1. **Program Description and Purpose**

   **a. Provide a brief description of the program as it will appear in the institution’s catalog.**

   The bachelor of science degree in Digital Humanities and Social Sciences (DHSS) is an innovative, interdisciplinary major that combines information science and technologies with liberal arts training to provide students with the integrative literacies increasingly necessary for careers in cultural institutions, government, educational institutions, and technology firms. These transferable and sought-after capabilities ensure students leave RIT prepared for leadership as digital citizens.

   The DHSS program is a collaborative degree program. Students receive a strong foundation in critical thinking, cultural awareness, and communication in the College of Liberal Arts. This program offers a traditional liberal education, which is given new impact through engagement with digital technology. Coursework combines humanities and social science with computational and design training from the Golisano College for Computing and Information Science (GCCIS) and the College for Imaging Arts and Sciences (CIAS) in areas including human computer interaction, database management, geographic information technologies, and interactivity in new media.

   Students achieve both broad knowledge in digital humanities and social sciences and a specialization in an area of interest through their studies. Students benefit from experiential learning opportunities in one semester of cooperative education or an internship, team project-based lab courses, and a capstone project. Students are encouraged to study abroad or pursue an international co-op in order to enhance their academic profile.

   **b. Educational and Career Outcomes**

   **Educational Outcomes**

   Through interdisciplinary coursework combining theory and application, students will:

   1. Analyze the value of digital methods to the cultural record by thinking critically about tools, their uses, and limitations;
   2. Interrogate digital information and evidence for validity, relevance, and best practices for attribution and transparency;
3. Use computational approaches including information visualization, web design, markup, and social networking software;
4. Appraise computational tools and methodologies for use in humanities-based inquiry;
5. Identify the development stages of a media project and meet the needs and priorities in each stage of the project life-cycle;
6. Produce collaborative creative and critical publication, giving appropriate intellectual credit to all partners;
7. Recognize multiple audiences, academic and nonacademic, to determine the impact of digital work;
8. Formulate a humanities or social science-based inquiry and determine a digital platform or tool that will address the line of inquiry;
9. Explore notions of production, reception, circulation, and preservation of digital scholarship;
10. Assess participation in the “digital culture”: inclusion and exclusion, coercion and restriction.

Career objectives

Through specialization in specific fields and gaining experience through co-ops, students will:

1. Apply computing technologies to non-technical domains in order to manipulate, analyze, and present data in a modern, digital manner;
2. Be ready for careers in both the public and private sectors, spanning organizations ranging from technology sector mainstays (e.g., Google, IBM, Apple, Microsoft) to public institutions (government, museums, libraries) and entrepreneurial start-ups, depending on their area of specialization;
3. Be well-prepared for graduate-level work in a Digital Humanities and Social Sciences program or in a related field;
4. Employ a range of computational tools for humanities and social science;
5. Produce multi-authored media using interdisciplinary methodologies;
6. Be able to facilitate conversations between content experts and technologists on team projects in a variety of work environments;
7. Negotiate the transnational spaces created by new media across national borders and cultural divides.

**c. Fit with RIT mission, vision, values and reputation**

The proposed B.S. in DHSS embodies RIT’s Mission and Values. Central to RIT’s Mission is the rigorous pursuit of “new and emerging career areas.” Digital humanities, though it has gained much ground at the graduate research level, is still an emerging and
innovative undergraduate career option that marries creativity to technical skills and critical thinking. The proposed DHSS program is driven by a project-based, team-oriented curriculum and pedagogy. In this sense, it embraces and practices “Student Centeredness” and “Teamwork and Collaboration.” Moreover, students are encouraged to link technical skills to areas of humanities and social science research and scholarship that is only in recent years benefiting from computational research approaches. Thus, DHSS exemplifies the value of “Professional Development and Scholarship.” The Value of “Integrity and Ethics” is part of the foundation of the program, not only in one of its core courses on “Ethics and Emerging Digital Scholarship,” but also across its curricular approach to questions of humanistic and social science research. Because of its integrated curriculum and its openness to allow students to double major, the degree infuses Innovation and Flexibility into RIT’s academic program portfolio. Finally, as is clear from even a cursory review of the humanities and social science research in “cyber studies” or “critical cyber studies,” much of the research on the internet’s promise and peril focuses on questions such as globalization, democratization, transnational cultures, and ethnic identities. In this sense, it opens up a curricular space for the consideration of “Respect, Diversity and Pluralism.” Students will be encouraged to see the ways that digital tools are also part of social and humanistic relations.

*Intersections of technology and the arts*

This program will be an *attractor program*, drawing students from the region and around the country looking for an education invested in the humanities, arts and social sciences, yet more career-oriented or technologically and professionally applicable than a traditional liberal arts education. The program will attract students eager to combine their liberal arts passion in almost any humanities-oriented discipline with an interest in Natural Language Processing, design graphics, visualization, interactive games, Human Computer Interaction, Geographic Information Systems, and social media.

Also, this program will serve as an important *retention program* for RIT, allowing students who intend to double-major in a liberal arts field with, for instance, computer science, information technology, or new media design, to pursue interests that add to and supplement what is supported by their initial major program of study. Further, as a program increasing *RIT/NTID-internal transfer retention*, this program mitigates the loss of students who discover that they are not inclined to “technology-only” careers by allowing them to pursue broader cultural interests in tandem.

*Dynamic Educational Model*

The program is designed accordingly to support lifelong learning—the traditional hallmark of the humanities, and to develop a practical, yet adaptable, set of technical-computational skills that lead to immediate career paths. By providing a solid set of *core*
competencies in the first two years, complemented by the subsequent exploration of tailored career trajectories and exposure to important career-oriented practices in the last two years, students will graduate with a perfect integration, valued in today’s workplace, between core competencies and specialized knowledge.¹

New media and informatics offer unique opportunities for improving access for people with disabilities (hearing, visual, cognitive, or physical impairments) but also pose challenges. The program will contribute to training a new generation of innovators to think more deeply about the challenges of inclusion. The opportunity to study diversity and inclusion as these inform contemporary information cultures and practices may provide students, women in particular, who are historically underrepresented within the disciplinary models of computing and imaging arts and sciences with an alternate RIT site and career path.

Preferred Candidates for Far-Sighted Employers

Technologies are always social. Any historian of technology can point out numerous examples of technically superior tools that were never adopted due to inadequately considered social, economic and political conditions. The Digital Humanities are not just dedicated to the development of better tools that store, distribute and develop our humanistic traditions, they actively engage with and enable reasoning, learning and understanding about broader spatial, temporal, and cultural processes. The field not only examines possible technical limitations or improvements, but also takes into account a larger political economy and cultural context. The strength of such historically and culturally contingent analysis, as opposed to attention only to technical details, is that social critique is brought into the development of software and hardware. This is crucial when it comes to developing technologies that will actually be adopted by users, be they commercial users in corporate Beijing or kindergartners in Des Moines. The humanistic traditions of historical literacy and cultural contextualization can and should be brought to bear in the analysis of any technology, particularly when assessing its cultural meanings and uses, including its likely success or failure. This sensibility and awareness is a core value at RIT.

Enhancing historic RIT strengths and values

RIT is uniquely equipped to offer this degree program because:

1. Students in the program can draw on the university’s strengths in computing technology, design, and imaging, to further integrate their experiential learning and scholarship.
2. The university currently has strong programs and nationally prominent faculty in the colleges that are integrated in this program.
3. The university is located in close proximity to private sector organizations at the forefront of technology research and product development. The cooperative education program, where students find positions in industry and gain valuable, practical work experience, has been a distinctive characteristic of RIT education since 1912.

4. Support from the Wallace Center, The Cary Press and the RIT Press as well as collaboration with Malmö University, The Library Company of Philadelphia, and other educational and cultural organizations globally and locally provide unique opportunities for imagination and application.

d. Justification and need

In his seminal history of technology, Abbott Payson Usher declared that "the development of printing, more than any other single achievement, marks the line of division between medieval and modern technology." Indeed, the invention of printing was "epoch-making" with its effect on intellectual activities that contributed to modern scholarship. We are now experiencing another revolutionary communication shift—from print to digital technology. Certainly, once again this shift will have an effect on the way we pursue intellectual inquiry, define scholarship, and intensify creative research. Like print, digital media have the potential for far-reaching cultural and economic impact.

The connection between the humanities and computing is often traced back to the 1950s when a Jesuit priest sought assistance from IBM in his efforts to index the work of St. Thomas Aquinas. Since that time, the relationship has experienced periods of consolidation and expansion, exploding in growth in the late 1990s and first decade of the 2000s with the widespread adoption of the Internet. The field has grown from its roots in computational linguistics to include a diverse range of interdisciplinary practices including textual analysis, creative production, media studies, archival methodologies, and data itself as an object of research. It is now recognized as a unique kind of scholarship and pedagogy that is publicly visible, connected to infrastructure, and dependent upon cross-disciplinary collaborations in ways never before seen in academia.

The field of digital humanities has expanded rapidly in the last five years as evidenced by the marked rise in scholarship opportunities for both faculty and students. In 2009, the Chronicle of Higher Education described digital humanities as “the next big thing” and after the 2011 international conference for Digital Humanities in Seattle, the Chronicle described it as “the thing.” Both large research universities and small liberal arts colleges now house digital humanities centers, labs, and studios. CenterNet, founded in 2007 as an
international network of digital humanities centers formed for cooperative and collaborative action to benefit digital humanities and allied fields, has registered more than 200 digital humanities centers worldwide.6 Locally, the University of Rochester’s Multi-media Center just transitioned to the Digital Humanities Center.

The National Endowment for the Humanities has created an office for grants in digital humanities; the Mellon and MacArthur Foundations among others have major grants specifically designated for projects focused on digital media and the digital humanities.7 In addition to major grants and centers, there are newfound associations, new peer-reviewed journals such as the Journal of Digital Humanities, Digital Humanities Quarterly, and Hybrid Pedagogy. The number of digital humanities related events at the Modern Language Association (MLA) has nearly tripled from 27 in 20118 to 78 in 2014;9 likewise, the number of tenure-track jobs listed on the Academic Jobs Wiki climbed from 27 in 201110 (when it appeared listed alongside jobs in Drama, Speech and Film) to 76 tenure-track positions in New Media and Digital Humanities in the 2013 jobs cycle,11 which suggests universities are increasing the number of digitally-inflected courses and digital humanities programs. For additional indicators and statistics regarding organizational affiliations, conferences by region, and acceptance in journals, see: http://melissaterras.blogspot.com/2011/11/stats-and-digital-humanities.html.

The largest growth in digital humanities programs has come in the form of minors and certificates, particularly at the graduate level. To date, most digital humanities programs in both the United States and Europe have been graduate level studies or support-type centers, due to the interdisciplinary necessities of a program like this. Recently, a number of institutions have begun offering digital humanities or digital humanities-related undergraduate minors, such as Bringham Young University’s minor in Humanities Computing; Brock University’s BA in Interactive Arts and Science, and King’s College London’s BA in Digital Culture.12 Yet, few of these programs include advanced technical skills such as programming, focusing instead on theoretical concepts about digital texts rather than providing applied, practical knowledge. Constructing a truly cross-institute and comprehensive program that integrates computational and humanistic modes of learning is challenging, yet necessary, if we are to prepare undergraduates to innovate in our increasingly technology-driven economy and to understand our digitally-mediated culture.

The conception of Digital Humanities has changed from its early form as “Computation and Literature” to today’s notion of the “big tent,” which includes advocacy for including multiple disciplines and diverse practitioners. One of the most significant changes has been the strategic inclusion of the social sciences. Many Centers have changed their names from Digital Humanities to Digital Humanities and Social Sciences. It is not surprising that scholars are finding digital intersections between the humanities and social sciences in various fields, including Anthropology, Archeology, Law, and Political Science, for example. Digital humanities conference
programs list contributions from a wide array of disciplines including geography, archeology, library and information studies, women’s studies, gender studies, and postcolonial studies. The presentations encompass a broad range of approaches including IT platforms, tools, crowdsourcing, open source publishing, big data, GIS, and data modeling. Digital humanities has built a cross-disciplinary partnership with the digital social sciences and sciences. RIT has the capacity to lead radically innovative undergraduate education, scholarship, and research in digital humanities and social sciences and therefore has the opportunity to offer one of the first such undergraduate degrees in the nation.

**Contribution to strategic plan priorities**

The proposed B.S. in DHSS embodies RIT’s 2015 Strategic Plan in these key Strategic Dimensions.

**Career Focus:** The Strategic Plan is explicit about a career focus and a technology base: “There is no single ‘technology base’ that characterizes all RIT degree programs, but all of our programs use technology, and RIT programs are at the forefront of technology. RIT has a strong commitment to providing the latest technology in laboratories and classrooms, and both undergraduate and graduate students have excellent access to technology. RIT is recognized as a national leader in computing, and computer use is a fundamental part of most degree programs.” An undergraduate degree program in the liberal arts will certainly be about new methods of inquiry, “using powerful technologies and vast stores of digitized materials that previous humanities scholars did not have.”

Using online preservation and digital mapping to data mining and the use of geographic information systems, humanists and social sciences are discovering new information about the Civil War, new interpretations of the history of jazz, and mining a large set of Voltaire’s to map their journeys. According to one of the most popular recent Chronicle of Higher Education articles, “People will use this data in ways we can’t even imagine yet” . . . and “one of the most exciting developments in the humanities.”

**Student Success:** “The RIT graduate will practice the following: application of knowledge, agility of mind, flexibility of perspective, leadership, collaboration, productive management of change, and ethical decision making.” The Educational Outcomes and Career Objectives of the proposed DHSS program are consistent with those that define RIT success. The program’s emphasis on design, critical thinking, and applied work will allow students to participate in designing technologies that prioritize users’ needs. The applied nature of the lab courses, co-op, and senior capstone ensure that students will experiment and learn to take risks in order to make meaningful innovations. Taking “what does it mean to be human?” as their central question and knowledge-making as rooted in the dialogue between teacher and learner, the humanities and social sciences assist students in finding meaning in their lives and in developing both their intellectual and moral imaginations.
**Scholarship:** The DHSS program promises to deliver on all forms of scholarship identified in the Strategic Plan, with particular emphasis on collaborative faculty and undergraduate research collaborations. At a basic level, the program promises more than a collection of new methods. Anecdotal evidence continues to suggest that even our “born digital” students do not know how their tools work. Students who work with metadata and design databases and search tools will learn how arguments and biases inhere in interface design and search algorithms. This is a fundamental shift in inquiry that allows for fundamental advancements in scholarship.

**Global Society:** The DHSS program would take advantages of RIT’s growing international presence, encouraging experience abroad. Digital Humanities is an international enterprise with large centers and conferences across Europe, in Australia, and in Asia. Our curriculum highlights international online journalism, geo-humanities, cultural heritage, and technology transfer. Students in the program will understand the history and examine the future of digital interventions across the globe.

Though RIT’s 2014 Strategic Plan is still under development, many of the recommendations of the subcommittees speak to the relevancy of a program like DHSS. For instance, the Curricular Innovation and Creativity (CIC) subcommittee recommended a curriculum that:

- Increases opportunities for interdisciplinary teaching and learning experiences.
- Recognizes and supports the noble motivations of teachers, students, alumni and the community.
- Reorients our culture to tolerate risk and to celebrate experimentation.
- Identifies and minimizes organizational barriers and inertia.
- Deploys learning technologies that prioritize the needs of users first.
- Sees students as companions on a journey toward a meaningful life.

The CIC subcommittee emphasizes that their recommendations “are strongly informed by the two concepts of increasing interdisciplinary activities and learning environments as well as removing risky barriers that keep engaged faculty, staff, and students from working in these capacities.” With DHSS, many of these barriers have already been removed and the focus on interdisciplinary activities and learning environments is central to the entire program. The program’s emphasis on design, critical thinking, and applied work will allow students to participate in designing technologies that prioritize users’ needs. The applied nature of the lab courses, co-op, and senior capstone ensure that students will experiment and learn to take risks in order to make meaningful innovations. Taking “what does it mean to be human?” as their central question and knowledge-making as rooted in the dialogue between teacher and learner, the humanities and social sciences assist students in finding meaning in their lives and in developing both their intellectual and moral imaginations.
Furthermore, the vision of the Student Success subcommittee overlaps that of the CIC in advocating for a \( \pi \)-shaped graduate characterized by *academic depth and breadth, practical experiences, and vital and life skill development*. Through core humanities, social science, and technical competencies in the first two years followed by the flexibility to specialize and to study abroad in the second two years, the DHSS program provides this desired academic depth and breadth; while required co-op, team project-based lab courses and the capstone project meet the goal of practical experiences and vital and life skill development.

Through DHSS, RIT has an opportunity to build a robust agenda for large-scale collaborative endeavors across departments, colleges, and geographical locations to pursue teaching and research in human computer interaction, natural language processing, information design, Geographical Information Systems, and interactivity in new media. The degree program proposed herein is designed to create opportunities for students to explore new data-intensive techniques and methodologies to pose novel questions, and to develop the kinds of expertise to apply new inquiry-based knowledge skills in the high-tech, digital-based culture and markets in which we live.

e. Curricular features to address emerging disciplines and related student and faculty scholarship, research and creativity.

Given our institution’s established history of career-focused curriculum and cooperative education opportunities, RIT is uniquely poised to satisfy both the demands of our students for interdisciplinary education and the modern workplace for flexible, creative, and adaptive graduates. The first two years of the proposed DHSS curriculum balances general liberal arts courses with courses in computing and new DHSS-specific core courses. This combination builds technical capacity while giving the students a liberal arts perspective, making explicit the similarities and differences in humanistic, social science, and computational approaches to problem solving. In the third and fourth years, students develop a specialization in an area of their choice and complete two semesters of either capstone projects or co-op opportunities to connect their classroom knowledge to the needs of the workplace. RIT already possesses the necessary infrastructure, including both faculty expertise and computer hardware, to deliver this curriculum. Additionally, pedagogical and curricular partnerships are now in place between the three colleges to accommodate students’ interdisciplinary, collaborative needs at this important stage in their course of study. With a program in DHSS, RIT can become one of the nation’s leading institutions in producing DHSS-related scholarship centered on digital interdisciplinary collaborations and student achievement.

In fact, RIT faculty and students are already engaged in an impressive array of DHSS scholarship. Currently on our campus, large databases of digitized texts allow for mining data-intensive linguistic analysis of language patterns; the creation of an interactive game engages players in the history of smallpox and vaccinations; and the invention of new 3D visualization technologies and interactive
media brings rare books into common space digital archives, and spatial thinking for disaster response. The undergraduate DHSS program will provide additional research and scholarship opportunities for both students and faculty through the implementation of project-based lab courses focused on creative problem solving and developing solutions that meet the needs of community-based partners. By partnering humanities and social sciences, design, and informatics and computational faculty in team-taught courses, the DHSS program will enhance existing and develop new and robust scholarly collaborations.

f. **Describe and list documented curricular interconnections and integration between this program and other disciplines, programs and colleges at the University.**

The DHSS Curriculum will be one that integrates courses from GCCIS, CIAS, and COLA. The DHSS program is built on already existent interdisciplinary collaborations that are essential rather than contrived. These collaborations across departments, disciplines, and colleges include humanists, social scientists, computer scientists, media and design artists, and other specialists working together toward shared goals. These partnerships stem from not just an essential reliance on digital tools, but from an academic imperative to better understand these technologies in order to utilize and improve upon them. Rather than working in silos bounded by disciplinary methods, students and faculty in the DHSS program will create common aspirations that also meet individual professional agendas.

- The program is made up of 3 core DHSS courses in the first two years. These courses are intended to give students:
  - hands-on use of digital media hardware and software, with an introduction to theory and criticism of new modes of knowledge production in the digital era, exploring code and the cultural forms computation give rise to (Computation and Culture);
  - historically-based analysis about reading, writing, publishing, and all forms of multimedia communication in our current digital era in comparisons to the last great age of communication shift (Industrial Origins of the Digital Age);
  - exploration of questions of ethics as applied to digital technologies, including social, legal, ethical issues (e.g. privacy, intellectual property, and open access) and best practices for archival research, electronic scholarship, data mining, visual representation, and gamification (“Ethics in the Emerging Digital”).

- These core DHSS courses are paired with foundation courses in web development, computational reasoning, and database management.
• The program also requires Geographic Information Systems, as spatial humanities is used in nearly every field of the humanities to trace events and visualize these in rich environments.

• The second year of this program also includes Design Survey from CIAS to add emphasis on architecture and aesthetics.

• Throughout the time of the degree students will be required to take 5 professional electives. These are courses that emphasize digital concepts, applications, theories, or methods.

• The third year of the program includes a WI requirement. We hope this is an attractive requirement (with options including interactive narrative, digital storytelling, writing for comparative media) to affiliated programs.

• There will be a co-op or internship required over one of the summers and senior capstone to provide students an opportunity to work with clients internal and external to RIT.

• Students will be advised to consider declaring minors, giving them additional depth in DHSS: Museum Studies; Public History; Literature, Culture and Media; Visual Culture; Geographic Information Systems; Free and Open Source Software.

• Students will have the opportunity to take courses in an area of emphasis, like Natural Language Processing in COLA, or Geographic Information Systems in ISTE, or by taking an additional 3 courses in the School of Design (NMDE-201 NMD Elements II, NMDE-203 NMD Interactive III NMDE-302 NMD GUI).

• By the third and fourth years, students will be engaged fully in project-based courses. DHSS is above all else an applied field focused on the production of mainly public and educational materials: rich web sites, 3D animated and interactive design, games and multimedia projects, geo-historical productions. The program will collaborate with IGM and CIAS to create interdisciplinary project-based courses and capstone opportunities.

• The program will partner with campus resources like the Wallace Center, the Cary Graphic Arts Collection, the RIT Press, the Vignelli Archives, and the Simone Center for Entrepreneurship to enhance research, scholarship, and publication.
g. Describe the role of faculty in the program’s design.

Faculty proficiency in digital technologies is increasingly integral to humanistic and social science inquiry. Many faculty outside of computing are not just users of these technologies but are developing their abilities to understand, use, critique, modify, and build software and hardware in both their teaching and research. DHSS is a faculty-led initiative that developed out of existing research collaborations and a perceived need for an innovative form of undergraduate education that balances computational proficiency, humanistic inquiry, generative creativity, and communication skills. Since 2012, faculty from COLA, GCCIS, and CIAS have been meeting as a DHSS working group. This group of 40, which includes endowed chairs, department heads, tenured and tenure-track faculty as well as Wallace Center staff, has hosted speakers and workshops, collaborated on research grants and projects, and generated a curriculum subcommittee which, in consultation with department chairs and program directors, proposed this undergraduate degree program. Importantly, the plan is for this cross-college faculty team to oversee the curriculum and delivery of this program. The initial Concept Paper recommended administration of the degree and curricular development be situated in a cross-college committee with representation from the primary departments, including IGM and IST and the School of Design, as well as appropriate representation from the College of Liberal Arts.

The DHSS program will be a co-authored program administered by the College of Liberal Arts. This is an interdisciplinary program in nature. Faculty from GCCIS, CIAS, and COLA have been involved in the planning of the program and will deliver the curriculum. Given that this program must anticipate strategic growth, the continued collaboration between colleges is essential. The DHSS will utilize the expertise of the faculty in GCCIS, CIAS, and COLA to provide a unique and innovative educational opportunity for students. All three colleges will work in an alliance to develop new courses and manage the curriculum by creating a joint administrative curriculum committee with representation from all three of the college curriculum committees. The program coordinator will be Associate Professor of English, Lisa Hermsen. Future coordinators will be selected from among members of the DHSS curriculum committee and appointed by the Dean of COLA.
h. Input of External partners

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<tr>
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<tr>
<td>Stuart Moulthrop, PhD</td>
<td>Professor</td>
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<tr>
<td></td>
<td>University of Wisconsin-Milwaukee</td>
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<tr>
<td></td>
<td>Department of English</td>
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<tr>
<td>Nicole H. Scalessa</td>
<td>IT Manager</td>
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<td>The Library Company of Philadelphia</td>
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<td>Adriana de Souza e Silva, PhD</td>
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<td>North Carolina State University</td>
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<td>Richard S. Newman, PhD</td>
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<tr>
<td>Sarah Hanson, BFA</td>
<td>Assistant Professor in Animation</td>
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<td>Villa Maria College</td>
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i. Provide enrollment projections for Year 1 through Year 5

The table below lists projections provided by Enrollment Management for first though fourth year student enrollments from 2016 through 2020. For additional information, see Appendix B.

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<tr>
<th>Year</th>
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2. **PROGRAM COURSES AND SCHEDULE**
## PROGRAM COURSES AND SCHEDULE

### Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: ___x_Semester ___Quarter ___Trimester ___Other (describe)

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<th>Maj</th>
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**SUMMER Co-Op or Internship**

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Program Totals:

| Credits: 121 | Liberal Arts & Sciences: 61 | Major: 54 | Elective & Other: 6 |

* DHSS Program Electives:

- COMM223 Digital Design in Communication
- COMM356 Critical Practice in Social Media
- COMM265 Computer Assisted Reporting
- COMM343 Technology-Mediated Communication
- COMM461 Multiplatform Journalism
- CRIM-290 Computer Crime
- ENGL-215 Text and Code
- ENGL-315 Digital Literature
- ENGL-351 Language Technology
- ENGL-374 Games and Literature
- ENGL-375 Storytelling Across Media
- ENGL-450 Free and Open Source Culture
- HIST-324 Oral History
- HIST-326 Doing History in a Digital World
- HIST-480 Global Information Age
- PHIL-314 Philosophy of Vision and Imaging
- STSO-441 Cyborg Theory

These courses now offered as Special Topics and to be proposed for Fall 2015:

- MUSE-XXX Museum Informatics
- MUSE-XXX Museums in the Digital Age
- MUSE-XXX Visitor Engagement & Museum Technology

* Project course such as:

- ENGL-422 Maps, Spaces and Places
- ENGL-543 Game-based Fiction Workshop (new title “World-Building” Fiction Workshop)
- IGME-580 IGM Production Studio
- IGME-581 Innovation and Invention
- MUSE-354 Exhibition Design
- NMDE-201 New Media Design Elements II
- NMDE-203 New Media Design Interactive II
- NMDE-302 New Media Design Graphical User Interface
Program Requirements

+ Foundational DHSS Courses: 9 credits (3 courses)
+ COLA DHSS professional electives = 15 credits (5 courses)
+ Writing = 9 credits (3 courses: ENGL 150, Gen Ed WI, DHSS Media Narrative Writing)
+ Computing Requirement = 16 credits (5 courses)
+ Design = 6 credits (2 courses)
+ DHSS Project Courses = 6 credits (2 courses)
+ Capstone = 6 credits (2 courses)
+ Co-Op [or Internship]

DHSS Foundations

COLA DHSS 101—Computation and Culture

The course provides a basic introduction to the application of computation in the research and practice of the humanities, arts, and social sciences. The class offers students entry to work with archival theory and practice; textuality and electronic scholarly communication; data mining, analysis, and visualization; the spatial and temporal “turns”; game studies and digital arts. The course offers hands on experimentation with software platforms available to create scholarly production and theoretical approaches to analyze the culture that computation gives rise to. (Credit 3, offered Fall semester)

COLA DHSS 102—Industrial Origins of the Digital Era

The central focus of this course will be the excavation of textual, visual, and sonic materials, obsolete or emerging. The archaeological metaphor evokes both the desire to recover material traces of the past and the imperative to situate those traces in their social, cultural, and political contexts. How does the digital age imagine backwards to the Industrial Age and vice versa? Is it true that virtually everything that is being invented now for a digital age had its origins in the late nineteenth and early twentieth century industrial age? (inventions of telegraphy and telephony, electricity, photography, cinema, the automobile, the Dewey Decimal and Library of Congress classification systems, muckraking and sensationalist journalism, celebrity culture, the skyscraper, the office, the typewriter,
the Brownie camera). We will take a research approach that explores moments in which both familiar and unfamiliar artifacts have yet to emerge as significant or disappear as curiosities. (Credit 3, offered Spring semester)

**COLA DHSS 103–Ethics and the Emerging Digital**

The course will examine various contemporary and global issues of digital citizenship and new ethical challenges raised by digital technology. The course will raise questions regarding how digital technology has changed citizenship practices: Who has access to full citizenship, and why? What responsibilities are entailed in digital citizenship? Themes may include the nature and value of digital technology; the relations between digital technologies and knowledge-making/meaning-making; the value of information privacy; the role of digital media in society and human interactions; issues arising from the life-cycle of new digital tools and data repositories; and questions broadly related to questions of accessibility, representation, and sustainability as applied to digital technologies. Topics may also include research ethics, piracy and file sharing, copyright and fair use, end-user license agreements, alternative news media, and participatory culture. Students will take up both broad ethical issues and specific professional codes and policy in diverse domains. (Credit 3, offered Spring semester)

**c. See Appendix C for internal letters of support.**

For every required course provided by a department other than the program’s home department, provide a memo of support in Appendix C from that department, which includes an estimate of incremental costs for offering additional sections or new courses for the proposed program.

d. If the program will be offered through a non-traditional schedule (e.g., off-campus, on-line, etc.), provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Not Applicable.
e. For existing courses that are part of the major, submit a copy of the current catalog description.

COMM-223 Digital Design in Communication
In an increasingly visual culture, and culture of online user-created content, non-designers are called upon in the professional realm to illustrate their ideas. Graduates entering the work-force will encounter situations where they will benefit from possessing a visual communication sensibility and vocabulary to communicate effectively with a broad range of audiences, including professional designers. Creative approaches to challenges, such as visual thinking, are also shown to improve students’ comprehension and problem-solving abilities. Digital Design in Communication is an opportunity for undergraduates to receive an introduction to principles of visual message design from a critical rhetorical perspective. They will also get the opportunity to apply these principles to a variety of visual products such as advertisements, logos, brochures, resumes, etc. A variety of computer software applications are available to support the research, writing, visualization, and design of messages.

COMM-263 Computer-assisted Reporting
This course covers how to report on, illustrate, find and analyze records and databases, with emphasis on investigative reporting. Required course for journalism majors in second year; an elective for software engineers and math majors. Required course for journalism majors.

COMM-343 Technology-Mediated Communication
Technology-mediated communication (TMC) was originally defined as a form of electronic written communication. As networking tools advanced, TMC expanded to include new software developments, such as instant messenger and the World Wide Web. Today, the term technology-mediated communication is used to refer to a wide range of technologies that facilitate both human communication and the interactive sharing of information through computer networks. Through readings, discussions, and observations of online behavior, students will be introduced to TMC terms and theories to further develop their TMC communication and critical thinking skills.

COMM-356 Critical Practice in Social Media
With the advent of virtual communities, smart mobs, and online social networks, questions about the meaning of human communication and how we construct our online and offline personal and professional identities need to be reevaluated. This course explores the relationship between social media and the construction of both individual and social identities as well as best
practices for constructing the desired community or identity. Although the course is grounded in theory, it is equally committed to practice, and much of the class discussion and activity takes place in various online spaces. As a practicum, those who complete this course will know how to engage productively in practices such as tweeting, blogging, tagging, etc. and will develop an understanding of how these practices affect their construction of identity and community both personally and on behalf of an organization.

**COMM-461 Multiplatform Journalism**
The Internet is an important source of news information, rivaling print, radio, and television news. This course introduces students to the principles and practices of online news reporting, including writing for mainstream news sites, journalistic blogs (Web logs), share and discussion sites, and other evolving online news outlets. The course familiarizes students with the tools of the online reporter: for example, vetting sources on the Web, conducting e-mail interviews, and writing for Web pages. Also, students explore the cultural and ethical terrain unique to the wired environment. Required course for journalism majors.

**CRIM-290 Computer Crime**
This course provides definitional, theoretical, and operational context for understanding computer-based competition, conflict and crime in the information age. Students study the history, nature and extent of computer-related crime, as well as differing types of computer criminals, their motivations and the methods they use to threaten, attack, compromise or damage physical and cyber assets. The course considers legal and regulatory environments and the impact these have on policies and practices related to ethics in the management of information security, data encryption, privacy, and numerous other special topics. Elective course for criminal justice majors. (CRIM-110 Introduction to Criminal Justice)

**ENGL-215 Text and Code**
We encounter digital texts and codes every time we use a smart phone, turn on an app, read an e-book, or interact online. This course examines the innovative combinations of text and code that underpin emerging textual practices such as electronic literatures, digital games, mobile communication, geospatial mapping, interactive and locative media, augmented reality, and interactive museum design. Drawing on key concepts of text and code in related fields, students will analyze shifting expressive textual practices and develop the literacies necessary to “read” and understand them. Practicing and reflecting on such new media
literacies, the course explores their social, cultural, creative, technological, and legal significance. To encourage multiple perspectives on these pivotal concepts of text and code and their import, the course includes guest lectures by scholars and practitioners in these fields. With two additional courses, students can complete the immersion in text and code.

**ENGL-315 Digital Literature**
Since the initial development of the computer, writers have collaborated with programmers, illustrators, and soundscapists to create digital literatures. Following from radical techniques in print literatures such as concrete poetry, Choose Your Own Adventure novels, and reorderable/unbound fictions, digital literatures exploit the potential of digital formats to explore questions of interactivity, readership, authorship, embodiment, and power. In this class, we will learn to analyze and appreciate digital literatures not simply through their content, but also through the relation of content to form, media, programming platforms, and distribution formats. Our consideration of digital literatures will lead us to cell phones, Web pages, video games, virtual reality environments, and genome sequencers.

**ENGL-351 Language Technology**
We will explore the relationship between language and technology from the invention of writing systems to current natural language and speech technologies. Topics include script decipherment, machine translation, automatic speech recognition and generation, dialog systems, computational natural language understanding and inference, as well as language technologies that support users with language disabilities. We will also trace how science and technology are shaping language, discuss relevant artificial intelligence concepts, and examine the ethical implications of advances in language processing by computers. Students will have the opportunity to experience text analysis with relevant tools. This is an interdisciplinary course and technical background is not required.

**ENGL-374 Games and Literature**
Who studies game studies? Writing in games can often be hit or miss, so relying on an established story can provide support and allows the medium to evolve to cover more interesting stories than the typical mass-offering affairs. Still, literature and games are fundamentally different media- and as such these differences must be accounted for when mapping literature onto video games. Will “game studies” ever be as highly regarded as is critical scholarship on, say, literature? Can a video game possess substantial literary merit? Can a video game offer the same depth of characters and insight into the human condition as a novel? Do video games invite the player to do the same things that works of great literature invite the reader to do: identify with the characters,
invite him to judge them and quarrel with them, and to experience their joys and sufferings as the reader’s own? In this course we will have these conversations and then go beyond. We will examine works that have visually evocative and varied settings; narratives that make readers wonder what is going to happen next; and a rapidly changing culture that prompts even more questions than it answers.

**ENGL-375 Storytelling Across Media**
This course introduces the basic elements of narrative, reflecting on key concepts in narrative theory such as — story and plot, narration and focalization, characterization, storyspace, and worldmaking — to enhance your understanding of how stories work and your ability to understand how such storytelling strategies convey their meaning and themes. After an initial exploration of storytelling traditions emerging from oral myth and short stories in print, we expand our inquiries into what a narrative is and what it can do by considering what happens to storytelling in graphic novels, digital games, and in recent electronic literature. Reflecting on competing definitions and varieties of narrative, the course raises the overarching question of why how we access, read, write, and circulate stories as a culture matters. Expect to “read” stories in a variety of media, to review basic concepts and conversations drawn from narrative theory, and to creatively experiment with the storytelling strategies we are analyzing in class. No familiarity with specific print, digital, or visual media necessary, though a willingness to read and reflect on stories in various media and to analyze their cultural significance will be essential. (ENGL 150, UWRT-150, or equivalent)

**ENGL-422 Maps, Spaces and Places**
This course takes as its premise that spatial thinking is critically important. Spatial thinking informs our ability to understand many areas of 21st century culture, as mobile interfaces and geospatial technologies enable us to engage with our surroundings in new ways. The study begins with a meditation on the language of maps and mapmaking, and how they work, and explores the idea that to present a useful and truthful picture, an accurate map must tell lies. The course develops into an exploration of the ways, particularly in texts, that mapmaking creates cultural routes, mobile forms of ethnography, and ways of imagining travel and tourism in the era of globalization. The proliferation of location-aware mobile devices calls for new understanding of space and networks of power, as we define public space and locational privacy. The diverse writers, critics and filmmakers represented in this course are rethinking space as a dynamic context for the making of history and for different organizations of social and communal life.

**ENGL-450 Free and Open Source Culture**
This course charts the development of the Free Culture movement by examining the changing relationship between authorship and cultural production based on a variety of factors: law, culture, commerce and technology. In particular, we will examine the rise of the concept of the individual author during the last three centuries. Using a variety of historical and theoretical readings, we will note how law and commerce have come to shape the prevailing cultural norms surrounding authorship, while also examining lesser known models of collaborative and distributed authoring practices. This background will inform our study of the rapid social transformations wrought by media technologies in last two centuries, culminating with the challenges and opportunities brought forth by digital media, mobile communications and networked computing. Students will learn about the role of software in highlighting changing authorship practices, facilitating new business and economic models and providing a foundation for conceiving of open source, open access, participatory, peer-to-peer and free cultures. (Completion of First Year Writing)

**ENGL-481 Introduction to Natural Language Processing**

This course provides theoretical foundation as well as hands-on (lab-style) practice in computational approaches for processing natural language text. The course will have relevance to various disciplines in the humanities, sciences, computational, and technical fields. We will discuss problems that involve different components of the language system (such as meaning in context and linguistic structures). Students will additionally collaborate in teams on modeling and implementing natural language processing and digital text solutions. We will program in Python and use the Natural Language Toolkit and related tools (such as Weka).

Required previous course work: Language Technology or a programming class (or a similar course with instructor's consent). Also required: First Year Writing Intensive course or another writing course. (ENGL 351 Language Technology or computer programming experience, or a similar course with instructor’s consent; First Year Writing intensive course or another writing course)

**ENGL-543 Game-based Fiction Workshop**

This course is for students who have completed a creative writing workshop and want to explore how games and rules can be used to produce unique and unpredictable narratives. Projects will include individual writing exercises, collaborative writing practice, and critiques of peer writing. Students will examine how different game mechanics produce different kinds of narratives and may be encouraged to develop their own game-based writing projects. Through the reading and discussion of other narrative media, students will learn the affordances and limitations of game-based storytelling systems. May be taken as a part of the creative writing minor; may also be taken as an elective. Course can be repeated for credit if instructor or topic are different.
**HIST -324 Oral History**
Oral history is the craft of collecting information about the past from those who lived through it. There are few opportunities for historical research that is more satisfying or more challenging than oral history. In this class, we will learn about oral history methods, techniques, and ethics. We will read some of the finest examples of the genre. Then we will go out and add to the world's understanding of its past by conducting oral histories of our own. Class 3, Credit 3 (F)

**HIST -326 Doing History in a Digital World**
Digital history is a nebulous concept, but at its core is a recognition that the widespread availability of computers and their networks has fundamentally altered the way history is produced and consumed. Sources in digital format simultaneously present opportunities and challenges that force us to rethink what is possible in history. Digital tools including blogs, wikis, video sharing sites, and many others help bring history to new audiences in different ways. In this course, we will investigate the landscape of digital history and tackle the exciting task of creating and understanding history in the digital age. Class 3, Credit 3 (S)

**HIST-480 Global Information Age**
The internet and cell phones seem to have turned us into world citizens of cyberspace. Programmers in Bangalore or Chennay now write software for US companies, and doctors in India or Australia interpret the Cat-Scan or MRI images of US patients overnight. As bestselling author Thomas Friedman argues, “the world is flat,” that is competition for intellectual work is now global. Others have suggested that information technologies have led to global homogenization, with people around the world reading the same news, listening to the same music, and purchasing the same products. In this class, we will investigate the history of information and communication technologies to cast new light on these claims about our present-day technologies. This class is a small seminar which includes a research project. Class 3, Credit 3 (S)

**IGME-580 IGM Production Studio**
This course will allow students to work as domain specialists on teams completing one or more large projects over the course of the semester. The projects will be relevant to experiences of the interactive games and media programs, but will require expertise in a variety of sub-domains, including Web design and development, social computing, computer game development, multi-user media, human-computer interaction and streaming media. Students will learn to apply concepts of project management and scheduling, production roles and responsibilities, and their domain skill sets to multidisciplinary projects. Students will complete
design documents, progress reports and final assessments of themselves and their teammates in addition to completing their assigned responsibilities on the main projects. (Third year standing)

**IGME-581 Innovation and Invention**
In this course, students explore the process and products of innovation and invention. Each term a multi-disciplinary team of students conceives and develops a different “outside the box” project. Readings, projects, scholarly term papers, and pragmatic challenges of collaboration and communication across disciplines provides direct experience of the interplay of technology, human nature, and a human environment in which emerging technologies and new modes of interaction are pervasive and ubiquitous. Artists, natural scientists, social scientists, and technologists are guided through a series of collaborative experiences inventing, designing, implementing and studying emerging technologies. Presentations, projects and individually- written research papers are required. The faculty staff and resources of the Center for Student Innovation are significant assets for this course. (Third year standing)

**ISTE-120 Computational Problem Solving**
A first course in using the object-oriented approach to solve problems in the information domain. Students will learn to model hierarchical information structures using XML, to design software solutions using the object-oriented approach, to visually model systems using UML, to implement software solutions using a contemporary programming language, and to test these software solutions. Additional topics include thinking in object-oriented terms, and problem definition. Programming projects will be required.

**ISTE-140 Web & Mobile I**
This course provides students with an introduction to Internet and Web technologies, and to development on Macintosh/UNIX computer platforms. Topics include Internet transport protocols and security methods, XHTML and CSS, multimedia, Web page design and website publishing. Emphasis is placed on fundamentals, concepts and standards. Additional topics include the user experience, mobile design issues, and copyright/intellectual property considerations. Exercises and projects are required.

**ISTE-230 Introduction to Database and Data Modeling**
A presentation of the fundamental concepts and theories used in organizing and structuring data. Coverage includes the data modeling process, basic relational model, normalization theory, relational algebra, and mapping a data model into a database
schema. Structured Query Language is used to illustrate the translation of a data model to physical data organization. Modeling and programming assignments will be required. (One course in object-oriented programming)

**ISTE-240 Web & Mobile II**
This course builds on the basics of Web page development that are presented in Web I and extends that knowledge to focus on theories, issues, and technologies related to the design and development of websites. An overview of Web design concepts, including usability, accessibility, information architecture, and graphic design in the context of the Web will be covered. Introduction to website technologies, including HTTP, Web client and server programming, and dynamic page generation from a database also will be explored. Development exercises are required. (prerequisite ISTE-120, ISTE-140)

**ISTE-382 Introduction to Geospatial Technologies**
This course provides a survey of underlying concepts and technologies used to represent and understand the earth, collectively referred to as Geospatial Technologies (GTs). Students will gain hands-on experience with GTs, including Global Positioning Systems (GPSs), Geographic Information Systems (GISs), remote sensing, Virtual Globes, and Web mapping mashups. Students also will develop basic spatial thinking, reasoning, problem solving and literacy skills.

Museum Studies New courses are:
- Museum Informatics
- Museums in the Digital Age
- Visitor Engagement & Museum Technology
These courses still carry special topics numbers because they are being taught for the first time, but these will have permanent numbers by next semester.

**MUSE-354 Exhibition Design**
This course examines the history and practice of exhibition design. It reviews the history of exhibitions within the development of museum-like institutions. In this course the following aspects of exhibition design are considered: curatorial premise or theme, exhibition development timeline, exhibition site, contracts and contractual obligations, budgets and fundraising, publicity material, didactic material, and exhibition design. The course includes field trips to local institutions and collections throughout the semester. (MUSE-220 Introduction to Museums & Collecting, MUSE-224 History & Theory of Exhibitions)
STAT–145 Introduction to Statistics I
This course will study the statistical methods of presenting and analyzing data. Topics covered include descriptive statistics and displays, random sampling, the normal distribution, confidence intervals, and hypothesis testing. The statistical software MINITAB is used to reinforce these principles and to introduce the use of technology in statistical analysis. This is a general introductory statistics course and is intended for a broad range of programs. Note: This course may not be taken for credit if credit is to be earned in STAT-205. (MATH-101 College Algebra or equivalent) Class 3, Credit 3 (F, S, Su)

NMDE-111 New Media Design Digital Survey I
This project-based course is an investigation of the computer as an illustrative, imaging, and graphical generation tool. It develops foundational design skills in raster and vector image creation, editing, compositing, layout and visual design for online production. Emphasis will be on the application of visual design organization methods and principles for electronic media. Students will create and edit images, graphics, layouts and typography to form effective design solutions for online delivery.

NMDE-112 New Media Design Digital Survey II
Through formal studies and perceptual understanding, including aesthetics, graphic form, structure, concept development, visual organization methods and interaction principles, students will design graphical solutions to communication problems for static and interactive projects. Students will focus on creating appropriate and usable design systems through the successful application of design theory and best practices. Assignments exploring aspects of graphic imagery, typography, usability and production for multiple digital devices and formats will be included.

