

**ARTS & SCIENCES FACULTY MEETING**  
November 15, 2019  
HALL OF SCIENCES 4

**AGENDA**

|  |                                  |
|--|----------------------------------|
| <b>CALL TO ORDER:</b> 3:15 p.m.                | Debra Liebowitz                  |
| <b>APPROVAL OF MINUTES:</b>                    | Maria Masucci ----- pp. 4-7      |
| <b>DEAN'S UPDATES:</b>                         | Debra Liebowitz                  |
| <b>ACTION ITEMS:</b>                           |                                  |
| Revisions to Associates Degree Transfer Policy | Rita Keane ----- pp. 9--10       |
| Faculty Handbook--Divisional Structure         | Dean's Council ----- pp. 35-38   |
| <b>REPORTS:</b>                                |                                  |
| Curricular Report                              | Rita Keane ----- pp. 8-18        |
| Enrollment Management                          | Bob Herr ----- p. 19             |
| Library Report                                 | Andrew Bonamici ----- pp. 20--23 |
| <b>FOR DISCUSSION:</b>                         |                                  |
| Faculty Handbook                               | Dean's Council                   |
| <b>OLD BUSINESS/NEW BUSINESS:</b>              |                                  |
| <b>ANNOUNCEMENTS and DOCUMENTS:</b>            |                                  |
| Windows 10                                     | Verna Holcomb ----- p. 24        |
| Drew Review                                    | J. Lloyd and S.Morgan – p. 25    |
| TIAA Financial Knowledge Flyer                 | ----- pp. 26-27                  |
| CIC Teaching Interfaith Understanding          | ----- pp. 28-33                  |
| Faculty Research Series Presentation           | ----- p. 34                      |

## *RECOGNITION OF DREW FACULTY ACHIEVEMENTS*

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**Chris Andrews**  
Sociology

**Chris Andrews** for publishing a chapter on the sociology of consumption in *The Wiley Blackwell Companion to Sociology*, Second Edition (2019), edited by G.Ritzer and W.Wiedenhof Murphy, and for mention in recent news articles by WGAL and Money on self-checkout lanes and shoplifting (David Taube, 'The 800-pound gorilla' driving changes: Walmart as well as customers are changing the way grocery stores work", August 30, 2019; Alina Dizik, "Yes, Self-Checkout Machines Encourage Shoplifting. Here's Why Stores Love Them Anyway", Money, October 8, 2019).

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**Lisa Brenner**  
Theatre

**Lisa Brenner** for publishing her final issue as editor for the journal *Theatre Topics*. The issue includes essays on theatre and sexual consent; incorporating Indian theatre into the curriculum; the value of low-stakes writing exercises to improve student writing; the ethical challenges of community-university partnerships; an interview with a Brazilian artist and activist; and more. This issue completes her four-year tenure as editor, where she will however, remain on the editorial board of the journal. Also for completing an external review for *Theatre Journal*.

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**Jonathan Golden**  
Comparative Religion

**Jonathan Golden** for serving as keynote speaker at the 2nd International Conference on Muslim Society and Thought, held on Oct 15-17 at Sunan Ampel Islamic University, in Surabaya, Indonesia. And for speaking at the Institute of Islamic Studies Tribakti and State Institute for Islamic Studies (IAIN) in Kediri, Indonesia. Also for serving as a keynote speaker at the 7th Annual Dean Hopper Conference 2019, Refugees, Citizenship, and Belonging: Towards a History of the Present on September 21 at Drew University.

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**Sandra Jamieson**  
English

**Sandra Jamieson** for her presentation "Balancing Narrative and Counter-Narrative: The Evolution of the Intro. Writing Studies Course" at the Association of Rhetoric and Writing Studies Conference, Austin, TX, November 8, 2019.

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**Scott Morgan**  
Psychology

**Scott Morgan** for presenting his invited talk "Through Colored Glasses: The Characteristics and Consequences of Moral Conviction" at the Seton Hall University Psychology Department brown-bag.

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**Emanuele Occhipinti**  
Italian

**Emanuele Occhipinti** for presenting "Tasting Food and Culture in Italy: A Multi-Sensory Journey in the Cilento Area" at the Italian Language and Culture Conference: Challenges in the 21st Century Italian Classroom, Department of Italian, Georgetown University, on October 26.

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**Nancy Vitalone-Ricarro**  
Anthropology

**Nancy Vitalone-Ricarro** for presenting a session entitled "Storyboarding to Create Flexible Writers" at the annual conference of The Teacher Education Division of the Council for Exceptional Children on November 8, 2019. This presentation was developed through the Drew Writing Project with action-based research carried out by teacher candidates in the MAT Program.

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**Courtney Zoffness**  
English

**Courtney Zoffness** for her essay "Spilt Milk," which published on The Paris Review's website on November 4th.

Drew University  
Minutes of Arts and Sciences Faculty Meeting  
October 18, 2019

**Present:** Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Di Bai, Alex Bajcz, Edward Baring, Jeremy Blatter, Lisa Brenner, Barry Burd, James Carter, Timothy Carter, Adam Cassano, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Ferdi Eruysal, Sophia Fortune, Kimani Fowlin, Summer Harrison, Ryan Hinrichs, Sandra Jamieson, Jason Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Juliette Lantz, Bjorg Larson, Neil Levi, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Maria Masucci, Yahya Mete Madra, Christina McKittrick, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan, Philip Mundo, Robert Murawski, Nancy Noguera, Jennifer Olmsted, Mary-Ann Pearsall, Michael Peglau, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Maliha Safri, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, Phoebe Tang, Marc Tomljanovich, Kristen Turner, Merel Visse, Trevor Weston, Tammy Windfelder, Courtney Zoffness

**Others Attending:** Matthew Beland, Barb Bresnahan, Michael Fried, Bob Herr, Kathy Juliano, Frank Merckx, Greg Townsend, Kristen Williams

**The meeting was called to order at 3:19 p.m.** by Dean Debra Liebowitz

**Approval of Minutes:** The minutes of the September 13<sup>th</sup> Faculty Meeting were approved unanimously.

**Dean's Updates:** Debra Liebowitz shared the following updates and information -

- Congratulations to Kim Rhodes, who was named as the NEH Distinguished Professor of the Humanities beginning fall 2020. Debra extended her appreciation to Marie-Pascale, who will continue to serve in the role until that time and expressed thanks to Kim and the Committee.
- An emergency alert plan is being developed using the input from faculty, staff and students following September's shelter in place. Debra asked Frank Merckx and Public Safety to make the development of a plan a top priority.
- Faculty members interested in teaching Minicourses should contact the Madison Public Library
- Congratulations and thanks to all involved in the Launch Expo. It was thoughtfully organized, well attended and provides an excellent template for the future. Thanks to so many, including Daniel Pascoe, Juliette Lantz, Greg Townsend, Frank Merckx, Michelle Brisson, the Communications' Team, Jill Cermele, Wendy Kolmar and all the identity communities.

- The Board of Trustees met October 16<sup>th</sup> and 17<sup>th</sup> and were very excited to hear about Launch's recent initiatives. They additionally discussed budgeting and the University's financial position, which MaryAnn will be communicating to the community at a forthcoming University faculty meeting. Because of new personnel in the Budget Office and the zero-based budgeting exercise we are going through, an FY20 operating budget will be put forward for approval when the Board meets in December. In the interim, department chairs and program directors should expect to have more budget conversations with Jessica Lakin.
- Shared cost savings conversations continue. The technology connection with Marist is one example. Recently, conversations with the College of St. Elizabeth brought together the Provosts and CFO's of the two institutions, as well as Ryan Hinrichs and Melanie Johnson-DeBaufre who participated in other conversations. Faculty members are asked to review the CSE website to look for possibilities with respect to their programs as they might provide opportunities related to ours. FDU's Provost has been in conversation with Drew, but they are big and don't need to share services. Opportunities might exist at the graduate programming level, with accredited professional programs, health sciences and adjunct training.
- The Board approved the Accounting and Marketing undergraduate majors, pending the vote of the faculty. They were excited about these offerings as these programs will provide our Drew graduates with professional training and the broad transferable skills (i.e., the liberal arts) they need to succeed. They will be "liberally trained professionals" who are able to communicate, collaborate, and respond to disruptive innovations both critically and ethically. We have built in new lines for these programs into the proposals. The Board enthusiastically approved these new faculty lines along with one new staff line.

