

Yale Committees Related to Yale College Expansion

*Prepared by the FAS Dean's Office for the FAS Senate
on December 2, 2016*

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** Committees listed in this report include both pre-existing standing committees as well as new committees that have charges related to the Yale College expansion.*

STEERING COMMITTEE ON YALE COLLEGE EXPANSION

Members of Steering Committee

Chair

Jonathan Holloway, Dean of Yale College

Faculty

Richard Bribiescas, deputy provost for faculty development and diversity, and professor of anthropology

Kathryn Lofton, Faculty of Arts and Sciences deputy dean for diversity and faculty development, professor of religious studies, American studies, history, and divinity, and chair of the Department of Religious Studies

Stephen Pitti, director of the Center for the Study of Race, Indigeneity and Transnational Migration, professor of American studies and history, and head of Ezra Stiles College

Eric Dufresne, associate professor of mechanical engineering and materials science, director of the Center for Engineering Innovation and Design (*served AY 2014-15, Fall 2015*)

Staff

Tom Beckett, director of Yale Athletics

Ann Kuhlman, director of the Office of International Students and Scholars

Saveena Dhall, assistant dean of Yale College and director of the Asian American Cultural Center

Jessie Royce Hill, dean of Silliman College

Students

Christopher Bowman SY'18

Daniela Czemerinski CC '17

Leah Motzkin BR'16

Adam Willems PC'17

Alumni

Ayaska Fernando JE'08

Erin Johnson CC'08

Drew Ruben SY'11

Alex Werrell TD'13

New Colleges Working Group

Jonathan Holloway, Chair; dean of Yale College

Jeanine Dames, Associate Dean for career strategies

George Levesque, Associate dean of academic affairs and director of the Seminar Office

Kelly McLaughlin, Assistant Dean of assessment; deputy director and director of study abroad
Hannah Peck, Assistant Dean of student affairs
Eileen Quinn, Director of academic affairs (fall 2015)
Lloyd Suttle, Deputy provost for academic resources
Rebekah Westphal, Associate Director of undergraduate admissions

Charge to the Steering Committee on Yale College Expansion (delivered by YC Dean Jonathan Holloway)

To advise the YC dean on the planning for opening the new residential colleges in 2017. I will be charging the committee to anticipate the many questions that will arise as we open the new colleges. I imagine that those questions will range from the very focused to the very broad. To help us carry out our work, I have created a separate working group that will look into possible courses of action and present us with its recommendations. This committee served as the advisory search committee for the two new heads of college.

COMMITTEE ON MAJORS

Members of Committee on Majors

Chair

John Rogers, Professor of English

Secretary

Sarah Mahurin, Dean of Timothy Dwight College

Faculty

Paola Bertucci, Associate Professor of History and History of Medicine; Assistant Curator Peabody Museum

Sarah Demers, Horace Taft Associate Professor of Physics

Samuel Kortum (spring only), James Burrows Moffatt Professor of Economics; Director, Undergraduate Studies

Shonna Marshall (ex officio), Associate University Registrar for Student Support

Timothy Newhouse, Assistant Professor of Chemistry

Pam Schirmeister (ex officio), Dean of Strategic Initiatives and Sr. Associate Dean, Graduate School and FAS; Dean of Undergraduate Education and Sr. Associate Dean, Yale College

Steven Smith (fall only), Alfred Cowles Professor of Political Science and Professor of Philosophy

Students

Joshua Hochman, BK '18

Rohit Goyal, BR '19

Natalya Sanghvi, SY '18

Charge to Committee on Majors (delivered by YC Dean Jonathan Holloway)

Intro

First, I want to thank all of you for agreeing to serve. This committee is near the end of its second decade in existence, and its work is fundamental to the quality of undergraduate education in Yale College, so am very appreciative of the work you have agreed to do. Secondly, I want to explain the purpose of the Committee, indicate which majors I wish you to review, and special projects I wish you to undertake.

