

FACULTY MEETING – CLA

April 1, 2016

HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.	Chris Taylor
APPROVAL OF MINUTES	Jessica Lakin p. 4-12
DEAN’S UPDATES	Chris Taylor
ACTION ITEMS	
1. Drew University Credit Hour Policy	Debra Liebowitz p. 14
2. Satisfactory Academic Progress (SAP) Policy	Judy Redling p. 15
3. The General Absence Policy	Debra Liebowitz p. 18
4. Specific Absence Policy for Athletes	Debra Liebowitz p. 19
5. Changes to the Political Science Major	Christina McKittrick p. 20
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7. New Minor in International Relations	Christina McKittrick p. 25
REPORTS:	
Curricular Report	Christina McKittrick p. 13-45
Enrollment Report	Robert Massa p. 47-48
Monthly Advancement Report	Ken Alexo p. 49-52
FOR DISCUSSION:	
Draft Faculty Regulations	The Dean’s Council p.53
OLD BUSINESS:	
NEW BUSINESS:	
ANNOUNCEMENTS:	
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Digital Humanities Events	Josh Kovaloski p. 80
Community Action Week	Amy Koritz p. 81
Civic Engagement Awards Ceremony	Amy Koritz..... p. 82
Faculty Research Series	Deb Liebowitz..... p. 83
Art Exhibit Opening	Michael Peglau

ADJOURNMENT

ANNOUNCEMENTS AND CONGRATULATIONS

Sarah Abramowitz: for the publication of her book *Statistics Using IBM SPSS: An Integrative Approach*, 3rd ed. with Sharon Weinberg. Published by Cambridge University Press.

Christopher Andrews: for the publication of a short essay for the Everyday Sociology Blog on social networks, interlocking directorates, and the "power elite". (Andrews, Christopher. 2016. "Social Networks, Interlocking Directorates, and the Power Elite." *Everyday Sociology Blog*, <http://www.everydaysociologyblog.com/2016/03/social-networks-interlocking-directorates-and-the-power-elite.html>). Also, for the presentation of a paper titled, "The End of Work or Overworked?: Prosumption, Self-Service, and the New Second Shift" at the annual Eastern Sociological Society conference in Boston, Massachusetts, March 17-20 2016.

Jonathan Golden: for serving on a panel, "Interfaith Studies: Curricular Programs and Core Competencies", convened by Interfaith Youth Core and Teagle Foundation at California Lutheran University.

Sandra Jamieson: for the publication of her article "Is it Plagiarism or Patchwriting? Toward a nuanced definition" in *The Handbook of Academic Integrity*, edited by Tracey Bretag. (Springer, 2016). And for presenting the paper "But I Did Cite the Source! Distinguishing between failures in integrity and failures in knowledge – and responding" at the *Exploring Emerging Academic Integrity Issues in Education Sectors Conference*, in Dubai, UAE (March 27, 2016).

Elizabeth Kimball: Liz Kimball (with writing faculty Max Orsini, Zabby Myers, and Ted Hart) presented a round table discussion "The Many Spaces of Studio," which reported and theorized on our new first-year studio writing courses, at the Annual Conference on the Teaching of First-Year Writing at the University of Connecticut, on March 25.

Karl Latham: for performing as one of the six blindfold jury selected groups at the BMW Welt Jazz Award 2016. And for the release of a new recording with Grammy winning bassist Mark Egan and jazz guitar virtuoso Vic Juris.

Thomas Magnell: for the publication of "Freedom, Responsibility, and Science" in *Homo Oeconomicus*, which appeared together with commentaries on his work by seven other philosophers, Juha Raikka, Lydia Amir, Harald Stelzer, Daniel Mishori, Marko Ahteensuu, Ian Church, and David Hojman.

Rosemary McLaughlin and Rodney Gilbert: for producing and directing, respectively, HUDSON COUNTY PLAYS, at Cathedral Arts Live this month. Rosemary's play, *Sensitive*, will be performed along with plays by Drew alum Kat Funkhouser and other New Jersey playwrights. Drew alums and current theatre majors will join professional actors in this special project funded, in part, by the New Jersey State Council on the Arts/Department of State, a partner agency of the National Endowment for the Arts, administered by the Hudson County Office of Cultural & Heritage Affairs.

Sangay Mishra: for delivering a talk at South Asia Studies Council Colloquium Series, Yale University on his new book *Desis Divided: The Political Lives of South Asian Americans* on March 3, 2016.

G. Scott Morgan: for presenting “Ideological symmetries and asymmetries in predictions about who is socially intolerant” at the annual meeting of the Eastern Psychological Association. New York, NY.

John Muccigrosso: for participating as an invited lecturer as part of the AIA lecture program at the University of Alberta in Edmonton, Canada, entitled "Recent work along the Flaminian Way."

