.

English Department

ENG 210: Literary Themes and Topics: Literature and Medicine

Medicine—its practice and its concerns—makes a fruitful subject for writers. We will explore the depiction of medical workers and their patients over several centuries through short stories, novellas, a novel, poems, and a memoir. The methods of medicine—interpretation and diagnosis—also overlap with those of literature and literary study. This course investigates and

develops our understanding of these methods through some non-fiction texts and stories; students will also be asked to think about how interpretation works in their own writing and thinking. The course analyzes texts both in terms of the medical material and of the literary uses to which medicine has been put by some major writers.

Department of History

HIS 223: MEDICINE AND SOCIETY IN THE WEST: FROM THE ANCIENT WORLD TO AIDS

Medical history is no longer principally a tale of great doctors and inevitable progress. Today's history of medicine seeks to situate stories of health and illness within deeper historical contexts. Thus, this course will devote as much attention as possible to the patient's side of the story (what is often referred to as "doing medical history from below"); to community and family care as well as to hospitals; to all forms of medical training (academic and apprentice, formal and informal); to epidemics and their meanings; to folk and popular healing; to the role of race and gender in medicine; and to the profound ethical questions that have always been part of medicine and which do not only reflect current concerns with experiments in stem-cell research, cloning, or genetic mapping. We will begin with prehistory and end in the early twenty-first century. Classes will consist of a mixture of lectures and discussions.

HIS 330: SCIENTIFIC REVOLUTION

This course investigates the changing ways in which Europeans understood the natural world in the transformative period from 1500 to 1800. Although the term "revolution" connotes abruptness and violence, we will see that the Scientific Revolution was, in fact, a drawn-out process that unfolded over more than two centuries. While we will consider the great men who contributed to the Scientific Revolution, we will also investigate the impact of anonymous artisans, devotees of the "unscientific" practices of alchemy, astrology, and magic, and princely courts to the "New Science." The ways in which the European "discovery" of the Americas upended traditional understandings of the natural world will also be considered. This period witnessed the development of many of the beliefs and practices that we associate with modern science – observation, experimentation, and the belief that humans have the power to control the natural world – but it also saw the persistence, even among the educated, of what we would consider to be alternative, even magical, ways of interpreting and manipulating the natural world.

HIS351: SCIENCE AND SOCIETY

This course address major question in the relationship between science and society from the ancient world until the present. It specifically focuses on the interaction of science with its broader social, political, economic, cultural, and intellectual contexts. In addition, it considers the many ethical and public policy issues associated with science as well as looking at the many ways in which scientific “discoveries” were legitimated and accepted, or debunked and refused.

Philosophy Department

PHI 334: BIOMEDICAL ETHICS

Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care.

Religious Studies Department

REL 151 - Religion and Moral Choices: An introduction to major themes and important figures in religious and philosophical ethics. We will read, discuss, and write about ethical issues ranging from abortion to war, including topics such as the death penalty, environmentalism, and stem cell research.

REL 252 - Religion and Human Sexuality: The relationship between religious concepts and sexual values as the Judeo-Christian tradition confronts contemporary sexual ethics and behavior.

REL 351 - Religious Issues in Death and Dying: Consideration of the teachings of major religious traditions about death and the nature of the dying process, with attention to the students' personal experiences with and attitudes toward death.

REL 352 - Religion and Science: The course examines the religious and ethical issues created by modern science and technology.

REL 354 - Religion and the Problem of Evil: Major religious perspectives on the origin and nature of evil and human suffering.

REL 360 - Religion and Bioethics: This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understanding of medical issues but also philosophical and religious reflection and public policy considerations. Through, lecture, film, and discussion, the

class will examine ethical methodology and values that inform decisions in health care, covering issues that arise throughout the lifespan such as artificial reproductive technologies, cloning, maternal-fetal relations, human subjects research, genetic testing and counseling, organ transplantation, and euthanasia and assisted suicide.

REL 451 - Ethics and Genetics: Foremost among a number of pressing social, ethical, and legal issues that challenge our nation today are questions raised by our rapidly increasing knowledge of genetics and the applications of this knowledge that are already available or are being proposed. This course will look at three such issues—stem cell research, diagnosis and treatment of cancer, and genetically engineered food sources—examining the relationship and interaction between scientific/technological progress and religious/ethical values with regard to these three topics. Through lecture, film, guest speakers, and discussion we will explore the scientific background of advances in genetics, religious responses, and ethical values in our culture, and we will consider the close but sometimes puzzling and problematic relationship among religion, science, and ethics in our nation's public life and the lives of individual citizens.

Sociology

SOC 320: Social Epidemiology: Illness and Death in Society

Theories, issues and methods of study pertinent to illness and death in society. Social factors implicated in patterns of mental and physical health and mortality.
PREREQUISITE: SOC 101

SOC 321: Applied Health Policy

PREREQUISITE: SOC 101.

SOC 375: Sociology of Mental Health and Illness

An introduction to sociological theories and research regarding the definition, experience, and treatment of mental illness.
PREREQUISITE: SOC 101.

SOC 377: Sociology of Drug Abuse

The epidemiology and etiology of drug abuse, treatment and prevention, societal reaction.
PREREQUISITE: SOC 101.

SOC 381: Aging in Society

Basis for understanding the social aspects of aging, diversity in the lives of older adults (e.g., family, health, work and retirement, wealth and poverty, death and dying), and public policy that affects us all.
PREREQUISITE: SOC 101.

SOC 384: Medical Sociology

Sociological aspects of health care, patient behavior, medical institutions.

PREREQUISITE: SOC 101.

SOC 480: Health Disparities in the United States

PREREQUISITE: SIX CREDITS IN SOCIOLOGY.

