TO: Members of the Faculty of Arts & Sciences
FROM: Barbara A. Schaal
RE: Faculty Meeting
Friday, November 13, 2015
4:00-5:00 p.m.
Wilson Hall, Room 214
Refreshments will be available in Room 212 at 3:30 p.m.

Agenda

1. Approval of September 30, 2015 Minutes
2. Arts & Sciences Updates – Barbara Schaal, Dean of the Faculty of Arts & Sciences
3. Faculty Council Report – Bret Gustafson & Cathy Keane, Arts & Sciences Faculty Council Co-Chairs
4. Online Education Report – Michael Sherberg, Online Education Working Group Member
5. Introduction – Lori White, Vice Chancellor for Student Affairs
6. Curriculum Committee Report and Vote – Peter Benson, Arts & Sciences Curriculum Committee Member
   a. Course changes as approved by Curriculum Committee
7. Deans’ Reports
   a. College of Arts & Sciences – Jennifer Smith, Dean of the College of Arts & Sciences
      i. FL2015 Candidates for the A.B.
   b. Graduate School of Arts & Sciences – William Tate, Dean of the Graduate School
   c. University College – Steve Ehrlich, Interim Dean of University College
8. Other Business

Attachments:
- Minutes of September 30, 2015 Faculty Meeting
- Coursera Briefing
- Policy on Discrimination and Harassment
- Discrimination and Harassment Hearing Committee Procedures
- Course changes as approved by Curriculum Committee
- FL2015 Candidates for the A.B. Degree
The meeting came to order at 4:08 P.M.

A motion to approve the minutes of the 21 April 2015 meeting passed.

**Report from the Dean of Arts & Sciences**

Arts & Sciences departments are undertaking 16 searches this academic year, divided roughly equally among the three domains of sciences, social sciences, and humanities. Some of these are searches not filled last year.

Other searches this year will find a replacement for John Berg who will retire as Dean of Admissions; the administration has not yet announced the membership of this search committee.

The University will also search for a new dean for the School of Social Work since Edward Lawlor is stepping down, as well as for a new Chief Financial Officer since Barbara Feiner is stepping down.

The University will search internally for a new Dean of University College to replace Robert Wiltenberg. Candidates will have an academic background in Arts & Sciences, Business, or Engineering. An open forum will discuss faculty desiderata for this position once the administration has a job description.

Arts & Sciences has taken over space in Seigle Hall from the Law School, pending renovations.

Engineering is moving out of Bryan Hall, and the project to renovate it will go into the design phase. The Board of Trustees has expressed interest in the appearance of campus, and wishes Bryan Hall to have a facade that will give the north side of campus a more unified and attractive appearance. A new bridge over Forest Park Parkway will separate walkers and bikers.

The Committee on Big Data is now thinking about providing courses for undergraduates on large datasets, and also developing a center for expertise that will help faculty with research involving them.

**Report from the Faculty Council**

Professor Catherine Keane, co-chair, presented a list of members and described the Council’s work.

The Council reports that Provost Thorp wants to begin a broader conversation among faculty about Coursera, and to understand concerns about online education.
The Council is evaluating the title of Professor of the Practice, to determine whether the program is working as intended.

Professor Keane invited chairs of standing faculty committees to use the Council as a conduit for communication with faculty as a whole. She also encouraged faculty to send their comments and questions regarding the proposed Policy on Discrimination and Harassment and the procedures of the proposed Discrimination and Harassment Hearing Committee.

Professor Ginger Marcus asked if the Council kept minutes of its meetings. Professor Keane answered that it did, but it did not make them available to the faculty as a whole.

Report from the Affirmative Action Monitoring Committee

Professor Ignacio Sanchez Prado, the humanities convener of this (AAMC) committee, reported on its efforts to ensure as diverse an applicant pool as possible for faculty positions.
Last year Arts & Sciences made 17 searches and 2 targeted searches, producing a total of 19 hires.

A gender disparity has arisen between the applicant pool and the population of those hired: the ratio of women to men declines markedly during the hiring process. Most of this disparity seems to arise at the moment of making offers, and as candidates accept or decline these offers. While men and women are almost equally represented in the pool of applicants, 79% of those accepting offers are men. Only 44% percent of women who receive our job offers accept them, while 65% of men receiving offers accept. Two years ago, this problem was not visible. The AAMC recommends looking into this matter to determine what accounts for these disparities.

The presence of members of under-represented minorities among applicants is likely under-reported. Moreover, the AAMC currently aggregates all minorities in the numbers it reports to discharge the university’s legal obligation, though it might do some disaggregation for internal use. It currently collects no data on the presence of Asians or Asian-Americans among faculty job applicants. The AAMC will notify departments of upcoming changes in reporting requirements to comply with new standards set by the Labor Department.

A faculty member pointed out that five years of data existed elsewhere, gathered in preparation for a STEM grant application. These data confirmed that 75% of women receiving offers declined them, while only 26% of men did the same. When candidates mentioned their reasons for declining, these focused on the lack of offers to accommodate both members of dual-career couples. Professor Sanchez Prado said that competing offer packages for women in fields where they remain underrepresented tend to be very generous.