NMDE-201 New Media Design Elements II
Information design for static, dynamic and interactive multimedia integrates content with visual indicators. Legibility and clear communication of information and direction is important to the success of any user interface design. This course integrates imagery, type, icons, actions, color, visual hierarchy, and information architecture as a foundation to design successful interactive experiences. (NMDE-102 NMD Elements I)

NMDE-203 New Media Design Interactive II
This course extends previous interactive design and development experience and skills to emphasize interactive design principles and development. The emphasis in this course will be on the creative process of planning and implementing an interactive project across multiple platforms. Students will concentrate on information architecture, interactive design, conceptual creation, digital assets, visual design and programming for interactions.

**NMDE-302 New Media Design Graphical User Interface**
This course examines the user-centered and iterative design approaches to application and interactive development with a focus on interface design, testing and development across multiple devices. Students will research and investigate human factors, visual metaphors and prototype development to create effective and cutting edge user interfaces.

**PHIL 314 - Philosophy of Vision and Imaging**
This course examines how philosophers and others have understood the nature and primacy of sight. It explores how technologies of seeing and imaging have influenced theories of sight and our most dominant and authoritative practices of seeing and representing in the humanities and the arts, as well as in the natural and social sciences. The course will focus on the impact these theories and practices of seeing and representing both analogue and digital have on the nature of knowing, as well as on how they shape and mediate our experiences of personal and social identity and agency more generally. Class 3, Credit 3 (varies)

f. For all new courses, provide course outlines in the major using RIT’s New or Revised Course Outline Form.
SEE APPENDIX A
3. Faculty

a. Provide information on Full-time faculty, Part-time faculty and Faculty to be hired in the Program using Tables 2, 3, and 4. Note: Full faculty Curricula Vitae must be included in Appendix F.
<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
</table>
| Alm, Cecilia -- Assistant Professor | Professional Elective Project Course | 30% | Ph.D. in Linguistics, University of Illinois | Certificate of Specialization in Computational Science and Engineering  
Speech Communication reviewer  
IEEE Transactions on Affective Computing reviewer  
Computational Intelligence reviewer  
Advances in Human-Computer Interaction reviewer  
ACL-Association for Computational Linguistics, ISCA-International Speech Communication Association,  
SIGSEM (ACL Special Interest Group on Computational Semantics), SIGBIOMED (ACL Special Interest Group on Biomedical NLP), SIGSLPAT (ACL Special Interest Group on Speech and Language Processing in Assistive Technology). |
| Blizzard, Deborah -- Associate Professor | Professional Elective | 10% | PhD, Science and Technology Studies, Rensselaer Polytechnic Institute | Chair, Department of Science, Technology, and Society  
Chair, Program in Women’s and Gender Studies  
Co-Chair, Task Force on Curricular Innovation |
Carroll, Tamar  
--Assistant Professor  

| Professional Elective Core, team teaching | 20% | PhD in History, University of Michigan | Mellon Postdoctoral Fellowship in U.S. History, Cornell University, 2008-2010  
Co-chair, Digital Humanities Undergraduate Major Proposal Committee, Summer 2014  
Digital Humanities Working Group, RIT, 2012-present  
Manuscript reviewer for the *Journal of Women, Politics and Policy* |

Decker, Juliee  
--Assistant Professor  

| Professional Elective Project Course | 20% | Ph.D. in Art History, Case Western Reserve University | Ballard Breaux Visiting Fellowship, The Filson Historical Society.  
MAP grant for the Georgetown College Art Galleries. American Alliance of Museums (AAM) with a particular need in the area of Collections Stewardship.  
Public Art Advisor to programs in several states (Florida, Kentucky, Indiana, Louisiana, Ohio).  
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Course Type</th>
<th>Course %</th>
<th>Degree</th>
<th>Specialization</th>
</tr>
</thead>
</table>
| DeRoo, Rebecca  | Assistant Professor     | Professional Elective | 10%      | Ph.D. University of Chicago, Museum Studies | Author/Exhibit: Agnes Varda: Dialogues between Film, Photography, and Art  
Multiple publications, Contemporary Art and Visual Culture; Photography and Film |
| Engström, Timothy | Professor               | Professional Elective | 10%      | PhD in Philosophy               | Specializations: Philosophy of Imaging, Comparative European and Anglo-American Philosophy, Pragmatism, Critical Theory, Aesthetics, Social and Political Philosophy, Rhetorical Theory  
Co-editor, with Evan Selinger, *Rethinking Theories and Practices of Imaging* (*Palgrave, 2009*) |
| Glick, Robert   | Assistant Professor     | Professional Elective | 20%      | PhD in Literature and Creative Writing, University of Utah | “Digital Interventions: Crossing the Critical/Creative Divide,” at Now Festival, Boulder, CO  
“Beyond Ekphrasis: The Pedagogy and Practice of Other Art Forms in the Creative Writing Classroom,” AWP Conference.  
“New Languages for New Realities: Literature, Poetry, Hypertext,” American Association for the Advancement of Science (AAAS).  
*New Ohio Review* Contest in Fiction [judged by Aimee Bender], Winner, 2014 |
| Gravitz, Jennifer | Associate Professor     | Professional Elective | 10%      | Juris Doctor, Union University | Monroe County Bar Association, member.  
Chair, NTID Department of Liberal Studies; |
<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Percentage</th>
<th>Degree/Details</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Hergenrader, Trent --Assistant Professor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Standout story in Publisher’s Weekly starred review.</td>
</tr>
</tbody>
</table>

Associated Writing Programs (AWP)

Electronic Literature Organization (ELO)
<table>
<thead>
<tr>
<th>Hermsen, Lisa</th>
<th>Core</th>
<th>25%</th>
<th>PhD in English/ Rhetoric of Science and Technology, Iowa State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Associate Professor</td>
<td>Professional Elective</td>
<td></td>
<td>Chair, Department of English Organizer, Digital Humanities Working Group, RIT. Chair, DH Curriculum Architecture Committee. Organizer, Caroline Werner Gannett Distinguished Speak Series 2010-present. The Library Company of Philadelphia Friendship Album Interactive Digital Preservation. RIT Project Lead. [Erika Piola, LCP Project Lead]. NEH Subcontract, collaboration with Stockton College [June 2011] funded $25,000. Co-PI Elizabeth Goins, “Pox and the City” Interactive Game for College of Physicians.</td>
</tr>
<tr>
<td>___DHSS Program Chair</td>
<td>Project Course</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Hickerson, Andrea</th>
<th>Professional Elective</th>
<th>10%</th>
<th>PhD in Communication, University of Washington</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
<th>Course Details</th>
<th>Course Load</th>
<th>Degree &amp; Research</th>
<th>Conferences &amp; Publications</th>
</tr>
</thead>
</table>
| Johannes, Julie | Core | Professional Elective | 20% | M.A. English Literature and Composition, University of Rochester | Digital Literatures Working Group, Department of English, 2013  
Canadian Society for Digital Humanities/Société canadienne des humanités numériques  
“Online Role Playing Games and First-Year Composition: Pedagogy for a New Generation,” Proceedings from the Conference on College Composition and Communication (CCCC), San Francisco CA, March 2009 |
| Kang, Jai | ISTE-120 Comp Problem Solving – Info Domain I  
ISTE-230 Introduction to Database and Data Modeling | 10% | PhD Operations Research, SUNY Buffalo | Multiple scholarly works in Database, the Cloud, and Data Warehousing. |
| Kothari, Ammina | Professional Elective | 10% | PhD in Mass Communication, Indiana University | Manuscript reviewer for Journalism & Mass Communication Quarterly.  
Elected officer and Professional Freedom and Responsibility Committee chair for AEJMC’s International Communication Division.  
Elected research chair for AEJMC’s International Communication Division.  
HIV/AIDS information on East African websites: A comparative analysis, Journal of |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Courses</th>
<th>Course Percentage</th>
<th>Qualifications</th>
<th>Projects/Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaBelle, Deb</td>
<td>Lecturer</td>
<td>ISTE-140 Web I, ISTE-240 Web II</td>
<td>5%</td>
<td>PhD Information Science and Technology, Drexel University</td>
<td>Multiple scholarly works in pedagogy and including females into technological degrees.</td>
</tr>
<tr>
<td>Lieberman, Jessica</td>
<td>Associate Professor</td>
<td>Core, team-teaching Project Course, Capstone</td>
<td>25%</td>
<td>PhD in English, University of Michigan</td>
<td>Faculty Affiliate, Lab for Social Computing</td>
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<td>Scalar and Digital Publication, College Art Association, NYC 2013</td>
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<td>Now! Visual Culture, NYU 2012</td>
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<td>Art History in the Digital Age: A Hands-On Workshop, College Art Association</td>
</tr>
<tr>
<td>Martin, Kelly</td>
<td>Assistant Professor</td>
<td>Core Co-Teaching Professional Elective</td>
<td>15%</td>
<td>PhD in Communication, Rhetoric, and Digital Media, North Carolina State University</td>
<td>Processing and Arduino in Tandem: Creating Your Own Digital Art Tools (Short Course), fall 2010</td>
</tr>
<tr>
<td></td>
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<td>Media Production Seminar: Video Shooting and Editing, fall 2010</td>
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<td>Professional Development grant to host NVivo qualitative software training from QSR</td>
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<td></td>
<td>International.</td>
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<td></td>
<td>Provost's Learning Innovation Grant for the project, “Digital Design Flipped Classroom.”</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Primary Elective</td>
<td>Elective %</td>
<td>Degree</td>
<td>Professional Projects</td>
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</tbody>
</table>
| Prud’hommeaux, Emily | Assistant Professor | Professional Elective | 20%        | PhD in Computer Science and Engineering, Oregon Health and Science University | “Computational prosodic markers for autism.” *Autism.*  
“Computational analysis of trajectories of linguistic development in autism.” *IEEE Spoken Language Technology Workshop*  
Microsoft Research Faculty Summit. Track: The Future of Reading, Writing and Scholarship, "Planet-Wiki? Translation, Language and Power on Wikipedia."  
| Scales, Rebecca   | Assistant Professor    | Core, co-teaching        | 20%        | PhD in History, Rutgers University | National Endowment for the Humanities Summer Stipend, “Politics and Understanding Disability in France”  
2012-13 Member, Digital Humanities Working Group  
Director, Conable Global Film Series  
Peer Reviewer, *Media History*  
Peer Reviewer, *Technology and Culture*  
“Métissage on the Airwaves: Towards a Cultural History of Broadcasting in French” |
<table>
<thead>
<tr>
<th>Name</th>
<th>Program Elective</th>
<th>Percentage</th>
<th>Qualifications</th>
<th>Grants/Research</th>
</tr>
</thead>
</table>
| Schlombs, Corinna  | Program Elective | 10%        | PhD in History and Sociology of Science, University of Pennsylvania            | Hagley Museum and Library Exploratory Research Grant, 2013.  
IEEE Fellowship in Electrical History, IEEE History Center.  
| Smith, Adam        | NMDE-302 GUI     | 10%        | MFA, Computer Graphics Design, Rochester Institute of Technology              | More than 12 years of Professional work experience as an interaction designer and developer  
Specialization in UI & UX design research, teaching and curriculum development - 10 years  
Member of the Adobe Academic Leaders Program 2009-Present  
2013 Presenter UDCA Design Education Conference 3D Enhanced Visual Design for |
<table>
<thead>
<tr>
<th>Name</th>
<th>Course(s)</th>
<th>%</th>
<th>Degree/Institution</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomaszewski, Brian</td>
<td>ISTE-382 Intro to Geospatial Technologies</td>
<td>5%</td>
<td>Ph.D., Geography; The Pennsylvania State University</td>
<td>Multiple scholarly works in geospatial sciences; numerous international projects sponsored by United Nations and foreign governments.</td>
</tr>
<tr>
<td>-Assistant Professor</td>
<td></td>
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</tr>
<tr>
<td>Vullo, Ron</td>
<td>ISTE-140 Web I ISTE-240 Web II</td>
<td>5%</td>
<td>PhD Science Education, SUNY Buffalo</td>
<td>Multiple scholarly works in simplifying web applications.</td>
</tr>
<tr>
<td>-Associate Professor</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Worrell, Tracy</td>
<td>Professional Elective</td>
<td>10%</td>
<td>PhD in Communication Michigan State University</td>
<td>The Richard and Virginia Eisenhart Provost's Award for Excellence in Teaching (2009-2010), Finalist</td>
</tr>
<tr>
<td>--Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td>Peer Review Board, <em>Journal of Access Service in Postsecondary Education</em>, 2014</td>
</tr>
<tr>
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<td></td>
<td>Reviewer, <em>Health Communication</em>, 2006 - present</td>
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<td>Reviewer, <em>Western Journal of Communication</em>, 2012 – present</td>
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<td></td>
<td>Reviewer, International Communication Association: Mass Communication Division, 2006 – present</td>
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<td></td>
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<td></td>
<td>“Information Communication Technologies in the Classroom: Expanding TAM to examine instructor acceptance and use.” <em>Journal of</em></td>
</tr>
</tbody>
</table>
Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Not Applicable

Table 4: Faculty to be Hired

- If faculty must be hired in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
4. **Financial Resources and Instructional Facilities**

We will use existing labs and offices and require no incremental resources.

5. **Library Resources**

The proposed B.S. in Digital Humanities and Social Sciences degree will have minimal impact on the library’s services and collection. RIT Libraries’ collection of journals, books, and databases already supports undergraduate research for a wide variety of humanities and social science disciplines, as well as undergraduate and graduate research in computer science. This coupled with the library’s current holdings and partnerships would enable RIT Libraries to support the proposed undergraduate program.

6. **Admissions and Enrollment**

The program proposal for DHSS ought to be considered in the larger network of Digital Humanities Centers and undergraduate curriculum in minors and certificates nation-wide.

The program will attract new students from both freshman and transfer markets with the majority of new students entering in the fall. In addition, given RIT’s recent conversion to a semester calendar, spring semester is an even more opportune time for new students to enroll, especially transfer students.

Most of the students will come from the Middle Atlantic States – the traditional market base for the College of Liberal Arts – with a smaller percentage coming from New England.

The Office of Undergraduate Admissions will work with the college to determine appropriate academic profile parameters for entering students with final authority for admission decisions resting in the Office of Undergraduate Admissions.

According to Institute policy, “The standards for admission depend upon the particular program being considered; the underlying principle for acceptance, though, is a demonstration of ability to complete the desired program successfully” and “Admission
decisions on undergraduate applicants are made by the admissions staff with appropriate consultation of the college concerned.”

The College of Liberal Arts will work with the Office of Undergraduate Admissions to identify rigorous but flexible standards for admission to this particular interdisciplinary program, applying exceptions to applicants who show particular promise in fields outside of liberal arts but with experience in computation or the arts. The College of Liberal Arts will also work with the Office of Admissions to identify students who may be returning to add value to their existing liberal arts degree or who may be candidates for applying work experience to admissions requirements.

The College of Liberal Arts will work with the Office of Undergraduate Admissions maintain and enhance RIT’s relationships with two-year schools to promote the new program and develop articulation agreements to facilitate the recruitment and enrollment of transfer students into the program. Flexibility in the application of transfer credits will be critical to enrolling those students.

The program will attract internal transfers from other RIT colleges, the University Studies program, as well as other programs in the College of Liberal Arts. (For purposes of these projections, however, only students who are new to RIT are included in the projections).

The proposed BS degree program in Digital Humanities and Social Sciences presents intriguing, yet challenging possibilities to the EMCS division: 1) The interdisciplinary nature of the program is a strength as it leverages collaboration among areas of expertise within the university not currently combined in a curricular manner. As articulated in the concept paper, the proposed program brings together seemingly disparate disciplines of humanities/social sciences and computational/information technologies in response to growing interest on the part of social and cultural organizations for graduates with technological and humanities/social sciences skills and knowledge. Additionally, there is currently little competition for the prospective students at the undergraduate level. 2) That said, the nascent nature of the proposed program’s discipline presents a challenge when it comes to identifying prospective students who may have an interest in the proposed program, and then effectively articulating the educational and career benefits of the program to them. It is likely that there will be few students in the prospective high school student pool with the sophistication and self-awareness necessary to see the Digital Humanities and Social Science program as a possible major and/or career path. Given that transfer students are more self-aware, more focused and more career-certain, it is likely that the transfer student market will be an important source of new student enrollment.
Underrepresented Student Population

According to Humanities Indicators, the percentage of humanities bachelor’s degrees awarded to women has traditionally been higher than that for all fields combined (though the gap has been narrowing in recent years). Just over half of all bachelor’s degrees in the humanities were awarded to women in 1966, with the percentage rising to approximately 60% by 2010. The percentages of 2010 bachelor’s degrees awarded to women in the arts and behavioral/social sciences were similar to the percentage for the humanities, whereas women’s share of engineering bachelor’s degrees was considerably smaller. From 1995 to 2000, the share of humanities bachelor’s degrees awarded to students from traditionally underrepresented racial/ethnic groups rose steadily for a total increase of approximately three percentage points (From 2000 to 2010, the rate of growth slowed—rising 1.5 percentage points over the course of the decade). In 2010, the percentage of humanities degrees awarded to traditionally underrepresented racial/ethnic groups, 17.6%, was most similar to the percentages in the natural sciences, education, and business.

If RIT is to be successful at attracting underrepresented populations, the Institute will not only continue its strategic commitment to programs in STEM fields, but target smart options for students in the liberal arts.

The DHSS program is that smart option. It is attractive because it is broad, offering options to explore History, English, Communication, Visual Arts, Philosophy, as well introducing digital technologies to enhance those options. Lisa Spiro in the essential Debates in the Digital Humanities, proposes that Diversity and Collaboration have always been the core of what we recognize as Digital Humanities: project collaboration with diverse experts. Even as Spiro lists the community work toward recognizing and increasing diversity in the digital humanities and the concrete strides made to include all areas of diversity (age, generation, ability, nationality, race, sexuality, gender), she calls for reflection and deeper discussion. Her point is also that Digital Humanities targets expressly the problem of "stereotype threat" for underrepresented groups who want to integrate code with content, and without fear. DH is deeply limited in what it can achieve without wide participation and broad outreach. As such, a Digital Humanities and Social Sciences faculty at RIT believe it is necessary to create environments in which all students feel comfortable engaging with these collaborative opportunities.

RIT must not only attract but retain students it enrolls. The DHSS incorporates some of the most often identified high-impact educational practices available—by using collaborative, interdisciplinary teams to complete undergraduate research, using new technologies in ways that that have real connections to public communities. The Council on Undergraduate Research, recognizing the importance of undergraduate research, but recognizing too the lack of use of undergraduate research in the liberal arts, has
developed the Arts & Humanities Division. One of the goals of this division is to “identify how faculty in fields with a norm of solitary scholarship might include undergraduates in their work (including through the digital humanities).”

**Digital Humanities as a Career Path**

The assessment of the current state of the field of Digital Humanities ought to take into account the growing awareness Digital Humanities due to the monumental growth of Centers around the country:

- Digital Humanities at MIT
- Digital Humanities and Cornell University
- The Digital Humanities Lab at Georgia Tech
- The Center for Applied Technologies in the Humanities at VT.
- The Baker-Nord Center for the Humanities/ Digital Humanities at CWRU

The Centers identified below (from The International Directory of Digital Humanities Centers) are merely representative of many others that have been pioneers and exemplars, and others that are so new as yet to appear on any list:

- Alabama Digital Humanities Center;
- Center for Digital Humanities (CDH) at the University of South Carolina;
- Center for Digital Humanities and Culture, Indiana, Pennsylvania;
- Center for Digital Research in the Humanities – CDRH, Lincoln, NE;
- The Center for Digital Scholarship at Brown University;
- Center for Public History + Digital Humanities, Cleveland, OH;
- Columbia Digital Humanities Center (DHC), New York, NY;
- CUNY Digital Humanities Initiatives, New York, NY;
- Digital Humanities 2.0 at the University of Minnesota;
- The Institute for Digital Arts and Humanities (IDAH) at Indiana University;
- Institute for Digital Research in the Humanities at the University of Kansas;
- Maryland Institute for Technology in the Humanities.

These Centers for Digital Humanities continue to be organized for graduate research across the country. In November, 2014, the digital humanities initiative at Rutgers University-Camden announced the official opening of its Digital Studies Center. The
opening remarks acknowledge the current state of digital humanities: “Digital humanities is a discipline that’s been gaining traction over the past few years. Rutgers-Camden is getting on board with this new field.” Optimism for the future of the Center is strong: “As the humanities continue to integrate computer technology and traditional methodologies, the evolving field of digital humanities signals a future of unlimited research implications.” Further, this initiative is not limited to graduate centers and faculty research. Rutgers also announced it will offer a Digital Humanities Certificate (18 credits) for undergraduate students.

Rutgers is not the only university to identify Digital Humanities as a priority this year. Rice University has described Digital Humanities of one of three initiatives for the coming year, for three essential reasons: 1) there is an existing research constituency on campus; 2) strong connections can be made between the university and external partners; and 3) project-based programming will add to the university’s curriculum. Rice University is also planning a minor for Digital Humanities at the undergraduate level.

While the most visible digital humanities projects are often located within graduate programs at well-funded, research institutions, people at those same institutions and others at primarily undergraduate-focused institutions have started to recognize that this field can be applied to traditional humanities curricula. The movement of Digital Humanities from graduate to undergraduate curriculum is not entirely new, as minors and certificates are offered at as many universities with centers. Unfortunately, opportunities for true encounter with Digital Humanities that remain mainly in minors and certificates provide little of the advantages Digital Humanities has to offer to undergraduate liberal arts students. Most of these curricula are made up of an Introduction course, a computing option, a content area, and an individual project for a total of 15 credit hours. Many of these minors or certificates teach undergraduates about what the digital humanities are and how technology may influence traditional subjects, but do not also teach students how to do the digital humanities as a research effort that can make real contributions to their fields and to the public.

Students looking for degrees in liberal arts will no doubt find universities with Digital Humanities as curricular options, and if they do a google search after a first introduction, they will find 2,620,000 links. RIT will be the first to offer a true undergraduate degree program in Digital Humanities and Social Sciences. This degree will attract attention because students will be offered a full undergraduate curriculum that allows them to follow a career path into the liberal arts but with the integration (rather than mere addition) of computational competency, undergraduate research, and project-based coursework that will make them competitive after graduation.
7. **Academic Support Services**

The College of Liberal Arts Office of Student Services will provide academic support and advising to students enrolled in the DHSS Bachelor of Science degree program. CLA Students Services has 11 staff members including five professional academic advisors. The academic advisors are well equipped to advise students in the DHSS program and will collaborate with advisors in GCCIS, CIAS, and the Academic Support Center to fully meet the academic needs of students enrolled in this program.

8. *Not Applicable*

9. *Not Applicable*

10. **Program Assessment and Approval**
# Program Level Outcomes Assessment Plan
**Rochester Institute of Technology**

**Program Contact for Program Assessment:** Lisa Herm

## Program Name/College: BS Digital Humanities

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Academic Program Profile</th>
<th>Data Source/Measure Curriculum Mapping</th>
<th>Benchmark</th>
<th>Timeline</th>
<th>Data Analysis Key Findings</th>
<th>Use of Results Action Items and Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please List program-level goals</td>
<td>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</td>
<td>Alignment to the five RIT essential outcomes - check all that apply</td>
<td>Assessment opportunity (course/experience) method/measures, assignment/rubric</td>
<td>Standard, target, or achievement level (usually a %) Statement of student Success</td>
<td>Identify when and how data are collected, aggregated, and analyzed</td>
<td>Identify who is responsible and list key findings</td>
<td>Identify how results are used and shared. List any recommendations or action items</td>
</tr>
<tr>
<td>Determine the broad social, legal, and ethical questions and concerns surrounding digital media and contemporary culture</td>
<td>Analyze the value of digital methods to the cultural record by thinking critically about tools, their uses, and limitations.</td>
<td>Critical Thinking Ethical Reasoning Integrative Literacies Global Interconnectedness Creative/Innovative Thinking</td>
<td>Media Archeology (NEW COURSE) Research Assignment</td>
<td>80% of students will earn a C or better on a research project</td>
<td>Collection annually in the second year (cycle starting 2018) Faculty teaching the course</td>
<td>Program Director working with faculty</td>
<td>Results will be shared with program faculty and cross-college Program Admin Committee</td>
</tr>
<tr>
<td>Interrogate digital information and evidence for validity, relevance, and best practices for attribution and transparency.</td>
<td></td>
<td></td>
<td>Digital Ethics (NEW COURSE) Critical Paper</td>
<td>80% of students will earn a C or better on a paper</td>
<td>Collection annually in the second year (cycle starting 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ a range of computational tools for humanities or social science scholarship.</td>
<td>Use computational approaches including information visualization, web design, markup, and social networking software.</td>
<td>Critical Thinking Ethical Reasoning Integrative Literacies Global Interconnectedness Creative/Innovative Thinking</td>
<td>ISTE = 271 Introduction to Informatics Project</td>
<td>80% of students will earn a C or better on</td>
<td>Collection annually in the first year (cycle starting 2017) Faculty teaching the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply computational tools and methodologies in humanities or social science-based inquiry.</td>
<td></td>
<td></td>
<td>Introduction to Digital Humanities (NEW COURSE) Project</td>
<td>80% of students will earn a C or better on designated project</td>
<td>Collection annually in the first year (cycle starting 2017) Faculty teaching the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce multi-authored media using interdisciplinary methodologies.</td>
<td>Identify the development stages of a media project and meet the needs and priorities in each stage of the project life-cycle.</td>
<td>Critical Thinking Ethical Reasoning Integrative Literacies Global Interconnectedness Creative/Innovative Thinking</td>
<td>COLA DH Project Lab I Final Team Project</td>
<td>80% of students will earn a B+ or better on a final project</td>
<td>Collection annually in the third year (cycle starting 2019)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produce a completed, functional prototype and publication, giving appropriate intellectual credit.</td>
<td></td>
<td>COLA DH Project Lab II Functional prototype and publication</td>
<td>80% of students will earn a B+ or better on the prototype</td>
<td>Collection annually in the third year (cycle starting 2019)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize multiple audiences, academic and</td>
<td></td>
<td>COLA DH Project II</td>
<td>90% of students will achieve an online presence</td>
<td>Collection annually in the third year (cycle starting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Program Level Outcomes Assessment Plan

**Rochester Institute of Technology**

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Academic Program Profile</th>
<th>Data Source/Measure Curriculum Mapping</th>
<th>Benchmark</th>
<th>Timeline</th>
<th>Data Analysis Key Findings</th>
<th>Use of Results Action Items and Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>nonacademic, to determine the authority of digital work.</td>
<td>Final Team Project</td>
<td>for their project.</td>
<td>2019)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Integrate data from multiple sources with humanities or social science research to invent new expression, creation, engagement</td>
<td>Formulate a humanities-based inquiry and determine a digital platform or tool that will address the line of inquiry.</td>
<td>Critical Thinking</td>
<td>Capstone Senior Capstone Project</td>
<td>90% of students will earn a B or better on capstone project</td>
<td>Collection annually in the fourth year (cycle starting 2020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore notions of production, reception, circulation, and preservation of digital scholarship</td>
<td>Ethical Reasoning</td>
<td></td>
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<tr>
<td></td>
<td>Assess participation in the “digital culture”: inclusion and exclusion, coercion and restriction</td>
<td>Integrative Literacies</td>
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<tr>
<td></td>
<td></td>
<td>Global Interconnectedness</td>
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<td></td>
<td></td>
<td>Creative/Innovative Thinking</td>
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<td></td>
<td></td>
<td>Capstone</td>
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<td></td>
<td></td>
<td>Public DH Project</td>
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<td></td>
<td>Evaluations from Public Sites - TBD</td>
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<tr>
<td></td>
<td></td>
<td>What type of evaluation?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
11. *NOT APPLICABLE*
12. *NOT APPLICABLE*
13. *NOT APPLICABLE*
BLUEPRINT Categories Summary DHSS Program Proposal

The DHSS Program Proposal was created with the Academic Blueprint as inspiration.

Scholarship, Research and Creativity

RIT faculty and students are already engaged in an impressive array of DHSS scholarship. By partnering humanities and social sciences, design, and informatics and computational faculty in team-taught courses, the DHSS program will enhance existing and develop new and robust scholarly collaborations.

Innovative Teaching and Learning

The degree program proposed herein is designed to create opportunities for students to explore new data-intensive techniques and methodologies to pose novel questions in the humanities and social sciences, and to develop the kinds of expertise to apply new inquiry-based knowledge skills in the high-tech, digital-based culture and markets in which we live.

Experiential Learning

The proposed DHSS program is driven by a cross-college, project-based, team-oriented curriculum and pedagogy. The program’s emphasis on design, critical thinking, and applied work will allow students to participate in designing technologies, and the lab courses, co-op or internship, and senior capstone ensure that students will experiment and learn to take risks in order to make meaningful innovations.

International and Global Education

The Digital Humanities are not just dedicated to the development of better tools that store, distribute and develop our humanistic traditions, they actively engage with and enable reasoning, learning and understanding about broader spatial, temporal, and cultural processes. The field not only examines possible technical limitations or improvements, but also takes into account a larger political economy and cultural context.

Synergy and Interdisciplinarity

The DHSS program is a collaborative degree program. In the College of Liberal Arts, this program offers a traditional liberal education, which is given new impact through engagement with digital technology. Coursework combines humanities and social science with computational and design training from the Golisano College for Computing and Information Science (GCCIS) and the College for Imaging Arts and Sciences (CIAS) in areas including human computer interaction, database management, geographic information technologies, and interactivity in new media. These transferable and sought-after capabilities ensure students leave RIT prepared for leadership as digital citizens.
**Inclusive Excellence**

Even as programs in STEM continue to purposefully recruit underrepresented populations, curricula in the humanities and social sciences have attracted these student populations at much higher rates. If RIT is to be successful at attracting underrepresented populations, the Institute will not only continue its strategic commitment to programs in STEM fields, but target smart options for students in the liberal arts.
DHSS Program Proposal BLUEPRINT Criteria Summary

I. Centrality
The proposed B.S. in DHSS embodies RIT’s Mission and Values. Central to RIT’s Mission is the rigorous pursuit of “new and emerging career areas.” Digital humanities, though it has gained much ground at the graduate research level, is still an emerging and innovative undergraduate career option that marries creativity to technical skills and critical thinking. The proposed DHSS program is driven by a project-based, team-oriented curriculum and pedagogy. In this sense, it embraces and practices “Student Centeredness” and “Teamwork and Collaboration.” Moreover, students are encouraged to link technical skills to areas of humanities and social science research and scholarship that is only in recent years benefiting from computational research approaches. Thus, DHSS exemplifies the value of “Professional Development and Scholarship.” The Value of “Integrity and Ethics” is part of the foundation of the program, not only in one of its core courses on “Ethics and Emerging Digital Scholarship,” but also across its curricular approach to questions of humanistic and social science research. Because of its integrated curriculum and its openness to allow students to double major, the degree infuses Innovation and Flexibility into RIT’s academic program portfolio. Finally, as is clear from even a cursory review of the humanities and social science research in “cyber studies” or “critical cyber studies,” much of the research on the internet’s promise and peril focuses on questions such as globalization, democratization, transnational cultures, and ethnic identities. In this sense, it opens up a curricular space for the consideration of “Respect, Diversity and Pluralism.” Students will be encouraged to see the ways that digital tools are also part of social and humanistic relations.

II. Marketability
The assessment of the current state of the field of Digital Humanities must take into account the growing awareness of Digital Humanities due to the monumental growth of Centers around the country: Digital Humanities at MIT; Digital Humanities and Cornell University: The Digital Humanities Lab at Georgia Tech; The Center for Applied Technologies in the Humanities at VT; and The Baker-Nord Center for the Humanities/ Digital Humanities at CWRU.

While the most visible digital humanities projects are often located within graduate programs at well-funded, research institutions, people at those same institutions and others at primarily undergraduate-focused institutions have started to recognize that this field can be applied to traditional humanities curricula. The movement of Digital Humanities from graduate to undergraduate curriculum is not entirely new, as minors and certificates are offered at as many universities with centers. Unfortunately, opportunities for minors and certificates provide little of the advantages Digital Humanities has to offer to undergraduate liberal arts students. Most of these curricula teach undergraduates about what the digital humanities are and how technology may influence traditional subjects, but do not teach students how to do the digital humanities as a research effort that can make real contributions to their fields and to the public.
Students looking for degrees in liberal arts will no doubt find universities with Digital Humanities as curricular options, and if they do a google search after a first introduction, they will find 2,620,000 links. Nevertheless RIT will be offer a true undergraduate degree program in Digital Humanities and Social Sciences that allows them to follow a career path into the liberal arts but with the integration of computational competency, undergraduate research, and project-based coursework that will make them competitive after graduation.

III. Quality
DHSS is a faculty-led initiative that developed out of existing research collaborations and a perceived need for an innovative form of undergraduate education that balances computational proficiency, humanistic inquiry, generative creativity, and communication skills. Since 2012, faculty from COLA, GCCIS, and CIAS have been meeting as a DHSS working group. This group of 40, which includes endowed chairs, department heads, tenured and tenure-track faculty as well as Wallace Center staff, has hosted workshops, collaborated on research grants and projects, and generated a curriculum subcommittee which, in consultation with department chairs and program directors, proposed this undergraduate degree program.

The DHSS program is a co-authored program administered by the College of Liberal Arts. This is an interdisciplinary program in nature. Faculty from GCCIS, CIAS, and COLA have been involved in the planning of the program and will deliver the curriculum. Given that this program must anticipate strategic growth, the continued collaboration between colleges is essential. The DHSS will utilize the expertise of the faculty in GCCIS, CIAS, and COLA to provide a unique and innovative educational opportunity for students. All three colleges will work in an alliance to develop new courses and manage the curriculum by creating a joint administrative curriculum committee with representation from all three of the college curriculum committees.

The interdisciplinary nature of the degree and its team project-based courses promote integrative literacies and creative and innovative thinking. The team project-based courses and required co-op/internship use internal and external partnerships to ensure that students will learn through collaborative experience and enrich RIT’s relationships with alumni, government, business, and the community.

IV. Financial Viability
The curriculum for this program was developed with the assistance of a committee of Unit Heads to determine which classes would be both pedagogically optimal and financially feasible. Letters from Department Chairs, Curriculum Committees, and Deans indicate the financial viability of the program with these enrollment projections. Existing Professional Electives as well as Project Courses have been identified. New courses have been developed with the assistance of new faculty with teaching interests and expertise in the area. The capstones and internship/co-ops will require the time and planning of the program coordinator. Nevertheless, the sheer numbers of faculty already working in the area of DHSS without the support of a program already form a constituency of scholars and teachers ready to work within this program.
1 Hart Research Associates, “It Takes More Than a Major: Employer Priorities for College Learning and Student Success,” Association of American Colleges


3 http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1&toc.depth=1&toc.id=ss1-2-1&brand=default

4 http://mkirschenbaum.files.wordpress.com/2011/01/kirschenbaum_ade150.pdf


6 http://digitalhumanities.org/centernet/centers/

7 http://www.humanities.ufl.edu/digitalhum-funding.html


16 http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=205

17 http://dhdebates.gc.cuny.edu/debates/text/13

18 http://www.cur.org/membership/is_cur_right_for_you/

19 http://digitalhumanities.org/centernet/centers/


Appendix A – New or Revised Course Outline Form
1.0 Course Designations and Approvals

<table>
<thead>
<tr>
<th>Required course approvals:</th>
<th>Approval request date:</th>
<th>Approval granted date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit Curriculum Committee</td>
<td>October 20</td>
<td>NA / Same as CCC</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>October 20</td>
<td>November 4, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional designations:</th>
<th>Is designation desired?</th>
<th>*Approval request date:</th>
<th>**Approval granted date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education:</td>
<td>Yes</td>
<td>Fall 2015</td>
<td></td>
</tr>
<tr>
<td>Writing Intensive:</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.0 Course information:

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Computation and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>none</td>
</tr>
<tr>
<td>Co-requisite(s):</td>
<td>none</td>
</tr>
<tr>
<td>Course proposed by:</td>
<td>Lisa Hermsen</td>
</tr>
<tr>
<td>Effective date:</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>
2. Contact hours

<table>
<thead>
<tr>
<th>Classroom</th>
<th>3</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>Mac Lab / COLA</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.a Semester(s) offered (check)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.b Student Requirements

**Students required to take this course:** (by program and year, as appropriate)

Digital Humanities and Social Sciences

**Students who might elect to take the course:**

Students seeking electives in History, Communication, English, MUSE

3.0 Goals of the course (including rationale for the course, when appropriate):

The course will:

3.1 introduce students to key concepts and tools in digital approaches to knowledge and meaning-making;

3.2 provide various foundational concepts, tools, and methods in the digital project-based work;

3.3 investigate novel relations between individuals, machines and world created by digital technologies.

4.0
COLA-DHSS-101 Computation and Culture

The course provides a basic introduction to the application of computation in the research and practice of the humanities, arts, and social sciences. The class offers students entry to work with archival theory and practice; textuality and electronic scholarly communication; data mining, analysis, and visualization; the spatial and temporal “turns”; game studies and digital arts. The course offers hands on experimentation with software platforms available to create scholarly production and theoretical approaches to analyze the culture that computation gives rise to. (Credit 3, offered Fall semester)

5.0 Possible resources (texts, references, computer packages, etc.)

Vannevar Bush, "As We May Think" (1945).
http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/


N. Katherine Hayles’ Writing Machines.


Johanna Drucker, SpecLab: Digital Aesthetics and Projects in Speculative Computing


Manovich, Lev. "New Media from Borges to HTML," in The New Media Reader

Murray, Janet. "Inventing the Medium," in The New Media Reader

Richard White, "What Is Spatial History?"

JB Harley, "Deconstructing the Map"
Mary Flanagan, "Creating Critical Play"


Awarded Digital Projects:

- The Rossetti Archive (http://www.rossettiarchive.org/);
- NINES (Nineteenth Century Scholarship Online): http://www.nines.org/;
- Women Writers Project: http://www.wwp.brown.edu/;
- Walt Whitman Archive: http://www.whitmanarchive.org/
- Digital Roman Forum: http://dlib.etc.ucla.edu/projects/Forum
- HyperCities: http://hypercities.com
- Houston Asian American Archive http://chaocenter.rice.edu/haaa/
- South Asian Digital Archive http://www.saadigitalarchive.org/browse/type/oral-history
- Visibility Project http://www.visibilityproject.org/videos/
- Women's Worlds in Qajar Iran http://www.qajarwomen.org/en/
- Visualizing Emancipation Visualizing Emancipation

Bethany Nowviskie’s “Ten rules for humanities scholars new to project management”

Stan Ruecker and Milena Radzikowska, “The Iterative Design of a Project Charter for Interdisciplinary Research”

Sharon Leon, *Project Management for Humanists,* *alt academy*


Matthew Gold, ed., *Debates in the Digital Humanities*
Alan Liu, “Where Is Cultural Criticism in the Digital Humanities?”

6.0  Topics (outline):

6.1 Identify “digital scholarship” software tools and foundational concepts
6.2 Digital Projects of Note
6.3 Critical Curation: Omeka
6.4 Thick/Spatial Mapping: Geo Tools
6.5 Text Analysis: Wordsmith
6.6 Data Mining, Distant Reading, Cultural Analytics
6.7 HCI, NLP
6.8 Building and Critiquing

7.0  Intended course learning outcomes and associated assessment methods of those outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key concepts, methods, theories, and emerging practices in digital scholarship;</td>
<td>Course participation and course journal or wiki entries.</td>
</tr>
<tr>
<td>Summarize a historical overview of the field from its beginnings in the post-World War II era to the present;</td>
<td>Course participation and course journal or wiki entries.</td>
</tr>
<tr>
<td>Analyze the transformation of disciplines such as literature, history, philosophy, communication, political science, and linguistics, among others;</td>
<td>Course participation and course journal or wiki entries.</td>
</tr>
<tr>
<td>Identify fundamental problems and opportunities in creating, interpreting, preserving, and transmitting the human cultural record;</td>
<td>Project using software platforms for digital scholarship.</td>
</tr>
<tr>
<td>Identify areas where the humanities and social sciences intersect with digital tools for analysis and interpretation;</td>
<td>Project using off-the-shelf software platforms for digital scholarship.</td>
</tr>
</tbody>
</table>
8.0 Program outcomes and/or goals supported by this course

Analyze the value of digital methods to the cultural record by thinking critically about tools, their uses, and limitations.

Identify computational tools and methodologies for use in humanities and social science-based inquiry

9.0

<table>
<thead>
<tr>
<th>General Education Learning Outcome Supported by the Course, if appropriate</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Express oneself effectively in common college-level written forms using standard American English</td>
<td></td>
</tr>
<tr>
<td>Revise and improve written products</td>
<td></td>
</tr>
<tr>
<td>Express oneself effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)</td>
<td></td>
</tr>
<tr>
<td>Comprehend information accessed through reading and discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>Review, assess, and draw conclusions about hypotheses and theories</td>
<td></td>
</tr>
<tr>
<td>Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions</td>
<td></td>
</tr>
<tr>
<td>Construct logical and reasonable arguments that include anticipation of counterarguments</td>
<td></td>
</tr>
<tr>
<td>x Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information</td>
<td>Project using off-the-shelf software platforms for digital</td>
</tr>
<tr>
<td>Ethical, Social and Global Awareness</td>
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<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>Analyze similarities and differences in human experiences and consequent perspectives</td>
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</tr>
<tr>
<td>Examine connections among the world’s populations</td>
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</tr>
<tr>
<td>Identify contemporary ethical questions and relevant stakeholder positions</td>
<td>Course participation and Course journal or wiki entries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scientific, Mathematical and Technological Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of basic principles and concepts of one of the natural sciences</td>
</tr>
<tr>
<td>Apply methods of scientific inquiry and problem solving to contemporary issues</td>
</tr>
<tr>
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<thead>
<tr>
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</tr>
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</table>

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<tr>
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<th>Project using off-the-shelf software platforms for digital scholarship.</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

10.0 **Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)
# COLA-DHSS 102—Industrial Origins of the Digital Age

## 1.0 Course Designations and Approvals

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<thead>
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<th>Required course approvals:</th>
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<tbody>
<tr>
<td>General Education:</td>
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<tr>
<td>Writing Intensive:</td>
<td>No</td>
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</tr>
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</table>

## 2.0 Course information:

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Industrial Origins of the Digital Age</th>
</tr>
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<tbody>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course proposed by:</td>
<td>Lisa Hermsen</td>
</tr>
<tr>
<td>Effective date:</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>
### Contact hours | Maximum students/section
---|---
Classroom | 3 | 32
Lab | 
Studio | 
Other (specify) | 

2.a **Semester(s) offered** (check)

| Fall | Spring | Summer | Other |
---|---|---|---|

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.b **Student Requirements**

**Students required to take this course**: (by program and year, as appropriate)

Digital Humanities

**Students who might elect to take the course**:

Students seeking electives in English, History, Communication or New Media

3.0 **Goals of the course**

The course will:

3.1 require that students examine media forms that were in their time contested, adopted, or discarded;

3.2 provide students an overview of the complex role old or dead media continue to play in media history;

3.3 challenge students to ask questions about the nature of new media now embedded in everyday practice;

3.4 engage students in negotiations among the contentious divisions, unforeseen patterns, and thematic layers that connect the material and social aspects of media technology;
3.5 challenge students to account for the role of media in the beginnings of U.S. America’s economic status and entry into globalization.

4.0 Course description

COLA-DHSS-102 Industrial Origins of the Digital Age

The central focus of this course will be the excavation of textual, visual, and sonic materials, obsolete or emerging. The archaeological metaphor evokes both the desire to recover material traces of the past and the imperative to situate those traces in their social, cultural, and political contexts. How does the digital age imagine backwards to the Industrial Age and vice versa? Is it true that virtually everything that is being invented now for a digital age had its origins in the late nineteenth and early twentieth century industrial age? (inventions of telegraphy and telephony, electricity, photography, cinema, the automobile, the Dewey Decimal and Library of Congress classification systems, muckraking and sensationalist journalism, celebrity culture, the skyscraper, the office, the typewriter, the Brownie camera). We will take a research approach that explores moments in which both familiar and unfamiliar devices have yet to emerge as significant or disappear as curiosities. (Credit 3, offered Fall semester)

5.0 Possible resources (texts, references, computer packages, etc.)


Wolfgang Ernst, Digital Memory and the Archive (Minneapolis: U of MP, 2013)

N. Katherine Hayles, How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics (Chicago: University of Chicago, 1999)


Lev Manovich, The Language of New Media (Cambridge: MIT Press, 2001)

6.0 Topics (outline):

6.1 Introduction to “media archeology.”
6.2 Beyond the “futurology tropes”
6.3 The novelty and the crisis of new media technologies
6.3 Untimely, unborn, impossible media technologies
6.4 Assembled, consumed, processed media artifacts
6.4 Material Artifacts as Information Processing and Cultural Engineering
6.5 The Multimedia Archive (phonograph, photograph, clock, radio, television, film)
6.6 Media in Transition (and technical discontinuity--PDF, JPG, source code, software)
6.7 What happened to the library card catalogue?

