

**Arts & Sciences Faculty Meeting**  
February 26th 2021  
**AGENDA**

<b>CALL TO ORDER: 3:15 p.m.</b>	Ryan Hinrichs
<b>APPROVAL OF MINUTES</b>	Maria Masucci ----- pp. 06
<b>DEAN'S UPDATES</b>	Ryan Hinrichs
<b>ACTION ITEMS:</b> A&S Faculty Handbook	Dean's Council ----- pp. 14
<b>DISCUSSION:</b> Revisions to Diversity Requirements	Hannah Wells ----- pp. 44
<b>REPORTS:</b> Curricular Report Launch Report Enrollment Management Report Library Report	Hannah Wells ----- pp. 45 Daniel Pascoe Aguilar ----- pp. 50 Colby McCarthy ----- pp. 51 Andrew Bonamici ----- pp. 53
<b>OLD BUSINESS/NEW BUSINESS</b>	
<b>ANNOUNCEMENTS</b> Food Pantry Student Fellowship Applications	Amy Koritz ----- pp. 58 John D. Muccigrosso
<b>ADJOURNMENT</b>	

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies  
Faculty Meeting | Friday, February 26, 2021

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### CHRISTOPHER ANDREWS

Business; Sociology

Christopher Andrews for participating in an invited panel on Zippia.com, a career resource website, addressing the job market facing 2021 graduates.

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### ALEX BAJCZ

Biology; Environmental Studies and Sustainability

Alex Bajcz for having the manuscript "Surviving or thriving: trade-offs between growth, defense, and floral reproduction in native and invasive *Rubus*" accepted pending revisions in the journal *Botany*. The lead (and co-)author, Brady Thexton, was an ESS Honors student when the paper was written and is now a Ph. D. student at Georgetown University.

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### BRIANNE BARKER

Biochemistry; Biology; Public Health

Brianne Barker for being interviewed and quoted regarding immune responses to SARS-CoV2 and vaccines. Pieces in which she is quoted include: "Should people take more than one type of COVID-19 vaccine?" in National Geographic, "Are we at the beginning of the end of COVID-19? The tricky road to herd immunity, explained" in the Philadelphia Inquirer, "Is high school swimming safe from COVID? Experts say it's complicated" in the Morristown Daily Record, "How safe is it for NJ parents to attend high school sporting events? Experts weigh in" in the Morristown Daily Record, "Can vaccinated people still spread COVID-19? How long does immunity last? Here's what science knows now" in the Philadelphia Inquirer, and "COVID-19 vaccines: What does 95% efficacy actually mean?" in LiveScience.

She also appeared on the "America Changed Forever" special with Gil Gross on CBS News Radio to talk about SARS-CoV2 and COVID-19.

Barker also presented invited talks for the Biology Departments of Florida SouthWestern State College ("Viruses, Coronavirus Myths and Your Immune System") and West Liberty University ("The Spotlight is on Vaccines").

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## ALEX DE VOOGT

Business

Alex de Voogt with Elena St. Amour, a Drew student, published an article in *Safety Science* on the safety of twin-engine helicopters.

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## HILARY KALAGHER

Psychology

Hilary Kalagher for publishing the article, "Children and Infants in Aviation Accidents," co-authored by Alex de Voogt, in the journal *Aerospace Medicine and Human Performance*.

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## CAITLIN KILLIAN

Sociology

Caitlin Killian for her invited presentation at the Presidential Scholars in Society and Neuroscience panel "Alcohol Use in Pregnancy: The Science and Stigma" at Columbia University on January 28th. She presented her work on recent misleading and overblown warnings to women to not drink alcohol while pregnant.

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## MINJOON KOUH

Physics; Neuroscience

Minjoon Kouh for publishing "Constructing an introductory science curriculum with text analysis and a path-minimizing heuristic algorithm" in the *Journal of Interactive Technology and Pedagogy*. This project was supported by the Andrew W. Mellon Digital Humanities research grants, and the manuscript was co-authored with four CLA students (Gabriel Dutra, Ji Hoon Kim, Peiyu Guo, and Kayla Rockhill)

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## JENS LLOYD

English

Jens Lloyd for publishing "Reimagining Campus Community: A Spatio-Rhetorical Analysis of Conventional and Unconventional Planning Discourse" in *Rhetoric Review* (40.1, 2021).

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## JINEE LOKANEETA

Political Science; International Relations

Jinee Lokaneeta for Discussions on her Book- [The Truth Machines: Policing, Violence & Scientific Interrogations in India](#) (Michigan) at NYU & Jindal Law School/JNU, Delhi

(in Dec 2020) and for being interviewed on her research on the podcast Swaddle (in Jan 2021).

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### MARIA MASUCCI

Anthropology

For an invited presentation on January 28 reporting on results of archaeological investigations in El Azúcar, Ecuador within the webinar series "Arqueología del Ecuador, Hoy: Arqueología de Guayas y Santa Elena" sponsored by the Colegio de Arqueólogas y Arqueólogos del Ecuador.

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### RORY MULLIGAN

Art

Rory Mulligan for publishing four photographs accompanying writer Jordan Salama's piece "I Miss Sitting at a Crowded Dinner Table" in the Opinion section of *The New York Times* on January 31, 2021.

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### KIM RHODES

Art History; Humanities

Kim Rhodes for publishing "The Hunter and the Hunted: *The Crown's* "The Balmoral Test" (S4.E2) in *Journal 18: a journal of eighteenth century art and culture*. The piece can be accessed by following this link:

<https://www.journal18.org/nq/the-hunter-and-the-hunted-the-crowns-the-balmoral-test-s4-e2-by-kimberly-rhodes/>.

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### JONATHAN ROSE

History; History and Culture

Jonathan Rose for his review of Paul Embery, "Despised: Why the Modern Left Loathes the Working Class", in the *Wall Street Journal* (January 27).

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### JOLIE TONG

Theater Arts and Dance

Jolie Tong for writing, directing and producing a community based theater piece entitled, "HOME: The NYCHA Storytelling Project." The project was awarded grants by the New York State Council for the Arts and the NYC Department of Cultural Affairs.