Professor Joe Lowenstein asked to confirm that there the problem existed at two stages: offers made and yield obtained. Professor Sanchez Prado replied that this was true, though the disparity at yield was significantly greater than that existing at the offer stage.
Professor Elizabeth Childs asked how the university might find out why women were turning down its faculty job offers. Dean Schaal answered that we needed to look deeper in data to find out what the problem is. She suggested that we could find data on offers made in cases of two-career families.

Professor Mary Ann Dzuback complimented the AAMC on its work producing this report.

The PAC, according to Barbara, is already hard at work. Service to the university does count for promotion.

**Report from the Curriculum Committee**

Professor Todd Decker moved on behalf of the committee to approve the list of new courses as previously circulated. The motion passed.

**Report from the College of Arts & Sciences**

Dean Jennifer Smith presented a motion to approve the degrees granted in August, which passed unanimously.

Dean Smith reported that the class of 2019 comprises 1164 students, 11% of whom are eligible for Pell grants. 50% are white, 19% Asian American, and 6% from outside the United States.

In the last two years, the number of students declaring upon entry their interest pre-health subjects or biology has declined from 51% to about 45%. The category of biology here includes a number of non-premed focuses, e.g., the 8% of biology students interested in ecology.

The College is enhancing support structures for first generation or low income students. Scholarly literature on the subject notes difference between these students and others in resource use and help-seeking behavior. Researchers have also pointed to the consequences for these students of feeling as if they do not belong in the community. They may also face additional time constraints in the form of jobs.

For these reasons, the College experimented with a “behavioral intervention” done for all incoming freshman this past summer. This exercise presented students with narratives about student struggles with adjustment and then asked them to write one, in an effort to make overcoming such struggles seem normal. Research suggests a significant difference in four-year GPAs for students who go through this half-hour exercise in their first year. The College’s experiment has a control case: a group of incoming students who read and wrote stories about feeling lost in a physical environment.

Dean Smith reported that all Pell-eligible students get four-year advisers who work in the College office or the TRIO program. These advisers have access via Blackboard Observer to the students’ records, assuming the students’ faculty agree to this access. The College office is
considering additional faculty mentoring for these students, probably in a group model. It is also considering the creation of a social space for students of high financial need: no such student group presently exists.

As previously announced, course evaluations this semester will include a question on faculty members’ response to diversity in the classroom. This question resulted from a recommendation of the Mosaic Project in 2014, and it addresses the requirement, set out in the Tenure Document, that faculty avoid discriminating against students and others on the basis of identity. For this semester only, faculty can opt not to allow the question on their evaluations. Data obtained in answer to this question will not be visible to anyone other than the instructor, the department chair, and administrators. A faculty committee will examine these data in December to determine if the question is functioning as desired. Dean Smith will attempt to communicate to students the intent of the question. She assured faculty that the administration had no punitive intent in this matter, nor any intent to reduce challenges to student thinking.

**Report from the Graduate School of Arts & Sciences**

Dean William Tate announced that his reviews of departments with graduate programs will start soon, in a format similar to last year, but with much more data available.

He stated that there never has been a discussion in GSAS Dean’s office about truncating funding for graduate students. Six-year programs will still offer six years of funding.

The Graduate Council is considering a proposal to deregulate the credits required for the Ph.D., currently set by the GSAS at 72. This will have the effect of removing the minimum number of units required by the GSAS to complete the doctorate, and leaving departments solely responsible for setting minima. Under the proposal, research credits will be set at zero, with some exceptions. Full-time enrollment will not be dictated by number of credit units taken. Finally, the GSAS will not provide tuition remission beyond 72 credits. All other standing requirements will remain intact.

Dean Tate justified this proposal as a competitive opportunity for departments to build their own programs with transparent learning goals, as he noted that some students do not seem to know the goals of their programs. Further advantages to the proposed change include greater flexibility in doctoral training, increased time for discovery, an increased ability to attract strong applicants, and a savings in tuition remission. He presented long list of institutions that do not have Ph.D. credit requirements. Most of those that do are state schools, and most Washington U. faculty attended schools without school-wide credit requirements for the Ph.D.

Dean Tate asked Directors of Graduate Study to report to him the names of five schools to which they lose the most students.

Professor Sanchez Prado asked how graduate certificates fit into this view of credit deregulation. Dean Tate replied that his reservation about certificates lies in the longer time to degree they may
require, and that he believed the proposed credit deregulation would help finish certificates sooner.

Report from University College

Interim Dean Steven Ehrlich reported that University College served 600 middle school and high school students this past summer. Next summer, the administration hopes for a 60% increase in program size. University College has signed new agreements with India and Hong Kong.

The Doctor of Liberal Arts program had its first degree recipient last May.

University College will now offer a Certificate in Forensic Psychology, as well as fully online versions of several certificates: international affairs, non-profit management, etc.

University College worked with teachers in the University City school district on socio-economic interventions for their students. It has worked with colleagues in engineering in order to supplement the Launch Code project with the teaching of “soft skills,” which it will offer to 300 low-income students in January.