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summarize the work of media archeology.</td>
<td>Participation, Online Discussion, Essay Assignment</td>
</tr>
<tr>
<td>• Explain how some media artifacts are created, preserved and emerge in cultural exchange among a public.</td>
<td>Participation, Online Discussion, Essay Assignment</td>
</tr>
<tr>
<td>• Explain how some media artifacts are imagined but never made possible by a public.</td>
<td>Participation, Online Discussion, Essay Assignment</td>
</tr>
<tr>
<td>• Analyze a media artifact using the principles of media archeology.</td>
<td>Participation, Online Discussion, Essay Assignment</td>
</tr>
<tr>
<td>• Identify a current media in a moment of transitional “crisis.”</td>
<td>Participation, Online Discussion, Essay Assignment</td>
</tr>
<tr>
<td>• Explain the continuities and discontinuities of old and new media in context of Reconstruction/Reform to Nationalization/Globalization.</td>
<td>Presentation, Essay Assignment</td>
</tr>
</tbody>
</table>
8.0 Program outcomes and/or goals supported by this course

Analyze the value of digital methods to the cultural record by thinking critically about tools, their uses, and limitations.

Assess participation in the “digital culture”: inclusion and exclusion, coercion and restriction

9.0

<table>
<thead>
<tr>
<th>General Education Learning Outcome Supported by the Course, if appropriate</th>
<th>Assessment Method</th>
</tr>
</thead>
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<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Express oneself effectively in common college-level written forms using standard American English</td>
<td></td>
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<tr>
<td>Revise and improve written products</td>
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<td>Express oneself effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)</td>
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<tr>
<td>Comprehend information accessed through reading and discussion</td>
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</tr>
<tr>
<td><strong>Intellectual Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>Review, assess, and draw conclusions about hypotheses and theories</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions</td>
</tr>
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<td>Construct logical and reasonable arguments that include anticipation of counterarguments</td>
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<td>Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information</td>
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**Ethical, Social and Global Awareness**

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<tr>
<td>Analyze similarities and differences in human experiences and consequent perspectives</td>
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<tr>
<td>Examine connections among the world’s populations</td>
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<td>Demonstrate knowledge of basic principles and concepts of one of the natural sciences</td>
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<tr>
<td>Apply methods of scientific inquiry and problem solving to contemporary issues</td>
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<tr>
<td>Perform college-level mathematical operations or apply statistical techniques</td>
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<tr>
<td>x Describe the potential and the limitations of technology</td>
<td>Participation, Online Discussion, Essay Assignment</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
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2.0 Course information:

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Ethics in the Emerging Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
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</tr>
<tr>
<td>Co-requisite(s):</td>
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<td>Course proposed by:</td>
<td>Lisa Hermsen</td>
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</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
</tr>
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2.a Semester(s) offered (check)

<table>
<thead>
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<th>Fall</th>
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<th>Summer</th>
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</tr>
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</table>

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.b Student Requirements

**Students required to take this course:**

Digital Humanities and Social Sciences

**Students who might elect to take the course:**

Students seeking electives in English, History, Communication or New Media

3.0 Goals of the course

Students will:

3.1 identify key values for working in a digital scholarly community, including standards for collaboration among diverse participants and experts;
3.2 follow standards for intellectual property, and copyright law;
3.3 practice freedom of inquiry with integrity (while respecting professional standards for evidence);
3.4 articulate the civic role for promoting access, diversity, and preservation;
3.5 use digital technologies to share knowledge and build communities;
3.6 practice constructive criticism of digital technologies and the potential for social and cultural exclusions and the creation of a homogeneous hierarchy.
4.0 Course description

**COLA-DHSS-103 Ethics in the Emerging Digital**

The course will examine various contemporary and global issues of digital citizenship and new ethical challenges raised by digital technology. The course will raise questions regarding how digital technology has changed citizenship practices: Who has access to full citizenship, and why? What responsibilities are entailed in digital citizenship? Themes may include the nature and value of digital technology; the relations between digital technologies and knowledge-making/meaning-making; the value of information privacy; the role of digital media in society and human interactions; issues arising from the life-cycle of new digital tools and data repositories; and questions broadly related to questions of accessibility, representation, and sustainability as applied to digital technologies. Topics may also include research ethics, piracy and file sharing, hacktivism, copyright and fair use, end-user license agreements, alternative news media, and participatory culture. Students will take up both broad ethical issues and specific professional codes and policy in diverse domains. (Credit 3, offered Spring semester)

5.0 Possible resources (texts, references, computer packages, etc.)


Christopher Kelly, The Fog of Freedom.


Centre for Digital Citizenship, University of Leeds: http://media.leeds.ac.uk/research/research-centres/centre-for-digital-citizenship/


Manuel Castells, Networks of Outrage and Hope: Social Movements in the Internet Age (Polity: 2012)


6.0 Topics (outline):

| 6.1 Overview: How has digital technology, including the internet, changed citizenship and scholarship practices? |
| 6.2 Introduction to research ethics |
| 6.3 Research ethics 2: IRBs and informed consent |
| 6.4 Research ethics 3: Big data, disclosure, and privacy |
| 6.5 The persuasive rhetoric of games |
| 6.6 Intellectual property, copyright, and attribution |
| 6.7 Civic engagement in the Internet age |
| 6.8 News on the Internet and the "filter effect" |
| 6.9 Digital Divides |
| 6.10 Race, gender, & representation online |
| 6.11 Sustainability & digital technologies |
| 6.12 Social media and social movements |
| 6.13 Impacts of digital technology on civic policy |
| 6.14 Contemporary Case (e.g. Anonymous & Radical Hacking) |

7.0 Intended course learning outcomes and associated assessment methods of those outcomes (please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Summarize intellectual property rights, including digital copyrights and patents.</td>
<td>Course journal or wiki entries.</td>
</tr>
<tr>
<td>Identify issues associated with online privacy.</td>
<td>Course journal or wiki entries.</td>
</tr>
<tr>
<td>Analyze professional and ethical responsibilities as members of a research community.</td>
<td>Digital scholarship project</td>
</tr>
<tr>
<td>Use methods and tools of analysis (ethical frameworks) to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Learning Outcome Supported by the Course, if appropriate</td>
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<tr>
<td><strong>Intellectual Inquiry</strong></td>
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8.0 **Program outcomes and/or goals supported by this course embedded into the course, if appropriate**

Determine the broad social, legal, and ethical questions and concerns surrounding digital media and contemporary culture.
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<tr>
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<th>Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions</th>
<th>Digital scholarship project.</th>
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<td>Digital scholarship project.</td>
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**Ethical, Social and Global Awareness**

|   | Analyze similarities and differences in human experiences and consequent perspectives |                            |
|   | Examine connections among the world's populations |                            |
| x | Identify contemporary ethical questions and relevant stakeholder positions | Digital scholarship project. Course participation and Course journal or wiki entries. |

**Scientific, Mathematical and Technological Literacy**

<p>|   | Demonstrate knowledge of basic principles and concepts of one of the natural sciences |                            |
|   | Apply methods of scientific inquiry and problem solving to contemporary issues |                            |
|   | Comprehend and evaluate mathematical and statistical information |                            |
|   | Perform college-level mathematical operations or apply statistical techniques |                            |
| x | Describe the potential and the limitations of technology | Course participation and Course journal or wiki entries. |</p>
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10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)
COLA-DHSS–377 Media Narrative

1.0 Course Designations and Approvals

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</table>

| Optional designations:                      | Is designation desired?| *Approval request date:| **Approval granted date: |
|---------------------------------------------|------------------------|------------------------|
| General Education:                          | Yes                    |                         |                         |
| Writing Intensive:                          | Yes                    |                         |                         |
| Honors                                      | No                     |                         |                         |

2.0 Course information:

<table>
<thead>
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<th>Media Narrative</th>
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<tbody>
<tr>
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<tr>
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</table>

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.b Student Requirements

**Students required to take this course:**
Digital Humanities and Social Sciences

**Students who might elect to take the course:**
Students seeking electives in English, History, Communication or New Media

3.0 Goals of the course

Students will:

3.1 identify narrative forms across media;
3.2 acquire skills in critical analysis of interactive narrative formats, including close analysis of digital and non-digital narratives.
3.3 practice crafting non-linear/interactive narratives
3.4 develop digital and non-digital collaborative projects that explore the complex relationships of narrative and interactivity in a hands-on, workshop format.
3.5 develop skills of collaborative project management.
4.0 Course description

COLA–DHSS–377 Media Narrative

The contemporary understanding of communication and narrative is quickly shifting in a world where media is ubiquitous. The "language of new media" is the thematic used in this course to discuss contemporary and historic forms of non-linear narrative. Students will explore the properties of non-linear, multi-linear, and interactive forms of narratives. This course will survey some of the possibilities, examining both traditional and new media such as oral storytelling, literature, poetry, visual arts, museum exhibits, architecture, hypertext fiction, Net Art and computer games. Writers on communication culture, gaming, television, digital aesthetics, contemporary art and film, as well as synchronic narrative will be addressed. The focus is to develop critical tools to analyze contemporary media as well as a minimal level of practical implementation. Students will produce a final media project. (Credit 3, offered Spring semester)

5.0 Possible resources (texts, references, computer packages, etc.)


Mark J. P. Wolf, Building Imaginary Worlds: The Theory and History of Subcreation (London:
Writing Samples:
Digital Storytelling (http://www.onlyrevolutions.com/)

6.0 Topics (outline):

6.1 Hypertext and Interactive Fiction
6.2 Electronic Literature
6.3 Storytelling for the Public (e.g. Podcasts)
6.4 Networked Fiction
6.5 Center for Digital Storytelling (all categories: community, education, family, health, identity and place).
6.6 Storytelling in Print and Post-Print (web writing, twitter narratives, flash fiction)
6.7 Interactive Narrative

7.0 Intended course learning outcomes and associated assessment methods of those outcomes (please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend narrative storytelling in digital linear and nonlinear formats</td>
<td>MicroBlogging</td>
</tr>
<tr>
<td>Communicate effectively using key elements of narrative across a variety of digital media and practices</td>
<td>MicroBlogging, constrained web writing, Podcast</td>
</tr>
<tr>
<td>Create narrative storytelling that is “born digital”</td>
<td>Production of a digital document using the assigned software platforms, exported in the assigned formats, and successfully uploaded, copied, exported</td>
</tr>
</tbody>
</table>
Apply critical narrative theory to the creation of creative digital writing

Production of a digital document using the assigned software platforms, exported in the assigned formats, and successfully uploaded, copied, exported

8.0 Program outcomes and/or goals supported by this course embedded into the course, if appropriate

Identify the development stages of a media project and meet the needs and priorities in each stage of the project life-cycle.

Produce a completed, functional prototype and publication, giving appropriate intellectual credit.

Identify multiple audiences, academic and nonacademic, to determine the authority of your digital work.

9.0

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**Intellectual Inquiry**

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**Ethical, Social and Global Awareness**

<p>| |</p>
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**Scientific, Mathematical and Technological Literacy**

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10.0 **Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)
COLA-DHSS 489–DHSS Capstone I

1.0 Course Designations and Approvals

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<td>Honors</td>
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2.0 Course information:

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<tr>
<td>Co-requisite(s):</td>
<td>None</td>
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<tr>
<td>Course proposed by:</td>
<td>Lisa Hermsen</td>
</tr>
<tr>
<td>Effective date:</td>
<td>Fall 2015</td>
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### Contact hours

<table>
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<th>Maximum students/section</th>
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</tr>
<tr>
<td>Studio</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
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</tr>
</tbody>
</table>

2.a **Semester(s) offered** (check)

<table>
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<th></th>
<th>Fall</th>
<th>Spring</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
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</table>

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.b **Student Requirements**

**Students required to take this course:**

Digital Humanities and Social Sciences

**Students who might elect to take the course:**

Students seeking electives in English, History, Communication or New Media

3.0 **Goals of the course**

Students will:

3.1 produce and publish online an innovative electronic project of their own design;

3.2 interrogate digital information and evidence for validity, relevance, and best practices for attribution and transparency;

3.2 develop skills of collaborative project management.
4.0 Course description

**COLA-DHSS-489 Capstone I**

This course is intended for students in the DHSS program to produce critical and creative projects that apply digital technologies to a field of inquiry in the humanities and/or social sciences, while being guided by faculty advisors. Students will acquire a client (faculty member, not-for-profit organization, or cultural heritage site) and will be supervised by the advisor as they develop the research agenda, develop the project management plan, construct all necessary IRB materials, intellectual property documents, and copyright permissions, and develop a working prototype. This course will culminate in an online publishable project and a written rationale with theoretical grounding, as well as explanation of practical decisions and applications. It is expected that the project will be somewhat novel, will extend the theoretical understanding of previous work, and go well beyond any similar projects that they might have contributed to in any of their previous courses. The 6-hour course sequence is designed to be distributed over two consecutive semesters in order to allow for long-term, in-depth development of projects. (Credit 3, offered Fall, Spring semester)

5.0 Possible resources (texts, references, computer packages, etc.)

http://dh101.humanities.ucla.edu/
http://digitalhumanitiesnow.org/
http://journalofdigitalhumanities.org/
http://www.digitalhumanities.org/dhq/

6.0 Topics (outline):

6.1 Project Proposal
6.2 Iterative Prototyping
6.3 Documenting Process
6.4 Project Progress Report
6.5 Reflexive Deliberation
6.6 “Fluid Projects”
6.7 Multiple Institutions and Different Professions

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
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<td>Identify the development stages of a media project and meet the needs and priorities in each stage of the project life-cycle.</td>
<td>Production of a digital document</td>
</tr>
<tr>
<td>Produce a completed, functional prototype and publication, giving appropriate intellectual credit.</td>
<td>Production of a digital document</td>
</tr>
<tr>
<td>Identify multiple audiences, academic and nonacademic, to determine the authority of your digital work.</td>
<td>Written statement of rationale.</td>
</tr>
</tbody>
</table>

8.0 Program outcomes and/or goals supported by this course embedded into the course, if appropriate

Integrate data from multiple sources with humanities research to invent new expression, creation, engagement.

Explore notions of production, reception, circulation, and preservation of digital scholarship.

Assess participation in the “digital culture”: inclusion and exclusion, coercion and restriction.

9.0

<table>
<thead>
<tr>
<th>General Education Learning Outcome Supported by the Course, if appropriate</th>
<th>Assessment Method</th>
</tr>
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<tbody>
<tr>
<td>Communication</td>
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<td>Express oneself effectively in common college-level written forms using standard American English</td>
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</tr>
<tr>
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<td>Digital critical creative project. Written rationale.</td>
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...
|   | Express oneself effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing) | Digital critical creative project. Written rationale. |
|---|---|
|   | Comprehend information accessed through reading and discussion |

**Intellectual Inquiry**

- Review, assess, and draw conclusions about hypotheses and theories
- Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions
- Construct logical and reasonable arguments that include anticipation of counterarguments
- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information

**Ethical, Social and Global Awareness**

- Analyze similarities and differences in human experiences and consequent perspectives
- Examine connections among the world’s populations
- Identify contemporary ethical questions and relevant stakeholder positions

**Scientific, Mathematical and Technological Literacy**

- Demonstrate knowledge of basic principles and concepts of one of the natural sciences
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<tr>
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**10.0 Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)
COLA-DHSS 489–DHSS Capstone II

1.0 Course Designations and Approvals

<table>
<thead>
<tr>
<th>Required course approvals:</th>
<th>Approval request date:</th>
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<tbody>
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<td>Prerequisite(s):</td>
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4.0 Course description

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Appendix B

From: Edward A Lincoln  
Sent: Tuesday, September 23, 2014 2:10 PM  
To: Babak Elahi  
Cc: Lisa Hermsen; James Winebrake; James G. Miller (EMCS VP); Daniel Shelley  
Subject: RE: Digital Humanities Proposal

Babak,

As requested, I am providing you with an enrollment projection for the proposed bachelors of science degree program in digital humanities and social sciences. Please incorporate this information into the final program proposal and return a copy of that proposal to us. Upon receipt and review of the full final proposal, Dr. Miller will provide a formal certification of the market analysis and enrollment projection.

1. The program will attract new students from both freshman and transfer markets with the majority of new students entering in the fall. In addition, given RIT’s recent conversion to a semester calendar, spring semester is an even more opportune time for new students to enroll, especially transfer students.

2. Most of the students will come from the Middle Atlantic States – the traditional market base for the College of Liberal Arts – with a smaller percentage coming from New England.

3. The Office of Undergraduate Admissions will work with the college to determine appropriate academic profile parameters for entering students with final authority for admission decisions resting in the Office of Undergraduate Admissions.

4. The College of Liberal Arts will work with the Office of Undergraduate Admissions to maintain and enhance RIT’s relationships with two-year schools to promote the new program and develop articulation agreements to facilitate the recruitment and enrollment of transfer students into the program. Flexibility in the application of transfer credits will be critical to enrolling those students.

5. The program will attract internal transfers from other RIT colleges, the University Studies program, as well as other programs in the College of Liberal Arts. For purposes of these projections, however, only students who are new to RIT are included in the projections.

6. The proposed BS degree program in digital humanities and social sciences presents intriguing, yet challenging possibilities to the EMCS division:
   a. The interdisciplinary nature of the program is a strength as it leverages collaboration among areas of expertise within the university not currently combined in a curricular manner. As articulated in the concept paper, the proposed program brings together seemingly disparate disciplines of humanities/social sciences and
computational/information technologies in response to growing interest on the part of social and cultural organizations for graduates with technological and humanities/social sciences skills and knowledge. Additionally, there is currently little competition for the prospective students at the undergraduate level.

b. That said, the nascent nature of the proposed program’s discipline presents a challenge when it comes to identifying prospective students who may have an interest in the proposed program, and then effectively articulating the educational and career benefits of the program to them. It is likely that there will be few students in the prospective high school student pool with the sophistication and self-awareness necessary to see the digital humanities program as a possible major and/or career path. Given that transfer students are more self-aware, more focused and more career-certain, it is likely that the transfer student market will be an important source of new student enrollment.

7. The timing of the approval process will impact our ability to market the program. Once the program has been approved and incorporated into a full marketing cycle, we project that 4 new freshmen would enroll each fall and that 4 new transfer students (2 second-year and 2 third-year) would enroll each September. Assuming that the first class of new students enters in the Fall of 2016, and applying the most recent retention rates for the College of Liberal Arts programs, it is projected that the proposed program would attract and retain the following numbers of new students over a five-year period:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>FTE</th>
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<td>2</td>
<td>0</td>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>21</td>
</tr>
</tbody>
</table>

Please let me know if you have any questions.

Ed
Edward A. Lincoln
Assistant Vice President
Enrollment Management & Career Services
Rochester Institute of Technology
60 Lomb Memorial Drive
Rochester, NY 14623
585.475.5502
585.475.5020 (fax)
ealfad@rit.edu
Appendix C
The following document outlines the potential impact on RIT Libraries of the proposed **B.S. in Digital Humanities and Social Sciences (DHSS)** program by the College of Liberal Arts.

**RECOMMENDATION**

The current library resources can support this program.

**ANALYSIS**

The library resources at the following schools were reviewed: Brigham Young University, Brock University, Carnegie Mellon University, King’s College London, Massachusetts Institute of Technology, New York University, University of Rochester, and Virginia Polytechnic Institute and State University. These schools were either identified as having relevant programs in the DHSS Program Proposal provided at the time of this analysis or are RIT benchmark schools with ties to the digital humanities field.

The proposed B.S. in Digital Humanities and Social Sciences degree will have **minimal impact** on the library’s services and collection. RIT Libraries’ collection of journals, books, and databases already supports undergraduate research for a wide variety of humanities and social science disciplines, as well as undergraduate and graduate research in computer science. This coupled with the library’s current holdings and partnerships would enable RIT Libraries to support the proposed undergraduate program.

The library currently subscribes to a standard core collection of humanities, social science, and computer science databases, books, and journals produced by professional associations and publishers. Available databases include: Arts & Humanities Full Text (ProQuest); JSTOR; IBSS: International Bibliography of the Social Sciences (ProQuest); Arts & Humanities Citation Index/Social Sciences Citation Index/Web of Science; ScienceDirect (Elsevier); Academic Search Elite (EBSCO); ProQuest Dissertations and Theses; MLA International Bibliography (ProQuest); Linguistics and Language Behavior Abstracts (ProQuest); Literature Resource Center including Literature Criticism Online (Gale); Philosopher’s Index (ProQuest); Library, Information Science & Technology Abstracts (EBSCO); ACM Digital Library; Anthropology Plus (EBSCO); and several other discipline-specific databases. In addition, the library’s
Summon discovery system allows members of the RIT community to search for library resources across disciplines, making it an ideal access point for multidisciplinary research.

During my evaluation of the aforementioned eight schools, I identified several databases that are not currently part of RIT’s subscriptions, but would directly benefit research in the field of digital humanities and social sciences. It is my recommendation that these databases be explored in the future, as they would enhance our collection of resources for this degree, as well as other relevant humanities and social science disciplines. The primary databases I identified were: Project Muse Journals Online; Humanities Source (EBSCO); America: History and Life (EBSCO); Historical Abstracts (EBSCO); History of Science, Technology, and Medicine (EBSCO); and 19th Century Masterfile (Paratext).

In addition to our database subscriptions, the library actively maintains a print collection of books in the humanities, social sciences, and computer science, which are complemented by a variety of eBook packages that contain resources relevant to the field including: ebrary; EBSCO eBooks; SpringerLink; Knovel; Credo Reference; and Gale Virtual Reference Library. The library also provides on-demand access to a large assortment of eBooks through a Patron-Driven Acquisition (PDA) system. Under this system, eBook records are added to the library’s catalog for patrons to discover, with the books only being purchased by the library upon patron use. This allows the library to greatly expand eBook access for a variety of disciplines including those relevant to digital humanities and social sciences.

Periodical articles, conference proceedings, books, and other information items not owned by RIT Libraries can usually be obtained on a timely basis through the library’s interlibrary loan and document delivery services and ConnectNY.

RIT Libraries is also a member of the Rochester Regional Library Council (RRLC). This membership allows RIT students and faculty to borrow materials at other Monroe County libraries including the area’s academic libraries through free RRLC Library access cards.

Sincerely,

[Signature]

Lara Nicosia
Liberal Arts Librarian/Liaison

cc: Shirley Bower, Director of RIT Libraries
Sheila Smokey, Manager of Acquisitions & Serials
October 5, 2014

Dr. James Winebrake
Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester NY  14623

Dear Dean Winebrake:

On behalf of the College of Science, I am pleased to offer this letter of support for the proposed B.S. degree in Digital Humanities and Social Sciences (DHSS). Our college is supporting this proposal with the understanding that the incremental resources, which will be associated with the science and math general education requirements of the degree, will be allocated to the operating budget of the College of Science.

Please let me know if you have any questions.

Sincerely yours,

Dr. Sophia Maggelakis, Dean
College of Sciences
October 8, 2014

Lisa Hermsen
Chair, Department of English
College of Liberal Arts

Dear Lisa,

I write in support of the inclusion of these courses for the new Digital Humanities and Social Sciences program proposed by the College of Liberal Arts:

COMM223 Digital Design in Communication
COMM356 Critical Practice in Social Media
COMM263 Computer Assisted Reporting
COMM461 Multiplatform Journalism

These courses will be offered by the School of Communication with sufficient frequency to allow students to select a course to complete the COLA DSSS Survey within the same time allowed for the completion of the baccalaureate degree. I understand that you anticipate a maximum of 2-4 students electing to take the courses in the first three years.

Sincerely,

Patrick M. Scanlon
Professor and Director
School of Communication
Rochester Institute of Technology
10/9/14

Dear Professor Hermsen,

I am writing in support of the inclusion of our course, Computer Crime, for the new Digital Humanities and Social Sciences program proposed by the College of Liberal Arts.

Computer Crime will be offered by the department of Criminal Justice in fall and spring semesters, and therefore will be offered with sufficient frequency to allow students to select the course to complete the COLA DSSS Survey within the same time frame allowed for the completion of the baccalaureate degree.

Sincerely,

LaVerne McQuiller Williams, JD, PhD
Chair and Associate Professor
Department of Criminal Justice
Dear Dr. Hermsen,

I write in support of the proposed degree in Digital Humanities and Social Sciences. Given the proposal’s integrated curriculum, which brings design, computing, and the humanities and social science into a coherent program for students, we in the School of Design in CIAS feel confident that we can be partners in this degree. To that end, you and I discussed a number of courses from Design that DHSS students would benefit from in their curriculum. These include Design Studio I and II, as well as some upper divisions options such as NMDE-201, 203 and 302. We support the program and will need assistance for additional resources. Given the enrollment projections we have discussed, I am confident that Design can sustain the establishment and growth of the DHSS degree.

We fully support the proposal, and look forward to working with you in implementing it.

Sincerely,

[Signature]

Peter Byrne
Professor, Administrative Chair, School of Design
College of Imaging Arts and Sciences
Rochester Institute of Technology
(585) 475-6107
pjblais@rit.edu
Dear Professor Hermsen,

I am writing in support of the inclusion of our courses for the proposed BS in Digital Humanities and Social Sciences in the College of Liberal Arts:

• **HIST-480 Global Information Age**

This course will be offered by the department every year, and therefore will be offered with sufficient frequency to allow students to select the course to complete the concentration within the same time frame allowed for the completion of the baccalaureate degree.

Sincerely,

Rebecca A.R. Edwards  
Chair, Department of History  
Rochester Institute of Technology
Dear Professor Hermsen,

I am writing in support of the inclusion of our course for the proposed BS in Digital Humanities and Social Sciences in the College of Liberal Arts:

- **HIST 324: Oral History**

This course will be offered by the department every year, and therefore will be offered with sufficient frequency to allow students to select the course to complete the concentration within the same time frame allowed for the completion of the baccalaureate degree.

Sincerely,

Rebecca A.R. Edwards  
Chair, Department of History  
Rochester Institute of Technology
Dear Professor Hermsen,

I am writing in support of the inclusion of our course for the proposed BS in Digital Humanities and Social Sciences in the College of Liberal Arts:

- **HIST-326: Doing History in a Digital World**

These course will be offered by the department every year, and therefore will be offered with sufficient frequency to allow students to select the course to complete the concentration within the same time frame allowed for the completion of the baccalaureate degree.

Sincerely,

Dr. Rebecca A.R. Edwards
Chair, Department of History
Hi Lisa,

You’ll enjoy meeting Rebecca DeRoo. She is a top notch scholar and a really collegial addition to the department. I am delighted with both of our new hires, it is so nice to be working with people who want to be part of museum studies.

I will send Rebecca a note that you have/will be contacting her re: Exhibition Design in DHSS and that I fully approve. I have never believed that the chair needs to be the intermediary between another chair and a faculty member at “first contact.”

Tina
Dear Professor Hermsen,

I am writing in support of the inclusion of our courses for the proposed BS in Digital Humanities and Social Sciences in the College of Liberal Arts:

PHIL 307 Philosophy of Technology  
PHIL 314 Philosophy of Vision and Imaging

These courses will be offered by the department with sufficient frequency to allow students to select the course to complete the concentration within the same time frame allowed for the completion of the baccalaureate degree.

Sincerely,

Timothy H. Engström

Prof. Timothy H. Engström, Chair  
Department of Philosophy  
College of Liberal Arts-3106  
R.I.T.  
92 Lomb Memorial Dr.  
Rochester, NY 14623

thegsh@rit.edu  
585-475-2457
October 16, 2014

Dear Dr. Hermsen,

I write in support of the proposed degree in Digital Humanities and Social Sciences. Given the proposal's integrated curriculum, which brings design, computing, and the humanities and social science into a coherent program for students, we in Interactive Games and Media feel confident that we can be partners in this degree. To that end, you and I discussed, specifically, IGME 581, Innovation and Invention, as a course that DHSS students would benefit from in their project-based course work.

We fully support the proposal, and look forward to working with you in implementing it.

Sincerely,

Tona Henderson, Director
School of Interactive Games and Media
November 12, 2014

Dr. Lisa Hermsen
College of Liberal Arts

Dear Lisa,

I am writing to provide my strongest support for the Digital Humanities and Social Sciences Bachelor of Science degree. This joint program will provide many benefits to both students and faculty. The collegiality and discovery that has already taken place as the inter-college team developed the proposal is an indicator of future possibilities. Graduates of the program will exemplify the left-brain/right-brain model frequently referenced by President Destler and will also represent the broadly educated graduate that RIT can produce. The program will also provide a cross-fertilization of ideas for the represented fields, no doubt resulting in groundbreaking research opportunities.

The Information Sciences and Technologies Department is excited to be part of this degree and fully commits to providing its specified courses and associated resources for the program’s students.

I look forward to our continued work together to provide the best possible opportunities for all our students.

Sincerely,

Prof. Stephen J. Zilora
Information Sciences and Technologies Department Chair
Dear Dr. Hermsen,

I write in support of the proposed degree in Digital Humanities and Social Sciences. Given the proposal’s integrated curriculum, which brings design, computing, and the humanities and social science into a coherent program for students, we in the School of Design in CIAS feel confident that we can be partners in this degree. To that end, you and I discussed a number of courses from Design that DHSS students would benefit from in their curriculum. These include New Media Design Digital Survey I and II, as well as some upper divisions options such as NMDE-201, 203 and 302. The CIAS Curriculum Committee has approved New Media Design Digital Survey I and II. We support the program and will need assistance for additional resources. Given the enrollment projections we have discussed, I am confident that Design can sustain the establishment and growth of the DHSS degree.

We fully support the proposal, and look forward to working with you in implementing it.

Sincerely,

Peter Byrne
Professor, Administrative Chair, School of Design
College of Imaging Arts and Sciences
Rochester Institute of Technology
(585) 475-6107
pjbfaa@rit.edu
ACADEMIC SUPPORT SERVICES

Sandra Johnson

To: James Winebrake  
Cc: Lisa Hermsen; Babak Elahi; Kimberly Vent

I am happy to support your proposal for Digital Humanities and Social Sciences degree, which can be supported by the division of student affairs within our current support network and resources.

Best,
Sandy

Sandra S. Johnson Ed.D  
Senior Vice President for Student Affairs  
Rochester Institute of Technology  
44 Lomb Memorial Drive  
Rochester, New York 14623  
585-475-2267
Lisa,

Thank you for asking me. After reading your proposal, I don't see the need for any incremental resources from NTID's end. I am confident, however, that this program would be attractive to deaf students. May I suggest you contact Jennifer Gravitz, chair of the NTID Dept. of Liberal Studies, Elissa Olsen, chair of our Information & Computing Studies and Ken Hoffman, chair of Visual Communication Studies, each of whom will likely be very interested in the proposal, and may be willing to offer support.

Stephen

Stephen F. Aldersley, Ed.D
Associate Vice President for Academic Affairs
RIT/NTID
585 475 6560
sfance@rit.edu
November 11, 2014

To Whom It May Concern:

The College of Liberal Arts Office of Student Services will provide academic support and advising to students enrolled in the Digital Humanities and Social Sciences (DHSS) Bachelor of Science degree program. CLA Students Services has 11 staff members including five professional academic advisors. The academic advisors are well equipped to advise students in the DHSS program and will collaborate with advisors in GCCIS, CIAS, and the Academic Support Center to fully meet the academic needs of students enrolled in this program. Every student will be assigned a professional academic advisor from CLA Student Services to assist with class scheduling, course planning, and academic support issues. In addition, every student will also be assigned a faculty advisor to support their professional goals and interests.

The professional academic advisors in COLA are Marcia Beattie, Lawrence Contero, Sheila Oakden, Kristen Simmons, and Tammi Wickson.

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

Sincerely,

[Signature]

John S. Smithfield
Assistant Dean and Director of Student Services
College of Liberal Arts
(585) 475-2440
November 13th, 2014

Re: New B.S. degree in Digital Humanities and Social Science (DHSS)

Members of the Inter-College Curriculum Committee,

The Undergraduate Curriculum Committee of the College of Imaging Arts & Sciences has reviewed and approved all of the CIAS courses involved in the new degree B.S. in Digital Humanities and Social Sciences (DHSS). The committee also reviewed the entire degree proposal, and found no apparent problems in the content or structure of the curriculum.

Best,

Robin Cass
Chair, CIAS Undergraduate Curriculum Committee
Associate Dean of Undergraduate Studies, CIAS
November 12, 2014

Dr. James Winebrake
Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester NY 14623

Dear Dean Winebrake:

On behalf of the College of Imaging Arts and Sciences, I am pleased to offer this letter of support for the proposed B.S. degree in Digital Humanities and Social Sciences (DHSS). This proposal represents a significant opportunity to bring together disciplines in the liberal arts with disciplines in our college to create a new, interdisciplinary degree at RIT that I believe will be quite attractive to new students.

As you know, I have been a supporter of our collaborative efforts to integrate the humanities and social sciences with disciplines in my college, and I look forward to expanding these efforts through the DHSS degree as described in the proposal. In particular, I am excited to know that many of our departments (particularly our School of Design) will have an important part to play in curricular development and oversight. I am also aware of resource issues and am supportive of the budget model as reflected in the proposal.

Once again, I am pleased to express my support for this degree. Please let me know if you have any questions.

Sincerely yours,

Dr. Lorraine Justice, Dean
College of Imaging Arts and Sciences
November 17, 2014

Dr. Dawn Hollenbeck,
Chair, Inter-College Curriculum Committee

This memo is to inform you that the proposal for a *BS in Digital Humanities and Social Sciences* was reviewed and approved by the *GCCIS Curriculum Committee* in November 13, 2014. The required “confirming recommendation” from all GCCIS faculty has shown approximately 80% support for the program. Thus, the recommendation from the Dean to ICC conforms to RIT’s new policy.

There have been no significant concerns and there has been very strong support for this new cross-college program.

Sincerely,

Michael Yacci, PhD
Chair, GCCIS Curriculum Committee
Professor and Associate Dean for Academic Affairs
Golisano College of Computing and Information Sciences
Rochester Institute of Technology
November 18, 2014

Dr. Dawn Hollenbeck,
Chair, Inter-College Curriculum Committee

Please consider this as my support and recommendation for the proposed BS in *Digital Humanities and Social Sciences*. The program is one of several that are both innovative and collaborative efforts across multiple colleges at RIT.

The program has been reviewed internally by our curriculum bodies, and has also received a confirming recommendation by GCCIS faculty.

We look forward to working with our colleagues to make this new program a success.

Sincerely,

Andrew Sears, PhD
Professor and Dean
Golisano College of Computing and Information Sciences
Rochester Institute of Technology
November 11, 2014

Dr. Dawn Hollenbeck
Associate Professor and Chair
Inter-College Curriculum Committee
College of Science

Dear Dr. Hollenbeck,

I write to transmit to the Intercollege Curriculum Committee two degree program proposals from the College of Liberal Arts: Digital Humanities and Social Sciences, and Environmental Studies. Both of these proposals have been recommended for approval by our College Curriculum Committee, and have received a confirming recommendation from our faculty. Both programs successfully sustain and honor RIT’s existing mission, vision, and values, while also helping RIT evolve its academic portfolio. Environmental Studies helps broaden sustainability more formally towards social sustainability, and potentially expands the diversity of students in environmental programs at our university. Digital Humanities and Social Sciences successfully identify key synergies and integrate these into a coherent program of study.

To speak more specifically to the curriculum, I am hopeful that you will find, as I have, that both programs take advantage of existing course work, partnerships, and connections to create programs that will be seamlessly deployable. This leveraging of existing curricular efforts translates directly into the leveraging of existing resources. As you will note, aside from one projected new hire in Environmental Studies at the Assistant Professor level the programs can be established with little in the way of new resources.

If you have questions or concerns, do not hesitate to contact me or my colleagues in the college involved in these efforts: Associate Dean Babak Elahi, Dr. Lisa Hermsen, and Dr. Franz Foltz, all of whom are copied.

Thank you and I look forward to hearing from your committee.

Sincerely,

James J. Winebrake, Ph.D.
Dean, College of Liberal Arts

Cc: Babak Elahi, Franz Foltz, Lisa Hermsen
Appendix D
November 14, 2014

Jamie Winebrake
Dean
College of Liberal Arts
Rochester Institute of Technology

Dear Jaime:

I’m very pleased to provide this letter of support for the proposed Bachelor of Science degree in Digital Humanities and Social Sciences.

My assessment is that the academic program as described will provide graduates excellent preparation for a variety of career opportunities including further graduate study. In particular, I would like to acknowledge the importance of the interdisciplinary nature of the program and the specific combination of information sciences and technologies with the liberal arts as key to the future success of the program’s graduates.

Let me add that while I support the proposal’s co-op requirement in principle, I would like to further review co-op availability and work with you to determine whether unpaid internships or research experiences can replace the co-op requirement as appropriate to student career interests and consistent with the university’s 2015-25 strategic plan.

I will commit what resources I have available in my area to support the career development and job search needs of students and graduates of the proposed program and look forward to working with you and your College leadership team as the proposal advances.

Best regards,

[Signature]

Emanuel Contomanolis, PhD
Senior Associate Vice President and Director
Dear Professor Hermsen:

I am writing in support of the proposed undergraduate degree program in Digital Humanities and Social Sciences (DHSS) at the College of Liberal Arts at Rochester Institute of Technology. As the current the Director of the Communication, Rhetoric and Digital Media (CRDM) Ph.D. program at North Carolina State University I believe there is a need of more degrees and programs which focus specifically on digital media and digital humanities. The proposed program in Digital Humanities is unique because of its project-based courses and interdisciplinary focus. I am sure the graduates of this program will appeal to many different types of organizations.

The graduates of our PhD program in Communication, Rhetoric and Digital Media have almost 100% placement in the job marked, which indicates that there is a strong need of professionals with similar interdisciplinary social scientific and humanistic skills. Our graduates have been highly sought after, some even prior to graduation. I would expect the same to be true for graduates of this program. The need for students who have a background in understanding, analyzing, designing and implementing digital technologies is vastly increasing. As there are few programs specializing in this area at the undergraduate level, I would expect that the job market for graduates of the program to be strong for many years to come. All graduates should, of course, expect to continually acquire new knowledge of theory and methods.

Graduates of this program would be sought after candidates for advanced degrees in various fields of communication and journalism, as well as public humanities. In addition, they would be sought after by large IT companies like Google, Facebook, Microsoft, Yahoo, etc., but also by smaller entities looking to hire people with experience in designing and implementing rich content web sites, crowd sourcing applications, and geoinformation systems. While there are advanced degrees like the CRDM
program in this area, the skillset provided by an undergraduate program is appropriate for employment in smaller units like archives, research libraries, and other cultural heritage sites.

Furthermore, these students would be more equipped to enter advanced degree programs in digital media, such as the CRDM program and the MS/PhD program in Digital Media at Georgia Tech University. These graduate degree programs analyze the social, cultural, and political dimensions of information technologies, new communication media, and digital texts. Programs like ours are quite competitive. Long-term career advancement generally lies in communication and collaborative skills, with an added value in sound technical training. Graduates of RIT’s DHSS program can expect to participate in that advancement.

The program structure does an excellent job of creating a number of coherent curricular paths by drawing on a wide range of existing analytical and technical courses. I offer my strong support for this addition to your curriculum and wish you success.

Sincerely,

Adriana de Souza e Silva, PhD
Associate Professor of Communication
Director: Communication, Rhetoric and Digital Media (CRDM) PhD Program
North Carolina State University
Dear Professor Hermsen:

I have reviewed with great interest the proposal for a major in Digital Humanities and Social Sciences, shared with me by your colleague, Trent Hergenrader. This is an exemplary initiative (not to mention one of the best-written program proposals I’ve seen) that should contribute appreciably to the mission of the Institute. I agree the program would be both a source of attraction to prospective students, and perhaps even more significantly, a contributor to retention. You will know better than I how many students at your institution begin with a well-defined focus on some scientific or technical discipline, then urgently discover an inner philosopher, historian, or artist. We used to see a fair number of these people at Georgia Tech, where I taught in the early 1990s. A major like DHSS will give students with this sort of elliptical trajectory both a reason to stay at RIT, with a very successful future once they leave.

You have asked particularly “whether there would be opportunities for someone from this program to advance professionally over the next five years. Would you expect graduates to be candidates for an advanced degree after graduation?” There are good reasons to answer yes. A number of high-quality graduate programs are now ready to accept students with the skills and experiences described in your proposal. The Information Design and Technology program at Georgia Tech would certainly be one. Its graduates have been notably successful in information design, management of communication, and entrepreneurship. The University of California at Santa Cruz has developed a world-leading program in Games and Playable Media, which would also be an inviting destination for some of your graduates. For those with more conventional academic focus (and a requisite specialization in film and media theory), the Media Studies program at SUNY Buffalo would be a viable option, as would the specialization in Media, Cinema, and Digital Studies (MCDS) in my own department.
I would make only one critical observation, and it is not aimed at your proposal so much as the current state of academia. Programs like my own, belonging to a department still mainly defined by literary studies, are not ideally prepared to appreciate or benefit from the excellent technical preparation your students will receive. Georgia Tech, UCSC, USC, MIT, and others obviously differ in this respect; and perhaps my own program will become increasingly out of step with the mainstream if the push toward digital humanism results in more technically adept graduates throughout the country. While I think we would welcome applicants from RIT for our MCDS graduate program, I worry that we would struggle to support the advanced projects they might want to pursue. This is both a matter of infrastructure and faculty expertise.

As I say, though, this observation does not diminish the value of your proposal. RIT has the chance to take a strong leadership role here. There will be voices in less advanced institutions (hopefully younger voices, eventually) arguing for recognition and emulation of your efforts. This major makes sense for RIT, and should ultimately make a difference for the humanities and social sciences more broadly.

I wish you every success with approval and implementation.

Sincerely Yours,

[Signature]

Stuart Moulthrop
Professor of English
Dear Professor Foster,

As a professor that has been teaching for six-and-a-half years at an institution that possesses a strong liberal arts core curriculum as well as a focus on learning and applying technical skills in the area of computer animation, I fully support the implementation of a new Digital Humanities and Social Science program at the Rochester Institute of Technology. This new program will ensure that each student has the ability to independently (or as part of a team) evaluate new situations and then effectively implement what they have learned, in new and innovative ways.

In the Art Department at Villa Maria College, we have strived toward balancing the practical and technical skills necessary to prepare students for employment in their field as well as the analytical/problems-solving skills that are necessary to successfully apply those practical skills within the framework of unique real-world work environments. We aim for both depth and breadth in our curriculum within the context of a student-centric learning environment. In addition to the required liberal arts core, which spans across all majors, we also ask each student to choose a specialization within their field during their junior year. Students can then apply what they have learned from their courses in the humanities to the specialized, technical courses within their discipline. To balance the load of studio versus lecture courses, students also continue to take at least one to two liberal arts lecture courses per semester, until they graduate.

As an argument for the implementation of a strong foundation in the humanities/social sciences, I think it is imperative that we teach our students how to do more than just formulate answers based upon memorized information. To be truly original in thought, they must first understand how to devise the questions that need to be answered in the first place. They must be required to learn specific information, yet they also need the freedom to explore subjects in ways that have been not previously examined. Only then can they begin to create new, off-the-grid ideas, data and techniques. Their foundation in the humanities and social sciences and all that it has to offer, will furnish them with the skills necessary to work individually or more often as a team, to successfully navigate from research to final implementation.

Without study in the humanities it will be a challenge for even our brightest of students to move beyond
foundational levels of learning such as the acquisition of knowledge and comprehension. They need to be taught how to problem-solve, analyze, evaluate, and then to synthesize what they have learned by deriving new and unique solutions to problems. Fragments of these skills may be intuitive, however they need to be developed and built upon within the structure of the classroom.

In my experience I have found that students respond most quickly when given the most amount of support. However, I have also found that they respond the most originally and successfully, when they are supplied with the tools that will allow them to build their own self-support. As a student moves into their junior and senior years, they should begin to think strategically and pro-actively, finding solutions independently, or with some assistance from their professors. At this time, the roles should be slightly shifted. Rather than constantly falling back on the faculty for answers, students should spend more of their efforts on self-guided activities, with regular check-points that are agreed upon with their faculty member. Having a foundation in the humanities will allow students to adjust to this new level of expectation.

Within the areas of computer animation and digital entertainment, foundational communication skills are absolutely crucial. Professionals are expected to understand multiple software packages and technology. Yet they are also held accountable for engaging in impeccable written and verbal communication whether in the form of an email, face-to-face meeting, conference call, or within the project itself. They are expected to act with the utmost of professionalism and poise. At the same time, they must also possess the crucial quality of likeability. People must want to work with them. Likeability is a quality that is typically left up to chance in higher education. Either you are... or you are not. We may remark that a student works very hard and earns excellent grades, yet his fellow classmates do not choose to work with him or her. However, I find that likeability can be a learned life skill. I feel strongly that we can teach our students this and other soft skills by teaching them how to be excellent communicators. This can take place very effectively right in the classroom, and can be tied to the syllabi of each and every course. Communication, professionalism and likeability go hand in hand. If you have been taught how to debate and/or critique in a respectful, thoughtful way, you are already on your way. Having an attractive resume, cover letter, and demo reel may get you hired, however it’s the above-listed skills that will give you staying power in your industry of choice.

