

**DRAFT**

Minutes of the 107<sup>th</sup> Meeting of the Faculty of the School of Arts and Sciences and Affiliates

Allison Road Classroom Building, Room 103, Busch Campus

December 11, 2025  
10:00 am-12:00 noon

**1. Call to order**

Juli Wade, Executive Dean, called the meeting to order at 10:02 am on December 11, 2025. Dean Wade thanked the faculty for attending.

**2. Acceptance of the agenda**

The agenda was accepted unanimously as presented. There was no discussion.

**3. Rules of engagement and procedures for voting – Brittney Cooper, Parliamentarian, Professor of Women’s, Gender, and Sexuality Studies and Africana Studies**

We have two hand-held microphones, as that is all the room will support. Juli will identify those who wish to speak, and speakers will need to state their full name and department or unit. Christina or another staff member will run the spare microphone to you.

Eligible voters should have received four yellow index cards. For each ballot vote, voting attendees will write “yes”, “no” or “abstain” on one index card and pass it to the aisle, where staff members will be collecting them. If more than four votes are taken, we will pass out more cards. At the end of the meeting, please return any unused cards to one of the boxes placed at the front of the room so that they may be used at the next meeting.

Anthony, Christina, Dale, and Brittney will count ballots/cards as needed, and Brittney will report the results as soon as the tally is complete.

**4. Acceptance of the minutes from the SAS All Faculty and Affiliates Meeting of May 7, 2025**

The minutes were accepted without objection. The text of SAS All Faculty Meeting minutes can be viewed at [this link](#).

**5. Bylaw amendments proposed by the Executive Dean (emailed to faculty on November 21, 2025)**

Executive Dean Wade introduced proposed amendments to:

- A. NTT voting rights
- B. Honors Committee

A. Sections of the bylaws on NTT voting rights were projected on the screen (attached below). Dean Wade noted that the two sections, indicating who could vote in school-level elections and in department-level elections, were inconsistent. In addition, teaching NTT were excluded from the school-level language and there was inconsistency in how departments have interpreted “personnel matters”.

Rob Scott, Anthropology, voiced his strong support for the proposed amendments to the NTT voting rights bylaws. He then suggested including lecturers in SAS curriculum decisions in the future.

Andrew Goldstone, English, also voiced strong support. He noted that the English Department had recently changed its bylaws, and he encouraged other departments to follow suit.

Paul O’Keefe, Geography, spoke as an NTT in support of accepting the amendments. He noted that there was strong approval in his department and thanked Dean Wade for proposing the changes.

Brittney Cooper instructed members to write their votes on the cards and place them in the boxes being circulated.

The vote to accept the proposed bylaws amendments to Article 2, Section 2 and Article 7, Section 2 proposed by the Executive Dean passed, with 161 members voting yes, 5 voting no, and 4 abstaining.

B. Dean Wade noted that the Article VI, Section 13 of the SAS bylaws contains language that no longer applies now that a single New Brunswick Honors College has been created and individual school-level programs effectively eliminated. She also noted that there was a mistake in updating the bylaws following the May 2025 meeting, with one sentence remaining in error in the language she proposed for the current update. Both versions were presented on the screen (attached below). The current proposed changes accomplished the same goal as the sentence in question (elimination of the Honors Dean as a member of the committee; there is no longer an SAS Honors Dean), so Dean Wade proposed voting on the new version.

Ana Pairet -Vinas, French, moved to defer further discussion of this amendment to the SAS Honors Committee. The move was seconded. Rob Scott, Anthropology, agreed that it would be a good idea to defer discussion.

Brittney Cooper called for a vote by show of hands. A simple majority would decide.

The vote to defer discussion of the proposed amendments to Article VI, Section 13 to the Honors Committee passed by a wide margin, with 12 members voting no.

## **6. SAS world language requirement – process for evaluating potential benefit/impact and feasibility**

Dean Wade reported on context and process related to a proposal for a world language requirement, which would be introduced by the SAS Curriculum Committee. She mentioned meeting with two members of the curriculum committee to hear directly from them and request that they work in partnership with her to move forward in a positive, productive way that will allow a plan to be developed that is based on clear information – information that allows strategic decisions to be made in the best interests of our students and faculty.

She elucidated a number of questions that would have to be addressed, emphasizing that she wanted to work together closely with the concerned parties. She also noted the importance of gathering information from a range of sources to understand the potential benefits, impacts, possibilities, and risks. Dean Wade's questions included the following:

What would the requirement look like specifically, and based on what learning goals?

Who would the requirement apply to? The proposal mentions two exemptions related to:

- Students with credit-intensive majors (these are most, but not all STEM degrees and some but not most Humanities and Social Science degrees).
- Students who pass a proficiency test at the intermediate level, administered by a language department or the language center.