Purpose

1. Your job is three-fold. First and foremost, you are to review about five majors per year, depending on their size. Overwhelmingly, of course, the reason for reviewing existent majors is to seek to improve them, not to decide whether they should be kept - although the latter can be an option. Under scrutiny in any review should be intellectual standards and resource deployment. Typically, the majors reviewed by the Committee have included:

- Permanently authorized majors not recently examined; at present, some of the long-established majors go 15 years or more without review.
- unsetting majors - that is, those with specified multi-year lifespans, typically 5 years.
- Any majors targeted for review owing to various tripwire information reaching COSC or COM (such as non-availability of any ladder faculty for DUS duty).

This year, we have no majors in category 2, that is, at the end of a specified life-span, so I am asking that you concentrate on those in categories one and three, which for some of the majors in question happen to coincide. That is, some majors have not been examined for a long time and, therefore, the curriculum may not have kept pace with intellectual change.

I am asking that you review, in no particular order, African American Studies (last reviewed in 1984-5, American Studies (last reviewed in 1999-2000), English (last reviewed in 2007-8), Literature (last reviewed in 2005-6) and Philosophy (last reviewed in 1985-6). Part of the reason for reviewing these five in the same year has to do with a certain amount of overlap in their curricula. American studies majors, for example, frequently take English and African American Studies courses.

Another reason for reviewing them together and at this time has to do with their subject matter, particularly as connected to events on this campus last year. Students in English, for example, expressed dissatisfaction with the curriculum, which, in their view is narrow and too focused on a particular canon. I do not initiate that review, however, with any agenda about the curriculum. I simply know that student comment puts us at a juncture at which the English department would find useful the kind of data the Committee on Majors is able to gather and for that reason, a review will be helpful to them. There are similar concerns in Philosophy and Literature, perhaps. African American Studies and American Studies, too, are poised to grow and would benefit from the information a review can provide.

As to the review process, I will detail only a few specifics. Reviews should include examination of relevant information regarding, for example, lists of courses, enrollment figures, faculty staffing, and DUS staffing. That data is typically supplied by a representative from the FAS deans' office. You also conduct interviews with relevant witnesses such as the majors themselves and the relevant faculty. Normally, that information is collected by written survey and then the Committee meets with the groups separately. At the end of the process, the Committee submits a report to my office, and I, in turn, meet with the leadership of the major to discuss your findings.

2. Your second job is to review any changes to majors deemed substantial enough to warrant your scrutiny. It is not, for example, necessary for you to review changes in individual courses, but any structural changes such as a reduction or increase to the number of courses required by a given major would invite your review.

3. I have two special projects I hope you will find time to undertake. The first is a review of advising practices in the STEM fields. I ask you to undertake this project in tandem with work already done by the Committee on Advising, Placement and Enrollment. In the spring of 2016, that committee submitted to me a series of recommendations about focused primarily on freshman and sophomore advising. To complement that work, I am particularly keen to find out how well our advising system is working in the majors themselves. I have particular concern about the STEM majors because of the increase we are likely to see within the next five years. I have already asked that Pam Schirmeister work with one of our lecturers in the Math department to create a template for peer advising systems in the STEM programs, and your work on advising can supplement this effort. It will be very helpful to me to have recommendations from this committee about best practices in STEM advising.

The second is a review of the gateway courses in the humanities division. I would like to know which majors do and do not have such courses, how well the ones that exist work in terms of orienting students towards the discipline and the major, and then, your recommendation as to whether or not we should work with those departments that do not have gateway courses to help them develop such.

COURSE OF STUDY COMMITTEE

Members of Study Committee

Chair

Lawrence Manley, William R. Kenan, Jr. Professor of English

Vice Chair

George Levesque, Associate dean of academic affairs and director of the Seminar Office

Secretary

Emily Shandley, Associate University Registrar

Faculty

Molly Brunson, Associate Professor of Slavic Languages and Literatures

Paolo Coppi, Professor of Astronomy and of Physics

Roderick McIntosh, Professor of Anthropology

John Wargo, Tweedy-Ordway Professor of Forestry and Environmental Studies, Chair, Yale College Environmental Studies Major and Program

