

Arts & Sciences Faculty Meeting
Jan. 29th 2021
AGENDA

| | |
|--|------------------------------------|
| CALL TO ORDER: 3:15 p.m. | Ryan Hinrichs |
| APPROVAL OF MINUTES | Maria Masucci ----- pp. 6 |
| WELCOME - NEW FACULTY INTRODUCTIONS | |
| DEAN'S UPDATES | Ryan Hinrichs |
| ACTION ITEMS: | |
| Approval of the Voting List | Maria Masucci ----- pp. 14 |
| P/LP/U Spring 2021 Policy | Hannah Wells ----- pp. 15 |
| Revisions to the Sociology major | Hannah Wells ----- pp. 17 |
| Committee Elections | Dean's Council ----- pp. 27 |
| DISCUSSION: | |
| A&S Faculty Handbook | Dean's Council ----- pp. 28 |
| REPORTS: | |
| Launch Report | Daniel Pascoe Aguilar ----- pp. 59 |
| Enrollment Management Report | Colby McCarthy ----- pp. 60 |
| Library Report | Andrew Bonamici ----- pp. 62 |
| Middle States Update Report | Hilary Kalagher ----- pp. 67 |
| OLD BUSINESS/NEW BUSINESS | |
| ANNOUNCEMENTS | |
| <i>The Drew Review</i> | Jens Lloyd ----- pp. 69 |
| DrewTEACH | Kristen Turner ----- pp. 70 |
| AEAC | Scott Morgan ----- pp. 71 |
| localTrec | Stacy Fischer ----- pp. 74 |
| ADJOURNMENT | |

WELCOME to Drew!

Faculty introduction of Rachelle Belinga

The Business Program is delighted to finally introduce our newest member - Rachelle Belinga. She received her PhD in Management and Organizational Studies in 2018 from the École des MINES ParisTech - PSL University in Paris, France. Most recently, she has been a post-doctoral fellow at the Mistra Institute of Sustainable Markets at the Stockholm School of Economics; she has also been a visiting scholar at the New York University Stern School of Business and the internationally renowned Cass Business School in London. Rachelle also holds three master's degrees: a Master's in Political Philosophy from Université Paris-Sorbonne in Paris, France, a Master's in Management Research from Université Paris X in Nanterre, France, and a Master's in Management from ESCP Europe Business School, all completed in 2015. Her recent research has focused on shareholder activism, corporate social responsibility, and sustainable finance. We missed having her with us this past Fall and are excited that she is now able to join us this Spring.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies
Faculty Meeting | Friday, January 29, 2021

ALEX BAJCZ

Biology and Environmental Studies and Sustainability

Alex Bajz for having his crossword puzzle entitled “Oh, Fourpeat’s Sake!” published on January 10, 2021 in the Sunday New York Times.

LISA BRENNER

CHRIS CERASO

Theater Arts and Dance; Civic Engagement

Lisa Brenner and Chris Ceraso were recently awarded a Bringing Theory to Practice "The Way Forward grant." BT2P is a national project, in partnership with Elon University, with generous support from The Endeavor Foundation, The Andrew W. Mellon Foundation, and The Henry Luce Foundation. The grant, to be shared with Professor Evelyn Diaz Cruz of University of San Diego, will support a collaboration between their respective community-based learning courses, culminating in a summer project.

JOHN LENZ

Classics

John Lenz for reelection to the board of directors of the Bertrand Russell Society, Inc. (international).

YAHYA M. MADRA

Economics

Yahya Madra for publishing “In the Void of Formalization: The Homology between Surplus Value and Surplus Jouissance”, an essay co-authored with Ceren Özselçuk of Bogazici University, Istanbul, in the edited volume, “A Place More Void”, edited by Paul Kingsbury and Anna J. Secor, Lincoln, NE: University of Nebraska Press, 2021, 267-284.

G. SCOTT MORGAN

Italian; Psychology

G. Scott Morgan for having work quoted in a New York Times article titled "White Riot" on the motives that fueled the Jan 6 siege on the U.S. Capitol.

NANCY NOGUERA

Spanish

Nancy Noguera for presenting on and publishing an article about the novel of Spanish American writer Alejandro Vardieri, "De aquí y de allá", Pliegos, 2020. The article was published in the literary section "Papel Literario" of 'El Nacional' a widely read Venezuelan newspaper on January 17th 2021.

MARIE-PASCALE PIERETTI

French and Italian

Marie-Pascale Pieretti for being invited to give a talk at De Paul University on Nov. 4 on "Translation and Student Research" that discussed the pedagogical benefits of having her translation class contribute to the on-line Collaborative Translation of French Enlightenment Diderot & D'Alembert's Encyclopedia, a project led by historians at the University of Michigan. All twelve student entries from her class in the fall were accepted for publication and will appear in <https://quod.lib.umich.edu/d/did/>, an outcome made in part possible by the generous support of colleagues at Drew (Tammy Windfelder, Bjorg Larson, John Lenz, Alex Bajzc, Bai Di, Jesse Mann, Jinee Lokaneeta, Roger Knowles, Rita Keane and Raphaëlle Chappe) and beyond (Dena Goodman from the University of Michigan, Kenneth Taylor from Oklahoma University and Virginie Malolepszy from the Centre Historique Minier, France).

JONATHAN ROSE

History; History and Culture

Jonathan Rose for appearing as a commentator in the documentary film "Churchill and the Movie Mogul," which was broadcast on TCM on January 4. (His interview was filmed in LC 28.)

REBECCA SODERHOLM

Art

Rebecca Soderholm for publishing "Hare Scramble: A Photographer Goes Knee Deep in the Mud" as an Opinion piece in *The New York Times*. Text and sixteen photographs were published online. Text and four photographs were published as a full page in the print version of the Sunday Review on Dec. 20, 2020. *Hare Scramble* is a long-term project on off-road motorcycle and all-terrain vehicle races.

<https://www.nytimes.com/2020/12/19/opinion/sunday/hare-scramble-race.html#:~:text=I%20spend%20d%20ays%20knee%20deep.Dig%20deeper%20into%20the%20moment.>

KRISTEN TURNER

Teacher Education

Kristen Turner for her co-authored article "Great Teachers Make Great Teachers" and infographic in NJEA Review.

MEREL VISSE

Medical Humanities

Publication of articles and a book on care and qualitative, arts-based methodology: Visse, M., Hansen, Th., Leget, C (2020). Apophatic Inquiry: on Living the Questions Themselves. International Journal for Qualitative Methods,

<https://doi.org/10.1177/1609406920958975>

Stake, B., Visse, M. (2021). A Paradigm of Care. IAP Publishers.

Lindhout, P., Teunissen, T., Visse, M. (2020). Inarticulate phenomenology: bounds and bounty of expression types. International Journal of Qualitative Methods.

COURTNEY ZOFFNESS

English; Creative Writing Program

Courtney Zoffness, whose forthcoming book, *Spilt Milk*, received a starred review from *Publisher's Weekly*, who called it "masterful." *Spilt Milk* has been listed as a Most Anticipated Book of 2021 by LitHub, *The Millions*, and *Books Are Magic*, and a Best Book of 2021 by *Refinery29*.

December 04, 2021 A&S Faculty Meeting Minutes

via zoom: <https://drew.zoom.us/j/98132947506>

IN ATTENDANCE

FACULTY

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaele Chappe, M. Chi, Kimberly Choquette, Graham Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Steven Firestone, Kimani Fowlin, Jonathan Golden, Yuliya Grinberg, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Jason Jordan, John Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steven Kass, Joshua Kavaloski, Rita Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Peggy Kuntz, Juliette Lantz, Bjorg Larson, John Lenz, Jens Lloyd, Jinee Lokaneeta, Lisa Lynch, Yahya Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Tiago Perez, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, James Supplee, Phoebe Tang, Jolie Tong, Maria Turrero-Garcia, Merel Visse, Nancy Vitalone-Raccaro, Hannah Wells, Trevor Weston, Tammy Windfelder, Andrea Woodka, Carlos Yordan

INVITED GUESTS

Mehek Agrawal, Margery Ashmun, Carol Bassie, Matthew Beland, Tanya Linn Bennett, Sunita Bhargava, Andrew Bonamici, Barb Bresnahan, Stephanie Caldwell, Jody Caldwell, Jenna Corrado, Kristen Daily Williams, Chris Darrell, John Eickmeyer, Joan Galbraith, Vincent Gullo, Christy Hartigan, Cordelza Haynes, Jon Kettenring, Sam Kongsamut, Jim Mandala, Colby McCarthy, Alex McClung, Frank Merckx, Joanne Montross, Jonathan Morasse, Daniel Pascoe Aguilar, Irina Radeva, Danielle Reay, Candace Reilly, Brian Shetler

CALL TO ORDER: 3:03 p.m.

Dean Ryan Hinrichs welcomed the faculty, noting the end of classes during a challenging but successful semester while, at the same time, acknowledging the work ahead with final papers, final exams, review sessions, and grading.

The minutes were approved with the change of a comment attributed to Steve Dunaway instead of Steve Kass.

Ryan asked Andrew Bonamici to take some time to recognize Jody Caldwell and celebrate her 29 years of service at Drew. Andrew highlighted her many positions, accomplishments and the profound changes she contributed to Drew University, an inspiration and collaborator who will be missed.

DEAN'S UPDATE

Ryan proceeded with some Fall semester comments:

- ❑ Student-facing Feedback: Ryan thanked the faculty for their efforts, having heard great compliments from many students about their engagement, compassion and brilliance as exceptional teachers. He expressed his sincere gratitude for everything the faculty have done, knowing many faculty members have made adjustments and course corrections for students struggling with the challenges of the pandemic and online learning. Ryan reiterated that the Dean's office continues to hear from students about their struggles, and added that if faculty have not done so already and it is appropriate to the pedagogy and structure of their course, consider: being flexible about deadlines and assignment criteria, offer review sessions prior to final exams, or some of the other suggestions. He asked faculty to stay in touch with their students. Some situations may warrant an incomplete. Please direct questions to Judy Redling. The Dean's Office will remind all students about the P/LP/U policy.
- ❑ Off Campus Requirement: Ryan announced that only 11 seniors on track to graduate in May are missing the Off Campus requirement, far fewer than usual. He thanked all advisers, CAPC members, Stacy Abramowitz, Sandra Jamieson, Jens Lloyd and Daniel Pascoe-Aquilar who worked to provide a variety of ways to satisfy that requirement.
- ❑ Flex Classrooms: Ryan thanked Shawn Spaventa and his team, Matt Acosta and Steve Paddack, and Kristin Bruno-Bates for working to get classrooms setup for the spring. Several FLEX classrooms with technology (OWLS on a perch) and marked seating at appropriate distances are complete. Open sessions will be scheduled (before break) if faculty want to get a sense of what it will be like to teach in one of these rooms. Technology training will be scheduled in January. Maria Masucci has and will continue to work on room assignments.
- ❑ Student Library for Need Based Students: Gabrielle Ramirez has created a Student Library Loan System that will be a collection of donated textbooks from current students enrolled in a diverse course load. This collection will be housed in the University Library for students who are considered need based (e.g., Francis B. Sellers Scholars, Work Study eligible students, and students whose financial aid package identifies them as need based). Ryan asked that faculty please encourage students in your classes to donate their textbooks to this library. [Student Library for Need Based Students](#)
In response to a question, desk copies are appreciated toward the textbook initiative but only if there are not instructor codes which give access to exams or quiz answers.
- ❑ Programmatic Assessment: Ryan shared that the tasks connected to programmatic assessment have been identified as burdensome for the faculty but confirmed that programmatic assessment will be required this year. Acknowledging the compliance aspect of programmatic assessment is time consuming and could be more streamlined, Ryan shared that the full day assessment workshop in May will not take place. He added that the assessment committee is also piloting a summative writing assessment plan that would allow programs to submit rubric scores for a writing sample and participation in the pilot would fulfill a program's requirement. Programs who decide to not participate in the summative writing assessment should consider focusing on a single programmatic Student Learning Outcomes (SLOs). Departments and Programs can indicate the type of programmatic assessment that they will complete in this form: [Assessment Strategy Intent, 2020-2021](#)

- Juliette Lantz asked for feedback on all pieces of the pilot that could be completed and, especially on those pieces that could not be completed so that the final plan can reflect any needed adaptations. She asked programs to confer with committee representatives with any questions. Collecting student writing and using the rubric are baseline necessities for learning about the pilot and our departments. The committee hopes that the assessment is not only a compliance requirement but fosters a culture of learning about student outcomes and our programs.
- Fall 2021 course schedule: Maria Masucci reminded the faculty that course schedules for Fall 2021 are due the second week of the Spring semester. The exact timeline is being formalized but the Call for Courses will need to go out before the start of the Spring Semester.
- Summer 2021 course schedule: The submission sheet will move to a comment phase as the Registrar will begin creating the course list. Please continue to communicate with Maria and add comments of additional courses as she has high hopes for a strong summer session.

HEALTH SERVICES

Ryan introduced Director of Health Services, Joan Gailbraith who shared the following updates regarding the spring restart plan, testing and contact tracing plans. With plans to manage the arrival of over 700 students to campus, all plans will be subject to change, as needed or required.

Joan shared the plans around COVID Testing in January:

- Pre-entry testing for those returning to campus will be required in the form of proof of a negative COVID test.
- The staggered return of students to campus will allow for students to be tested upon arrival by a third party vendor.
- There are plans for weekly testing of 50% of the residential students along with a sampling (10%) of commuter and staff visiting campus.
- Arrival and weekly testing costs will be covered by Drew. The testing site for arrival and weekly testing will not be Health Services. Health services will handle and test all symptomatic students. Those tests will not be covered by Drew but can be submitted to insurance.

Regarding Contract Tracing:

- Health Services will take a more active role of conducting contract tracing on campus given the stretched resources of local public health departments. A team of fifteen (15) employees will be assisting so that on-campus reaction will be as timely as possible. Drew will follow how the Health Department defines close contact which is, within six (6) feet for a cumulative total of 15 minutes during a 24 hour period, clarifying that if a student in a class is positive (within 2 days), unless you are less than 6ft, you might not be considered a close contact and receive no notification or have to quarantine. If you are considered a close contact, you will be notified.
- Students and Employees will receive detailed guidelines as we get closer to the open of campus.
- If an on-campus student tests positive or is considered a close contact to someone who has tested positive, there will be designated housing for students who must be isolated or quarantined.

Joan explained the necessity, above all, of the Drew community to wear masks and adhere to physical distancing guidelines. Health Services is aware of concerns over student compliance and is formulating

the institutional consequences for not following Drew guidelines, with answers to most questions to be finalized ahead of a December 15th meeting with students. Residential students will not be allowed to have off-campus visitors and should be using zoom for club meetings.

In response to faculty questions, Ryan noted that Drew's strategy is to schedule classes in larger spaces to allow greater than 6 ft spacing where possible. Faculty expressed a number of other concerns around the following:

- Safety of working in spaces within closed air circulation systems including the theater and larger classrooms and labs that have no windows. A number of faculty request additional information on air circulation, ventilation from the administration.
- Testing schedule for faculty randomly selected to come in for testing, on days not already scheduled to come in for class.
- Guidelines on what faculty should be using for PPE and how to handle student's compliance.
- What are the thresholds that would influence our on-campus plan? Frank Merckx noted that those thresholds are under discussion and will be shared out but the current best practice should a threshold be met, is to shelter in place and switch to all virtual for a period of time, not likely for the whole semester.
- Shared use of microphones.
- Faculty representation on DVT-2 to engage in conversation around concerns and resulting decisions.

Joan noted that N95s are for healthcare providers who know they will be in close contact. Drew will be providing cloth face masks.

FAQ's will be updated so please visit the website for updates. Ryan confirmed that all the questions will be brought back to DVT-2 for continued conversation.

The following questions were asked via chat, were not discussed publicly, but noted and brought to DVT discussions:

Will health services be open on weekends next semester?

Some of our classes- theatre, dance- require students getting up and moving around. Any decisions about how those classes will be handled if someone tests positive?

Will professors be considered the same as K12 teachers in terms of vaccine priority?

What guidelines are sports teams following?

Must students wear medical masks? Are thin, cotton masks permitted?

It would be helpful to have a service that provides us with guidance on whether the cotton masks we have already invested in are safe enough? I would prefer to use my own mask, but want to make sure I have an effective one.

A request was made to add a faculty representative to the DVT committee.

ACTION ITEMS

Fall 2020 Elections

Caitlin Killian noted that the upcoming election is for committees starting fall 2021. She thanked everyone who filled out their survey and those who have agreed to serve if elected. The ballot was just distributed on 12.03.20 so nominations will be accepted through 12.07.20. The election will be Tuesday, 12.08.20 through Friday 12.11.20. She asked if there are any nominations from the floor, at this time. There were none at this time. Ryan thanked Caitlin and all the members of the current Dean's Council for all their hard work. He welcomed any new nominations and confirmed an updated ballot would be sent.