Other areas that I support in your new Digital Humanities program are the cooperative education, team project-based lab courses and capstone course. These are all areas that are emphasized in our BFA in Animation program at Villa Maria College. It is in the cooperative education that students can gain real-world experience. It allows them to gauge how their current skill set aligns with what is expected in a real studio environment. If it is done early enough in a student’s education, it can also allow them time to come up with a strategic plan for how they will improve their skill set upon returning from their coop experience. Lastly, it is the team project-based lab courses that teach our students how to schedule, plan, communicate, delegate, problem-solve, compromise, and then finally create a project in a way that is completely aligned with what they can expect after graduation. It is in the capstone course that they can showcase their highest levels of learning in a completely new and innovative way.

Additionally at Villa, we have built enough general elective courses into our curriculum to allow students to potentially minor in an area of their choice. This minor could be in the visual arts, however it could also be in the area of music, creative writing, or even psychology. We encourage students not to see non-major courses as a requirement, but rather an opportunity to broaden their knowledge-base and world view.

I also support your outcome of familiarizing the students with various computational approaches
including informational visualization, web design, markup and social networking software. This is an outcome that we do not formally call attention to in our curriculum but that is still embedded within many of our courses. To give one example, students are required to maintain weekly blogs outlining their research, progress, and how they have addressed challenges along the way. They are asked to discuss their solutions in detail. Each blog entry must include a minimum of text, as well as at least one image or web link. All text must also be proof-read and maintain a sense of professionalism.

Next, I support your assertion that this program will improve retention. Some students can be overwhelmed by a purely technical program and may see no other alternative than transferring to another institution, despite the fact that the institution may have offerings that they could introduce to the student. Having these alternatives in place from the very beginning, allows for a much smoother transition, when and if they feel the need to change majors. Just as important, you must have strong, well-informed academic advisors in place who regularly meet with and communicate these options to each student.

In conclusion, I believe that this program will be well-received by both traditional as well as non-traditional students who are looking for a major that will shape them into versatile individuals who have the ability to quickly and seamlessly change roles in the work environment, yet it will also equip them with the attractive, specialized, “resume bullets” that recruiters are seeking from new graduates.

I wish you success with this new curriculum. I have no doubt that it will be met with quick and confident approval.

Best Regards,

Sarah Hanson
To Whom It May Concern:

It is a pleasure to write a letter in support of RIT’s Digital Humanities and Social Sciences Program Proposal. As you may know, I spent fifteen years as a professor at RIT and know well its many programmatic strengths in and beyond the College of Liberal Arts. More recently, I became the director of the Library Company of Philadelphia, a major research library founded by Ben Franklin in 1731. Although I worked on the DH initiative at RIT, I now have a “real world” perspective on the program’s curricular strengths as well as the career opportunities awaiting its graduates. Indeed, as the head of the nation’s oldest cultural institution (a place that must maintain its profile by deepening its digital footprint and outreach), I know that RIT’s DH majors offer a valuable array of computing and technical skills that will distinguish them from other liberal arts college graduates. Archives, libraries and museums operate in a world where digitization, mobile technology, and computing are a part of the day-to-day environment. Yet relatively few graduates from even the best information studies and library science programs have the combination of technical and humanities skills promised by RIT's DHSS program. For that reason and more, I offer my unqualified support.

Let me offer a more detailed summary of my support. For the RIT program has two key characteristics that will distinguish its graduates in the ever-shifting technological landscape occupied by libraries, research archives, museums and cultural heritage spaces. First, RIT’s DHSS graduates will have foundational digital as well as critical thinking and interpretive skills. As many cultural institutions have discovered in recent years, it is vital to have staff members who can build and maintain websites and work competently and efficiently with online resources. In a time of tight budgets, anyone with these value-added skills will be an attractive job candidate. More importantly, digital-savvy staffing helps libraries, historic sites, and museums remain competitive in the world of public and private funding. Indeed, because many funding agencies (from the NEH to the Mellon Foundation) are putting increasing resources behind digital humanities projects, it is necessary to have staff members who can facilitate them. At the Library Company, we have only one person on our staff who could be classified as a digital specialist -- and yet we have an increasing number of digital projects that must be completed in the near future. For instance, we recently received a major foundation grant in the field of disability studies that won praise for its proposed emphasis on using social media and digital portals to connect with new audiences. We also received generous
private funding to create an online research archive and exhibit of over 1,000 nineteenth century photographs of the Philadelphia and New Jersey areas. While both projects are important, they are taxing our DH capabilities. Having a roster of interns, staff members and curators who have DH competencies would provide critical support to the Library Company. For that reason, building our digital staff capacity has become one of my main priorities here.

Having talked with leaders at a number of Philadelphia cultural institutions, I know that I am not alone in this endeavor. The 32-member Philadelphia Area Consortium of Special Collections Libraries (PACSL) has identified as a "key priority... "digitization programs that will build on systematic assessment of the preservation, processing, and other access needs of members’ holdings.” This translates into a region-wide emphasis on building digital capacity. In fact, several PASCAL members have emphasized the role digital technologies will play in the next five to ten years. At the College of Physicians – the oldest professional medical archive in the country – curators and staff members are spending increasing time on digital projects, from making archival material available online to providing digital support to K-12 teachers and students working on medical history projects. At the Historical Society of Pennsylvania, digitization projects, streaming video, and digitally-enhanced lesson plans for K-12 teachers have become an important part of that library's evolving identity as an information center for teachers, scholars and the informed public. And no institution has been more forthright about embracing the digital future than the Free Library of Philadelphia (one of the nation’s largest public libraries, with 54 branches citywide, including three larger regional libraries and the Library for the Blind and Physically Handicapped). The Free Library deliberately crafted a new mission statement that, among other things, calls for “an increased virtual presence and ability to deliver services and programming digitally” over the next several years. According to the strategic plan, one of the keys to delivering on this promise is finding "talent" able to work in the digital realm. "Our staff,” the document notes forthrightly, "will have to be masters of new technologies, new services and new programming.”

These regional trends mirror national ones. As the New York Times recently reported, museums and libraries are experimenting with a range of new digital technologies to enhance visitor experiences and bolster their own digital presence (see “Museums Morph Digitally” from the October 23, 2014 edition). From augmented reality that provide new perspectives on historical archives to new digital tools that allow museum visitors to explore exhibitions on their own terms, the library of the future is taking shape right before our eyes. The American Alliance of Museums agreed with this assessment, noting in a study of well over 500 cultural institutions that a steadily increasing number of museums are turning towards mobile apps to enhance visitor experiences. (See http://www.museumsmobile.com/wp-content/uploads/2013/07/MMSurvey-2013-report-V2.pdf). Little wonder that many libraries and museums continue to dedicate resources to data aggregation, digitization, and online community-building. Little wonder too that graduates of
RIT’s DHSS program would find many opportunities for employment now and in the future.

A second strength of RIT’s program is its project-based curriculum. This simulates the types of activities library and museum staffs undertake on a daily basis. At the Library Company, small teams of curators and librarians constantly work together on projects, especially those with digital foundations. At the moment, one group is working on a major digitization project in the history of medicine, which will make many of our unique resources in this field available through online vendors. Another group is working on an interactive digital project in African American family history that provides both scholars and students access to rare black history archives. In both cases, we have had to hire or use outside staff resources to finish the project. Having staff members with practical project experience, as well as expertise in digital technology, would help us complete such projects sooner – and it would help us use valuable financial resources elsewhere.

In this regard, I feel privileged to offer a tangible example of the difference one RIT student made at The Library Company. This past summer, I hired as a paid intern a former student of mine who was majoring in imaging science but had a deep interest in history and literature. Last year (my last at RIT), he expressed interest in working at a cultural institution. I jumped at the change to utilize his talents at the Library Company. He ended working on a succession of specific projects: he converted analog audio/visual files (including old TV interviews with our staff and guest scholars) to quality digital ones that could be stored and streamed online; he helped staff study future storage needs of scanned images (a looming problem for archives); and he digitized portions of a famous journal by a signer of the Declaration of Independence. He also attended Philadelphia area DH conferences with members of our staff, helping them navigate some of the new technologies that are currently being considered by archives, historic sites, and museums (for instance, he was the only person on our staff of over two dozen people who had ever used Google Glass, a recording and streaming technology that some museums have begun experimenting with). Significantly, no digital or technical project scared or overwhelmed this intern – he was comfortable working on variety of specific, goal-oriented projects that had technical as well as interpretive requirements. He received the highest reviews from his direct supervisors. And he convinced others that we must now hire interns and staff members who have similar digital and technical competencies in the future.

As you can see, I believe that RIT’s DHSS program has the ability to become a national leader in the field. At a time when many schools still emphasize a traditional brand of interdisciplinary work, RIT provides DHSS undergraduates with something new: technical as well as interpretative skills. When many library and information schools offer discipline-specific training to graduate students (emphasizing theoretical research that might inform academic debates about libraries and museums), RIT’s program focuses on undergraduates who will have specific skills geared towards the emerging needs of libraries and museums. And
when many institutions are trying to hold on to the past, RIT is embracing the future – a future that museums and libraries must embrace too. As the American Alliance of Museums has noted, there has been more change at cultural institutions in the last decade than in the previous one hundred years. And change, wrought by digital disruption and experimentation, will continue to be the order of the day over the next several years. That means that RIT’s graduates, whether they go into the job market or off to graduate school, will be well-placed to become leaders in the making of the twenty first century archive, library, museum and/or historic site. In fact, the DHSS program has the chance to become a leader not only in Rochester but nationally.

Please contact me with any questions.

Sincerely,

Richard S. Newman
Edwin Wolf 2nd Director
The Library Company of Philadelphia
October 28, 2014

To Whom It May Concern:

Thank you for this opportunity to share my experience and evaluate this extraordinary proposal. The RIT Digital Humanities and Social Sciences Program will cultivate graduates that will meet the need to help cultural institutions remain relevant in an ever growing digital world.

The great value of digital methods for sharing and cultivating information was impressed upon me as early as 1989 when I took my first digital graphic design class at the high school level. At the time it was a bit of a novelty for students to learn Photoshop, Adobe Illustrator, and scanning. This four year experiment grew into a strong program that was unlike anything in our region of New York State, and likely beyond. This experience provided me with a unique interest and ability to visualize the use of technology in the humanities. During my college years I continued my training taking digital design courses in conjunction with my history curriculum. Upon graduation I was fortunate to be hired by the historically innovative Franklin’s Library Company of Philadelphia in 1997 as a library assistant. I was encouraged to experiment and innovate with the institution’s fledgling website and we launched our first online exhibition in 1999. This marked the beginning of a digital humanities initiative that has continued to grow over the past 17 years, forging my ultimate position as IT Manager.

Staff commitment to expand our technical knowledge, with the financial support of the Library Company, was a key component to establishing a digital footprint. With very few programs available, up until the last few years that offered an interdisciplinary major combining technology and liberal arts, careers in the digital humanities have been cobbled together by visionary staff at GLAM (Galleries, Libraries, Archives, & Museums) institutions. Personally, I completed a certification program at Moore College of Art and Design in Digital Arts for Print and Web along with additional classes over the past fifteen years on XML, HTML5, XHTML, XSLT, CSS3, PHP, EAD, DACS, UX, Drupal, WordPress, Joomla, video and audio production, digital forensics, and digital preservation – to name a few.

The establishment of an undergraduate program for Digital Humanities and Social Sciences that incorporates all of the facets we as GLAM staff have had to piece together over decades is of great value. A graduate of such a program would be an incredible asset to an institution such as the Library Company of Philadelphia. Their value would be enhanced with the addition of graduate degrees in library and information science, archival studies, museum studies, and education.

Within the first five years a graduate of this program will likely find opportunities and career growth in a wide range of cultural institutions. My experience has been primarily in the special collections library arena. A new
tradition of librarianship is emerging that combines library skills with innovative technologies. This has resulted in the creation of new career roles at institutions best known for their physical collections that include Innovation Librarian, Director of New Media, and Director of Instructional Technology.

The proposed program is well-rounded and fundamentally sound. I am particularly happy to see the inclusion of digital preservation as part of the coursework. This would be fortified with training in digital forensics for recovery and strategic planning for project sustainability.

This proposed undergraduate program is emerging at a time when technologies have progressed faster than institutions can train staff, outsourcing has become financially prohibitive, and the need to be relevant in a digital world to survive is paramount. Thank you for the time and expertise you have put into planning this program.

Sincerely,

Nicole H. Scalessa
*IT Manager*
The Library Company of Philadelphia
nscalessa@librarycompany.org
215-546-3181 Ext. 144
Appendix F
E. CECILIA OVESDOTTER ALM, PH. D.
http://tinyurl.com/ceciliaoalm
coagla@rit.edu
(585) 475-7327, (315) 521-9513
06-2110, English Dpt., Rochester Institute of Technology, 92 Lomb Memorial Dr., Rochester, NY 14623

EDUCATION:

2003-2008 Ph.D. in Linguistics, University of Illinois, awarded in May 2008
• Dissertation title: Affect in Text and Speech
• Dissertation advisor: Richard Sproat
• Dissertation committee: Dan Roth, Roxana Girju, Xavier Llorà, Chilin Shih
• Dissertation subfields: Computational linguistics, HCI, fuzzy semantics
• Abstract: http://linguistlist.org/pubs/diss/browse-diss-action.cfm?DissID=24580

2000-2002 M.A. in Linguistics, University of Illinois, awarded in May 2002
• Qualifying exams: computational linguistics, sociolinguistics, syntax, phonology

1995-2000 University Studies, Universität Wien, Vienna, Austria
• Additional coursework at the Institute for Translation Studies

1999-2000 Study Abroad, University of Illinois (awarded by Universität Wien, Austria)
Spring 1999 Visiting student, University of Pittsburgh (recognition on Dean's List)

OTHER RELEVANT EDUCATION:
2008 (awarded) Certificate in Technology-Enhanced Teaching
2008 (awarded) Graduate Teacher Certificate
2007 (awarded) Certificate of Advanced Study in Language and Speech Processing
2007 (awarded) Certificate of Graduate Specialization in Computational Science and Engineering

PROFESSIONAL EXPERIENCE:
2012 Fall - Assistant Professor, Department of English, Rochester Institute of Technology
2010-2012 Visiting Assistant Professor, Department of English, Rochester Institute of Technology
2008-2010 Lecturer in Swedish, Department of German Studies, Cornell University
Spring 2008 Teaching Assistant for Linguistics, University of Illinois
2007-2008 Research Assistant, Dr. Anna Stenport, University of Illinois
Summer 2007 Teaching Assistant for Swedish, University of Illinois
2004-2007 Research Assistant, Dr. Richard Sproat, University of Illinois
2003-2004 Graduate Assistant, Appl. Techn. for Learn. in the Arts and Sciences, Univ. of Illinois
2002-2003 University Instructor, Universidad San Francisco de Quito, Ecuador
Summer 2001 Research Assistant, Dr. Braj B. Kachru, University of Illinois
2000-2001 Teaching Assistant for Linguistics, Swedish, German, University of Illinois

GRANTS & OTHER FUNDING GRANTED: (notification date, grant/project title, amount, source)
Sept. 2014 PI, 2014 Distinguished Computational Linguistics Lecture with Dr. Dan Roth ($1,705), COLA special events funding. (Matched: $1705 from Golisano PhD unit.)
Oct. 2013 Co-PI, with Q. Yu (PI), & R. Proaño. Mining heterogeneous, complex, and evolving electronic health records for early dementia detection. ($44,500). Kodak Endowed Chair Fund’s Health IT Strategic Initiative, RIT.

Oct. 2013 Co-PI, with L. Wang (PI), R. Bailey, & J. Geigl. Sensor fusion for cognitive load and stress monitoring and detection. ($42,000). Kodak Endowed Chair Fund’s Health IT Strategic Initiative, RIT.

Oct. 2013 Co-PI, with C. Homan (PI), & M. Long. A social-computational understanding of the Werther effect. ($50,000). Kodak Endowed Chair Fund’s Health IT Strategic Initiative, RIT.


July 2013 PI, with T. Engström, Workshop (for graduate education week). ($2,800). Office of the Dean for Graduate Studies [Continued].

Feb. 2013 Co-PI, with T. Worrell, E. Rantanen. Communication between medical professionals and patients with time constraints and unreliable information: Objective measurement and modeling. ($8,000 total; $3,000 Alm). COLA SRDP: Junior-Senior Researcher Collaborative Initiative.


June 2012 Student K. Womack conference attendance and travel. ($1000, COLA, $1000, NTID).

June 2012 Two undergraduate researchers funded by grant of Drs. A. Haake P. Shi, & J. Pelz, RIT.

May 2012 PI, with A. Haake, & T. Engström. A transdisciplinary modular boot camp about knowledge representation. ($8,000). Innovation in Graduate Education—Strategic Seed Grant, with COLA Matching Funds, RIT.

Mar. 2012 Co-PI, with T. Worrell, & E. Rantanen. Patient-physician communications: Measurement and modeling of a critical healthcare issue ($9,000 total; $3000 Alm), COLA Faculty Development Grant, RIT.


Nov 2011 Space proposal for language science research, ($0), College of Liberal Arts, RIT.

Oct/Aug 2011 Three undergraduate researchers funded by grant of Drs. A. Haake, P. Shi, & J. Pelz, RIT.

Oct/Jul 2011 PI. 2012 symposium commemorating August Strindberg: Author, visual artist, & playwright ($5,150), Swedish Institute, ($600) co-support by College of Liberal Arts, RIT.

May 2011 UG research co-op for W. McCoy funded by grant of Drs. A. Haake, P. Shih, & J. Pelz, RIT


Jan. 2011 PI. A pilot study for tackling mental wellness through computational natural language modeling, ($5,000), Sponsored Research Services, Rochester Institute of Technology

Dec. 2010 With Richard Santana, course offering support ($10,500), Swedish Institute, Sweden

Dec. 2010 PI. Support for short stay in Sweden: course development (~$1,429), Swedish Institute, SE

Feb. 2010 PI. Conference sponsorship ($260), Department of German Studies, Cornell University
Dec. 2009  
Travel Grant. ($1,269), NRC-funded (ED), Inst. European Studies, Cornell University

Nov. 2009  
Donation to program. Gift to support cultural programs and efforts that benefit the students ($1,000), Brooks Family Foundation, Ithaca.

Nov. 2009  
PI. Support for purchasing teaching materials (~$183), Swedish Institute, Sweden

Jun. 2009  
PI. Co-sponsorship for symposium on Sweden & Scandinavia in their international contexts ($800+$200 hosting waiver equivalent), Inst. European Studies, Dept. of German Studies

Apr. 2009  
PI. Guest lecturer funds for symposium on Sweden & Scandinavia in their Eu./int’l. contexts ($1,250), Swedish Institute, Sweden

Feb. 2009  
Donation to program. Gift to support cultural programs and efforts that benefit the students ($1,000), Brooks Family Foundation, Ithaca.

Dec. 2008  
PI. Development of Web Audio Lab oral study materials for introductory Swedish ($1,210), Consortium for Language Teaching and Learning, Cornell University

Dec. 2008  
PI. Novel textbook and multimedia workbook materials for introductory Swedish ($3,496), Consortium for Language Teaching and Learning, Cornell University

Dec. 2008  
PI. Faculty Research Grant: The Image of the Viking in the 21st Century ($1,000), Inst. European Studies, Cornell University

Dec. 2008  
PI. Language Instruction Travel Grant: Attendance at the AAAL/SASS 09 Conferences ($700), Inst. European Studies, Cornell University

Nov. 2008  
PI. Support for course development within the Cornell Swedish language program, (SEK 65,000 or $7,863.59), Swedish Institute, Sweden

Sept. 2008  
PI. Funds for field trip (Swedish, Fall 2008) ($836), Department of German Studies, Inst. European Studies, Cornell University

Summer 2008  
PI. Support for purchasing teaching materials for Swedish instruction at Cornell University, (~$440), Swedish Institute, Sweden

2005-2006  
Travel Grant. Graduate College Conference Travel Grants
University of Illinois (Fall 2006, Fall 2005)

RECOGNITION AND AWARDS:
April 2013  
Approved to chair MS thesis committees, Computer Science, RIT.

Winter 2013-  
Extended Faculty, Ph.D. Program in Computing and Information Sciences, RIT.

Fall 2011 -  
Faculty, Multidisciplinary Vision Research Laboratory, RIT.

Summer 2007  
Chin W. Kim Student Research Award, Dept. of Linguistics, UIUC.

2000-2007  
Campus-level teaching recognition for every course taught as main instructor at Univ. of Illinois (UC) based on student evaluations (Summer 2007, Fall 2001, Spring 2001, Fall 2000

COURSES OFFERED AT RIT
Courses that I will regularly teach in the next years are marked with an asterisk, or two asterisks if a graduate student section is also offered.

Computational Linguistics/Human Language Technology
**Advanced Topic in Computational Linguistics [In the future]
**Introduction to Natural Language Processing [Fall 2014-1, Fall 2013-1, Spring 2011-3]
Independent Study: Subjectivity Analysis of Textual News [Summer 2010-4]

Language Science
*Introduction to Language Science [Fall 2014-1, Fall 2013-1, Fall 2012-1, Fall 2011-1, Winter 2010-3]
Evolving English Language [Fall 2012-1, Fall 2011-1, Winter 2010-2]
Language, Dialects, and Identity [Fall 2011-1]

**Other**
Arts of Expression [Spring 2011-3]
Writing Seminar [Fall 2010-1]

**OTHER COURSES**
CU=Cornell University, UIUC=Univ. of Illinois at Urbana-Champaign, USFQ=Univ. San Francisco de Quito
Language, Technology & Society (UIUC, TA)
Language in the USA (UIUC, Lead-TA)
Language and Translation (USFQ)
Bilingualism and Bilingual Education (USFQ)
Introduction to the Methodology of Teaching Foreign Languages (USFQ)
Independent Study: Migration and Language in Scandinavia (CU)
Vikings, Sex and IKEA: Scandinavian Society and Culture; Vikings History and Mythology (CU, USFQ)
Public Speaking: English; Basic Composition; English Composition and Rhetoric (USFQ)
ESL levels 2 & 3 and summer program at newspaper company El Comercio (USFQ)
Courses in Swedish language and culture; Directed Studies; German (CU; UIUC, TA)
Decision Models (USFQ)

**PUBLICATIONS AND PRESENTATIONS:**

**Book:**

**Articles in peer-reviewed proceedings (accepted articles are also presented):**
Homan, C., et al. (2014, August). Toward inferring the age of Twitter users from their use of nonstandard abbreviations and lexicon (pp. 219-226). *Proceedings of IRI 2014*.
analyzing sociolinguistic characteristics and age grading (pp 221-226). Proceedings of IEEE Eighth International Conference on Research Challenges in Information Science, Marrakesh, Morocco.


Articles in peer-reviewed journals:


Articles in other conference proceedings (accepted articles are also presented):


Book chapters or articles in edited collections:
Millennium Trilogy (pp. 123-134) Nashville, TN: Vanderbilt University Press.

Book reviews:

Open online textbook (release: GNU General Public License):

Alm, C. O. (2011). Scandinavian Media Collection I: Images by four photographers [Images (more than 600) from Scandinavia (Sweden, Norway, Iceland) with short text annotations for three photographers and (informal) narrative annotation for one. From a project with Megan Eaton. +2000 unannotated Scandinavian images are available by individual request.].
Alm, C. O. (2008). Affect Dataset. [Classic literary tales annotated for affective contents (more than 15,000 sentences), including direct access to subset of high inter-annotator agreement.]. GNU General Public License. Download via http://tinyurl.com/ceciliaoalm.

Other:
Other invited talks, conference talks, and presentations:
Alm, C. O. (Forthcoming Nov. 2014). [Title : TBA]. CIS Seminar, RIT.
Womack, K., et al. (2014, March). Using linguistic analysis to characterize conceptual units of thought in medical narratives. 6th Annual Graduate Research and Innovation Symposium. Poster session. Graduate Education Week, RIT.
Alm, C. O. (2013, August). Language as a rich, informative sensor in health IT. Health IT J. Club, RIT.
Board of Trustees invited undergraduate research posters presentation session.

*Conference of the American Medical Informatics Association 2012, Chicago, Illinois.*


Alm, C. O. (2011, October) Making sense with computational linguistics. *Colloquium of the Department of Psychology, RIT.*


Alm, C. O. (2007, November). Diversifying the language class: Adding a field trip and posting recordings on the podcast server. Second Annual Foreign Language Share Fair of the School of Literatures, Cultures, and Linguistics, University of Illinois at Urbana-Champaign.


Alm, C. O. New problems in computational semantics [Partially on collaborative work with N. Loeff and D. Forsyth]. Guest lecture in LING 406 Introduction to Computational
Linguistics in Spring 2005, and as modified version in LING 591 Computational Semantics for Natural Language in Fall 2006, University of Illinois at Urbana-Champaign.


RIT GRADUATE STUDENT THESIS COMMITTEES:


2012- Member of Dissertation Committee, Xuan Guo, Ph.D. Candidate in Computing and Information Sciences. Proposal title: TBA. Dissertation Advisor: Anne Haake.


OTHER RIT STUDENT MENTORING ACTIVITIES:

2014- Software Engineering senior project sponsor of team Rigatoni working on LinGUIni.

2014 Primary mentor of Taylor Kilroy (Computer Science, BS Cand.), Stress detection project.

2013-2014 Software Engineering senior project sponsor of the team Pro-Nouns working on LinGUIni, a language data analytics toolkit.

Summer 2013 Primary mentor of Joseph Bullard (Computer Science, MS Cand.) in HCC group.

Spring 2013 Mentor of Joseph Bullard (Bioinformatics) in literary computing project.

2012- Primary mentor of Kathryn Womack (ASL-English Interpreting) in IGE workshop project.

2012-2013 Co-mentor of Daniel Nyström (Applied Experimental and Engineering Psychology) in patient-physician communication project

Sum. 2012 Mentor for the RIT Summer Undergraduate Research Fellowship: Michael Smith (Computer Science).

2011- Co-mentor or primary mentor of graduate student project research in the Human-Centered Computing/MVRL interdisciplinary research group: Joseph Bullard (Computer Science);
Limor Hochberg (Applied Experimental & Engineering Psychology); Xuan Guo (Computing & Information Sciences); Preeti Vaidyanathan (Imaging Science); Rui Li (Computing & Information Sciences; graduated 2013)

2011- Primary mentor of undergraduate researchers/co-ops in the Human-Centered Computing/MVRL interdisciplinary research group: Joseph Bullard (Bioinformatics); James Male (Computer Science); Wilson McCoy (Game Design), Kathryn Womack (ASL-English Interpreting), Matthew Kennedy (Mechanical Engineering)

2011 Mentor of summer research project: Michael Lehrman (Multidisciplinary Studies)

2011 Mentor of independent study: Matthew Rogers (New Media Publishing)

ACADEMIC PEER-REVIEWING ACTIVITIES:
2014 Speech Communication reviewer
2014 Program Committee, ACL 2014 in the area Information Extraction and Text Mining
2014 Program Committee, Third Workshop on Computational Linguistics for Literature
2013 Program Committee, ACL 2013 in the area Evaluation Methods
2013 Program Committee, Second Workshop on Computational Linguistics for Literature
2012 IEEE Transactions on Affective Computing reviewer
2012 Program Committee, NAACL 2012: Workshop on Computational Linguistics for Literature
2012 Program Committee, NAACL-HLT 2012 in the area: Social Media
2012 Program Committee, ACL 2012 in the area: Social Media and Sentiment Analysis
2011 Program Committee, EMNLP 2011 in the area: Sentiment Analysis & Opinion Mining
2011 Invited expert, European Commission-level, Brussels, Belgium
2011 Computational Intelligence reviewer
2010 Advances in Human-Computer Interaction reviewer
2010 Transactions on Audio, Speech and Language Processing reviewer
2010 Program Committee, COLING-2010 area: Sentiment Analysis & Text Classification
2010 IEEE Transactions on Affective Computing reviewer
2010 IEEE Transactions on Multimedia reviewer
2009 Wiley-Blackwell Compass Panel member of the Linguist List

CURRICULUM AT RIT:
- Advisor for CL & HLT immersion, English, RIT
- Advisor for Language Science minor/immersion, English, RIT
- Software Engineering application domain in Comp. Linguistics & Human Language Technology
- Drafted Human Language Technology & Computational Linguistics immersion
- Co-drafted Digital Literatures and Comparative Media minor (and provided input on Text and Code immersion and course)
- Co-drafted initial version of concept paper for Digital Humanities B.S. program
- Drafted course forms for ENGL 782, ENGL 781, ENGL 582, ENGL 481, ENGL 470, ENGL 371, ENGL 351, ENGL 310
- Drafted triple-C form for ENGL 371
ACADEMIC COMMITTEES:
2014-2015  International education committee, COLA, RIT
2013-2014  Task force on interdisciplinary programming, COLA, RIT
2013-2014  Department of English marketing committee, RIT
2013-2014  Department of English search committee, RIT
2012-2013  Digital Literatures and Comparative Media minor committee, RIT
2011-2012  Digital Humanities Faculty Working Group, RIT
2010-2011  Interdisciplinary Language Science steering committee, RIT
2010-2011  2010: Acting Secretary/Acting Webmaster of ASTRA; 2011: Acting Secretary
2009-2010  Web reference group for the Swedish Institute, instructional section
2009-2011  Sicca and Manon Grant Committee, Institute for European Studies, Cornell University
2008-2009  Fulbright Committee, Institute for European Studies, Cornell University
2006-2007  Grievance Committee, Department of Linguistics, University of Illinois

ACADEMIC EVENT ORGANIZATIONAL ACTIVITIES:
2014  Research Beyond Boundaries: Translation as Interdisciplinary Practice. With Tim Engström and Babak Elahi. Graduate Education Week, April 14, 2014, RIT.
2013  Knowledge Representation: From Data to Knowledge (interdisciplinary workshop: computational linguistics, biomedical informatics, and philosophy. For graduate and undergraduate students). July 16-19, 2013, RIT. With Anne Haake and Tim Engström.
2013  Organizing schedule of April 3-4 RIT visit of Dr. Rosalind Picard (Professor, MIT Media Lab, Affective Computing Research Group), Digital Humanities Distinguished Speaker Series, RIT.
2012  Organizer of campus talk and visit of Søren Stærmose, Scandinavian producer of The Girl with the Dragon Tattoo.
2011  Introduction to screening of The Girl with the Dragon Tattoo, Conable Global Film Series, College of Liberal Arts, RIT.
2011  Symposium organizer: Language, Technology & Media, RIT, with Stan van Horn (ELC).
2010  Panel co-organizer: Swedish Language Learning and Teaching in North America in the Age of Digital Interaction and Multimodal Texts
2009  Symposium organizer: Sweden and Scandinavia in their Eu./Int’l. Contexts, Ithaca, NY
2009  Assigned session chair, SASS 2009, Madison, Wisconsin
2000-2007  Department of Linguistics event participant/volunteer, University of Illinois
2000-2007  Scandinavian Program event participant/volunteer/outreach work, University of Illinois

OTHER PROFESSIONAL ACTIVITIES:
2014  Faculty leading the computational language science research group. Organizer of regular group meetings in which student advisees present and discuss their comp ling/lang sci work.
2013-2014  Member of Health IT Journal Club, RIT
2013  Session moderator, RIT Undergraduate Research Symposium, August 2, 2013
2012-2013  Led two successful nominations of senior colleagues (ACL Fellow, Faculty Mentor Award)
2013 Co-organizer of Digital Humanities Stream at SASS 2013
2010- Attendee at professional events at RIT (undergraduate/graduate research symposium, Grant writer’s boot camp, PI Institute, ETC offerings, COLA events, etc.)
2008-2010 Advisor of student organization The Scandinavian Club, Cornell University
2009 Outreach: Ithaca High School’s international day, *My Father’s Dragon* reading project
2009-2010 Sakai/Chalk & Wire software pilot instructor for CIT, Cornell University
2009-2010 Entrance examination grader, Universidad San Francisco de Quito, Ecuador
2002, 2003 Website workshop organizer, Universidad San Francisco de Quito, Ecuador

PROFESSIONAL AFFILIATIONS:
ACL-Association for Computational Linguistics, ISCA-International Speech Communication Association, SIGSEM (ACL Special Interest Group on Computational Semantics), SIGBIOMED (ACL Special Interest Group on Biomedical NLP), SIGSLPAT (ACL Special Interest Group on Speech and Language Processing in Assistive Technology), Association of Swedish Teachers and Researchers in America, Phi Kappa Phi

LANGUAGES:
Swedish (native), English (near-native), Spanish (fluent), German (fluent)
Written and aural comprehension of Norwegian and Danish
Formal study of Old and Middle English, Modern Icelandic, Old Norse, Latin, French
Completed ASL 1A, ASL 1B, ASL group instruction, with RIT’s Faculty & Staff Sign Language Program, Provost’s Development of Effective ASL Use at RIT Program, and group tutoring sessions.
Deborah L. Blizzard, Ph.D.

Associate Professor of Science, Technology, and Society
Chair, Department of Science, Technology, and Society
Chair, Program in Women’s and Gender Studies
College of Liberal Arts
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623-5604
(585) 475-4697; dlbgsh@rit.edu

EDUCATION:

Ph.D., Science and Technology Studies, Rensselaer Polytechnic Institute, December 2000

M.S., Science and Technology Studies, Rensselaer Polytechnic Institute, 1994
Emphasis: Medical Decision-Making, Health Reporting in Commercial News

Emphasis: International Relations

Independent Study Abroad, Politics, University of Edinburgh, 1990-1991
Emphasis: International Relations, Science Studies

PUBLICATIONS:

Blizzard D., Bauchspies, W., Restivo, S., Strauss, L., and E. Schiff. (in prep) Open Sesame: A Brief Introduction to Magic and Culture


TEACHING PORTFOLIO:

• Science, Technology, Values
• Biomedical Issues: Science and Technology
• Gender, Science, and Technology (revised course based on Feminist Approaches to Science and Technology)*
• Cyborg Theory: (Re)thinking the Human Experience in the 21st Century*
• Magic, Science, and Technology (honors)*
• Reality TV and the Construction of Reality (with Prof. S. Barnes, Dept. of Communication, RIT)*
• Sexuality, Medicine, Science, and Technology (honors)*
• STS Seminar: New Reproductive Technologies*
• Popular Epidemiology (With Prof. A. Howard, Dept. of STS/Public Policy, RIT)*
Independent Studies Supervisor:

- Ann McDermott. Topic: Midwifery in Cultural Context
- Kate Page. Topic: The Sociocultural and Historical Development of Dentistry
- Brenna Brady. Topic: Minimally Invasive Medical Technology
- Rich Murray. Pedagogical Approaches to STS in Secondary Education
- Nate Oliver. Topic: Advanced Cyborg Theory and a Critical Examination of Star Trek’s Borg
- Tomer Ben Evi. Topic: A Perspective of Homosexuality in Science & Technology
- Ashley Aberg. Topic: Bioethics and the Intersexed
- Dianna Bonilla. Topic: Art and Cyborg Theory
- Ashley Zanca. Topic: Universal Design in Education
- Jackson Rowland. Topic: Social Construction of Technological Systems

*course developed by Deborah Blizzard

**FACULTY ADVISOR TO STUDENT PROJECTS**

Research Research Fellow, Rochester Institute Technology (Summer 2011)
  Ashley Aberg
  Advisor of Summer Prefreshman Honors Research Program (Summer 2009)
  “History of Robotic Surgery” Ms. Carley Keenan
  “Sociocultural History and Contemporary Context of Golfing and its Technologies” Mr. Jacob Sachs

Advisor of Summer Prefreshman Honors Research Program (Summer 2008)
  “Wrongful Birth” Ms. Channele Francis
  “Medicaid and Equity” Ms. Joanna Robinson

Advisor of Summer Prefreshman Honors Research Program (Summer 2007)
  “Magic Cultivation” Ms. Summer Naugle
  “Magical Technology” Mr. Francis Mule

Advisor, Senior Thesis, Mr. Russell Raymond (2006)

Advisor of Honors Program funded undergraduate researchers (Summer 2005)
  “Gender and Magic” Ms. Brandy Papas
  “Magic, Pseudoscience, and Fraud” Mr. Bradford Loesch
COMMITTEE MEMBER TO GRADUATE DEGREES

Advisor, Master’s Committee, Ms. Erin Mathis (MS, Science, Technology, and Public Policy)
Advisor, Master’s committee, Mr. Albert Blakley (MS, Science, Technology, and Public Policy)
Member, Master’s committee, Ms. Sue Michel (left RIT to pursue law)
Member, Master’s committee, Ms. Elizabeth Reeves (MS, Communications)
Member, Master’s committee, Ms. Cindy Stanton (MS, Industrial Design)
Member, Master’s committee, Ms. Deanna Kimbrell (MS, Communications)

SERVICE TO PROFESSION AND RIT:

Co-Chair, Task Force on Curricular Innovation and Creativity, RIT Strategic Plan
April 29, 2013, Organizer for WGS reception for Lilly Ledbetter, Key Note Speaker, Women’s Achievement Dinner.
Chair, Program on Women and Gender Studies, RIT
2013-, Chair, Department of Science, Technology, and Society
2012-2013. Chair, Department of Science, Technology and Society/Public Policy, RIT
2012-. Member, President’s Commission on Women
2010-2012. Interim Chair, Department of Science, Technology and Society/Public Policy, RIT
2009-. Undergraduate Coordinator, Department of Science, Technology, and Society/Public Policy, RIT.
2009. CLA representative to the Institute Committee on Student Affairs
2009-2011. Outside Reader to NTID Committee for Outstanding Undergraduate
2007-2008. Chair, Honors Committee, College of Liberal Arts, Rochester Institute of Technology
November 2006, Chair, Hospitality Committee, Annual Meeting of the Society for Social Studies of Science, 30th Anniversary. Vancouver, BC

Fall 2006, Reviewer, reviewed all medical/health abstracts submitted and selected which ones would be on the program for the Annual Meeting of the Society for Social Studies of Science (approximately 90 abstracts to review).
May 2006. Organized panel, “Interdisciplinary Action: Research and Pedagogical Approaches at RIT” for Faculty Institute on Teaching and Learning.


April 2006. Organizer “Car Maintenance 101.” Interactive discussion sponsored by the Women’s Center to assist men and women students to know better how to maintain and understand their automobile during and after college.

2005-present. Member, Advisory Board of The Women's Center (renamed “Center for Women and Gender,” 2010), Rochester Institute of Technology.

2005-present. Faculty Advisor, Feminist Action on Campus for Every Student, Rochester Institute of Technology (disbanded).


February, 2004. Organized and hosted invited talk: “Magicians and the Scientific Method.” Dr. L. Strauss, Interim Core Sequence Director, Sixth College, the University of California at San Diego. Presentation open to the Rochester Institute of Technology community.

2004 – present. Member, Honors Committee, College of Liberal Arts, Rochester Institute of Technology

2003. Advisor to the Steering Committee, Council for Anthropology and Reproduction (Special interest Group of the Society for Medical Anthropology).

2002 – 2006, 2010. Member, Women’s and Gender Studies Coordinating Committee, Rochester Institute of Technology


FELLOWSHIPS, GRANTS, AND AWARDS

2014, Increasing Access to Society For Japanese and American Women who are Deaf “Shakai Sanka Suishin Project” (S3 Project). Scholarship Portfolio Development Initiative. Faculty mentor to Deirdre Schlehofer, NTID

2014, Connect Grant: Hidden Spaces, Mobile Places: Changing an Institutional Environment through Appreciative Inquiry. PIs: M. Ann Howard, D. Blizzard, Caroline DeLong, Corrina Schlombs, Lisa Hermsen
2012-, Deaf and Hard of Hearing Team. NSF Advance Grant. Margret Baily PI

2010, Nominated: Eisenhart Outstanding Teaching Award, RIT

2009-2010, Awarded PLIG Grant, RIT. “Introducing Community Based Participatory Research and Learning to Environmental Studies Students: Identifying the Sociocultural Context of Sustainability” (With M. Ann Howard)

2009, Nominated: Eisenhart Outstanding Teaching Award, RIT (did not receive award)

2007, Nominated: Eisenhart Outstanding Teaching Award, RIT (*ineligible for consideration due to not being employed at RIT for seven or more years)

2007, Recipient, Ronald D. Dodge Memorial Endowment Fund (National Technical Institute for the Deaf), “Teaching Teams: A Dialogue Between ASL interpreters, C-Print Captionists, and CLA Faculty” To be held Fall Quarter 2007, RIT

2007, Recipient, $700 from College of Liberal Arts Faculty Research Fund for research on Cultures of Magic

2007, Faculty Development Award to create new course, “Sexuality, Medicine, Science, and Technology” (Honors)

2005, Recipient (with Susan Barnes, Dept. of Communication), Faculty Development Award to create new pedagogical approach and course, “Reality TV and the Construction of Reality”

2004-2005, Recipient, Paul A. and Francena L. Miller Faculty Fellowship to aid in completion of monograph: Looking Within: A Sociocultural Examination of Fetoscopy

2004, Recipient, $700 from College of Liberal Arts Faculty Research Fund for research on fetoscopy

2004, Recipient, Faculty Development Award to create new Honors course: “STS Honors: Magic, Science, and Technology”

2003, Recipient, Faculty Research Fund to continue research, “Sociocultural Research on Fetoscopy, Continuing Study”


1997, Research Assistant for Linda Layne, Ph.D., Anthropological studies on pregnancy loss

1996, Scholarship awarded to attend conference: “The Responsibility of Oversight in Genetic Research and Technology Development”

1995, Class attendee, "Genomic Information: Ethical Implications." One of approximately 30 invited participants to discuss and consider the social, ethical and legal affects of the Human Genome Project. University of Washington, Seattle, WA.

1992, Smith College First Group Scholar
1990, First Class Merritt, University of Edinburgh, course: “Science and Society”

**INVITED SPEAKER:**


April 2004, “My Baby is a Tumor?: Insights to Fetoscopy and Feminism.” Invited Speaker to the Women's Research Forum, Rochester Institute of Technology.


April 2004, “Hanging Out in the Virtual Pub: Making it Past the Door; or, surviving the Pipeline.” Discussant to Department of Sociology/Anthropology Conference, Cyber Communities: Uniting Us or Diving Us?


February 2003, “Nanomedicine.” Invited speaker with Irene Evans (Department of Biology, Rochester Institute of Technology) to the Institute Task Force on Nanotechnology, Rochester Institute of Technology.


CONFERENCE PRESENTATIONS:


*Following the tragic and untimely death of a co-participant’s partner, the presenters removed the paper from the conference. It will be resubmitted for the 2015.*

"The Methodology of Trauma: A Comparative Case Study of Researcher Reactions in the Data Collection Process." Contributed to Eastern Sociological Association Annual Meeting. (With Dr. Jessica Pardee), Baltimore, MD. **February 2014**

“Individual Liberty and Objectification: Sex Trade, Sex Dolls, and Fetishism.” Contributed to the Annual Meeting of the International Association for the Study of Sexuality, Culture and Society. Madrid, Spain. **July 2011**

“The Magic of Real Dolls: Rhetoric, Material Culture, and the Entrenchment of Emphasized Femininity.” Contributed to Perspectives on Gender and Technology. Austin, TX. **April 2009**

“When Structure is Content: Popular Epidemiology”(With Professor M. Ann Howard). Contributed to the International Association of Science, Technology and Society, Annual Meeting, Rochester, NY **April 2-4, 2009**

“Cultivating Magic” (With Dr. Linda Strauss). Contributed to the Society for Social Studies of Science, Annual Meeting, Montreal, Quebec, Canada. **October 2007**

“Acardiac Twinning and Ambiguous Loss: Grieving the Lost Subject-Object in Fetal Surgery (Fetoscopy).” Contributed to the International Association of Science, Technology, and Society, Annual Meeting, Baltimore, MD. **February 2007**

“Reality TV: Design and Implementation of an Interdisciplinary Course” (With Dr. Susan Barnes). Contributed to the Faculty Institute of Teaching and Learning, Rochester, NY. **May 2006**
“Gender and Magic” Contributed to the Society for Social Studies of Science, Annual Meeting, Pasadena, CA, **October 2005**

“Claiming the Classroom: A Case Study of Feminist Pedagogy at a Technological University” Contributed to the Society for Social Studies of Science, Annual Meeting, Cambridge, MA, **October 2003**


“My Baby is a Tumor: Parental Reconstructions of In Utero Subjectivity High-Risk Twin Gestations” Contributed to the American Anthropological Association, Annual Meeting, New Orleans, LA **November 2002**

“My Baby is a Tumor: Parental Reconstructions of In Utero Subjectivity High-Risk Twin Gestations” Contributed to the Society for Social Studies of Science, Annual Meeting, Milwaukee, WI **November 2002**

“After the Ethnography: Returning, Participating and Responding to the Needs of a Fetal Surgery Center” Contributed to the National Association of Science, Technology, and Society, Annual Meeting, **February 2002**.