Leslie Harkema, Assistant Professor of Spanish, Director of Undergraduate Studies for Spanish

Vincent Wilczynski (ex officio), Deputy Dean, Yale School of Engineering & Applied Science & James S. Tyler Director of the Center for Engineering Innovation & Design

Students

Veeraya Tanawattanacharoen, PC '19

Jacob Middlekauf, SY '19

Joshua Slocum, BR '18

[Charge to the Course of Study Committee, 2016-17 \(delivered by Pam Schirmeister on behalf of YC Dean Jonathan Holloway\)](#)

Intro

Welcome to all new and returning members of the Course of Study Committee. First, I want to thank all of you for agreeing to serve. This committee's work is fundamental to the quality of undergraduate education in Yale College, so I am very appreciative of the work you have agreed

to do. Secondly, I want to summarize the work of the committee, as well as to introduce special projects I wish you to undertake.

Purpose

The Course of Study Committee includes faculty members, students, and administrators. Faculty members are drawn from all ladder ranks and all divisions of academic study in Yale College. Three students are appointed by the dean from among those nominated by the Yale College Council. The chair convenes the meetings, determines the business of the committee, and serves as the committee's spokesman. The vice chair acts on behalf of the chair in his absence.

The recording secretary takes the minutes of each meeting. The minutes are distributed to the chair, the dean, the vice chair, and the secretary to the chair. Minutes serve as a continuing record of committee actions and, as such, are not reviewed or voted on by the membership. The secretary to the chair prepares meeting agendas, materials for meetings, and the lists of new courses and changes in majors to be presented to the Yale College Faculty. The dean of Yale College is a member of the committee, although he does not customarily attend the meetings unless there is a matter of special interest or concern under discussion.

The committee reviews all new courses proposed for Yale College. If it finds the courses satisfactory, the committee forwards them to the Yale College Faculty for final approval. The committee has the authority to reject proposals, although it rarely exercises this power; more often the committee tables a proposal and requests revision in order to bring the course into compliance with Yale College standards.

New courses are presented on an electronic form that includes a variety of information. Because there is no specific formula for an acceptable course, the committee must review all materials carefully. Is the subject appropriate for study in Yale College? Is it neither too broad nor too narrow? Are the instructor's qualifications satisfactory? Is the reading list appropriate? Are the course requirements reasonable (neither too hard nor too easy) and properly distributed throughout the term? Are the prerequisites and meeting times appropriate for the level of the course? Will the student receive sufficient graded feedback by midterm? Are the title and description accurate and clear? (The committee frequently proposes revisions to course titles; recommended changes in course descriptions are referred to the editor of the course catalog.)

In addition, the committee from time to time takes up other academic issues as directed by the chair and the dean. In recent years the committee has reviewed course fees, course meeting times, the senior capstone experience, course scheduling and the length of the fall term, and freshman and sophomore course-taking patterns.

Special Projects

I have already tasked Pam Schirmeister, George Levesque and Emily Shandley with streamlining the Course Proposal form and review so that the Committee may focus its energy on substantive curricular issues apart from the review of courses.

This year, I would like the Committee to address three separate issues.

1. The Committee should discuss the possibility of requiring that all instructors submit a provisional syllabus with the Course Proposal form. While we want to maintain curricular flexibility within individual courses, fewer than 30% of all faculty publish their syllabi by the first day of classes, despite the urgings of the URO. The lack of syllabi further increases the chaos of the Course Selection period for students. Even a provisional syllabus would provide crucial information to undergraduates as they assemble their slate of courses. I am strongly in favor of this change but would like the Committee's recommendation.

2. The Committee, in consultation with the Writing Advisory Committee, should review the criteria by which the WR designation may attach to a course. Are the current criteria sufficient? Can they be readily monitored? By what process is the WR designation continued from one term to the next? The Committee should provide me with a brief report on the state of the WR designation and its recommendations regarding the questions just raised.