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## KRISTEN TURNER and BRANDIE WAID

Teacher Education

Brandie Waid and Kristen Turner for publication of "Inqu[ee]ry across the Curriculum" in *English Journal*.

Kristen Turner for serving as a panelist on Ask the Experts: Reading, Young People, and Digital Devices for the Children and Screens: Institute of Digital Media and Child Development.

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## TREVOR WESTON

Music

Trevor Weston for performances of his arrangement of "Wade in the Water" and compositions, Rivers of Living Water and Spring Clouds by the Meridian Chorale for the Atlanta Music Festival, January 30.

A performance by Brian Harlow of Weston's organ work, Variations on a Theme by Ellie on February 13 for a concert hosted by Music of the Somerset Hills series.

An additional performance of Weston's work, Fudo Myoo for string quartet, premiered at Drew in 2012. This piece will be featured in an online performance by the Harlem Chamber Players for their Black History Month celebration on February 22 at 8 PM. The concert was simultaneously aired on WQXR followed by an interview with Weston in the WNYC Greene Space with Terrance McKnight.

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## COURTNEY ZOFFNESS

English; Creative Writing

Courtney Zoffness, whose essay "My 6-Year-Old Has the Coronavirus. I'm Trying to Stay Calm," published in *The New York Times* on February 2nd.

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## January 29, 2021 A&S Faculty Meeting Minutes

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

### **IN ATTENDANCE**

#### FACULTY

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Chris Apelian, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Brianne Barker, Jim Bazewicz, Rachelle Belinga, Frances Bernstein, Jeremy Blatter, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, James Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaelae Chappe, Miao Chi, Kimberly Choquette, Graham Cousens, Chris Darrell, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Christopher Fazen, Steven Firestone, Kimani Fowlin, Jonathan Golden, Yuliya Grinberg, Summer Harrison, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Poe Johnson, Jason Jordan, John Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steven Kass, Rita Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, John Lenz, Jens Lloyd, Jinee Lokaneeta, Lisa Lynch, Yahya Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Nancy Noguera, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi#, Jonathan Reader, Judy Redling, Kim Rhodes, Susan Rakosi Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Shawn Spaventa, Sharon Sundue, Phoebe Tang, Kristen Turner, Maria Turrero-Garcia, Merel Visse, Nancy Vitalone-Raccaro, Hannah Wells, Trevor Weston, Tammy Windfelder, Andrea Woodka, Courtney Zoffness

#### INVITED GUESTS

Carol Bassie, Michelle Brisson, Ryman Curtis, Margery Ashmun, Matthew Beland, Tanya Linn Bennett, Andrew Bonamici, Nora Boyer, Barb Bresnahan, Stephanie Caldwell, Jenna Corrado, Stacy Fischer, Christy Hartigan, Cordelza Haynes, Susan Ilias, Frank Merckx, Daniel Pascoe, Irina Radeva, Danielle Reay, Kareena Salvi, James Supplee, Kristen Daily Williams, Kathy Juliano, Dawn LoMauro, Colby McCarthy, Alex McClung, Candace Reilly

**CALL TO ORDER:** 3:17 p.m.

#### **DEAN'S UPDATE**

Dean Ryan Hinrichs welcomed Rachelle Belinga and Susan Ilias to the Drew community. He shared, too, the sadness and concern around Ajay Sah's missing status but had no new information to report.

Ryan hoped that faculty had an opportunity to re-charge over winter break but acknowledged that many faculty continue to work tirelessly, specifically thanking Wendy Kolmar, Lee Arnold and all those working

on the Digital Humanities project for the January workshops that have fostered conversation and is testament to the dedication of our Drew faculty.

Ryan thanked Sandra Jamieson, Jens Lloyd, Marie-Pascale Pieretti, and Brianne Barker for teaching the January localTREC, with support from Stacy Fischer and thanked Daniel Pascoe Aguilar and his team for a successful Senior Launch Initiative, a program that will have life beyond the pandemic.

Ryan acknowledged that it has been nice to have students back, with 700 residential students ( $\frac{2}{3}$  of our first year students), even though campus is quiet. He thanked everyone for their efforts making that happen, making note of those teaching in person and those teaching flex classes, especially. For those dealing with students in quarantine, Ryan thanked faculty for working with students during that time to stay engaged.

### **COVID Surveillance**

Ryan reported that surveillance testing is going well for residential students. While there are some issues capturing an accurate list of commuter students on campus, the administration is working to address those issues. There are many available sources of data that can be used to refine the list of commuter students (e.g., ID card swipe access, parking permits) but we would also appreciate data from *in-person* instructors.

- ❑ On Monday, January 25, 2021, 205 tests (50% of residential students & 10 % of commuter students) were administered and only 1 came back positive. Drew has only 3 active cases of Covid-19 on campus, with 51 students in quarantine, 38 of whom are scheduled to be released from quarantine on Tuesday if all goes well. Students in quarantine are tested. Ryan shared that one student violated quarantine and attended class in person. This violation is now proceeding through the student conduct process and the strong messaging to students will be that this is unacceptable. Ryan reiterated to faculty that if a student who should be in quarantine attends an in-person class, the student should be asked to leave immediately and the violation reported using either the Student of Concern form or the Report Suspicious Activity function in the LiveSafe app. The notification process has been refined. He urged faculty and our community to be vigilant and reassured the faculty that the administration is working to refine systems to address any issues raised.

### **Spring Logistical Updates**

- ❑ Technology Help - Ryan reminded faculty that x3001 (or 973-408-3001) will connect them with Shawn Spaventa's team who are ready to assist.
- ❑ Classroom Use - Ryan reminded faculty that in-person classrooms are to be used only for in-class learning so if students are looking to remain after class, to please encourage them to move to one of the many available classroom spaces set aside specifically for student use outside of classroom time.
- ❑ Document Printing - Limited availability for printing on campus for students. Please continue to accept electronic coursework submission when possible and limit the need for printing assignments.