**Action Items:** 1) **Proposal for Intent to Offer Marketing** – Rita Keane notified faculty that the two action item votes will reflect an *intent* to offer Marketing and Accounting, allowing Admissions to begin recruiting students for those programs. The two proposed offerings have been approved by CAPC and Dean's Council. If approved by faculty, the next step will be to fully develop the curriculum, new courses, etc. and then bring the curriculum back for a vote. A vote was called and seconded for the proposal for intent to offer marketing which was unanimously approved.

2) **Proposal for Intent to Offer Accounting** – Rita asked if there were any questions on the second proposal. Aside from a logistics question, a vote was called and seconded and approved by majority with one abstention.

Marc Tomljanovich asked faculty members who may be teaching a class that might pertain to marketing or accounting to please speak with him as the curriculum design phase begins.

Debra Liebowitz informed faculty members that Admissions will now begin marketing these two programs, in fact at the October 19<sup>th</sup> Discover Drew Day. She shared that other program offerings in the planning stage include Finance, Analytics and Cybersecurity (undergrad) and a Masters of Accounting. The University is additionally looking at what other programs could be

added at the undergraduate and graduate levels and she said feedback is welcome to be shared with either Ryan Hinrichs or Deb.

**Reports: Curricular Report** – Rita Keane asked faculty members to look at page 41 in the Packet. CAPC has begun approving immersive experiences for the new General Education category. The first set of approvals is reported in the Packet beginning page 41. No questions were raised in regard to her reporting.

Rita shared a Gen Ed update informing faculty that the members of CAPC have been discussing the new Gen Ed program, building on the faculty discussions from last academic year. CAPC anticipates that we will begin to seek faculty feedback on the significant decision points of the plan beginning at the November faculty meeting. A timeline has been established which anticipates completion of the design of the Gen Ed and a vote by the faculty at the February 2020 faculty meeting. Once the Gen Ed has been approved, an implementation plan will follow. She reinforced the value CAPC places on the transparency of their discussions. To this end detailed notes of CAPC's meeting discussions will be upload these minutes to the CAPC U-KNOW site. Debra expressed her thanks to CAPC for all their work, particularly given the pace of their recent efforts.

**Enrollment Management** – Bob Herr reminded faculty members of the Discover Drew Day to be held Saturday, October 18<sup>th</sup> and asked that RSVP's be made to Heather Robinson. To date, 170 students are signed up to participate in the day. Bob expressed his appreciation for faculty support.

**APBC and the Library** - Steve Kass and Rebecca Soderholm and were thanked for their APBC summary and Andrew Bonamici for the Library Report. No questions were raised regarding either report.

**Revised Middle States Self Study Design** – It was announced that the Self Study Design was approved.

**For Discussion: 1) Launch Updates** – Juliette Lantz brought to the attention of the faculty an updated list of faculty involvement opportunities, especially those pertaining to DREW 110, Immersive Experiences and the Launchpad site (see pages 93-95). She reiterated that the Immersive Experiences are rolling out with the CAPC approval process as described by Rita Keane (see above). Juliette asked faculty members to help inform students that Drew 110 will be offered to all First Year students, during three different time slots (see page 93) and she suggested faculty members use the Launchpad site when counseling students as a great tool in their advising efforts.

**2) Faculty Handbook – Divisional Structure:** In continuing discussion of the faculty handbook, the Dean's Council brought forward a proposal to revise divisional structure. They proposed moving back to three divisions by combining the current divisions III and IV to create an "Arts & Humanities" division. With this plan, many committees would be reduced to four representatives (one person from each of the three divisions and one at-large member). Committees which require more nuanced disciplinary expertise (COF, DC, CAPC,

and Assessment) would maintain five members (one from Division I, one from Division II, and two (not from the same department) from the new Division III, and one at-large member). A straw poll suggested that the faculty were in favor of this move to three divisions. A formal proposal will be brought to the faculty for vote.

The Dean's Council also discussed ways to organize the pre-faculty meeting conversations. One option would be to hold three pre-faculty meeting sessions as we do now, based on divisional representation. The other option would be to hold four meetings prior to the faculty meeting, but those meetings would not be based on divisional/disciplinary affiliation. The pros and cons of these two approaches were discussed. A straw poll at the end of that discussion suggested that the faculty were evenly divided between these two options. A proposal allowing faculty to choose between these two options will be brought to the faculty for an official vote

**Announcements:**

**Benefits:** Chris Apelian alerted faculty to be sure to pay attention during the Open Enrollment period as options are changing. He suggested attendance at the Long Term Care presentation for Genworth. Dates and time for upcoming HR events are outlined on pages 100-101 in the Packet.

**Spring 2020 Textbook Orders** - Maria Masucci asked faculty members to submit textbook orders immediately by using the instructions and form in the Packet on pages 102-104. Maria highlighted that if faculty members need core books from a foreign press, it is critical Marie Joyner be informed so she does not return the books. Also, if books are used late in the semester, Marie needs to be apprised so those books too are not returned. In closing, Maria alerted faculty members to a drop down option now available from the Registrar that will allow a waitlist cap override.

**Major Advisement for BA MAT-** Kristen Turner asked faculty to see page 98 for an outline of requirements students would need to know if they are interested in teaching.

**The Drew Review-** Jens Lloyd requested faculty members to stay alert for noteworthy, scholarly writing that could be submitted for publication in the *Drew Review*. Additionally, applications to join the editorial board are also being accepted (see page 99 for details).

**Digital Humanities Funding** -Wendy Kolmar reminded members of the faculty that Digital Humanities funding is available, with an application deadline of November 1<sup>st</sup>. See Wendy or Lee Arnold for further information.

**Art Show:** Michael Peglau encouraged faculty members to attend the Isak Applin Art Show curated by Claire Sherman in the Korn Gallery.

**The meeting was adjourned at 5:07 pm.**

Minutes respectfully submitted by Trish Turvey.

## Curricular Report

November 2019

### For Action:

- Change to the Associate's Degree Transfer Policy

### For Information:

#### New Courses:

- ART 350/Digital Studio
- MDHM 705/Care Ethics and Biomedical Ethics Seminar

#### Changes to Existing Courses:

- ART 104/Digital Design
- ART 120/Digital Imaging
- ART 220/Digital Video
- ART 320/Digital Animation

#### Gen Ed Designations:

- ARTH 394/Directed Research in Art History [IMRC]
- BIOL 270/Topics in Biology [BNS]
- CHEM 395/Research in Chemistry [IMRC]
- PSYC 312/Advanced Research Project in Psychology [IMRC]

#### Changes to Existing Major/Minor:

- Art Major/Minor:
  - Add new course ART 350/Digital Studio; in the major, add ART 106 to list of Introductory courses; Change course numbers ART 120/Digital Imaging; ART 220/Digital Video; ART 320/Digital Animation
- Film Studies Minor
  - Change course numbers ART 120/Digital Imaging; ART 220/Digital Video; ART 320/Digital Animation
- International Relations major
  - Remove PSCI 242 from Core; change credit allocation between Core and Electives; add PSCI 256 and PSCI 329; correct typo in catalog description
- Media and Communications Major/Minor
  - Change course numbers ART 120/Digital Imaging; ART 220/Digital Video; ART 320/Digital Animation
- Museum Studies and Cultural Management Minor
  - Change course number ART 120/Digital Imaging
- Photography Minor
  - Change course numbers ART 120/Digital Imaging; ART 220/Digital Video; ART 320/Digital Animation
- Psychology Major/Minor
  - Change total number of required credits; move PSYC 220 and PSYC 342 from core to electives; change Additional category from 2 credits to 2 courses



## For Action:

- **Change to the Associate's Degree Transfer Policy**

### ***Transfer Policy for Students with an Associate of Arts or Associate of Science Degree ~~from a New Jersey Community College~~***

If a transfer student has completed the Associate Degree ~~in the State of New Jersey~~, they will be granted junior status (64 credits, including a minimum of 8 intermediate- and 4 upper-level credits) upon transfer to Drew.