3. The Committee should review the original and most recent syllabi of the ten largest courses in each of the last four terms (there is considerable overlap in some cases, and, in others, the original offering is the most recent). I ask this because these courses disproportionately affect our undergraduates. In 2014-2015, for example, courses with enrollments of 200 students or more accounted for less than 1% of all courses taught for a total of 18 courses but cornered 10% of the year's total enrollment.

The Committee may conduct the review simply by comparing syllabi in the courses and should make a recommendation regarding what actions to take in the event of substantial differences between the original and the current syllabi.

After review, I will determine which, if any, of the recommendations should go to the Yale College Faculty for a vote at their monthly meeting. Members of the committee who are not members of the faculty are permitted to attend those portions of the meetings when the business of the committee is discussed, though in practice the option has been exercised only when special reports are considered.

COMMITTEE ON ADVISING, PLACEMENT & ENROLLMENT (CAPE)

Members of CAPE

Chair (fall only)

Ian Quinn, Professor in the Music Department

Chair (spring only)

TBD

Secretary

Sarah Mahurin, Dean of Timothy Dwight College

Faculty

Woo-Kyoung Ahn, Professor of Psychology

Milette Gaifman, Associate Professor in the History of Art and of Classics

George Levesque (ex officio), Associate dean of academic affairs and director of the Seminar Office

Shonna Marshall (ex officio), Associate University Registrar for Student Support

Risa Sodi (ex officio), Assistant Dean of Academic Affairs, Director of Advising and Special Programs

Julie Zimmerman, Associate Professor of Chemical Engineering and Professor of Forestry and Environmental Studies

Students

Meg Pritchard, SY '18

Devyn Rigsby, TC '19

Charge to CAPE, 10-6-2016 (delivered by YC Dean Jonathan Holloway)

Intro

First, I want to thank all of you for agreeing to serve. This committee addresses matters crucial to the mission of the College, and I am very appreciative of the work you have agreed to do.

Secondly, I want to detail the work that lies ahead, which is largely shaped by your report of last spring.

Charge

I have provided you with copies of an executive summary of your report and my response to your report, and I note now that the report details two separate areas of advising. Your primary focus last year was on freshman advising, and my general charge in that area is that CAPE work to implement the recommendations I have accepted. Specifically, (please look at your document) I am charging you:

Under #2: to address the logistics of implementing the two-year advising model in light of the parenthetical concerns.

Under #3: to work with the URO on the appropriate alternative to signing schedules. I realize that the full implementation here may lie beyond the purview of the Committee.

Under #4: to devise a strategy for expanding the base of advisers. As you approach this, I ask that you consider whether or not we should restrict the advising ranks to Yale affiliates (that is, people with current yale.edu addresses), and that you consider the question of non-ladder faculty serving as advisers. These questions are, of course, contingent on the views of the heads of college, but I will broach whatever strategies you devise with them.

Under #5 and 6: to confer with your colleagues (specifically Pam S.) about efforts already underway in these areas, and to develop a plan for further electronic resources.

These items pertain specifically to freshman advising (or college advising, as we now wish to call it. And, yes, I do accept your first recommendation and will announce the change for the spring term). Some of your recommendations, however, spill beyond college advising and into advising that happens within the majors of Yale College.

Specifically, # 5, referenced just now, and #6 and 7, all affect new students, not least because as we turn from focused, academic advising to a more holistic model, it is crucial that we have adequate electronic sources of information. But #5, 6 and 7 also have particular relevance to students choosing or already in a major. I would like you to devote any remaining time available to you to advising as it occurs in the majors, insofar as it can be centrally managed.

Lastly, I am cognizant of the fact that your report raised the important question of how centralized the advising system should become. I will be consulting in the coming months with the heads of college and the residential college deans to determine this question.

Again, thank you for all of your efforts.