What would all of the details be regarding, for example:

- The issue that students don't declare majors until their second year, and many not until their third year. How would they fit this in with other requirements (would departments agree to reduce what is required for majors)?
- We currently test for placement, not proficiency. How would we gear up to do that (would hiring be required, what type of employee)?
- Students coming with AP credit – can they place out?
- What about students transferring from a community college? Another 4-year institution? What about another Rutgers campus or another school in New Brunswick?
- Would it matter if students had two majors (and therefore more requirements)? Last year 761 of 5,290 graduates had 2 or more majors – 14.4%.
- How should we consider requirements for accelerated programs (4+1, 3+3, etc.)?

- What would a language requirement mean in terms of changes in enrollment patterns?
- Would additional instructional capacity be required? If so, how much, where, and who would provide it? What would the expense be compared to any new revenue that might come in? What is the potential loss of revenue due to loss of students who go elsewhere because they do not want to fulfill the requirement?
- Dean Wade noted that faculty want more resources for graduate student support and more tenure system faculty lines. She does not want to jeopardize opportunities to meet these goals if in fact they are higher priorities than a language requirement. So, there is need to understand what changes in revenue and expenses are likely to look like, and what the highest priorities are for faculty.
- The possibility of losing students to other schools if they do not wish to fulfill this requirement (Business, Engineering, SEBS, for example), which would mean lost opportunity for our great liberal arts education for them and lost revenue for us.

There are questions about inequities and access. For students who will need to add credits to their degree, access can be a concern; how will this affect affordability of the degree, potential to increase time to degree? The New Brunswick 4-year graduation rate is poor (~70%), and that needs to be remedied. Will a language requirement make this more difficult? If so, how? Is there a way to mitigate?

Dean Wade also noted that adding a language requirement would not just be up to us. If a requirement were approved for SAS, it also would need to be approved by the other schools offering majors that come with SAS degrees (SCI, SSW, Bloustein, SMLR, Mason Gross - BA). She is happy to advocate with her colleagues if it is in the best interest of SAS, but needs the data and details to do so.

Dean Wade said she is happy to take recommendations for an *ad hoc* faculty committee (as mentioned in the Curriculum Committee proposal). In addition, she plans to do more, including gathering and analyzing data, meeting with language chairs and other department chairs, discussing the requirement with the Executive Committee, advisors, undergraduate program directors and students. She has already had a conversation with her student advisory group recently.

## **7. Report from the Curriculum Committee – Gary Heiman, Vice Chair and Undergraduate Director, Professor, Department of Genetics, School of Arts and Sciences, Committee Chair**

The report is [linked here](#). The link includes the updated language related to the World Language Requirement based on the following discussion and vote during the meeting. The text originally posted at this link, prior to the faculty meeting, on this requirement was:

**“World Language Requirement proposal.** The SAS Curriculum Committee reviewed a resolution for a SAS World Language Requirement. As you may recall, a task force previously addressed this issue in 2017; however, significant developments have occurred since then. Therefore, a committee member introduced the following proposal:

***Beginning with first-year students matriculating in Fall 2026, all SAS students will be required to take and pass two semesters of non-English language classes taught in a target non-English language. Exemptions will be limited to:***

- ***Students who pass a proficiency test at the intermediate level administered by the relevant language department or area studies center;***
- ***Students who major in a credit-intensive program.***

The Curriculum Committee voted to support the proposal. Some members suggested that it would benefit from further refinement, which could be accomplished within an ad hoc committee.”

Dean Wade thanked Gary and opened the floor for discussion.

Alessandro Vettori, Italian, introduced a proposal developed by the chairs of language departments to form a committee to explore the possibility of instituting an SAS language requirement. He argued that we need more time to evaluate issues, but sees the potential requirement as an important opportunity.

He then read the proposal created by the chairs of languages, which would establish an *ad hoc* committee and amend some of the language in the Curriculum Committee’s report ([item #3 at this link](#)).

Dean Wade clarified that the motion was to amend Gary’s report, replacing the original text on the language requirement with this new text.

Andrew Goldstone asked whether the motion was to accept the entire committee report.

Dean Wade responded that the electronic vote subsequent to the meeting would be to accept the report. Brittney added that the vote would be for the Curriculum Committee’s report, potentially amended.

Alessandro Vettori moved to include the amended proposal in the report. The motion was seconded.

Andrew Goldstone moved that we divide the language of the proposal from the Curriculum Committee’s report so that only the proposal could be debated, not the entire report.

Brittney instructed the members to vote by hand on whether to allow for discussion of only the language proposal, separate from the rest of the report.

The vote to debate just the proposal to create an *ad hoc* committee and to amend some of the language of the Curriculum Committee's report passed, with no members voting no.

Annika Barber, Molecular Biology and Biochemistry, spoke in support of instituting a language requirement. She noted that proficiency with languages is as important as proficiency with numbers, in her view.