The University College administration has made new credit-transfer agreements with local community colleges. It also handles the infrastructure of the prison education program run by Robert Henke and Maggie Garb.

Dean Ehrlich finished by saying that he hopes to help University College become more closely aligned with Arts & Sciences departments.

Following this report, Dean Schaal asked if the faculty had any new business, and faculty advanced none. The meeting adjourned at 5:25 P.M.

Minutes prepared by Seth Graebner,
Secretary to the Faculty of Arts & Sciences
The Faculty Online Education Working Group, made up of faculty from across Washington University, endorses the establishment of a formal relationship between the university and Coursera. Coursera is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take, for free. The goal of Coursera is not to deliver degrees or provide courses for credit. Instead, the goal is to disseminate knowledge from some of the world’s preeminent scholars and foster a culture of learning and discovery.

The working group wishes to make clear that embarking on this arrangement is not a substitute for or a solution to the university-wide conversation about online education. Coursera has a unique goal and is not intended to supplement or replace instruction to Washington University students. It is not credit bearing and Washington University will not seek to make this a credit bearing arrangement. There is much work to be done to determine the university strategy with online education, including taking a closer look at the approach University College is taking with online courses for credit.

For the university and its faculty, the benefits for joining Coursera are numerous.

- Disseminate knowledge to a broader audience and provide learning opportunities for the greater good
- Marketing opportunity for the university and its faculty
- Leverage and advertise university strengths.
- Highlight disciplines and faculty that may not always be recognized (e.g. focus on humanities courses)
- Opportunity for faculty to spread their scholarship widely and test new teaching methods or modes of information delivery. Allow faculty to receive immediate feedback from students in evaluating those methods.

Next Steps:
1. Broaden the conversation to assess each school’s interest in developing Coursera offerings and understand concerns related to online education at our institution
2. Determine university support needed to develop quality online curricula
3. Pursue formal agreement to enable our faculty members to implement Coursera courses
4. RFP process for faculty proposals to develop applicable uses of the platform
Examples of Coursera US partners:

Rice University
University of Maryland, College Park
University of Florida
University of California, Irvine
Wesleyan University
Princeton University
University of Virginia
University of Georgia
American Museum of Natural History
University of Nebraska
California Institute of Technology
University of Rochester
Johns Hopkins University
University of Pennsylvania
University of New Mexico
University of Michigan
Vanderbilt University
Rutgers University
University of California, San Diego
University of Minnesota
The Ohio State University
University of Illinois at Urbana-Champaign
The University of Chicago
University of Colorado Boulder
University of Wisconsin-Madison
Brown University
University of Pittsburgh
University of California, San Francisco
University of North Carolina
Columbia University
Duke University
Emory University
Case Western Reserve University
Stanford University
WASHINGTON UNIVERSITY
POLICY ON DISCRIMINATION AND HARASSMENT

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination and harassment on the basis of race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information. Such conduct may also violate federal, state or local law.

What is Discrimination?

Discrimination is generally defined as a materially adverse action affecting the terms and conditions of employment or academic status that is taken because of an individual’s race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information.

What is Harassment?

Harassment is a form of discrimination. It is generally defined as unwelcome conduct, on or off campus, that is based on race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information, that (1) is subjectively and objectively offensive, (2) is severe or pervasive, and (3) has the purpose or effect of unreasonably interfering with an individual’s work or educational performance and creating an abusive, hostile or intimidating environment for work or learning. Whether particular conduct constitutes harassment often depends on the totality of the circumstances.

Sexual harassment is a form of discrimination based on sex. It may include unwelcome sexual advances or other nonconsensual conduct of a sexual nature, when (1) submission to or rejection of such conduct is used as a basis or threatened basis for employment decisions or for academic evaluation, grades, or advancement, or (2) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an abusive, hostile or intimidating work or academic environment. Sexual violence is a form of sexual harassment and includes physical sexual acts perpetrated against a person’s will or when, due to a person’s use of drugs and/or alcohol, cognitive impairment or other disability, it would be apparent to a reasonable observer that the person is incapable of giving consent.

Harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes harassment, such as a threat that a grade or promotion will depend on submission to a sexual advance. But whether particular conduct constitutes harassment will often depend upon the specific context of the situation, including the participants’ reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g.,
supervisor-subordinate, professor-student, colleague), the frequency and severity of the conduct, and the particular setting.

The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints reflected in the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Indeed, the examination and challenging of assumptions, beliefs or viewpoints that is intrinsic to education may sometimes be disturbing or unwelcome to the individual. This Policy is not intended to compromise the University’s traditional commitment to academic freedom or to education that encourages students to challenge their own views of themselves and the world.

Confidentiality

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting discrimination and harassment and of those accused of such conduct. However, the University cannot guarantee complete confidentiality where it would conflict with the University’s obligation to investigate meaningfully or take corrective action. Even when some disclosure of the University’s information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations.