- ❑ P/LP/U Grade Mode Option - There will be discussion on this option later in the meeting but Ryan asked that advisors be aware that there are issues with Ladder, which is coded to not allow P/F courses to count toward General Education and major requirements. Options to recode Ladder are under consideration but this is not a trivial effort. Advisors should review advisee Ladder blocks carefully and submit petitions, where appropriate.
- ❑ Snow Day Plan - If campus closes, the message to students will be that they should expect their classes to meet virtually and if that is not how they normally meet, they will receive more information directly from their professors. Snow is forecast for Monday, February 1, 2021.
- ❑ Fall Semester - Ryan shared that he is approaching the fall course schedule cautiously and with some optimism. In building the schedule, it is possible, however, that physical distancing will still be required but more guidance will be forthcoming.

Ryan opened the meeting to questions:

Lisa Lynch inquired if, going forward, adjuncts available now because of Drew's virtual modality, might still be invited to teach virtually, even if Drew returns to on campus and in person learning? Ryan agreed that opportunities, like having guests not readily available to be in person on campus, that presented themselves during our virtual status should continue to be considered. Ryan noted that there are many outcomes as a result of the pandemic and it will be part of his work to bring the community together to discuss those most worthwhile and how they might carry forward. Part of those conversations will include the cost|benefit analysis of retaining zoom account access.

Tina McKittrick asked if, in the fall, there will be flexibility for those who may still be in high risk situations and, for whom, it may not be advisable to teach in person? Will they have the option to teach remotely? Ryan could not provide an answer but certainly agreed that if circumstances warrant continued use of accommodations, it will be offered.

In response to a question about wifi connectivity around campus, it was confirmed that all residence halls should have connectivity. Any student issues should be forwarded to University Technology for further investigation.

## **ACTION ITEMS**

### **Approval of Voting List**

A voting list was provided in the 01.29.21 faculty packet, all eligible faculty were asked to vote. The resulting vote was:

83 - Yes

1 - Abstain

### **Spring P/LP/U Policy**

Ryan introduced the discussion around the Spring P/LP/U Policy. He noted that CAPC, Dean's Council, Academic Standing, Faculty Forums, and the Dean's Office have all offered input on this proposal. He shared that the policy has worked well as a safety net for students struggling with a variety of issues due to the pandemic but that it is also clear that not all students are fully considering how "P" grades may be



perceived, acknowledging that no one is clear on how graduate schools will view these grades. Ryan explained that, from his perspective, it is clear that while this is an academic policy, there are other factors to consider. He welcomed Colby McCarthy to speak to concerns about being out of compliance with our Satisfactory Academic Progress (SAP) policy as well as Judy Redling and Jason Karolak, from Academic Standing, to offer their perspective before engaging in discussion around this policy.

Colby McCarthy explained all institutions that offer federal financial aid are required to have a SAP policy for the awarding of financial aid. There has to be a qualitative and a quantitative component to those policies. The qualitative relates to GPA, so students are required to attain a certain GPA at different levels of their education after completing a certain number of credits in order to be eligible for financial aid. Academic standing has tied our academic standing rules to those same policies so that there is consistency with those students being eligible to continue at Drew and being eligible for financial aid. She noted several concerns:

- ❑ With the continuation of a full P/LP/U policy for the spring semester, current sophomores will have been under that policy for three of their four semesters. If next fall, we return to a regular grading system, without this option, Drew may not know who is having issues with their qualitative (or GPA) measure. Students need a 2.0 in order to be eligible for financial aid and would go on probation if they don't maintain that GPA for academic standards. Being that a C minus is below a 2.0 but is a Pass (P) under this policy, how do we know who has fallen below a 2.0? And, will there be students who will not have time to attain satisfactory academic progress being that it will be their junior year? How do we identify students who are struggling?
- ❑ Colby added that she is not aware of an allowance for exceptions in the federal standards for academic progress when it came to qualitative measures. Some students have exercised this policy for multiple courses and there is a concern about compliance of that qualitative standard for those students.
- ❑ Academic Standing Committee, Jason Karolak, added that the committee was comfortable with students taking one class under this policy with the option to petition for more, but discourages over use of this policy. Multiple semesters of this policy begins to mask what students really are able to achieve but acknowledged that stress around the pandemic could be higher than in the fall, not less so.
- ❑ Judy Redling added that the petition process would afford the opportunity to intervene with those students who are experiencing direct impacts as a result of the pandemic.
- ❑ Guidance on changes to qualitative measures during Covid from the federal government has not been received.
- ❑ In response to questions around data, Ryan shared a dashboard of data gathered on P/LP/U grades by Alex McClung including, among other things, percentages of students taking advantage of the policy, number of classes taken under the policy and explained that the data was taken into consideration when drafting the policy.
- ❑ Hannah Wells summarized the changes of the policy explaining that CAPC felt strongly that it wanted to keep this option in place and maximize flexibility for students in crisis but was aware of the concern that it might not be working in students' best interest in every case. And, more importantly, students might not always be receiving sufficient guidance. As a result a key change is that a request for this grade mode would be granted automatically for the first course and requests to have additional courses switched to this mode could be made on the same form, but those additional requests would be reviewed through the academic standing committee. Language was added to ensure that students had a conversation with their advisor and

instructors before making this decision. The intent was to strengthen advising input without adding hurdles for the student. She further explained that this grade mode is not recommended for students anticipating a grade of B or better.

- Faculty noted that the P/LP/U might not be the only contributor to not having a sense of those students struggling, that grade inflation/generosity could also be a contributing factor.
- Faculty responded to the language of distance learning or mode of transmission vs. the necessity of options during a pandemic.
- Ryan clarified that graduate students are able to petition for support, if needed, which is why this policy applies to undergraduate students only.
- Was there, should there be consideration of a W for those struggling? Will there be a discussion in CAPC about an alteration to the forgiveness policy? For a P or LP's, will students be able to retake so they might demonstrate mastery of the coursework? Is this intervention too late in the semester?
- Faculty, who are advisors, asked for more information. Academic Standing explained that this policy will help connect the right people, including the advisor, but also intervene in other ways.
- Advisors would find it helpful to know which of their students are taking advantage of this policy as well as data around the use of similar type policies at peer institutions.
- It was recommended that advisors get notified when a request/form was submitted.