DISCUSSION ITEM

Undergraduate Research Report

Ryan welcomed Wendy Kolmar to lead a discussion on the Undergraduate Research Report. He first noted that immersive experiences have emerged as core to the desired Drew undergraduate experience. Knowing that one of the more challenging aspects of the pandemic is how to offer immersive experiences, he appreciates the work of this group and recognized undergraduate research as one of the many different types of immersive experiences Drew can provide. The Dean's office will be having conversations about how to retain as many of Drew's immersive experiences during a pandemic as possible, and this is the first of those conversations.

Wendy explained that the Undergraduate Research Report has been revised and summarized the changes in response to faculty comments received to date. Wendy thanked everyone for their helpful suggestions and explained that while some feedback is reflected in the report, other items were held aside as future action items. The main areas of concern have been addressed.

- ❑ The first concern was around the data in the report. Wendy explained that the committee is very aware that the report has preliminary data and that not all faculty or department responses have been received, however, they did feel that the data provides a reasonable sense of a pattern in the way that research is currently distributed around the curriculum which allowed the committee to start thinking about how they might address it in the future.
 - The recommendation is to collect complete and thorough data through close consultations with each department and program so that a complete picture of what research looks like at Drew is established, before creating a directory of research opportunities or talking about tagging courses.
- ❑ The second concern addressed was if the report's suggestion of universal access to research was intended to require students to do research. Wendy clarified that the charge to the committee was only to ensure access.
 - The recommendation is to take steps to ensure that students know what research opportunities are available and appropriate for them, that opportunities are flagged conspicuously, that everyone is able to get information about them, apply for them, and have access to them as appropriate. The result would be widely available information and equitable access. The suggestion is not that every student should read an honors thesis or have an advanced research experience.
- ❑ A third concern was around ethics and research.
 - A recommendation that ethics be addressed explicitly as part of every research experience has been added to the report.

- ❑ An additional question was raised about the organizational location of the proposed Undergraduate Research Center. The committee continues to be in conversation on that item. Wendy welcomed questions and discussion around the recommendations:

Faculty asked if the Dean's Council discusses faculty time and effort while considering increased opportunities for students?

In response, the committee is looking for scalable solutions that are appreciative of both resources and faculty time. Under discussion is a course with a smaller number of students (8-12 students) that would be onload and would give students a more research-focused independent experience. Psychology has a model which does require quite a bit of work but it is one of the strategies that is under consideration.

It was noted, however, that more than one semester is needed to produce worthwhile research, so the necessity for a long term commitment (multiple semesters) would be required to actually attain the goal of impactful research.

In response to a question around the Summer Institute, it was shared that the goal is to expand the summer opportunities for research to students and faculty in all the disciplines and to look to create a broad summer research institute that could involve students and faculty from across all disciplines. The funding recommendations provide support for faculty who would be involved in those opportunities with course release with stipends with appropriate compensation.

In response to a question about the definition of research, Wendy explained that the committee thought about research in a way that would include independent, student designed and motivated work across the disciplines so that creative work in the arts would be included, like lab work in the sciences and archival work in the humanities. She shared that moving forward some faculty conversation about how to articulate a broad and inclusive definition of research would be needed.

REPORTS

Committee on Faculty Report (COF)

Sarah Abramowitz, Chair of the COF announced that the members of the Committee on Arts & Sciences COF recommended the following 17 faculty for contract renewals. These recommendations will be considered by the Academic Affairs Committee of the Board of Trustees on Monday, December 7, 2020. Congratulations were offered to all:

Christopher Fazen, Chemistry
Seth Harris, Mathematics and Computer Science
Jason Karolak, Art
Yi Lu, Mathematics and Computer Science
Christopher Medvecky, Psychology
Joanna Miller, Biology
Adijat Mustapha, Psychology
Gerard Pinto, Business
Muriel Placet-Kouassi, French
Paris Scarano, Biology
Ellie Small, Mathematics and Computer Science
Phoebe Tang, Political Science and International Relations

Maria Turrero-Garcia, Spanish
Merel Visse, Medical Humanities
Nancy Vitalone-Raccaro, Teacher Education
Andrea Woodka, Chemistry
Courtney Zoffness, English

COF: Sarah Abramowitz, Chair; Christina McKittrick, Division 1; Patrick Dolan, Division 2; Monica Cantero- Exojo, Division 3; Kim Rhodes, Division 4.

Curricular Report

Any questions about the report provided, as part of the meeting packet, were welcomed. None asked.

Launch Report

Juliette Lantz highlighted, from the Launch report in the meeting packet, the continued effort to bring the Center for Career Design to the faculty and students - reminding faculty of opportunities to subscribe to have sessions run in their Capstone courses or perhaps, in their advanced courses. She noted that it was a successful venture last spring and is delighted to bring it back this spring.

Daniel Pascoe Aguilar asked the faculty to note the plans for Senior Launch Week, a program from January 8 to January 14 for seniors. Twenty nine (29) seniors are already registered. The program helps prepare seniors for their next step, develop a portfolio and finally showcase their eportfolio on Jan 14, 2021 with alumni. He welcomed faculty to join those showcase sessions.

Finally, Daniel shared some highlights of Drew's first Destination Survey that collects career outcomes data at graduation, 3 month out, 6 months out and 12 months out. He reviewed the 2019 report which reports on 94% of students, now alumni, having indicated that they are engaged in their next step. 2020 data collection is underway. He asked the faculty to share any knowledge they might have on alums who have not responded via a spreadsheet shared.

A final reminder that you can now customize a launch newsletter via Launchpad was offered.

Enrollment Report

Colby McCarthy highlighted some enrollment numbers, as of November 30, 2020 included in her report found in the meeting packet including: Fall 2021 applications are up 11% while most schools across the country are down. Spring applications are even with our first year students. Transfer student applications for spring 2021 are down but fall 2021 transfer and international applications are up. These are some positive indicators right now.

Colby also shared the tentative schedule for spring events and welcomed any questions that anyone might have. None asked.

Library Report

Andrew Bonamici encouraged everyone to review the report that includes finals guide for students and book collection procedures. He took a moment to announce that Brian Shetler will be taking a career opportunity at Princeton Theological Seminary. He noted Brian's leadership in so many areas and thanked Brian for his substantial contributions to the student experience. His scholarship contributions have been significant and thanked him for all he has done and wished him well.

ANNOUNCEMENTS

Ryan announced a University Faculty Meeting on December 14. In regards to questions around staffing reductions, Frank Merckx confirmed that staff reductions, previously announced, have or will take place in the very near future.

Digital Humanities Workshops are scheduled. Please review the information in the packet.

Kristen Williams of Communications provided a link, [Share Your News Link](#), that can be found on the Communications Department site as an easy way for faculty to “share their news” that can be promoted widely.

Mehek Agrawal announced the end of her tenure as student body president and thanked Dean Hinrichs for the invitation to attend and the warm reception by faculty.

Jonathan Golden shared that Shirley Sugarman passed away. He noted her many contributions to Drew and asked that her memory be a blessing.

Jens Lloyd noted the Drew Review editorial board is working hard but welcomed submissions. Please see the information in the packet for full details.

ADJOURNMENT

Ryan adjourned the meeting.

Minutes respectfully submitted by,
Christy Hartigan

VOTING LIST SPRING 2021

| | | | |
|-------------------------|--------------------|-------------------------|-------------------------|
| Abramowitz, Sarah | Evans, Wyatt | Lee, Seung-Kee | Placet-Kouassi, Muriel |
| Anderson, Erik | Fadem, Maureen | Lenz, John | Reader, Jonathan |
| Andrews, Christopher | Fazen, Christopher | Levi, Neil# | Redling, Judith |
| Apelian, Christopher | Firestone, Steven | Lloyd, Jens | Rhodes, Kimberly |
| Arango-Vargas, Carolina | Fowlin, Kimani | Lokaneeta, Jinee | Rosales, Raul* |
| Arnold, Lee | Golden, Jonathan | Lu, Yi* | Rose, Jonathan |
| Bai, Di | Grinberg, Yulia | Lynch, Lisa | Rosenbloom, Susan |
| Bajcz, Alex | Harris, Seth | Madra, Yahya | Safri, Maliha |
| Barker, Brianne | Harrison, Summer | Masucci, Maria | Scarano, Paris |
| Bazewicz, Jim | Hill, Emily | McGuinn, Patrick | Schwarz, Thomas |
| Belinga, Rachelle | Hinrichs, Ryan | McKittrick, Christina | Sherman, Claire |
| Bernstein, Frances | Ivanets, Oleg | McLaughlin, Rosemary | Small, Ellie |
| Blatter, Jeremy* | Jaising, Shakti | Medvecky, Christopher | Smith, Bernard |
| Boglioli, Marc | Jamieson, Sandra | Meng, Ziyuan | Soderholm, Rebecca |
| Brenner, Lisa | Johnson, Poe | Miller, Joanna | Sprout, Leslie* |
| Bularzik, Joseph | Jordan, Jason | Mishra, Sangay | Stein, Raymond |
| Burd, Barry | Jordan, John | Moore, Kesha# | Sundue, Sharon |
| Cantero-Exojo, Monica | Jordan, Lisa Marie | Morgan, G. Scott | Supplee, James |
| Carter, James | Kalagher, Hilary | Muccigrosso, John | Surace, Steve |
| Carter, Timothy | Karolak, Jason | Mulligan, Rory | Tang, Phoebe |
| Cassano, Adam | Kass, Steve | Mundo, Philip | Tong, Jolie |
| Ceraso, Chris | Kavaloski, Joshua | Murawski, Robert | Turner, Kristen |
| Cermele, Jill | Keane, Marguerite | Mustapha, Adijat | Turreo-Garcia, Maria |
| Chappe, Raphaela | Killian, Caitlin | Noguera, Nancy | Visse, Merel |
| Chi, Miao | Knowles, Roger | Occhipinti, Emanuele | Vitalone-Raccaro, Nancy |
| Choquette, Kimberly | Kolmar, Wendy | Olmsted, Jennifer | Waid, Brandie |
| Cole, Darrell R. | Koritz, Amy | Pearsall, Mary-Ann | Wells, Hannah |
| Cousens, Graham | Kouh, Minjoon | Pechilis, Karen | Weston, Trevor |
| Dawson, Allan | Kuntz, Margaret | Peglau, Michael | Windfelder, Tammy |
| de Voogt, Alex | Lakin, Jessica | Perez, Tiago | Woodka, Andrea |
| Dolan, Patrick | Lantz, Juliette | Pieretti, Marie-Pascale | Yordan, Carlos |
| Dunaway, Stephen | Larson, Bjorg | Pinto, Gerard | Zoffness, Courtney |

#Sabbatical or Leave AY 2020-21

***Sabbatical or Leave Spring 2021**

Last Update: 01.29.21

Spring, 2021 P/LP/U consideration:

CAPC is bringing forth this policy for discussion, followed by a vote of the A&S faculty.

Optional Pass/Low Pass/Unsatisfactory Grading for Undergraduate Students

Drew University will make the **Pass/Low Pass/Fail (P/LP/U) grading option** available to undergraduates in the College of Liberal Arts for Spring 2021; however, **there are changes to this policy from prior semesters.**

Students may request the P/LP/U grading option for one or more courses using this form. **Approval will be automatically granted for the first course. Requests to have additional courses switched to the P/LP/U mode can be made on the same form and will be reviewed by the Academic Standing Committee.** Students may request the P/LP/U grade designation at any time during the semester including after their final grade has been made known to them.

Students should consult with their adviser and instructor prior to making this decision. The P/LP/U option is not recommended for students anticipating a grade of B or better. **The deadline to switch Spring 2021 courses to P/LP/U is Wednesday, May 19th**, which is two days after final grades are posted.

Pass/Low Pass/Unsatisfactory (P/LP/U) grades:

- Students earning the equivalent of a “C-” or better will be awarded a grade of “P” (pass); students earning the equivalent of a “D-/D/D+” will be awarded a grade of “LP” (low pass); both P/LP will result in students earning credits for those courses.
- A grade of “LP” differs from “P” in that it signifies that a student has not met a minimum C-proficiency, which is sometimes needed for progression through a sequence of courses in particular majors.
- Students failing a course will receive a grade of “U” (unsatisfactory) and will earn no credits.
- Courses completed with P/LP/U are not included in any grade point average (GPA) calculations.
- For the Spring 2021 semester, credits earned with a “P” or “LP” grade will count toward:
 - 128 total credits required for graduation;
 - intermediate and upper-level credit requirements;
 - major requirements (except for cases when a “C- or better grade” is required for the major, then only courses completed with a grade of “P” will count toward the major);
 - general education requirements.

Spring 2021 Exceptions to Academic Policy

The University has approved exceptions to several academic policies and procedures, including:

1. Students may choose to apply the P/LP/U grading option to one Spring 2021 course. This course does not contribute to the 20 credit limit for P/F courses.
2. A course applied to the major or minor and/or used to meet general education requirements may (in Spring 2021) be taken on a P/LP/U basis.
3. Students may convert a course to P/LP/U even if they are retaking the course through Drew's Grade Forgiveness policy.

Important Considerations for P/LP/U:

- **Please consult with your adviser prior to making this decision.**
- Electing to switch a course to P/LP/U may not be advisable if:
 - You need to raise your GPA for academic warning or probationary requirements, INTO pathway GPA requirements, or to raise your GPA above the 2.0 threshold for graduation;
 - A course is required for a post-graduate professional program (e.g., medical school) as it is unclear how these programs will view this grading scheme for Spring 2021. Currently, it is frequently not allowed for many professional programs;
 - A course is required for transfer to Drew's MAT program since these courses require a grade of B or better;
 - A course is required for a combined degree program (e.g., 3+2 engineering).
- The University has approved the addition of a semester-level comment to the official Drew University academic transcript stating "Spring grading allowed this term to adjust for continued need for distance learning. P- Pass, LP - Low Pass, U - Unsatisfactory." (See image below for mockup.)
- There are no expected immigration-related impacts on international students who elect to switch their courses to P/LP/U.

Major Proposal Cover Sheet

Title of Major: **Sociology**

Contact Person/Chair: **Christopher Andrews** candrews1@drew.edu

Proposal is for: New Major **Major Revision**

What is the effective date for the new major/revised major requirements (i.e. the date after which students declaring the major will be expected to meet the new requirements)? **Spring 2021**

Total Credits in
New/Revised Major: **40**

Total Credits in
Old Major (if applicable): **48**

What other departments have been consulted about the proposed major/proposed changes?
Anthropology, Economics, Psychology, and Political Science

Major Proposal Submission Checklist

Proposal includes:

Rationale

Learning Objectives

Description of New Curriculum or Curricular Changes

Comparison to Old Curriculum (for revisions)

Complete Catalogue Copy

Impact on Other Departments

Transition Plan

Revisions to minor (where necessary)

Course proposal forms for each new and/or revised course

Proposals for Revision of an Existing Major: Sociology

Proposals for significant revisions to existing majors must be submitted for CAPC review 4 weeks before the CLA faculty meeting at which the department hopes to have the major revisions presented. Earlier submission allows for more time for comments and questions before a proposal is finalized for presentation to the faculty. Before presenting a proposal to the CAPC, Departments are expected to consult with the other departments in their division and with any other departments whose offerings or majors will be affected by the revisions.

Proposals should include all of the sections outlined below and should be introduced by the Major Proposal Submission Cover Sheet.

I. Rationale

What is the rationale for the department's proposal to revise the major at this time? Is there assessment data to support the revision? Are the revisions a response to an external review of the department? How do the revisions relate to the objectives articulated in your five-year plan? Are there external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions which are being used in the revision?

The Sociology department is proposing to revise the Sociology major requirements from a minimum of 48 credits to 40 – a reduction of two elective courses – for the following reasons:

- 1) **To bring it into closer alignment with comparable majors and programs in the CLA.**

Several majors at Drew currently require less than 48 credits including Anthropology (44), Classical Studies (42), Comparative Religion (42), English (44), French (38), German (34), History (44), Italian (34), Media & Communications (44), Philosophy (38), Spanish (37), and Women & Gender Studies (44). Although there are several social science majors at Drew that require more than 48 credits (e.g., Economics, Psychology), most of these programs also currently have significantly more full-time faculty (see #4 below).

- 2) **To bring the Sociology major into closer alignment with peer and competitor programs.**

As documented in Table 1 below, most of the Sociology majors at our peer and competitor schools require significantly fewer courses and credit hours.