Emanuele Occhipinti: for publishing his article entitled “Novecento and the Contemporary Period,” in *The Year's Work in Modern Language Studies* 2014, 76 (2016): 306-15. He additionally presented a paper “Tasting the Roots of Western Civilization: A Study Abroad Program in Cilento” at the Conference *Gastronomy, Culture, and the Arts: A Scholarly Exchange of Epic Portions*, Toronto, March 12-13. Emanuele also organized and chaired the panel “Ecocriticism in Italian Literature and Film” and the roundtable “Svevo Unknown” at the NeMLA Conference in Hartford, March 17-20.

Ada Ortuzar-Young: for presentation of a paper at the Annual NeMLA (Northeast Modern Language Association), in Hartford, CT, entitled: "Pedro Pan Grows Up: Re-Contextualizing the Diaspora of 14,048 Cuban Children in Their Own Voices."

Raul Rosales: for presenting the paper "Chantel Acevedo's *A Falling Star*: Postmemory and the 'Translation' of Mariel in Contemporary U.S. Latino/a Narrative" and for chairing the subject area "Latin Americans and Latinos: Identity Issues and Cultural Stereotypes" at the 2016 Popular Culture Association/American Culture Association Annual Conference in Seattle, WA, March 22-25.

Jonathan Rose: for the selection of his book *The Literary Churchill: Author, Reader, Actor* as the winner of the 2015 New Jersey Council for the Humanities Book Award for Scholarly Humanities Non-Fiction. Also for the presentation of two papers, “Don’t Believe This Paper: A Doubtful History of Skeptical Reading” and “Revolutionary Reading,” to both the Yale Program in the History of the Book and to the SUNY Stony Brook History Department. He also spoke about his work to the Churchill Society of Connecticut. Jonathan also reviewed Claire Harman’s *Charlotte Brontë: A Fiery Heart* for the *Wall Street Journal*.

James Speese: for the presentation of his paper entitled "The Red Herring of Michelle de Kretser's *The Hamilton Case*" as part of a roundtable on "Metaphors of Detection" at the Northeast Modern Language Association in Hartford, CT on March 17. The roundtable examined the discourse of detective fiction.

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
3/4/2016

Present: Sarah Abramowitz, Christopher Andrews, Lee Arnold, Di Bai, Brianne Barker, Susan Beddes, Jason Bishop, Lisa Brenner, Monica Cantero-Exojo, James Carter, Adam Cassano, Chris Ceraso, Miao Chi, Graham A. Cousens, Kimani Fowlin, Roxanne Friedenfelds, Jonathan Golden, Louis Hamilton, Summer Harrison, Deborah Hess, Emily Hill, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Neil Levi, Debra Liebowitz, Jinee Lokaneeta, Norman Lowrey, Patrick McGuinn, Rosemary McLaughlin, Christopher M. Medvecky, Joanna Miller, Sangay Mishra, Scott Morgan, Philip Mundo, Robert Murawski, Emanuele Occhipinti, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Patrick Phillips, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Alan Rosan, Susan Rosenbloom, Paris Scarano, Rebecca Soderholm, Leslie Sprout, Carol Ueland, Sara Webb, Trevor Weston

Others Attending: Chris Anderson, Gamin Bartle, Laura Martin, Alex McClung, Frank Merckx, Michael Richichi, Maya Sanyal, Jody Caldwell, Jennifer Heise, Jared Sutton (SGA President)

The Meeting was called to order at 3:16pm

Approval of Minutes: The minutes of the February 5, 2016 Faculty Meeting were approved

Introduction of new staff member: The following new staff member was introduced:

Laura Martin - Dean of Information, Innovation and Strategy

Chris thanked Mike Richichi for his years of service at Drew and wished him well as he moves on to a new position at Baruch College.

Dean's Updates: Chris Taylor called attention to the Request for Proposals for the New York City Initiatives, which needs to be submitted by March 14th. He asked the faculty to reach out to Debra Liebowitz with any questions. Chris also informed the faculty that sheets were being passed around the meeting to indicate interest in serving as a summer advisor, advising first-year students during the next academic year, and becoming a Living Learning Community Faculty Associate. Chris thanked Minjoon Kouh, Patrick Dolan and Neil Levi for the work they did this year to make the LLCs such a success.

Action Items:

Votes Related to the Faculty Regulations - Jessica Lakin and Debra Liebowitz

Jessica reminded the faculty the larger context in which this proposal is coming forward is to have more clarity and transparency with our academic policies, particularly those that students need to know. Some of our policies are not located in accessible places. Another issue is that some policies are available in multiple locations, but the language is not always the same across locations. Jessica informed the faculty that the first effort to achieve the goal of clarity and transparency would be to deal with items in the CLA Faculty Regulations (Regs) that are not about regulating faculty and that fall more into the category of academic policy. She shared that there is an Academic Policy section in the catalog, and this should be where students go to look for a complete and accurate set of academic policies. Now that we have a committee that deals specifically with academic policy (CAPC), nothing can be added as policy, and ultimately included on that page of the catalog, without a faculty vote. She shared that the six items up for vote today are an effort to get all academic policy information out of the Regs and accurately into one location.