Prior to the Vote, faculty were asked to share any reservations about the policy. After discussion around the specifics of the motion, it was decided that the urgency of the need, including the details, required that a vote be taken.

Eligible faculty were asked to vote on adding a policy for the Spring 2021 semester.

#### **Vote Result**

55 - Yes

21 - No

12 - Abstain

#### **Sociology Major Revisions**

Hannah Wells introduced a revision to the Sociology major that will reduce the number of credits required for the major to bring the number in line with peer institutions, other CLA departments and reflect the reduced staffing in that department.

#### **Vote Result**

76 - Yes

0 - No

4 - Abstain

#### **Committee Elections**

Caitlin Killian introduced a ballot explaining the need to do a fill in election for GEFAC this spring. Tammy Windfelder has agreed that she would serve as elected for Division I and Maria Turrero-Garcia will do the same for Division III. The electronic ballot will be held the week of Feb 2, 2021 so any nominations from the floor were welcomed.

## A&S FACULTY HANDBOOK DISCUSSIONS

Ryan thanked the Dean's Council for their work on the Faculty Handbook and turned the discussion over to Roger Knowles. Roger thanked the faculty for their participation in and feedback during the faculty forums, held ahead of this faculty meeting. As a result, Roger recapped some of the items the Dean's Council will work on including: a description of how the handbook will be updated annually for faculty review, that the handbook will be a living document that will reflect program or committee updates. He noted other changes in language around the appointing (and removing) of chairs and explained that mechanisms in place for assigning time for scholarship, service or pedagogy will be discussed.

- ❑ APBC - A discussion around APBC representation was initiated when it was noted that the handbook under discussion outlines that APBC members are to come from Dean's Council. In the past, APBC included representation elected from the faculty.

The change was acknowledged with Roger explaining that Dean's Council would typically represent faculty when needed, as they now attend DVT meetings as an example. Roger acknowledged that asking those outside the Dean's Council could be considered, but was unsure about faculty interest.

Ryan explained the APBC structure is under review at the Provost level with an intention to increase faculty representation from A&S and Theo by including representatives from both Dean's Councils, and so this change was an outgrowth from that decision. The Dean's Councils at both schools are typically involved in budget planning for each school and so it was thought it might be helpful for those same individuals to be aware of institutional budget issues. The concern, however, could be brought back to the Provost's office for consideration.

Wendy Kolmar spoke to the broadening of representation of faculty, rather than narrowing and added that an additional perspective would be worthwhile.

Sarah Jamieson of Dean's Council affirmed hearing the concerns around this issue of representation and assured the faculty that the intention to address these types of concerns is why the handbook can and will be a living document, open to changes.

- ❑ Jennifer Olmsted raised one issue that she hoped would be addressed at a future time. She asked that more work be done on governance structure, particularly in the context of interdisciplinary programs. To which, Wendy Kolmar spoke in support of that need and asked that it be considered.
- ❑ Sarah Abramowitz raised the issue of the limited scope Committee on Faculty (COF) is allowed to consider during the tenure promotion process outlined in the faculty handbook. She noted that any finding of guilt from a professional conduct hearing is inadmissible and while the Dean has the ability to not agree with a COF recommendation, she asked that professional conduct be considered part of the COF deliberation process outlined in the handbook.

Ryan acknowledged that the grievance and professional conduct processes have been under discussion. He informed the faculty that the grievance policy was reviewed by COF and Dean's Council members, with Meredith Palmer this past June. He expected that the important work of drafting changes will likely resume by the Provost's office over the summer.

- ❑ Student body President, Kareena Salvi shared that she hoped the faculty would work with student government to uphold the anti-racist values outlined in the handbook, but raised a concern around the use of racial slurs by faculty in the classroom, in the context of academic freedom also outlined in the handbook.

Sandra Jamison affirmed for Kareena, and for the student body, that academic freedom does not mean the freedom to use racial slurs or anything that would traumatize students. She encouraged all students to please bring any complaint to the Dean's office.

Cordelza Haynes asked that Drew's position on race be incorporated in Drew's mission statement so that it becomes part of Drew's culture across the University, not something that needs to be signed off by faculty in a handbook, or something only dealt with legally.

Ryan summarized that the goal is to bring the full handbook to vote at the February faculty meeting. Any edits from the 01.29.21 meeting packet will be highlighted in red in the February packet so that any additions or changes will be clear.

## **LAUNCH REPORT**

Daniel Pascoe Aguilar highlighted some concrete Launch offerings made available to Juniors and Seniors. One such offering was a Launch intensive designed to help students synthesize their experiences and showcase them through an ePortfolio. Twenty one (21) students completed their portfolios. Other offerings included workshops that could be included in curriculum and micro-intensives. Juliette Lantz asked all faculty to please bring the innovative, virtual short term project based internships through Bridges to their student's attention. She thanked Carol Bassie and her team for helping getting these internships in place and encouraged faculty to please refer students, especially those looking to fulfill an off-campus experience requirement.

## **ENROLLMENT REPORT**

Colby McCarthy shared that enrollment is doing significant outreach to admitted students, noting that decisions are being offered ahead of last year's schedule. She added that rolling decisions will likely start for regular decision applicants to encourage early acceptance. Those admitted are starting to visit, so hopefully deposits will follow, especially given many other schools are not allowing for campus visits. Colby thanked Megan McHugh, Maddy Randall and the many faculty members who have been working to help improve our yield efforts for the spring, explaining that faculty participation is key to increasing yield.

In response to a question about students inquiring about our campus status for the fall, Colby shared that students are grateful for the opportunity to visit and understand we are trying to provide some on-campus presence this semester but no decision about the fall has been communicated to new admits.