Table 1. Minimum Number of Credits Required for the Sociology Major

| Peer Schools | # courses | # credits | Competitor Schools | # courses | # credits |
|------------------------------|------------------|------------------|----------------------------|------------------|------------------|
| Illinois Wesleyan University | 10 | 40 | Rutgers University | 11 | 36 |
| Lewis & Clark College | 10 | 40 | Montclair State University | 12 | 39 |

| | | | | | |
|--------------------------------|-------------|--------------|--------------------------------|--------------|--------------|
| University of Puget Sound | 10 | 40 | Seton Hall University | 12 | 36 |
| Ursinus College | 11 | 44 | Fairleigh Dickinson University | 10 | 30 |
| Southwestern University | 9 | 36 | The College Of New Jersey | 10 | 40 |
| Washington & Jefferson College | 10 | 40 | New York University | 9 | 36 |
| Ohio Wesleyan University | 10 | 40 | Ramapo College of NJ | 11 | 44 |
| Goucher College | 10 | 40 | Rider University | 14 | 42 |
| Augustana College | 8 | 31 | Rowan University | 12 | 36 |
| Juniata College ¹ | n/a | n/a | Muhlenberg College | 9 | 36 |
| Susquehanna University | 11 | 44 | Drexel University | 15 | 59 |
| Lake Forest College | 9 | 36 | Monmouth University | 10 | 33 |
| Eckerd College | 10 | 40 | Pennsylvania State Univ. | 12 | 38 |
| Hampshire College | n/a | n/a | Fordham University | 10 | 39 |
| Average: | 9.83 | 39.25 | Average | 11.36 | 40.36 |
| Median: | 10 | 40 | Median: | 11 | 37 |
| Mode: | 10 | 40 | Mode: | 12 | 36 |

¹ The Program of Emphasis in Sociology at Juniata College is not currently available. Students with an interest in Sociology can consider the Secondary Emphasis, or can work with an advisor in the Department to craft their own Individualized POE with strength in Sociology.

3) To bring the Sociology major into closer alignment with other comparable U.S. colleges and universities.

Similarly, Sociology majors at many comparable colleges and universities require significantly fewer courses and credit hours.

Table 2. Minimum Number of Courses and Credits Required for the Sociology Major

| School | # courses | # credits |
|----------------------|-----------|-----------|
| Amherst College | 8 | 32 |
| Bates College | 11 | 44 |
| Brown University | 10 | 40 |
| Bowdoin College | 10 | 40 |
| Bucknell University | 9 | 36 |
| Colby College | 11 | 44 |
| Colgate University | 9 | 36 |
| Connecticut College | 10 | 40 |
| Cornell University | 10 | 33 |
| Dartmouth College | 11 | 38.5 |
| Davidson College | 10 | 40 |
| Denison University | 10 | 40 |
| DePauw University | 9 | 36 |
| Duquesne University | 11 | 33 |
| Emory University | 12 | 36 |
| Fairfield University | 10 | 30 |
| Gettysburg College | 10 | 40 |
| Goucher College | 10 | 38 |
| Hamilton College | 9 | 36 |
| Holy Cross | 10 | 40 |
| Hood College | 9 | 30 |
| Hunter College | 10 | 30 |
| Kalamazoo College | 9 | 36 |
| Keene State College | 10 | 40 |
| Kenyon College | 10 | 40 |
| Lafayette College | 10 | 40 |
| La Salle University | 12 | 36 |

| | | |
|-----------------------|--------------|--------------|
| Macalester College | 9 | 36 |
| Mount Holyoke | 9 | 36 |
| Muhlenberg College | 9 | 36 |
| Pomona College | 10 | 40 |
| Quinnipiac University | 13 | 37 |
| Randolph College | 10 | 30 |
| Sacred Heart | 12 | 36 |
| Skidmore College | 11 | 32 |
| Smith College | 11 | 44 |
| St. Anselm College | 9 | 36 |
| Stonehill College | 10 | 30 |
| Trinity College | 11 | 33 |
| Tufts University | 10 | 30 |
| Union College | 12 | 36 |
| Wellesley College | 9 | 36 |
| Wesleyan University | 10 | 40 |
| Williams College | 9 | 33.75 |
| Average: | 10.09 | 36.51 |
| Median: | 10 | 36 |
| Mode: | 10 | 36 |

4) To reflect the significant reduction of the department's faculty and its associated effect on the number of courses that can be offered.

The current curriculum for the Sociology major was designed when the department was larger and could offer more courses on a more frequent basis. Since the department's most recent external review (2009), the number of full-time faculty in the department has been reduced by nearly 30%.

To give a sense of how this has affected Sociology courses and curriculum, the following courses were previously taught by fulltime TT faculty who are no longer at Drew:

- SOC 229 - The Sociology of Aging
- SOC 234 - Introduction to Social Welfare
- SOC 242 - Sociology of Deviant Behavior
- SOC 251 - Happiness in Contemporary Society
- SOC 303 - Social Change
- SOC 304 - Sociology of Immigration
- SOC 305 - The Practice of Public Sociology
- SOC 307 - Criminology

The Sociology Department either no longer offers these courses or does so only on an ad hoc basis when it is able to hire a capable and qualified adjunct instructor.

5) To reflect the significant demand and contribution to existing majors and programs outside the Sociology department.

Virtually every single member of the Sociology faculty contributes courses to one or more CLA majors or programs. Some of these are cross-listed courses, while others are entirely taught outside the Sociology major. For example, one member of the Sociology

department (Prof. Susan Rosenbloom) teaches three sections of the Senior Civic Workshop (CE 301) course in the Civic Engagement program on an annual basis. The Sociology department also regularly contributes two DSEM sections each Fall semester. At present, the Sociology faculty teach more than a dozen courses cross-listed with several majors, minors, and programs, including:

American Studies Minor

- Soc 201: Contemporary Social Problems
- Soc 202: Sociology of Inequality
- Soc 217: The Sociology of Management
- Soc 225: Sociology of Gender
- Soc 226: Sociology of Race and Ethnicity
- Soc 227: Sociology of Families
- Soc 229: The Sociology of Aging
- Soc 234: Introduction to Social Welfare
- Soc 249: Sociology of Work
- Soc 250: Sociology of Childhood and Youth
- Soc 290: Contemporary Issues in Sociology (when topic appropriate)
- Soc 302: Urban Sociology
- Soc 303: Social Change
- Soc 304: Sociology of Immigration
- Soc 307: Criminology
- Soc 308: Sociology of Population
- Soc 309: Sociology of Mass Communications
- Soc 311: Sociology of Health and Illness
- Soc 315: Political Sociology
- Soc 318: Sociology of Education

Arts Administration and Museology Minor

- Soc 217: The Sociology of Management
- Soc 309: Sociology of Mass Communications

Business major/minor

- Soc 217: The Sociology of Management
- Soc 249: Sociology of Work
- Soc 309: Sociology of Mass Communications

Civic Engagement

- CE 301: Senior Civic Workshop

Law, Justice, and Society minor

- Soc 307: Criminology
- Soc 314: Engendering Prison

Linguistic Studies minor

- Soc 309: Sociology of Mass Communications

Marketing major¹

- Soc 101: Introduction to Sociology
- Soc 210: Sociological Research Methods
- Soc 253: Sociological Social Psychology
- Soc 309: Mass Communications

Media & Communications major

- Soc 202: Sociology of Inequality
- Soc 226: Sociology of Race and Ethnicity
- Soc 290: Digital Sociology
- Soc 309: Mass Communications

Pan-African Studies major/minor²

- Soc 202: Sociology of Inequality
- Soc 226: Sociology of Race and Ethnicity
- Soc 302: Urban Sociology
- Soc 314: Engendering Prison
- Soc 318: Sociology of Education

Political Science major/minor

- Soc 309: Political Sociology

Public Health major/minor

- Soc 311: Sociology of Health and Illness
- Soc 320: Sociology of Mental Health and Illness
- Soc 324: Sociology of Reproduction

Women's and Gender Studies major/minor

- Soc 225: Sociology of Gender
- Soc 250: Sociology of Childhood and Youth
- Soc 314: Engendering Prison
- Soc 324: Sociology of Reproduction

In short, Sociology majors compete for seats in more than a dozen courses that are cross-listed with numerous majors, minors, and programs.

In addition, since the MCAT added a section on Sociology in 2015, there has been a significant influx of pre-health majors into sections of Soc 101, which is a pre-requisite for all other Sociology courses. Reducing the number of required credits would reflect the

¹ Note: The recently approved proposal for the Marketing major also includes curricular planning that has Prof. Andrews listed to teach two (2) intermediate and upper-level courses in Marketing every other semester.

² While the Pan-African Studies major is not currently being offered, when it was last offered Sociology contributed several elective courses.

increased difficulty prospective Sociology majors face in registering for required and elective Sociology courses.

- 6) **Reducing the required credit hours would enhance Sociology majors' ability to participate in experiential learning courses (e.g., NY semester, Civic Engagement) and immersive experiences (e.g., study abroad, shortTRECs) that are increasingly being marketed as central to a Drew University education.**

Similarly, reducing the required credit hours from 48 to 40 would allow more Sociology majors to pick up a second major and/or minor, broadening their intellectual perspective and increasing their marketability. In addition, it would allow more Sociology majors to participate in popular courses (e.g., NY Semester courses, shortTRECs) credit-bearing opportunities (e.g., internships, study abroad), and programs (e.g., Civic Engagement) that are currently difficult to fit within majors' existing four-year schedules, especially since most of these courses and programs do not count towards the Sociology major. The few Sociology majors that have been able to participate in these immersive courses and programs in recent years cited them as among the most rewarding experiences they had at Drew. We would like to expand these opportunities to more of our majors.

II. Learning Objectives

How has the department defined its learning objectives? How do the major revisions address these objectives and more fully implement them?

The Sociology department has already defined its student learning outcomes as part of the regular annual assessment of the major. The proposed revision does not substantively change these SLOs.

III. Proposed Changes to the Curriculum

- Explain each proposed change to the major individually;
- Provide comparison between new major and old major;
- Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.

Where a large number of courses are being changed, dropped or re-numbered, a summary table such as the one below would be useful.

| Offerings | | | Actions | | | |
|----------------|-----------------|--|---------|------|----------|-----------------------------|
| Current Course | Proposed Course | Title | Add | Drop | Renumber | Change Title or Description |
| SOC 107 | | Identity and Difference | | X | | |
| SOC 117 | | Statistics for Social Scientists | | X | | |
| SOC 252 | | Garbage: Sociological Studies of Trash | | X | | |
| SOC 297 | | Comparative Fundamentalism | | X | | |
| SOC 316 | | Sociology of National Development | | X | | |

| | | | | | | |
|---------|--|--|--|---|--|--|
| SOC 330 | | Theories of Collective Action and Social Movements | | X | | |
|---------|--|--|--|---|--|--|

The only proposed change would be to reduce the required Intermediate and Upper-Level courses from 28 to 20 credits.

IV. Impact on Other Departments

How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs? Have you consulted with these departments and worked with them to ensure that their programs will not be adversely affected but this major revision? Does the proposed major offer increased possibilities for interdisciplinary collaboration?

The proposed changes would allow the current Sociology faculty to continue to teach courses that contribute to several other majors and programs by reducing the number of courses required for the major.

V. Transition Plan

Provide a detailed transition plan indicating how juniors and seniors enrolled in the current major will be able to complete the requirements for the current major.

We propose that the transition be implemented as soon as possible given that the goal is to facilitate majors' timely progress towards completion of the major and graduation and enhance majors' ability to participate in experiential learning courses and immersive experiences that are being touted as key aspects of a Drew education.

VI. Revision of Minor

Outline any changes to minor requirements necessitated by the revision of the major.

There are no proposed changes to the Sociology minor.

VII. Course Proposals

Attach complete course proposal forms for each new and revised course included in the revised major.

There are no proposed revisions to any Sociology courses.

[ARCHIVED CATALOG 2018]

Sociology Major

← Return to: [Major & Minor Requirements](#)

Requirements for the Major (**48-40** credits)

I. Core (20 credits)

[SOC 101 - Introduction to Sociology](#)

[SOC 210 - Sociological Research Methods](#) OR
[PSYC 211 - Research Methods in Psychology](#)

[SOC 325 - Classical Sociological Theory](#)

[SOC 400 - Senior Seminar in Sociology](#)

[MATH 117 - Introductory Statistics](#)

II. Intermediate and Upper Level (**28 20** credits)

[SOC 101 - Introduction to Sociology](#)

[SOC 107 - Identity and Difference](#)

[SOC 117 - Statistics for Social Scientists](#)

[SOC 201 - Contemporary Social Problems](#)

[SOC 202 - Sociology of Inequality](#)

[SOC 206 - Sociology of Religion](#)

[SOC 210 - Sociological Research Methods](#)

[SOC 217 - The Sociology of Management](#)

[SOC 225 - Sociology of Gender](#)

[SOC 226 - Sociology of Race and Ethnicity](#)

[SOC 227 - Sociology of Families](#)

[SOC 229 - The Sociology of Aging](#)
[SOC 234 - Introduction to Social Welfare](#)
[SOC 242 - Sociology of Deviant Behavior](#)
[SOC 249 - Sociology of Work](#)
[SOC 250 - Sociology of Childhood and Youth](#)
[SOC 251 - Happiness in Contemporary Society](#)
[SOC 252 - Garbage: Sociological Studies of Trash](#)
[SOC 253 - The Individual in Society](#)
[SOC 290 - Contemporary Issues in Sociology](#)
[SOC 291 - Contemporary Issues in Sociology: US Topics](#)
[SOC 292 - Contemporary Issues in Sociology: International Topics](#)
[SOC 294 - Contemporary Issues in Sociology: Interdisciplinary Topics](#)
[SOC 297 - Comparative Fundamentalism](#)
[SOC 300 - Independent Study in Sociology](#)
[SOC 302 - Urban Sociology](#)
[SOC 303 - Social Change](#)
[SOC 304 - Sociology of Immigration](#)
[SOC 305 - The Practice of Public Sociology](#)
[SOC 307 - Criminology](#)
[SOC 308 - Sociology of Population](#)
[SOC 309 - Sociology of Mass Communications](#)
[SOC 311 - Sociology of Health and Illness](#)
[SOC 314 - Engendering Prison](#)
[SOC 315 - Political Sociology](#)
[SOC 316 - Sociology of National Development](#)
[SOC 318 - Sociology of Education](#)
[SOC 320 - Sociology of Mental Health and Illness](#)
[SOC 323 - Supervised Sociological Field Study](#)
[SOC 324 - Sociology of Reproduction](#)
[SOC 325 - Classical Sociological Theory](#)
[SOC 326 - Contemporary Sociological Theory](#)
[SOC 330 - Theories of Collective Action and Social Movements](#)
[SOC 385 - Independent Research/ Off-Campus Programs](#)
[SOC 391 - Contemporary Issues in Sociology: US Topics](#)
[SOC 392 - Contemporary Issues in Sociology: International Topics](#)
[SOC 394 - Contemporary Issues in Sociology: Interdisciplinary International Topics](#)
[SOC 400 - Senior Seminar in Sociology](#)
[SOC 410 - Specialized Honors I](#)
[SOC 411 - Specialized Honors II](#)

Note

Majors planning to do graduate work in Sociology should take [SOC 326 - Contemporary Sociological Theory](#).

← Return to: [Major & Minor Requirements](#)

This ballot is for terms beginning Spring 2021. Nominations from the floor will be accepted. An electronic ballot will be available the week of February 1, 2021.

26-Jan-21

BALLOT FOR TERMS BEGINNING Spring 2021

| Div I | Div II | Div III | Div IV | At-Large |
|---|--------------------------|---|--------------------------|--------------------------|
| 01 Committee on Academic Policy and Curriculum (CAPC) | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 02 Committee on Faculty (COF) | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 03 Dean's Council | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 04 Global Education Faculty Advisory Committee (GEFAC) | | | | |
| <input type="checkbox"/> Tammy Windfelder | <input type="checkbox"/> | <input type="checkbox"/> Maria Turrero-Garcia | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 05 Human Rights and Affirmative Action | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 06 University Faculty Grievance Committee | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 07 University Faculty Professional Conduct Committee | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Arts and Science Faculty Handbook

Current Handbook

Last updated: edited by Roger & formatted by Sandra 12/22/2020; edited by Caitlin & Sandra 1/13/2021

Text in green has been passed by the faculty.

Text in blue is ready for faculty approval.