TEACHING & LEARNING COMMITTEE

Members of Teaching & Learning

Chair

Kishwar Rizvi, Associate Professor in the History of Art

Secretary

Joel Silverman, Dean of Morse College, Lecturer in American Studies and English

Faculty

Jennifer Frederick, Executive Director, Yale Center for Teaching and Learning

Bryan Garsten, Professor of Political Science and in the Institution for Social and Policy Studies

Marla Geha, Professor of Astronomy and of Physics

Michael Koelle, Associate Professor of Molecular Biophysics and Biochemistry

Jane Livingston, Associate CIO for Campus Community Technologies

Gabriel Olszewski, Executive Director, Student Financial and Administrative Services & University Registrar

Timothy Pavlis, Assistant Vice President for Strategic Analysis and Institutional Research

Paul Sabin, Professor of History and American Studies; DUS Environmental Studies

Gregory Samanez-Larkin, Assistant Professor of Psychology

Pamela Schirmeister (ex officio), Senior Associate Dean; Dean of Strategic Initiatives: The Graduate School, Yale College and Faculty of Arts and Sciences; Lecturer in English and Specialist Program in Humanities, Comparative Literature and English

Charles Schmuttenmaer, Professor of Chemistry

Students

Joseph Battles, DC '18

Kelsi Caywood, TD '18

Cathy Zhu, BR '17

Charge to Teaching and Learning (delivered by YC Dean Jonathan Holloway)

1. Work with FAS Dean's Office to create incentives for good teaching.
2. Analyze value of Undergraduate Learning Assistants and make recommendations on their use in the future.
3. Quality of introductory courses, their effects on student persistence and support for first generation students.
4. Some aspect of the impact of the New Colleges on T&L, such as class size, scheduling, or other factors.
5. Discussion on the purpose and goals of the shopping period.

CLASSROOM PLANNING COMMITTEE

Members of Classroom Planning

Co-Chairs

Lloyd Suttle, Deputy provost for academic resources

Gabe Olszewski, Executive Director, Student Financial and Administrative Services & University Registrar

Faculty

Ian Quinn, Professor in the Music Department

Sonia Valle, Senior Lector II in Spanish and Portuguese

Doug McKee (2015-16 only), Senior Lecturer in Economics

Kurt Zilm, Professor of Chemistry

Surjit Chandhoke, Dean of Trumbull College,

Jennifer Frederick, Executive Director, Yale Center for Teaching and Learning

George Levesque, Associate dean of academic affairs and director of the Seminar Office

Emily Shandley (e.o.), Associate University Registrar

Classroom Planning Charge

The faculty members were recommended by the FAS Senate's Committee on Committees. The Provost's charge was to provide guidance to the University Registrar's Office, the Provost's Office, and the Yale College and Graduate School Deans' Offices as we plan how to accommodate the addition of more classes and sections with the two new colleges come on line in 2017-18. The provost welcomed the committee's views and recommendations on any issues related to the best use of FAS classrooms, but asked it to consider three issues in particular;

1. Standard meeting times
2. Classroom utilization and modeling, and
3. Classroom pedagogical needs.

A consultant, Tom Hier, Principal of Biddeson-Hier LTD, was engaged to assist the committee and the Registrar in this planning process.

FACULTY RESOURCE COMMITTEE (FRC)

Members of FRC

Chair

Tamar Szabó Gendler, Dean of the Faculty of Arts and Sciences; Vincent J. Scully Professor of Philosophy and Professor of Psychology and Cognitive Sciences

Faculty

Steven Berry, David Swensen Professor of Economics and Professor of Management

Richard (Rick) Bribiescas, Deputy Provost for Faculty Development and Diversity; Professor of Anthropology and of Ecology and Evolutionary Biology

Tyrone (Ty) Cannon, Clark L. Hull Professor of Psychology and Professor of Psychiatry

Edward (Ned) Cooke, Charles F. Montgomery Professor in the History of Art and Professor of American Studies

Lynn Cooley, Dean of the Graduate School of Arts and Sciences; C. N. H. Long Professor of Genetics and Professor of Cell Biology and of Molecular, Cellular, and Developmental Biology

Daniel (Dan) DiMaio, Chair, Biological Sciences Advisory Committee; Scientific Director, Yale Cancer Center; Deputy Director, Yale Cancer Center; Waldemar Von Zedtwitz Professor of Genetics and Professor of Molecular Biophysics and Biochemistry and of Therapeutic Radiology