Natasha O'Brown, Cell Biology and Neuroscience, noted that students do not choose their majors until later and wondered how we would test for languages that are not taught at Rutgers.

Tia Kolbaba, Religion, expressed concerns for students who do not come from good high schools with well-developed programs for teaching language skills. Students who come from wealthy suburban districts typically have such programs and a high proportion would likely place out of a new SAS requirement. A language requirement would not be equitable for students who come from poorer districts with fewer options for advanced language learning and would further burden this demographic. It would also greatly complicate our students' ability to navigate our complex curriculum.

Rob Scott voiced his enthusiastic support for the requirement and for the formation of an *ad hoc* committee. He said that it is a pity that the 2017 report and its recommendations were never implemented and that we have an obligation to New Jersey.

Jonah Siegel, English, spoke in support of the language requirement. He indicated that the hurdles are real, but it is good that this is a faculty-led initiative. He also mentioned that students should not have the sense that education is just something to get out of the way. Let's be clear about what the obstacles to graduation actually are.

Dean Wade responded that the data team is looking into what the obstacles to graduation are. We will discern where the bottlenecks are.

Andrew Goldstone voiced his support for a language requirement. We can fix things, and the longer deliberative frame will help. We will have a vote in the spring, which is good. He volunteered to participate in discussions and questioned whether other schools really have a say in the decisions we make.

Sharon Bzostek, Dean's Office, responded that many of the approximately 22,000 SAS students are in fact majoring in subjects housed in other schools, like SCI, Bloustein, and

Mason Gross. Those schools do have a say in this. We also review other schools' courses and proposals. The schools determine their major requirements. There are also concerns regarding exemptions for credit-intensive majors.

Dean Wade mentioned that the Provost was consulted. Such a decision is not only up to us, and we need to have positive working relationships with other schools.

David Hughes, Anthropology, who is also on the Curriculum Committee, noted that the committee was acting from the principles of a liberal arts education. Openness of inquiry is important. So is humility. Unelected administrators are making up their own rules. They borrow our SAS curriculum and then want to control it.

Emily Sergel, Mathematics, spoke against the exemption for students in credit-intensive programs. Those students get a minor exemption already. Also, this could sort of perversely incentivize students to opt for interdisciplinary majors like statistics/math, which are not really that credit intensive. Or they may take theoretical math just to avoid having to take other classes. Exemptions should only be for double majors.

Diana Sanchez, Psychology, voiced her opinion that this requirement should be in individual departments only, if they choose, rather than at the school level. She shared that we want autonomy in the departments, as some of my colleagues have noted. She also noted concerns about resources. Would there be new hires only to particular departments? Having an *ad hoc* committee is a fine idea, but student voices are not currently present in this discussion.

John McGann, Psychology and Cognitive Science, expressed reservations about the proposed structure. Language opportunities already exist. He proposed to amend the proposal to include: 1) a survey of students on how this requirement would impact them, and 2) consultation with outside parties for advice.

A member moved to call the question. Brittney Cooper instructed members to vote by hand on whether they wanted to vote on John McGann's proposed amendments.

The vote to vote on John McGann's proposed amendments passed with a clear majority.

Brittney instructed members to vote by hand on whether to vote on John McGann's two proposed amendments at once or whether to vote on each proposed amendment separately.

The vote on whether or not to vote on John McGann's proposed amendments separately yielded the following: 63 members voted to divide the vote into two; 60 members voted not to divide the votes.

A point of order was raised calling into question the procedure of splitting the vote into two parts when it was already decided to hold the vote, as if we were still debating the amendment.

Brittney responded that all was in order: we were merely deciding on voting procedures. Brittney then instructed members to vote by card on John McGann's first proposed amendment.

The vote to accept John McGann's proposed amendment to include a survey of students on how the language requirement would impact them passed, with 119 members voting yes and 78 voting no.

Brittney instructed members to vote by card on John McGann's second proposed amendment.

The vote to accept John McGann's proposed amendment to have the Executive Dean consult with outside parties about the possibility of instituting a language requirement failed, with 124 members voting no and 53 voting yes.

Ana Pairet -Vinas, French, noted that we generally do not need to ask students about their requirements – whether they want to have a science or a humanities requirement, for instance.

Asa Rennermalm, Geography, speaking in favor of having a language requirement, pointed to the importance of learning languages in our increasingly fragmented world. She noted that we are the State University of New Jersey, where people should be able to learn languages. It is problematic that they eliminated the requirement in the Honors College. She said that all we are currently doing is voting on a proposal to create a committee to come up with a proposal, and the process and Roberts Rules is very convoluted.

Javier Robles, Kinesiology and Health, warned that we should be aware of the different backgrounds different students come in with. Many Black and Brown students have not had the opportunities that others have had. What about tutoring support? Also, we are making decisions for students without consulting them. This would be an additional burden for many students.