If you believe you might have been subjected to discrimination or harassment and want to discuss the matter in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or clergy member who is permitted by law to assure greater confidentiality. Information about counseling and clergy resources can be found in the University’s Safety and Security brochure (available at www.police.wustl.edu). In addition, students may contact the Student Health Services (935-6666 on Danforth Campus; 362-3523 on School of Medicine Campus) and employees may contact the Employee Assistance Program (1-800-765-9124) for confidential assistance and, if desired, referral to other resources. Discussions with Student Health Services and the Employee Assistance Program are confidential and are not considered notice to the University.

Options for Resolution

If you believe that you have been subjected to discrimination or harassment, you have a number of options. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with a Discrimination and Harassment Response/Title IX Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with questions regarding this Policy and options for addressing concerns about discrimination or harassment. Regardless of how you choose to address your concerns, the University may
be required, or may otherwise deem it necessary and protective of the University community, to commence its own investigation and take further action as described below.

If you prefer to address the situation without assistance, you can communicate either orally or in writing with the person whose behavior is of concern. Your communication should clearly identify the conduct that is of concern and indicate that it was unwelcome and offensive and should cease. Such a communication often will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.

If you would like to proceed with assistance or seek further guidance, you may consider the following options:

- Report the behavior to the person’s supervisor (for faculty or staff) or the Judicial Administrator (for students) and ask him/her to take steps to stop the objectionable behavior.

- Consult with one of the Discrimination and Harassment Response/Title IX Coordinators listed in the Appendix. These individuals are familiar with this Policy and are available to consult with victims of discrimination and harassment, those charged with such conduct, witnesses, and supervisors of parties to a complaint. They can provide information about steps that might remedy the situation, including intervention of Human Resources or other University officials where appropriate, and can discuss University policy and procedures for resolving complaints.

- A faculty member who wishes to discuss options for addressing concerns regarding discriminatory or harassing behavior may consult with the Office of the Ombuds for the Danforth Campus or the School of Medicine.

- With the exception of allegations of sexual violence, if all parties and the Coordinator agree the above-referenced contacts may arrange for a facilitated discussion designed to address and resolve the situation.

- For discriminatory or harassing behavior against students, members of the University community may contact the University’s Bias Report and Support System and meet with a BRSS team member to discuss options for addressing your concerns.

You may also initiate a more formal complaint process, which may involve a committee hearing, by submitting a written complaint to a Discrimination and Harassment Response/Title IX Coordinator. The Coordinator will forward the complaint to the appropriate committee or administrator: for complaints against faculty, to the Discrimination and Harassment Grievance Committee; for complaints against staff, to the Vice Chancellor for Human Resources; for complaints against students, to the Judicial
Administrator. Procedures for addressing such complaints are posted online at [insert link].

Complaints against students that include allegations of sexual violence, as well as some complaints that include allegations of sexual harassment in violation of the Judicial Code, are governed by the procedures found in the University Sexual Assault Investigation Board Policy, which is available online at [www.wustl.edu/policies/sexualassault.html](http://www.wustl.edu/policies/sexualassault.html) or in hard copy from the Title IX Coordinator or the Judicial Administrator.¹

### Other University Action

The University reserves the right, independent of other complaint or reporting processes, to review allegations of discrimination and harassment and impose disciplinary or remedial actions where warranted. The University also reserves the right, independent of or in conjunction with other complaint or reporting processes, to take interim or remedial measures appropriate to the situation, such as administrative leave, alteration of reporting structures or job duties, temporary suspension, no-contact orders, temporary housing or course/classroom assignment changes, medical and counseling services, restriction of campus activities, or other academic support services and accommodations.

### Disciplinary and Remedial Actions

Potential disciplinary and remedial consequences for violations of this Policy include but are not limited to the following:

- an apology to the victim
- required counseling or training
- oral or written reprimand
- loss of salary or benefit, such as sabbatical or research or travel funding
- fine
- transfer or change of job, class or residential assignment or location
- suspension, probation, demotion, termination, dismissal or expulsion

For student offenders, any of the other sanctions set forth in the University Judicial Code may also be invoked.

¹ If the complaint alleges a sexual assault or other crime, the Complainant may also file a criminal report with the Washington University Police Department or other appropriate law enforcement agency and may simultaneously pursue criminal and University disciplinary processes. The University will ordinarily not delay its investigation if criminal charges are filed. At the request of law enforcement authorities, however, the University may postpone the University investigation and proceeding while the authorities gather evidence.
Retaliation and Protection of Rights

The University will not tolerate retaliation against persons who report discrimination or harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of discrimination or harassment. In this context, retaliation means speech or conduct that adversely affects another’s terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the reporting or investigation of an allegation of discrimination or harassment. Any such retaliation – or any encouragement of another to retaliate – is a violation of University policy, regardless of whether the particular claim of discrimination or harassment is substantiated. If you believe you have been subjected to such retaliation, you may use the procedures described above to seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of discrimination or harassment may have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of discrimination or harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of discrimination or harassment, whether in a formal or informal context, will be treated as a serious offense under this policy. If you have a reasonable basis to believe that a complaint of discrimination or harassment against you was not made in good faith, you may use the procedures of this policy to seek redress.