Alan Gerber, Dean of Social Sciences; Charles C. and Dorathea S. Dilley Professor of Political Science and Professor in the Institute for Social and Policy Studies, of Economics and of Public Health (Health Policy)

Jonathan Holloway, Dean of Yale College; Edmund S. Morgan Professor of African American Studies and Professor of History and of American Studies

Amy Hungerford, Dean of Humanities; Professor of English and of American Studies

Kathryn (Katie) Lofton, Deputy Dean for Diversity and Faculty Development; Chair, Religious Studies; Professor of Religious Studies, of American Studies and of History and Divinity

Scott Miller, Divisional Director, Sciences; Chair, Physical Sciences and Engineering Advisory Committee; Irénée du Pont Professor of Chemistry

Anna Pyle, William Edward Gilbert Professor of Molecular, Cellular, and Developmental Biology and Professor of Chemistry

Daniel Spielman, Henry Ford II Professor of Computer Science and Professor of Mathematics

J Lloyd Suttle (non-voting member), Deputy Provost for Academic Resources

T. Kyle Vanderlick, Thomas E. Golden, Jr. Professor of Chemical and Environmental Engineering

Bethany Zemba (non-voting member), Chief of Staff and Senior Advisor to the Dean of the Faculty of Arts and Sciences

Charge to FRC (delivered by FAS Dean Tamar Gendler)

Purpose

The responsibility for allocating faculty resources resides with the Dean of the FAS, who chairs the Faculty Resource Committee (FRC), which includes the Deans of the Graduate School, Yale College, and the School of Engineering & Applied Science, as well as the chairs of the area advisory committees and several FAS faculty members. The FRC reviews requests from departments and programs for ladder faculty resources and searches and recommends approved searches to the Dean. The Office of the Dean of the FAS monitors the search and appointment process by which faculty positions in FAS departments and programs are filled, from advertisement to final approval of the successful candidate.

FAS STEERING COMMITTEE

Members of FAS Steering

Chair

Tamar Szabó Gendler, Dean of the Faculty of Arts and Sciences; Vincent J. Scully Professor of Philosophy and Professor of Psychology and Cognitive Sciences

Faculty

Emily Bakemeier, Deputy Provost; Dean of Faculty Affairs of the Faculty of Arts and Sciences

Robert Burger, Associate Dean of the Faculty of Arts and Sciences

Lynn Cooley, Dean of the Graduate School of Arts and Sciences; C. N. H. Long Professor of Genetics and Professor of Cell Biology and of Molecular, Cellular, and Developmental Biology

John Dovidio, Dean of Academic Affairs of the Faculty of Arts and Sciences; Carl I. Hovland Professor of Psychology and Professor in the Institute for Social and Policy Studies and of Epidemiology (Chronic Diseases)

Alan Gerber, Dean of Social Sciences; Charles C. and Dorathea S. Dilley Professor of Political Science and Professor in the Institute for Social and Policy Studies, of Economics and of Public Health (Health Policy)

Jonathan Holloway, Dean of Yale College; Edmund S. Morgan Professor of African American Studies and Professor of History and of American Studies

Amy Hungerford, Dean of Humanities; Professor of English and of American Studies

Kathryn (Katie) Lofton, Deputy Dean for Diversity and Faculty Development; Chair, Religious Studies; Professor of Religious Studies, of American Studies and of History and Divinity

John Mangan, Senior Associate Dean of the Faculty of Arts and Sciences

Scott Miller, Divisional Director, Sciences; Chair, Physical Sciences and Engineering Advisory Committee; Irénée du Pont Professor of Chemistry

T. Kyle Vanderlick, Thomas E. Golden, Jr. Professor of Chemical and Environmental Engineering

Bethany Zemba (non-voting member), Chief of Staff and Senior Advisor to the Dean of the Faculty of Arts and Sciences

Charge to FAS Steering (delivered by FAS Dean Tamar Gendler)

Purpose

The Steering Committee of the Faculty of Arts and Sciences is chaired by the Dean of the FAS and also includes the Deans of Yale College, the Graduate School, and the School of Engineering & Applied Science, as well as other members who are invited by the Dean as voting or non-voting attendees. The Steering Committee advises the Executive and Expanded Executive Committees on matters of policy in regards to the future of the FAS.