Jim Wright, Earth and Planetary Sciences, offered his view that the first line of the proposed amendment supporting a language requirement has it wrong. The *ad hoc* committee should evaluate and explore, rather than proposing a language requirement before properly researching its benefits or drawbacks.

Lisa Rossman-Murphy, Kinesiology and Health, noted that there are no limitations on languages. Students have the ability to study them. Maybe what is really needed is some

kind of requirement having to do with cultural awareness. Student learning and self-care should be prioritized.

Kathy Scott, Cell Biology and Neuroscience, pointed to the different effects that the requirement would have on different groups of students. They want diversity requirements, but they do not want more total requirements. The language requirement would make scheduling classes too difficult. We should take into account the practical effects on students.

Jamie Pietruska, History, spoke on the idea that our work at Rutgers has a global impact. Languages are part of our collective obligation. The language requirement would support this global vision.

Jeff Lawrence, English, noted that we are the only Big 10 university besides Purdue that has no language requirement. A lot of work went into the 2017 proposal that was promptly forgotten. Why are we just discussing forming a committee? Let's just form the committee.

Brittney Cooper instructed members to vote on whether to accept the proposed amendment to the Curriculum Committee's report, with the inclusion of language on a survey of students on how a language requirement would impact them.

A secret ballot was requested.

Andrew Goldstone called a point of order. His earlier motion that we divide the language of the proposal from the Curriculum Committee's report was meant to include a separation of votes as well: one for the proposed amendment and one for the rest of the Curriculum Committee's report.

Brittney Cooper responded that the motion was not for a separate vote.

Jim Masschaele, Dean's Office, agreed that separating the vote was a good idea.

Brittney Cooper said that the motion to divide the language was only for discussion purposes. There was no motion to hold two separate votes.

Rob Scott, Anthropology, said that there had been a misunderstanding. He did not want to be held hostage to the new language just to form a committee.

Brittney Cooper responded that we will in fact vote to include the language in the Curriculum Committee's report.

Dean Wade said that we would be voting on including the language in the report.

Brittney Cooper instructed members to vote by card on whether to accept the amendment to the Curriculum Committee's report.

The vote to accept the proposed amendment to the Curriculum Committee's report, with the inclusion of language on a survey of students on how a language requirement would impact them, passed, with 171 members voting yes and 26 voting no.

It was noted that the amended report of the Curriculum Committee was what we would be voting on electronically.

The vote to approve the amended Curriculum Committee report was conducted electronically following the meeting:

209 Yes  
109 No  
8 Abstain

**8. Report from the Core Requirements Committee – Sharon Stoerger, Assistant Dean, Programs and Assessment, School of Communication and Information, Interim Committee Chair**

The report is available at [this link](#).

The vote to approve the Core Requirements Committee report was conducted electronically following the meeting:

240 Yes  
54 No  
32 Abstain

**9. Updates from the Dean's Office**

There were no updates, as time had run out.

**10. New Business**

There was no new business, as time had run out.

The meeting ended at 12:04 pm.

**Proposed bylaw revisions are on the next two pages**

## **Article II, Section 2**

All tenured, tenure-track, and full-time non-tenure-track faculty who occupy at least 51% of a faculty line in SAS research faculty who are voting members of a department in SAS, as defined by Article VII, Section 2, shall be voting members of SAS. Voting members of an SAS department who currently hold an administrative position shall continue to be voting members of SAS during the terms of their administrative appointments.

## **Article VII, Section 2**

The voting members of a department shall include (1) all tenured or tenure-track members of the University Faculty whose tenure home is in the department; (2) all members of a department on annual or other nontenure-track appointments who hold the rank of Instructor or higher, who occupy at least fifty-one percent of a faculty line in that department, and who have completed a year of service. Such faculty members shall not have a vote on personnel matters. In their bylaws, departments must clearly articulate the matters on which faculty across all appointment categories are eligible to vote.

Faculty members on leave maintain their voting membership in the department. Faculty members whose primary assignment is as a member of the Administration (e.g., Executive Dean, Vice Dean, Dean) shall not be voting members of their departments during the terms of their administrative appointments, unless the department votes to retain such faculty members among their voting members. A department may establish in its bylaws provisions for adding appropriate voting and/or nonvoting members, whose membership shall be subject to the approval of the Executive Dean of SAS.

Section 13.