## **LIBRARY REPORT**

Andrew Bonamici shared that the Library's point of contact information has been updated as a result of personnel changes and asked that faculty review the description of the Library's on-campus and,

especially remote services in place because many students are still working remotely. He offered that, if faculty have questions about instruction or consultation services, to please send a note to [reference@drew.edu](mailto:reference@drew.edu) or follow up with the individual who is listed in their area of study. Andrew expressed appreciation for the library team for absorbing many additional tasks. In light of Brian Shelter's departure, the Library is making some progress reconfiguring special collections and will provide more information on those changes when finalized. Finally he asked that all take a look at the Instructional Technology tips sent out last week about how to get help in the classrooms.

## **MIDDLE STATES REPORT**

Please see the packet for the report.

## **ANNOUNCEMENTS**

Ryan offered those with announcements to share anything more.

- ❑ Ryan first referred everyone to the letter from the Assessment Committee about the Summative Writing Program and encouraged all who have not already to please take a look since the Programmatic Assessment will be moving forward.
- ❑ Jens Lloyd highlighted the February 1 deadline and process for the *Drew Review* nominations. He noted that in the coming weeks, the student board will be reaching out to faculty to review submissions. He asked that if faculty can review a submission to please respond to the email request as soon as possible. And, if you are unable, to also please respond so that the board can move on to ask another faculty colleague.
- ❑ Drew Teach announced that there is no change for their workshops for faculty or staff.
- ❑ Drew localTrec thanked everyone who assisted with the January Trec.

Meeting adjourned by Ryan Hinrichs.

Minutes submitted by.  
Christy Hartigan

## Arts and Sciences Faculty Handbook

Link to [Current Handbook](#)

### Revisions since January Faculty Meeting.

1. Add text to the Functions of Dean's Council, Section *VI. 3.C.i.*  
“Regularly reviewing the Faculty Handbook to ensure that it reflects procedural, structural, or policy changes introduced by the administration and all relevant matters approved by the A&S or University faculty; and bringing revisions based on changes in the previous academic year to the A&S faculty for a vote early in each academic year;”
2. Add text to Section *IV. 1.E.*  
“Faculty have the right to request assigned time for significant scholarship, service, and teaching responsibilities. Application forms for assigned time may be found in Uknow. The Dean's Council reviews applications and makes a recommendation to the Dean.”
3. Add text to Section *VI. 1.*  
“Divisional affiliation of faculty with joint appointments and/or in interdisciplinary programs will be articulated in their appointment letters.
4. Remove text from Section *VII. 2.B.i.*  
“~~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.~~”

### List of topics from the Faculty Handbook for Dean's Council to work on

1. Describe the process by which the Dean's Council evaluates requests for assigned time for significant scholarship, teaching and service. Set up a regular schedule so that all faculty know the deadlines of submissions of requests and when assigned time is granted so that chairs and directors are able to effectively plan the course schedule.
2. Consider how resources are assigned to programs versus departments. In particular, describe what it means for a faculty to be assigned or affiliated with a Program. Describe how a faculty balances workload when assigned to multiple programs and departments and how faculty are governed under those circumstances.
3. Consider potential revisions to the Grievance and Professional Conduct policies, including whether the COF has a role in this process.
4. Evaluate the composition of committee membership on committees that have Dean's Council representation.
5. Consider proposals to develop an Arts and Sciences mission statement, that includes Drew's position on racial and social justice.
6. Consider whether the COF handbook resides in the Faculty handbook, or whether it is maintained and published separately.

# **Arts and Science Faculty Handbook**

*updated 2-10-2021*

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## **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 adjudicated<sup>1</sup>.

#### **IV. 1. Academic Freedom and Other Faculty Rights**

<sup>1</sup>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](https://provost.yale.edu/sites/default/files/files/Faculty%20Standards%20of%20Conduct%2012-16-14_2.pdf).

Drew's policy on academic freedom follows best practices as articulated by the American Association of University Professors.<sup>2</sup> 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 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. Application forms for assigned time may be found in Uknow. The Dean's Council reviews applications and makes a recommendation to the Dean.

**IV. 1.F.** Faculty have the right to participate in shared governance of the University as set forth in the Bylaws 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,

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<sup>2</sup> 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.

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 Members<sup>3</sup>, 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.*

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

*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.

**V. PROMOTION AND TENURE**

[Link: Drew University Faculty Handbook - Arts and Sciences Faculty Reviews]

**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 Bylaws of the University, the President of the University presides (According to Article IV, Section 1b of the University Bylaws, 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.ii. 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 CS GS 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**

***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.
- 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.*
- VI. 2.B.vii.* 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 Dean's 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.

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

#### **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 Bylaws. 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 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.

#### **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 Bylaws. 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;
- Regularly reviewing the Faculty Handbook to ensure that it reflects procedural, structural, or policy changes introduced by the administration and all relevant matters approved by the A&S or University faculty; and bringing revisions based on changes in the previous academic year to the A&S faculty for a vote early in each academic year;
- 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 programing 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, 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;
- 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 and/or in interdisciplinary programs 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 Chairs, Directors and Conveners*

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.

*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.

## **Revisions to Diversity Requirements**

CAPC

For discussion at the February 26th faculty meeting:

CAPC proposes that we consider the revision of the diversity categories in our current General Education program in advance of full consideration of the new curriculum. The committee proposes replacing the DVUS and the DVIT categories in the current curriculum with the two categories below. These were developed as part of the process of Gen Ed revision and represent the joint thinking of the original design teams and the members of CAPC over the past two years. Implementation of these two categories is one part of a response to student concerns about race and racism in the curriculum. These revised categories also address a number of the problems that faculty have identified with the current diversity categories and introduce ethics as an integral element of our revised Gen Ed program.

### **Privilege, Power and Difference (PPD)**

#### **SLOs**

1. Analyze systems of power and privilege and the differential outcomes and access they create.
2. Articulate one's own position within systems of power and privilege.