“Patient-Parent and Medical Provider Paths to Recognizing Loss and Remembering Dead Fetuses-Babies: A Role for Newsletters, Parent Support Networks, and Reunions.” To be contributed to the American Anthropological Association, Annual Meeting, Washington DC, **December 2001**

“Patient-Parent and Medical Provider Paths to Recognizing Loss and Remembering Dead Fetuses-Babies: A Role for Newsletters, Parent Support Networks, and Reunions.” Contributed to the Society for Social Studies of Science, Annual Meeting, Cambridge, MA, **November 2001**

“Public Fetuses, Private Faces.” Contributed to the American Anthropological Association, Annual Meeting, San Francisco, CA, **November 2000**

“Fetoscopy and Acardiac Pregnancies: Identifying and Rethinking Dichotomous Relationships in high-Risk Obstetrics.” Contributed to the Society for Social Studies of Science, Annual Meeting, Vienna, Austria, **September 2000**

“Acardiac Twinning and Varying Perceptions: Patients, Providers, and the Social Network.” Contributed to the American Ethnological Society, Annual Meeting, Tampa, FL, **March 2000**

“Acardiac Twinning, Dichotomous Relationships, and the Parental Construction of Place and Belonging Following Perinatal Death” (title change). Contributed to the American Anthropological Association, Annual Meeting, Chicago, IL, **November 1999**


“Triangulating the Woman-Fetal relationship: The Case of Acardiac Twins and Operative Fetoscopy.” Contributed to the American Anthropology Association, Annual Meeting, Washington DC, November 1997


“Comparing Embryofetoscopy and Amniocentesis: Accepting New Embryo-Fetal Diagnostics.” Contributed to Society for the Social Studies of Science, Annual Meeting, Bielefeld, Germany, October 1996

"Embryofetoscopy: Continuing the Mechanization and Reductionism of a Normal Pregnancy." Contributed to Society for the Social Studies of Science, Annual Meeting, Charlottesville, VA, October 1995


SELECTED SHORT COURSE PARTICIPANT:

June 2-20, 2003 “Provost Summer American Sign Language and Deaf Experience.”
One of approximately 20 faculty and staff from RIT selected to participate in an intensive immersion program to learn basic ASL and attributes of deaf culture. Rochester Institute of Technology, Rochester, NY.

June 11-14, 1995 "Genomic Information: Ethical Implications."
One of approximately 30 invited participants (15 "Ethicists" and 15 "Scientists") to discuss and consider the social, ethical and legal affects of the Human Genome Project. University of Washington, Seattle, WA.
Curriculum Vitae
TAMAR WILDER CARROLL

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Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623
(734) 330-5991
tamar.carroll@rit.edu
www.tamarcarroll.com

EDUCATION

Ph.D. in History, University of Michigan, Ann Arbor, MI (April 2007)

M.A. in History, University of Michigan, Ann Arbor, MI (April 2002)

B.A. in History and Journalism, University of Massachusetts, Amherst, MA (May 2000)
Cum laude and Commonwealth Scholar Honors

Study Abroad, Trinity College, Dublin (1998-1999)

EMPLOYMENT/TEACHING

Assistant Professor of History, Rochester Institute of Technology, 2011-present
Hist 190: American Women’s History (lecture)
Hist 191: History of the Family in the U.S. (lecture)
Hist 290: U.S. History 1945-present (lecture)
Hist 324: Oral History (community project-based course)
MUSE 489: Museum Studies Research Methods (seminar)

Visiting Assistant Professor of History, College of the Holy Cross, 2010-2011
U.S. History 1890-1945 (lecture)
U.S. History 1945-present (lecture)
Reagan’s America (seminar)

Visiting Assistant Professor of History, Cornell University, 2008-2010
Women’s Activism and Social Change in the Twentieth Century U.S. (writing seminar)
Women’s Leadership and Community Engagement (service learning seminar)
The History of the Family in the U.S., 1600-present (lecture)
Empire of Prisons/Prisoners of Empire (Telluride Summer Program Seminar)

Visiting Assistant Professor, History Department, University of Michigan, 2007-2008
The History of the War on Drugs in the U.S. and Latin America (seminar)
U.S. History Since 1945 (lecture)
PEER-REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS


WORKS IN PROGRESS


ESSAYS AND ENCYCLOPEDIA ENTRIES


REVIEW ESSAYS AND BOOK REVIEWS


**SPONSORED RESEARCH**


Co-PI with LaKisha Simmons, University of Buffalo, “Transforming Geographies: Mapping Activism in Western New York,” RIT Seed Grant ($5,000.00) and Digital Humanities Start-Up Grant ($5,000.00), 2013-2014.

**ACADEMIC CONFERENCES**


**FELLOWSHIPS**

Miller Fellowship, College of the Liberal Arts, RIT, 2012-2013
Fulbright Junior Lectureship in American Studies, University of Bonn, Germany 2010-2011 (declined)
Mellon Postdoctoral Fellowship in U.S. History, Cornell University, 2008-2010
Eisenberg Institute for Historical Studies Postdoctoral Fellow, University of Michigan, 2007-2008
Huetwell Fellowship in History, Rackham Graduate School, University of Michigan, 2006
Bell Fellowship in U.S. History, History Department, University of Michigan, 2006
Gladys E. Davis Fellowship, History Department, University of Michigan, 2005
Rackham Dissertation Fellowship, University of Michigan Graduate School, 2005
Margaret Storrs Grierson Scholar-in-Residence Fellowship, Smith College, 2004-2005
Community of Scholars Fellowship, Institute for Research on Women and Gender, 2004-2005
Michigan Fellowship in History, 2003 and 2004
Rackham Humanities Research Candidacy Award, University of Michigan Graduate School, 2003
Regent’s Fellowship, University of Michigan, 2000-2003
Acorn Fellowship, University of Massachusetts, 1996-2000

**GRANTS, AWARDS, AND HONORS**

Faculty Research Grant, College of the Liberal Arts, RIT, 2012 and 2014
Faculty Development Grant, College of the Liberal Arts, RIT, 2012, 2013, and 2014
Faculty Fellows-in-Service Program Grant, Cornell University Public Service Center, 2009 and 2010
Clark Chambers Travel Grant, Social Welfare Archives, University of Minnesota, 2008
Support for Scholarly Activities on Women and Gender Grant, IRWG, University of Michigan, 2008
Moody Grant, Lyndon Baines Johnson Foundation, Austin, Texas, 2008
Rackham Travel Grant, University of Michigan, 2006
Center for the Education of Women Research Grant, University of Michigan, 2005
Orla B. Taylor Award, Rackham Graduate School, University of Michigan, 2005
American Academy of Political and Social Science Graduate Fellow, 2005
Rackham Alumni Award, University of Michigan Graduate School, 2004
University of Michigan Nonprofit and Public Management Center Doctoral Research Award, 2004
Nominated, Outstanding GSI Award, University of Michigan, 2004
University of Michigan History Department Research, Travel, and Study Grant, 2002-2005
Harold Cary Prize for Highest G.P.A, Department of History, University of Massachusetts, 2000
National Association of Interpreters Student Scholarship, 2000
Phi Kappa Phi (Interdisciplinary Honors Society), University of Massachusetts, 2000
Phi Beta Kappa (Liberal Arts and Sciences Honor Society), University of Massachusetts, 2000
Kappa Tau Alpha (Journalism Honor Society), University of Massachusetts, 2000

INVITED TALKS AND WORKSHOP PRESENTATIONS


Invited talk, “Enacting Maximum Feasible Participation: Low-Income Women’s Contributions to the War on Poverty in New York City,” History Department Colloquium, co-sponsored by the Women’s Studies Department and the Center for the Historical Study of Women and Gender, SUNY Binghamton, October 2008.

Invited talk, “‘I don’t appreciate some middle-class woman telling me to get out of the kitchen who didn’t know if there was a kitchen there’: Working-Class Women and Feminism in 1970s Brooklyn,” Our Daily Work/Our Daily Lives working-class history speaker series, co-sponsored by the Center for Gender in Global Context, Michigan State University, September 2008.


GUEST LECTURES


“Teaching Critical Thinking,” University of Michigan History Department GSI Training, Fall 2006


PROFESSIONAL DEVELOPMENT

Writing Intensive Courses Faculty Learning Community, RIT, Spring 2013-Fall 2014

Grant Writers’ Boot Camp, RIT, November 2012.

Schlesinger Library's Summer Seminar on Gender History "Sequels to the 1960s," Harvard University, June 2008.

SEMINAR PARTICIPATION AND ORGANIZATION

I have been a regular participant and a presenter in the following groups:

* Americas Colloquium, Cornell University, 2008-2010.
* Mellon Humanities Seminar on History across the Disciplines, Cornell University, 2009-2010.

I organized the following seminars:


Co-Organizer with Robert Maclean, Graduate Student Instructor Training, Department of History, University of Michigan, Fall 2004.

DEPARTMENTAL AND UNIVERSITY SERVICE

Co-chair, Digital Humanities Undergraduate Major Proposal Committee, Summer 2014

Digital Humanities Working Group, RIT, 2012-present

Faculty Development Committee, College of Liberal Arts, RIT, 2014-present

Museum Studies Faculty Curriculum Committee, RIT, 2013-present

Women’s Center Advisory Board, RIT, 2013-present

Women’s and Gender Studies Coordinating Committee, RIT, 2013-present

Civic Engagement and Social Change Board, RIT, 2012-2014

College of Liberal Arts Agenda Committee, RIT, 2012-2014

Washington Program Thesis First Reader, College of the Holy Cross, 2010 (1 thesis)

First Year Summer Reading Program Discussion Leader, Cornell University, 2009

History Undergraduate Thesis Director and First Reader (5 theses), Cornell University, 2008-2010

Faculty Lecture, Cornell Society for Women and Law, Spring 2009

Faculty Guest Lecture, Phi Alpha Theta (History Honors Society), University of Michigan, 2008

Faculty Sponsor, Undergraduate Research Opportunity Program, University of Michigan, 2007-2008

Honors Fellow and Undergraduate Thesis Referee (2 theses), University of Michigan, 2007-2008

Rackham Graduate Student Forum, History Department Representative, 2005-2006.
COMMUNITY OUTREACH


Public presentations for the Monroe County Family Farm Fall 2013, Rochester, NY:
- Westside Farmer’s Market, Oct. 1, 2013
- Rochester Public Library main branch, Nov. 9, 2013
- Cornell Cooperative Extension of Monroe County Annual Meeting, Nov. 21, 2013
- Imagine RIT Festival, May 3, 2014


PROFESSIONAL MEMBERSHIPS AND SERVICE

American Historical Association
Organization of American Historians
Oral History Association
Urban History Association
Berkshire Conference of Women Historians
Committee on Lesbian, Gay, Bisexual, and Transgender History

Manuscript reviewer for the *Journal of Women, Politics and Policy* (2 manuscripts)
Juilee Decker, Ph.D.

Associate Professor of Museum Studies | Department of Performing Arts & Visual Culture
Rochester Institute of Technology, College of Liberal Arts, Building 06-1114, 92 Lomb Memorial Drive, Rochester, NY 14623
Email: jdgsh@rit.edu | Office: 585-475-4206 | Cell: 502-316-3750 | Twitter: https://twitter.com/RIItmuse
Personal website: http://jdgsh6.wix.com/decker | Faculty website: https://people.rit.edu/jdgsh/

Education
Major Field: European Painting and Sculpture 1789-1905. Minor: Graphic Arts 18th and 19th centuries
1998 Master of Arts in Art History and Certification in Museum Studies, University of Illinois at Urbana-Champaign, IL
Thesis originated under Jerrold Ziff; supervised by David O'Brien; curatorial work overseen by Eunice Dauterman Maguire
1990 Bachelor of Arts, Double Major: Art History and Russian Area Studies. Minor: Biology. Wittenberg University, Springfield, OH

Academic Appointment
Fall 2014-present, Associate Professor of Museum Studies, Department of Performing Arts & Visual Culture, Rochester Institute of Technology, Rochester, NY
- Courses regularly taught: Museums in the Digital Age; Museum Informatics; Visitor Engagement & Museum Technology; Museum Studies Senior Thesis

Previous Appointment
Fall 2004-Spring 2014, Associate Professor of Art History & Museum Studies and Affiliate Faculty in Women's Studies, Georgetown College, Georgetown, KY
- Appointed Chair, July 2006-July 2014; Promotion and Tenure earned April 2008
- Curriculum revision: designed and implemented art history minor and art history major in 2006-07; implemented curricular re-numbering; Spring 2014
- Led annual departmental curriculum assessment and coordinated curriculum revisions triennially from 2004-2014
- Cross-listed courses include general education foundations courses for First-Year students; Women's Studies Seminar on Women and Art; and Honors Seminars and Reading Groups
- Taught electives in Art History & Museum Studies in the Graduate Education Program at Georgetown College, 2005-2012

Grants, Fellowships, Awards, Honors

Select External Funding and Fellowships Awarded for Research
- 2012, Ballard Breaux Visiting Fellowship, The Filson Historical Society, Louisville, KY
- 2011, Recipient, Kress Fellowship to attend "Living with Art in Renaissance and Baroque Europe" at the High Museum. Directed by Gary Radke, Syracuse University, and coordinated by the Council of Independent Colleges, June 19-24, 2011

External Funding Awarded for Projects
- 2013, MAP grant for the Georgetown College Art Galleries. Awarded by the American Alliance of Museums (AAM) with a particular need in the area of Collections Stewardship; grant submitted June 28, 2013; awarded July 31, 2013; workbook submitted December 12, 2013; site visit April 7-9, 2014. Award amount: approximately $4,000
- 2012, Conservation Assessment Program (CAP) grant for the Georgetown College Art Galleries. Awarded by Heritage Preservation and the Smithsonian Institution; $4370 awarded January 2012; funded October 2012; final report submitted June 2013
- 2011-12, National Endowment for the Humanities Picturing America School Collaboration Grant $73,272: awarded April 2011; program undertaken July 2011 and January 2012; grant report submitted January 2013. Project undertaken with the Kentucky Historical Society
- 2012, Kentucky Arts Council $5,000 toward planning of Public Art Symposium for 2012: awarded June 2011
- 1998-2000, More than $250,000 in grants from local, regional, and national agencies for the Outdoor Sculpture Conservation and Education Program at The Sculpture Center, Cleveland, OH. Position held: Conservation Program Manager, 1998-2002

Honors and Awards
- 2008, Recipient, John Walker Manning Award for Distinguished Mentor and Teacher Award, Georgetown College, September 2008
- 2006, Faculty Advisor of the Year, Georgetown College, 2006; nominated subsequently in 2009, 2011, and 2013

Publications

Books and Chapters
- Forthcoming, editor of multi-volume series "Innovative Approaches in Museums" to be published by Rowman & Littlefield. Simultaneous print and e-release of first four volumes in early 2015. This series will highlight innovative
Juilee Decker, Ph.D.

approaches employed by museum professionals across the globe. Topics will include technology and visitorship, audiences and engagement, fundraising, and collections practices.

- Under review, “Enid Yandell (1869—1934): The Legacy of a Sculptor, Pioneer, and Bachelor Maid” which situates the artist historically, within the construct of nineteenth and twentieth century sculptural milieu, while also defining and extending her legacy into the twenty-first century. Consideration is paid to her body of work, which includes large-scale, monumental sculpture, public commissions, private fountains, garden statuary, and cabinet works. Evaluating her legacy properly requires looking also to recent activity. Broadening the focus of this study beyond works alone affords the opportunity to extend previous biographical accounts, to examine the artistic and cultural milieu of Enid Yandell, and to critique her agency through major monuments for World’s Fairs and portrait sculpture, fountains, and decorative works from her earliest attempts at muddies at the age of four in the family’s Victorian home in Louisville through her final endeavors shy of her death in 1934.
- 2014, “New Albany’s “Museum”: Forging Place-Based Authenticity through Public Art,” a commissioned essay (1900 words) for the New Albany Public Art Project, published by the Carnegie Center for Art & History, New Albany, IN.

Recent Articles

Recent Catalogue Entries/Catalogues
- Spring 2011, “Winifred Haggart” a biography researched and written for the FloraCliff Nature Sanctuary upon the opening of the Education Center, April 16, 2011. Authored biography that was reproduced in large-scale wayfinding format.

Reviews
- Fall 2011, “The Nature of Painting” a review essay on John Constable addressing: Constable and Salisbury: The Soul of Landscape (exh cat Scala, 2011); Mark Evans’s John Constable: Oil Sketches from the V&A (exh cat V&A Publications, 2011); and Jonathan Clarkson’s Constable (Phaidon, 2010). Commissioned essay, 2500 words plus educative feature and suggested reading; completed August 2011. To access, see Cassone http://www.cassone-art.com/

Selected Shorter Reviews
Have authored over 70 short reviews since 2006 for Choice: Current Reviews for Academic Libraries on the topics of museum studies, history of collecting and curation, public art, sculpture. A complete list of reviews is available upon request.

Selected Conferences/Presentations/Papers
- April 2015, Discussant in the NCPH Working Group “Public History as Digital History as Public History” which will result in the publication of a white paper.
- March 2012, Study Abroad Symposium, Western Kentucky University, Bowling Green, KY, Paper: “The Object Speaks: Site-Based Learning and Museum Collections”

• February 2011, *College Art Association*, New York, NY, Session Organizer and Chair with Greg Mueller, Gustavus Adolphus College: "From the Ground Up: Public Art and Community"

• February 2010, *College Art Association*, Chicago IL, Coordinator and Chair “Young Scholars Session,” Historians of British Art and Offered introductions and remarks for each presenter

**Selected Invited Lectures**

• 2015 (pending funding), Invited Lecturer on commemoration, NEH-sponsored conference “The Continuing Legacy of the Lost Cause into the Contemporary World,” to be held at Virginia Commonwealth University, the Museum of the Confederacy, and the Virginia Historical Society

• 2014, “Enid Yandell: Sculptress, Bachelor Maid, and Pioneer” Lecture given as part of Transylvania University’s Gender Awareness Week, Lexington, KY, in conjunction with the exhibition ENID. Paper delivered on March 25.

• 2013, “Enid Yandell 1869-1934” Lecture and Panel Discussion at the Gressman Center for the Arts, University of Louisville, as part of the exhibition ENID 2013. Paper delivered on February 1, 2013.

• 2013, Invited Lecturer on commemoration and gender, with regard to public art, for the Kentucky Historical Society's NEH-sponsored conference entitled “Torn Within, Threatened Without: Kentucky and the Border States In the Civil War.” See here: http://history.ky.gov/landmark/program-details/

• 2011, Presenter and Panelist, Scott County Public Library, Georgetown, KY. Paper "Dave the Potter: Material Witness to Slavery" delivered on February 17.


**Selected Digital Projects**

**Oral Histories**

• *Creator*, "Viral Voices: An Oral History Site" This site is dedicated to oral histories prepared by Georgetown College students and/or histories from the past, but relevant to the college's history. The projects began in the Fall 2010 and were hosted elsewhere; this new site was developed in the Fall 2011 and contains content from earlier histories. Coverage: from 2010—present See http://viralvoices.blogspot.com/

• *Contributor*, "Pass the Word: A Project of the Kentucky Oral History Commission," part of the “History of Georgetown College Collection.” Interviews conducted with students and alumni in September 2012. Topics relating to the college include dormitory life, social regulations, academic standards, extracurricular activities, as well as national events, such as the assassination of John F. Kennedy, Jr. See http://passtheword.ky.gov/person/dr-juilee-decker; View complete college collection here: http://passtheword.ky.gov/collection/history-georgetown-college

**Selected Curatorial Experience**


• *Project Manager*, Live, Learn, Believe., a temporary sculpture installation launched in 2006 on the campus of Georgetown College. Responsibilities included planning, executing, and maintaining the project from the invitation, selection, exhibition, and maintenance of temporary outdoor sculptures. Consult with advisory committee, donors, and the Office of the President. Call for artists extended in Spring 2006; jury selection in January 2007; sculptures arrived in the spring/summer 2007. Project is ongoing, now overseen by Gallery Director and Curator of Collections at Georgetown College.
External Research and Collaboration
2010-2014, Co-Organizer with Peter Morrin, “Public Art and the City” symposia at the University of Louisville as part of the University of Louisville Arts and Culture Partnerships Initiative
- 2014 symposium September 26, 2014 with the theme of The Future of Public Art. Funded by the University of Louisville. Keynote speaker: Mel Chin
- 2013 symposium held March 22, 2013 with the theme of Art, Nature, and Sustainability. Funded by the University of Louisville. Keynote speaker: Mary Miss
- 2012 symposium held April 13, 2012 with funding from the University of Louisville and the Kentucky Arts Council $5,000 (KAC funds awarded June 2011). Keynote speaker: Renee Piechocki
- 2011 symposium held on April 22, 2011 as part of the University of Louisville Arts and Culture Partnerships Initiative. Funded by the University of Louisville. Keynote Speaker; Theresa Leininger-Miller

2010-12, Co-Director for collaborative program with Kentucky Historical Society
- Grant developed for Kentucky Teachers on integrating art into the curriculum, using the Picturing America series. Grant funded by the National Endowment for the Humanities Picturing America: Faces, Spaces, and Places. Conference held July 6-7, 2011 and follow-up site visit on January 28, 2012. Authored Grant Application and met subsequent guidelines and funding requirements with NEH contact Deb Hurtt. Funded amount: $73,272 (awarded April 2011).

2010-2012, Coordinator, Public Art Portfolio Reviews, an initiative of Public Art Dialogue www.publicartdialogue.org
- Launched in New York, in conjunction with the College Art Association annual meeting on February 11 and 12, 2011. Emerging and established artists were offered feedback from experienced public art consultants, administrators, artists, and curators. Artists shared their work one-on-one with their reviewers and learned about the public art commissioning and award processes. The second annual event was held in Los Angeles in February 2012; third event held in New York in 2013.

Graduate Research Reader
Serve as reader for art history and art studio Master’s theses:
- “Aesthetic Eclectic: Ornament and the Pleasure of Emotive Communication in Cultural Artifacts” by Trista Coy in the Graphic Design Department at the Savannah College of Art and Design, completed August 2012
- “Inclusive Design: Providing Accessibility for People who are Blind” by Jessica Shields in the Graphic Design Department at the Savannah College of Art and Design, completed June 2012
- “Norman Rockwell’s Civil Rights Paintings of the 1960’s” by Kirstie Lane Kleopfer in consultation with committee chair, Dr. Theresa Leininger-Miller in the Department of Art History of the School of Art of the College of Design, Architecture, Art, and Planning of the University of Cincinnati, 2007

Serve as reader for humanities dissertations:
- “Public Art & Phenomenology” (tentative title) by Jennifer Fraley in the College of Fine Arts, University of Louisville

Professional Service
- Manuscript Reviewer in Museum Studies for AltaMira Press, an imprint of Rowman and Littlefield. Recent manuscripts include museum ethics and museum narratives. Further details upon request, within limitations of confidentiality agreement with the publisher. 2013-present
- Peer Reviewer, Ohio Valley History, a regional scholarly publication in partnership among The Filson Historical Society, the Cincinnati Museum Center, and University of Cincinnati Department of History. Summer 2012-present
- Grant Reviewer, Community Arts Development Grants, LexArts, 2012-present
- Grant Reviewer, Kentucky Foundation for Women, 2006-present
- Public Art Advisor to programs in several states (Florida, Kentucky, Indiana, Louisiana, Ohio), 2000-present
- Board Member, Historians of British Art, a CAA-affiliated society, 2010-2014 (appointed term)
- Membership Coordinator, Public Art Dialogue, a CAA-affiliated society, elected February 2008; re-elected by membership, February 2012, Position held from 2008-present
- External Reviewer, Art Studio and Art History Program, Thomas More College (Fall 2010)
- Content Area Reviewer, Kentucky Education Professional Standards Board (July 2007-January 2010)

Professional Affiliations
American Alliance of Museums, 2006-present
Historians of British Art, 1999-present
College Art Association, 1998-present
National Council on Public History 2013-present
Public Art Dialogue, 2008-present (and founding member in 2008)

Further Information Available Upon Request
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Education
Ph.D. Literature and Creative Writing (Fiction), University of Utah, 2012
M.A. Creative Arts (Fiction), San Francisco State University, 1995 (Highest Honors)
B.A. English and Humanities (dual degree), University of California at Berkeley, 1991
   (High Distinction in General Scholarship)

Dissertation
Transcendent Waste: Short Stories
Committee: Lance Olsen, Melanie Rae Thon, Scott Black, Kathryn Bond Stockton, Lisa
   Henry Benham

Book Manuscript
Hotel Grand Abyss, short stories, under consideration

Publications
Prose
“The Undersized Negative,” New Ohio Review 16 (2014) [Winner, New Ohio Review Contest in
   Fiction, 2014]
“Three Options for a Successful Lunar Landing,” Center for Fiction (2014) [Winner, Summer
   Literary Seminars, Center for Fiction Prize, 2014]
   New Orleans Review Walker Percy Fiction Contest]
“Strawberrilie,” The Tusculum Review Volume 7 (2011)
“Hotel Grand Abyss,” Copper Nickel 15 (2011) [Winner, 2010 Copper Nickel Fiction Prize]
“Southwest of Guadalajara,” Denver Quarterly Volume 45, Number 2 (2011)
“In the Room / Memory Is / White,” The Normal School Volume 3, Issue 2 (2010) [Winner, The
   Normal School 2010 Normal Prize for Fiction]
“Brewing Up Controversy in Pilsen,” Travelers’ Tales Prague and the Czech Republic: True
**Poetry**

“Sources of Fascination” and “Stroma,” *South Dakota Review* Issue 50 (2013)

“An Imaginary History of Performance #3: white glove,” *[PANK]* Issue 8.3 (2013)

“M- and U- Walking the Great Wall,” *Whiskey Island* 60 (2011)


“On the Museum’s Ruins” and “The Distance Between Gulbeniski and Encino is the Distance Between Assimilation and Holocaust,” *European Judaism* Volume 36, Number 2 (2003)


**Book Reviews**


*Kind One* (collaborative review / interview with Anne Royston) by Laird Hunt, *Quarterly West* 77 (2012)


**Writing Commissions for Classical Music/Opera**


“BitterSweet,” *Terri Hron* 2013

“Making Kingdom,” *Rara Avis* 2008

“Second City,” *Hexnut* 2007

“Day of Two Noons,” *Laura Carmichael and Silvia Matheus* 2001
**Text-Based Performance Art**

“Eliza,” duo performance with Robbie Shaw, performed at *Works Gallery*, San Jose, CA and *Luna Sea*, San Francisco, CA 1997-1998


“Arguments for Bodilessness,” solo performance, performed at *San Francisco State University*, San Francisco, CA 1995

**Public Readings**

RIT Undergraduate/Faculty Reading Series, Rochester, NY 2013-14
Fringe Festival, Rochester, NY 2013-14
The Yards, Rochester, NY 2014
Smash Collective, Cavtat, Croatia, 2014
Visual Studies Workshop PubFair, Rochester, NY 2013
Taproom Reading Series, Lawrence, KS 2013
Guest Writers Series, Salt Lake City, UT 2011
Copper Nickel AWP Reading, Washington, DC 2011
City Arts and Letters, Salt Lake City, UT 2011
Huiz van de Poezie, Utrecht, The Netherlands 2010
Working Dog Reading Series, Salt Lake City, UT 2008-10
City Arts and Letters, Salt Lake City, UT 2009
Beat Street, Berlin, Germany 2008
NYWeek Festival, US Embassy, Zagreb, Croatia 2006
Checkpoint 6: Bordercrossing Berlin, Berlin, Germany 2006

**Conference Presentations**

“Computers in my Classes: A Pedagogy Round-Table on Workshopping (with) the Digital,” Association of Writers & Writing Programs (AWP) Conference, Minneapolis, MN, forthcoming 2015

“Re-Thinking the Creative Writing Workshop,” Northeast Modern Language Association (NeMLA), Harrisburg, PA 2014


“Beyond Ekphrasis: The Pedagogy and Practice of Other Art Forms in the Creative Writing Classroom,” AWP Conference, Boston, MA 2013


“New Languages for New Realities: Literature, Poetry, Hypertext,” American Association for the Advancement of Science (AAAS), Pacific Division Conference, San Diego, CA 2011

“Beyond 'First compliment, then criticize': Teaching Students How To Be Better Workshoppers,” AWP Conference, Denver, CO 2010

“The Art of the Ineffable: Writing Silence into your Prose,” AWP Conference, Chicago, IL 2009
Awards
Black Lawrence Press, The Hudson Prize, Semi-Finalist, 2014
New Ohio Review Contest in Fiction (judged by Aimee Bender), Winner, 2014
Summer Literary Seminars, Center for Fiction Prize (judged by Dawn Raffel), Winner, 2014
Disquiet Fiction Contest, Finalist, 2014
Miller Research Fellowship, Rochester Institute of Technology, 2014
Diagram Essay Prize (judged by Ander Monson and Nicole Walker), Winner, 2013
Black Lawrence Press, St. Lawrence Book Award, Semi-Finalist, 2013
FC2 Ronald Sukenick Innovative Fiction Contest, Finalist, 2013
Dzanc Books Short Story Collection Competition, Finalist, 2013
Faculty Development Grant, Rochester Institute of Technology, 2013
Steffensen Cannon Scholarship, University of Utah, 2011-2012
Scowcroft Fiction Prize (judged by Joyelle McSweeney), Winner, University of Utah, 2011
Playboy Fiction Contest, 3rd Place, 2011
Summer Literary Seminars Unified Literary Contest, Finalist, 2011
Copper Nickel Fiction Contest (judged by Ron Carlson), Winner, 2010
The Normal School Normal Prize for Fiction (judged by Margot Livesey), Winner, 2010
Summer Literary Seminars Unified Literary Contest, Finalist, 2010
New Orleans Review Walker Percy Fiction Contest, Honorable Mention, 2010
Clarence Short Graduate Student Teaching Award, University of Utah, 2010
Ramona Cannon Award for Graduate Student Teaching Excellence, Nomination, 2010
College of Humanities Graduate Fellowship, University of Utah, 2007-2011
Southern Indiana University Mary C. Mohr Short Fiction Award, Finalist, 2009
American Short Fiction Short Story Contest (judged by Sam Lipsyte), 2nd place, 2009
Vice Presidential Fellowship, University of Utah, 2007-2009
Utah Writers Contest, Honorable Mention, 2008
Gulf Coast Short Story Competition, Semi-Finalist, 2006
Passages North Waasmode Prize, Finalist, 2006
Abroad Short Story Competition, Finalist, 2006
Summer Literary Seminars Competition, Semi-Finalist, 2006
Pushcart Prize Nomination, 2006
Best of the Net Nomination, 2006
Mockingbird Poetry Competition, Winner, 1996
Student Fee IR Fund Grant, San Francisco State University, 1995
Student Scholarship, University of California at Berkeley, 1988-1989

Literary Journals
Assisting Faculty
Senior Prose Editor
Editor
Signatures, Rochester Institute of Technology, 2012-
Versal, Amsterdam, The Netherlands, 2005-
Byzantium, University of California at Berkeley, Berkeley, CA, 1990-1991

Teaching Experience
Assistant Professor (Tenure-Track)
Visiting Assistant Professor
Rochester Institute of Technology, Rochester, NY, 2012-
University of Kansas, Lawrence, KS, 2012
Instructor
University of Utah, Salt Lake City, UT, 2009-2011
Instructor
wordsinhere, Amsterdam, The Netherlands, 2005-2007
Lecturer
San Francisco State University, San Francisco, CA, 2002
Graduate Assistant
San Francisco State University, San Francisco, CA, 1996

Courses Taught

Graduate
New Media Theory and Practice
Fiction Workshop
Poetry Workshop

Undergraduate - Lower Division
Freshman Composition (Rhetoric and Writing) (3)
Global/Transnational Literature
Introduction to Creative Writing (3)
Arts of Expression: Zombies
History of Digital Literature (2)

Undergraduate – Upper Division
Genre Workshop: Fiction (5)
Advanced Fiction Workshop (2)

Community
Short Fiction Workshop
Novel Workshop

Service
Advisor, Creative Writing Minor, 2013-
Reader, Creative Writing Awards, 2013-
Chair, Digital Media Search Committee, 2013
Organizer, Department of English Undergraduate/Faculty Reading Series, 2013-
Creative Writing Working Group, 2012-
Digital Literature and Comparative Media Subcommittee, 2012-
Web Administrator, English Department, 2012-

Professional Affiliations
Electronic Literature Organization (ELO) (2014-)
Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC) (2014-)
Modern Language Association (MLA) (2012-)
Association of Writers and Writing Programs (AWP) (2012-)

M.F.A. Committees
Iris Moulton, Daniel Rolf
Technical Writing and Information Technology
Senior Programmer/Writer - Backbase BV, Amsterdam, The Netherlands, 2006-2007
Senior Technical Consultant - Tridion BV, Amsterdam, The Netherlands, 2000-2001

Platforms, Programming, Software
- **Operating Systems**: MacOS, Windows, UNIX
- **Programming and Scripting**: HTML, CSS, Javascript, DHTML, VB, JSP, ASP, SQL, XML/XSL, Perl, shell scripting, PHP
- **Database**: SQL Server, mySQL, Filemaker, Access
- **Software**: Adobe Creative Suite, Dreamweaver

Languages
- English (native)
- Dutch (fluent)
- French (advanced)
- German (advanced reading, proficient speaking)
- Spanish (proficient reading, speaking)
SECTION I. ACADEMIC & PROFESSIONAL QUALIFICATIONS

A. Education

- **Union University**, 1984, Juris Doctor.
- **Rochester Institute of Technology**, 1981, Master of Science, Instructional Technology
- **Rochester Institute of Technology**, 1979, Bachelor of Science, Social Work

B. Tenure and Promotion

- Promotion to Associate Professor awarded in 2010 by Rochester Institute of Technology
- Tenure awarded in 2001 by Rochester Institute of Technology.

C. Awards, Scholarships, Honors, Memberships

- Monroe County Bar Association, member, 1985 - present
- Recognized for completion of term as RIT Federal Credit Union Director, 1996.
- RIT Distinguished Alumnus of the Year award, 1987.
• Admission to practice law in the United States District Court 1985.
• Selected for the Albany Law School Law Review, 1982
• Recognized as the RIT Outstanding Scholar, 1979
• Inducted into Phi Kappa Phi Honor Society, 1979
• Awarded Comprehensive Skills Certification by the National Registry of Interpreters for the Deaf, 1976.

D. Relevant Personal Employment

Chair, NTID Department of Liberal Studies

*National Technical Institute for the Deaf (NTID), Rochester Institute of Technology*
*Rochester, New York*  
*February 2012 to present*

Responsible for the curriculum development and delivery of English courses at the AOS, AAS, AS and BS program levels and general education courses at the BS program levels. Manage 26 faculty members, two tutoring programs and the Applied Liberal Arts AS degree program. Serve as support coordinator for NTID students enrolled in COLA BS degree programs. Work closely with NTID and COLA administration as well as NTID department chairs of technical programs. Continue to teach Computer Crime and Introduction to Legal Interpreting.

NALA/NAPL Program Coordinator, Department of Liberal Studies (DLS)

*National Technical Institute for the Deaf (NTID), Rochester Institute of Technology*
*Rochester, New York*  
*September 2009 to present*

Coordinate and implement the NTID Applied Liberal Arts (NALA) and the NTID Pre-Baccalaureate (NAPL) program. Oversee acceptance of direct admit, SVP, internal and external applicants. Design and lead SVP sampling, interviewing and acceptance processes. Provide academic advising for admitted students and prospective internal transfer students. Teach Freshman Seminar course for incoming NALA and NAPL students. Provide quarterly lectures to NTID Career Seminar students. Work closely with RIT College of Liberal Arts Dean, Registrar and Program Chairs as well NTID DLS chair and faculty and Registrar to address course credit, graduation criteria and transfer applications.
Support Faculty, Department of Liberal Studies (DLS)
National Technical Institute for the Deaf (NTID), Rochester Institute of Technology
Rochester, New York

Assistant Professor, NTID Liberal Arts Support Department, 2005 – present
Assistant Professor, NTID Liberal Arts Support Department, 1995 – present
Visiting Instructor, NTID Liberal Arts Support Department, 1992 – 1995
Adjunct Tutor, NTID Liberal Arts Support Department, 1991 - 1992

Serve as support faculty to NTID students majoring, concentrating and minoring in Criminal Justice and Public policy as well as NTID students studying law related courses in the College of Business, College of Liberal Arts, NTID and College of Imaging Arts and Sciences. Provide tutoring, study skill development, job search and graduate school application support. Work with College of Liberal Arts program chairs and faculty to train faculty to work with NTID students and NTID Department of Access Services staff.

Courses tutored include:

- College of Business: Legal Environment of Business and Business Law.
- NTID: Civil Rights and the Deaf and Law and Society

Community Rabbi
Rochester, New York June 2006 – present

Serve as rabbi, educator and religious counselor for members of the community; officiate at Jewish rituals including weddings, funerals and baby naming ceremonies; develop and lead educational programs regarding Jewish holidays and practices.

Hillel Rabbi
Hillel of Rochester Area Colleges
Served as rabbi and educational director for Jewish students at NTID, RIT, University of Rochester, Eastman School of Music, SUNY Geneseo and Monroe Community College. Designed and implemented Shabbat, holiday, and special topic workshops and seminars. Worked closely with NTID Wolk students to plan events and Jewish Deaf Week.

**Attorney**

*Rochester, New York 1984 -present*

Representation of hearing, Deaf, GLBT and non-gay clientele in the areas of real estate, estate planning, adoption, and criminal law. Conducted legal research, drafted pleadings and legal memoranda, prepared documents as well as appeared in town, state and federal courts on behalf of clients.

**E. Communication Skills**

Sign Communication Proficiency Interview rating: Superior, 1998

**F. Professional Development**

Completed all continuing legal education credits on an annual basis.

**SECTION II: PROFESSIONAL ACTIVITIES**

**A. Deaf Access to Law and Legal Education**

**Publications**


Presentations

Berlove, N. and Gravitz, J. (January to June 2012). *Introduction to Legal Interpreting and Ethics*. Developed and taught this course for community sign language interpreters as continuing education credit under the auspices of the Genesee Valley Region Registry of Interpreters for the Deaf


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**B. Curriculum and Course Development**

**Curriculum Development**

Gravitz, J. (2008, Spring). Designed, developed and presented conceptual draft of Liberal Arts AS degree to DLS faculty.


**Gravitz, J.** (2005 Spring and 2006 Fall). Developed and designed *GLBT Studies and Introduction to Gender Identity and Expression* courses for the College of Liberal Arts Women and Gender Studies program.


**Gravitz, J.** (1997, Fall). Drafted NTID Criminal Justice pre-baccalaureate program curriculum.

**Course Development**

**Gravitz, J.** (2009 and 2010, Spring). Developed and piloted *Special Issues: Legal Interpreting* for the NTID Department of ASL and Interpreter Education.


C. Courses Taught

- College of NTID: Civil Rights and the Deaf and SI: Legal Interpreting.
- College of Business: Legal Environment of Business and Business Law (undergraduate) and Business Legal Studies, Commercial Business Law and Legal Aspects of E-Commerce (graduate).

D. Criminal Justice

Publication


Presentation

E. GLBT Law

Publications


Presentations


**F. Elder Law Presentations**


G. Rabbinical Research and Presentations


Gravitz, J. (September 2007-May 2008). Contemporary Torah Topics. Researched, developed and led weekly class on embryonic stem cell transplants, the afterlife, abortion, death and women’s roles at the University of Rochester. Rochester, New York.


**H. RIT Papers**


SECTION III: CONTRIBUTIONS TO THE COLLEGE AND THE INSTITUTE

Committee Service:

- NTID Salary Committee 2014.
- NTID Promotion Committees 2012-2014.
- NTID Curriculum Committee, 2010-2012.
- College of Liberal Arts history search committee, chair 1999-2000.

Student Retention

- SVP coordination and participation in sampling, interviewing and advising, 1995 to present.
- Department coordinator for orientation programs for direct admit students 1995 to present.
- Advocate at student conduct hearings (3-5 students per year), 1993 to present.

Student Organizations

- Pre Law Association, co-advisor 1992 to present.
- Advisor, Alpha Epsilon Pi, 2012 to present.
- Wolk Center, faculty advisor 2006 to present.
- Panelist: Keys to Success for Lambda Pi Chi Sorority.
- Jewish Deaf Week- organized the program for 2007 and 2008 and led sessions on Jewish cooking, history and culture.

SECTION IV: SERVICE TO THE COMMUNITY

Corn Hill Neighbor Association
- Corn Hill Arts Festival, Assistant Chairperson 2003 and 2004
- Corn Hill Arts Festival, Food Vendor Chair 2003-2008
- Security Committee Member, 2003-2007
Lisa M. Hermsen

College of Liberal Arts
Rochester Institute of Technology
Rochester, NY 14623

Phone: 585-475-4553
Email: lmhgsl@rit.edu
Fax: 585-475-7120

Academic Positions

Chair, Department of English
Department of English, Rochester Institute of Technology (June 2011-present)

Associate Professor
Department of English, Rochester Institute of Technology (September 2008)

Assistant Professor
Department of English, Rochester Institute of Technology (September 2002)

Book


Published Reviews of Book

“Highly Recommended” by Choice 2013.


URL: http://www.h-net.org/reviews/showrev.php?id=40390

Leo Uzych, J.D., M.P.H. Metapsychology Online Reviews, (January 2013) 17:2. (Republished as a public service of CenterSite.Net, a provider of website services and educational content to behavioral health and employee assistance organizations. Review appears: Med Help. Net, International Bipolar Foundation, Hartford Behavioral Health, Oasis Group EAP, North Central Behavioral Health Services, and others)

Digital Humanities Scholarship


Conference for Undergraduate Education Posters on the Hill, Honorable Mention, top 10% poster submission; RIT Imagine field house exhibit; RIT undergraduate research symposium.


PUBLICITY FOR “POX IN THE CITY”

“Pox and the City: A Digital-Playing Role Game for the History Of Medicine” Play the Game. Link to Pox and the City


PEER REVIEWED PUBLICATIONS


SELECT PRESENTATIONS


“A. J. Duganne’s Knights of the Seal: The Maniac as Figure of Reform Horrors” Northeast Modern Language Association, 2011.

Invited Talk, DBSA/Parents with Bipolar Children, February 2010.


“Physics Education Research Seminar” The Ohio State University, Department of Physics Invited Talk with Scott V. Franklin, 2005.


**INTERNAL FUNDED RESEARCH**


Faculty Research Fund (2010) Funded $1,000.

PLIG Internal Grant PI (2007-2008) Funded $8,500
PLIG Internal Grant PI (2004-2005) Funded $8,500
PLIG Internal Grant PI (2003-2004) Funded $10,500

**EXTERNAL GRANT PROPOSALS**

NEH Challenge Grant, Co-PI James Winebrake, Shirley Bower (May 2014). Pending.

NEH Digital Projects for the Public, Co-PI Shaun Foster (June 2014). Pending.

NEH Subcontract, collaboration with Stockton College (June 2011) funded $25,000 Co-PI Elizabeth Goins, “Pox and the City” Interactive Game for College of Physicians,

FIPSE PI (June 2007) Unfunded.

**Awarded Scholarship**

Paul and Francena Miller Research Fellowship (2009).


Fellowship, Program in Early American Medicine, Science, and Society (2005).

The Library Company of Philadelphia

**Professional Activities**

Chair, Digital Humanities Curricular Architecture Committee (2013-present)

RIT Press Advisory Board (2012-present)

Director of Institute Writing (2006-2011)

Authored and Proposed with the Institute Writing Committee, Policy D.16


Publishing the Book Conference, sponsored by TLC

Grant Writers’ Boot Camp, Presenter (2006-10)


New Faculty Orientation, Presenter (2003-2008)

**Courses Taught**

First Year Writing
Written Argument
Literary and Cultural Studies
Arts of Expression
Science Writing
Rhetoric of Science
Biography: Lives of the Scientists
History of Madness
Maps, Places, and Spaces
Interactive Media for Museums
Year One: Explorations of Space and Place
INSTITUTE COMMITTEE SERVICE

Digital Humanities Speaker Series (2012-present)
Digital Humanities Concept Paper, primary editor (2012)
College Curriculum Committee (2012-present)
FEAD College Committee (2011-present)
Faculty Research Fund Committee (2012-2013)
Institute Writing Director (2006-2011)
Greater Expectations (2009-2010)
General Education Committee Team, Phase II (2009)
General Education Team, Phase I, Dr. Robert Clark, Chair (2005-2008)
Andrea E. Hickerson, PhD  
Department of Communication  
Rochester Institute of Technology  
aahgpt@rit.edu

I. Education
University of Washington  Communication  Ph.D. 2009
Dissertation: Communication and participation in transnational communities: An Analysis of Mexican Americans  
Advisor: Dr. Patricia Moy

University of Texas at Austin  Journalism  M.A. 2003
University of Texas at Austin  Middle Eastern Studies  M.A. 2003  
Thesis: Identity via Satellite: A case study of the Kurdish satellite television station Medya TV  
Advisor: Dr. Karin Wilkins

Syracuse University  Journalism & International Relations  B.A. 2001

II. Academic Appointments
Rochester Institute of Technology  Assistant Professor  Fall 2009-present
• Faculty member, Journalism, Department of Communication  
• Faculty affiliate, International and Global Studies program  
• Research Associate, Research Center for Teaching and Learning, National Technical Institute of the Deaf

University of Washington  Graduate Teaching Assistant  2004-2009
University of Texas  Graduate Teaching Assistant  2001-2003

IIIa. Publications


**IIIb. Under Review/Revise & Resubmit**


Hickerson, A. Is the grass greener?: media and government trust in transnational communities. *International Journal of Communication*.