The Honors Committee shall oversee the operations of the Honors Program, **including integrations of the Honors Program and curriculum with other New Brunswick units, and recommend to the full SAS faculty any major changes to the Honors Program for SAS Faculty approval**; review and make recommendations for strengthening the Honors Program, seek new ways of encouraging and rewarding superior student scholarship **in the humanities and the sciences**, and recommend standards for graduation with honors from SAS, **consistent with Academic Honors Societies.**

~~The Dean of the Honors Program shall serve as an ex officio member and chair of the committee.~~ The Honors Committee shall have nineteen voting members:

- a. the Administrative Director of the SAS Honors Program **or equivalent position**;
- b. ~~eight~~ **four** SAS faculty appointed by the Executive Dean and chosen to represent a broad range of curricular interests; two of these will be faculty members serving on the Curriculum Committee;
- c. ~~four~~ representatives appointed by the Executive Dean from units that offer undergraduate majors or minors to SAS students (as listed under Article II, Section 3);
- e. ~~four~~ **d. eight** elected SAS faculty, ~~one~~ **two** from each of division, **and from different departments**, elected to three-year overlapping terms; three Honors ~~College Program~~ student representatives, one of whom will be a non-traditional student, appointed by the Executive Dean of the SAS. The student members shall serve one-year terms.

**Article VI, Section 13**

The Honors Committee shall oversee the operations of the legacy SAS Honors Program, including integrations of the SAS Honors Program and curriculum with other New Brunswick units, and recommend ~~to the full SAS faculty~~ any major changes to the Honors Program-curriculum for SAS students for SAS Faculty approval; review and make recommendations for strengthening ~~the Honors Program~~ honors in SAS, seek new ways of encouraging and rewarding superior student scholarship in the humanities and the sciences, and recommend standards for graduation with honors from SAS, consistent with Academic Honors Societies.

The ~~Dean or Director~~ of SAS ~~the Honors Program (or equivalent position)~~ shall serve as ~~an ex officio~~ member and chair of the committee. The Honors Committee shall have nineteen ~~additional~~ voting members:-

~~a. the Administrative Director of the SAS Honors Program or equivalent position;~~

~~b. a. four~~ SAS faculty appointed by the Executive Dean and chosen to represent a broad range of curricular interests; two of these will be faculty members serving on the Curriculum Committee;

~~b. c.~~ four representatives appointed by the Executive Dean from units that offer undergraduate majors or minors to SAS students (as listed under Article II, Section 3);

~~c. d.~~ eight elected SAS faculty, two from each of division, and from different departments, elected to three-year overlapping terms; three Honors College student representatives, one of whom will be a non-traditional student, appointed by the Executive Dean of the SAS. The student members shall serve one-year terms.

**Meeting attendance roster begins on the next page**

**SAS All Faculty Meeting Attendance - December 11, 2025****SAS Faculty**

<b>Name</b>	<b>Title</b>	<b>Department</b>
<b>Abadir, Rasha</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Al Kuntar, Salam</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Classics</b>
<b>Alami, Myriam</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>French</b>
<b>Albin-Brooks, Christopher</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Psychology</b>
<b>Ali, Jamal</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Alidou, Ousseina</b>	<b>Tenured Faculty</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Alms, Anthony</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Altinis, Christine</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Altman, Brianna</b>	<b>Non Tenure-Track Faculty (Research)</b>	<b>Psychology</b>
<b>Anderson, Cori</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>German, Russian &amp; East European Languages &amp; Literatures</b>
<b>Anderson, Stephen</b>	<b>Tenured Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>
<b>Atkins, Colm</b>	<b>Non Tenure-Track Faculty (Research)</b>	<b>Cell Bio &amp; Neuroscience</b>
<b>Baldi, Andrea</b>	<b>Tenured Faculty</b>	<b>Italian</b>
<b>Banerjee, Banmali</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Barber, Annika</b>	<b>Tenure-Track Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>

<b>Behrmann, Nicola</b>	<b>Tenured Faculty</b>	<b>German, Russian &amp; East European Languages &amp; Literatures</b>
<b>Berg, Ulla</b>	<b>Tenured Faculty</b>	<b>Latino and Caribbean Studies</b>
<b>Beroiza, Alanna</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Bieszczad, Kasia</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Bishop, Karen</b>	<b>Tenured Faculty</b>	<b>Spanish &amp; Portuguese</b>
<b>Brennan, Corey</b>	<b>Tenured Faculty</b>	<b>Classics</b>
<b>Brennan, John</b>	<b>Tenured Faculty</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Buch, Anders</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Buckley, Matthew</b>	<b>Tenured Faculty</b>	<b>Physics &amp; Astronomy</b>
<b>Buckman, Jennifer</b>	<b>Tenured Faculty</b>	<b>Kinesiology and Health</b>
<b>Buyske, Steven</b>	<b>Tenured Faculty</b>	<b>Statistics</b>
<b>Bzostek, Sharon</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Cahill, Christine</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Political Science</b>
<b>Campbell, Colin</b>	<b>Tenured Faculty</b>	<b>Economics</b>
<b>Caponegro, Carla</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Carr-Schmid, Anne</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Casillas, Joseph</b>	<b>Tenured Faculty</b>	<b>Spanish &amp; Portuguese</b>
<b>Chan-Malik, Sylvia</b>	<b>Tenured Faculty</b>	<b>American Studies</b>
<b>Charnley, Matthew</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Chun, Hee Chung</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Asian Language &amp; Cultures</b>
<b>Connolly, Serena</b>	<b>Tenured Faculty</b>	<b>Classics</b>
<b>Cooper, Barbara</b>	<b>Tenured Faculty</b>	<b>History</b>
<b>Cooper, Brittney</b>	<b>Tenured Faculty</b>	<b>Women's, Gender &amp; Sexuality Studies</b>
<b>Covey, Lori</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Dai, Wei</b>	<b>Tenured Faculty</b>	<b>Cell Bio &amp; Neuroscience</b>
<b>Daniels, Brian</b>	<b>Tenured Faculty</b>	<b>Cell Bio &amp; Neuroscience</b>
<b>D'Arcangelo, Gabriella</b>	<b>Tenured Faculty</b>	<b>Cell Bio &amp; Neuroscience</b>