#### **Description**

Courses in this area examine systems of power and privilege and how they create various forms of inequality in both contemporary and historical contexts. Courses focus on systemic differences such as race, class, gender, sexuality, ability and/or their intersections. Students examine where these differences come from and how they are used, learning to engage difference as a resource for critical thinking and acting.

### **Global Thinking (GT)**

#### **SLOs**

1. Analyze global systems and structures and their impact on particular nations, communities, or the world
2. Evaluate the ethical implications of individual and institutional actions and decisions in a global context

#### **Description**

Thinking globally entails critical and ethical engagement with interdependent global systems and legacies. Courses in this area focus on global and transnational phenomena, institutions, and processes. Developing the tools for global citizenship, students learn how various parts of the world interact and assess the impact of that interaction for people and communities.

Transferable skill assessed through PPD: Engaging Difference

Transferable skill assessed through GT: Ethical Thinking

## Curricular Report

February 2021

### For Information:

#### Discussion Item:

PPD & GT Draft Proposal  
Gen Ed structural summary document

#### New Courses:

PSCI 351/Authoritarian Politics

#### Changes to Existing Courses:

HIST 320/ Modern American Legal History

- Title and description change

FIN 680/Finance Internship

- Credit and Prerequisite change

PHIL/REL 216/Bio-Medical Ethics

- Renumber course to 300 level

#### Gen Ed Designations:

HIST 320/ Modern American Legal History [DVUS]

PSCI 351/Authoritarian Politics [WRIT]

MCOM 400/Media & Communications Capstone [IMMX]

Laboratory Teaching Assistant [IMMX]

#### Changes to Existing Major/Minor:

Political Science/International Relations Majors

- Adding new course PSCI 351/Authoritarian Politics

### For Information:

#### Discussion Item:

PPD & GT Draft Proposal  
Gen Ed structural summary document

#### New Courses:

PSCI 351/Authoritarian Politics

Authoritarian politics concerns the political logics of authoritarian rule and state-society relations in non-democratic regimes. Special attention is directed toward the heterogeneity of authoritarianism with a comparative approach. The topics include the typology of authoritarian states, military conflicts, the ruling toolkits of the elites, social media strategies, and a range of political and economic outcomes different authoritarian states deliver. It is built upon multiple theoretical frameworks and draws empirical materials from countries in broad regions of the world. CLA-Writing Intensive.

### Changes to Existing Courses:

#### **HIST 320/ Modern American Legal History**

- Title and description change

#### **Current:**

#### **HIST 320/ Modern American Legal History**

A detailed survey of the major developments in American legal reasoning from the colonial period to the present, of the major legal decisions beginning with Dartmouth College, of the origins and development of the common law, and of the major sensational trials in American history. While the course will consider developments and legal events as far back as the 17th century, the bulk of the course coverage will begin with passage of the 14th Amendment and end in the present day. CLA-Breadth/Humanities, CLA-Writing Intensive.

#### **Proposed:**

#### **HIST 320/The Fourteenth Amendment: Rights, Identity, and Power in Modern America**

Examines passage of the Civil War-era 14<sup>th</sup> Amendment and its influence on society and the law to the present day. The Section 1 clauses regarding citizenship, due process, and equal protection of the laws are synonymous with the legal effort to achieve full rights and liberties for all citizens of the United States. Students chart the evolution of 14<sup>th</sup> Amendment jurisprudence beginning with *Slaughterhouse* (1873) to the period when corporations gained protections at a time when black Americans, ironically, did not. After World War 1, incorporation of the Bill of Rights under the 14<sup>th</sup> Amendment made its protections apply to all jurisdictions. The expansion of liberties and rights that followed marked the golden era of Supreme Court social justice jurisprudence. CLA-Breadth/Humanities, CLA-Writing Intensive, CLA-Diversity US.

#### **FIN 680/Finance Internship**

- Credit and Prerequisite change

#### **Current:**

#### **FIN 680/Finance Internship**

3 credits

The financial internship offers students the chance to apply their financial knowledge and skills within the context of an organization, after completing their main coursework. Students will have regular communications with both the course instructor and peers throughout the internship.

Prerequisite: FIN 505 Corporate Finance.

#### **Proposed:**

#### **FIN 680/Finance Internship**

0-3 variable credit

The financial internship offers students the chance to apply their financial knowledge and skills within the context of an organization, after completing their main coursework. Students will have regular communications with both the course instructor and peers throughout the internship.

#### **PHIL/REL 216/Bio-Medical Ethics**

- Renumber course to 300 level

#### **Current:**

#### **PHIL/REL 216/Bio-Medical Ethics**

#### **Proposed:**

#### **PHIL/REL 305/Bio-Medical Ethics**

## Changes to Existing Major/Minor:

### Political Science/International Relations Majors

- Adding new course PSCI 351/Authoritarian Politics

## International Relations Major

### III. Intermediate or Upper-Level (24 credits)

In addition to the required core, language and capstone courses, students must take 24 credits (total) in the intermediate (200) and upper level (300) level courses. At least half of these credits (12) must be at the upper level. A minimum of 16 of these intermediate and upper level credits must be taken on campus.