**IV. Ongoing Research Projects**

- **The Immigrant Press in the Digital Age**
  In Fall 2012 I interviewed 27 ethnic/immigrant media producers in North Carolina, New York City, and Seattle, about their personal backgrounds, organizations, and news values. The first and foundational piece of this research was published in *Journalism*. I expect two more manuscripts based off this data. One is on social media use and the immigrant press, the second is about business models of immigrant media.

- **Digital Diasporas of the Middle East**
  Dr. Babak Elahi (RIT; Associate Dean/Dept. of English) and I are in the beginning stages of a long term project exploring the content producers of diasporic news websites produced for and by Middle Eastern diasporas. We received a Digital Humanities Start-up Grant from the College of Liberal Arts to commence the project in Fall 2013. We have begun comparing the producers of Kurdish and Iranian diasporic websites. Results will be presented at the Iranian Studies Association biannual conference in Montreal in August 2014.

- **Connect@RIT**
  I am a junior researcher on the social science research team working on Connect @RIT, a $3.5 million grant RIT received to study women in STEM fields. This project will collect qualitative and quantitative data over the next five years. Our first focus group was completed in Spring 2013. I’m currently working on a manuscript on the limits of trust in online social networks involving people of color and another on the effects of the rhetoric of STEM on faculty women of color.
• **Deaf Journalists Best Practices**
  
  Together with Dr. Pamela Kincheloe, NTID, Department of Liberal Studies, I received a grant from the National Technical Institute of the Deaf’s (NTID) Research Center for Teaching and Learning (RCfTL) to explore why deaf and hard of hearing students are drawn to the field of journalism. We intend to develop a set of reporting “best practices” to share with students and journalism professionals. Focus groups with students were conducted in Fall 2013.

• **Twitter Use in Journalism Course Work**
  
  My colleague, Dr. Ammina Kothari, and I surveyed over 300 journalism educators and 1000 journalism students about Twitter use in their journalism courses. Results from this survey will be presented at the International Association for Media and Communication Research in Hyderabad, India, in July 2014.

V. Grant Activity

A. External (Received as PI or Co-PI= $306,773)

• INNovation Fund Investigative News Network, 2014 $28,000
  
  • I’m the educational partner with local public radio station, WXXI, on this grant which supports building a bi-lingual community journalism app for Rochester youth. I will be involved in the app’s development and then lead a team of students to help implement and model the app in the Rochester community in Spring 2014.

• John S. & James L. Knight Foundation, 2013 $148,171
  
  • This grant supports establishing a digital journalism incubator course through academic year 2014-2015, travel, a speaker series and technology.

• Red Hat, 2011 Professors Open Source Summer Workshop Grant $1,600
  
  • This grant supported my speaking engagement at the South by Southwest Interactive festival in Austin, Texas, 2012. I organized and presented on a panel called “Binary Bitches: Keeping Open Source Open to Women,” which addressed the challenges of encouraging women to pursue computing careers.

• John S. & James L. Knight Foundation, Presidential Grant, 2011 $155,000
  
  • Co-Principal Investigator with Dr. Vic Perotti, Saunders College of Business, RIT
  
  • Funded “Rise Above the Crowd,” a journalistic experiment in live event coverage designed for mobile devices and interactive billboards. Project activities involved developing a digital application that enables community engagement before, during and after a large campus event on May 7, 2011; supervising and training journalism students to report live; marketing the event to the greater Rochester community; and tracking and capturing what type of content is contributed and consumed.

• Immigration Speaker Series, 2011-2012 $2002
  
  Along with Dr. Ron Hira, STS/PP, I organized an Immigration Speaker series. We brought in three speakers during Fall 2011. They were Former Sec. of Labor Ray
Marshall, journalist Jeffrey Kaye, and New York Times journalist Kirk Semple. In the Spring we brought in two speakers from Washington, D.C. think tanks, Jerry Kammer and Daniel Costa. In addition to receiving support from our respective departments, we also received money from the Urban and Community Studies Program, the Dept. of Sociology/Anthropology, the local and national chapters of the AFL-CIO, the Ronald G. Pettengill Labor Education Fund and the Institute of Electrical and Electronics Engineers.

B. Internal (Received= $27,572)

• National Technical Institute for the Deaf (NTID), Research Center for Teaching and Learning $1700
  • This grant supports a project on the motivations of and best practices for deaf and hard of hearing students in journalism classes.

• Faculty Development Grant, 2013 $2771
  • This grant supported my attendance and travel to the International Communication Association annual conference in London in June 2013.

• Digital Humanities Start-up Grant, 2013 $4950
  • This grant supports the project, “Digital Diasporas in the Middle East.” It will cover one course release and a student researcher.

• Faculty Development Grant, 2012 $2901
  • This money supports my project, “The Immigrant Journalist in the Digital Age.” It funded three visits to different cities for field research on immigrant journalists and editors.

• College of Liberal Arts Faculty Research Fund, 2011 $1,000
  • This money supported the initiation of the project, “The Immigrant Press in the Digital Age.” Specifically, money covered translation and administrative costs.

• Faculty Development Grant, 2011 $1,050
  • This money was used to support travel to the annual convention of the International Communication Association in Boston, MA, in May 2011.

• Seed money, 2010 Provost, RIT $10,000
  • This money was used to support “Rise Above the Crowd,” which was ultimately funded by the Knight Foundation.

• Faculty Development Grant, 2010 College of Liberal Arts, RIT $3,200
  • This money funded my attendance at the Poynter Institute Seminar, “Journalism for Programmers/Programming for Journalists,” in St. Petersburg, FL, in August 2011.

VI. Courses Taught
Rochester Institute of Technology, Assistant Professor
Andrea Hickerson, PhD

- Special Topics: Journalistic Publishing in the 21st Century, Spring 2013,
- Newswriting I: Fall 2009, Summer 2010, Fall 2010, Spring 2012, Fall 2013
- Newswriting II: Spring 2010
- Introduction to Journalism: Fall 2009; Summer 2012; Summer 2013
- Reporting in Specialized Fields: Political Reporting: Fall 2010, Fall 2011, 2012

The University of Washington

Instructor of Record

Lead Teaching Assistant
- Public Speaking, Fall 2006.

Teaching Assistant
- Public Speaking, Spring 2005.

The University of Texas at Austin

Teaching Assistant
- Introduction to News Reporting, Writing and Editing, Fall 2003; Spring 2003.
- Advanced Reporting, Fall 2002; Spring 2002; Fall 2001.

VII. Conferences and Presentations


**Nominated for best graduate student presentation**


Allen, A. (2002). The President and the marketing of American civil religion,” presented to the AEJMC conference in Miami, FL.

**Top Student Paper in Religion and Media Interest Group**
VIII. Other Academic Writings
A. Non-peer reviewed research articles


B. Book reviews


Book Review of “I am a Soldier, Too” by Rick Bragg. DART center for Journalism and Trauma. Nov. 1, 2005. [http://www.dartcenter.org/articles/books/im_a_soldier_too.html](http://www.dartcenter.org/articles/books/im_a_soldier_too.html)

IX. Public Presentations/Lectures


“Neither Here Nor There: Mexican Americans, Media and Political Participation,” presented at the RIT Department of Communication Colloquium Series, April 5, 2010.

“Managing Media and Political Opportunities at Home and Abroad: A Case Study of Mexican Americans,” presented at the RIT Department of Communication Faculty Forum, October 2, 2009.
“Online Journalism” presentation to the “Foundations of Communication,” course, Fall 2009; Spring 2010


“Identity via Satellite,” presented to the Journalism Graduate Student Workshop, University of Texas, Nov. 2003.


“Medya TV and Kurdish Identity,” guest lecture in Radio, Television, Film Department class taught by Prof. John Downing, University of Texas, Oct. 2003.


“Medya TV and Kurdish Identity,” guest lecture in Radio, Television, Film Department class taught by Lisa Hartenburger, University of Texas, Oct. 2003.


X. Manuscript Reviewer
Association for Education in Journalism and Mass Communication
Communication, Culture & Critique
International Communication Association
International Journal of Communication
Journal of Public Deliberation
Mass Communication & Society

XI. Professional Development Training
• Poynter Institute online seminar: Building Effective News & Information Websites: jQuery & WordPress, June 2014
• Attended Columbia Journalism School Showcase, November 2012, NYC
• Professor’s Open Source Summer Experience, Red Hat company headquarters, July 2011
• Attended South by Southwest Interactive, 2011, 2012
• Faculty Learning Community: Getting Started in Funded Research, Winter 2011
• RIT Grantwriters Bootcamp, November 2010
• Professors’ Open Source Summer Experience, June 2010
• “The Future of Reading” Conference, RIT, June 2010
• Poynter Institute Seminar, “Programming for Journalists/Journalism for Programmers, 2010
• Carnegie-Knight Summit on “The Future of Journalism Education,” Feb. 2010
• Rochester ArtTech Training Seminars on digital Audio, digital video and HTML, 2009-2010

XII. Academic Service/Institute Committees
a. Institute-wide Committees
• Academic Technology Advisory Council, 2010
• Representative to the Campus Environment Committee, 2010-present
• Miller and Cary Endowed Chair job searches (College of Images Arts & Sciences), 2012-3
• The Reporter, advisory board, 2012-present

b. College
• Imagine RIT Planning Committee, 2010
• Innovation Council, 2012-present

c. Department
• Committee to propose a graduate committee, 2012-3
• Journalism Job Search Committees, Fall 2009, Spring 2010, Fall 2010, Fall 2011
• Speaking Contest Judge, 2009-2011
• Aide to the Social Media and Communication Symposium, 2010, 2011
• Curriculum Conversion from the quarter to the semester system (with Keith Jenkins)
• Academic advisor to 8 undergraduate students
• Graduate thesis advisor to Rosa Arnone, Jenna Williams, Max Mertel and Jessica Hooper.
• Imagine RIT exhibitor, 2010-2011
• Founder/Advisor to The Docking Station, http://www.rit.edu/cla/communication/dockingstation/

XIII. Other Professional Activities/Memberships
• Association for Education in Journalism & Mass Communication
• International Communication Association
• International Association for Media and Communication Research

XIV. Awards and Nominations
• Nominee, Richard and Virginia Eisenhart Provost’s Award for Excellence in Teaching, 2011
• Faculty FEAD Grant, College of Liberal Arts, RIT, 2010, 2011, 2012, 2013
• Ames Endowment grant for research on diversity, Department of Communication, University of Washington, 2008.
• Recognition of Excellent Teaching by a Graduate Student, awarded by the Instructional and Development Division of the International Communication Association, 2007.
• Best Graduate Student Presentation Nominee. 2005. Rocky Mountain Modern Language Association Conference, Coeur d’Alene, ID.
• Top Student Paper in the Religion and Media Interest Group at the annual convention of the American Educators in Journalism and Mass Communication Conference, 2002.
• Ann Grabhorn Friday Presidential Fellowship, University of Texas, 2002-3
• Federal Language Area Studies (FLAS) summer grant, Arabic, 2002
• Shell Foundation Grant, 2002
• Orlin Prize for best Honors thesis in the social sciences, Title: “A Nation Apart: Kurdish identity and the possibility of autonomy,” Syracuse University, 2001
• Henry J. Leader Memorial Prize in Editing, Syracuse University, 2001
• Member, Phi Beta Kappa, Honors Society
• Chancellor’s Scholar, Syracuse University, 1997-2001

XV. Other Work Experience
• Research Analyst, Elway Research, Seattle, WA, 2007-2009
• Political Communication research consultant, Fox News Interactive, 2005-2006.
• Contributing Editor, KurdishMedia, 2005-2007.
• Staff assistant, Dow Jones Newspaper Fund, 2002.

XVI. Select Mass Media Writings/Interviews/Appearances
• WXXI radio, “The Bob Smith Show,” Rochester, NY
• Christian Science Monitor
• Delaware Media
• Everything is Broken, Stonybrook, NY
• Our Blook
• WHAM, Channel 13 (ABC), Rochester, NY
• Roj-TV, Brussels, Belgium
• Medya-TV, Brussels, Belgium
Julie M. Johannes

29 Main Street
Geneseo, New York 14454-1213
(585) 243-2917
(585) 705-0253

Department of English
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623
(585) 475-2467
jmwgl@rit.edu

EDUCATION

M.A., English Literature and Composition, University of Rochester, August 2004
B.A., magna cum laude, English & Theatre, SUNY Geneseo, May 2002

THESIS

Advisor: Professor Dimitri Anastasopoulos
Topic: An Examination of Don DeLillo's Work through the Lenses of Feminism, Modernism, and Postmodernism

GRANTS, AWARDS & HONORS

Provost’s Interactive Learning Support Grant, Videotopia @ Strong National Museum of Play, 2011-2013
Featured Faculty in NTT @ RIT, October 2011
2007-2008 Richard & Virginia Eisenhart Provost’s Award for Excellence in Teaching, nominee
CCCC Professional Equity Project Grant, 2007
Adjunct Teaching Award, Monroe Community College, 2006
Adjunct Teaching Award, Monroe Community College, 2005
Exceptional Graduate Student Paper Award, University of Rochester, 2004
Departmental Tuition Scholarship, University of Rochester, 2003-2004

PUBLICATIONS

“Evariste Galois & Hector Berlioz,” Journal of Humanistic Mathematics (forthcoming)
“Teaching Mathematicians Effective Response Techniques to Student Essays,” MAA Focus (forthcoming)
“Online Role Playing Games and First-Year Composition: Pedagogy for a New Generation,” MAA Focus (forthcoming)
“Don DeLillo and the Postmodernist Problem: "The Degree Zero of Contemporary Culture,”
Journal of the Don DeLillo Society
“Online Role Playing Games and First-Year Composition: Pedagogy for a New Generation,”
Proceedings from the Conference on College Composition and Communication
(CCCC), San Francisco CA, March 2009

CONFERENCE PAPERS AND PRESENTATIONS

Session originator and chair, “The Mind, the Medium, the Message: Neuroatypicals in Popular
Culture,” Northeast Modern Language Association (NeMLA), Toronto ON, May 2015
“(Re)creating home: an exploration of authentic identity development in the forced placelessness
of a hospital space,” Domestic Imagination Conference, Nottingham UK, January 2014
“Falling Man, Point Omega, and The Angel Esmerelda.” Presentation at the Annual Meeting of the
Don DeLillo Society, New York NY, Autumn 2013
“Samuel Taylor Coleridge: A Mighty Poet in His Misery Dead,” Siena Italy, Summer 2013
“Bookends: Historicized Conspiracy and Paranoia in America and The Relevance of Conspiracy
Theory to Popular Culture,” Colloquium, University of Rochester, Spring 2013
“Life's Topology: Julia Kristeva, Martin Heidegger, and Psychological Development,
Colloquium, University of Rochester, Spring 2013
MiniCourse Assistant, Game Theory & Literacy, MAA MathFest, Madison WI, August 2012
“Don DeLillo and the Postmodernist Problem: "The Degree Zero of Contemporary Culture,”
Conference of the Don DeLillo Society, New York NY, April 2012
Roundtable Discussion Moderator, Conference on College Composition and
Communication (CCCC), St. Louis MO, March 2012
“Teaching Mathematicians Effective Response Techniques to Student Essays,” (paper outline
and roundtable discussion leader/panel presenter) MAA MathFest, Lexington KY, August 2011
“Techniques for Effective Peer Review,” (paper outline and roundtable discussion leader/panel
presenter) Conference on College Composition and Communication (CCCC), Atlanta
GA, April 2011
“Teaching Citation and Attribution in the Digital Age,” Conference on College Composition
and Communication (CCCC), Atlanta GA, April 2011
“Designing Required Courses That Students Want To Take,” MAA MathFest, Pittsburgh PA,
August 2010
“Making Writing Workshops Work,” Conference on College Composition and Communication
(CCCC), Louisville KY, March 2010
“Math + Music = Applied Liberal Arts,” MAA MathFest, Portland OR, August 2009
“Online Role Playing Games and First-Year Composition: Pedagogy for a New Generation,” in
session “We Got Game: Effective Strategies for Using New Media Games in Writing
Instruction,” Conference on College Composition and Communication (CCCC), San
Francisco CA, March 2009
Feminism and Psychoanalysis Conference, University of Rochester, April 2004
“They Can't Fight, but They Can Write: The Political Work of Northern Women Writers and the Civil War,” Susan B. Anthony Institute Conference on Gender and Women's Studies, University of Rochester, March 2004

TEACHING EXPERIENCE

Senior Lecturer of English, Rochester Institute of Technology, Fall 2013-present
Visiting Faculty, University of Siena, Spring 2013-present
Lecturer of English, Rochester Institute of Technology, Fall 2007-Spring 2013
Adjunct Instructor of English, Rochester Institute of Technology, 2005-2007
Adjunct Instructor of English, Genesee Community College, Fall 2005
Adjunct Instructor of English, Monroe Community College, 2004-Spring 2007
Co-Instructor, INTD 101, SUNY Geneseo, Fall 2004
Instructor, AOP Summer Program, SUNY Geneseo, 2004

TEACHING INTERESTS

Rhetoric and Composition
Science Writing
Postmodern Approaches to Auto/Biography Illness Narratives
The Mystery Story
Dante
Foundations of Western Thought
Don DeLillo/Postmodernism
Conspiracy Theory
Technical Theatre & Lighting Design

ACADEMIC & PROFESSIONAL SERVICE

Degree Program Concept Paper Committee, Department of English, 2014-present
ENGL wiki Administrator, Department of English, 2013-present
ad hoc Curriculum Exploratory Committee, Department of English, 2013-present
Digital Literatures Working Group, Department of English, 2013
FYW-WI ad hoc committee, Department of English, 2012-2013
Chair, Policy & Procedure Committee, Department of English, 2012-present
Newcomer Orientation Committee, CCCC, 2011-2013
UWP brown bag sessions, 2011-present
Policy & Procedures Committee, Department of English, 2011-present
Department of English Lecturer Search Committee, 2011
Custom Reader Consultant, Pearson Custom Publications, 2010-present
Faculty Advisor & Sponsor, RIT Starcraft Club, 2010-present
Committee Member, Don DeLillo Society Conference Revitalization, 2009-present
Faculty Mentor, RIT/FYE Summer Leadership Conference “Sophomore Boot Camp”, 2007-2010
Learning Community Facilitator, 2007-2010
Bedford/St. Martin’s Textbook Reviewer, 2007-2009
Institute Common Text Committee (for academic years 2008-2009 and 2009-2010)
RIT Student Writing Contest Judge, 2007-2009
Department Writing Committee, 2007-2008
Committee on Writing Seminar re-visioning, 2007-2008

CURRENT PROFESSIONAL MEMBERSHIPS

Canadian Society for Digital Humanities/Société canadienne des humanités numériques
Association for Computers and the Humanities
Northeast Modern Language Association
Conference on College Composition and Communication
National Council of Teachers of English
Don DeLillo Society
Modern Language Association

LANGUAGES

Italian: intermediate speaking, advanced reading
Spanish: intermediate speaking, advanced reading
French: basic speaking, intermediate reading
**AMMINA KOTHARI**

92 Lomb Memorial Drive,
Rochester, NY 14623-5604
tel: (585)-475-7397 ★ email: ammina.kothari@rit.edu

<table>
<thead>
<tr>
<th>education</th>
<th></th>
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</tr>
</thead>
</table>
| **Doctor of Philosophy**, Mass Communication School of Journalism  
*Indiana University, Bloomington, IN*  
Minor in African Studies | **May 2012** | |
| **Master of Arts**, Communication and Society  
*School of Journalism and Communication  
University of Oregon, Eugene, OR* | **June 2008** | |
| **Bachelor of Arts (cum laude)**, English and Print Journalism  
*North Central College, Naperville, IL*  
Minor in broadcast journalism | **April 2006** | |

<table>
<thead>
<tr>
<th>professional appointment</th>
<th></th>
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</thead>
</table>
| **Assistant Professor**, Department of Communication  
*Rochester Institute of Technology, Rochester, NY* | **August 2012 – to date** | |

<table>
<thead>
<tr>
<th>research publications</th>
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<th>grants and awards</th>
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<tbody>
<tr>
<td>CLA Faculty Development Grant</td>
<td><strong>2014</strong></td>
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<td>CLA Proposal Development Grant</td>
<td><strong>2014</strong></td>
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<tr>
<td>CLA Building Collaborative Networks Grant - RIT</td>
<td><strong>2013</strong></td>
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<tr>
<td>OVPR Grant Writers Boot-camp Seed Grant - RIT</td>
<td><strong>2013</strong></td>
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<tr>
<td>African Students Research Fellowship – Indiana Univ.</td>
<td><strong>2010</strong></td>
<td></td>
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<tr>
<td>Summer Pre-Dissertation Travel Grant – Indiana Univ.</td>
<td><strong>2010</strong></td>
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**invited guest lectures**


“Capacity Building Workshop for Journalism Academics.” Journalism Research and Education Division. International Association for Media and Communication Research, Hyderabad, India

“Media Representations of Gender-based Issues.” Advance RIT Connectivity Series event Imag(in)ing Women: Language, Representation, Stereotypes Luncheon Panel Discussion April 22, 2014

“Visualizing Muslim Identity: Representing Hijab on Tumblr.” RIT’s KERN Conference, Communicating Identity/Consuming Differences April 25, 2014

“Media and Social Change.” Social Change course (Vincent Serravallo) – Rochester Institute of Technology Spring 2013

“Academic Job Search.” A Seminar in Teaching and Learning (Claude Cookman) – Indiana University Spring 2013

“Islam and Human Rights.” Human Rights in Global Perspective course (Edward Kannyo) – Rochester Institute of Technology Fall 2012


“Media in Africa.” Hot Topics in Journalism course (Theresa White) – Indiana University. Spring 2011

“Muslim Women in the Media.” International Communication course (Janet Kwami) – Furman University. Spring 2011


**book reviews**

Kothari, A. (August 2011). The Geopolitics of Representation in Foreign News: Explaining Darfur, by Bella Mody, Journalism: Theory,
**Practice and Criticism, 12, 763-764.**


National Communication Association Doctoral Honors Seminar (2010): “Communication Research in the Next 100 Years: Evolving Issues, Theoretical Tensions and Methodological Pluralism, organized by NCA and University of Utah at Salt Lake City, UT.

**Rochester Institute of Technology – School of Communication**

<table>
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<tr>
<th>Course</th>
<th>Term</th>
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<tbody>
<tr>
<td>Reporting and Writing I – skills course</td>
<td>Fall 2014</td>
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<tr>
<td>Communication, Gender and Media – research course</td>
<td></td>
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<tr>
<td>Introduction to Journalism – conceptual course</td>
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<tr>
<td>Mass Communications – conceptual course</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Computer-Assisted Reporting – skills course</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Community Journalism – special topics course</td>
<td></td>
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<tr>
<td>Reporting and Writing I – skills course</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>News Editing – skills course</td>
<td></td>
</tr>
<tr>
<td>Introduction to Journalism – conceptual course</td>
<td></td>
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<tr>
<td>Information Gathering – skills course</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>News Writing I – skills course</td>
<td>Winter 2012-2013</td>
</tr>
<tr>
<td>News Editing – skills course</td>
<td></td>
</tr>
<tr>
<td>Introduction to Journalism – conceptual course</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Information Gathering – skills course</td>
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</table>

**Indiana University – School of Journalism**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Instructor, Reporting, Writing and Editing 1 – skills course</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Instructor, Muslims in the Media – research seminar</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Instructor, Muslims in the News – survey course</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Instructor, Muslims and the Media – research seminar</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Multimedia Instructor, Visual Communications – skills course</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Instructor, Race, Gender and the Media – survey course</td>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

**Elected research chair for AEJMC’s International Communication Division.**

**Kothari CV: 4**
Discussant for the refereed research panel titled: Reflections on the Sociopolitical News Flow in Africa held at Association for Education in Journalism and Mass Communication, Montreal, Canada. 

Manuscript reviewer for *Journalism & Mass Communication Quarterly.* 

Paper respondent and discussant for the refereed research panel titled: Journalism in Africa: Awareness, Innovation & Influence held at International Communication Association’s annual conference held in Seattle, WA. 

Conference paper reviewer for the International Communication Division for the AEJMC’s annual conference. 


Conference paper reviewer for the International Communication Division for the AEJMC’s mid-winter conference. 

Elected officer and Professional Freedom and Responsibility Committee chair for AEJMC’s International Communication Division 

Paper respondent and discussant for the refereed research panel titled: Journalism in Africa: Awareness, Innovation & Influence held at Association for Education in Journalism and Mass Communication annual conference held in Washington, DC. 

Conference paper reviewer for the International Communication Division and Commission on Status of Women in the AEJMC 

Manuscript reviewer for *Ecquid Novi: African Journalism Studies* journal. 

Manuscript reviewer for *Journal of Communication* 

Conference paper reviewer for International Communication Association divisions: Ethnicity and Race in Communication, Feminist Scholarship, Global Communication and Social Change and Journalism Studies. 

Elected officer and Markham Student Paper chair for AEJMC’s International Communication Division
<table>
<thead>
<tr>
<th>Conference paper reviewer for the Commission on Status of Women in the AEJMC</th>
<th>Spring 2012</th>
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</thead>
<tbody>
<tr>
<td>ICD/CSW liaison for the International Communication Division in the Association for Education in Journalism and Mass Communication</td>
<td>Sept. 2009 - Aug. 2010</td>
</tr>
<tr>
<td>• Organized Panel for ICD/CSW: Feminization of HIV/AIDS and Media: Responses and Case Studies for the annual AEJMC conference, Denver, CO</td>
<td></td>
</tr>
<tr>
<td>Discussant at the annual AEJMC Conference in Denver, CO</td>
<td>August 2010</td>
</tr>
<tr>
<td>• International Communication Division Poster Session</td>
<td></td>
</tr>
<tr>
<td>• ICD/CSW Sponsored Panel</td>
<td></td>
</tr>
<tr>
<td>Faculty mentor for McNair Scholars Summer Research Program – Olivia Harrison and Jarlisa Corbett.</td>
<td>April 2013 – to August 2013</td>
</tr>
<tr>
<td>Moderator for “Framing and Bias Session” at the RIT’s Conference for Undergraduate Research in Communication.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Thesis advisor for Mohd Adam Mahadi – a master’s student in Communication and Media Technologies, Rochester Institute of Technology</td>
<td>Fall 2012 – to Spring 2013</td>
</tr>
<tr>
<td>Faculty mentor for the RIT Collegiate Science and Technology Entry Program, mentoring a student majoring in information technology.</td>
<td>Fall 2012 – to Spring 2013</td>
</tr>
<tr>
<td>• Intensive Course Development Boot Camp</td>
<td>June 5, 2014</td>
</tr>
<tr>
<td>• Online Course Design and Technology Community of Practice” Workshop.</td>
<td>January 2014</td>
</tr>
<tr>
<td>• The National Science Foundation grant-writing workshop organized by Rochester Institute of Technology and the University of Rochester.</td>
<td>Nov. 8, 2013</td>
</tr>
<tr>
<td>• Flipped Classroom Series: Developing Your Flipped Classroom - A Community of Practice with Dr. Rob Garrick</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>• Professional Development for Principal Investigators – Writing Successful Grants</td>
<td>Mar. 22, 2013</td>
</tr>
<tr>
<td>• Teaching Naked Workshop: Designing New Interactions, Activities and Assignments with Dr. Jose Bowen</td>
<td>Mar. 4, 2013</td>
</tr>
<tr>
<td>• RIT’s Sponsored Research Grant Writing Bootcamp</td>
<td>Nov. 19-20, 2012</td>
</tr>
</tbody>
</table>

**professional affiliations**

International Communication Association
Association for Education in Journalism and Mass Communication
International Association for Media and Communication Research
National Communication Association
Curriculum Vitae

Jessica Catherine Lieberman

92 Lomb Memorial Drive
Rochester Institute of Technology
Rochester, New York 14623
jessica.lieberman@rit.edu
585-475-4721, fax -7633

EDUCATION:

**Ph.D.** University of Michigan, Department of English  
*The Haunted Subject: Modernist and Postcolonial Narratives of the Self*, Simon Gikandi (chair), Ross Chambers, Suzanne Raitt, Lemuel Johnson, Anita Norich  
2001

**M.A.** University of Michigan, Department of English  
1996

**B.A.** University of Pennsylvania, Literature and Critical Theory  
1993

PROFESSIONAL APPOINTMENTS:

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Associate Professor, Dept of Fine Arts</td>
<td>Rochester Institute of Technology</td>
<td>2014</td>
</tr>
<tr>
<td>Assistant Professor of Visual Culture, Dept. of Fine Arts</td>
<td>Rochester Institute of Technology</td>
<td>2006-present</td>
</tr>
<tr>
<td>Academic Director of Honors and Fellowships</td>
<td></td>
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</tr>
<tr>
<td>Visiting Assistant Professor, Imaging Arts and Sciences</td>
<td>Rochester Institute of Technology</td>
<td>2004-2006</td>
</tr>
<tr>
<td>Associate Director, Academic Enhancement Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer in the Humanities</td>
<td>Rochester Institute of Technology</td>
<td>2003-2006</td>
</tr>
<tr>
<td>Coordinator, Liberal Arts Honors Program</td>
<td>Rochester Institute of Technology</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Visiting Assistant Professor of Language and Literature</td>
<td>Rochester Institute of Technology</td>
<td>2001-2003</td>
</tr>
<tr>
<td>Graduate Student Instructor</td>
<td>University of Michigan</td>
<td>1995-2001</td>
</tr>
</tbody>
</table>
PEER REVIEWED PUBLICATIONS:

MONOGRAPH


ARTICLES AND BOOK CHAPTERS


WORKS IN PROGRESS

“Strindberg’s Celestographs as the Past and Future of Art” *The Double Image: Strindberg and the Emergence of Visuality and Optical Modernity*, Eds. Anna Stenport, *et al.* Book is currently under review at Yale University Press.

*Traumatic Augmentation.* A manuscript in progress, invited for consideration by Cornell University Press.

“Untitled” art piece for *Ossuary*, curated by Laurie Beth Clark. http://ossuaries.wordpress.com/about/

*IMGROC.COM*, A web-based mapping project of urban, artistic provocations that will be open-source peer reviewed and internally monitored by students in my annual Imag(in)ing Rochester course.

INVITED PRESENTATIONS, PROJECTS AND TALKS


Invited Speaker and Respondent to N.Katherine Hayles, Inaugural Address for the Eugene H. Fram Chair, Invited by the Chair, Clarence Burton Sheffield, Jr., RIT, October 2012.


IGERT Team Member, “Integrating Societal Complexities into Geospatial Support for Disaster Management” RIT nominated proposal for submission to NSF’s “flagship interdisciplinary training program,” 2012.

Digital Humanities, RIT Initiative team member, committee chair and speaker host, 2012.

Consultant and Coordinator of Volunteers for Rochester Help-Portrait, “a global movement of photographers, hairstylists and makeup artists using their time, tools and expertise to give back to those in need,” Responsible for education and training of 22 RIT Students, Rochester, NY, December 2011.

Roundtable Leader and Host for Fuyuki Kurasawa, York University, Conable Distinguished Lecture Series in International Studies, Invited by Conable Chair, Benjamin Lawrence, November 2011.
“Scholarship and Art,” Invited talk by Program Chair, SPAS MFA Program, October 2011


“Art in the Craft Track,” Respondent to Student Film Projects, School of Film and Animation Festival of Craft and Script Presentations, Rochester Institute of Technology, 2008.


“Humanities and Art,” Presentation on Scholarship and Artistic Practice, Invited to SPAS Graduate Seminar, October 2006.


“Reveling in the Millennial Legacy” N. American James Joyce Conference, Charleston, 1999


CONFERENCE PAPERS:

“Imag(in)ing the City: imgroc.com” Innovators Honors Conference 2013, Rotterdam University, October 2013

“Kodak’s Death Campaign: Selling Loss Through Terror” Feeling Photography Conference, University of Toronto, 2009

“Kodak’s Death Campaign” Visible Memories Conference, Syracuse University, 2008


“Traumatic Images” Society for Photographic Education (SPE) National, Denver 2008

“From the Faculty Institute in Miami to Our Home Campuses: Putting City-as-Text into Practice” National Collegiate Honors Conference, Philadelphia, 2006

“Mixed Media and Cultural Studies: Visualizing Trauma” Speaker and Session Chair, NYCEA Conference on Interdisciplinary Studies in Writing and Literature, 2004

“Visual Cultures of Trauma” Media Studies Association Conference, New York 2004

“New Directions for City as Text” Annual Conference of the National Collegiate Honors Council, New Orleans, 2004

“Honors Literature: An Approach to City as Text” Annual Conference of the National Collegiate Honors Council, Chicago, 2003

“Traumatic Images: Visual Culture and the Pedagogical Challenge” International Conference on New Directions in the Humanities, Rhodes, Greece 2003

“Globalism and Liminality” Kansas State University Cultural Studies Symposium, Manhattan KS 2002


PROFESSIONAL WORKSHOPS:

Master Class in City as Text, Rotterdam University 2013
Grant Writing Workshop, College Art Association, NYC 2013
Scalar and Digital Publication, College Art Association, NYC 2013
Now! Visual Culture, NYU 2012
Art History in the Digital Age: A Hands-On Workshop, College Art Association, LA 2012
The Press-ing Issue of Book Publication-- Meet the Editors, RIT 2009
Society of Photographic Education: Pedagogy and Workflow, Chicago 2008
Honors Faculty Institute, Florida International University, 2006
Graduate Student Talks on Teaching (facilitator) 1998-1999: a series of seminars on teaching
Teaching Circle 1996: semester long teaching discussion group
Advanced Workshop on Teaching 1996
Workshop in Composition 1996
Workshop on Teaching a First-Year Writing Course 1996
Pedagogy: Theory and Practice 1995: semester long teacher-training course

PROFESSIONAL MEMBERSHIPS:

International Association for Visual Culture
Visual Culture Caucus, CAA
College Arts Association
Society for Photographic Education
International Visual Sociology Association
Modern Language Association
International James Joyce Society
Modernist Studies Association
American Studies Association
National Association of Fellowship Advisors
National Collegiate Honors Council

PHOTOGRAPHIC EXHIBITIONS (SOLO):

“Becoming Visible” Gallery R, Rochester, NY 2013
“Becoming Visible” Angell Hall “Ballroom,” Ann Arbor, MI 2001
“Becoming Visible” English Dept Gallery, U of Michigan 2000
“Juxtapositions” English Dept Gallery, U of Michigan 2000
“Road Scholars: Roadside” Slusser Gallery, Ann Arbor, MI 2000
“Cancer Series: 1-5” Student Gallery, University of Michigan 1999

SCHOLARSHIPS, GRANTS AND AWARDS:

In Preparation for NSF Information & Intelligent Systems Core Program,
“Planning and Piloting a Creative Technology Project Repository”:
co-PI with Dr. Elizabeth Lawley through the RIT MAGIC Center 2013
RIT’s Nominee for IGERT: Interactive Graduate Education and
Research Traineeship to NSF 2012
Faculty Research Grant 2012
Interactive Learning Support Grant 2012
Interactive Learning Support Grant 2011
Eisenhart Provost’s Award Nomination for Excellence in Teaching
   Accepted nomination, Honored as a Finalist 2010
Miller Research Fellowship 2009
Interactive Learning Support Grant 2009
Eisenhart Provost’s Award Nomination for Excellence in Teaching 2009
Faculty Development Grant 2008
Faculty Research Fund Grant 2008
Eisenhart Provost’s Award Nomination for Excellence in Teaching 2008
Interactive Learning Support Grant 2007
Interactive Learning Support Grant 2006
Provost’s Learning Initiative Grant, participant, RIT 2003-2004
Distinguished Representative: Commencement, Rackham Graduate School 2001
Dissertation Grant, University of Michigan 2000
International James Joyce Foundation Scholarship 2000
Rackham Predoctoral Fellowship, University of Michigan 1999-2000
Rackham One-Term Dissertation Fellowship, University of Michigan 1999
David and Linda Moscow Prize for Excellence in Teaching 1999
Rackham Outstanding Graduate Student Instructor, University of Michigan 1998
John D’Arms Travel Grant 1998
Mellon Fellowship 1997-1998
Distinguished Graduate Student Teaching Citation, University of Michigan 1997
Outstanding Graduate Student Instructor Recognition, English Department 1996
Regents Fellowship- 5 years, University of Michigan 1994-1999
Magna Cum Laude with Distinction in the Major, Univ. of Pennsylvania 1993
The Haney Prize for Outstanding Honors Thesis, Univ. of Pennsylvania 1993
English Achievement Award: Excellence in the Major, U. of Pennsylvania 1993

TEACHING AREAS:

Contemporary and Twentieth-Century Visual Culture; Literary, Visual and Cultural Theory; Comparative Media Studies; Digital Humanities; Modernism and Postmodernism; Film and Photography; Postcolonial Studies; Contemporary Literature and Media; Race, Ethnicity and Gender Studies; Interdisciplinary Approaches; Pedagogy

COURSES DESIGNED AND TAUGHT:

College of Liberal Arts, RIT

Fine Arts 213 Introduction to Fine Arts: Visual Arts
Fine Arts 213 Controversial Art
Fine Arts 319 Arts of Expression: Imaging/Archiving
Fine Arts 325 Imag(in)ing Rochester (3 week and full term versions)
Fine Arts 452/ Women’s Studies 460 Art of Dying
Fine Arts 452/Women’s Studies 460 Traumatic Images (Honors and General)
Fine Arts ST Visual Culture Theory Following current debate in the Journal of Visual Culture and calls for upcoming conferences on Visual Culture, we will approach images as sites of gesture and as agents of intellectual productivity.
Honors 325- Rochester as Text: Community and Textuality
Honors 325- Rochester as Text: 4 Week Intensive
Honors 325- 20th C American Literature, Word and Image
Honors 325- Knowledge and the New Archive
Honors 325- Colloquium: Icons and Global Visual Literacy
Honors 571- Traumatic Images and Literature
Senior Seminar 501- Human Rights and Global Citizenship
Literature 225- Writing and Literature I: Modernity and Visual Culture
Literature 225- Writing and Literature I: Short Story and The Novel
Literature 226- Writing and Literature I: Poetry and Drama
Literature 226- Writing and Literature II: 20th Century Poetic Performance
Literature 226- Writing and Literature II: Words: Sight and Sound

**College of Imaging Arts and Sciences, RIT**

Graduate Photography 786–Contemporary Issues: Image Gestures, Visual Intellectuality
Graduate Photography 753- Graduate Thesis Seminar
Graduate Photography 842- Research Seminar
Graduate Photography 890- Research & Thesis
Graduate Photography 758- Photographic Workshop
Graduate Photography 799- Independent Study

**University of Michigan**

Classics 191- Honors Seminar (co-taught): Great Books from Homer to Plato; U of Michigan
Classics 192- Honors Seminar (co-taught): Great Books from Plato to Dante; U of Michigan
English 124- Writing and Literature: Narratives of Colonial Identity; U of Michigan
English 325- Advanced Essay Writing: Writing Ourselves; U of Michigan
English 125- Composition: American Literature; U of Michigan
English 125- Composition: Multiculturalism, Race, Ethnicity; U of Michigan
English 434- Postmodernism (co-taught): Literature and Theory; U of Michigan
English 313- Film and Literature (teaching assistant)

**ACADEMIC SERVICE, RIT:**

- 2013-2014 Hiring, Committee, Visual Culture Assistant Professor, RIT
- 2013-2014 Hiring Committee, Museum Studies and Digital Specialist, RIT
- 2013-present Academic Curriculum Committee for FYS, Honors Program, RIT
- 2012-present Rochester Fringe Festival Steering Committee, RIT
- 2012-present CLA Digital Humanities Working Group
- 2011-present Miller Fellowship Committee, RIT
- 2011-2012 Institute Nominations Committee, Innovation Hall of Fame, RIT
- 2010 Hiring Committee, Study Abroad and Fellowships, RIT
- 2008-2012 Authorship and Implementation of Visual Culture Minor, RIT
- 2008-present Women’s Center Advisory Board, RIT
- 2007-2008 Learning Communities Instructor, RIT
- 2006-2011 Women’s Studies Coordinating Committee, RIT
- 2006-2007 Fine Arts Faculty Representative to COLA Honors Committee, RIT
- 2006-2007 Steering Committee, COLA Honors Committee, RIT
- 2006-2007 COLA Representative to Honors Curriculum Advisory Committee, RIT
- 2006-2007 Symposium Planning Committee, Pathways: A Century of Women at RIT
- 2003-2008 Institute Fellowships Committee, RIT
- 2004-2006 Goldwater Fellowship Committee, RIT
- 2004-2005 Coach, Partnerships in Pluralism, RIT
- 2004-2011 Board of Advisors, Margaret’s House, RIT
- 2003-present Fulbright Program Advisor to RIT
- 2002-2006 Board of Advisors, Signatures Magazine, RIT
- 2002-present Member on MFA Thesis Committees, SPAS and SAC, RIT
- 2002-present Admissions and Advancement Committees for SPAS, RIT
- 2002-2007 Web Design and Management in COLA and AEP, RIT
2002-2006  COLA Honors Committee, RIT
2002-2006  Honors Advocates Committee, RIT
2002-2004  Faculty Advisor, FACES, Student Feminist Action Group, RIT
2002-2003  Writing Committee, RIT

EXTERNAL SERVICE:

2012  Portfolio Reviewer, Society for Photographic Education
2012-present  Co-Coordinator, Parent Council, Harley School, Rochester, NY
2011  Help-Portrait, Coordinator of 22 RIT Student Volunteers, Rochester, NY
2011-present  Parent Council, Harley School, Rochester, NY
2010-present  Admissions Guide, Harley School, Rochester, NY
2006-2008  GCCIS Digital Arts Competition Advisory Board, RIT
2004-2007  Teaching and Learning Committee, National Collegiate Honors Council
2005-2010  Artech Digital Arts Competition Cycle, Judging Coordinator, Rochester
2003  Peer Reviewer, International Journal of the Humanities
2000-2001  Honors Great Books Committee, University of Michigan
1999-2000  Graduate Committee, University of Michigan
1998-1999  Undergraduate Curriculum Committee, U of Michigan
1997-1998  Committee Co-chair for Distinguished Scholars Seminar, U of Michigan
1996-1997  Steering Committee Representative, Graduate Employees Organization
1996-1997  English Department Steward, Graduate Employees Organization
1996  Faculty Outreach Committee Co-chair, Graduate Employees Organization

SUPERVISION OF STUDENTS:

MFA Graduate Thesis Committees

1. Tom Nasca, IDDE  19. Ratna Khanna, SPAS
2. Jeremy Stipano, FNAS  20. Stephanie Quarto, SPAS
4. Daniel Chou, SPAS  22. Yeon Hee Choi, SPAS
5. Manuel Pena, SPAS  23. Masa Bajc, SPAS
6. Fiona Wilson, SPAS  24. Christin Boggs, SPAS
7. Nathan Lomas, SPAS  25. Megan Mette, SPAS
10. Salah Ahmed, SPAS  28. Michailo Tulek, SPAS
11. Katherine Driscoll, SPAS  29. Nicola Kountoupes, SPAS
15. Jamie Callahan, SPAS  33. Moon Krapghan, SPAS
16. Emily Winton, SPAS  34. Kenyon Cooke, SPAS
17. Sara Tkac, SPAS  35. Jonathan Schnapp, SPAS
18. Gretchen Arnold, SPAS  36. Anna Druzcz, SPAS
37. John Johnson, SPAS
38. Alicia Ross, SPAS
39. Alison Secrest, SPAS
40. Cassandra Worley, SPAS
41. Katrina d’Autremont, SPAS
42. Paul Van Hoy, SPAS

43. Jessica Marquez, SPAS
44. Jen Moon, SPAS
45. Scott LaForce
46. Ryan Shuler, CIAS
47. Aki Miyoshi, SPAS

**Undergraduate Thesis Committees**

1. Hanna Stoehr, CLA
2. Lisa Janos, CLA
3. Sean Conklin, CLA

**Mentees and Research Students**

1. Caroline Houston, COS
2. Daniel Cosentino, CIAS
3. Maria Providencia Casanovas Daufi, CIAS
4. Kaitlin Wilson-Bryan
5. Victoria Main, CIAS
6. Carl Domingo, GCCIS
7. Matt Critelli, GCCIS
8. Jacob Hicks, CAST
9. Elizabeth Thabet, CIAS
10. Kenna Lindsey, CIAS
11. Madison Mock, CIAS
12. Zoe Mallios, COB
13. Robert Gaulin, GCCIS
14. Sandy Francois, CLA
15. Dean Ganskop, GCCIS
16. Jamie Duke, COS
17. Jaymelee Kim, CAST
18. Ebonipearl Jones, CIAS
20. Patrick Kelley, COS
21. Benjamin Foster, COS
22. Blair Brown, COS
23. Tom Guzewich, GCCIS
24. Jaymelee Kim, CAST
25. Laura Filkins, COS
26. Sam Bacarisss, CIAS
27. Kristi Bretz, CIAS
28. George Velesko, CIAS
29. Ryan Suits, CIAS
30. Gregory Drake, CLA
31. Elliot Krasnopolper, CIAS
32. Alex Pagliaro, CIAS
33. Jessica Coulston, CIAS
34. Jacob Bigelow, CLA
35. Dean Ganskop, GCCIS
36. Joanna Robinson, COS

**RECOMMENDATIONS** (dossier available on request):
Kelly Norris Martin

Rochester Institute of Technology
George Eastman Hall 3200
Rochester, NY 14623
Tel: 585.475-2142
Email: kelly.martin@rit.edu

Home
88 Brentwood Lane
Fairport, NY 14450
Tel: 252.473.3031
Email: kellynmartin@gmail.com

SCHOLARLY DEVELOPMENT

Education
North Carolina State University, Raleigh, North Carolina
Doctorate in Communication, Rhetoric, and Digital Media, May 2011
Areas of interest: Visual communication, design studies, rhetoric, instructional communication
Committee: Victoria J. Gallagher (chair, communication), Carolyn R. Miller (English), Melissa A. Johnson (communication), Meredith Davis (design)

North Carolina State University, Raleigh, North Carolina
Master of Science, Communication, 2007
Areas of interest: visual rhetoric, instructional communication

John Carroll University, University Heights, Ohio
Bachelor of Arts, Honors Program Scholar, May 2002
Major: English and Music
Music degree received through cross-registration program with Cleveland Institute of Music & Case Western Reserve University

Academic Positions Held
Assistant Professor, Department of Communication, Rochester Institute of Technology, Aug. 2011-Current

Research Assistant, for Dr. Vicki Gallagher, North Carolina State University, 2008-2009 and fall 2010-2011

Teaching Assistant, North Carolina State University, 2005-2008 and 2010

Research Assistant, Communication in Design project, North Carolina State University, 2007-2008

Communications Conference Intern, North Carolina State University, 2005-2006

Courses Taught
Critical Practice in Social Media, Fall 2014

- This course explores the relationship between social media and the construction of both individual and social identities as well as best practices for constructing the desired community or identity. Although the course is grounded in theory, it is equally committed to practice, and much of the class discussion and activity takes place in various online spaces.
Campaign Management and Planning, Rochester Institute of Technology, Fall, 2014, Spring 2014
  • This course introduces students to the managing and planning of advertising and public relations campaigns. It takes a team project approach thereby helping students learn how to work together in class as well as in a competitive agency. Service-learning is used to expose students to community causes.