TABLE OF CONTENTS

I. Introduction

II. Governing Documents

[links: ByLaws, COF Handbook, Personnel Policy, Title IX. etc]

III. History, Mission, and Structure of the University and the Faculty of Arts and Sciences

IV. Faculty Rights, Responsibilities and Professional Ethics

IV. 1. Academic Freedom and Other Faculty Rights

IV. 2. Responsibilities and Professional Ethics of the Faculty

2.A. Teaching and Standards

2.B. Scholarship and Professional Standards

2.C. Standards with Respect to Service, Shared Governance, Community Members, and the University

V. Promotion and Tenure

[Link to or include text from COF Handbook]

VI. Shared Governance

VI. 1. Faculty Meetings

VI. 1.A. Rules of Procedure

VI. 1.B. Presiding Officer

VI. 1.C. Executive Session

VI. 1.D. Special Faculty Meetings

VI. 1.E. Voting Eligibility

VI. 1.F. Voting Procedures

VI. 1.G. Quorum

VI. 2. Committee Service

- VI. 2.A. General Rules
- VI. 2.B. Election Procedures when Committee Membership is by Election
- VI. 2.C. Procedures when Committee Membership is by Appointment
- VI. 2.D. Assigned Time for Committee Service

VI. 3. Standing Committees

- VI. 3.A. Arts and Science Representation on University Committees
- VI. 3.B. Organization and Functioning of Arts and Sciences Committees
- VI. 3.C. The Arts and Sciences Committees

VII. Departments of Instruction and Divisions

VII. 1. Divisions of the College: Their Nature and Function

- VII. 1.A. Departments included in divisions
- VII. 1.B. Faculty Forums
- VII. 1.C. Responsibilities and Duties of Forum Chairs
- VII. 1.D. Constitution of the Faculty Forums

VII. 2. Academic Departments and Programs of Instruction

- VII. 2.A. Nature and Function of Departments of Instruction and Academic Programs
- VII. 2.B. Department Chairs, Program Directors, and Program Conveners

I. INTRODUCTION

The Arts and Sciences Faculty Handbook (hereafter referred to as “the Handbook”) is a guide for the Faculty of the College of Liberal Arts and the Caspersen School of Graduate Studies, known together as the Faculty of Arts & Sciences. It provides general information about the respective schools and outlines some essential university, administrative, and academic policies, procedures and practices pertaining to the faculty of these schools.

As authorized by the University’s Board of Trustees under the University Bylaws, revising and/or amending the Handbook requires a vote of the faculty. Suggested changes in policy, procedure and/or practice falling within the scope of this Handbook shall be referred to the Dean’s Council for appropriate action. The provisions of the Handbook shall be binding on the Arts and Sciences Faculty and Administration as per Article IV, Section 2a of the University Bylaws. Other University and unit policies and procedures listed in the University Policy Library supplement, but do not supersede or replace, the policies discussed in the Handbook.

In accordance with the information discussed herein, the [Faculty Personnel Policy](#), and the University Bylaws, this Handbook is reviewed and approved by the Offices of the University President and Provost, the Arts & Sciences Dean's Office, the Arts & Sciences Dean's Council and the Arts and Sciences Faculty.

II. GOVERNING DOCUMENTS

The Handbook is written in accordance with other governing documents of the University and maintained by the Office of the Provost, in consultation with the Arts & Sciences Dean. The Handbook, as well as the documents discussed and referenced herein, shall serve as a description of the rights, responsibilities, and performance expectations of Drew University's Arts & Sciences faculty, and the relationship between the faculty and the administration. Other important materials relevant to the Arts and Science Faculty, with which all members should become familiar, include Drew University's [Bylaws](#), [University Faculty Personnel Policy](#), University Committee on Faculty Handbook and University Employee Handbook.

III. HISTORY, MISSION, AND STRUCTURE OF THE UNIVERSITY AND THE FACULTY OF ARTS AND SCIENCES

Drew University is an independent liberal arts university located in Madison, New Jersey, 30 miles west of New York City. The University includes the Drew Theological School (DTS), which was founded in 1867; the College of Liberal Arts (CLA), which was established in 1928; and the Caspersen School of Graduate Studies (CSGS), which was established in 1955. In 2017, the faculties of the College of Liberal Arts and Caspersen School of Graduate Studies were combined into a faculty of Arts and Sciences, although the schools retain their distinct identities.

Drew University's mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and professionally as they add to the world's good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

[Insert academic affairs organizational chart.]

IV. FACULTY RIGHTS, RESPONSIBILITIES, AND PROFESSIONAL ETHICS

The Drew faculty bears primary responsibility for preserving the conditions necessary to advance

this mission, including protection of free expression and inquiry; participation in the governance of the University; the application of fair and consistent standards and processes in matters of promotion and tenure; and adherence to a shared set of ethical principles governing faculty members in relation to each other, to their students, and to the University and its staff members.

Drew University recognizes that academic freedom is a fundamental right. Academic freedom can only flourish in an environment where faculty follow the highest ethical standards. We therefore join our colleagues in the Academy by adopting the language of the AAUP (American Association of University Professors) in setting forth the definitions and processes by which these concepts shall be understood, practiced and adjudicated¹.

IV. 1. Academic Freedom and Other Faculty Rights

Drew's policy on academic freedom follows best practices as articulated by the American Association of University Professors.² The italicized text is taken directly from AAUP.

IV. 1.A. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

IV. 1. B. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

IV. 1.C. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate

¹ The structure and some of the examples in this section are taken from the draft Yale Faculty Standards of Conduct found at https://provost.yale.edu/sites/default/files/files/Faculty%20Standards%20of%20Conduct%2012-16-14_2.pdf.

² The italicized text is from the AAUP 1940 Statement, updated regularly, at <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>, (August 6, 2019 version follows). The endnotes for this text, taken from the AAUP website, have not been transcribed. Please see the above link for the text with endnotes.

restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Other faculty rights include:

- IV. 1.D.** Faculty have the right to processes of review and promotion that are fair, consistent, and in accordance with all relevant written university policies that are in compliance with the governing Committee on Faculty Handbooks and the Faculty Personnel Policy.
- IV. 1.E.** Faculty have the right to request assigned time for significant scholarship, service, and teaching responsibilities.
- IV. 1.F.** Faculty have the right to participate in shared governance of the University as set forth in the By-Laws of Drew University.
- IV. 1.G.** Faculty have intellectual property rights as specified in the Intellectual Property Ownership Policy.

The ethical principles shared by members of the Drew faculty derive from many sources, both internal and external, and they are expressed in Drew's governing documents and faculty policies.—The purpose of this part of the document is to summarize those principles and provide examples of conduct that are consistent with the professional behavior that they require. The examples of conduct listed here are not exhaustive, and, if a faculty member's behavior violates the faculty's shared principles, they may be subject to sanction, whether or not the behavior is specifically described below. Repeated instances may lead to more serious sanctions.

IV. 2. Responsibilities and Professional Ethics of the Faculty

IV. 2.A. Teaching and Standards

Guiding Principles:

“As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.” (AAUP Statement on Professional Ethics)

Examples of conduct consistent with these principles:

IV.2.A. i. Meeting the responsibilities of instruction, including:

- Contributing to the teaching mission of the University as reasonably required by the faculty member's affiliation.
- Adhering to the policies of the department, program, or school regarding the conduct of courses or deviating only with prior approval from the Department Chair, Program Director, or Dean.
- Evaluating student work by criteria directly reflective of academic performance or academic requirements.
- Meeting academic deadlines including submitting student grades to the registrar and verifying rosters by specified deadlines.
- Providing career support such as agreed upon letters of recommendation by specified deadlines.

IV. 2. A.ii. Meeting standards of teaching as articulated in the governing Committee on Faculty Handbooks and the University Faculty Personnel Policy.

IV. 2. A. iii. Adhering to University policies such as [FERPA](#), [Title IX](#), [ADA](#), [Section 504 of the Rehabilitation Act](#), or others addressed in the University Employee Handbook.

IV. 2.A. iv. Treating students fairly, appropriately, and without discrimination, including harassment against a student on political grounds, or for reasons of sex, race, color, religion, national or ethnic origin, age, disability, veteran status, national or ethnic origin, sexual orientation, or gender identity or expression.

IV. 2.A.v. Using the position, rank, or powers of a faculty member to treat students with respect and with consideration for their well being and refraining from using that position to coerce, exploit, intimidate, bully, or harm a student.

IV. 2. B. Scholarship and Professional Standards

Guiding principles:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.” (AAUP Statement on Professional Ethics)

Examples of conduct that is consistent with these principles:

IV.2.B.i. Conducting scholarship and research ethically.

IV.2.B.ii. Using research funds appropriately.

IV.2.B.iii. Adhering to the law, [Drew Institutional Review Board policies](#), and professional requirements protecting human or animal research subjects.

IV.2.B.iv. Appropriately attributing work by students, colleagues, or others.

IV.2.B.v. Meeting scholarship obligations as articulated in the governing Committee on Faculty Handbook.

IV. 2 .C. Standards with Respect to Service, Shared Governance, Community Members³, and the University

Guiding Principles:

“As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.”
(AAUP Statement on Professional Ethics)

Examples of conduct that is consistent with these principles:

IV.2.C.i. Adhering to Drew’s policies such as those found in the University Employee Handbook.

IV.2.C.ii. Meeting the generally accepted responsibilities of shared governance, service obligations, and annual reflections as articulated in the governing Committee on Faculty Handbooks.

IV.2.C.iii. Using University resources or facilities only for university sanctioned purposes.

IV.2.C.iv. Using the position, rank, or powers of a faculty member to treat community members with respect and with consideration for their well being and refraining from using that position to coerce, exploit, intimidate, bully, or harm a community member.

IV.2.C.v. Treating members of the Drew community fairly and respectfully and refraining from discrimination and harassment for reasons of sex, race, color, religion, national or ethnic origin, age, disability, veteran status, national or ethnic origin, sexual orientation, or gender identity or expression.

³ Community members include the Board of Trustees, administration, faculty, students, staff, alumni, and visitors.

V. PROMOTION AND TENURE

[Link to or include A&S COF Handbook]

General criteria for promotion and tenure for tenure and tenure-track faculty are cited in Title I, Section V of the Statement in Regard to Academic Freedom and Tenure.

VI. SHARED GOVERNANCE

In accordance with the University ByLaws and Faculty Personnel Policy, each school organizes its own faculty under the direction of the President of the University, and each faculty advises on drafting and the implementation of rules governing its own procedures.

In accordance with the principles of shared governance, the faculty of each school, subject to the authority of the Dean, the Provost and the President, the Charter and ByLaws of the University and the approval of the Board of Trustees, advises on student-related academic matters, including curriculum; academic regulations; teaching procedures and requirements; advisement, co-curricular academic activities, the academic discipline of students; and the recommendation for conferral of degrees on its own students.

The Arts and Sciences faculty (faculty of the College of Liberal Arts [CLA], and the Caspersen School of Graduate Studies), hereafter “the faculty,” governs matters delegated to it by the guidelines articulated in key University governing documents. The full faculty have the ability to delegate its authority and jurisdiction to committees of the faculty as enumerated herein.

The University Faculty (consisting of the Arts and Sciences faculty as well as the faculty of the Theological School) has jurisdiction over academic matters as delegated by key University governance documents when those matters are relevant to all schools in the institution.

VI. 1. Faculty Meetings

Regular meetings of the Arts and Sciences faculty shall normally be conducted once a month during the academic year. Approved minutes of faculty meetings, which include a list of those in attendance, shall be electronically stored and made available to the University at large.

University Faculty meetings bringing together the faculty from all schools, when called, shall be additional.

VI. 1.A. Rules of Procedure

The conduct of faculty meetings shall be governed by the Standard Code of Parliamentary Procedure (formerly known as the Sturgis Standard Code of Parliamentary Procedure),

except as specified in these regulations. In any instance where there is a conflict between the Standard Code and these regulations, the latter shall take precedence. The presiding officer of faculty meetings shall be advised by a faculty parliamentarian; this parliamentarian, who is appointed by the Dean, shall have final authority on questions of procedure.

VI. 1.B. Presiding Officer

In accordance with the By-Laws of the University, the President of the University presides (According to Article IV, Section 1b of the University By-Laws, edited October 2016) over the meetings, unless the President designates either the Provost or the Dean of Arts and Sciences to preside over meetings of the Arts and Sciences faculty.

VI. 1.C. Executive Session

When the faculty deems it desirable in order to consider items of a confidential nature, it may, by a simple majority vote, resolve itself into executive session, in which case only voting members may be present. In the event the expertise of someone not a voting member is needed during the executive session, that person may be present at the executive session with voice but no vote if a motion to that effect has been approved by a simple majority of the voting members. The request for an executive session may come at any time from the presiding officer or from any voting member of the faculty meeting. Details of the executive session will not be included in the minutes unless approved by the faculty.

VI. 1.D. Special Faculty Meetings

Special meetings of the faculty may be convened at the discretion of the presiding officer, or by the petition of 30% of the voting members of the faculty not currently on sabbatical or leave of absence. Upon the receipt of a duly signed petition, the presiding officer is compelled to convene an official meeting of the faculty within ten business days of the receipt of the petition. The calling of a special meeting requires advance notice to the faculty of at least 48 hours.

VI. 1.E. Voting Eligibility

At the first meeting of each semester the voting members of the faculty shall approve the voting list of the faculty meeting for the semester.

VI. 1.E.i. The Voting Faculty

The voting faculty shall consist of full-time tenured, tenure-track, non-tenure-track faculty, and administrators with faculty appointments in Arts and Sciences. Additional voting members shall include the following:

- The President, the Provost, the Deans of Arts and Sciences;
- All full-time faculty who hold joint appointments in the Arts and Sciences and the Theological School;
- The Academic Director of the INTO Center;

and also,

- Other employees of the University who have been accorded the vote by past faculty action, or who are granted membership with vote, upon the recommendation of the Dean and Dean's Council, and who have been approved by a vote of the faculty.

VI. 1.E.2. Others Eligible to Attend with Voice but No Vote

Those eligible to attend with voice but without vote shall include:

- The Board of Trustees;
- The President's Cabinet and other members of the University administration;
- Adjunct and part-time faculty appointments who teach students officially matriculated in the Arts and Sciences;
- Emeriti members of the faculty;
- ESL Faculty who are under the supervision of the Academic Director of the INTO Center;
- Librarians with faculty status;
- RISE Fellows.

Directors and key staff from the following offices and areas:

- Admissions (VP, or head of admissions for the CLA and/or Caspersen);
- Alumni Affairs;
- Athletics;
- Center for Academic Excellence;
- Center for Civic Engagement;
- Center for Counseling and Psychological Services;
- Center for Experiential Education and Career Development;
- Center for Global Education;
- Chief Information Officer (CIO);
- Chief Communications Officer (CCO);
- CLA and CSGS Student Government;
- Editor of the Acorn;
- Frances B. Sellers Program;
- Finance and Controller of the University (Associate VP);
- Financial Assistance (Associate VP for Scholarships and Financial Aid);

- Health Center;
- Institutional Research;
- Instructional Technology;
- University Chaplain's Office;
- University Registrar's Office;
- [University Technology](#).

and also:

- Members of the University community who are admitted to faculty meetings upon recommendation of the Dean and Dean's Council and approved by the faculty.

When appropriate, the presiding officer may invite additional students or other relevant guests to be present at meetings of the faculty with voice but not vote during the discussion of any item on the agenda.

VI. 1.F. Voting Procedures

VI.1.F.i. Routine questions shall be decided by voice or electronic vote. Either at the discretion of the presiding officer or at the request of any voting member, the voice vote shall be confirmed by a show of hands.

VI.1.F.ii. An electronic or secret ballot shall be used under the following conditions:

- to select faculty members for any appointment for which the faculty designates its representatives.
- to effect any major policy decision when the presiding officer so elects or when requested by any three faculty members.

VI.1.F.iii. The count of such secret or electronic ballots shall be recorded in the minutes. Electronic ballots shall be open for a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting.

VI. 1.G. Quorum

One-half plus one of the faculty voting membership shall constitute a quorum.

VI. 2. Committee Service [approved spring 2020]

VI. 2.A. General Rules

- VI. 2.A.i. Membership on committees is either elected or appointed as specified herein for each committee. All committee assignments, whether elected or appointed, are typically for two years. Terms of service shall normally begin with the start of the fall semester. The Dean's Council in consultation with the Dean's Office shall vet faculty members for eligibility for committee service and then present their selection of candidates to the Dean for the election ballot or for appointment. In general, no standing committee will include more than one member from any one academic department or program. Ideally, committees should comprise a balance of continuing and new members. The usual practice is for a faculty member to serve for one two-year term, although some major committees, ie, COF and Dean's Council, may benefit by a committee member or members serving a second consecutive term.
- VI. 2.A.ii. Full-time faculty in their first year of employment at Drew normally do not serve on committees.
- VI. 2.A.iii. No member of the faculty shall simultaneously hold more than two memberships on standing committees, and shall chair no more than one at a time.
- VI. 2.A.iv. All committees shall be chaired by voting members of the faculty who have full-time teaching responsibility, except as otherwise specified in these regulations.
- VI. 2.A.v. When new standing committees are established, the faculty votes on whether the committee will be composed of elected or appointed members. Normally, committees that establish curricular procedures, oversee budgetary matters, or make personnel decisions are elected.
- VI. 2.A.vi. At the committee's discretion, students may be invited to attend and/or be members of a committee.