- PSCI 200 - Internship in Political Science
- PSCI 220 - Quantitative Approaches to Political Science
- PSCI 225 - European Politics
- PSCI 226 - Russian Politics
- PSCI 228 - Chinese Politics
- PSCI 229 - Middle East Politics
- PSCI 230 - East Asian Politics
- PSCI 240 - United States Foreign Policy
- PSCI 241 - Transnational Feminisms
- PSCI 242 - International Organizations
- PSCI 243 - Terrorism
- PSCI 246 - The Political Economy of Development
- PSCI 247 - International Security
- PSCI 248 - Special Topics in Human Rights
- PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration
- PSCI 256 - Selected Studies in Political Science
- PSCI 257 - Muslims and the West
- PSCI 259 - Global Governance and Counter-Terrorism
- PSCI 283 - UN Community Internship
- PSCI 285 - Internship Project in Washington
- PSCI 307 - Research Methods in Political Science
- PSCI 314 - American Political Economy
- PSCI 321 - International Environmental Policy and Politics
- PSCI 329 - Principles of International Law
- PSCI 333 - International Human Rights
- PSCI 341 - Selected Topics: Comparative Politics
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 345 - War and Peace in the Middle East
- PSCI 346 - Comparative Political Economy
- PSCI 347 - Seminar in Comparative Revolutions
- PSCI 349 - Global Discourse on Human Rights or WGST 349
- **PSCI 351-Authoritarian Politics**
- PSCI 360 - Selected Studies in International Politics
- PSCI 361 - Latin America and U.S. Foreign Policy
- PSCI 362 - International Political Economy
- PSCI 363 - The National Security Council
- PSCI 364 - Collective Conflict Management
- PSCI 365 - Seminar on Human Rights
- PSCI 367 - Seminar on Gender and International Politics
- PSCI 369 - Strategies of War and Peace
- PSCI 371 - Peacemaking and Peacekeeping in the 21st Century
- PSCI 380 - London Semester Interdisciplinary Colloquium
- PSCI 381 - Contemporary British Politics

- [PSCI 382 - The History of Modern Britain](#)
- [PSCI 383 - The United Nations System and the International Community](#)
- [PSCI 384 - Research Seminar on the United Nations](#)
- [PSCI 385 - Elections and Policy Making in Washington](#)
- [PSCI 386 - Research Practicum in Washington](#)
- [PSCI 387 - Social Entrepreneurship: Theorizing Global Trends](#)

## Political Science Major

### B. Comparative Politics and Government

- [PSCI 225 - European Politics](#)
- [PSCI 226 - Russian Politics](#)
- [PSCI 228 - Chinese Politics](#)
- [PSCI 229 - Middle East Politics](#)
- [PSCI 230 - East Asian Politics](#)
- [PSCI 341 - Selected Topics: Comparative Politics](#)
- [PSCI 343 - Comparative Political Parties](#)
- [PSCI 346 - Comparative Political Economy](#)
- **PSCI 351-Authoritarian Politics**
- [PSCI 379 - On Democracy](#)
- [PSCI 380 - London Semester Interdisciplinary Colloquium](#)
- [PSCI 381 - Contemporary British Politics](#)
- [PSCI 382 - The History of Modern Britain](#)



<b>Category</b>	<b>Transferable skill assessed</b>
<b>FOUNDATION</b>	
DSEM (Drew 100)	Written and Oral Comm, Information Literacy, Interpretation
Drew 110	Oral Communication, Interpersonal Communication
<b>MODES OF INQUIRY</b>	
Scientific Inquiry	Critical thinking
Quantitative Reasoning	Quantitative Reasoning
Historicizing and Interpretation	Interpretation
Creative Thinking	Creative Thinking
Foreign Language	Engaging Difference, Interpersonal Communication
Analyzing Privilege, Power and Difference	Engaging Difference
Global Thinking	Ethical Thinking
<b>INTEGRATIVE</b>	
Navigating Complexity	Problem solving, collaboration, oral communication, digital competency
Immersive Experiences	Transferable skills
Capstone in Major (optional)	

<b>WRITING</b>	
Writing Enhanced attribute	Written Communication
Writing in the major attribute	Written Communication
Summative Writing Experience	Written Communication



## LAUNCH UPDATES - February, 2021

### Survey: Building AY21-22 Launch Communities programming to meet your needs

It's time to plan next year's programming for the Launch Communities, and we'd like to tap into your ideas and needs for this programming so that we can best support the development of your students and your efforts at Drew. Partnering in this way will ensure our responsiveness to students' and your needs or opportunities. To get us started, please take a few minutes to complete this [survey](#).

### Did you know that in Drew 110 this spring:

- **348 students are participating, 285 are First Year Students!**
- **The course is being facilitated by leaders from across the entire campus:**
  - **17 Instructors from:**
    - Academic Affairs
    - Campus Life & Student Affairs
    - Career Center
    - Center for Academic Excellence
    - Center for Civic Engagement
    - Center for Global Education
    - Instructional Technology
    - Library
  - **23 Teaching Assistants, including:**
    - Sophomores who have completed Drew 110
    - Former DSEM Writing Fellows
  - **Approximately 130 Student/Alum Guests!!**
- **Students have so far:**
  - Identified and articulated their Good Experiences
  - Identified, articulated and aligned with possible paths
    - Their top Transferable Skills
    - Their Purpose & Strategy
  - Explored their Multiple Dimensions of Identity and identified / aligned with possible paths the passions, values or responsibilities their Dimensions of Identity have generated in them

**DREW UNIVERSITY  
ENROLLMENT REPORT TO FACULTY**

**Colby McCarthy  
Dean of Enrollment Management  
February 26, 2021**

**Application Update – Fall 2021-as of 2/22/21**

Fall 2021 - First Year

	Fall 2021	Fall 2020
Applied	3604	3919
Admitted	2269	2229
Enrolled	104	101

Fall 2021 - Transfer

Applied	48	58
Admitted	30	28
Enrolled	4	1

We are down in applications, which is not surprising given the current environment. International students make up about half of the deficit in applications compared to last year. We are simultaneously trying to continue to build our applicant pool while yielding our admitted students. Given that the elite private/public schools are receiving record numbers of applications and will not be necessarily admitting greater numbers of students, we are trying to capitalize on attracting the students who may not get into their first choice school. We will be approaching this effort through communication with college/guidance counselors and directly to students and parents.

**Spring Events**

We have logged our first Inside the Forrest-Admitted Student Programs for the Class of 2025. We have had one virtual and one in-person event. Both went extremely well and a big thank-you to the faculty who helped for those events.

Students and parents were grateful for the opportunity to come to campus for an in-person event. We were able to accommodate 23 students and 23 guests and abide by the COVID-19 guidelines set by the state of NJ. Although the event was nowhere near as large as events in the past, there was still a lot of positive energy and we received very positive feedback from our guests.