If a student has completed the Associate Degree ~~in the State of New Jersey~~, they must complete the following general education requirements:

- 64 credits of which at least 48 must be earned at Drew University.
  - If a student has completed more than 64 transferable credits up to 80 transfer credits could be awarded
- 52 intermediate and upper level credits, of which at least 28 must be at the upper level. (If a student has completed more than 12 transferable intermediate and upper level credits, each additional credit may apply toward this requirement. If a student has completed more than 4 transferable upper level credits, each additional credit may apply toward this requirement.)
- A major area of study;
- The equivalent of one four credit course in the following course categories:
  - Writing Intensive course (unless student has taken two equivalent courses in their Associate Degree);
  - Quantitative course (unless student has taken two equivalent courses in their Associate Degree);
  - Diversity course (unless student has taken two equivalent courses in their Associate Degree).
- Students are required to complete three semesters of foreign language between their Associate and Drew degrees. If they have not completed three semesters of language upon transfer to Drew, a placement test will determine the appropriate course level for completion of the remaining semester(s) at Drew. Students may also complete the language requirement for their Drew degree in one of the following ways:
  - if their application to Drew requires them to submit a TOEFL score;
  - by providing documentation to the Office of Academic Services that they attended school taught in a language other than English up through at least the 6th grade;
  - by demonstrating proficiency equal to Drew's language requirement on a Drew placement test;
  - by demonstrating proficiency equal to Drew's language requirement on a placement test administered through the Office of Academic Services in a language not offered at Drew;
  - by scoring 680 or higher on an appropriate SAT II exam;
  - by scoring a 4 or 5 on an appropriate Advanced Placement (AP) exam;
  - by scoring a 5 or higher in an appropriate IB language course (SL or HL).

**NOTE 1:** ~~Immersive Off-campus~~ experiences are an integral part of Drew's General Education program and are core to the mission of the institution. ~~These~~~~This~~ experiences provides students with the opportunity to practice what they have learned outside ~~a traditional classroom setting~~~~the confines of the college campus~~. Transfer students are highly encouraged to talk with their advisers about how to integrate such experiences into their Drew program of study. ~~This might include an internship, a full-semester domestic or international off-campus program, a teaching or language practicum, a community-based learning course, an off-campus or immersive summer research experience or creative project, an international summer language program, a service learning program, or a community service project.~~ These might include internships, community-engaged projects and ~~c~~Community-based learning courses, study abroad or domestic programs, undergraduate research or creative projects, and peer mentoring or student leadership positions.

**NOTE 2:** While not required, students transferring in to Drew with an Associate Degree are encouraged to take DREW 110 Launch Workshop: Preparation for Career and Academic Success. This one-credit course is offered for all transfer students in fall semesters, and with limited spots in spring semesters. This course helps provide students with an introduction to Launch strategies and resources, including initial career design steps, career and identity communities, mentoring opportunities, and job postings.

**NOTE 32:** Students who completed a combined High School and ~~New Jersey~~ Associate Degree program and who applied as a first-time student will be evaluated based on the Advanced Standing policy described below for "College Credits Earned Prior to Graduation from High School."

## **For Information:**

### **New Courses:**

#### **ART 350/Digital Studio**

Students in this class will have an opportunity to experiment with new forms, techniques, and ideas in still and moving images, audio, and hybrid digital practices, and will be asked to think about both the formal qualities of what they produce, and the information this imagery carries in content, metadata, and code. Building on knowledge acquired in digital studio courses, students will work on self-directed projects which will be supported by ongoing critiques and contextual instruction. Prerequisites: Art 150/Digital Imaging, Art 250/Digital Video OR Art 251/Digital Animation, or permission of instructor.

#### **MDHM 705/Care Ethics and Biomedical Ethics Seminar**

Thinking about the moral good in care has a long tradition among nursing theorists. In this seminar, you will learn about biomedical ethics *and* care ethics. We discuss critical concepts that constitute good care. Some of these concepts are: vulnerability, precariousness, interdependence, power, and relationality. We follow a dialectic approach by combining reading and analysis of theoretical and philosophical texts with empirical work.

## **Changes to Existing Courses:**

### **ART 104**

#### **Current:**

**ART 104/Digital Design**

An introduction to the visual elements that constitute the basic issues of design. Primary goals are the development of technical and critical skills as they apply to digital design. Investigates aspects of color, line, form, texture, and space through workshops and outside assignments. The foundation course for the intermediate- and upper-level studio courses. Offered every semester. CLA-Breadth/Arts

**Proposed:**

**ART 104/Digital Design: Remove from catalog**

**ART 120/Digital Imaging**

**Current:**

**ART 120/Digital Imaging**

This course introduces the computer as a fine arts tool, and provides an overview of digital arts concepts and terminology. Students will solve design problems using a variety of computer software applications. Critical awareness of new media in a historical context is encouraged through lectures, discussion and critiques. Offered fall and spring semesters. CLA-Breadth/Arts

**Proposed:**

**ART 150/Digital Imaging**

This course introduces the computer as a fine arts tool, and provides an overview of digital arts concepts and terminology. Students will solve design problems using a variety of computer software applications. Critical awareness of new media in a historical context is encouraged through lectures, discussion and critiques. Offered fall and spring semesters. CLA-Breadth/Arts

**ART 220/Digital Video**

**Current:**

**ART 220/Digital Video**

Introduces digital video as a creative tool and offers a technical understanding of the video camera and non-linear editing. Students will learn to manipulate time, space and sound to create sequential, narrative and experimental works. Projects explore both formal and conceptual issues integral to the history of video and filmmaking. Offered spring semester. CLA-Breadth/Arts

**Proposed:**

**ART 250/Digital Video**

Introduces digital video as a creative tool and offers a technical understanding of the video camera and non-linear editing. Students will learn to manipulate time, space and sound to create sequential, narrative and experimental works. Projects explore both formal and conceptual issues integral to the history of video and filmmaking. Offered spring semester. Prerequisite: ART 130 or ART 150 or instructor permission. CLA-Breadth/Arts.