VI. 2.B. Election Procedures when Committee Membership is by Election

- VI. 2.B.i. Following review of the survey of committee preference, the Dean's Council shall endeavor to identify two candidates from within the relevant division/Forum to put before the faculty for every open elected position. When it is not possible to identify two candidates to run for an election, the Dean's Council shall identify and place before the faculty one candidate.
- VI. 2.B.ii. Only one faculty member person from any given department may serve on a particular committee at a time.
- VI. 2.B.iii. Additional nominations will be solicited from the faculty at the Faculty Forum meetings preceding the Faculty Meeting and at the Faculty Meeting. ~~The nomination period for an individual committee election may be extended until the next faculty meeting if a motion to do so is approved by a simple majority.~~

VI. 2.B.iv. Elections for committee memberships will be done electronically over a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting where the proposed slate is presented and additional nominations solicited.

VI. 2.B.v. A choice of “abstain” should be included on all election ballots.

VI. 2.B.vi. When an early vacancy occurs on a committee with elected membership, a special election for a replacement member will occur following the procedure in 2.B.iii. ~~be announced at the next scheduled Faculty Meeting followed by a vote. The Dean’s Council will present candidates to the faculty for their consideration at Faculty Forum meetings preceding the faculty meeting and will solicit further nominations from the floor of the Faculty Meeting. Nominations will be accepted for two working days after the Faculty Meeting, and an electronic ballot will be sent out at that point. In cases where only one candidate is identified by the Dean’s Council and no additional nominations are made, the candidate may begin attending meetings of the committee with voice but without vote prior to their election by the faculty.~~

VI. 2.B.vi. Elections for all major committees for the next academic year shall normally be held-not later than the December faculty meeting, giving departments time to work a member’s teaching schedule around assignments on committees that have set meeting times or accompanying assigned time. Appointments for all remaining committees should normally be made by the February faculty meeting.

VI. 2.C. Procedures when Committee Membership is by Appointment

Appointments will be made after elections are completed. Following a review of the survey of committee preference, the divisional representatives will put names forward in Dean’s Council for appointments. After the Dean’s Council discussion, the Dean will make the appointments.

VI. 2.D. Assigned Time for Committee Service

Service is a regular expectation of faculty. At times the burden of service work is considerable and exceeds the typical expectations of a faculty member’s responsibility. In these cases, the Dean may reassign faculty time from teaching to service. Members of the Committee on Faculty and the Dean’s Council and the Chair of the Curriculum and Academic Policy Committee are granted assigned time. The Dean maintains and publishes a list of committee positions that are to be granted assigned time, which will be reviewed annually by the Dean’s Council who may, when appropriate, propose modifications.

VI. 3. Standing Committees

VI. 3.A. Arts and Science Representation on University Committees

Academic Computing Advisory Committee (appointed)

Function: The Academic Computing Advisory Committee offers faculty insight on all aspects of Academic technology and computing at Drew.

Membership: The Arts and Sciences faculty is represented on ACAC by three divisional representatives appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Academic Standing Committee -- Caspersen School and Drew Theological School (appointed)

Function: The Academic Standing Committee--Graduate is concerned with the academic performance of graduate students. It shall decide all matters relating to the standing and retention of students. It shall grant or deny individual student requests for modifications of or exceptions to academic regulations. It shall advise the faculty regarding related academic policies and regulations.

Membership: The Arts and Sciences faculty is represented on the Graduate Academic Standing Committee by two faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Annual Planning and Budgeting Council (APBC)~~(appointed from among Deans Council members)~~

Function: The Annual Planning and Budgeting Council is the primary University body responsible for the annual planning and budgeting cycle. It makes recommendations to the President and cabinet on all aspects of planning, budgeting, and institutional assessment. ~~A faculty representative on APBC will attend at least one Arts & Sciences Dean's Council Meeting a year.~~

Membership: The Arts and Sciences faculty is represented on APBC by two faculty members ~~of the Dean's Council by the Arts & Sciences faculty.~~

Compensation Monitoring Committee (appointed)

Function: The Compensation Monitoring Committee is a University body that monitors Drew's compensation in relation to peer and aspirant institutions, and advises the President and the Annual Planning and Budgeting Council on matters related to compensation.

Membership: The Arts and Sciences faculty is represented on the Compensation Monitoring Committee by two faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Institutional Review Board (appointed)

Function: The Institutional Review Board is the University body that oversees research conducted at Drew University on living human subjects covered by the Code of Federal Regulations, Title 45, Part 46, which ensures that all ethical and legal protections for human subjects are observed.

Membership: The Arts and Sciences faculty serving on the IRB are appointed by the Provost or Chief Academic Officer. At a minimum the committee should include two Arts and Sciences representatives, one of whom will represent Caspersen faculty. Depending on need, the chair of the IRB may request that the number be increased to three.

Library Committee (appointed)

Function: The University Library Committee advises the Library administration on its services, policies, and projects.

Membership: The Arts and Sciences faculty is represented on the Library Committee by three faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Risk Management Committee (appointed)

Function: This committee is designed to provide university-wide governance to the enterprise risk program for Drew. The goals of this committee include:

- Establish and maintain processes and policies by which risk is evaluated and prioritized for the University.
- Provide accountability to the risk owners associated with the risks requiring mitigation plans.
- Provide a continuous feedback loop to the CFO who is accountable to the President's Cabinet and the Board Audit Committee for reports on the status of Drew's enterprise risk program.

Membership: The Arts and Sciences faculty is represented on the Risk Management Committee by one faculty member appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Title IX (appointed)

Function: The Title IX committee is formally charged with advising the Title IX Coordinator on matters relating to the University's compliance with Title IX Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, as well as, state of New Jersey civil rights laws and Drew's sexual misconduct and human rights policies and

related procedures. These deal with nondiscrimination on the basis of protected classes of sex, gender, gender identity and expression, and affectional or sexual orientation in education programs and activities receiving or benefiting from federal financial assistance. While much of the committee work may be in identifying prevention and educational program and policy needs regarding sexual and relationship violence and stalking, it is also charged with monitoring, evaluating, and determining if equity exists in all areas of the university.

Membership: Representatives on this committee are appointed by the University Title IX Coordinator, from volunteers across the institution who have undergone the necessary training.

University Grievance Committee (elected)

Function: The University Faculty Grievance Committee is convened for three primary purposes:

- To conduct review and/or hearings for the appeal of the imposition of sanctions, including suspension and dismissal for cause.
- To determine whether an injury alleged by the grievant was a result of an error in the institution's policies, procedures, or their administration and to determine an equitable redress for the grievant if error is established. Such grievances typically address policies and procedures for faculty recruitment and selection, their assignment, working conditions, promotions, salaries, layoff, termination, retirement and fringe benefits, or the grievance procedures themselves.
- To provide an avenue by which professional conflicts between a faculty member and one or more faculty colleagues may be resolved in cases in which the conflict directly, adversely, and reasonably affects professional and academic capacity.

Membership: The Grievance Committee of the Drew University Faculty is a standing committee of seven members serving two-year terms elected by the bodies they represent in time for the start of an academic year. Committee members shall represent respectively the Faculty of the Theological School, the Library Faculty and the Arts and Sciences Faculty. Arts and Sciences faculty should be represented by five members, one from each of divisions I and II, and two from division III and one member chosen from the Faculty at-large. Alternate members from the same bodies are to be elected to serve whenever one or more of the regularly elected members are unavailable or choose to disqualify themselves from a particular case. The election of the members of the Committee should be on the basis of their objectivity and competence and on the high regard in which they are held in the academic community.

University Professional Conduct Committee (elected)

Function: The University Faculty Professional Conduct Committee is convened for two primary functions:

- To conduct hearings of faculty cases where the Administration has proposed the imposition of a major sanction, including suspension or termination of a faculty member for cause and the faculty member has not reached a mutually acceptable agreement or informal resolution with the University.
- To hear appeals under the Grievance Procedures of the Faculty Personnel Policy when the grievant requests an appeal of the University Grievance Committee's decision to refuse further action under the policy. The Committee's action is binding, either to accept the University Grievance Committee's refusal or to direct a reconsideration of the matter in which case a new grievance committee will be constituted as described under policy.

Membership: The Professional Policies and Conduct Committee of the Drew University Faculty is a standing committee of seven members serving two-year terms elected by the bodies they represent in time for the start of an academic year. Committee members shall represent respectively the Faculty of the Theological School, the Library Faculty and the Arts and Sciences Faculty. Arts and Sciences faculty should be represented by five members, one from each of divisions I and II, and two from division III and one member chosen from the Faculty at-large. Alternate members from the same bodies are to be elected to serve whenever one or more of the regularly elected members are unavailable or choose to disqualify themselves from a particular case. The election of the members of the Committee should be on the basis of their objectivity and competence and on the high regard in which they are held in the academic community.

VI. 3.B. Organization and Functioning of Arts and Sciences Committees

General Principles

All committees are agents of the faculty, and they are established by the faculty for the effective discharge of responsibilities assigned to it under the University's By-Laws. The role of a committee is to consider, whether by referral or on its own initiative, matters that are appropriate under its assigned responsibility.

VI. 3.B.i. There shall be two types of committees: Standing Committees and Ad Hoc Committees:

- Standing Committees of the Faculty are created by vote of the faculty as permanent committees. The function of Standing Committees is to assist the faculty in the accomplishment of its duties in critical areas of its responsibility, to oversee the operations of specific academic programs or opportunities for students, or to offer advice to University offices critical to the operations and life of the College, the Caspersen School of Graduate Studies, and/or the University. Standing Committees may

only be dissolved by vote of the appropriate faculty body. There shall be no standing subcommittees. Any standing committee may, if it wishes, establish ad hoc subcommittees or task forces to advise and assist it on specific matters.

- Ad-Hoc committees are short-term bodies created as needed, with clearly defined objectives and clearly stated sunset provisions. They are appointed by the Dean in consultation with the Dean's Council, or may also be elected by the faculty for specific purposes. Such Ad-Hoc committees shall terminate automatically within 24 months of their creation unless the faculty approves an extension of time to complete the assignment, or transforms the ad-hoc or select committee into a standing committee of the faculty.

VI. 3.B.ii Committee Charges

VI. 3.B.ii.a. The charge of each Arts and Sciences standing committee is delineated in **section VI. 3.C.** Committees may also be asked to consider and make recommendations on matters that affect the College and the Caspersen School of Graduate Studies, but which are not subject to decision by its faculty. Advice may be given, but specific recommendations shall not be made without also informing the faculty whose agent the committee remains. No committee shall make final decisions for the faculty unless it has been authorized by the faculty to act in its name. If the faculty has granted to a committee the power to act in its name, the committee will, either through the chair of the committee or through the Dean's Office, advise the faculty of decisions taken under that authority. Such decisions will not be put into effect less than five academic days after such notice has reached the faculty. If any two voting members of the faculty advise the committee and the Dean of the College that they object to a specific decision, it shall not take effect until the matter has been considered by the whole faculty at either the next regular meeting or at a duly called special meeting of the faculty. This restriction shall not apply to the decisions of the Committee on Faculty, the Committee on Academic Integrity, the Committee on Academic Standing, or other committees that routinely make decisions that only affect individual faculty members or students.

VI. 3.B.ii.b. Committees may also be authorized to act on routine matters that are appropriate and necessary for the faculty to continuously monitor and oversee.

VI. 3.B.ii.c. Committees will not be expected or required to act as agents of bodies other than the faculty.

VI. 3.B.ii.d. Committees will keep and post minutes, except as specified below, to record deliberations and actions taken. After each set of minutes is approved, the chair shall send an electronic copy of the minutes to the Dean's Office to be posted online.

- VI. 3.B.ii.e.* All committees will keep the faculty regularly informed of their agenda. Insofar as possible, their chairs will, either by circulation of memoranda or through the faculty meeting agenda, indicate the nature of recommendations the committee is developing, thus permitting faculty members to voice concerns and to offer opinions before a formal recommendation shall be ready or submitted.
- VI. 3.B.ii.f.* When committees are bringing major policy decisions to the faculty for action, they will first report their recommendations to and solicit feedback from the Dean's Council and/or the Conveners as appropriate, and present proposals to Forum meetings for further discussion prior to the Faculty Meeting at which the formal proposals are to be discussed or acted upon by the faculty.
- VI. 3.B.ii.g.* Any committee report requesting specific action or formal faculty decision shall be in writing and shall include specific wording for the motion of the proposed faculty action, and a summary of the reasons for the requested action. Such a report shall normally be sent to voting members of the faculty at least 72 hours prior to the meeting at which the proposed motion is to be considered.
- VI. 3.B.ii.h.* Each committee should make a written or oral report to the faculty at least once each academic year. If the report is oral it should include a brief summary in written form.
- VI. 3.B.ii.i.* No committee will be responsible to any other committee, except as otherwise provided for in these regulations, though any committee may request an opinion or advice from any other committee. If any committee feels that an item has been inappropriately referred to it, its chair shall forward it to the appropriate committee, advising the item's originator of this referral. Disputes over committee responsibilities will be referred to the Dean's Office and Dean's Council or Conveners for resolution, which shall be binding.

VI. 3.C. The Arts and Sciences Committees

VI. 3.C.i. Committees with Elected Membership

Academic Effectiveness and Assessment Committee (AEAC) (elected)

Function: The Assessment Committee manages the assessment of the efficacy of the educational ~~undergraduate~~ experience in support of students' learning and development and in alignment with the goals and outcomes of the College and Graduate School.

Specifically, AEAC responsibilities include:

- Assessing student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff;
- Organizing the collection, analysis, and dissemination of evidence of student learning;

- Supporting the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.

Membership:

The Assessment Committee consists of:

- Four faculty members, one from each of divisions I and II, and two from division III, elected for a two-year term. Dean’s Council will ensure that the two elections for Division III’s members are from different departments and programs and represent the disciplinary breadth of the division. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first;
- The chair, a faculty member appointed by the Dean in consultation with the Dean’s Council from the elected members of the committee;
- The Associate Dean of Curriculum in Arts and Sciences (*ex officio*);
- The Director of Student Learning Assessment (*ex officio*).

Committee on Faculty (elected)

Function: The Arts and Sciences Committee on Faculty shall consider all matters having to do with faculty promotion, tenure, retention, and academic freedom within Arts and Sciences. On or before the date required by the *Faculty Personnel Policy*, the Committee shall consider each member of the faculty eligible for promotion, tenure, reappointment or termination, and report its recommendation to the Dean of Arts and Sciences. ~~Note that what is in the COF Handbook supersedes this description when the two are in conflict.~~

Membership:

The Committee on Faculty shall consist of:

- Four faculty members, one from each of divisions I and II, and two from division III, elected for a two-year term. Dean’s Council will ensure that the two elections for Division III’s members are from different departments and programs and represent the disciplinary breadth of the division. Whenever possible, elections shall be held in such a way that two faculty members will be in the second year of service and two in the first. Only full professors and those associate professors with tenure who have begun their third year and served either as department chair or on a major committee are eligible for election; no more than two associate faculty may serve on the committee simultaneously. No current member shall be considered for promotion by the committee;
- The chair, a faculty member elected as a member at large for a two year term. Normally, the Committee will present a minimum of two nominations drawn from among those faculty who have served on the Committee for two years within the past five years;

- The Dean of Arts and Sciences (*ex officio*), a non-voting member of the Committee who participates in the Committee's deliberations.

Curriculum and Academic Policy Committee (CAPC) (elected)

Function: Exclusive power to create and change academic policy resides in the faculty, as stipulated in the University's By-Laws. The faculty of Arts and Sciences exercises this responsibility through its elected representatives on the Committee on Academic Policy and Curriculum (CAPC), which brings policy proposals forward to the full Arts and Sciences faculty, after consultation with the Dean's Council, for the faculty's consideration and vote. Academic policy for the Caspersen School is decided by the Graduate Academic Standing Committee and the Conveners.

Specifically, CAPC responsibilities include:

- Issues relating to the current instructional operation of Arts and Sciences, in order that curricula, requirements for majors, assessment and other programmatic matters are consistent with educational policies and academic standards approved by the faculty. Subject to the limitations and procedures specified in the academic regulations of Arts and Sciences, CAPC is empowered to approve courses and requirements for majors as proposed by departments. It may not approve creation or discontinuance of majors or programs, or make academic policy, but it may make recommendations to the faculty and the Dean's Council on such proposals. It shall also receive and act upon requests for special majors;
- Arranging for adequate and regular consultation with and input from departments and divisions concerning those issues which are of concern to them regarding curricular matters, including assessment issues, the cross listing of courses, and courses required in other programs;
- Overseeing the development of articulation agreements with other institutions of higher learning, which it will review with the Dean's Council and bring to the full faculty for approval;
- Keeping and posting minutes of committee meetings as specified in **section VI.**

3.B.ii.d.

Membership:

The Curriculum and Academic Policy Committee consists of:

- Five full-time faculty members, either tenure-track or non-tenure-track, who have taught full-time at Drew for at least three years, one from each of divisions I and II, and two from division III, as well as one additional at-large faculty member. Dean's Council will ensure that the two elections for Division III's members are from different departments and programs and represent the disciplinary breadth of the division. Whenever possible, elections shall be held in such a way that two or three faculty

members shall be in the first year of service and two or three faculty members shall be in the second year of service;

- Associate Dean of Arts and Sciences for Curriculum (ex officio);
- The Registrar (ex officio);
- The chairperson shall be elected by the committee from among its full-time faculty members each year.