Spring Events are as follows:

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 (Humanities/Arts)

- 8:30am-12pm

Saturday, April 10: Inside the Forest Day (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

Meet Your Mentor:

Several faculty members have invited prospective students into their virtual classes. We will be trying to add classes in different disciplines, so please don't be surprised if someone from our events team reaches out. These experiences are very helpful to us in recruiting the Class of 2025 and appreciate your participation.

Additionally, we will be offering virtual events focused on the following topics:

Drew Action Scholars

Baldwin Honors Scholars

The 10 Things Parents Love About Drew

Diversity at Drew

## UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of February 26, 2021

Your colleagues in the library, archives, and instructional technology continue to support both on-campus and remote teaching and learning during the spring semester. Watch the [Library Services in DVT page](#) for updates.

**New: Printing Service for On-Campus Students.** As noted in *Drew Today* and *Drew This Week*, the University Library and University Technology are working together on an accessible, supportable, and safe networked printing solution for on-campus students. Details and instructions are under development as of this writing, and will be widely shared when finalized. Please keep in mind that most assignments should still be collected electronically.

### LIBRARY SERVICES

- **Interlibrary Loan (ILL) Update:** We continue to prioritize borrowing ebooks, but are once again offering physical lending on a limited scale. If you are interested in borrowing physical items, please review the following information:
  1. We will only request a physical book if you specify that physical loans are acceptable in the notes field of the ILL Book Request form.
  2. We will always try to acquire the ebook before the physical book.
  3. Due to a book quarantine period, limited lenders and staffing, plan for longer turnaround times.
  4. We may limit the number of loans that we will request per patron per week.
- **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](https://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](https://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, 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](mailto: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 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](mailto:jahlers@drew.edu). For questions about media and eBooks, contact Kathy Juliano, [kjuliano@drew.edu](mailto: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 technology help resources and links.

### *Classroom Technology:*

- 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
- 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](mailto:mrc@drew.edu) with any questions or suggestions.

- 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.

*Moodle Support:* If you have any technology or Moodle related questions please create a support ticket at [help.drew.edu](http://help.drew.edu) or email [helpdesk@drew.edu](mailto:helpdesk@drew.edu)

*Zoom Updates:* For security and to take advantage of current features, please keep your Zoom application updated to the newest version. 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](http://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.
- Looking ahead, we are working on acquiring a purpose-built media repository platform such as Kaltura, with dynamic integration of Zoom to allow cloud recordings to be automatically copied to the media repository and integrated in a Moodle course site without further action needed by the instructor. Other features include
  - Video quizzing, with questions at relevant points in the stream
  - Standards-based analytics for assessment of student engagement
  - Machine transcription of all recorded videos for closed captioning, making recorded video content accessible for users of adaptive technology. Transcriptions are editable and searchable, allowing efficient review by all students. Accessibility standards include WCAG 2.0, CVAA, and Sec. 508
  - Self-record feature with screen capture
  - Accessible from mainland China
  - More storage capacity at a much lower cost than Zoom cloud storage.

**Personnel Updates:** Additional consultation is underway for a redesigned position to support Special Collections, Archives, and the Methodist Library.

With all best wishes,

Andrew Bonamici, University Librarian  
107 Library, x3322  
[abonamici@drew.edu](mailto:abonamici@drew.edu)

## E-Resource News

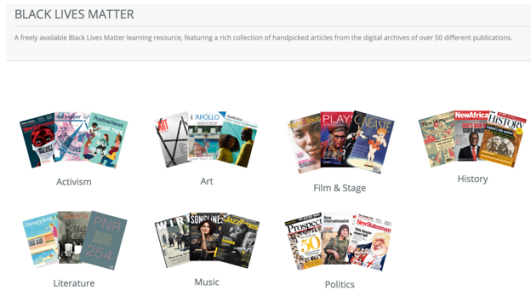
Go to <https://libguides.drew.edu/az.php> to access these resources, and contact your subject librarian or [Kathy Juliano](#) with questions and feedback.

NEW

### [Black Lives Matter Learning Resource](#)

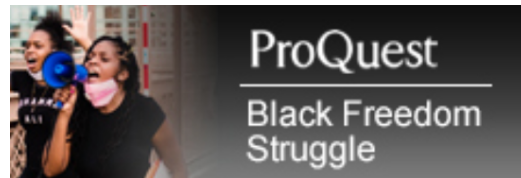
A freely available Black Lives Matter learning resource, featuring a rich collection of handpicked articles from the digital archives of over 50 different publications.

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 REMIND 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: INSTRUCTIC**  
Beginning Monday, November 30th, students ha  
See instructions below for details. NOTE: Studen

- One way to book an appointment for Rese  
Help\* schedule from the dropdown menu
- Available days and hours will vary for each  
Librarians\*; please email them directly to s

in Nov 30th until the end  
acting an individual Libra

online.com. Once you ha  
cheduled in blocks of 20  
) will be available each w  
available time.

In addition to Library CHAT and email, students may now use the CAE’s [WOnline](#) scheduling system to reserve a Research Help session via Zoom. It’s simple: log onto [WOnline](#) (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](mailto: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](mailto: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](http://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.

# DREW UNIVERSITY FOOD PANTRY

Serving Drew Students  
Scan QR Code or Click TinyURL below  
for Hours of Operation

Food and Toiletries  
\*items vary upon donations\*

Email [foodpantry@drew.edu](mailto:foodpantry@drew.edu) with  
any questions or concerns

LOCATED: 1ST FLOOR OF COMMONS  
ACROSS FROM BOOKSTORE

PLEASE BRING YOUR OWN BAG  
1 PERSON IN THE PANTRY AT A TIME  
PLEASE MAINTAIN SOCIAL DISTANCING  
WEAR A MASK



<https://tinyurl.com/DrewFoodPantry>



## 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?
<b>Privileged Motions:</b> 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
<b>Subsidiary Motion:</b> 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
<b>Main Motions:</b> 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?
<b>Incidental Motions:</b> 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