Women and Gender Studies

WGS 420/APY 421: *Interpreting Bodies*

Bodies communicate many intriguing and significant ideas about societies and the individuals that comprise them. Consideration of the corporeal is best informed by an interdisciplinary approach, though this course will also bring anthropological and feminist perspectives to the fore. Queries about control and experience will be woven throughout the semester. How, for instance, is the body disciplined through dominant discourse and practices within a specific cultural context or social institution? This line of inquiry highlights objectification, subjugation, and social norms. But, we will also examine the body with an eye towards resistance, subjectivity, and lived experience. How do individuals' bodily practices or beliefs about body parts (i.e., brains, breasts, fat, gametes) subvert hegemonic structures that idealize or pathologize? Lecturing will be kept to a minimum, as the bulk of the class will be devoted to discussion and debate.

Academic Alerts Policy for A&S

Mandatory Reporting of Mid-Term Academic Deficiencies (effective Fall 2014)

In their capacity as educators, faculty members are deeply invested in the students' grasp and mastery of class materials. Courses are designed with specific learning outcomes in mind, be they at the level of specific content, method, technique, broad knowledge, or any other aspect of each discipline. We measure student performance through grades, and we monitor student progress in ways commensurate with and suitable for the format of each course.

The Faculty Manual states that Mid-Term Academic Deficiencies Reports are due on the 30th class day of the semester. Such a date, which falls at the end of the 6th week or at the beginning of the 7th week of the term, is listed in the Academic Calendar; for Fall 2014, the deadline is Friday, October 3rd. The implementation of CaneLink requires adoption of new software, GradesFirst, to address our "Academic Alerts" needs. This powerful software is already in use by some units at the University of Miami; it meets our needs while providing a large degree of flexibility in terms of identifying at-risk students.

This system of "Academic Alerts" benefits individual students as well as whole classes. **For this reason, the College will make compulsory for all faculty teaching courses designated as "lecture" to report Mid-Term Academic Deficiencies.** Following the Faculty Manual, such deficiencies are only grades of D and F. Students earning a grade below D+ need to be reported through the mechanism outlined below. Consequently, we request that Chairs inform their regular and adjunct faculty of this requirement. Because Mid-Term Academic Deficiencies need to be reported by the 30th day of each term, it will be necessary that instructors who teach lecture courses have a graded assignment completed in time to report student progress before that date as shown in the Calendar. Faculty and part-time instructors need to adjust their syllabi to reflect this change in our policies.

Individual students and the class as a whole profit from early and frequent feedback on their performance. In those kinds of courses in which grades are assigned throughout the term (typically, those marked "lecture"),¹ learning and positive outcomes would be enhanced by timely and systematic feedback that is then transmitted to both students and advisors when a student is having serious difficulty.

There are several benefits to this approach, which builds on the "Academic Alerts" program that we practiced for many years:

- Students are made aware of the fact that their performance is low or insufficient;
- Advisors (both faculty and professional) reach out to students to inquire about any alerts, suggest solutions, and reconsider the entire semester trajectory and beyond;
- Further action by our Advising staff might be warranted, e.g., contacting students with multiple alerts, in order to maximize student success and retention.

¹ Categories listed on Canelink are: Discussion, Experiential Learning, Field Studies, Forums, Independent Study, Laboratory, Lecture, Practicum, Research, Seminar, Studio, Thesis Research, Thesis/Individual Study, Workshop.



Program to Support Faculty Career Progression Post-Tenure

Created: Fall 2014

A continuous goal of the College is to create a supportive working environment for faculty members throughout their careers as they advance from assistant to full professor. The post-tenure phase is typically characterized by an increase in one's departmental and/or institutional service responsibilities. The College recognizes that associate professors enter a critical period of their career progression post-tenure and that these faculty may need additional direction and time off from teaching to advance their scholarship. It is important that recently tenured professors are provided with the guidance, resources and support at this juncture. The College's post-tenure program addresses this need by: (1) emphasizing formal mentoring, (2) encouraging the creation of a comprehensive career development plan and (3) providing a semester release from teaching. To be eligible for this program, the faculty member must:

- Be three-to-four years post-tenure and hold the rank of associate professor¹
- Possess a record of continuous productivity post-tenure including excellent teaching and service
- Have not taken a research leave other than a sabbatical² since receiving promotion and tenure
- Identify a formal mentor upon attaining the rank of associate professor. The mentor will work with the faculty member on the following activities:
 - defining the scholarly agenda and/or refocusing any past career plans
 - meeting at least twice a semester to review progress
 - (mentor only) reviewing and providing feedback on the faculty member's career plan and on progress toward promotion after the faculty member completes the program
- Submit the Teaching Release Request Form
- Submit a short proposal (no more than five pages) prepared in consultation with the department chair and mentor that includes: career goals, scholarly agenda and a proposed timetable to promotion
- Include an updated copy of the associate professor's curriculum vitae
- Agree to provide a report to the Dean's office that details specific activities and all scholarly outputs within two months of completing the program

¹ Please note that in its initial year, the Dean's office is making two exceptions to the policy:

- 1) We will accept proposals from our associate professors who are 3-5 years post tenure, and
- 2) It is assumed that associate professors who fall in this category may have yet to identify a formal mentor.

The deadline for proposals for the new program will coincide with the annual deadline for sabbatical applications, which normally falls in November. As soon as we know the exact date of this deadline, it will be communicated to your department manager. Please direct any questions about the new program to Senior Associate Dean Fuller.

² *Note on eligibility:* Faculty members who have received course reductions for service or sabbatical leaves are still eligible as well as those who have been granted a family leave. However, *faculty members who have been granted research leaves or internal fellowships that come with course reductions are ineligible. Upon completion of the program, the faculty member agrees to return to full-time teaching at UM for a minimum of one year.*