Dean's Council (elected)

Function: The Dean's Council advises and makes recommendations to the Dean of Arts and Sciences, and, on occasion, the President, the Provost, other senior administrative officers and/or the Board of Trustees, on shared governance, faculty appointments and workload, strategic planning, budgeting, curricular issues, and other matters related to the College of Liberal Arts and the Caspersen School of Graduate Studies. It considers all matters of concern to Arts and Sciences faculty having to do with membership, faculty responsibilities, and the quality of faculty life.

Specifically, the Dean's Council responsibilities include:

- Reviewing proposals for new programs, evaluating them in light of existing strategic priorities, existing or potential student demand, and the budget and staffing limitations for Arts and Sciences and University;
- Reviewing and discussing the final reports of external reviews of departments and programs;
- Reviewing and offering recommendations on sabbatical applications and assigned time grants. Members of the Council must also recuse themselves from consideration of their own sabbatical applications or leave of absence applications;
- Consulting with and advising University bodies concerned with budgets, planning and programs;
- Considering and advising CAPC on new programs or major revisions of existing programs before faculty approval is sought;
- Proposing to the faculty policies designed to implement long-range strategic plans of the Schools and the University;
- Being in regular communication with key University and Arts and Sciences committees, as well as student governing bodies;
- Forwarding recommendations to the faculty for changes to the governance structure of Arts and Sciences;
- Advising the Dean on annual line requests. During deliberations of line requests, however, a member must recuse her or himself from any discussion of a faculty line request coming from her or his department or program by leaving the room during discussion of the merits of the proposal;

- Soliciting preferences of faculty members for committee assignments, confirming availability, and drawing up ballots for committee elections based on faculty preferences and committee needs;
- Communicating feedback to the Dean's office from the Faculty Forums, and from **individual** members of the Arts and Sciences faculty;
- **Individual members serve on APBC and other committees as needed and in consultation with the Dean;**
- Keeping and posting minutes of the committee's minutes as specified in **section VI. 3.B.ii.d.**

Membership:

The Dean's Council consists of:

- Four tenured faculty members, one from each of divisions I and II, and two from division III, elected by the entire faculty for a two-year term. Dean's Council will ensure that the two elections for Division III's members are from different departments and programs and represent the disciplinary breadth of the division;
- One additional tenured faculty member, elected by the entire faculty at-large for a two-year term;
- Whenever possible, elections for the Dean's Council shall be held in such a way that two or three faculty members shall be in the second year of service and two or three in the first year of service in any given year and that at least one member represents the graduate school;
- The Dean of Arts and Sciences.

Global Education Faculty Advisory Committee (elected)

Function: Oversees all international and off-campus programs directed by the Center for Global Education and advises the Center's Director.

In addition GEFAC's responsibilities include:

- Consulting with advisory groups associated with specific off-campus programs;
- Developing, promoting, and overseeing the implementation of new international and off-campus programs;
- Advising the faculty on the creation of new off-campus programs, or on significant changes to existing off-campus programs;
- Overseeing the operations of the Center for Global Education;
- Conducting the annual solicitation of faculty proposals for ShortTRECs and selecting the proposals;
- Reviewing the list of students selected for ShortTRECs and hearing student appeals concerning the selection process;
- Reviewing all off-campus and international programs on a regular cycle and reporting to the faculty;

- Reviewing and revising the Approved List of off-campus and international programs offered by other institutions;
- Reviewing and making recommendations on the revision of policies related to off-campus programs;
- Keeping and posting minutes of the committee’s deliberations and decisions as specified in **section VI. 3.B.ii.d.**

Membership

The Global Education Faculty Advisory Committee consists of:

- Four representatives, one from each of divisions I and II, and two from division III, elected by the entire faculty for a two-year term. Dean’s Council will ensure that the two elections for Division III’s members are from different departments and programs and represent the disciplinary breadth of the division;
- The Dean, in consultation with the Dean’s Council, shall appoint one of the divisional members as chair;
- The Associate Dean for Curriculum, who serves *ex officio* with voice but no vote;
- The Director of the Center for Global Education, who serves *ex officio* with voice but no vote.

VI. 3.C.ii. Committees with Appointed membership

Academic Integrity Committee (appointed)

Function: The Academic Integrity Committee’s mission is to promote a culture of honesty and adherence to academic standards of integrity, by providing guidance to the community in fulfilling its responsibilities under the Academic Integrity Policy, and by supporting student engagement in educational opportunities and intellectual growth.

Specifically, the Academic Integrity Committee responsibilities include:

- Hearing and deciding all cases where students are charged with having violated the College’s policies on academic integrity;
 - For the full text of the [Academic Integrity Policy click here.](#)
 - For the [Academic Integrity Procedures click here.](#)
- Advising the faculty regarding its policies and regulations;
- The Chair of the committee will meet with the appropriate representatives from student government at least once each academic year to review the committee’s policies and guidelines and solicit feedback;
- The committee’s agenda and decisions shall serve as its minutes and shall remain confidential. The outcome of the hearing is documented, with a copy sent to the student and accusing faculty.

Membership:

The Academic Integrity Committee consists of:

- Two representatives from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council;
- The Dean of the College or designee.

Academic Standing Committee - CLA (appointed)

Function: The CLA Academic Standing Committee is concerned with the academic performance of students in the College.

Specifically, CLA Academic Standing Committee responsibilities include:

- Granting or denying individual student requests for modifications or exceptions to academic regulations;
- Acting as the deciding body for petitions from faculty for grade changes;
- Conducting an end of term review of student performance and academic standing and managing the Satisfactory Academic Progress appeal process for students on a required withdrawal and probation. Deciding on the standing and retention of undergraduate students based on their academic performance;
- Reporting to the faculty each semester on actions it has taken during the preceding semester;
- Advising the faculty regarding its policies and regulations;
- The Chair of the committee will meet with the appropriate representatives from student government at least once each academic year to review the committee's policies and guidelines and solicit feedback;
- The Committee's agenda and report of actions serve as the minutes, which are kept as part of the committee's records. These records remain confidential and are not posted or made public.

Membership:

The Academic Standing Committee consists of:

- One member from divisions I and II and two members from division III appointed by the Dean in consultation with the Dean's Council. which will ensure that the two representatives from Division III's members represent the disciplinary breadth of the division;
- The Associate Provost, the Director of the Center for Academic Excellence, and the Dean of Students (or a representative);
- The University Registrar and representatives from Financial Assistance and Student Accounts will sit on the committee with voice but without vote.

Civic Engagement Faculty Advisory Committee (appointed)

Function: The Civic Engagement Faculty Advisory Committee advises the Director of the Center for Civic Engagement (CCE) on the development, promotion and implementation of new and existing civic engagement courses, programs, and partnerships.

Specifically, Civic Engagement Faculty Advisory Committee responsibilities include:

- Providing oversight and regular review of existing programs. oversees assessment strategies for Community-Based Learning (CBL) courses;
- Overseeing alignment of the CCE's work with national trends in civic engagement and the liberal arts;
- Overseeing alignment of the CCE work with University goals, programs, and offices by increasing engagement with community in the service of the common good, including but not limited to working with low income and minority communities and increasing opportunities for faculty mentorship of students through experiential learning.

Membership:

The Civic Engagement Faculty Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council, who shall elect a chair from among themselves;
- The Director of the Center for Civic Engagement (*ex officio*).

Frances B. Sellers/Educational Opportunities Scholars Faculty Advisory Committee (appointed)

Function: The Educational Opportunity Scholars Program (EOS) Faculty Advisory Committee advises the Director of the Program on all matters related to the academic curriculum and educational support services designed and developed for students admitted to the university through the Frances Sellers Program.

Specifically, Frances B. Sellers/EOS Faculty Advisory Committee responsibilities include:

- Advising and support concerning curriculum and planning of the EOS Summer Program;
- Working collaboratively with the EOS Director and the Center for Academic Excellence (CAE) to support the mission and objectives of the program;
- Advising and updating the EOS Director concerning changes in academic policies potentially impacting the program;
- Providing guidance concerning all necessary approvals, as needed, before implementation of the discussed curriculum.

Membership:

The Frances B. Sellers/EOS Faculty Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Faculty Divisions, appointed by the Dean in consultation with the Dean's Council and approval of the EOS Director;
- The Director of the EOS Program;

- Associate Provost for Academic Services.

Faculty Advisory Committee on Admission and Financial Aid (appointed)

Function: The Faculty Advisory Committee on Admissions and Financial Aid advises the Vice President for Enrollment Management and the Director or Dean of Admissions on all matters related to admissions and financial aid policy and strategy for the College.

Membership:

The Faculty Advisory Committee on Admissions and Financial Aid consists of:

- A representative from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council.

Honors Advisory Committee (appointed)

Function: The Honors Committee advises the Director of the Baldwin Honors programs and the faculty concerning curricular changes, new courses, and programming for the Baldwin Honors Program. The committee's responsibilities include:

- Ruling on petitions related to specialized honors theses;
- Coordinating and promoting prestigious fellowship applications including, but not limited to: the Beinecke, Boren, Carnegie Junior Fellowship, Cooke, Fulbright, Goldwater, Marshall, Rhodes, Roothbert, and Scoville.

Membership

The Honors Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Division. ~~The not represented by the Director and Associate Director,~~ appointed by the Dean in consultation with the Dean's Council;
- Director of the Baldwin Honors Program, who serves as chair;
- Associate Director of the Baldwin Honors Program; ~~who also serves as a division representative;~~
- The Associate Dean for Curriculum.

VII. DEPARTMENTS OF INSTRUCTION AND DIVISIONS

VII. 1. Divisions of the College: Their Nature and Function

The division is an educational and quasi-administrative unit intended to provide an electoral pool of broadly related disciplinary subjects for the purpose of election to the following faculty committees: Committee on Faculty, Dean's Council, Curriculum and Academic Policy Committee, and Assessment. The Dean's Council representative for each division will serve as chair of that division and as Coordinator for purposes of nominations

to the above four committees.

The organization of the divisions shall be determined by the faculty. Changes in divisional organization may be made by the faculty after consideration of such proposals by the Dean's Council. **Divisional affiliation of faculty with joint appointments will be articulated in their appointment letters.**

VII. 1.A. Departments and Programs Included in Divisions

- Division I: Biology, Chemistry, Mathematics and Computer Science, and Physics;
- Division II: Anthropology, **Business**, Economics, Education, Political Science and International Relations, Psychology, and Sociology;
- Division III: Art, Art History, Chinese and German, Classics, English, French and Italian, History, **Media and Communications**, Music, Theatre and Dance, Philosophy, and Spanish.

VII. 1.B. Faculty Forum

Faculty Forums have the following specific responsibilities:

- To provide an opportunity for faculty in the Forum to discuss amongst themselves important policy and major curricular changes coming before the Faculty Meeting;
- To forward to the Dean's Council any proposals the Forum considers desirable and that need the approval of the full faculty to become effective;
- To consider and make recommendations concerning any other matter which it deems important to the effective achievement of the educational purposes, either of its curricular area or of the faculty as a whole. Such consideration may be initiated either by the Forum itself or at the recommendation of any of its constituent departments;
- To discuss proposed policy and programmatic changes, and to provide CAPC and the Faculty Meeting with the benefit of the Forum's deliberations and perspectives. (Note that a Forum may not, by itself, approve and implement a policy or programmatic proposal or recommendation initiated by a department or individual faculty member).

VII. 1.C. Responsibilities and Duties of Forum Chairs

- Call Forum meetings on a regular basis (normally at least three times per semester) or when needed;
- Set and circulate the agenda for Forum meetings in advance of those meetings;
- Chair Forum meetings;
- Represent the discussions of the Forum to the Dean's Council before the Faculty Meeting;
- Participate actively on the Dean's Council.

VII. 1.D. Constitution of the Faculty Forum

The members of Dean's Council will chair one of five Faculty Forum meetings, each held at a different, non-overlapping time (advertised before the semester begins). Three of the faculty forums are chaired by the representatives of each division, and are intended for members of that division; the other two are cross-disciplinary groupings with free-flowing membership. Any faculty member can attend any one of the Forums in preparation for the full faculty meeting.

VII. 2. Academic Departments and Programs of Instruction

VII. 2.A. Nature and Function of Departments of Instruction and Academic Programs

VII. 2.A.i. Nature

Departments of Instruction and Academic Programs are organizational units that represent and administer subject matter areas of the College and Caspersen School curricula. Departments and programs consist of a chair/director/ or convener and faculty. A department or program usually corresponds to one or more majors or related fields of academic study. Departments and programs have the same statuses in the governance structure of the university in terms of budgeting, hiring, faculty evaluation, and teaching assignments.

VII. 2.A.ii. Function

Departments and Academic Programs are responsible for overseeing and assessing their curricula; effectively delivering their academic programs; providing guidance to students; and in some cases overseeing staff, equipment, and/or facilities.

Departments and programs are also responsible for making hiring recommendations; mentoring faculty; and guiding faculty through the renewal, tenure, and promotion processes.

VII. 2.A.iii. Creation of Departments and Programs

Proposals for new departments or programs are developed either by a committee of core faculty appointed by the Dean or by interested members of the university community. They are submitted to the Dean's Office for review by Dean's Council, which considers them as part of Drew's overall educational program; and in conversation with CAPC, which reviews the associated curriculum; and if approved, they are brought to a vote before the full Faculty. Departments must also be approved by the Board of Trustees. Programs may propose changing their status to a department by the same process, which also requires approval by the Board of Trustees.

VII. 2.A.iv. Modification, Consolidation and Elimination of Departments and Programs

Proposals to modify, consolidate, or eliminate departments or programs follow the same process as creation of departments or programs.

VII. 2.B. Department Chairs, Program Directors, and Program Conveners

Departments of Instruction and Academic Programs must have an administrative chair or head, normally a member of the department or program with tenure.

Department chairs, program directors, and program conveners are university leaders responsible for facilitating various administrative and budgetary processes; supporting and mentoring faculty; overseeing department curricula; providing guidance to students; overseeing assessment; and, in some cases, overseeing staff, equipment, and/or facilities. Aside from assuring that all day-to-day administrative tasks are done in a timely manner, chairs and program directors or conveners must be willing and able to advocate for their department or program, represent the administration within their department, and create an atmosphere where discussion and collaboration are encouraged and differences are supported.

VII. 2.B.i. Appointment and Term of the Chair

In conversation with departments and programs, the Dean will consider candidates for the position of Department Chair, Program Director, or Program Convener. The chair, director, or convener needs to have both the support of the faculty from their department or program and of the Dean. Appointments will be made by the Dean and the term of appointment will normally be for three years, but may be renewed or extended when appropriate. If at any time, a chair, director, or convener loses the support and confidence of a majority of the members of their department or program, those members may formally petition the Dean for the selection of a new chair, director, or convener.

VII. 2.B.ii. Specific Duties and Responsibilities of Department Chairs, Program Directors, and Program Conveners

Duties and responsibilities will vary according to the specialized needs of a department or program, and the appointment letter from the Dean will include specific obligations. It should be noted that many departments and programs function effectively by having other members of the department/program share in these tasks, e.g., having one member be responsible for coordinating assessment activities, chairing search committees, attending admissions events, or advising new transfer students, etc. The Dean may reassign time for chairs, directors, and conveners. The Dean maintains and publishes a list of chair, director, and convener positions that are

to be granted assigned time, which will be reviewed annually by the Dean's Council, which may, when appropriate, propose modifications.

VII.2.B.iii. Obligations to the Faculty

Department chairs, program directors, and program conveners supervise and evaluate full-time faculty following Committee on Faculty Guidelines [see **Section V** of this document], including commenting on annual reports and ensuring mentoring and regular teaching observations of faculty members. They also supervise and evaluate the work of part-time faculty as needed. In conjunction with the Dean's office, they monitor teaching loads.

VII. 2.B.iv. Curricular Responsibilities

Department chairs, program directors, and program conveners administer the curriculum and work with the Registrar's office to ensure accuracy of catalog information. They provide leadership and long-range planning, and propose changes in curricular offerings or major/minor requirements to CAPC. They work closely with the Registrar's Office to prepare the annual schedule of course offerings for the department, in close consultation with all members of the department and relevant interdisciplinary programs. They also oversee the progress of regular assessment and any self-study process within the department in consultation with the Dean's Office.

VII. 2.B.v. Administrative Responsibilities

Department chairs, program directors, and program conveners serve as the department intermediary with the Dean's Office, Dean's Council, Division, Arts and Sciences Faculty, and Facilities and attend meetings for chairs and conveners as scheduled by the Dean's Office. They schedule regular meetings of department or program faculty to conduct departmental and program business, coordinate departmental or program representation at University events, manage the department or program budget and any related facilities, and ensure that each student majoring in the departmental/program subject area is assigned an academic advisor within the department/program. They also submit line requests, facilitate departmental or program hiring processes, and manage and supervise any departmental staff and student employees. Details of these tasks may be found in the Department and Program Chair Handbook [[link here](#)].