Copywriting & Visualization COM 460, Rochester Institute of Technology, Spring 2012, Spring 2013
  • Students develop creative advertising messages by researching and writing a creative brief and then implementing the plan by transforming concepts into actual advertising messages and campaigns. Required course for advertising and public relations majors and a professional elective for professional and technical communication majors and journalism majors.

Digital Design COM 462, Rochester Institute of Technology, Fall 2011, Winter 2011-12, Spring 2014
  • An introduction to essential software applications for communication majors, including desktop publishing, image manipulation and presentation graphics. Required course for professional and technical communication majors, advertising and public relations majors and journalism majors.

Mass Communication, COM 482, Rochester Institute of Technology, Summer 2012 (online)
  • An introductory analysis of newspapers, television, radio, magazines and other mass media in the United States. The course focuses on the history, development, economics and law and regulation of the mass media in the U.S., and explores theoretical consideration of contemporary mass communication issues.

Media History and Theory COM 257, NC State University, Fall 2006, Spring 2007, Fall 2007
  • Required course for the Media Concentration that investigated theoretical and methodological approaches to review the historical development and social implications of communication media

Public Speaking COM 501, Rochester Institute of Technology, Spring 2012, Summer 2012
  • Public speaking equips students with knowledge of the theories and principles of formal public speaking. Required course for professional and technical communication majors and advertising and public relation majors.

Public Speaking COM 110, NC State University, Fall 2006; Summer 2006 and 2009, Spring, 2010
  • General education course that provided experience with public speaking in a rhetorically grounded approach

Visual Communication COM 710 (online certificate course), Rochester Institute of Technology, Fall 2014
  • In this course, students will: actively interpret the visual world around them, recognize and differentiate between different types of visual research methods, compose a visual argument, assess a visual argument, detect the variety of visual media that can have a rhetorical impact, write critically about visual issues, recall different types of visual terminology, theory, and methods

Visual Communication CMT 710, Rochester Institute of Technology, Fall 2012
  • This course focuses on the use of still or moving images in mediated communication. Examples from print, television, internet, photography and film will be examined in light of traditional and emerging media. Rhetoric of image based technologies is examined.
Visual Communication COM 341, Rochester Institute of Technology, Fall 2013, Fall 2014
• An introduction to the study of visual communication through the use of resources and first-hand experience. Differences between verbal and visual modes of communication are explored. The course includes a number of class and individual visits to museums, galleries and exhibits.

Visual Communication COM 450, Rochester Institute of Technology, Fall 2011, Winter 2011-12, Fall 2012
• An introduction to the study of visual communication through the use of resources and first-hand experience. Differences between verbal and visual modes of communication are explored. The course includes a number of class and individual visits to museums, galleries and exhibits.

Visual Rhetoric COM 451, NC State University, Fall 2009
• Communication elective course that examines the rhetorical concepts and methods used to rhetorically analyze and interpret visual images and artifacts.

Professional Development
RIT Grant-writers Boot Camp, Hosted by Sponsored Research Services, Nov. 19-20

NSF CAREER Information and Workshop Sessions, Hosted by Sponsored Research Services, Feb. – May, 2012
• Attended a series of meetings and completed specific assignments to prepare for a CAREER proposal

Essentials of Online Teaching Course, RIT’s Wallace Center 3-week course, winter 2012
• Completed a sequence of asynchronous, interactive activities (i.e., responding to readings, sharing discoveries, commenting on others’ work) that simulates a student’s perspective in an online class, yet has online teaching as its subject matter.

Processing and Arduino in Tandem: Creating Your Own Digital Art Tools (Short Course), fall 2010
• Learned how to install and use the Processing language and the Arduino microprocessor or the purposes of developing creative/experimental projects in computational new media

Media Production Seminar: Video Shooting and Editing, fall 2010
• Seminar instructed on how to organize a video shoot, how to prepare students to work in groups, and how to instruct them on setting a schedule.
• Learned how to use Final Cut Pro editing software and how to export video for the distribution for web or for DVD.

Preparing the Professoriate Teaching Fellow, North Carolina State University, completed May 2010
• Selected for competitive program which included participation in seminars on topics such as implementing learning objectives, classroom management, and utilizing critical thinking
• Mentored by one faculty member in communication through a semester of observing Visual Rhetoric and a semester of teaching the same course

RSA Summer Institute: Rhetoric, Public Memory and Forgetting, Vivian B. & Blair, C., Summer 2009
• Selected for competitive workshop that provided a forum for sustained dialogue about critical issues in public memory studies writ large
• Gave presentation on how individual research enhances our understanding of the rhetorical relationship between remembering and forgetting in public life
Instructional Technology Assistant Program Participant, North Carolina State University, 2008
- Selected for participation in program sponsored by university’s Distance Education and Learning Technology Applications division
- Engaged in seminars related to technology use in education, including learning to use Dreamweaver and related web-development programs as well as learning accessibility standards for websites
- Produced a website for student use in identifying and coping with communication apprehension

Certificate of Accomplishment in Teaching Program, North Carolina State University, completed 2007
- Selected for competitive program which required completion of two semesters of teaching experience
- Included attending and completing reflection assignments for six CoAT approved teaching workshops
- Completed one classroom observation for each teaching experience and produced an online teaching portfolio

Campus Writing and Speaking Faculty Seminar, NCSU, attended as teaching assistant, fall 2005
- Met every two weeks for eight meetings during the semester. A CWSP graduate consultant helped participants on various aspects of their course improvements between Seminar meetings.
- Prepared a report of course improvements which made available at the CWSP Web site

SCHOLARLY WORK

Publications in-progress


Murdoch-Kitt, K. M., Emans, D., Martin, K. N. (2014). (selected for final round of reviews). Sustainability at the forefront: Educating students through complex challenges in design and communication” Interdisciplinary Environmental Review.

Publications


**Book Review**


**Papers and Presentations: National/International**

Murdoch-Kitt, K, Martin, K.N., & Emans, Denielle (2014, May). *Anything but the Color Green: Introducing sustainability into project-based visual communication courses*. National UCDA Design Education Summit, Madison, WI.


**Papers and Presentations: Regional**


**Papers and Presentations: State/Local**

Martin, K. N. (2013, May). Toward a Sustainable University: The Campus as a Canvas. Panel presentation at the Faculty Institute on Teaching and Learning conference, Rochester, NY.


Martin, K. N. & Mandell, H. (2012, April). *Point, click, shoot: How online photosharing impacts classroom engagement*. Poster presentation on digital teaching innovation presented at Educational Futures: A faculty showcase at RIT. Martin and Mandell received a $150 stipend for participation. **On May 4, the poster presentation was selected by RIT Provost Jeremy Haefner for another presentation at the July 12 Board of Trustees meeting.**


**Workshops and Short Courses**


**SCHOLARLY FUNDING**

June 2014, awarded $1,010 through the COLA Faculty Research Fund for the *Just Sustainability: Hope for the Commons* to begin research on sustainability education within the design and communication curriculum.

May 2014, $399,309.00 NSF ECR grant recommended for funding with Ben Zwickl from the College of Science. Title: Transfer of math, physics, and communication skills into the entry-level photonics workforce

March 2014, awarded $5,400 for the project, *The Need to Integrate Visual Communication in Discipline-Situated STEM Instruction*, through the COLA SRS program.

January, 2014, awarded $2100 Professional Development grant to host NVivo qualitative software training from QSR International and invited speaker teaching workshops through The Wallace Center, Faculty Career Development Services.
Awarded a 2012-2013 Provost's Learning Innovation Grant for the project, “Digital Design Flipped Classroom.” (4599)

Awarded RIT Grant Writers’ Boot Camp Seed Funding for the project, “Necessity for Visual Communication Literacy Across the Curriculum.” (5000)

$1,500 from the CLA Faculty Research Fund to cover costs associated with development of an interactive public website on visual communication and research methods.

Awarded the Innovation in Graduate Education (IGE) – Strategic Seed Fund Office of Graduate Studies and Office of the Provost in March, 2012 for the project “Visual Communication, Design and Understanding Messages of Sustainability.” ($8,000)

Awarded the COLA-NTID grant for the project “Visualizing the Message: Investigating Necessity and Best Practices of Design Literacy for NTID Graduates with Professor and Chair of NTID’s Arts & Imaging Studies Department Kenneth Hoffmann and Assistant Professor in NTID’s Arts & Imaging Studies Department Kurt Stoskopf. This proposal is currently under review. ($4,000)

Awarded the College of Liberal Arts Faculty Development grant in February, 2012 for the project “Understanding Visual Research: Methods, Contexts and Comparison.” ($3,000)

**SCHOLARLY RECOGNITION**

**Paper/Presentation Awards**
Nominated for the Council of Graduate Schools (CGS) 2012 / CGS Distinguished Dissertation Award in the Social Sciences.

Nominated for the North Carolina State University 2012 CHASS Dissertation Award.


**Teaching Awards**

Outstanding Graduate Teaching Assistant, Instructional Development Division, Southern States Communication Association Convention, 2007
Awards with Financial Support
Preparing the Professoriate Teaching Fellow, North Carolina State University, 2008-2009
• Awarded $1000 for completion of teaching development program

SCHOLARLY INVOLVEMENT

Service to the Discipline
• Elected and currently serving as Secretary for the Visual Communication Division of the National Communication Association (2013).


• Reviewer for the 2013 Rhetorical and Communication Theory Division of the National Communication Association.


• Reviewer, eSharp Journal, University of Glasgow, 2007

Service to the University and Disciplinary Programs
• Served as Co-Chair of the Academic Sub Committee of the Student Success Sub Committee for the RIT Strategic Plan

• Serving on the COLA Art Committee

• Serving on the Digital Humanities Curriculum Committee

• Serving on committee for possible development of M.S. degree in Health Communication

• Served on the COLA Family Leave Task Force

• Served as second reader for 10 undergraduate senior theses at RIT: Matthew Gregory, Kristin Blair, Mark Holcomb, Alexandria Strader, Heather Baxter, Youmee Lee, Alisha Joslyn, Michael Coady, Adriana Matteo Salgado, Kelly Fidler

• Currently serving as thesis advisor for 5 graduate theses at RIT: Bryan Christiansen, Molly Court and Lisa Janos, Samary Delacruz and Marissa Pixley

• Designed flyer for “Communicate This!” video speaking contest for Imagine RIT.

• Served on committee to propose a Media, Rhetoric and Culture track within the Communication degree program.

• Served on Public Speaking Contest committee. 2012 and 2013. Acted as a judge for preliminary rounds.
• Served on committee for methods courses in Communication. Wrote draft of revised course proposal for Qualitative (Critical) course.

• Wrote course proposal for Communication, Media and Gender course and Social Media course.

• Served as a panel chair and judge for poster contest in the Communication Undergraduate Research Conference.

• Consulted with students and conducted the design/page layout for the print undergraduate senior journalism project Northern Peregrine at RIT.

• Designed web banner (possibly temporary) for the Software Engineering and Business students’ project directed by Michael Palanski, 2012: http://survey360.scb.rit.edu/easy360/

• Served as a chair for the panel “Myth and Legend” in the Communication Undergraduate Research Conference as well as a judge for the poster contest. 2012.

• President, Communication Rhetoric and Digital Media Student Association, NC State University, 2007-spring 2009, spring 2010-Current

• Carolina Rhetoric Conference, Print Design, NC State University, 2010

• CRDM Representative, University Graduate Student Association, 2007-2009

• Committee Member, Judicial and Legislative Committee for the University Graduate Student Association, 2008-2009

• President, NC State University, Communication Student Association, 2006-2007

**Professional Memberships**

• National Communication Association

• AIGA | the professional association for design

• Eastern Communication Association

**PROFESSIONAL EXPERIENCE**

**Researcher, Center for Emerging Technologies LLC, Summer 2009**

• Collaborated on a social media primer for the International Food Information Council Foundation (IFIC).

• Research focused on general, professional, and specialized social networking sites, virtual worlds, and Facebook applications.

• Developed social media best practices tailored to the food industry, including ways of using social media for outreach and education.

**Public Relations Assistant and Emergency Management Officer, Dare County Government, Manteo, NC 2003-2005**

• Wrote press releases, planned press conferences about Dare County employees, events, and elected officials
• Updated county website
• Programmed government access channel and edited and designed county employee newsletter
• Worked directly with public information officer, county manager and emergency management office

• In charge of subscriber research project.
• Wrote press releases and articles for marketing publications.
• Worked at promotion events and concerts.
• Offered public relations position in spring 2007 but decided to pursue PhD.

Editor and Founder, ripCurrent Magazine, Dare County Arts Council, Manteo, NC 2003-2005
• Created and produced ripCurrent monthly magazine, “reporting the artful scene,” in 2003. The magazine merged with the Dare County Arts Council in 2004.
• Responsibilities included recruiting writers and photographers, writing and editing articles and designing page layout and advertisements

• Reported on a wide range of topics including, local news, court cases, town and county boards and committees, environmental and human interest stories

Editor-in-Chief, The Carroll News, Cleveland, OH 2001-2002
• Responsible for day-to-day operations of The Carroll News and final source of editorial judgment.
• Helped section editors with layout and production while also responsible for overall design and advertisements of the paper.

Marketing Intern, Cleveland Metroparks, Cleveland, OH 2000
• Helped plan and institute programs for the public in the Cleveland Metroparks.
• Responsible for writing and designing press releases as well as advertisements and flyers.
• Wrote articles for employee and public publications.

ADDITIONAL SKILLS AND EXPERIENCES

Communication Technology:
• Familiar with HTML and Processing
• Familiar with Indexhibit and other Content Management Systems
• Cross-platform expertise for Macintosh & PC environments

Software:
• Adobe Creative Suite - Dreamweaver, Photoshop, InDesign, Illustrator and Acrobat Pro
• Apple's iWork suite - Pages, Numbers, Keynote
• Various audiovisual editing and conversion software and protocols

Multimedia Development:
• Designed the CRDM Student logo, crdm.wordpress.com
• Developed website for The Upside Down Book documentary film (www.upsidedownbook.net)
• Developed website for sustainability project (www.rit.edu/vcs)
• Created website for Dr. Vicki Gallagher and for courses such as visual rhetoric and public speaking, www4.ncsu.edu/~vgallagh/
AMIT RAY, PH.D. ASSOCIATE PROFESSOR, DEPARTMENT OF ENGLISH, ROCHESTER INSTITUTE OF TECHNOLOGY
EMAIL: AXRGSL@RIT.EDU PHONE: (585) 475-2437 [YOUR NAME]
Associate Professor, Department of English, Rochester Institute of Technology
e-mail: axrgsl@rit.edu phone: (585) 475-2437

EDUCATION
University of Michigan, Ann Arbor, MI
**Ph.D. in English Language and Literature** 2004
Dissertation: “Negotiating the Modern: Orientalism and “Indianness” in the Anglophone World”

State University of New York at Buffalo, Buffalo, NY
**B.A. English (w/Special Recognition)** 1992
Minor: Medicinal Chemistry and Biochemistry
Thesis: “Time, Memory and Heredity in Gabriel García Márquez’s One Hundred Years of Solitude”

BOOK

SELECTED BOOK CHAPTERS


SELECTED ARTICLES

RECENT INVITED CONFERENCES/PRESENTATIONS

Geneva, NY: Hobart and Willam Smith South Asia Speaker Series
“Tagorithms: Tagore as Multi-Media Artist at Home and in the World.” Invited Speaker. October 2011

Rochester, NY: Nazareth College Conference on Globalization and Culture

Redmond, WA: Microsoft Research Faculty Summit. Track: The Future of Reading, Writing and Scholarship

Rochester, NY: The Future of Reading Symposium

REBECCA P. SCALES

82 Brunswick St.
Rochester, NY 14607
rebeccapscales@gmail.com
732-710-8931

EMPLOYMENT

Assistant Professor of History, Rochester Institute of Technology, 2010-present

Postdoctoral Teaching Fellow, George Mason University, 2007-2010

EDUCATION

Rutgers, The State University of New Jersey, New Brunswick, NJ
Ph.D., History (2007)

Major Field of Study: Modern Europe
Minor Fields of Study: Global/Comparative History (Ph.D. field)
Women’s and Gender History (M.A. field)
Languages: French (fluent written and spoken), German (reading knowledge)

University of Georgia, Athens, GA

Hollins College, Roanoke, VA
B.A., History (Honors), French (1998)

PUBLICATIONS

Radio Nation: The Politics of Auditory Culture in France, 1923-1939
(Cambridge University Press, forthcoming 2015)

“La Tribune de l’Invalides: Civic Activism, Disability Rights, and the Remaking of the Postwar State, 1945-1953” (article manuscript in progress)


BOOK REVIEWS


POSTDOCTORAL FELLOWSHIPS AND AWARDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
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<tbody>
<tr>
<td>2014</td>
<td>National Endowment for the Humanities Summer Stipend, “Politics and Understanding Disability in France” ($6000)</td>
</tr>
<tr>
<td>2013-14</td>
<td>Proposal Development Grant, College of Liberal Arts, Rochester Institute of Technology ($4000)</td>
</tr>
<tr>
<td>2013-14</td>
<td>Miller Fellowship, College of Liberal Arts, Rochester Institute of Technology ($12,000)</td>
</tr>
<tr>
<td>2013</td>
<td>Bourse Marandon, Société des Professeurs Français et Francophones d’Amérique ($4000)</td>
</tr>
<tr>
<td>2012-13</td>
<td>College of Liberal Arts Faculty Development Grant, Rochester Institute of Technology ($1500)</td>
</tr>
<tr>
<td>2011-12</td>
<td>College of Liberal Arts Faculty Research Grant, Rochester Institute of Technology ($1000)</td>
</tr>
<tr>
<td>2011-12</td>
<td>College of Liberal Arts Faculty Development Grant, Rochester Institute of Technology ($3000)</td>
</tr>
<tr>
<td>2011-12</td>
<td>College of Liberal Arts Activities Grant for Conable Global Film Series ($1500)</td>
</tr>
<tr>
<td>2010-11</td>
<td>College of Liberal Arts Faculty Development Grant, Rochester Institute of Technology ($5000) for IIE seminar tuition</td>
</tr>
<tr>
<td>2009</td>
<td>Franklin Research Grant, American Philosophical Society ($5000)</td>
</tr>
<tr>
<td>2008</td>
<td>Millstone Fellowship, Western Society for French History ($2500)</td>
</tr>
</tbody>
</table>

SELECTED PREDOCTORAL FELLOWSHIPS AND AWARDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>Graduate Fellowship, Rutgers Center for Race and Ethnicity ($16,000)</td>
</tr>
<tr>
<td>2005-06</td>
<td>Graduate Fellowship, Rutgers Institute for Health Care, Health Care Policy, and Aging ($16,000)</td>
</tr>
<tr>
<td>2003-04</td>
<td>International Dissertation Field Research Fellowship, Social Science Research Council ($10,000)</td>
</tr>
<tr>
<td>2003-04</td>
<td>Bourse Chateaubriand, French Government Cultural Programs ($30,000)</td>
</tr>
<tr>
<td>2001-02</td>
<td>Graduate Fellowship, Rutgers University ($14,000)</td>
</tr>
</tbody>
</table>
CONFERENCE PRESENTATIONS AND PUBLIC LECTURES


TEACHING & RESEARCH INTERESTS

Nineteenth- and twentieth-century European cultural and political history; European imperialism, colonial and postcolonial cultures; the history of the media, technology, and consumer culture; the history of the body and the senses; disability history

TEACHING EXPERIENCE

Rochester Institute of Technology
Making History
Twentieth-Century Europe
Modern France, 1789-present
Modern Europe, 1871-present
Science, Technology, and European Imperialism, 1800-1965
The History of Modern Tourism and Travel
Paris: The History of a Global Capital
Screening the Trenches: World War I in Film

George Mason University
Western Civilization, George Mason University
Graduate Readings Course: European Imperialism, 1800-1970
Rutgers University
Europe’s ‘Civilizing Mission’ in Ideology and Practice
The Era of World War One
Development of Europe II

INSTITUTE SERVICE

2014     Invited and hosted Dr. Richard Fogarty (SUNY-Albany) for the 2014 Conable Global Lecture Series
2013-15  Elected Member, International Education Committee
2013-15  Peer Reviewer, College of Liberal Arts Sponsored Research Support Group
2013     Screening and Discussion of the film Le Havre, Conable Global Film Series
2012-13  Member, Digital Humanities Working Group
2012     Invited and hosted Dr. Michael Adas (Rutgers University) as guest for the 2012 Conable Global Lecture Series
2012     Screening and Discussion of the film Indigènes, Conable Global Film Series
2011     Radio interview on RIT’s station WITR 89.7 promoting Conable Global Film Series
2011-13  Director, Conable Global Film Series
2010-11  History Department Search Committee

PROFESSIONAL SERVICE & EXPERIENCE

2014     Peer Reviewer, Media History
2013     Peer Reviewer, Technology and Culture
2013     Peer Reviewer, Oxford University Press
2011     Panelist and Peer Reviewer, GradFund Seminar on Applying for External Funding. Rutgers University, New Brunswick, NJ
2010-12  Peer Reviewer, Comparative Studies in Society and History
2009-12  College Board European History AP Exam Reader
2009     Co-organizer, French Revolution Day, George Mason University
2006-07  Faculty Committee on Honorary Degrees, Rutgers University
2005-07  Fellowship Adviser, Resource Center for Graduate Student External Support, Rutgers University Graduate School
2002-03  Editorial Assistant, The Journal of the History of Ideas
2001-02  Writing Tutor, Douglass College Writing Center, Rutgers University
2000-01  Project & Grant Coordinator, Institute for Human Development and Disability, University of Georgia
PROFESSIONAL AFFILIATIONS
American Historical Association
Society for French Historical Studies
Western Society for French History
French Colonial History Society
Society for the History of Technology

REFERENCES

Bonnie G. Smith, Board of Governors Professor, Department of History, Rutgers University, New Brunswick, NJ
Email: bosmith@rci.rutgers.edu

Matt K. Matsuda, Professor, Department of History, Rutgers University, New Brunswick, NJ
Email: mmatsuda@rci.rutgers.edu

Keith Wailoo, Townsend Martin Professor of History and Public Affairs, Department of History, Princeton University, Princeton, NJ
Email: kwailoo@princeton.edu Telephone: (609) 258-4960

Jennifer Sessions, Associate Professor of History, University of Iowa
Iowa City, IA
Email: Jennifer-sessions@uiowa.edu Telephone: 319-353-2199

Catherine Kudlick, Professor and Director, Paul K. Longmore Institute on Disability
San Francisco State University
Email: kudlick@sfsu.edu Telephone: (415) 405-3528

Teresa Delcorso, Assistant Dean for Graduate Student External Support
Rutgers University Graduate School-New Brunswick
Email: delcorso@rci.rutgers.edu Telephone: (732) 932-7034
CORINNA SCHLOMBS

Rochester Institute of Technology  |  209 Dartmouth Street
Department of History  |  Rochester, NY 14607
Liberal Arts Building LBR 3309  |  Phone (585) 475-4211 (o)
92 Lomb Memorial Drive  |  Phone (267) 902-6611 (c)
Rochester, NY 14623  |  cxsgla@rit.edu

RESEARCH AND TEACHING INTERESTS

History of Science and Technology, History and Sociology of Information and Communication Technologies, Comparative and Global History, Modern European History, Modern German History, Business History, Women’s History.

ACADEMIC APPOINTMENT

Rochester Institute of Technology, Rochester, New York

Assistant Professor (tenure-track), 2010 - present

EDUCATION

University of Pennsylvania, Philadelphia, Pennsylvania

Ph.D. in History and Sociology of Science, May 2010
Thesis: Productivity Machines: Trans-Atlantic Transfer of Computing Technology and Culture in the Cold War

M.A. in History and Sociology of Science, August 2004

Bielefeld University, Bielefeld, Germany

Diplom, Department of Sociology, June 1998
EXTERNAL FELLOWSHIPS, GRANTS AND AWARDS

Hagley Museum and Library Exploratory Research Grant, 2013
Harry S. Truman Library Institute Research Grant, 2012
IEEE Fellowship in Electrical History, IEEE History Center, 2009 – 2010
Newcomen Doctoral Colloquium Fellowship, Newcomen Society of the United States
and Business History Conference, Sacramento, California, 2008.
NSF Dissertation Improvement Grant, 2007 – 2008
Adelle and Erwin Tomash Fellowship in the History of Information Processing, Charles
Babbage Institute, Minneapolis, Minnesota, 2007 – 2008
Best Graduate Student Paper at the Annual Conference of the International Association of
Science, Technology and Society, January 2007
Scholar-in-Residence at the Deutsches Museum in Munich, February – May 2007
Graduate Fellowship of the Deutsche Forschungsgemeinschaft, 2000 – 2002
Undergraduate Fellowship of Cusanuswerk (German Episcopal Foundation), 1995 – 1998

COMPETITIVE INTERNAL FELLOWSHIPS AND GRANTS

College of Liberal Arts Faculty Development Grant, 2014
College of Liberal Arts Faculty Research Fund, 2013
College of Liberal Arts Faculty Development Grant, 2013
College of Liberal Arts Sponsored Research Support Program Proposal Development
Grant, 2013
College of Liberal Arts Faculty Research Fund, 2012

PUBLICATIONS

Articles and Book Chapters (*peer-reviewed)

*“Built on the Hands of Women: Gender and Office Automation in the West German
Banking and Insurance Industries,” article manuscript in preparation for submission to
Technology and Culture.

Abbate, Thomas L. Misa, Veronika Oechterding and Jeffrey Yost, eds. Gender Codes:
Gender and Computing (IEEE-CS Press, 2010).

*“Engineering international expansion: IBM and Remington Rand in European computer

*“Univac – Ein internationales Meisterwerk in der Computergeschichte.” Kultur und

**Reviews and Essays**


**PRESENTATIONS**

“‘World Peace through World Trade:’ IBM’s corporate diplomacy before and after World War II.” *Business History Conference*, Frankfurt, Germany, March 2014.

“Negotiating Cultures of Capitalism. IBM’s Human Relations in the United States and West Germany.” *Business History Conference*, Columbus, Ohio, March 2013.


Productivity Machines or Automation Technology? Transatlantic Circulation and Appropriation of Computing Technology in the Cold War Years.” *Final ESF Eurocores Programme Inventing Europe & 4th Tensions of Europe Conference*, Sofia, Bulgaria, June 2010


**TEACHING**

**Rochester Institute of Technology**, History Department

*Global Information Age*
*Information Revolution*
*International Business History*
*Gender, Science and Technology*
*History of Modern Germany*
*Modern European History*

**University of Pennsylvania**, College of Liberal and Professional Studies

*Technology and Society*
*America in the Communication Age*

**SERVICE**

**Department of History, Rochester Institute of Technology**
Museum Studies Faculty, Department of History and Department of Visual Culture and Performing Arts, 2013 – present
Peer Evaluations of Teaching and Research, Committee Member, 2013 – present

**College of Liberal Arts, Rochester Institute of Technology**
Agenda Committee for General Faculty Meetings, 2014 - present
Women and Gender Studies Coordinating Committee, Member 2012 – present
Joint Historical Perspectives on Science and Technology Minor Committee, Department of History and Department of Science, Technology and Society/Public Policy, Member 2010 – present
**Rochester Institute of Technology**  

**Society for the History of Technology**  
Special Interest Group Women in Technology History (WITH), Board Member 2008 – 2010

**Technology and Culture**  
Reviewer for articles on computing history.

**IEEE Annals for the History of Computing**  
Reviewer for articles on comparative and international computing.

**Technikgeschichte**  
Reviewer for articles on information technology.

**PROFESSIONAL MEMBERSHIPS**

Society for the History of Technology  
Business History Conference  
Gesellschaft für Technikgeschichte (Society for the History of Technology)  
Gesellschaft für Wissenschafts- und Technikforschung (Society for Science and Technology Studies)
TRACY R. WORRELL
CURRICULUM VITAE

Rochester Institute of Technology
Department of Communication
92 Lomb Memorial Drive
Rochester, NY 14623-5604
trwga@rit.edu, Cell: 617-276-6223

Education

Doctor of Philosophy in Communication, 2006
Michigan State University, East Lansing, MI
Dissertation: Exemplification of health messages in the media
Cognate Areas: Health Communication, Mass Communication
Advisors: Dr. Charles Atkin and Dr. Ron Tamborini

Master of Arts in Communication, 2002
University of Cincinnati, Cincinnati, OH
Master’s Thesis: The media’s depiction of illness: Multiple sclerosis on The West Wing
Cognate Areas: Health Communication, Mass Communication
Advisor: Dr. Heather Zoller

Bachelor of Arts in Speech Communication, 1997
Otterbein University, Westerville, OH
Cognate Areas: Broadcasting, Public Relations
Advisor: Mr. John Buckles

Academic History

Rochester Institute of Technology, Associate Professor (Fall 2013 – present)
Assistant Professor (Fall, 2008 – Fall, 2013)

Emerson College, Assistant Professor (Fall, 2005- Spring, 2008)

Publications


**Conference Presentations**


Worrell, T.R. & Tamborini, R. (2007). Exemplars or base-rates, which is more influential when examining health messages in the media? A paper presented at the 93rd annual meeting of the National Communication Association, Chicago, IL.


Unity and Fragmentation in Feeding the Homeless: Promoting Social Justice through Communication. A paper presented at the 91st annual meeting of the National Communication Association, Boston, MA.


Research in Progress


**Technical Reports**


**Grants and Awards**

International Scholarship Grant, Rochester Institute of Technology (2014), $4,600 Funding to present research at Malmö University, Sweden

Faculty Development Grant, Rochester Institute of Technology (2014), $4,500

Junior-Senior Research Grant, Rochester Institute of Technology (2013), $3,000

Faculty Development Grant, Rochester Institute of Technology (2012), $3,000

Interactive Learning Grant, Rochester Institute of Technology (2008; 2009; 2011), $350; $200

The Richard and Virginia Eisenhart Provost’s Award for Excellence in Teaching (2009-2010),
Finalist

Faculty Advancement Grant, Emerson College (2007), $5,000


Teaching Experience

Current Courses: Health Communication, Quantitative Research Methods, Human Communication, Mass Communications, Theories of Communication, Persuasion, Computer Mediated Communication Graduate: Communication Theories, Electronic Communication

Previous Courses - Public Relations Writing, Public Relations, Consumer Behavior, Research Methods for Marketing Communication, Communication, Media, and Society

Graduate School – Primary Instructor: Communication Campaign Design and Analysis, Mass Media Effects, Human Communication, Introduction to Public Relations, Effective Public Speaking

Editorial Service


Reviewer, Health Communication, 2006 - present

Reviewer, Western Journal of Communication, 2012 – present

Reviewer, Mass Communication & Society, 2008 - present

Reviewer, International Communication Association: Mass Communication Division, 2006 – present

Reviewer, National Communication Association: Mass Communication Division, 2005 – present; Human Communication and Technology Division, 2008 - present

Reviewer, Allyn & Bacon Publishers, 2003 – present

Reviewer, Sex Roles: A Journal of Research, 2005

Professional Service

Third-year review committee, Fall 2013 – present
   Rochester Institute of Technology, Chair
Master’s thesis advisor, Spring 2010 – present
Rochester Institute of Technology

Senior Thesis Advisor, Winter 2008 – present
Rochester Institute of Technology

Panel Respondent & Chair, National Communication Association: Mass Communication Division, 2005-present

Panel Moderator, Conference of Undergraduate Research in Communication, 2009-present
Rochester Institute of Technology

Academic Affairs, 2012 – 2014
Rochester Institute of Technology

Faculty Development Committee, 2009-2012
Rochester Institute of Technology

Co-coordinator for the Social Media and Communication Symposium, Fall 2011
Rochester Institute of Technology

Grant reader/reviewer; Hispanic Serving Institutions – STEM, Summer 2011
Department of Education

Coordinator of Health Communication Symposium, Winter 2009
Rochester Institute of Technology

Panel Respondent & Chair, International Communication Association: Mass Communication Division, 2008- present

Faculty Council, Secretary, 2007 – 2008
Emerson College

American Marketing Association, Co-faculty advisor, 2006 – 2008
Emerson College Chapter

Emerson College

Professional Membership

International Communication Association, member, 2002 to present
National Communication Association, member, 2001 to present

American Marketing Association, member, 2006 to 2008

Eastern Communication Association, member, 2004 to 2006

Central States Communication Association, member, 2000 to 2005

**Industry Experience**

WSTR-TV WB64 television station; Cincinnati, OH
- Traffic Manager-(August 1998-September 2000)
- Continuity Director-(September 1997-August 1998)

WTTE FOX28 television station; Columbus, OH
- (Jan. 1997-June 1997)
Adam Smith  
Associate Professor / Program Chair  
New Media Design and Imaging  
School of Design | College of Imaging Arts and Sciences  
Rochester Institute of Technology  
adam.smith@rit.edu

Professional Profile

With 12 years of academic experience coupled with over 15 years of freelance work in multimedia, e-learning, web design and UX design, I bring a unique and diverse educational and professional expertise to user experience design and development. With industry contacts and relationships, I have helped establish national recognition for Rochester and RIT through yearly student/industry collaborations, projects, lectures and events.

Education

Masters of Fine Art  
Computer Graphics Design  
Rochester Institute of Technology, Rochester, NY 2001

Bachelor of Fine Art, with high honors  
Advertising Photography  
Rochester Institute of Technology, Rochester, NY 1998

Key Qualifications

12 years of experience with graduate and undergraduate level teaching

15 years of freelance experience in instructional/interactive and user experience design

I instruct each subject area using a wide variety of custom teaching aids, motivational and implementation strategies to engage student/user in active learning and problem solving techniques. Lectures and labs are developed to increase students’ knowledge in computer software technology, design principles and aesthetics. I develop curricula with “real-world” clients and projects to better prepare students for industry and foster team productivity.

My professional work experience involves project planning, content creation, design and implementation across digital media formats and technologies. A large portion of this work has been involved with instructional learning applications, template creation and technical troubleshooting.
Awards, Conferences and Publications

2013 UCDA Design Education Summit Schedule
3D Enhanced Visual Design for Designers

2011 Presenter – Adobe Max
Building Workspaces of the Future – Today

2011 Technical Reviewer
iOS Wow Factor – Tim Wood, Apress

2010 Article - Adobe Online
Collaborative Education for Designers and Developers (2 articles)

2010 Presenter – Adobe Educational Conference
Creating an Interactive Designer in 4 years

2010 Panel Presenter
Adobe AEL Summer Institute

2009 Presenter – Adobe Max: Partners By Design Conference
Flash and Interactive Touch Screen Tables

2009 Presenter – Printing Industry Center Symposium
Typographic Expressiveness of Print Compared to Screen

2008 Award - Graphic Design USA
Website: David Lamb Photography

2008 Award - Graphic Design USA
Website: Hye-Hun Nae Portfolio

2007 Article - Design and Technology
Article written for “Design Magazine” in South Korea

2006 Contributor- Adobe article
Article highlighting the teaching methods and work of my students work at RIT

2005 Lecture - “Designing the Experience”
Society for Technical Communication Conference, Rochester, NY

2002 Best in Show Award for X-ray Safety Training
International conference for the Society for Technical Communication
2002 Distinguished Award for X-ray Safety Training
International conference for the Society for Technical Communication

Employment

Professional Development in Education

September 2014 to present, Associate Professor & RIT Online Coordinator
Rochester Institute of Technology
College of Imaging Arts and Sciences, School of Design
RIT Online User Experience Design & Development Coordinator

July 2010 to present, Associate Professor & Program Chair
Rochester Institute of Technology
College of Imaging Arts and Sciences, School of Design
New Media Design Program

July 2004 to 2010, Assistant Professor
Rochester Institute of Technology
CIAS | SOD | NMDI

July 2002 to 2004, Visiting Assistant Professor
Rochester Institute of Technology
CIAS | SOD | NMDI

July 2001 to 2002, Adjunct Professor
Rochester Institute of Technology
CIAS | SOD | NMDI
2001 to 2008, Kyoto Summer Program and Workshops

2002 to Present, Program List
Course materials and custom labs are available upon request.
  • New Media Design (NMDE-BFA)
  • User Experience Design and Development (UXDE-AC)

Educational Service

2009 - Present, CIAS support
  (Developed all CIAS IAPs, Industry Day, RIT Magic Center, Search Committees)
2007 - 2009, Academic Support Committee
2006 - 2007, Academic Senator (elected)
2006 - Judge and Instructor for Digital Arts Competition & Exhibition
2005 - 2006, Professional Leaves Committee (elected)
Freelance Multimedia Development

Nae and Smith Design, September 2008 - Present
• Clients Effective UI/Rocky Mountain Health Providers, Afinos/Skin UX
• UI Design, Desktop Applications
• IA, UI and website redesigns

Novatek Communications, 2002 - 2005
• Design and Develop desktop based reference application
• Eastman Kodak, March 2002 to 2005
• Design and Develop multimedia/online training applications
• Create SCORM and LMS compliant templates
• Track user success through interactions and quiz results

Azonic Web, LLC, August 2001
• Web site development and implementation
• Author Promotional CD-ROMs
• Author Flash “commercial” Animations

In-Seitz, September 1999-2000
• Author Promotional CD-ROMS
• Sound editing and mixing
• Clients (Legacy Bank of Texas, Accede Co.)

Additional projects, work and presentation materials are available upon request
Curriculum Vita

1. NAME: Jai W. Kang
   CURRENT ACADEMIC RANK: Associate Professor
   TENURE STATUS: Tenured

2. Degrees with fields, institutions, and dates:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Operations Research / Industrial Engineering</td>
<td>State University of New York at Buffalo</td>
</tr>
<tr>
<td>M.S.</td>
<td>Operations Research / Industrial Engineering</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>M.S.</td>
<td>Information and Computer Science</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>M.A.</td>
<td>Mathematics</td>
<td>Kent State University</td>
</tr>
<tr>
<td>B.S.</td>
<td>Pharmacy</td>
<td>Seoul National University, Korea</td>
</tr>
</tbody>
</table>

3. Conferences, workshops, and professional development programs in which you have participated to improve teaching and professional competence in IT:

   Coursera MOOC Courses:

1. Introduction to Data Science:
   Instructor: Bill Howe (University of Washington)
   Duration: 10 weeks
   Statement of Completion with Distinction: 6/29/13

2. Inter-professional Healthcare Informatics:
   Instructor: Karen Monsen (Univ. of Minnesota)
   Duration: 10 weeks
   Statement of Completion: 8/12/13 (No “with Distinction” available)

3. Model Thinking:
   Instructor: Scott Page (Univ. of Michigan)
   Duration: 10 weeks
   Statement of Completion with Distinction: 12/31/13

4. Machine Learning:
   Instructor: Andrew Ng (Stanford Univ.)
   Duration: 10 weeks
   Statement of Completion: 12/23/13 (No “with Distinction” available)

Data Mining with Weka MOOC Course
   Instructor: Ian Witten (Univ. of Waikato, New Zealand)
   Duration: 5 weeks
October 9, 2013. Webinar: Big Data Visual Analytics with MicroStrategy and Amazon EMR, MicroStrategy

August 27, 2013. Webinar: Achieving Business Value with Big Data by Bill Inmon, CIO

July 15-16, 2013. ArcGIS: Introduction to GIS: Instructor led online 16 hours training


May 9, 2013. Webinar: Hadoop: Extending Your Data Warehouse, Cloudera.

April 3, 2013. Webinar: Making Sense of NoSQL


February 27, 2013. Webinar: Top Reasons to Consider Advanced Analytics for your Organization. TDWI


October 1, 2012. Webinar: Emerging Technologies 2013: The Information-Driven Future along with Emerging Technology Strategies for Big Data Analytics. TDWI.


August 13, 2012. Webinar: Agile Methods for Accelerating Value from Business Intelligence and Data Warehousing: An Inside Look at Trends and Best Practices. TDWI.


August 21, 2011. One-day Hands-on class: Intro to Mobile Business Intelligence (BI) Rochester, NY, MicroStrategy


July 22, 2011. Webinar: Scaling Your Database in the Cloud. Rightscale

July 12, 2011. Webinar: Designing and Implementing Dashboards and Mashboards by Nelson Ruest, Resolutions Enterprises


May 19, 2011. Webinar: Data Warehouse Packages: Quick, Mature, and Extensible. TDWI

May 5, 2011. Webinar: The Intersection of Big Data and Analytics. TDWI

April 21, 2011. Webinar: Making the Case for Just-in-Time Data and Analytics. TDWI


4. Other related computing experience (including teaching, industrial, governmental, etc.):
   Medaille College, Buffalo, New York, (8/98-6/00, Assistant Professor; 1/98-8/98, Guest Lecturer):
   Taught Computer Information Systems courses;

5. For the four years preceding the self-study, list all department, college, and/or university committees of which you are a member:

   Departmental: Member of formal IST departmental committees: Faculty Search (academic year 2013- ); Undergraduate Curriculum (academic years 2001, 2006-7, 2012), Facilities (2006-7), Member of informal peer groups: Programming and Database (2001-12).

   GCCIS: Member of Mid-Tenure (academic years 2013-2015); Curriculum (academic years 2008-2010); Tenure (academic years 2007-8); Academic Conduct (academic years 2003-4, 2006-7); RIT Student Scholars (2005-6, 2009-2010)

   University: Member of Campus Environment Committee (CEM) (academic years 2011-12)

   Other Service Activities: Advisor to the RIT Korean Student Association (KSA) (2003- )

6. Principal publications of the last five years; please state in standard bibliographic format.


Kang, J.W. Faculty Learning Community Portfolio, RIT Digital Media Library, sponsored by RIT Faculty Institute on Teaching & Learning (FITL). (https://ritdml.rit.edu/dspace/handle/1850/6273)

Kang, J.W., May 28, 2008, Poster session: Lecture-By-Example (LBE) and Raffle Ticket Reward System, sponsored by RIT – Faculty Institute on Teaching & Learning (FITL).