Obligations of Vigilance and Reporting

The University can respond to specific instances and allegations of discrimination and harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced discrimination or harassment to promptly come forward with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of discrimination or harassment by or against a person under his or her supervisory authority, and any faculty member who becomes aware of instances or allegations of discrimination or harassment against a student, must report it to those charged with responding to such reports, such as a Coordinator, department head, director, or other similar administrator. It shall be the responsibility of these individuals to respond to reports of discrimination and harassment or refer them to other University officials for such response.

Any department head, director, or other similar administrator who becomes aware of information indicating a significant likelihood of discrimination or harassment must report such information to the Coordinator. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators may wish to consult with a Coordinator.
prior to investigating or otherwise responding to any situation involving alleged discrimination or harassment.

**Education**

Education is the best way to prevent discrimination and harassment. Please contact the Coordinator to find out more about available training programs and for information and guidance on how to handle issues involving discrimination and harassment.

**Other Policies and Procedures**

This Policy and its associated procedures supersede any existing University, school, departmental or other policies and procedures concerning prohibited discrimination and harassment.

**A Statement Regarding Title IX**

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the University’s educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The University has designated the Title IX Coordinator identified in the Appendix to coordinate its compliance with and response to inquiries concerning Title IX. You may also submit a complaint or inquiry regarding Title IX by contacting the United States Department of Education’s Office of Civil Rights at 400 Maryland Avenue, S.W. Washington, DC 20202-1100 or by visiting www2.ed.gov or calling 1-800-421-3481.
Appendix: Discrimination and Harassment Response/Title IX Coordinators
(as of XXX 2015)

➢ Discrimination and Harassment Response Coordinator, Danforth Campus:
  • Apryle Cotton, 935-8095, apryle.cotton@wustl.edu

➢ Discrimination and Harassment Response Coordinator, School of Medicine Campus:
  • Leanne Stewart, 362-8278, lstewart@wustl.edu

➢ Title IX Coordinator:
  • Jessica Kennedy, 935-3118, jw kennedy@wustl.edu
WASHINGTON UNIVERSITY
DISCRIMINATION AND HARASSMENT HEARING COMMITTEE PROCEDURES

Washington University has established the Discrimination and Harassment Hearing Committee (DHHC), a standing administrative hearing committee to hear complaints of discrimination or harassment brought against faculty members pursuant to the University’s Policy on Discrimination and Harassment. Complaints to this committee must involve allegations of discrimination or harassment based on race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

1. The DHHC is comprised of faculty, staff, and students appointed by the Chancellor to investigate and hear complaints involving allegations of discrimination and harassment. The DHHC investigates and makes factual findings, renders an advisory opinion to the University administration regarding whether the Policy on Discrimination and Harassment has been violated, and may recommend imposition of sanctions or remedial measures to the administration.

2. In the event of a hearing, a Panel of three DHHC members will be selected by the appropriate Discrimination and Harassment Response/Title IX Coordinator (the “Coordinator”) to investigate and hear the complaint. The composition of the Panel will vary depending on the status of the parties. If the complainant is a student, the Panel shall consist of the Chairperson (who shall be a faculty member), plus two other members from the Committee, of which one shall be a student and the other of which shall be a faculty or staff member. If the complainant is not a student, the Panel shall consist of the Chairperson plus two faculty or staff members selected from the Committee. In all cases, the Panel shall consist of three DHHC members, including the Chairperson.

**Filing a Complaint**

3. The person complaining of discrimination or harassment (the “Complainant”) shall submit a written factual complaint with the Coordinator. The Coordinator will notify the accused (the “Respondent”) that a complaint has been filed and will provide him/her with a copy of the complaint and these procedures.

4. Ordinarily within five calendar days following receipt of the complaint, the Coordinator will determine whether the complaint presents a reasonable basis to believe that an act of discrimination or harassment in violation of University policy may have occurred. In making this determination, the Coordinator may seek to obtain additional relevant
information, including from the Complainant or Respondent. If the Coordinator determines that the complaint lacks a reasonable basis, the complaint will be dismissed and the parties will be notified in writing. That decision shall be final.

5. If the Coordinator determines that the complaint presents a reasonable basis, s/he will notify in writing the parties and the Dean of the school in which the Respondent is employed of the need for DHHC review and will invite the Respondent to submit a written response to the complaint ordinarily within 10 calendar days. The response shall be submitted to the Panel c/o the Coordinator, who shall ensure that copies are forwarded to the Complainant and the Dean. The Coordinator will also convene a Panel of the DHHC and provide the Panel with copies of the complaint and response.

**The Investigative Hearing**

6. The Panel shall schedule its investigative hearing as soon as practicable. The hearing ordinarily will take place within 28 calendar days following receipt of the complaint. The parties and Panel members shall be given reasonable advance written notice of the time and place for the hearing.

7. At least five calendar days prior to the hearing, each party shall submit to the Coordinator a list of witnesses and copies of any documents or evidence each party expects to present in support or defense of the complaint. The Coordinator will forward copies to the Panel and to the other party.

8. Investigative hearings shall be conducted informally in the sense that legal rules of evidence shall not govern the testimony or evidence received.