VOTE 1

- Delete all of the highlighted text from current draft of the Regs (see pages 11-37 of Faculty Packet). The result would be removal of inaccuracies, out of date information, and non-academic policy and items that do not belong in faculty regulations. Items that are duplicated as academic policy in the Catalog already are simply deleted, and academic policies that are not in the Catalog already would be either voted in as is with this vote or are listed separately in the votes that follow vote 1.

The remaining un-highlighted text is remanded to the Dean's Council to include or not in their new draft of the Regs. These efforts are underway and will be presented for a vote at a later date.

Wendy Kolmar raised her concern that there has to be a process in place to ensure that CAPC and the college faculty control the policy section of the catalog. Jessica responded that this will be articulated in the new Regs under the responsibilities of CAPC and the University By-Laws clearly state that the faculty control academic policy in their schools.

In response to a question from Jared Sutton as to the timing of the changes in the Regs, Debra Liebowitz indicated that any changes in academic policy will take effect in the next academic year.

Vote 1 unanimously carried when called to question.

VOTE 2

- Address language in the current Regs that states "For all students, the last semester must be taken in residence."

Deb related that the current policy, included only in the Regs and not on the Catalog's Academic Policy webpage, does not exempt Drew-approved study abroad, dual-degree or Drew off-campus

programs. The CAPC proposed language retains the idea of a residency requirement, while ensuring there are no violations in the event that a student participates in one of these programs.

Discussions followed as to what the purpose of a residency requirement is and whether or not a residency requirement is necessary at Drew. Bob Massa shared that from his experience it is a financial policy that prevents students from leaving the school after they finish their degree requirements. Bob suggested that having some type of residency requirement is a good thing as it engages students in the life of the University, but he did not feel there was an academic necessity for the policy. After continued debate as to the merits, language, and necessity of the policy, it was proposed that the issue be sent back to CAPC to propose a revised policy for future vote.

The vote for additional CAPC review passed unanimously. As this language has now been struck from the Regs in vote 1, there is currently no residency requirement.

VOTE 3

- Academic Policy Regarding Internship Credit: Internship credit may be earned through an internship project approved by the academic internship office in consultation with a faculty sponsor. Up to 8 internship credits may be applied toward credit for graduation.

Deb shared that in the current Regs there is a great deal of information about internships that is not academic policy per se; there are also some inconsistencies with present practice. The oversight of internships also needs to be addressed to ensure compliance with the forthcoming credit hour policy.

CAPC suggested the language on page 37 of the Faculty Packet be considered as appropriate for the Academic Policy page of the Catalog, as it is in fact existing practice. Approval of vote 3 makes the part of the Regs related to internships that is consistent with current practice official academic policy.

Vote 3 unanimously carried when called to question.

VOTE 4

- Auditing Courses

Deb directed the faculty's attention to page 37-38 of the Packet where the existing text and CAPC's proposed language regarding auditing courses can be found. In order to come to the suggested policy for auditing courses, CAPC used minutes from a 2013 Faculty Meeting regarding auditing, as well as current practice at peer institutions.

Steve Kaas shared with the faculty that he had previously reached out to Deb regarding his concerns regarding a "WA" grade. As he researched other school's policies, he found that students could audit (after registering to do so), and that withdrawals may or may not be put on a transcript. He questioned why students at Drew would be required to have a withdrawal from an audited course on their transcript. Deb shared that some members of CAPC felt it is best practice

to document the decisions students made when they audit classes. She shared that without putting a withdrawal on the transcript, a student's participation and presence, even though the course wasn't completed, is lost.

Jessica reminded the faculty that students who intend to attend a class for the whole semester cannot do so without being added to the roster. This is critical to maintaining the accuracy and integrity of the rosters. In response to a question from Alan Rosan, she also noted that there was no additional information that needs to be included on a faculty member's syllabi with respect to auditing. Wendy Kolmar then suggested a friendly amendment to the language in Vote 4 clarifying that students have to register, and that they have to register before the add/drop period.

Adam Cassano questioned if the new policy would preclude a student from withdrawing from a class and switching to audit, particularly when recommended to do so by Academic Standing. Deb and Jessica said Academic Standing would make the determination of whether a student could switch, and if approved, the grade would be AU rather than a WA. As the discussion continued regarding the assignment of a WA, Deb suggested that the policy go to vote striking any language referring to the conversion of an AU to a WA. She recommended that discussion on that point go back to CAPC, asking the Registrar to provide further clarification as to the necessity/ramifications of such wording. Chris asked that Deb make certain that Academic Standing be brought in on the discussion before it is brought back to the faculty for vote.