**ART 320/Digital Animation**

**Current:**

**ART 320/Digital Animation**

An investigation of time, form and motion through the use of digital animation techniques. Students will explore the impact of the moving image on the history of art, with special emphasis on new media. Class critiques will create connections between traditional and digital art. Pre-req: ART 120 or ART 220. Offered spring semester. CLA-Breadth/Arts, CLA-Quantitative

**Proposed:**

**ART 251/Digital Animation**

An investigation of time, form and motion through the use of digital animation techniques. Students will explore the impact of the moving image on the history of art, with special emphasis on new media. Class critiques will create

connections between traditional and digital art. Pre-req: ART 150 or instructor permission. Offered spring semester.  
CLA-Breadth/Arts

## **Change to Existing Major/Minor:**

### **Art Major**

Requirements for the Art Major (48 or 52 credits)

#### **I. Core (4 credits)**

- ~~ART 104 - Digital Design~~
- ART 106 - Drawing I
- ART 150- Digital Imaging

#### **II. Introductory Studio Art (8 credits)**

- ART 105 - Sculpture I
- ART 106 - Drawing I
- ART 112 - Ceramic Sculpture I
- ~~ART 120 - Digital Imaging~~
- ART 130 - Photography I
- ART 140 - Printmaking I
- ART 150- Digital Imaging
- ART 160 - Painting I

#### **III. Introductory Art History (4 credits)**

- ARTH 101 - Survey of Western Art: Ancient and Medieval
- ARTH 102 - Survey of Western Art: Early Modern, Modern and Contemporary

#### **IV. Intermediate-level Studio Art (8 credits)**

- ART 205 - Sculpture II
- ART 206 - Drawing II
- ART 212 - Ceramic Sculpture II
- ~~ART 220 - Digital Video~~
- ART 230 - Photography II
- ART 240 - Printmaking II
- ART 250- Digital Video
- ART 251- Digital Animation
- ART 260 - Painting II
- ART 270 - Special Topics in Studio Art

#### **V. Upper-Level Studio Art (4 credits)**

- ART 305 - Sculpture III
- ART 306 - Drawing III
- ART 320 - Digital Animation
- ART 330 - Photography III
- ART 340 - Printmaking III
- ART 350- Digital Studio
- ART 360 - Painting III

#### **VI. Additional (8-12 credits)**

- ARTH 306 - Early 20th-Century Art (Prerequisite for ART 385)
- ART 385 - New York Semester on Contemporary Art (may be taken for 4 or 8 credits)

## VII. Senior Studio or Intermediate- or Upper-Level Studio Art (8 credits)

- ART 390 - Senior Studio I
- AND
- ART 392 - Senior Studio II

## VIII. Capstone (4 credits)

- ART 405 - Professional Practice

## Art Minor

### 1. Introductory level studio art courses (8 - 12 credits)

- ~~ART 104 - Digital Design~~
- ART 105 - Sculpture I
- ART 106 - Drawing I
- ART 112 - Ceramic Sculpture I
- ~~ART 120 - Digital Imaging~~
- ART 130 - Photography I
- ART 140 - Printmaking I
- ART 150 - Digital Imaging
- ART 160 - Painting I

### 2. Intermediate level & upper level studio art courses (4 - 8 credits)

- ART 205 - Sculpture II
- ART 206 - Drawing II
- ART 212 - Ceramic Sculpture II
- ~~ART 220 - Digital Video~~
- ART 230 - Photography II
- ART 240 - Printmaking II
- ART 250 - Digital Video
- ART 251 - Digital Animation
- ART 260 - Painting II
- ART 270 - Special Topics in Studio Art

### 3. Upper level courses: Advanced level studio

- ART 305 - Sculpture III
- ART 306 - Drawing III
- ~~ART 320 - Digital Animation~~
- ART 330 - Photography III
- ART 340 - Printmaking III
- ART 350 - Digital Studio
- ART 360 - Painting III

## Film Studies Minor

### Requirements for the Minor (24 credits)

24 credits; no more than two courses taken for this minor may be counted towards a major.

#### Core (8 credits)

- FILM 101 - Introduction to Film Analysis /
- ENGH 120 - Introduction to Film Analysis
- FILM 201 - Film History and Theory /

- ENGH 221 - Film History and Theory

### Production (4-8 credits)

- ~~ART 120 - Digital Imaging~~
- ART 130 - Photography I
- ART 150 - Digital Imaging
- ~~ART 220 - Digital Video~~
- ART 230 - Photography II
- ART 250 - Digital Video
- ART 251 - Digital Animation
- ~~ART 320 - Digital Animation~~
- FILM 337 - Electronic Music Composition /
- MUS 337 - Electronic Music Composition
- MCOM 201 - Documentary Practice

## International Relations Major

### I. Core (24 20 credits)

- PSCI 102 - Comparative Political Systems
- PSCI 104 - International Relations
- ~~PSCI 242 - International Organizations~~
- PSCI 247 - International Security
- PSCI 362 - International Political Economy

One course in Human Rights (from the following):

- PSCI 241 - Transnational Feminisms
- PSCI 248 - Special Topics in Human Rights
- PSCI 333 - International Human Rights
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 365 - Seminar on Human Rights

### II. Language Study (4 credits)

Students must complete one course in the target language beyond Drew's general education requirement. Students starting a language at Drew will therefore require four semesters of language study to fulfill this requirement. Students who place beyond the fourth semester of language instruction in a Drew foreign language will be considered to have completed this requirement, and can complete the major with only 50 credits.

### III. Intermediate or Upper-Level (20 24 credits)

In addition to the required core, language and capstone courses, students must take ~~32~~ 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 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 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

#### IV. Capstone (2 credits)

- IREL 402 - International Relations Capstone

## Media and Communications Major

### Practice

*In these courses, students become producers of digital, textual, and/or aural media; they also reflect on their practice, applying the theoretical frameworks they have learned elsewhere in the major.*

- ~~ART 104 – Digital Design~~
- ~~ART 120 – Digital Imaging~~
- ART 130 - Photography I
- ART 150- Digital Imaging
- ~~ART 220 – Digital Video~~
- ART 230 - Photography II
- ART 250- Digital Video
- ART 251- Digital Animation
- ~~ART 320 – Digital Animation~~

- ART 330 - Photography III
- BST 287 - Applied Analysis of Social Entrepreneurship OR
- ECON 287 - Applied Analysis of Social Entrepreneurship OR
- PSCI 287 - Applied Analysis of Social Entrepreneurship
- CSCI 149 - Introduction to Computer Science in JavaScript
- CSCI 150 - Introduction to Computer Science in Python
- CSCI 190 - Introductory Topics in Information Technology
- CSCI 340 - Software Engineering
- ENGH 242 - Gender and Communication
- ENGH 244 - Introduction to Journalism
- ENGH 246 - Business Communications
- ENGH 331 - Nonfiction Writing Workshop: Articles
- ENGH 342 - Theory and Practice of Media Communication
- ENGH 343 - Advanced Journalism
- ENGH 346 - Blogs, Tweets, and Social Media: The Practice of Digital Communication
- ESS 302 - Geographic Information Systems
- MCOM 204 - Practice: Selected Topics in Media
- MCOM 304 - Practice: Advanced Selected Topics in Media
- MUS 337 - Electronic Music Composition
- SPCH 101 - Speech Fundamentals
- SPCH 301 - Advanced Speech
- THEA 135 - Acting and Directing
- THEA 255 - Playwriting
- THEA 355 - Advanced Playwriting

## Media and Communications Minor

### Practice

In these courses, students become producers of digital, textual, and/or aural media; they also reflect on their practice, applying the theoretical frameworks they have learned elsewhere in the major.