9. The Panel shall limit its inquiry and recommendations to matters determined by the Panel to be relevant to the particular issues in dispute. The Panel shall exercise prudent judgment to avoid unnecessary intrusion into the privacy of any party or into matters not relevant to the complaint.

10. A party shall have the right to be present during all presentations of evidence. However, the Panel may determine that it is appropriate to arrange for the parties and/or witnesses to be separated during the hearing using various means, including but not limited to privacy screens or use of closed circuit broadcasting in another room. Parties may not be present during Panel deliberations.

11. Each party may have one advisor (at the party’s expense) of his/her choice present during the hearing to provide support, but such advisor shall have no right to participate in
proceedings except at the specific request or permission of the Panel, and the advisor must agree to abide by the confidentiality restrictions set forth in these procedures. The advisor may not contact anyone on the Panel or DHHC.

12. The Chairperson of the Panel shall preside at the hearing. Parties will be afforded an opportunity to present evidence that is relevant, in the Panel’s judgment, to the issues raised. The parties may call relevant witnesses that they previously identified to the Panel; upon a showing of good cause, the Panel may allow parties to call witnesses not previously identified to the Panel. The Panel may also call witnesses on its own initiative. A party may not call the other party as a witness. Only Panel members may question witnesses. Once the Panel has completed its questioning, the parties may suggest additional questions for the Panel, in its discretion, to ask the witness. Witnesses and other evidence will be presented in the order determined by the Panel in its discretion. The Panel retains discretion to preclude or restrict the presentation of evidence or testimony of witnesses (e.g., duplicative, character or other non-fact witnesses) not deemed relevant to the Panel’s investigation, and to modify the sequence of evidence depending on witness availability, etc.

13. The proceedings of the Panel are confidential and closed to the public. Only the parties, the parties’ advisors, representatives from the Office of the Executive Vice Chancellor and General Counsel, and witnesses (during their own testimony) may be present when evidence is being presented or arguments are being heard. No one else may attend without the express invitation of the Panel.

14. The hearing, but not the Panel deliberations, shall be sound recorded.

**Panel Report and Dean’s Decision**

15. Based on its post-hearing deliberations, the Panel shall, by majority agreement, make factual findings, render an advisory opinion regarding whether Respondent more likely than not violated the Policy on Discrimination and Harassment, and recommend any appropriate sanctions or remedial measures to the Dean. Findings of fact, advisory opinions and recommendations shall be limited to the relevant issues in dispute before the Panel.

16. The Panel shall submit a written report of its findings, advisory opinion and recommendations to the Dean, with a copy to the parties and the Coordinator, ordinarily within 14 calendar days following the completion of the investigative hearing. Any Panel member may include written dissent in the report.
17. Ordinarily within seven calendar days following receipt of the Panel’s report, the Dean shall notify the parties and the Coordinator in writing of his/her decision regarding whether a violation of the Policy on Discrimination and Harassment occurred and imposing any sanctions or remedial measures. The Dean may request further information or fact-finding from the Panel prior to rendering a decision.

18. The Dean’s decision ordinarily will be rendered within 60 calendar days of the initial submission of the complaint.

Review

19. Within 14 calendar days following receipt of the Dean’s written decision, a party may seek review by the Advisory Committee on Academic Freedom and Tenure of the decision by submitting to the Coordinator a written request, which shall state in detail the basis for the requested review. The Coordinator shall ensure that the Advisory Committee and the other party promptly receive a copy of the request. In preparing the request, the party will be permitted to listen to the recording of the hearing at the office of the Coordinator, but will not be provided a copy.

20. The Advisory Committee shall review the party’s written request for review and allow the other party an opportunity to respond in writing. Ordinarily within 14 calendar days following receipt of the written request for review, the Advisory Committee shall by majority vote issue written recommendations to the Provost, with copies to the parties, the Dean and the Coordinator.

21. The scope of such review by the Advisory Committee shall be limited to determining (i) whether the procedures set forth herein were fairly implemented, (ii) whether the facts established by the Panel constitute a violation of the Policy on Discrimination and Harassment, and/or (iii) whether any sanctions are insufficient or excessive. The Advisory Committee may not reconsider factual findings.

22. The Provost shall render a final, nonreviewable written decision ordinarily within 10 calendar days following receipt of the Advisory Committee’s written recommendations, with copies to the parties, the Dean and the Coordinator. The scope of the Provost’s review shall be the same as for the Advisory Committee.
Interim Measures

23. At any point before or during any of the proceedings described above, the University may determine that interim or remedial measures, directed at the parties, witnesses, or a broader University population, are necessary and appropriate to prevent and/or respond to discrimination or discriminatory harassment. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order or temporary leave of absence, course/classroom assignment changes, medical or counseling services, academic support services and accommodations, and additional training and education.

Retaliation

24. Retaliation against or interference with individuals who report or file complaints of violations of University policy or those who cooperate or participate in University investigations of such reports or complaints, is a violation of University policy.
Curricular Changes

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November 13, 2015
New Courses Approved

L90  AFAS  255  Introduction to Africana Studies  HUM, LCD, SD

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe, and South America. When possible, we will explore Diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African American and African Diaspora thought and practice.