TEACHING FOR THE 21ST CENTURY EXPLORATORY COMMITTEE

Members of the 21st Century Committee

Chair

John Rogers, Professor of English

Faculty

Seyla Benhabib, Eugene Meyer Professor of Political Science and Professor of Philosophy

Bhart-Anjan Bhullar, Assistant Professor of Geology and Geophysics

John Carlson, Eugene Higgins Professor of Molecular, Cellular, and Developmental Biology

Henry Cowles, Assistant Professor in the History of Medicine and of History

Jennifer Frederick (committee staff), Executive Director, Yale Center for Teaching and Learning

Greta LaFleur, Assistant Professor of American Studies

Andrew Miranker, Professor of Molecular Biophysics and Biochemistry and of Chemical and Environmental Engineering

Tavia (Tav) Nyong'o, Professor of Theater Studies and of American Studies

Jonathan Reuning-Scherer, Senior Lecturer in Forestry and Environmental Studies and in Statistics

W. Mark Saltzman, Goizueta Foundation Professor of Biomedical Engineering and Professor of Cellular and Molecular Physiology and of Chemical Engineering and Head of Jonathan Edwards College

Laurie Santos, Professor of Psychology and Head of Silliman College

Adriane Steinacker, Lecturer in Physics

Aleh Tsyvinski, Arthur M. Okun Professor of Economics and Professor of Management

Claudia Vallengia, Professor of Anthropology

Nelleke Van Deusen-Scholl, Director, Yale Center for Language Study; Professor (Adjunct) of Linguistics

Charge to 21st Century Committee (delivered by YC Dean Jonathan Holloway and FAS Dean Tamar Gendler)

Purpose

The mandate of the Teaching for the 21st Century Exploratory committee is to think broadly about the goals and ideals of undergraduate education in the 21st century, given changes in the intellectual landscape and the size and demographics of Yale's undergraduate student body. Among the topics it will explore are: modes of pedagogy, technology within and beyond the classroom, interdisciplinary and cross-disciplinary teaching, the relation between graduate and undergraduate teaching, the role of ladder and non-ladder faculty, similarities and differences across academic divisions, and models and ideas from other institutions, including universities, colleges and K-12 institutions. The committee will write a brief report identifying common themes, challenges and innovations that face the FAS, and will recommend a number of successor committees to explore and implement these ideas.

TEACHING RESOURCE ADVISORY COMMITTEE

Members of Advisory Committee

Chair

John R. Mangan, Senior Associate Dean of the Faculty of Arts and Sciences

Faculty

Robert Burger, Associate Dean of the Faculty of Arts and Sciences

Susan Cahan, Associate Dean for the Arts, Yale College

Jennifer Frederick, Executive Director, Yale Center for Teaching and Learning

George Levesque, Associate Dean of Yale College; Dean of Academic Programs

Pamela Schirmeister, Senior Associate Dean; Dean of Strategic Initiatives: The Graduate School, Yale College and Faculty of Arts and Sciences; Lecturer in English and Specialist Program in Humanities, Comparative Literature and English

Petronella (Nelleke) Van Deusen-Scholl, Associate Dean, Yale College; Director, Center for Language Study; Professor (Adjunct) of Linguistics

Vincent Wilczynski, Deputy Dean, Yale School of Engineering and Applied Science

Charge to Advisory Committee

Purpose

Counterpart to the Faculty Resource Committee (FRC) in the area of non-ladder teaching, the Teaching Resource Advisory Committee (TRAC) advises the Dean of the FAS on non-ladder faculty appointments. TRAC includes the Associate Deans of the FAS (one of whom serves as chair), the Deans from Yale College and the Graduate School, and other deans and directors. When warranted, the committee can expand to include the Dean of the FAS and other members of the Dean's office.