- ~~ART 104 - Digital Design~~
- ~~ART 120 - Digital Imaging~~
- ART 130 - Photography I
- ART 150 - Digital Imaging
- ~~ART 220 - Digital Video~~
- ART 230 - Photography II
- ART 250 - Digital Video
- ART 251 - Digital Animation
- ~~ART 320 - Digital Animation~~
- ART 330 - Photography III
- BST 287 - Applied Analysis of Social Entrepreneurship
- CSCI 149 - Introduction to Computer Science in JavaScript
- CSCI 150 - Introduction to Computer Science in Python
- CSCI 190 - Introductory Topics in Information Technology
- CSCI 340 - Software Engineering
- ENGH 242 - Gender and Communication
- ENGH 244 - Introduction to Journalism
- ENGH 246 - Business Communications
- ENGH 331 - Nonfiction Writing Workshop: Articles
- ENGH 342 - Theory and Practice of Media Communication
- ENGH 343 - Advanced Journalism
- ENGH 346 - Blogs, Tweets, and Social Media: The Practice of Digital Communication
- ESS 302 - Geographic Information Systems



- MCOM 204 - Practice: Selected Topics in Media
- MCOM 304 - Practice: Advanced Selected Topics in Media
- MUS 337 - Electronic Music Composition
- SPCH 101 - Speech Fundamentals
- SPCH 301 - Advanced Speech
- THEA 135 - Acting and Directing
- THEA 255 - Playwriting
- THEA 355 - Advanced Playwriting

## Museum Studies and Cultural Management Minor

### II. Administration and Communications (4 credits)

- ~~ART 120 - Digital Imaging~~
- ART 150- Digital Imaging
- BST 305 - Market Strategy & Marketing
- CE 215 - The Non-Profit Sector
- DATA 200 - Data Science: Introduction, History, and Case Studies
- ENGH 246 - Business Communications OR BST 246
- ENGH 344 - Rhetorics of the Workplace/Professional Communication
- HIST 307 - Topics in Archival Studies
- MCOM 201 - Documentary Practice
- PHIL 214 - Business Ethics
- PSYC 372 - Organizational Psychology & Leadership
- SOC 217 - The Sociology of Management

Note: Students who choose ~~ART 120~~ ART 150 as one elective must be sure that they have at least 16 additional credits at the intermediate or upper level.

## Photography Minor

### Requirements for the Minor (20 credits)

#### I. Core (20 credits)

- ~~ART 104 - Digital Design~~
- ART 150-Digital Imaging
- OR
- ~~ART 220 - Digital Video~~
- ART 250-Digital Video

AND

- ART 130 - Photography I
- ART 230 - Photography II
- ART 330 - Photography III
- ARTH 243 - History of Photography

## Psychology Major

### Requirements for the Major (48 42-46 credits)

#### I. Core (16-24 credits)

- PSYC 101 - Introduction to Psychology
- MATH 117 - Introductory Statistics C- or higher.
- PSYC 110 - Psychology Preceptorial

- PSYC 211 - Research Methods in Psychology
- ~~PSYC 220 - Biological Psychology~~
- ~~PSYC 342 - Social Psychology~~

## II. Electives I (8 credits)

- PSYC 231 - Infancy, Childhood and Adolescence OR
- PSYC 232 – Adulthood
- ~~PSYC 342- Social Psychology~~
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology

## III. Electives II (8 credits)

- ~~PSYC 220- Biological Psychology~~
- PSYC 222 – Sensation and Perception
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience

## IV. Seminar (4 credits)

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women's Resistance
- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology
- PSYC 368 - Seminar in Psychotherapy
- PSYC 369 - Seminar in Industrial Organizational Psychology

## V. Additional (2 credits courses)

Students must complete ~~an~~ additional courses or laboratory experiences in Psychology, excluding PSYC 394, PSYC 396, PSYC 410, PSYC 411.

- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 333 - Aviation Psychology and Management
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology

## VI. Capstone (2 credits)

- PSYC 400 - Capstone Experience in Psychology

### Note:

The following courses are recommended:

- PSYC 312 - Advanced Research Project in Psychology
- INTC 200 - Internship project in Psychology

Enrollment Report  
Faculty Meeting 11-15-2019

Bob Herr  
Vice President for Enrollment Management &  
Dean of College Admission

Campus Admissions Events:

Thank you to all the faculty who attended and assisted with our panels on the October Discover Drew Day. It was another positive and successful day.

Last week we had two Experience Drew Days with 86 students attending in total. Comparatively, in 2018, we had 64 guests attend on those dates. Moreover, this past Sunday we had 36 students attend our Sunday information session and tour, which is a record attendance for a weekend information session. Overall, total campus visitors are up over last year.

We also are hosting over 40 secondary school counselors from across the country on campus on Tuesday 11/12. Getting them familiar with Drew, our students and community, and campus definitely helps them in identifying students who would be a good match for us.

Upcoming Admissions events:

Sunday, January 26 – Discover Drew Day  
Saturday, February 15 – Into the Forest (yield event)  
Monday, February 17 – Experience Drew Day  
Sunday, March 22 – Into the Forest (yield event)  
Saturday, April 4 – Into the Forest (yield event)  
Friday, April 17 – Day of Scholars  
Saturday, April 18 – Discover Drew Day

2020 Admissions Update:

Undergraduate applications for admission continue to trend slightly ahead of fall 2019. As of 11/11 we are about 2% ahead in first time freshmen applications. Friday 11/15 is our Early Decision deadline and 12/15 will be our Early Action deadline.

On a processing note, our conversion to our new CRM, *Slate*, has enabled us to complete more applications earlier. For example, for fall 2019 on 11/1 we had 284 completed applications and for fall 2020 on 11/1 we had 646 completed applications.

While it's still very early in the cycle, the momentum is positive and I feel confident we will meet or exceed last year's application total.

Thank you to all the faculty for your continued support of the admissions efforts at Drew!

## **UNIVERSITY LIBRARIAN'S REPORT**

### **For CLA Meeting of November 15, 2019**

Dear Colleagues:

We were saddened by the death of Bruce Lancaster (T'74), who passed away on October 30, 2019 at Overlook Hospital. Bruce retired from the Drew Library in 2017, following a career that spanned more than 40 years.

After earning a B.A. at Dickinson College, Bruce enrolled in the School of Theology in 1970 and began working in the Drew Library as a student assistant. He served in the Circulation Department until 1998, then in Reference and Research Services until he retired. His knowledge, humor and patience proved to be great attributes in reference service. As Dr. Jody Caldwell recalls, Bruce was "an archetypal librarian, with a generosity of spirit that led him to share the information that he could absorb like a sponge."

During his long tenure at Drew he touched many lives. He will certainly live on in the fond memories of his many co-workers, students, and faculty friends. He will be greatly missed by those who have known him through the years.

Our thoughts and prayers are with Bruce's family and friends. Cards or letters for Bruce's family can be sent to  
Lancaster Family  
1021 Lorraine Avenue  
Union NJ 07083

#### **Collection Development**

As part of the university's zero-based budgeting process, the library is reviewing and updating collection development policies and procedures to ensure alignment with current and future academic programs. We are scheduling a series of meetings with departments to discuss these changes.

#### **Instructional Technology Update**

Shawn Spaventa and I are working with the Provost's office on plans for replacing support provided by the two recently-vacated positions of Instructional Technologist and Instructional Designer. In addition to direct support for instructors in technology and pedagogy, our goals include strengthening language on project management, leadership, and building and managing teams of graduate and undergraduate students for front-line service delivery in a peer mentor-tutor model that aligns well with Launch.

#### **Library Events**

The Library Events Committee produced many successful events this fall (see details below). Please attend our remaining events, and encourage your students to participate as well. Monday's "Meet the Editor" session (4:30 pm in the Kean Room) will be of special interest to faculty and graduate students.

With all best wishes,

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

(continued)

## **New in the Library this fall**

### **HeinOnline**

The Library has replaced Nexis Uni (Lexis-Nexis) with [HeinOnline](#), a database containing historical and government documents, law-related periodicals, the entire Congressional Record, Federal Register, and Code of Federal Regulations, complete coverage of the U.S. Reports back to 1754, treaties, constitutions, case law, world trials, classic treatises, international trade, foreign relations, U.S. Presidents, and much more. An online live chat feature is available for assistance with searching and browsing.