7. Courses taught this and last two academic years term-by-term.

- **Fall (2011)**
  - Introduction to Database and Data Modeling (4002-360-01 & 03)
  - Data Warehousing (4002-789-01)

- **Winter (2012)**
  - Introduction to Database and Data Modeling (4002-360-02)
  - Data Warehousing (4002-489-01)

- **Spring (2013)**
  - Programming for Information Technology III (4002-219-40)
  - Data Warehousing (4002-489-40)

- **Fall (2012)**
  - Introduction to Database and Data Modeling (4002-360-01 & 04)
  - Data Warehousing (4002-789-01)

- **Winter (2013)**
  - Introduction to Database and Data Modeling (4002-360-02)
  - Data Warehousing (4002-489-01)
  - Independent Study (4002-899-02)

- **Spring (2013)**
  - Programming for Information Technology III (4002-219-03)
  - Introduction to Database and Data Modeling (4002-360-02)
8. Brief description of your major research and scholarly activities:

My scholarly activities are to discover novelties in the area of Data Warehousing (DW) in order to formulate specific problems to solve. I have found two problems: 1) Application of MDD (Multilevel Definition Dictionary) to validate & implement schema evolution operations: IUD (Insert, Update & Delete) of dimensional tables, attributes, hierarchical paths, levels based on Object-Oriented approach and 2) Fact trend analysis affected by dimensional data evolution rather than schema evolution. With the support from IST Dept. chair Prof. Zilora, I have a graduate research assistant pursuing the first research problem in which he has made substantial progress. I hope not only to disseminate this research next year but also to extend it further if it receives positive acceptance from the DW community. I also have another student who is interested in the same project using a different approach. He plans to work on this as his capstone project.
Deborah LaBelle, Ph.D.
dmlies@rit.edu
deblabelle16@gmail.com
375 Rockingham St.
Rochester, NY 14620
Cell: 610.937.6429

Education

**Ph.D. Information Science and Technology, 2008**
Drexel University, Philadelphia, Pennsylvania

**Dissertation**
“The influence of social motivations on performance and trust in semi-virtual teams”

**MA Mathematics, May 1978**
State University of New York, at Potsdam, New York

**Master’s Thesis**
“Bases in Banach Spaces”

**BA Mathematics May 1978** *
State University of New York, at Potsdam, New York

**Honors and Awards**
Graduated Cum Laude
Honor’s Math Graduate
Vice President of Pi Mu, Epsilon Mathematics Honor Society
Member Kappa Delta Pi, Education Honor Society

**New York State Permanent Teaching Certification - Mathematics 7-12**

*Received both Master and Bachelor degrees in an accelerated “BA-MA” program for honor’s Math students. Started graduate courses in sophomore year, “skipped” the undergraduate math courses and took only graduate math courses starting in junior year of college.*

Professional Experience

**Lecturer, Information Sciences and Technology, Rochester Institute of Technology**
August 2013-Present.
Teaching Responsibilities:
  Web Design, Fundamental of Information Technology, Needs Assessment

Department Related Activities
  Assessment Committee, Member
  Student Master’s Project, Committee Member

Associate Professor and Program Director, Information Technology (IT)
Nazareth College, January 2006 – August 2013

Program Director Responsibilities Include: Develop the IT program curriculum and continually assess the program against student learning outcomes; maintain a viable pool of adjunct professors; convene regular Advisory Board meetings, perform site visits to internship locations


College Wide Responsibilities Include:

  Major Committee Work:
  Chair of the Institutional Review Board at Nazareth College (Human Subjects Review Committee);
  Member of the Core Curriculum Committee – the college is transitioning to a new liberal studies core in fall 2013, and I am the elected representative for the School of Management;
  Faculty Executive Committee – Ex-Officio member

  Other Committee Work:
  Adult Learners, Online Course Development, Liberal Studies Course Review, Core curriculum for School of Management, Search committees including search for IT services director, School of Management Dean, and various faculty searches

  College Wide Service to students:
  Advisor on a Service Learning “alternative-break” trip to The Mountain Institute in West Virginia (spring 2012); Co-advisor on a “zip trip” to New York City (February 2010);

Assistant Professor and Campus Champion, Information Sciences and Technology (IST)
Pennsylvania State University, Media, PA (Brandywine Campus) – 2001 to 2006

Campus Champion Responsibilities Included: Chair the Brandywine IT Advisory Board Committee, Attend regular State Wide Curriculum Meetings at University Park campus

Teaching Responsibilities Included: Distributed computing, JAVA and UML, Emerging Technologies, VB.net with ADO.net and ASP.net, Java, and C++. Web Design tools including
XML, JavaScript and HTML with Front Page and Dreamweaver, Designing Interfaces and Applications for the Palm Pilot.

**College Wide Responsibilities Included:** Chair of campus Technology Advisory Committee, Organizing member of the committee to establish an undergraduate research symposium named EURECA: “Exposition of Undergraduate Research and Creative Accomplishment”, Mentor for new (non IT) students

**Professional Experience – continued**

**Associate Professor and Chairperson for Computer Information Systems**  
**Monroe Community College, Rochester, NY - 1982 to 2001**

**Teaching Responsibilities Included:** 19 year career of teaching Computer Science and Computer Information Systems courses

**Chairperson responsibilities Included:**  
Plan the master schedule of over 200 courses, build the department budget, hire new full-time and adjunct faculty, supervise the computer labs, and chair monthly department meetings (10 full time faculty members).

While Chair I developed a new curriculum for Information Technology. It included new courses in hardware technology, Microsoft applications, Visual Basic programming, and database design, Business Ethics, Technical Writing, and Business Management. This curriculum was designed for students to transfer easily into the Bachelor of IT Program at the Rochester Institute of Technology, or to gain employment in the computer related fields in the Rochester area. This curriculum, for the most part, is still intact today.

**College Wide responsibilities Included:**

- **Major Committee Work (highlights):**  
  Administrative Advisement Committee for computing on Campus, Tenure and Promotion Committee, Damon City Campus Program Development Committee

- **Other Service to the College (highlights):**  
  Organized department open house for students each semester, Developed the “Outstanding Computer Student” award to recognize a student during spring honor’s ceremonies, Club Advisor for “Association for computer Users”

- **Presentations to Campus and Rochester community included:**  
  “Choosing a Computer Related Career” to undecided High School students; “Programming in Visual BASIC” to Hispanic High School Students interested in Engineering and Science; “Teaching in a virtual Classroom” at Beyond the Chalkboard “Introduction to Visual Basic” at the Rochester Computer Show

**Non-Teaching Professional Employment**

**Systems Analyst**  
**Astra Arcus AB, Södertälje, Sweden – July 1997 to July 1998 – one year sabbatical**
Design and developed an interactive system for the chemical compound database. Scientists in the pre-clinical research area registered substances, calculated and stored solvent values for combinatorial chemistry, and tracked the use and requisition of substances in the High Throughput Screening Lab. This interactive system included peripheral hardware such as balances, bar code printers and scanners.

**Applications Analyst, General Systems Design, Kodak Apparatus Division**  
**Eastman Kodak, Rochester, NY – 1979 to 1982**

*Project leader* for industrial engineering system - Analyzed and designed a system for tracking work and incentive pay for employees working in production.  
*Training Coordinator* for new employees - Trained new employees in PL/1, TSO, debugging and standards

**Software Engineer Fort Hauchuca Telecommunications Project**  
**GTE Sylvania, Needham, MA - July 1978 to August 1979**

Litton 3050 Assembly language programmer for telecommunication system used by the US Army
Publications and Presentations


Professional and Scholarly Activities

Advisory Board Member – Monroe Community College Information Technology Advisory Board, attend meetings and advise on curriculum issues. Invited to help train faculty for new course work.

Evaluator for 2012 National Center for Women in Information Technology (NCWIT) award to aspiring teenage girls interested in a future in IT

Recipient of the 2012 “Friends of Student Development” award, Nazareth College, Rochester

Partnered as technical advisor with Social Work colleague in a “PhotoVoice” project (ongoing) – Photos taken by people who were homeless to help educate others on the experiences of homelessness. Coordinate with the Rochester Homeless Services Network to plan for future “blog” and other activities to keep the project alive.

Presented at the “Homeless Services Network” symposium, Rochester NY (September 2010) – Collaborative activity with colleagues from Nazareth College. In addition to presenting some of the results, I helped redesign input forms for the access database and helped input data collected from survey to assist in gathering data for research on Homelessness in Rochester


Board Member Small Business Council (SBC) of Rochester, 2007 to 2010: Chair of the SBC Headliner Committee and Member of Signature Networking Event Committee


External Curriculum Evaluator for Bunker Hill Community College, Computer Science Department. Produced a 20 page report on my review of the BHCC Computer Science Curricula (1998)

Curriculum Reviewer for the Board of Higher Education in Massachusetts. Evaluated Computer and Information Science Associate and Certificate programs offered by public higher education in MA. - (Bunker Hill CC recommended me). Reviewed Associate and Certificate programs in Computer and Information Science offered by five of the public higher education institutions in MA. Reported recommendations to the state’s Board of Higher Education as to the strength and currency of each program (1999)
Professional Development Activities (past few years only)

Completed a ten-week class "Design and Develop your Online/Hybrid Course” spring 2012

Review Applications for the “Aspirations in Computing” - 2011 - Present

Member of Digital Rochester, Attend meetings held by local chapter of The Association for Women in Computing and Digital Rochester

Member of the Association for Computing Machinery professional organization and Special Interest Group for IT Education – SIGITE (Member of ACM since mid 1980’s)

Attended the National University Telecommunications Network (NUTN) Annual conference on Distance Education in Saratoga, June 2009

Attended “Thinking, Writing, Speaking” Spring Training 2009 on Campus WAC seminar

ACM Special Interest Group in IT Education (ACM-SIGITE) Annual conference on IT education and workshop on using Game Programming in CS01 courses, November 2007

Attended Consortium for Computing in Small Colleges at Union College, Schenectady, NY, workshop on integrating DNA research algorithms into a CS01 course, April 2004

Member of the Virtual Math Team (VMT) Research Group at Drexel University – Research the issues associated with collaborative online learning, 2004 through 2006

Attended ACM SIG Group 2003, Sanibel Island, FL – Topic: Organizational and Behavioral issues and the implementation issues associated with group work.

Campus Grants Awarded

Teaching Innovation and Research Grant, 2012-13: “Gender differences in information seeking behavior” (Nazareth College)

Teaching Innovation and Research Grant, summer 2012: “Exposed – Photovoice of Rochester’s Homeless” (Nazareth College)

Teaching Innovation and Research Grant, 2008-09: “Case Discussions and Projects for Online Discussion Based Learning” (Nazareth College)

Teaching Development Grant, 2004-05: “Cultivating a Community of Learners” (Penn State University)

Teaching Development Grant, 2003-04: “Using blended technologies to enhance the student experience in group work” (Penn State University)
Professional Development Grant, 2003-04: Presented research findings of an empirical study of novice programmers at a conference in Ireland (Penn State University)

Collaborative Research Grant, 2002-03: “Designing applications for Geoscience courses” on Palm™ handheld platform (Penn State University)
Ronald P. Vullo, Ph.D.

E-mail: rpv@mail.rit.edu
Web: http://ist.rit.edu/~rpv/
Phone: (585) 475-7281

Professional Experience

Rochester Institute of Technology 12/01 - present
Associate Professor

• Courses:
  4002-206: Web Foundations
  4002-306: Digital Image Creation
  4002-310: Digital Video For WWW
  4002-320: Introduction to Multimedia: The Internet & the Web
  4002-406: Rapid Online Presence
  4002-409: Web Site Design & Implementation
  4002-535: Network-Based Multimedia
  4002-536: Web Client Side Programming
  4002-539: Web Server Side Programming
  4002-546: Web Client Server Programming
  4004-737: Website Design & Technology
  4004-739: Programming for the WWW
  4004-741: Fundamentals of Web-Based Multimedia
  4006-230: Computers in Medicine
  4006-410: The Electronic Health Record
  4040-820: Discovery (Ph.D. Core)

• Director, Project Galen

• Director, Laboratory for Advanced Web Development and Molly Web Development System Project http://molly.rit.edu/

• Editorial Board Journal of Social Media Studies (JSMS)

• Committees:
  Faculty Search
  IT Department Facilities (chair)
  IT Department Graduate Curriculum
  IT Department Online Presence (chair)
  IT Department Graduate Futuring Committee
  Chair, Web Semester Conversion Committee
  GCCIS Ph.D. Program Development Committee
  GCCIS Ph.D. Admissions Committee
  GCCIS Technical Resource Group
Medical Informatics Advisory Board
Faculty Senate (GCCIS Senator)
MS Medical Informatics Admissions Committee

St. Jude Children's Research Hospital 5/00 - 8/01 Education Director, International Outreach
• Created education group, including writing job descriptions, hiring, and managing four direct reports.
• Designed, architected, and developed web-based learning, medical record, and online community system to support 15 partner sites world-wide (PHP, MySQL, Apache, Linux).
• Initiated transition from ISDN-based teleconferencing to internet-based (H.323) teleconferencing.
• Managed multiple outside vendors.
• Managed on-site international fellows program (Over 100 fellows per year).
• Established streaming webcast system to allow international partner sites to participate in on-campus lectures.

izyx, inc. 9/99 - 5/00 Founding Vice President, Chief Information Officer
• Wrote the technology portions of the company's business plan.
• Designed and/or selected corporate intranet and extranet infrastructures, technologies, and policies.
• Participated in corporate strategic planning.
• Managed the RFP and technology vendor selection process.
• Translated the company's strategic vision into specific programmer and staff tasks.
• Managed the process of building a web-based enterprise de novo.
• Managed the recruitment and hiring of technology staff.
• Designed user interfaces and database structures for both internal tools and the company's web sites (TCL, Oracle, AOLServer, Unix).
• Stepped in and assumed graphical design responsibilities when the company's graphics arts vendor failed to deliver as promised.
• Assisted in investment capital development.
• Developed and managed all strategic partnerships between the corporation and academic institutions.
University of Connecticut School of Dental Medicine 9/93 - 9/99 Director of Information Systems, Assistant Professor

- Managed all information systems for the school, including clinical, administrative, and academic computing for over 70 faculty, 120 staff, 260 pre- and postdoctoral students.
- Designed, planned, prototyped, and commenced implementation of a web-technology based electronic dental record for 180 chair clinic supporting over 250 providers and over 30,000 patients. Includes digital radiology and imaging, integral links to learning materials, and automated queries of library-based bibliographic databases.
- Designed the user interface and data dictionaries for a VAX-based dental clinic and billing system. Developed a cross-platform relational database data warehouse of the hierarchical data stored in that system.
- Developed a conceptual framework for online curricula, problem-based learning, and continuing education. Tightly integrated with the electronic dental record forming a single patient information/teaching/reference library environment, it is built with WWW technologies, and based on grant funded basic research.
- Webmaster and originator of the first dental school web site in the United States, authoring much of the content. First brought online when there were only approximately 2700 other web sites in the world, it continues to be a popular site receiving over 3,800 'hits' per day.
- Selected, tested, and implemented electronic application and admissions system, eliminating all paper applications to the school.
- Developed online Registrar, Transcript, and Course Schedule System. Built intranet web interface to same.
- Designed and supervised installation of dual platform (Windows and Macintosh) multimedia equipped classrooms including: computer & video projection, recordable whiteboards, teleconferencing, internet access, wireless audio, and wireless dual 35mm slide projection.
- Recruited and hired programming staff.
- Taught Clinical Medical Problem Solving (first and second year medical and dental course).
- Committees
  - Information Technology Steering Committee (Chair)
  - Executive Committee of the Dental Staff
  - Standing Committee on Information Systems
  - Research and Technology Committee of Dental Council
  - Foundations of Dental Medicine Curriculum Committee
  - Quality Assurance Committee
  - Electronic Medical Record Committee
  - Multimedia Curriculum Coordinating Committee
  - Educational Information Technology Planning Committee
  - Web/Internet Steering Committee
Video Advisory Grant Committee
Year 2000 Steering Committee

• Taught Clinical Medical Problem Solving (first and second year medical and dental course).

State University of New York at Buffalo School of Dental Medicine 5/89-8/93
Director of Information Services, Assistant Professor, Research Scientist
• Founding member of the informatics program, and principal designer of the systems and infrastructure for the school. Including the design and installation the school's first network, and first connections to the internet. Established the school's first ethernet.

• Recruited and hired programming staff.

• Developed the concept for, and co-authored a funded grant proposal to the Bureau of Health Professions Education to develop a prototype multimedia authoring and learning environment.

• Designed an online curriculum analysis system and supervised its development by an outside consulting firm. The current version is now a commercial product sold by the American Association of Dental Schools.

• Invited lecture series at three universities in Sweden on the design of hypermedia learning environments.

Apollonia Systems, Inc. 10/88-12/92 President and CEO
• Developed and marketed shrink-wrapped dental office management software for the Macintosh (second such system on the market).

• Established and maintained a Dentist-only dial-up bulletin board system.
  Developed and marketed a PC (MS DOS) word processor and drawing application for young children.

• Provided individual small business consulting

New York State Department of Education 4/88-10/88 Administrator, New York State Summer Institute for Science and Mathematics
• Administered and co-developed a pilot summer residential program for state identified gifted and talented science and mathematics students. Management of program counselors, staff, university faculty volunteers, and all arrangements for housing, meals, supplies, and travel.

SUNY at Buffalo Center for Learning and Technology 6/85-5/89 Associate Director
• Instrumental in the organization and management newly established state university center to research and develop new teaching technologies. Acting director during the director's sabbatical leave.
• Developed and formally tested a hypertext learning environment incorporating a simulation of an electron microscope.
• Developed Macintosh version of an Apple II Morse code speech prosthesis system or individuals with cerebral palsy and other communication disabilities.
• Supervised multiple ad hoc programming teams working on multiple projects on PCs, Macintosches, Amigas, and Apple IIs.

Education
University at Buffalo Ph.D. 1991 Science Education / Instructional Software Design
University at Buffalo Ed.M. 1985 Science Education / Instructional Design
LeMoyne College B.S. 1981 Biology

Professional Associations
AMIA: The American Medical Informatics Association
DentalInformatics.org

Publications, Presentations and Software
• Vullo, Ronald P., Ph.D., Nicolas Thireos, MS, Chad E. Weeden, MS IT, Edward P. Holden, MBA; Project Galen: User-Centered Tablet EHR Development. Poster presented at the American Medical Informatics Association (AMIA) annual meeting, Chicago, Illinois (November, 2012).


• Vullo, Ronald P., Ph.D., Nicolas Thireos; *Project Galen: An Open Source Electronic Health Record*. Poster presented at the American Medical Informatics Association (AMIA) Spring Congress, Phoenix, Arizona (May, 2008).

• Vullo, Ronald P., Ph.D., Christopher A. Egert, Ph.D., Daniel S. Bogaard; *Molly: Bringing Back Simplicity to Web Site Development and Web Research*. White Paper, 2006


• Bogaard, Daniel S., Ronald P. Vullo, Ph.D., Christopher D. Cascioli; *SVG for Educational Simulations*. SIGITE Conference, 2004.

• Vullo, Ronald P., Ph.D., Bogaard, Daniel S.; *Better than HTML Web: XML for Programming-Free Dynamically Generated Web sites*. WWW@10 (2004)

• Bogaard, Daniel S., Ronald P. Vullo, Ph.D.; *Better than HTML Web: Dynamically Generated SVG Web sites*. WWW@10 (2004)


• Roberson, Bobby J. Ph.D., Richard O'Brien, Ronald P. Vullo, Ph.D., Raul C. Ribeiro, M.D., Jesse J. Jenkins, M.D., Francisco Pedrosa, M.D., Teresa Santiago, M.D., Patricia


• Wilimas, Judith A. M.D., Emily Goldenberg, B.S., Bobby Roberson, Ph.D., Ronald P. Vullo, Ph.D., Deborah Blackstone, Raul C. Ribeiro, M.D.; *Access to Pediatric*

- Vullo, R.P., et al. (October, 2000). Telemedicine initiatives in International Outreach at St. Jude Children's Research Hospital. Presentation at the American and European Associations for Cancer Education Joint Meeting.
- Vullo, K.T., Vullo, R.P. (June, 1997) QuickQuit™ Clinically based smoking cessation program.
- Vullo, RP Project DENTAL
- Vullo, RP Traci (Real-Time Web "Chat Room" Engine, 1995)


Vullo, RP Microcomputers in Dental Education. (Presentation, "We Don't Know What We Don't Know" Conference, Rochester New York, June 1991)


• Tedesco, LA, Eisner, J., Vullo, RP & Hollway, J. University of Buffalo School of Dental Medicine Educational and Technological Initiatives. (Academic Booth, AADS 1991 National Conference)
• Vullo, RP DentLE: An Application of HyperMedia in Higher Education.(Presentation, MacAdemia 1990 Regional Conference)
• Vullo, RP HyperMedia in Higher Education. (Panel Presentation, SUNY Computing Officers' Association 1990 State Conference)
• Tedesco, LA, Eisner, J., Vullo, RP & Hollway, J. University of Buffalo School of Dental Medicine Educational and Technological Initiatives. (Academic Booth, AADS 1990 National Conference)
• Vullo, RP HyperMedia in Dental Education. (Workshop, AADS 1990 Annual Session)
• Tedesco, LA, Vullo, RP InfoTech - Potential Educational Technologies Applications for the University at Buffalo School of Dental Medicine (1989 Mini-conference on Educational Technologies in Dental Schools)
• Vullo, RP Principles of Database Design (Presentation, 1989 Rochester Business Expo)
• Vullo, RP Principles of Database Design(Presentation, 1989 Buffalo Business Expo)
• Vullo, RP ADOMS™ Computerized Dental Office Management System
• Vullo, RP KidEdit™ (Computer text processor for young children)
• Vullo, RP Logo for Programmers MacTech Quarterly, Volume 1, No, 2, (Summer 1989), pp. 111-14
• Vullo, RP Socratic Dialog (Computer aided instruction/Survey administration system)
Curriculum Vitae

Brian Tomaszewski

152 Lomb Memorial Dr.
Rochester, NY 14623

ACADEMIC POSITIONS

Assistant Professor, Department of Information Sciences and Technologies, Rochester Institute of Technology (RIT), (2010-present)

Assistant Professor, Center for Multidisciplinary Studies (CMS), Rochester Institute of Technology (RIT), (2009-2010)

Extended Faculty Member, Chester F. Carlson Center for Imaging Science, Rochester Institute of Technology (RIT), (2011-present)

Extended Faculty Member, Golisano Institute for Sustainability, Rochester Institute of Technology (RIT), (2013-present)

Extended Faculty Member, Ph.D. Program, B. Thomas Golisano College of Computing and Information Sciences, Rochester Institute of Technology (RIT), (2013-present)

EDUCATION

Ph.D., Geography; The Pennsylvania State University, University Park, PA, 2009

MA, Geography (concentration in GIS), University at Buffalo, State University of New York, Buffalo, NY, 2005

BA, Anthropology and Mediterranean Archaeology, University at Albany, State University of New York, Albany, New York, 1994

RESEARCH INTERESTS

Geographic Information Systems (GIS), GIScience, Geovisual Analytics, Geocollaboration, Context Modeling and Representation, Crisis Management

TEACHING EXPERIENCE

Instructor, Spatial Modeling and Visualization, Rochester Institute of Technology

Instructor, Scholarship in Information Science and Technology, Rochester Institute of Technology

Instructor, Thesis and Project Preparation Seminar, Rochester Institute of Technology

Instructor, Introduction to Geographic Information Systems (GIS), Rochester Institute of Technology

Instructor, Introduction to Geospatial Technologies, Rochester Institute of Technology

Instructor, GIS Programming, Rochester Institute of Technology

Instructor, Geographic Visualization, Rochester Institute of Technology
Instructor, Geography 160 – Mapping Our Changing World (Spring 2008), Penn State, Department of Geography

Teaching Assistant, Geography 461W - Dynamic Cartographic Representation (geovisualization) (Spring 2007), Penn State, Department of Geography

Content Developer, Geography 587 – Planning GIS for Emergency Management, (Fall 2006), Penn State, World Campus, Master of Geographic Information Systems (MGIS) Program

Instructor, Geography 385 – Advanced GIS (Spring 2005), SUNY Geneseo, Department of Geography

PROFESSIONAL EXPERIENCE

Senior GIS Analyst/Programmer and Manager, URS Corporation (2001 - 2005) Buffalo NY


Private Consulting 2000 - present
  • Provided GIS software, data and web development services for various private sector firms, local governments, and international NGOs.

REFEREED PUBLICATIONS


Tomaszewski, B. "Examining the effects of Global Economic Crisis (GEC) on poverty through natural disasters impacts - An Overview of the UNOOSA RIVAF Project," in The 4C-Challenge: Communication - Coordination - Cooperation - Capacity Development. Selected contributions to the Fourth United Nations International UN-SPIDER Bonn Workshop on Disaster Management and Space Technology, Bonn, Germany, 2010


OTHER PUBLICATIONS


MANUSCRIPTS IN DEVELOPMENT OR SUBMITTED


PRESENTATIONS


Panelist; The “New Humanities” Have Gone Digital; Faculty Institute on Teaching and Learning (FITL); 2013.


Tomaszewski, B. “Maps from text: A case study in dynamic content generation for mapping mashups” Presentation at the 16th annual GIS/SIG Conference in Pittsford, NY; 2009.


Tomaszewski, B. "Developing geo-temporal context from implicit sources with Geovisual Analytics" Presentation at the International Cartographic Association (ICA) Commission on Visualization and Virtual Environments, Helsinki, Finland; 2007.


Tomaszewski, B. “Interactive Historical Geography: A non Linear Spatio-Temporal Exploration of Multi-Contextual Markings through Geocaching” Presentation at the NoBoundaries Conference, Penn State; 2006.

Tomaszewski, B. “The Reconstruction of Aztec Political Geography in the Toluca Valley of Mexico” Presentation at the annual meeting of the American Association of Geographers in Denver, CO; 2005.


Tomaszewski, B. “Landscape and Shoreline Change on the St. Lawrence River: The Role of GIS in CRM Research” Presentation at the Northeast Arc Users Conference (NEARC) in Ledyard, CT; 1999

INVITED TALKS

2013 - Spatial thinking and serious games: a deeper look at geospatial technology practice. Invited presentation given for the Sustainable Urban Development: International Perspectives on The University as Partner in the Transformation of The Post-Industrial City symposium sponsored by Malmö University, Malmö Sweden and Rochester Institute of Technology, Rochester, NY.

2013 - Spatial Thinking, Disaster Risk and Visual Analytics: Case studies from Rwanda. Invited presentation given for the University of Bonn Geography Department, Bonn, Germany


2012 - Locally Contextualizing Global Shocks. Invited presentation given for the Penn State Geography Department Coffee Hour series, State College, PA.

2012 - Visualization and modeling using geospatial disaster response products. Invited presentation given for The Information Products Laboratory for Emergency Response (IPLER) & Center for Geohazards Studies 2012 Joint Workshop on Disaster Response, Rochester, NY.

2011 - A Visual Analytics Approach to Identifying Vulnerabilities Created by Global Shocks as Revealed by Natural Disaster Impacts. Invited presentation given for The University of Buffalo Department of Geography Colloquium Series, Buffalo, NY.


2010 - Geovisual Analytics and Sensemaking: Towards Approaches for Transforming Information into Knowledge. Presentation given at GIScience Department of Geography, University of Heidelberg, Germany.

2009 – Invited participant for Precision Information Environments workshop sponsored by the US Department of Homeland Security, Seattle, WA.

2009 - Towards an interactive educational environment for disaster management support. Joint presentation between Dr. Algis Kucinskas (Ecole Nationale Supérieure d'Architecture de Paris La Villette) and Dr. Brian Tomaszewski for the United Nations Platform for Space-based Information for Disaster Management and Emergency Response Workshop on “Disaster Management and Space Technology- From Concepts to Application”, Bonn, Germany.


2009 - Getting lost - a thing of the past? The social implications of ubiquitous geo-information technologies. Presentation given for Nazareth College Sociology and Anthropology speakers series, Rochester, NY.

2005 - Building a career in Geography and GIS. Presentation made to Penn State underDOGS club.

**GUEST JOURNAL EDITORSHIPS**

*Future Internet* – Special Issue on Geovisual Analytics, (2012),

**PUBLIC SCHOLARSHIP**

Rwanda research featured in Rochester City Paper (2013),

Appeared on 13WHAM ABC TV discussing seizure of a 'Deep Web' site known as The Silk Road (2013),
[https://www.youtube.com/watch?v=o5aRtqwJQho](https://www.youtube.com/watch?v=o5aRtqwJQho)

Appeared on WHAM 1180 AM radio discussing Rwanda project (2013)

Quoted in *Popular Science* article discussing the 2010 Nicaragua/Costa Rica Google Maps issue (2010),

Visual Analytics research featured in *iVac – Integrated Visualization and Analytics Community Newsletter* (2010),
[http://www.theivac.org/content/context-discovery-application](http://www.theivac.org/content/context-discovery-application)

**GRADUATE STUDENT SUPERVISION AND ADVISEMENT**

Ahmed Alnabhan - **INSAR: Indoor Navigation System using Augmented Reality, prototype Android app**, MS Capstone Committee Member, Rochester Institute of Technology (Completed - 2013).

Minh Quang Vo - **Visually Representing Vietnam’s Geographic Statistical Data**, MS Capstone Chair, Rochester Institute of Technology (Completed - 2013).


Mandvika Rathore - **CareerViz: An Infographics Project**, MS Capstone Committee Member, Rochester Institute of Technology (Completed - 2012).

Talha Khopekar - **Context Aware Emergency Weather Alert System**, MS Capstone Chair, Rochester Institute of Technology (Completed - 2012).


Kunal Shah - **eInvertebrates: A research tool for macro invertebrates**, MS Capstone Chair, Rochester Institute of Technology (Completed - 2012).

**RESEARCH GRANTS AND CONTRACTS**
Needs Assessment and Prototype Software Development-Mobile Medical Education in Rwanda (contract negotiations pending); $30,000; Grand Challenges Canada Stars in Global Health Round 6 Phase 1

NSF-sponsored Workshop on Robust Socio-technical Architectures in Support of Displaced Persons - DPEW '13, Cape Town, South Africa (NSF Award #1343520); Funded participant

International Partnership Development Grant (2013); $9,875; RIT Office of the Vice President for Research and Associate Provost

Freedom Trail Web Site Development (2013); $3000; sub-award from National Endowment for the Humanities grant, Richard Newman, PI

Scholarship Seed Grant (2013); $6000; B. Thomas Golisano College of Computing and Information Sciences, RIT

Rwanda Innovation Endowment Fund (RIEF) (2013); $474,780; “Promoting spatial thinking in natural resource management through community mapping: the case of urban and rural secondary schools of Rwanda”, co-Principal Investigator; Anthony Vodacek, Principal Investigator.

Faculty Evaluation and Development (FEAD) Grant (2012); $3103; B. Thomas Golisano College of Computing and Information Sciences, RIT

Faculty Evaluation and Development (FEAD) Grant (2011); $2678; B. Thomas Golisano College of Computing and Information Sciences, RIT

Oculus Corporation, Geo-Temporal Visual Analytics Prior Art Research (2011), $7700

Department of Defense (DOD), Visual Analytics Advisory Board Membership (2010), $1800

United Nations Global Pulse Initiative, Rapid Impact and Vulnerability Analysis Fund (RIVAF), “A Visual Analytics Approach to Understanding Poverty Assessment through Disaster Impacts in Africa” (2010); $45,000; Principal Investigator.

“Web Visualization Expert/Programmer” (2010); $3,000; Special Consultant to the United Nations Office for Outer Space Affairs (UNOOSA), United Nations Platform for Space-based Information for Disaster Management and Emergency Response (UN-SPIDER); Functions performed – software development and technical consulting onsite in Bonn, Germany.

Faculty Evaluation and Development (FEAD) Grant (2010); $2075; College of Applied Science and Technology (CAST), RIT

Faculty Evaluation and Development (FEAD) Grant (2009); $2100; College of Applied Science and Technology (CAST), RIT

Scholarship Incentive Grant (SIG) (2009); $5000; College of Applied Science and Technology (CAST), RIT

US Department of Energy, Context Discovery Application Software Development and Advisement (2009); $15,693; Principal Investigator to provide guidance on geovisual analytic software refinement and extension.
“Web GIS Mapping Expert/Programmer” (2008); $20,000; Special Consultant to the United Nation Office for the Coordination of Humanitarian Affairs (UN-OCHA), ReliefWeb Map Centre; Functions performed – software development and technical consulting.

AWARDS

2009 - Young scholar travel award to attend the 24th annual meeting of the International Cartographic Conference (ICC) in Santiago, Chile. Grant provided by the United States National Committee of the ICA.

2008 - Miller Graduate Student Fellowship, Department of Geography, Penn State.

2007 - United States Geospatial Intelligence Foundation (USGIF) Scholarship, $5000

2007 - Young scholar travel award to attend the 23rd annual meeting of the International Cartographic Conference (ICC) in Moscow, Russia. Grant provided by the United States National Committee of the ICA. $1800

2007 - Travel award to attend the 4th annual Information Systems for Crisis Response and Management (ISCRAM) conference in Delft, the Netherlands. €250

2007 - Academic Enrichment Award, Department of Geography, Penn State. $600

2007 - Travel grant to attend the First Annual DHS University Network Summit on Research and Education in Washington, D.C. Grant provided by the United States Department of Homeland Security (DHS).

2006 - E. Willard Miller Award (PhD level) paper competition in the Department of Geography at Penn State. $1000

2005 - Student Research Award (MS level) sponsored by the American Association of Geographers Historical Geography Specialty Group. $200

2005 - Publication Award provided by Today’s Cacher for participation in their premiere issue. $100

2004 - Thesis Research Grant (MS level) sponsored by the American Association of Geographers Cartography Specialty Group. $190

RESEARCH PROJECT EXPERIENCE

“Science Master’s Program: Decision Support Technologies for Environmental Forecasting and Disaster Response” (2010 – 2013); National Science Foundation; Dr. Stefi Baum, Principal Investigator; Rochester Institute of Technology; Functions performed – participant/advisor to develop Spatial Modeling and Visualization class for NSF-funded degree program.

“Geocollaborative Crisis Management (GCCM)” (2005 - 2008); National Science Foundation Grant No. EIA-0306845; Dr. Alan M. MacEachren, Principal Investigator; GeoVISTA Center; Penn State University; Functions performed - researcher and software developer.

“Rebuilding After Katrina Using Local Resources” (2006); Anonymous Foundation; Dr. Michael Rios, Co-Principal Investigator; Penn State University; Functions performed – researcher, developer, field work in East Biloxi, Mississippi.
North-East Visualization and Analytics Center (NEVAC), (2006 - 2008); Dr, Alan M. MacEachren, Principal Investigator; GeoVISTA Center; Penn State University; Functions performed – researcher and software developer.

The Information Systems for Crisis Response and Management (ISCRAM) and The International Emergency Management Society (TIEMS) Community Summer School (2006); Course- Blended Crisis Response Teams: linking on-site teams and on-line communities; Peer-selected school on the use of information systems and technology to support collaboration and decision making among on-site crisis response teams and virtual or on-line experts; Tilburg University, The Netherlands.

“A Content-based Image Retrieval for Man Made Objects” (2004); Dr. Ling Bian, Principal Investigator; National Center for Geographic Information and Analysis (NCGIA), University at Buffalo; Function performed – software developer.

“Urbanization and Empire at the Aztec-Period site of Calixtlahuaca.” (2004 - 2006); National Science Foundation Grant No. #0618462; Dr. Michael E. Smith, Principal Investigator, Arizona State University; Functions performed – NSF grant proposal development assistance; fieldwork and GIS coordination in Mexico for 2006 field season.

“Excavation of Aztec Urban Houses, Town of Yautepec, State of Morelos, Mexico.” (1993- 1994); Dr. Michael E. Smith, Principal Investigator, SUNY Albany, Functions performed – Field crew and laboratory assistant for archeological excavations of Aztec site.

**REVIEWER FOR**

*Information Visualization*

*GeoForum*

*Computers and Graphics*

Autonomous Province of Bolzano (Northern Italy)– Research Proposal Reviewer

International Conference on Information Systems for Crisis Response and Management (ISCRAM)

Advances in MIS Monograph on Emergency Management Information Systems

IEEE Symposium on Visual Analytics Science and Technology (VAST)

*Computers and Geosciences*

*Semantic Web – Interoperability, Usability, Applicability*

*International Journal of Digital Earth*

*ACM Transactions on Computer-Human Interaction*

*Kigali Institute of Science and Technology Journal of Science and Technology*

*Future Internet*

*International Journal of Business Continuity and Risk Management*
DISCIPLINE, COMMUNITY SERVICE AND OUTREACH


2012 – IST Graduate Students from my Geographic Information Science and Technology class featured for Hurricane Sandy Social Media application they developed (http://www.rit.edu/news/story.php?id=49508&source=enewsletter)

2012 - Facilitated Geographic Information Science and Technology Exhibit for ImagineRIT (http://www.rit.edu/imagine/)


2011 - United Nations research outreach featured in Research at RIT Magazine (http://www.rit.edu/research/imaging_story.php?id=70)

2011 – GIS assistance with flood recovery efforts featured in Rochester Democrat and Chronicle (http://www.democratandchronicle.com/article/20111005/NEWS01/111004027/Livonia-students-assist-flood-recovery-Owego)


2010 – Juggler and banjo player for Geneseo School District Children’s Night, Geneseo, NY

2010 – United Nations research outreach featured in RIT University News (http://www.rit.edu/news/?v=47674)


2009 - Facilitated GIS outreach event for High School students – “Livonia Students Learn to Map Disasters with Geographic and Imaging Systems” (http://www.rit.edu/news/?v=47126)
2009 - Developed Google Earth KML Layer for the United Nations using an automated map created procedure and hosted on the website of the United Nations System Chief Executives Board for Coordination (http://www.unsceb.org/ceb/stats/hr/ge/2008.kml)

2009 - “Vexillology – the study of flags, or flags are cool!” Presentation for Cub Scout Pack 105 annual Blue and Gold banquet, Mendon NY

2007 to 2008 - Elected graduate representative for the Geography Department, Penn State

2007 - Serve on graduate program curriculum committee, Geography Department, Penn State

2007 - Developed and facilitated geocaching workshop for the Pennsylvania Governor's Institute for Social Studies Educators, Penn State

2007 - Developed educational materials for Supporting Women In Geography (SWIG) - Supporting Young Women in Geography Day

2005 to present - The Folk Show, WPSU, State College, PA – Volunteer radio D.J. for radio program showcasing folk music

1998 to 2000 - Genesee Valley Rotary Camp, Pike NY - volunteered at a summer camp for children with disabilities. I was the instructor of the “adventure” class that allowed the campers to participate in creative and “off-the-beaten-path” activities.

INSTITUTIONAL SERVICE

2013 – present – GIS minor coordinator

2013 – present – member, GCCIS Visibility Committee

2013 – present – chair, IST Department Curriculum Committee

2013 – present – founder and chair, Center for Geographic Information Science and Technology (CGIST)

2012 – present – RIT representative for Esri Educational Development Center

2012 – Member of Dean’s Ad-Hoc Scholarship Committee, B. Thomas Golisano College of Computing and Information Sciences, Rochester Institute of Technology

2011 – present – Student Scholarship Committee, B. Thomas Golisano College of Computing and Information Sciences, Rochester Institute of Technology

PROFESSIONAL ORGANIZATION ACTIVITY

Geographic Information Sharing/Special Interest Group (GIS/SIG)

• 2011 – present – Board member

United Nations Geographic Information Working Group (UNGIWG)

• 2009 – participated in UNGIWG meeting at Google headquarters in Mountain View, CA to discuss various geographic information technology issues
University Consortium for Geographic Information Science (UCGIS)

- 2009 – present - RIT UCGIS Delegate, initiated, facilitated, and secured RIT membership in UCGIS
- 2009 - Attended UCGIS summer assembly meeting, Santa Fe, NM
- 2012 - Attended UCGIS summer assembly meeting, Washington, D.C.

American Association of Geographers (AAG)

- 2012 – Chair for special paper session “The United Nations and Ways to Address Climate Vulnerability” at the annual meeting in New York, NY.
- Member of GIS, Cartography, Historical, Canadian Studies, and Hazards specialty groups.
- 2007 - Participated in "Spatial Technology Gallery" at the annual meeting in San Francisco, CA.
- 2007 - Organized "Geocollaboration" Special Paper Session for the annual meeting in Boston, MA.
- 2006 - Designed and co-led "Sweet Home Chicago: The Geography of the Blues" field trip for the annual meeting in Chicago, IL.

International Association For The Study Of Information Systems For Crisis Response And Management (ISCRAM)

- 2014 - Scientific Committee member for the 11th International Conference, State College, USA
- 2013 - Co-organizer for "Geographic Information Science and Technology and Crisis Management" Special Paper Session for the 10th International Conference, Baden-Baden, Germany
- 2012 - Co-organizer for "Geographic Information Science and Technology and Crisis Management" Special Paper Session for the 9th International Conference, Vancouver, Canada
- 2011 - Co-organizer for "Geographic Information Science and Technology and Crisis Management" Special Paper Session for the 8th International Conference, Lisbon, Portugal
- 2010 - Co-program chair for the 7th International Conference, Seattle, Washington.

PROFESSIONAL DEVELOPMENT

*Project Evaluation and Assessment*, Sponsored Research Services, Rochester Institute of Technology, 2012

*Planning a Successful Proposal*, Center for Professional Development, Rochester Institute of Technology, 2009

*Essential of Online Teaching*, Rochester Institute of Technology, 2009

*IS-00800: National Response Plan (NRP), an Introduction* Emergency Management Institute, FEMA Independent Study Program; 2006
IS-00700: *National Incident Management System (NIMS) an Introduction*
Emergency Management Institute, FEMA Independent Study Program; 2006

IS-00100: *Introduction to the Incident Command System, (ICS 100)*
Emergency Management Institute, FEMA Independent Study Program; 2006

*Qualitative Social Science Grant Writing Workshop*
Office of the Dean, The Graduate School; Penn State University, University Park, PA; 2005

*Teaching Assistant Workshop*
Center for Teaching and Learning Resources; University at Buffalo, Buffalo NY; 2005

*Global Positioning Systems Internship*
New York State Department of Environmental Conservation; Avon, NY; 1999 – 2000

**INTERESTS**

**Music**
- Volunteer for local acoustic concert series
- Play five string banjo, guitar, Dobro™, bottleneck blues slide guitar, and tin whistle
  ([https://www.facebook.com/briantmusic](https://www.facebook.com/briantmusic))

**Circus Arts**
- Semi-professional circus arts performer, skills include juggling, unicycling, stiltwalking, balloon sculpture, street performing and physical comedy

**Outdoors**
- 2001 to 2005 - Led trips for the Genesee Valley chapter of the Adirondack Mountain Club
- Summer 1997 - worked on the Long Trail for the Green Mountain Club in Waterbury VT
- Geocaching enthusiast, codename Bangeo

**FOREIGN LANGUAGES**

Speak/write conversational Spanish

Speak rudimentary German
## TABLE A

### REVENUE

<table>
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### EXPENSE

**Shared Instruction Costs - if required FTE not loaded on Table B**

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**Incremental Costs**

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### Additional Information

- **Credit Hours Consumed**: 240 390 540 630 630
- **Cost per Credit Hour - Full & Estimated Marginal Costs Only**: $493 $732 $758 $691 $712
- **Total Fall Enrollment FTE**: 8.00 13.00 18.00 21.00 21.00
- **Tuition rate full time per semester**: $18,245 $18,884 $19,545 $20,229 $20,937
- **Tuition rate per credit hour**: $1,303 $1,349 $1,396 $1,445 $1,496
- **Unfunded Financial Aid Discount**: 34.9% 34.9% 34.9% 34.9% 34.9%

Prepared by: Lisa Hermsen
Jackie Taylor
Date: 10/1/2014
Version: 1.00
## New Program Financial Projection 10/1/2014

### Assumptions

#### Digital Humanities

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Prepared by: Lisa Hermsen  
Jackie Taylor  
Date: 10/1/2014  
Version: 1.00
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Assumptions/Change Log

1 Assume Summer co-op
2 NEH grant will cover space if awarded/required
3 No H1B
4 Recruitment for 2 FTE in year 2
5 Library confirmation that no additional resources are required
6
7
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14
Input enrollment projections provided by EMCS

ROCHESTER INSTITUTE OF TECHNOLOGY
TABLE E
SUMMARY PROJECTED ENROLLMENT
Digital Humanities
Full-time

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| Sp     | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 3    | 3          | 3   | 0          | 0   | 15     |
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| **Total** | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 6    | 6          | 6   | 0          | 0   | 15     |

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| Sp     | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 9    | 3          | 0   | 0          | 0   | 15     |
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| **Total** | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 18   | 9          | 3   | 0          | 0   | 15     |

| **Fourth** |      |             |     |            |       |      |             |      |             |     |        |              |      |            |     |            |     | **15** |
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| Sp     | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 6    | 0          | 0   | 0          | 0   | 15     |
| Sum    | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 18   | 6          | 6   | 0          | 0   | 15     |
| **Total** | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 18   | 6          | 6   | 0          | 0   | 15     |

| **Fifth** |      |             |     |            |       |      |             |      |             |     |        |              |      |            |     |            |     | **15** |
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| Sp     | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 0    | 0          | 0   | 0          | 0   | 0      |
| Sum    | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 0    | 0          | 0   | 0          | 0   | 0      |
| **Total** | 0    | 0           | 0   | 0          | 0     | 0    | 0           | 0    | 0           | 0   | 0      | 0            | 0    | 0          | 0   | 0          | 0   | 15     |
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**Note:** Each row represents a course section. The columns include course codes and teaching hours for each section.