LAUNCH UPDATES - January, 2021

Senior Launch Intensive

- January 8-14, focused on:
 - Seniors' preparation for post-graduation.
 - Their development of an ePortfolio that synthesizes and displays their experiences; it included a resume, an elevator pitch, and a plan for next steps.
 - Their ePortfolio presentation for feedback from alums and faculty in their industry of interest
- A sampling of student presentations of their Senior ePortfolios: [Derrick Lobo](#), [Jake Marlowe](#), [Michael McGeeney](#)

Spring 2021 Drew 110

- Simultaneous sections every other Tue. at 2:40PM, Wed. at 7:05PM, and Fri. at 1:15PM.
- [Streamlined Syllabus](#) (e.g., focus of sessions on student individual/interactive processing of key content; only the Launch Plan Synthesis and its presentation as the strategic, comprehensive required assignment of the course).
- Drew 110 Teaching Assistants
 - 23 TAs, including sophomores (completed Drew 110) and DSEM Writing Fellows
 - [Position Description](#)

Launch Bridges

- Alums, employers, staff and faculty facilitating virtual projects for students
 - [Flyer](#) for Project Facilitators
 - [Program description and access](#)
- Please **help us promote the program with students**, including connecting us with students interested in an unposted project for our outreach to target community members.
- Please **help us promote the program with potential facilitators**, including on/off-campus community members.

Spring Launch / Career Center In-Class Session Opportunities

(Ideal for Capstones or other advanced courses)

- Recommended Topics:
 - Résumé design
 - Cover letter design
 - Exploring Immersive Experiences
 - Networking & Engaging with Mentors
 - Internship/Job Search
 - Applying to Grad School
 - Interview preparation
 - Launch Communities and other Launch resources
- **Complete this form** if interested: <https://launch.drew.edu/career-development-workshops/>

DREW UNIVERSITY ENROLLMENT REPORT TO FACULTY

Colby McCarthy
Dean of Enrollment Management
January 29, 2021

Application Update – Fall 2021-as of 1/24/21

Fall 2021 - First Year

| | Fall 2021 | Fall 2020 |
|----------|-----------|-----------|
| Applied | 3119 | 3345 |
| Admitted | 1617 | 1500 |
| Enrolled | 87 | 86 |

Fall 2021 - Transfer

| | | |
|----------|----|----|
| Applied | 28 | 28 |
| Admitted | 12 | 3 |
| Enrolled | 5 | 0 |

We are completing review of Early Action applicants and will begin releasing Regular Decision admits the first week in February. Our goal is to engage admitted students as early and as much as possible.

Spring Events

We are working on developing a schedule of events for spring to accommodate both in-person and virtual delivery. Please see the list of dates below. We are planning to deliver most in-person events for admitted students segmented by academic area to keep the number of guests to campus to a minimum. We will share specific details as they become available.

Meghan McHugh and Maddy Randall are working through the Dean's Office to organize faculty participation in admitted student events. They will also be coordinating, with the Dean's Office and faculty, a schedule of classes that would be appropriate for admitted students to attend.

Saturday, February 6: ****Virtual**** Inside the Forest Day (All Programs)

- 10-11:30am

Saturday, February 13: Inside the Forest Day (All Programs)

- 8:30am-12pm

Sunday, February 28: Inside the Forest Day (Business/ECON)

- 8:30am-12pm

Wednesday, March 10: ****Virtual**** Inside the Forest Day (All Programs)

- 7-8:30pm

Saturday, March 13th: Inside the Forest Day (Science/Research/Pre-Med)

- 8:30am-12pm

Sunday, March 21: Inside the Forest Day (The Arts)

- 8:30am-12pm

Saturday, April 10: Inside the Forest Day (Humanities/Social Sciences)

- 8:30am-12pm

Prospective Student Events SP2020:

Monday, February 15: Discover Drew Day

- 8:30am-12pm

Tuesday, April 6: ****Virtual**** Discover Drew Day

- 7-8:30pm

Financial Aid Updates

- The Office of Financial Assistance has merged with the Office of Student Accounts into the Office of Student Financial Services led by Christine Fressola with a direct report to Colby McCarthy.
- Please advise any student having difficulty paying to contact their financial aid counselor. Students are assigned as follows:

Last names A through CL and P through Z: Nick Capodice - ncapodice@drew.edu

Last names CO through O: Kandice Joyce – kjoyce@drew.edu

- Drew will be receiving another round of CARES Act funding for direct aid to students. Details for awards are being finalized and students will be contacted via email about the availability of funds and the application process.

UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of January 29, 2021

Your colleagues in the library, archives, and instructional technology continue to support remote teaching and learning during the spring semester. For Spring, we are offering several on-campus services, with modifications in response to the ongoing COVID-19 pandemic. Watch the [Library Services in DVT page](#) for updates.

LIBRARY SERVICES

Changes for Spring 2021

- **Building Access:** To comply with COVID protocols, access to the main library building will be limited for Spring 2021. Hours of operation are M-Th between 9AM-8PM and Fridays from 9AM-5PM. A Drew ID is required.
- **Information Access and Consultations:** Remote access to library services and information resources remains available for faculty and students working from a distance as well as on campus. These services include but are not limited to consultations (email, chat, Zoom), remote office hours for drop-in research help (Zoom), and help identifying and acquiring digital resources (articles, e-books, films, Open Educational Resources, open access collections, etc.).
- **Contact-Free Checkout:** For Drew-owned materials not already available in digital form, the library will continue to offer scans or retrieval of items from the stacks for [contact-free pickup by appointment](#). (bitly.com/drewbookrequest)
- **Study Tables by Appointment:** A limited number of main floor tables are now available for Drew on-campus and commuter students to reserve for individual study. For availability and booking, visit drew.mywconline.com and select the schedule called "Library Study Tables – Spring 2021." Instructions and policies are outlined on the WOnline reservation page and include an agreement to adhere to all campus health and safety protocols – check in with LiveSafe, maintain physical distance, wear a face covering (mask) at all times, bring their own computer devices (shared workstations and printers are currently offline), and clean work surfaces with sanitizing wipes (provided) before and after use. Study tables are in open areas, so students are requested to use headphones if connecting to a remote class or watching a video.
- The Archives building remains closed, with all services delivered remotely, including scanning and remote consultations.

Contacts for Spring: Refer to the [Ask A Librarian page](#) for current points of contact:

- Margery Ashmun: Sciences, Public Health and Education
- Matthew Beland: University Archives, History
- Andrew Bonamici: Launch, Media and Communications
- Guy Dobson: Computer Science, Math, Music
- Kathy Juliano: Library databases and media; general reference
- Jesse Mann: Theology, Classical Studies, Philosophy, Romance Languages, and Medieval Studies
- Irina Radeva: Anthropology, Business, Economics, International Relations, Performing Arts, Political Science, Psychology, Sociology
- Danielle Reay: Art, Art History, Digital Humanities
- Candace Reilly: Special Collections, Methodist Collections

For research help on other subjects, please enter your research needs into the form [HERE](#) and a librarian will respond to your request. You may also email the Research Help Desk at reference@drew.edu with questions or concerns.

Library Reserves: To support remote as well as on-campus students with access to course materials, all reserves for Spring 2021 are digital. This also aligns with COVID-19 protocols and guidance on handling and quarantine of physical materials. Should the protocols change, we will notify you. We ask faculty to provide the library with the following:

1. Use the [book purchase request form](#) to request eBook equivalents of any print books you would normally put on reserve. Indicate on the form that the book is being used by an entire class.
2. Alternatively, [request scans](#) of particular chapters of a library book that you can place on Moodle.

Media and eBook Requests for Spring 2021: For films and videos, please refer to the [Media Request page](#) for search tips and instructions for any additional Spring 2021 media requests.

For questions about reserves or scanning, contact Judy Ahlers, jahlers@drew.edu. For questions about media and eBooks, contact Kathy Juliano, kjuliano@drew.edu.

Collection Development: The Library encourages faculty to submit book purchase requests using this [form](#) or by contacting your subject Librarian or [Kathy Juliano](#). In keeping current policy, we are purchasing books only upon the recommendation of faculty. All book selections should be made to support the current and future curriculum. We have also implemented evidence-based and demand-driven e-book purchase programs, with e-books discoverable in the catalog and purchased based on actual usage. Contact your subject librarian or Kathy Juliano with any questions, or to arrange a time to visit with your department to review current resources and anticipated needs.

Books by Faculty and Alumni Authors: Please let us know of recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives.

INSTRUCTIONAL TECHNOLOGY

We recommend bookmarking the [Teaching Remotely](#) page for quick access to help resources and links.

Classroom Updates: As noted in our recent e-mail, the Classroom team has installed new &/or modified technology to support the blend of on-campus and online teaching this semester. Many thanks to the dean's offices and all who have helped plan and test these arrays. Here is a [website](#) with videos and pictures of the equipment in each room. Please take a look at the entries for rooms where you are teaching.

FLEX CLASSROOMS

There are three types of Flex classroom, configured for different instructional models:

1. A fixed camera class- A webcam/mic on a stand or small tripod fixed on the teaching station, with an omni-directional microphone in the front center portion of the room. Some may have document cameras to replace writing on the chalkboard. You will find setups like this in BC101, 120, 201, 218, Sem101, and 205. The main focus is to see and hear the faculty member clearly and if class discussion needs to be captured, the instructor can switch over to the omni-directional microphone to pick up the student voices.
2. Seminar class- This room, sometimes set up with chairs in a socially distanced circle, has a Meeting Owl on a stand at the center of the circle. The Owl has the ability to adjust to who is speaking in the room, the Owl also serving as the mics and speakers. The main focus here was to give you the feel of a regular seminar class. These setups are found in BC117, 204, Sem 109, 210, 212, 214 and Tilghman 101.
3. Crawford Hall, Concert Hall, and Sem Chapel have been converted to classroom spaces. These rooms are set up similar to the Fixed Camera rooms, but with specially created teaching stations. These portable stations have a large monitor, computer, keyboard and mouse. We are using portable audio systems to support the audio that you may need from the computer.

TECH TIPS

- Previously installed instructor workstations remain in place (computers, monitors, touch panels and projectors)
- The omni-directional microphones only pickup audio from a 12' radius around the mic. If students are much further away than that it will struggle to pick them up.
- The webcam in the fixed camera classrooms also has a microphone on it. If the instructor stays in the area of the webcam, (about 10') it should pick them up clearly.
- Vocal amplifiers are available to those that request them. We understand teaching with a mask creates a problem. We have acquired small personal amplifiers with headset microphones if you feel you need a vocal boost. We have requests for the first batch of 20 but we've ordered more and are awaiting delivery shortly. Please email mrc@drew.edu if you would like to request one.
- If you are teaching an in-person class, be aware that the space may be also used for flex classes. Moving the equipment out of the way may create a problem for the next class, and time between classes can be limited. Please keep the equipment and furniture where it is as much as possible. Floors are marked where cameras, Owls and mics should be positioned - if you need to move something temporarily, be sure to move it back at the end of your class.

FEEDBACK AND CONTACT INFORMATION

- If you have suggestions for small changes to classrooms that can help create a better experience for everyone, we would appreciate you letting us know. Please email us at mrc@drew.edu with any questions or suggestions.
- If you're having any issues in your classroom while class is in session, please call 973-408-3001 (x3001 from a campus phone) and our combination of staff and students will be there to help you work out any issues.

Moodle Support: If you have any technology or Moodle related questions please create a support ticket at help.drew.edu or email helpdesk@drew.edu

Zoom Updates: Please keep your Zoom application updated to the newest version Zoom (5.3.1). The quickest way to do that is to go to <https://zoom.us/download> and click download.

Reminder about Zoom cloud storage: If you have been saving Zoom recordings to the cloud, please go to your recordings tab at drew.zoom.us and review what you can delete.

- Consider *deleting* (examples): recordings of regular meetings from completed Spring classes; recordings of routine departmental meetings with completed minutes
- Consider *downloading and storing locally or on Drive*: recordings or transcripts needed for ongoing work. Examples: audio and chat transcripts from a routine meeting; recordings of meetings or events that may have historic archival value, such as commencement events, guest lectures, or major campus announcements. (Note that many events are already available on the Drew YouTube channel: <https://www.youtube.com/drewuniversity>)
- Consider *keeping on Zoom*: recordings in active use that are linked from other websites. Examples: faculty development sessions linked from shared faculty Moodle pages.

As indicated in previous emails, we are clearing out recordings from 2018. By the end of the calendar year, we'll be asking people to evaluate their recordings from 2019.

Personnel Updates: In the wake of Brian Shetler's departure, we will soon be opening a recruitment for a newly configured position to support Special Collections Archives, and the Methodist Library.

With all best wishes,

Andrew Bonamici, University Librarian
107 Library, x3322
abonamici@drew.edu

E-Resource News

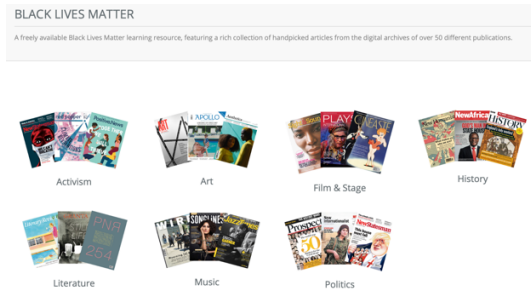
Go to <https://libguides.drew.edu/az.php> to access these resources, and contact your subject librarian or [Kathy Juliano](#) with questions and feedback.

NEW

[Black Lives Matter Learning Resource](#)

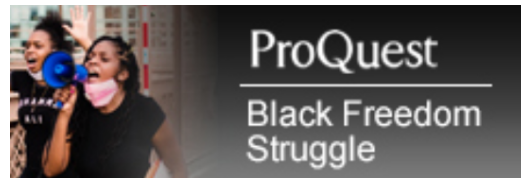
A freely available Black Lives Matter learning resource, featuring a rich collection of handpicked articles from the digital archives of over 50 different publications.

Exact Editions has partnered with a number of publishers to assemble an extensive list of articles from archived digital issues in support of the Black Lives Matter movement, spanning a wide range of topics from literature and music to politics and activism.



[Black Freedom Struggle Website](#)

A selection of approximately 1,600 primary source documents focused on six different phases of Black Freedom. Sources include historical newspaper articles, pamphlets, diaries, FBI files, and correspondence from specific time periods in history.



1. Slavery and the Abolitionist Movement (1790-1860)
2. The Civil War and the Reconstruction Era (1861-1877)
3. Jim Crow Era from 1878 to the Great Depression (1878-1932)
4. The New Deal and World War II (1933-1945)
5. The Civil Rights and Black Power Movements (1946-1975)
6. The Contemporary Era (1976-2000)

The site includes teaching tips and homework samples. For more information, see <https://blackfreedom.proquest.com/about/>

REMINDERS

JSTOR: We now have access to all **[JSTOR Archive Collections](#)**, with full text of over 1,600 journals. Although most titles lack the last several years, holdings are very deep, with many journals running back more than a hundred years.

NYT Academic Pass: Please remind your students to take advantage of the **[New York Times Academic Pass](#)**, an online subscription with full access to NYTimes.com, NYTimes mobile apps, and international editions. Individual registration and account activation is required for access - go to <https://libguides.drew.edu/newyorktimes> and follow the directions under How To Register. Registered users have unlimited archival access to all years before 1923 and after 1980, and five articles per day for the years 1923-1980. Users can discover and share content on social networks, save articles, subscribe to email newsletters of areas of interest and receive news alerts, either on predefined topics or through a keyword search the user designates. The share button allows you to post articles to a Moodle site.

Open Access Videos

Check out [Open Access Video](#) sites on our [Media LibGuide](#).

PLEASE ANNOUNCE TO YOUR STUDENTS

Schedule Library Research Help and Study Tables through WOnline

RESEARCH HELP

ACCESS TEXT-ONLY & MOBILE

DREW
UNIVERSITY

WELCOME, ANDREW ▾ Nov. 30 - Dec. 6, 2020 FA 20 Library Resear ▾
◀ PREVIOUS WEEK | CURRENT WEEK | NEXT WEEK ▶

HELP? Limit to ▾ -- please select --
All Subjects
Anthropology
Behavioral Science
Bio-Anthropology
Biochemistry
Biology
Business Studies
Chemistry
Chinese
Classics
Communications
Economics

RESEARCH HELP APPOINTMENTS: INSTRUCTIVE
Beginning Monday, November 30th, students have the opportunity to schedule a Research Help session. See instructions below for details. NOTE: Students must schedule their appointment by Monday, November 30th until the end of the semester. After that date, students must contact an individual Librarian to schedule an appointment. [online.com](https://www.drew.edu/library/online.com). Once you have scheduled in blocks of 20 minutes, you will be available each week during your available time.