### **Sage Research methods**

The Library is happy to announce our subscription to [Sage Research Methods](#), which includes access to Business cases, Datasets and Videos. See the [LibGuide](#) for further information. A training webinar was held on August 19; a recording is available and was sent to all faculty via email. Another training webinar could be scheduled later in the semester; please contact Kathy Juliano if interested.

### **Sage and Springer ebook packages**

We have extended these Ebook packages for another year. Check out the content on [Sage Knowledge](#) and [SpringerLink](#) sites. All books are also available through the Library [catalog](#).

### **Gale Archival collections**

We have purchased five primary source collections in various subject areas:

- [Archives of Sexuality and Gender: LGBTQ History and Culture Since 1940, Parts 1 and 2](#)
- [Nineteenth Century US Newspapers Digital Archive](#)
- [Slavery and Anti Slavery, Parts I - IV](#)
- [Women's Studies Archive: Women's Issues and Identities](#)
- [World Scholar: Latin America and the Caribbean](#)

### **Reminders**

**NY times sign up and NYT in education** - Don't forget to encourage your students to sign up for their free academic pass to the NY Times. See [Libguide](#) for details. Also take advantage of [NY Times in Education](#), a site featuring Instructional Strategies and Co-curricular activities by subject.

**Kanopy mediation** - Our Kanopy streaming video site is now fully mediated, meaning that films must be requested unless they have been previously licensed. See the [LibGuide](#) for more information. Please provide adequate notice for film requests.

Find all the Library's resources [here](#) and in the [Catalog](#)

Questions? Contact Kathy Juliano [kjuliano@drew.edu](mailto:kjuliano@drew.edu), x 3478 or [reference@drew.edu](mailto:reference@drew.edu).

## LIBRARY EVENTS AND EXHIBITS

### ***“On Dress”: Form and Fashion Exhibit***

Dates: September 30th - January 3rd

Location: Methodist Archives

Description: Curated by Candace Reilly and Brian Shetler, this exhibit traces the history of fashion from the 19th century to the present. It explores the way we dress, from head to toe and from ordinary to extraordinary!



### **Meet the Editor-In-Chief of the Michigan State University Press**

Date: Monday, November 18, 2019, 4:30 -5:30 p.m.

Location: [Kean Room](#), Drew University Library

Description: Meet Catherine Cocks, Editor-In-Chief of the Michigan State University Press. In addition to offering guidance for authors, Dr. Cocks will share perspectives on careers in academic publishing. Sponsored by the Office of the Provost and Dean of the College of Liberal Arts & Caspersen School of Graduate Studies; [Drew University Libraries](#)



**Student Showcase: Watercolor Art Inspired by the Archives**

Date: November 20th | 6pm

Location: Methodist Archives

Description: This showcase will highlight the work of students in Prof. Liana Piehler's Watercolorist's Craft class who have used special collections material to influence their work and inspire their imaginations. This event, conceived by student Bruce Dalziel, will show the works in a gallery setting and give students a chance to show off their archives-inspired creations!







# Windows 10

*Microsoft ends Windows 7 extended support on  
January 14, 2020*

If you have a Drew-issued computer running Windows 7:

1. [Copy any files saved only to the computer.](#)
2. [Schedule an appointment to move to Windows 10.](#)

See <https://uknow.drew.edu/confluence/x/o4BqBQ>  
for more information.

But my computer is *really old*...

Check the Technology Asset Policy at [drew.edu/ut](http://drew.edu/ut) for the  
procedure regarding equipment upgrade requests or new  
departmental purchase requests.



## Questions?

Please contact us by calling the University Technology  
Service Center at 973-408-4357 (dial HELP from your  
Drew telephone) or by opening a support ticket at

[help.drew.edu](http://help.drew.edu)



# The Drew Review

Submit your research paper to be published in the 19'-20' edition of Drew University's double-blind peer-reviewed journal!

Only one professor nomination necessary, sent via email to:

**[drewreview@drew.edu](mailto:drewreview@drew.edu)**



TIAA Financial Essentials

# Financial knowledge for all

## The financial knowledge to help plan for whatever life brings

TIAA has experience helping people save and invest since 1918. We're proud to share that knowledge with you in the form of fun, interactive and informative workshops. Here are some workshops that are coming soon to Drew University.

### The Starting Line:

Why and how retirement saving should begin now

Smart steps in the beginning of your career can help lead you to a more solid financial future. TIAA's workshop leader will help you understand debt, the real effect of time on money, and understanding budgeting and saving.



Onsite

Join us on Wednesday, November 20 from 12:00 p.m. - 1:00 p.m.

[REGISTER NOW](#)

### Money at Work 1:

Foundations of investing

Smart investing starts with a solid grasp of the basics. The more you know, the better prepared you are to make informed investment decisions. TIAA's workshop leader will highlight investment options to help you make the right choices for your financial needs.



Onsite

Join us on Wednesday, November 20 from 1:30 p.m. - 2:30 p.m.

[REGISTER NOW](#)

All workshops will be held in the Mead Hall, Founders Room.

Call 800-732-8353 weekdays, 8 a.m. to 8 p.m. (ET), or register online above. And it's at *no additional cost to you!*



This material is for informational or educational purposes only and does not constitute investment advice under ERISA. This material does not take into account any specific objectives or circumstances of any particular investor, or suggest any specific course of action. Investment decisions should be made based on the investor's own objectives and circumstances.

**The TIAA group of companies does not give tax or legal advice. The workshop provides general information that you should discuss with your personal tax and legal advisors to determine how it may apply to your individual circumstances.**

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**Investment, insurance, and annuity products are not FDIC insured, are not bank guaranteed, are not deposits, are not insured by any federal government agency, are not a condition to any banking service or activity, and may lose value.**

**You should consider the investment objectives, risks, charges, and expenses carefully before investing. Please call 877-518-9161 or go to [TIAA.org](http://TIAA.org) for underlying product and fund prospectuses that contain this and other information. Please read the prospectuses carefully before investing.**

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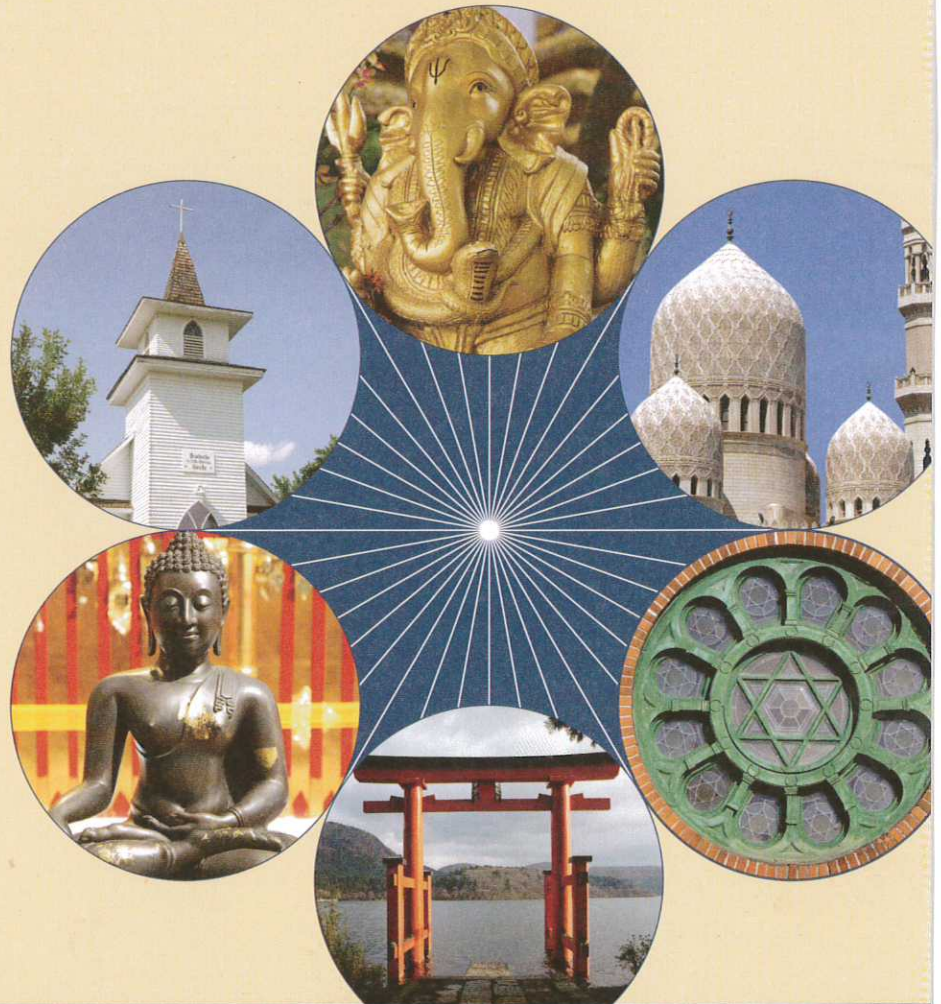
THE COUNCIL OF  
INDEPENDENT COLLEGES