<b>Delli Paoli, Anthony</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>DeLosSantos, Jenevieve</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Art History</b>
<b>Dickson, Linnea</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Psychology</b>
<b>Digiacomo, Mark</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Dinzey, Zaire</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Divine, Adam</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Dougherty, Ryan</b>	<b>Tenure-Track Faculty</b>	<b>Kinesiology and Health</b>
<b>Driscoll, Monica</b>	<b>Tenured Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>
<b>Ellis, Paul</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Emenike, Mary</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Evans, Bradley</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Fei, Jia</b>	<b>Tenure-Track Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>
<b>Ferraro, Carrie</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Instructional Support</b>
<b>Figueira, Thomas</b>	<b>Tenured Faculty</b>	<b>Classics</b>
<b>Flynn, Julie</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Gambarota, Paola</b>	<b>Tenured Faculty</b>	<b>Italian</b>
<b>Gao, Jie</b>	<b>Tenured Faculty</b>	<b>Computer Science</b>
<b>Gelfand, Marina</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Psychology</b>
<b>Ghertner, D. Asher</b>	<b>Tenured Faculty</b>	<b>Geography</b>
<b>Gilman, Ronald</b>	<b>Tenured Faculty</b>	<b>Physics &amp; Astronomy</b>
<b>Goldstone, Andrew</b>	<b>Tenured Faculty</b>	<b>English</b>

<b>Goodlad, Lauren</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Govindarajoo, Geeta</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Grant, Barth</b>	<b>Tenured Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>
<b>Gunderson, Samuel</b>	<b>Tenured Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>
<b>Hall, Gene</b>	<b>Tenured Faculty</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Handsman, Emily</b>	<b>Tenure-Track Faculty</b>	<b>Sociology</b>
<b>Hart, Ronald</b>	<b>Tenured Faculty</b>	<b>W.M. Keck Center for Collaborative Neuroscience</b>
<b>Haviland, Martha</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Hecht-Cosloy, Jaime</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Heiman, Gary</b>	<b>Tenured Faculty</b>	<b>Genetics</b>
<b>Hemmer, Pernille</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Henderson, Jason</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Hendricks, Kristen</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Herman, Theresa</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Psychology</b>
<b>Hirsch, Lewis</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Huang, Yi-Zhi</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Hudson, Judith</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Hughes, David</b>	<b>Tenured Faculty</b>	<b>Anthropology</b>
<b>Hung, Ying</b>	<b>Tenured Faculty</b>	<b>Statistics</b>
<b>Hurst, Michelle</b>	<b>Tenure-Track Faculty</b>	<b>Psychology</b>
<b>Israel, Paul</b>	<b>Non Tenure-Track Faculty (Research)</b>	<b>Thomas A. Edison Papers</b>
<b>Jovanoski, Jordanco</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Kallupalam Balasubram, Moulik</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>

<b>Kashou, Hanan</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Keating, Anne</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Kelly, Erin</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Kelly, Samantha</b>	<b>Tenured Faculty</b>	<b>History</b>
<b>Khazanov, Pavel</b>	<b>Tenured Faculty</b>	<b>German, Russian &amp; East European Languages &amp; Literatures</b>
<b>Kiledjian, Megerditch</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Kim, Hongyoung</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Koerber, Benjamin</b>	<b>Tenured Faculty</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Kolbaba, Tia</b>	<b>Tenured Faculty</b>	<b>Religion</b>
<b>Kremer, Ulrich</b>	<b>Tenured Faculty</b>	<b>Computer Science</b>
<b>Kriventsov, Dennis</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Kusnecov, Alexander</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Kwan, Kelvin</b>	<b>Tenured Faculty</b>	<b>W.M. Keck Center for Collaborative Neuroscience</b>
<b>Lammerts, Dietrich</b>	<b>Tenured Faculty</b>	<b>Religion</b>
<b>Lawrence, Jeffrey</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Leech, Beth</b>	<b>Tenured Faculty</b>	<b>Political Science</b>
<b>Leichenko, Robin</b>	<b>Division Dean - SBS</b>	<b>Deans Office</b>
<b>Leon-Roosevelt, K. Sebastian</b>	<b>Tenured Faculty</b>	<b>Latino and Caribbean Studies</b>
<b>Leyro, Teresa</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Li, Yanyan</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Lieberman, Melissa</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Londono, Johana</b>	<b>Tenured Faculty</b>	<b>Latino and Caribbean Studies</b>
<b>Lu, Haiyang</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Lyu, Yang</b>	<b>Tenure-Track Faculty</b>	<b>Molecular Biology &amp; Biochemistry</b>