L48  Anthro  3354  Ancient Mesoamerica  SSC

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

L48  Anthro  4118  The Good Cause: Psychological Anthropology of Moral Crusades  SSC, LCD

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

L48  Anthro  4129  Anthropology of Language and Mediation: Making Meaning Across Time and Space  SSC

From the proliferation of a standard American dialect through broadcast television, to the rapid entrance of new words and phrases from instant messaging services, mass media changes the way we use language. But forms of mass mediation do not simply affect words and accents: all technologies, and even those that seem purely image-based, are deployed in (and emerge through) linguistic contexts. Using the tools of cultural and linguistic anthropology, semiotics, and media studies, this course examines the varied ways in which anthropologists have tackled practical and theoretical problems of studying mediating technologies as communicative infrastructure. We will explore a diverse range of ideas, objects, and forms of sociality engendered by technological mediation. Throughout, we focus on the ideational and material processes through which meaning arises, moves, and changes across time and space.
New Courses Approved, continued

L41 BIOL 2962 Biomolecules in the Third Dimension NSM

A computer-based laboratory for students enrolled in Bio 2960. This class gives students the opportunity to learn biology in a new way. Students are exposed to experimental data and software visualization tools currently used in cutting edge research. Each week, biomolecules presented in Bio 2960 lecture will downloaded, viewed and manipulated in 3D using the molecular viewer PyMOL. Students will be able to study molecular interactions in greater depth than is possible in lecture. Ultimately, the laboratory is designed to help students develop their visuospatial thinking skills and to gain a deeper understanding of the macromolecules discussed in lecture. The class is highly recommended to students who identify themselves as visual/interactive learners. Topics include: protein and nucleic acid structure, signal transduction, energy transfer, replication, transcription and translation. Requires concurrent enrollment in Bio 2960 Principles of Biology I. Lab does not meet in weeks with a biology exam. Class taken for Credit/No Credit. Credit 1 unit. C. Smith, K. Hafer

L41 BIOL 3493 Bacterial Bioprospecting and Biotechnology NSM

Many bacteria are essential in food industry (fermentation of meats, cheeses, and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus Streptomyces and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Bio 2960 and 2960. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the Biology major. Enrollment limited to 16. Credit 3 units. J. Blodgett

L41 BIOL 4032 Sleep NSM

Despite the fact that we spend roughly one-third of our lives asleep, and up to 40% of people complain to physicians about the quality and quantity of their sleep, most students receive little or no formal education on sleep and its dysfunction. For millennia, sleep had been envisioned as a lack of neural activity, the product of an inert passive brain; only in the last several decades has this notion been reversed. We now know that sleep is a tightly regulated state, and physiological systems functioning normally by day can decompensate during the night. The study of sleep is now at the forefront of integrative biology, drawing upon new concepts and data in neurobiology, physiology, psychology, and behavioral ecology. By the end of this course, students should be familiar with the basics of sleep science, aware of current research questions and innovative techniques, and cognizant of the range of sleep disorders and their diagnoses.
New Courses Approved, continued

L15 Drama 218 WHAT IS ART? II: The Rage of the Avant-Garde HUM

In this new Sophomore Seminar, "What Is Art II: The Rage of the Avant-garde," we concentrate on works of drama, art and literature created since 1900-art which was iconoclastic or avant-garde in its own time and is still shocking to most of us today. Emphasis in the first part of the course (Weeks I-VIII) will be on the breakdown of tradition and previous modes of expression: representation in the visual arts, tonality in music, and language and syntax in theatre, fiction, and poetry. This section of the course deals with the avant-garde in both its political and aesthetic manifestations, and covers roughly the period from 1900-1945. In the second half of the course (Weeks IX-XVI), we examine the notion of the avant-garde from 1945 to the present.

L12 Educ 4022 Higher Education Administration: History, Research, and Practice. SSC

Higher education is the subject of much general public interest and commentary, and yet it is an endeavor with an extraordinary amount of specific detail, practices, and expertise. In this course, students will study the history and research that underlies the current state of higher education in America. Then, specific practices and regulations in higher education administration will be described and related to the research. Students will then apply this information to the analysis of specific situations in higher education administration and the management of public perceptions of universities. There are no prerequisites, but the course is intended for advanced undergraduates and PhD students and is restricted to the consent of the department.

L14 E Lit 3527 Blacks and Jews in America: From Ghetto to Gated HUM, SD

What do U.S. writers who identify as Jewish and/or African American have in common with each other? As some of you undoubtedly know, there has been much ink spilt on the correspondences and conflicts between these influential American groups. With an eye towards understanding their common ground—the move from ghetto to gated community, as it were—and, for some, the inability to do so—we will look also to comprehend the fault lines that shape their literary identities. Too, we will see how other categories—gender, of immigrant status—further mark their productions. Readers of modern American literature should know the shared and vexed history of their literary worlds. Satisfies the Twentieth Century and later requirement.