# Teaching Interfaith Understanding

A SEMINAR FOR FACULTY MEMBERS

JUNE 14–18, 2020  
DEPAUL UNIVERSITY  
CHICAGO, IL



Directed by

**Eboo Patel**

Founder and President,  
Interfaith Youth Core

**Laurie Patton**

President, Middlebury

[WWW.CIC.EDU/TEACHINGINTERFAITH](http://WWW.CIC.EDU/TEACHINGINTERFAITH)



# Teaching Interfaith Understanding

**JUNE 14–18, 2020 - DEPAUL UNIVERSITY - CHICAGO, IL**

The Council of Independent Colleges (CIC) and Interfaith Youth Core (IFYC) are pleased to announce a multidisciplinary seminar on Teaching Interfaith Understanding for full-time faculty members at CIC member colleges and universities. The seminar will broaden faculty members' knowledge and perspective to help them strengthen the teaching of interfaith understanding, develop new courses and other resources, and expand the network of faculty members who are committed to teaching this subject. The seminar, offered by CIC and IFYC and generously supported by a grant from Lilly Endowment Inc., will cover most costs of participation for those faculty members who are selected.

Religious diversity, along with contestations of religious belonging, pluralism, and inclusion, has become an increasingly fraught topic in American public discourse and public life, even as American campuses have become more religiously diverse. Undergraduate students—regardless of their academic field, religious background, or demographic identity—need to make space for reflection on questions of meaning, purpose, and values, and to consider the significance of their own narratives, beliefs, and practices. On many campuses, interfaith activities are expanding, drawing increased attention from students, campus staff and administrators, and faculty members. The 2020 seminar will examine how interfaith understanding can be taught effectively in the college classroom so that students are equipped for interfaith engagement and leadership both in the classroom and beyond.

Although some scholars—primarily those within the fields of comparative religion or comparative theology—have addressed such topics for years, many faculty members in the humanities are seeking new ways to connect their expertise with efforts to foster religious pluralism. There also is increasing interest in these topics from faculty members in fields such as education, health care, and business in which the challenges of religious diversity will have an impact on students' vocational aspirations and postgraduate professions. Arguably, education on such topics is critical not only to counter religious illiteracy and insensitivity, but also to prepare students for civic responsibility in a religiously diverse world. These objectives raise significant pedagogical and methodological questions for faculty members. How might faculty members within religious studies, as well as those in other fields with practical or theoretical connections to questions of interfaith cooperation, apply these ideas to their own courses? What pitfalls may arise for faculty members who broach the sensitive topics of religious identity and diversity within an academic classroom? How can faculty members effectively connect curricular and co-curricular interfaith work? What should a student know after taking a course about interfaith understanding, and how can that learning be assessed?

## About the Seminar

This seminar, led by Laurie Patton, president of Middlebury, and Eboo Patel, founder and president of Interfaith Youth Core, will examine the substantial theoretical questions inherent in teaching interfaith understanding and explore the practical work of translating these ideas into courses. Participating faculty members will have opportunities to develop teaching resources such as syllabi and course modules that may be shared online with colleagues at many other institutions. Each day of the seminar will focus on a particular dimension of interfaith understanding—such as models of interfaith collaboration and pedagogies for teaching interfaith cooperation—and will include both theoretical and applied work. The seminar will blend discussions of case studies and syllabi, primary texts and scholarly readings, and experiential activities such as site visits.

## Seminar Directors



**Eboo Patel** is a leading voice in the movement for interfaith cooperation and the founder and president of Interfaith Youth Core (IFYC), a national nonprofit organization working to make interfaith cooperation a social norm. He is the author of *Acts of Faith*, *Sacred Ground*, *Interfaith Leadership*, and the newly released *Out of Many Faiths*. Named by *U.S. News & World Report* as one of America's Best Leaders of 2009, Patel served on President Obama's Inaugural Faith Council. He is a regular contributor to the public conversation about religion in America and a frequent speaker on religious pluralism. He holds a doctorate in the sociology of religion from Oxford University, where he studied on a Rhodes scholarship. For over 15 years, Eboo has worked with governments, social sector organizations, and colleges and universities to help realize a future where religion is a bridge of cooperation rather than a barrier of division.



**Laurie Patton** is the 17th president of Middlebury, and the first woman to lead the institution in its 217-year history. She joined Middlebury in 2015, after serving as Duke University's dean of Trinity College of Arts and Sciences and Robert F. Durden Professor of Religion. From 1996 to 2011, Patton served on the faculty and administration at Emory University, where she was the Charles Howard Candler Professor of Religions and the inaugural director of Emory's Center for Faculty Development and Excellence in the Office of the Provost. She began her career at Bard College, where she was assistant professor of Asian religions from 1991 to 1996. Patton is the author or editor of nine books on South Asian history, culture, and religion. In addition, she has translated the classical Sanskrit text, *The Bhagavad Gita*, and has published two books of poetry. Patton has lectured widely on interfaith issues and religion and public life, and she has consulted with the White House offices on faith-based initiatives and civic engagement. In May 2014, she was named Alumna of the Year at the University of Chicago Divinity School. She is a graduate of Harvard University and the University of Chicago.



## Participants, Location, and Expenses

CIC and IFYC will select 25 participants by competitive nomination. Full-time faculty members at CIC member institutions are eligible to be considered. The seminar will take place at DePaul University on June 14–18, 2020. Lodging, most meals, and reading materials will be provided, thanks to generous support from Lilly Endowment Inc. Participants or their institutions are expected to cover transportation to and from the seminar location.

## Nomination Process

Faculty members who wish to participate should ask the chief academic officer of their institution to send a letter of nomination that emphasizes the nominee's qualifications and the opportunities that the nominee will have upon returning home to incorporate what has been learned into his or her teaching or developing campus programs. Preference will be given to nominees whose plans to develop and offer new courses are definite and already have institutional approval and support. Each institution may nominate more than one individual, and faculty members in all academic ranks are eligible to participate. The nomination form is available at [www.cic.edu/TeachingInterfaith](http://www.cic.edu/TeachingInterfaith) and should be submitted online. Each complete nomination should consist of the following:

1. **Nomination letter** from the chief academic officer endorsing the nominee and explaining the current status of interfaith initiatives on campus, what the institution intends to do in this area in the future, and how the nominee will use seminar material in their teaching, research, or in other activities both on and off campus following participation in the seminar;
2. Completed **nomination form**;
3. Nominee's **curriculum vitae**; and
4. Nominee's **statement of reasons for wishing to participate** in the seminar and explanation of involvement in current interfaith activities, the kinds of courses and activities that are likely to be developed following participation in the seminar, and the formal status of these plans.