<b>Malin, Steven</b>	<b>Tenured Faculty</b>	<b>Kinesiology and Health</b>
<b>Mani, Preetha</b>	<b>Tenured Faculty</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Mao, Yong</b>	<b>Non Tenure-Track Faculty (Research)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Martin, Richard</b>	<b>Tenured Faculty</b>	<b>Computer Science</b>
<b>Martin-Marquez, Susan</b>	<b>Tenured Faculty</b>	<b>Spanish &amp; Portuguese</b>
<b>Masschaele, James</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Matise, Tara</b>	<b>Tenured Faculty</b>	<b>Genetics</b>
<b>McCrossin, Edward</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Philosophy</b>
<b>McGann, John</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>McGill, Meredith</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>McLean, Paul</b>	<b>Tenured Faculty</b>	<b>Sociology</b>
<b>Mehta, Nishali</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Messick, Troy</b>	<b>Tenured Faculty</b>	<b>Linguistics</b>
<b>Michel, Melchi</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Mojaddedi, Jawid</b>	<b>Tenured Faculty</b>	<b>Religion</b>
<b>Monescalchi, Michael</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Montenegro, Maria</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Spanish &amp; Portuguese</b>
<b>Moon, Kyoung</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Asian Language &amp; Cultures</b>
<b>Mountain, Gregory</b>	<b>Tenured Faculty</b>	<b>Earth and Planetary Sciences</b>
<b>Muniz, Marc</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Murray, Morgan</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Murthy, Sanjeeva</b>	<b>Non Tenure-Track Faculty (Research)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Nachescu, Ileana</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Women's, Gender &amp; Sexuality Studies</b>

<b>Nagarakatte, Santosh</b>	<b>Tenured Faculty</b>	<b>Computer Science</b>
<b>Nagle, Nicole</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Navarro-Lapointe, Nela</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Nerlekar, Anjali</b>	<b>Tenured Faculty</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Nguyen, Thu</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>O'Brassill-Kulfan, Kristin</b>	<b>Tenure-Track Faculty</b>	<b>History</b>
<b>O'Brown, Natasha</b>	<b>Tenure-Track Faculty</b>	<b>Cell Bio &amp; Neuroscience</b>
<b>O'Keefe, Paul</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Geography</b>
<b>Pairat Vinas, Ana</b>	<b>Tenured Faculty</b>	<b>French</b>
<b>Parker, Andrew</b>	<b>Tenured Faculty</b>	<b>French</b>
<b>Parveen, Shaheen</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>African Middle Eastern &amp; South Asian Languages &amp; Literatures</b>
<b>Patel, Saiju</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Phan, Mimi</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Center for Cognitive Sciences</b>
<b>Pietruska, Jamie</b>	<b>Tenured Faculty</b>	<b>History</b>
<b>Piroux, Lorraine</b>	<b>Tenured Faculty</b>	<b>French</b>
<b>Rabeony, Manese</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Ramirez Polo, Laura</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Spanish &amp; Portuguese</b>
<b>Raucher, Michal</b>	<b>Tenured Faculty</b>	<b>Jewish Studies</b>
<b>Rendsburg, Gary</b>	<b>Tenured Faculty</b>	<b>Jewish Studies</b>
<b>Rennermalm, Asa</b>	<b>Tenured Faculty</b>	<b>Geography</b>
<b>Rennie, Nicholas</b>	<b>Tenured Faculty</b>	<b>German, Russian &amp; East European Languages &amp; Literatures</b>
<b>Robles, Javier</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>