L43 GeSt 249 Images of Disability in Film and Literature SSC, SD

This course will critically examine the portrayal of persons with disabilities in literature and film, exploring how those images either shape or mimic general public impressions. We will discuss the implications of messages from the media on American responses to people with disabilities, as well as formulating strategies for promoting positive, inclusive messages. Perspectives from social science, health care, communications and other fields will provide frameworks for analysis. Literature will include fiction, biography and autobiography in books, essays, drama, poetry and short stories.

Selections from fictional, educational, and documentary films will be reviewed during the semester. We will also investigate images in newspapers, magazines and advertising. Credit for this course is subject to the degree requirement that stipulates a 30-unit limit for courses taught by professional schools or University College.
New Courses Approved, continued

L22  History  2118  Freshman Seminar: Women in Modern Latin America  HUM, LCD, SD

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. The course examines the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

L22  History  35SM  Hands on the Past: History, Murder and the Archive  SSC, SD

The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on and off line. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued through in class discussions and course assigned readings, but especially by taking a spring break research project trip (required for all students in the course) across Missouri to various local repositories and the State archives, to activate and fuel the idea of putting hands on the past. Doing so will facilitate learning beyond the confines of books and the classroom to give deeper treatment to the Missouri state penitentiary, female convicts, prison executions, pardons/clemency, local archival management and preservation, library sciences and the art of storytelling in the digital age. Modern, U.S. PREREQUISITE: Permission of the instructor. Registering students will be placed first on the waitlist, then contacted by the instructor with additional information.

L97  IAS  3512  "Model Minority": The Asian American Experience  HUM, LCD, SD

As an introductory course to Asian American Studies, this course explores key issues in the field revolving around the concept of "model minority." It explores the origins of this concept, analyzes the social discourses about Asian Americans as a model minority, and through interrogations of complex experiences and heterogeneity among Asian Americans (including Pacific Islanders), it aims to dismantle the model minority myth. This course is designed to respond to the students' interest in Asian American Studies as well as to fit into the broader discussion on campus about race and ethnicity in the United States. It approaches race and ethnicity by focusing on one designated pan-ethnic group, and uses multidisciplinary inquiries inspired by the fields of history, sociology, anthropology, law and education, all of which are concerned with the conceptual framework of "model minority."
New Courses Approved, continued

L45  LatAm  465  Cities, Race and Development in Latin America

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None.

L10  Latin  4161  Seneca: Philosopher and Friend

Seneca the Younger was a philosopher, politician, playwright, and propagandist; he rose from the province of Spain to become tutor and advisor to Nero, only to fall from favor and commit suicide at the emperor’s command. We will study Seneca’s life and works, focusing on the Epistulae Morales and select philosophical treaties. We will pay special attention to issues of language and style, cultural and historical context, and ideological and philosophical content. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

L57  RelPol  203  Arch City Religion: Global Religion & Public Life in St. Louis

This lecture course introduces students to the rich history and present landscape of religion in the St. Louis metro, paying particular attention in lectures and discussions to the cultural lens religious traditions contribute to both domestic and international politics. While anchored in the local context, students will be exposed to the wide range of cultural diversity informing the experience of global religious traditions in St. Louis, one of the most culturally and religiously diverse cities in the American Midwest. Over the course of the semester, students will be pressed to identify and analyze worldviews from the vantage of various religious traditions’ place of origin and diaspora through assigned readings, lectures, and group discussions. This class approaches St. Louis as a laboratory of ideas to explore connections between religion, citizenship, and diaspora over time and across the globe. In addition to exposing students to the rich history of religion in St. Louis, and its immediate and gradual effects on public life, a main objective of this course is to equip students with the ability to discern between assertions about and data on religion in American public life by equipping them with a critical vocabulary in the academic study of religion.
New Courses Approved, continued

L57  RelPol  240  Jewish Political Thought  HUM

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understand of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty, and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

L57  RelPol  321  American Religion and the Politics of Gender and Sexuality  HUM

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, censorship, pornography, funding for AIDS research, abortion, contraceptive access, abstinence-only sex education, sexual harassment, same-sex marriage, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of women and men, children and teens, as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts-on chastity, marriage, and homosexuality-with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics.
**New Courses Approved, continued**

**LCD only**
- L48 Anthro 3625 The Female Life-Cycle in Cross-Cultural Perspective
- L01 Art-Arch 3425 Classical to Contemporary Chinese Art
- L03 East Asia 4242 Culture and Politics in the People's Republic of China: New Approaches
- L27 Music 3014 Ethnomusicology

**SD only**
- L98 AMCS 120 Social Problems and Social Issues
- L22 History 164 Introduction to World History
- L77 WGSS 363 Neither Man Nor Woman: Transgender Ethnographies in Global Context
- L77 WGSS 426 The New Anthropology of Love: Romance and Relationships across Racial, Class, and National Borders
The College of Arts & Sciences
Candidates for the Bachelor of Arts Degree: December 16, 2015

The following students have submitted an intent to graduate to the University Registrar. Until the College Office makes a final check of each student’s record, it will not be known whether these candidates for the Bachelor of Arts Degree have fulfilled all degree requirements.

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