- One way to book an appointment for Research Help is to schedule from the dropdown menu.
- Available days and hours will vary for each Librarian; please email them directly to reference@drew.edu.

In addition to Library CHAT and email, students may now use the CAE’s [WOnline](https://www.drew.edu/library/online.com) scheduling system to reserve a Research Help session via Zoom. It’s simple: log onto [WOnline](https://www.drew.edu/library/online.com) (you’ll need to create an account if you don’t have one), select **FA20 Research Help** from the drop-down menu, find a day and time that works for you, and reserve that time slot. Your schedule doesn’t sync with the posted times? Email the Library at reference@drew.edu to find a time for Research Help “off schedule.”

STUDY TABLES BY APPOINTMENT

ACCESS TEXT-ONLY ACCESSIBLE & MOBILE VERSION

DREW
UNIVERSITY

WELCOME, ANDREW ▾ Jan. 25 - Jan. 31, 2021 Library Study Tables ▾
◀ PREVIOUS WEEK | CURRENT WEEK | NEXT WEEK ▶

HELP?

STUDY SPACE SERVICE: INSTRUCTIONS AND POLICIES
Beginning Wednesday, January 20, specific sections of the Library’s main floor Academic Commons will be open to Drew students to use as study space.

- Reservations may be scheduled in blocks up to three hours, renewable or extendable based on demand.
- Available hours are between 9 am - 8 pm Monday-Thursday and 9 am - 5 pm Friday.
- To maintain physical distance, capacity will be limited to 10 simultaneous occupants.
- You will need to check in with a staff member when you arrive and will then be directed to your assigned table. Bring verification of your appointment such as a confirmation message on your phone, as well as your Drew ID.
- Participants agree to adhere to all campus protocols, including LiveSafe check-in and wearing a face covering (mask) at all times.
- Bring your own devices (laptop). **Shared workstations and printers are currently offline.**
- Be aware that most library staff are working remotely; regular on-site services are not available.
- **The stacks remain closed for browsing;** continue to use request forms to request materials for contactless pickup. If you would like to make use of library materials during your appointment, make sure to indicate that when you book your appointment and email library@drew.edu a list of the titles and call numbers.
- All areas beyond the atrium, including study carrels, remain unavailable. We ask that you stay at your table during your appointment.
- No food is permitted. Drinks in covered containers are permitted, provided face coverings are replaced immediately after use.
- Use sanitizing wipes (provided) to clean work surfaces before and after your study session.

A limited number of main floor tables are now available for Drew on-campus and commuter students to reserve for individual study. For availability and booking, visit drew.mywonline.com and select the schedule called “Library Study Tables – Spring 2021.” Instructions and policies are outlined on the WOnline reservation page and include an agreement to adhere to all campus health and safety protocols – check in with LiveSafe, maintain physical distance, wear a face covering (mask) at all times, bring their own computer devices (shared workstations and printers are currently offline), and clean work surfaces with sanitizing wipes (provided) before and after use. Study tables are in open areas, so students are requested to use headphones if connecting to a remote class or watching a video.

MSCHE Self-Study Update Report

January 26, 2021

Middle States Self-Study Update

The Steering Committee appreciates all of the feedback on Part I that was shared in October 2020. Several changes were made to the draft of the report based on community feedback.

The most significant changes were:

- Standard II [Ethics and Integrity] was moved from Chapter 7 to Chapter 3
- A section on Drew's response to issues of diversity and racism was added to Chapter 2 [Mission and Goals]
- The organization of the draft was changed from two parts to three. Here is the updated structure of the report:

Executive Summary

Chapter 1. [Institutional Context] Drew's Proud Tradition of Liberal Arts Education

PART I. IMPORTANCE OF THE MISSION AND CULTIVATING A CULTURE OF RESPECT

Chapter 2. [Standard I: Mission] Reimagining the Student Experience in Alignment with Drew's Mission for Liberal Arts Education

Chapter 3. [Standard II: Ethics] Operating with Integrity and Cultivating a Culture of Respect

PART II. REIMAGINING THE STUDENT EXPERIENCE: INTEGRATING ACADEMICS, STUDENT LIFE, AND CAREER PURPOSE DEVELOPMENT

Chapter 4. [Standard III: Academics] and [Standard V: Learning Assessment] Design, Delivery, and Assessment of the Student Learning Experience

Chapter 5. [Standard IV: Student Support] Support of the Student Experience from Recruitment to Post-Graduation

PART III. LEADING AN INDEPENDENT LIBERAL ARTS EDUCATION INSTITUTION THROUGH CHALLENGING TIMES

Chapter 6. [Standard VII: Governance] Shared University Governance and Assessment-Driven Reorganization of Administrative Units

Chapter 7. [Standard VI: Planning] Combining Mission-Driven Planning with Data-Driven Planning to Address Major Challenges

As chapters that have already been shared with the community are updated, they will be shared with a professional editor to ensure consistent voice and narrative.

We will be sharing Chapters 1-6 with the community for feedback in February 2021. This includes two new chapters - Chapter 3 [Standard II - Ethics and Integrity] and Chapter 6 [Standard VII - Governance, Leadership, and Administration]. These chapters have been reviewed by Cabinet and will be shared with the Board in February 2021. Faculty and staff will have the opportunity to provide feedback by completing an anonymous survey and/or by attending a virtual town hall meeting.

Given several recent and significant changes, Chapter 7 [Standard VI - Planning, Resources, and Institutional Improvements] is being rewritten. We will be sharing this chapter with the community prior to the MSCHE preliminary visit in April 2021.

Next Steps

- The co-chairs will update Chapters 1, 2, 4, and 5 based on feedback from the editor
- The Steering Committee will update Chapters 3 and 6 based on community feedback.
- Evidence for Chapters 1, 2, 4, and 5 will be uploaded into the evidence inventory.
- We will continue to finalize Chapter 7 which will be shared with the community for feedback prior to the preliminary visit in April 2021.

Documentation

The UKNOW Middle States site contains the approved Self-Study Design document, copies of PowerPoint presentations related to the self-study, and minutes from Steering Committee meetings.

Please send any questions or comments to middlestates@drew.edu.

The Drew Review

**DID YOU WRITE A GREAT
RESEARCH PAPER LAST SEMESTER?**

Submit it to be **published** in *The Drew Review*, Drew's own peer-reviewed research journal!

Students should approach their professor for a **faculty nomination** in order to submit a paper.

Professors can send submissions as an email attachment to drewreview@drew.edu

**SUBMISSION DEADLINE IS
MONDAY, FEBRUARY 1ST**



#DrewTEACH

Spring 2021
Workshop

Today's Educators Are Connected Here

Series



Learn More and Register at DrewTEACH.org/Workshops

PROFESSIONAL LEARNING

Virtual access to all workshops via Zoom

Time: 7:00 - 8:30pm unless otherwise noted

Cost: \$15 per session OR \$75* for full access

*Partner schools and TCs receive a discount.

ASSESSMENT USING DIGITAL TOOLS

Feb 8 Assessment & Course Management w/ Forms and Classroom

Feb 10 Rethinking Assessment

Feb 17 Personalized Learning Path

Feb 22 Academic Integrity In a Digital Age

Feb 24 Using Screencasts and Other Tools to Assess Student Learning

VIRTUAL WORKSHOPS

CREATING CONVERSATIONS W/DIGITAL TOOLS

Jan 20 Annotation as Conversation

Jan 27 Facilitating Groupwork

Feb 3 Tools for Asynchronous Response (Flipgrid, Voicethread, Padlet, and more!)

CONNECTED LEARNING AND TEACHING

Mar 2 Developing a Professional Website 5:00 - 6:30pm, Livestream

Mar 15 What Is Connected Learning and Why Does It Matter?

Mar 17 Building a Professional Learning Network

Mar 24 The Basics of Blogging

FULL-DAY WORKSHOP

Engaging Readers and Writers

Sat April 17th Join Drew Writing Project and Digital Literacies Collaborative in the annual spring colloquium. Teacher Consultants will present workshops 8:30-2:30 featuring their own practice. Enjoy hands-on teaching demonstrations and time for writing.

Cost \$40 on campus (includes box lunch) or \$25 for virtual access only

GOOGLE TOOLS

Apr 28 Collaboration Using Google Tools

Workshops presented by Drew Writing Project and Digital Literacies Collaborative Consultants

Dear colleagues,

“What do we want to learn about our students’ writing?”

This question has guided the Academic Effectiveness and Assessment Committee (AEAC) this semester as we’ve designed a pilot assessment for the transferable skill of written communication.

Graduating competent writers is central to Drew’s mission. Last year, as part of the process to design our new general education curriculum, a working group devised the following student learning outcome (SLO): “Students are able to produce a written document that communicates ideas and/or research appropriate to audience and purpose and that responds effectively to feedback.”

We enthusiastically invite Departments/Programs to participate in this pilot assessment for written communication. For Departments/Programs that opt in, participation will substitute for their regular programmatic assessments for AY 2020-2021. Here, we outline a process for assessing this SLO and, at the same time, learning more about what and how CLA students write. We expect that both faculty development and administrative support will also be part of this process.

Our pilot has two goals:

- To summatively assess the writing competency of students nearing graduation.
- To identify how we can better serve our students’ development as writers.

To achieve these goals, we have designed the following process:

1. Interested Departments/Programs indicate their participation in the pilot by the end of the Fall 2020 semester. A [link to a Google form](#) is provided at the end of this document.
2. During the Spring 2021 semester, participating Departments/Programs implement individualized plans to collect meaningful writing samples and revision memos from senior majors. We encourage Departments/Programs to define “meaningful” in whatever way seems appropriate for them. Furthermore, we recognize that collection from every senior student may be unwieldy for some Departments/Programs, so we invite flexible adaptations. The revision memo is a short reflective document students complete during the writing assignment that is key for students’ development as writers. Guidelines for the memo are attached.
3. Toward the end of the Spring 2021 semester, Departments/Programs will assess the samples and memos using the attached rubric. Each sample and memo should be assessed by more than one faculty member. AEAC will recommend assessment procedures and consult with Departments/Programs as desired.

4. Data will be submitted to AEAC via a simple, standardized system. We will aggregate, summarize, and report these data back to the faculty in the Fall 2021 semester and coordinate discussions centered on how best to act on what we've learned--both about student writing and this assessment process.

While we have outlined this assessment process, we recognize that adaptations may be necessary for you to optimize it, and ask you to report these adaptations back to AEAC. **If you have any concerns or foresee any barriers as you are considering participation in the pilot, please feel free to email us at CLADean@drew.edu** and someone on the committee will reach out to discuss. Ultimately, we hope this pilot will help to build a value-added assessment culture at Drew that moves us from a compliance-based approach to a student-centered approach and helps us answer **“What do we want to learn about our students’ writing?”**

Thanks,
The Members of AEAC (AY '20-'21)

Revision Memo Guidelines

We request Departments/Programs ask students to explicitly reflect on feedback. Students should write a short document--we're calling it a revision memo--in between a draft and a revised version in which they reflect on the changes they made. The memo is designed to help students develop their abilities to constructively respond to feedback and to revise their writing. The memo also allows us to assess this outcome.

We offer the following adaptable revision memo prompt:

***Revision prompt:** In response to the feedback you received on your draft, submit a short reflection that summarizes the following:*

- *The feedback you received on your rough draft.*
- *The specific feedback you plan to use to revise your draft and how you will do that.*

The Rubric. Our aim has been to devise a tool that gathers data to help us learn about--rather than grade--student writing at Drew. The rubric intends to measure **writing competency**, not disciplinary competency, as might be emphasized during grading. It also stresses simplicity and even levity--after all, assessment should be something we look forward to.

| Writing Rubric | :(| : | :) | ;)) | :D |
|--|-----------------|-----------|------------------|-------------|-----------------|
| | Emerging | | Competent | | Advanced |
| Audience and Purpose The writing demonstrates a consideration of audience and purpose that is... | | | | | |
| Development The writing demonstrates development of ideas that is... | | | | | |
| Support The writing demonstrates support of ideas that is... | | | | | |
| Genre and Disciplinary Expectations The writing demonstrates adherence to formal and informal genre/disciplinary expectations that is... | | | | | |
| Grammar and Syntax The writing demonstrates skill with grammar and syntax that is... | | | | | |
| Revision The writing demonstrates skill in understanding, responding to, and incorporating feedback that is... | | | | | |

*This rubric design follows universal design for learning (UDL) principles.

[USE THIS FORM TO INDICATE YOUR DEPT/PROGRAM 2020-2021 assessment plan](#)

localTREC

January 2021

Forty students took part in the January [localTREC](#), an innovative program designed to help students fulfill the off-campus requirement for graduation at a time when the pandemic has limited many opportunities. The program was built upon the goals of Drew's global education programs. Students "traveled" locally, rethinking how their major helps them understand their world, exploring their immediate surroundings and connecting to a broad, diverse community of wanderers.

When asked whether they would recommend this program to others, one student explained, "Yes I would, especially for those who may not be able to go abroad, because you are able to explore your local surroundings and see familiar areas in a different light which I felt is very impactful, just as impactful as going to a new country for the first time."

Many thanks to Sandra Jamieson, Jens Lloyd, Brianne Barker and Marie-Pascale Pieretti who served as program instructors, and to Carolina Arango-Vargas, Jeremy Blatter and Rebecca Sodorholm who provided skill building sessions.

Look for students' final projects to be shared on a public website in the near future.

Sturgis Standard Code of Parliamentary Procedure

Summary:

Basic Rules of Precedence:

1. When a motion is being considered, any motion of higher precedence may be proposed, but no motion of lower precedence may be proposed.
2. Motions are considered and voted on in reverse order to their proposal. The motion last proposed is considered and disposed of first:

Common Motions in Order of Precedence:

| LANGUAGE | | Interrupt Speaker? | Second Needed? | Motion Debatable? | Vote Needed? |
|---|--|--------------------|----------------|-------------------|------------------------------|
| Privileged Motions: Motions of urgency entitled to immediate consideration. | | | | | |
| 1. *Adjourn the meeting. | I move that we adjourn. | NO | YES | YES** | MAJORITY |
| 2. *Recess the meeting. | I move that we recess until... | NO | YES | YES** | MAJORITY |
| 3. Questions of Privilege (Noise, temperature, etc.) | I raise the question of privilege.... | YES | NO | NO | Decided by presiding officer |
| Subsidiary Motion: Motions which alter the main motion, or delay or hasten its consideration. | | | | | |
| 4. Postpone temporarily | I move we table the motion.. | NO | YES | NO | MAJORITY |
| 5. Close debate | I move to close debate and vote immediately. | NO | YES | NO | TWO THIRDS |
| 6. *Limit or extend debate | I move that the debate on this question be limited to... | NO | YES | YES** | TWO THIRDS |
| 7. *Postpone to a certain time | I move we postpone this matter until... | NO | YES | YES** | MAJORITY |
| 8. *Refer to committee | I move we refer this matter to committee. | NO | YES | YES** | MAJORITY |
| 9. *Amend | I move that we amend this motion by... | NO | YES | YES** | MAJORITY |
| Main Motions: Motions bringing substantive proposals before the assembly for consideration and action. | | | | | |
| 10. * Main motions and restorative main motions | I move that.... | NO | YES | YES | MAJORITY |

The following motions can be offered whenever they are needed and have no order of precedence. They should be handled as soon as they arise.

| LANGUAGE | | Interrupt Speaker? | Second Needed? | Motion Debatable? | Vote Needed? |
|--|------------------------------------|--------------------|----------------|-------------------|------------------------------|
| Incidental Motions: Motions that arise incidentally out of the business at hand. They relate to matters incidental to the conduct of the meeting. | | | | | |
| 1. Appeal a decision of the chair | I appeal the chair's decision. | YES | YES | YES | MAJORITY |
| 2. Suspend the rules | I move to suspend the rules and... | NO | YES | NO | TWO THIRDS |
| 3. Point of Order | I rise to a point of order | YES | NO | NO | Decided by presiding officer |
| 4. Raise a question relating to procedure. | I rise to a parliamentary inquiry. | YES | NO | NO | Decided by presiding officer |
| 5. Withdrawal of a motion | I move to withdraw my motion. | YES | NO | NO | MAJORITY |
| 6. Separate a multi-part question for voting purposes | I move division on the question. | NO | NO | NO | MAJORITY |

*Can be amended

**Debatable if no other motion is pending.

Note: General Consent is a way of saving time by avoiding votes on routine or non controversial matters. After a motions has been moved and seconded the presiding officer may ask if there are any objections. If anyone objects, a vote must be taken on the action. If there are no objections, the matter has been decided by general consent. The presiding officer may also propose actions by general consent without any motion. If anyone immediately objects, the question must be stated and voted on in the usual way