<b>Robolin, Stephane</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Rossmann-Murphy, Lisa</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Kinesiology and Health</b>
<b>Roychowdhury, Lipika</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Saez Fajardo, Sara</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Spanish &amp; Portuguese</b>
<b>Sanchez, Diana</b>	<b>Tenured Faculty</b>	<b>Psychology</b>
<b>Sarwani, Amber</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Scala, Carmela</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Italian</b>
<b>Scanlon, Lawrence</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Schrire, Carmel</b>	<b>Tenured Faculty</b>	<b>Anthropology</b>
<b>Scott, Kathleen</b>	<b>Tenured Faculty</b>	<b>Cell Bio &amp; Neuroscience</b>
<b>Scott, Robert</b>	<b>Tenured Faculty</b>	<b>Anthropology</b>
<b>Sequin, Matt</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Sergel, Emily</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Seymour, Christine</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Genetics</b>
<b>Shockley, Evie</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Shuck, Christopher</b>	<b>Tenure-Track Faculty</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Siegel, Jonah</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Sifuentes-Jauregui, Ben</b>	<b>Tenured Faculty</b>	<b>Dean's Office</b>
<b>Silver, Sean</b>	<b>Tenured Faculty</b>	<b>English</b>
<b>Sinkoff, Nancy</b>	<b>Tenured Faculty</b>	<b>Jewish Studies</b>
<b>Sopher, Barry</b>	<b>Tenured Faculty</b>	<b>Economics</b>
<b>Spaeth, Andrea</b>	<b>Tenured Faculty</b>	<b>Kinesiology and Health</b>
<b>Stein, Lyra</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Psychology</b>

<b>Stephens, Julia</b>	<b>Tenured Faculty</b>	<b>History</b>
<b>Stern Cardinale, Daniel</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Stone, Corey</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Stone, Matthew</b>	<b>Tenured Faculty</b>	<b>Computer Science</b>
<b>Surowitz, Hilit</b>	<b>Tenure-Track Faculty</b>	<b>Religion</b>
<b>Swartz, Wendy</b>	<b>Tenured Faculty</b>	<b>Asian Language &amp; Cultures</b>
<b>Syrett, Kristen</b>	<b>Tenured Faculty</b>	<b>Linguistics</b>
<b>Tabanli, Sheila</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Tiep, Pham</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>
<b>Torres, Monica</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Ullman, Peter</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Ulrich, Jeffrey</b>	<b>Tenured Faculty</b>	<b>Classics</b>
<b>Van Buskirk, Emily</b>	<b>Tenured Faculty</b>	<b>German, Russian &amp; East European Languages &amp; Literatures</b>
<b>Vera, Laurent</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Vettori, Alessandro</b>	<b>Tenured Faculty</b>	<b>Italian</b>
<b>Votipka, Brendon</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>English Writing Program</b>
<b>Wade, Juli</b>	<b>Senior Administrator</b>	<b>Deans Office</b>
<b>Walczak, Alexandra</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Undergrad Instruction, DLS</b>
<b>Wang, Xiaojue</b>	<b>Tenured Faculty</b>	<b>Asian Language &amp; Cultures</b>
<b>White, Laura</b>	<b>Tenured Faculty</b>	<b>Italian</b>
<b>Williams, Lawrence</b>	<b>Tenured Faculty</b>	<b>Chemistry &amp; Chemical Biology</b>
<b>Woodbury, Michael</b>	<b>Non Tenure-Track Faculty (Instructional)</b>	<b>Mathematics</b>
<b>Woodward, Christopher</b>	<b>Tenured Faculty</b>	<b>Mathematics</b>

Wright, James	Tenured Faculty	Earth and Planetary Sciences
Yadin-Israel, Azzan	Tenured Faculty	Jewish Studies
Yang, Jenny	Non Tenure-Track Faculty (Instructional)	Asian Language & Cultures
Zaratiegui Biurrun, Mikel	Tenured Faculty	Molecular Biology & Biochemistry
<b>SAS Affiliates</b>		
Battle, Duwayne		SC&I
Stoerger, Sharon		SC&I
<b>SAS Staff [Non Voters]</b>		
Ahluwalia, Anoop		SAS Dean's Office
Carpenter, Pauline		SAS Office of Undergraduate Education
Chadwick, John		SAS Dean's Office
Cobb, Amy		SAS Dean's Office
Davis, Musu		SAS Office of Undergraduate Education
Defalco, Ian		SAS Dean's Office
Elliott, Debbie		SAS Dean's Office
Feeney, Michelle		SAS Dean's Office
Gallagher, Karalyn		SAS Dean's Office
Gangino, Nicole		SAS Office of Undergraduate Education
Gehrmann, Jenny		Kinesiology and Health
Koznecki, Dale		SAS Dean's Office
Masaryk, Stephen		SAS Dean's Office
Miranda-Mayes, Mercedes		SAS Dean's Office
Mumford, Kareem		SAS Dean's Office
Pal, Zofia		Psychology
Peng, Maggie		SAS Dean's Office
Ricci, Dana		SAS Dean's Office
Ruiz, Marques		SAS Dean's Office
Russo, Kamara		SAS Dean's Office
Sanchez, Jazmin		SAS Dean's Office
Sifford, Vanessa		SAS Dean's Office
Somers, Sherri		SAS Office of Undergraduate Education
Steadman, Jackie		SAS Dean's Office
Sutton, Hannah		SAS Dean's Office
Vossler, Tom		SAS Dean's Office