## Nomination Deadline

Please submit the nomination online in a single package by **Friday, January 17, 2020**. Selection of participants will be announced by **Monday, February 24, 2020**.

For questions about the seminar or the nomination process, contact Stephen Gibson, director of programs, Council of Independent Colleges, at (202) 466-7230 or [sgibson@cic.nche.edu](mailto:sgibson@cic.nche.edu). Learn more at [www.cic.edu/TeachingInterfaith](http://www.cic.edu/TeachingInterfaith).



THE COUNCIL OF  
INDEPENDENT COLLEGES

One Dupont Circle, NW, Suite 320, Washington, DC 20036-1142  
Phone: (202) 466-7230 • @CICnotes • [www.cic.edu](http://www.cic.edu)



IFYC  
interfaith  
youth core

141 W. Jackson Blvd., Suite 3200, Chicago, IL 60604  
Phone: (312) 573-8825 • @IFYC • [www.ifyc.org](http://www.ifyc.org)



THE COUNCIL OF  
INDEPENDENT COLLEGES



## 2020 Seminar on Teaching Interfaith Understanding

October 11, 2019

Dear CIC Chief Academic Officer:

The Council of Independent Colleges (CIC) and Interfaith Youth Core (IFYC) are pleased to announce a multidisciplinary seminar, *Teaching Interfaith Understanding*, for full-time faculty members at CIC member colleges and universities. The seminar is intended to increase faculty members' knowledge, broaden their perspective, and help them strengthen the teaching of interfaith understanding through the development of new or revised courses and other resources and the expansion of a network of faculty members who are committed to teaching this subject. The seminar will be held June 14–18, 2020, at DePaul University in Chicago, Illinois. **Eboo Patel**, founder and president of IFYC, and **Laurie Patton**, president of Middlebury, will lead the seminar.

Twenty-five full-time faculty members will be selected for the seminar by competitive nomination. Please note that the selection process is based on nominations by chief academic officers, not direct application by faculty members. Nominations of faculty members of color, and non-Christian faculty members, are encouraged. Scholars from outside religious and theological studies also are welcome as it is our experience that participants from a wide range of disciplines—including philosophy, business administration, sociology, psychology, biology, and other fields—have contributed substantially to conversations that take place during the seminar.

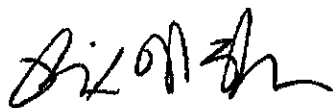
For selected faculty members, the costs of the seminar itself, lodging, most meals, and reading materials will be covered through the generous support of Lilly Endowment Inc. Participants or their institutions are expected to cover transportation to and from the seminar location, although limited funds are available to assist participants who would otherwise be unable to attend the seminar. Preference will be given to nominees whose plans to develop and offer new courses are definite and already have institutional approval and support.

Would you please make the existence of the seminar widely known among faculty members who may be interested, and subsequently submit one or more nominations? The deadline for completed nominations is **January 17, 2020**.



For more information, visit [www.cic.edu/TeachingInterfaith](http://www.cic.edu/TeachingInterfaith). Questions should be directed to Stephen Gibson, CIC's director of programs, who can be reached at (202) 466-7230 or [sgibson@cic.nche.edu](mailto:sgibson@cic.nche.edu).

Sincerely yours,



Richard Ekman  
President  
Council of Independent Colleges



Eboo Patel  
Founder and President  
Interfaith Youth Core

Enclosure

# Faculty Research Series

FRIDAY, NOVEMBER 15  
2:00 PM  
BROTHERS COLLEGE-101

## Slavery and the Performative Memorial

**A talk by Sophia Fortune,**  
Assistant Professor of French Studies

**PROCESS NOTE: There will be two votes of the faculty. The first vote will be to decide whether the text below that is labeled “Version 1” or “Version 2” will be included in the Handbook (see highlighted text). Once this is determined, the faculty will then vote up or down for the entire document presented here.**

---

## VII. Departments of Instruction and Divisions

### 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.

#### 1.1 Departments 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, Medical Humanities, Music, Theatre and Dance, Philosophy, and Spanish

#### 1.2 The Faculty Forum

##### VERSION 1:

The Dean’s Council representative from each division shall be assigned to chair one of four “Faculty Forums,” as described below.

Faculty members from the various divisions shall be evenly distributed by the Dean’s office in consultation with Dean’s Council between four separate **Interdisciplinary Forums**, to meet at regular predetermined times before each faculty meeting, with the following specific responsibilities:

At the request of one or more Division members or the discretion of the chair, the divisions may organize a separate meeting as a broadly-related disciplinary group to discuss items of relevance to that group.

**VERSION 2 (NOTE: IN THIS VERSION DIVISIONAL MEMBERSHIP IS BY DEPARTMENT, SEE LIST IN 1.1 ABOVE):**

The Dean's Council representative from each division will serve as chair for a "Faculty Forum," as described below.

Unless they have a conflict, in which case they may attend another Faculty forum, faculty members should go to the Forum led by their division chair, which meets at a predetermined time before each faculty meeting with 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; although a Forum may not, by itself, approve and implement a policy or programmatic proposal or recommendation initiated by a department or individual faculty member.

### **1.3 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; and,
- participate actively on the Dean's Council.

Relevant Text from the Current Faculty Regulations:

## **210. DEPARTMENTS OF INSTRUCTION AND DIVISIONS**

### **1. Departments included in divisions.**

Departments of instruction shall be organized into the following four divisions: (CLA 88-2)

Division 1: Biology, Chemistry, Mathematics and Computer Science, Physics

Division 2: Anthropology, Economics, Political Science, Psychology, Sociology

Division 3: Classics, French and Italian, German-Russian-Chinese-Arabic, History, Philosophy, Religious Studies, Spanish, Area Studies

Division 4: Art, Art History, English, Music, Physical Education, Theatre Arts

### **2. Divisions: Nature and Functions**

**a) The division is an educational and quasi-administrative unit which is intended to provide for the coordination and closer working together of departments whose subject matter areas are related.**

**b) 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. The Dean's Council representative from each division shall serve as chair of that division. Each of the divisions shall determine those members eligible to vote on division questions, including or excluding part-time personnel. Voting lists shall be certified by the chair of the division to the Dean's Council and, through it, to the faculty annually. (CLA 67-50)**

**c) The division shall have the following specific responsibilities:**

**i. In consultation with the committee on Academic Policy and Curriculum, to provide for the integration of the specific curricular areas that come within its jurisdiction and to provide for appropriate interdepartmental and interdivisional courses and major programs.**

**ii. To forward to the Dean's Council any proposals the division considers educationally desirable and that need faculty approval to become effective.**

**d) Division chairs shall:**

**i. in consultation with the Dean, call division meetings when needed;**

**ii. set the agenda for division meetings;**

iii. chair division meetings;

**e) The division shall also perform those advisory and informative functions which shall facilitate its basic purpose, including the following:**

**i. To request information for and assist in the preparation of reports to faculty committees, the faculty of the College, or the University's administrative officials.**

**ii. To assist the Dean in maintaining equitable teaching loads.**

**iii. To advise on schedule, allocation of space, and budgetary problems.**

**iv. 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 College as a whole. Such consideration may either be initiated by the division itself or at the recommendation of any of its member departments.**

**f) Even though a division may not approve a recommendation initiated by a department or individual faculty member, any faculty committee or the faculty may still consider the recommendation; the organizational nature of the College is and should remain sufficiently flexible so that the right of appeal should be recognized by all parties.**

## 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