Additionally, several faculty members questioned the fees charged for students auditing courses. Jessica and Deb noted that they would need to look into that issue further, and that correct information would be included in the policy.

Vote 4 passed unanimously with the friendly amendment language suggested by Wendy Kolmar, the removal of the WA sentence, and further research into the fees. The final version to be entered into the Catalog is as follows:

Students who wish to attend courses as auditors may do so if the course is so designated or with permission of the instructor. Students must register to audit a course, and auditors must register before the end of the drop/add period. Audited courses will appear on a student's transcript as a zero-credit course with a grade of AU. At the beginning of the semester, the course instructor determines the requirements for auditing, including the attendance policy and whether course assignments and exams must be completed. Instructors are not obligated to grade course assignments or involve auditors in regular classroom activities (e.g., discussion, small-group work). Tuition and course fees, such as lab and studio fees, may apply. Continuing education students and community members who wish to audit courses should refer to the Community Education Audit (CEA) Program [website](#) for community auditor policies.

VOTE 5

- Academic Policy Regarding Attendance

Jessica and Deb shared the current language in the catalog: Students are responsible for class attendance and for prompt and regular performance of all assigned work. Suggested language (p. 39 in the Faculty Packet) proposed by CAPC and supported by Judy Redling in Academic Services makes it clear there is no such thing as an “excused” absence. Jessica pointed out that the last sentence (“Individual professors will determine how and whether missed work can be made up in light of the predetermined requirements for the course”) gives the final say to professors to determine and articulate their attendance policy. It was affirmed that a faculty member can define what absences they excuse (if any) versus those they do not excuse.

Several faculty members requested that the language in the policy require verification of any absence due to a death in the family. Judy supported this as a reasonable request and was in favor of this addition to the language in the policy.

Steve Kass questioned if there is a need to outline how the Office of Academic Services works in the policy. He suggested that the language states that students are expected to notify faculty about an absence and that faculty would then receive guidance from the Office of Academic Services based on documentation.

Deb suggested a vote could be taken, leaving the wording as presented on p. 39. Subsequently, CAPC will take the suggested comments under advisement and present to the faculty for vote any recommended change in the language. Jessica clarified that the first line of the proposed policy is currently in the catalog, so that line remains academic policy for the time being. Alan questioned if the suggested language in the policy had broader intention than to address absences due to death or illness. Sara Webb suggested moving “Individual professors will determine ...” from the final sentence to the second sentence to strengthen the policy’s broader appeal. Sandra Jamieson shared that she has spoken with students who are confused about whether there is an “athlete absence policy,” and she recommended that there would need to be an educational process (perhaps via the *Acorn*) to educate students that there is no such thing as an excused absence. Jared Sutton shared his perspective of the need for clarification and rebranding of what qualifies as an absence.

Deb reported that CAPC is working with Jason Fein, Athletic Director, to understand what policy, if any, is relayed to athletes. An effort to put something in writing is in process. In addition to dialogue regarding student athletes, Jonathan Golden recommended consideration be given in the event of an absences for religious purposes. Sandra suggested that in the event of an epidemic on campus, there should be mention that Academic Services would not need to verify absences.

Given the additional comments and clarifications to the policy, Chris suggested the policy be referred back to CAPC to be reworded and presented at a future date.

The vote for additional CAPC review passed unanimously. The current attendance policy in the catalog remains as is.

VOTE 6

- Academic Integrity Policy

Deb shared that there is text in Daniel's Dictionary regarding the categories of academic dishonesty that is not presently in the policy, and that the policy is not linked in its entirety in the catalog. Jinee Lokaneeta shared that CAPC did not think that they needed to include specific examples of plagiarism as part of the policy statement.

Vote 6 unanimously carried when called to question.

Action Items Continued:

Grade Appeal Policy - Debra Liebowitz

Deb shared with the faculty that we are federally mandated to have a grade appeal policy that is available online to students. Deb highlighted that any grade change that is resolved between a student and a faculty member is not a grade appeal; a grade appeal is only relevant if a faculty member cannot come to terms with a student and the discussion is then referred to the Department Chair and/or the Dean's Office. Deb also reminded the faculty that we are required to provide data regarding how many grade appeals there are, so we need to have a way to track the process. In the future, a document will be created and will be used by chairs to indicate that a grade appeal complaint came to them. Documentation about the grade appeal will not be placed in a faculty member's personnel file unless the grade appeal was granted because of a violation of a faculty member's teaching related responsibilities (e.g., there was no syllabus for a course, a student never received feedback throughout the semester).

The Grade Appeal Policy unanimously carried when called to question.

Law, Justice and Society Major – Jinee Lokaneeta, reporting for Christina McKittrick

Jinee directed the faculty's attention to the new Law, Justice and Society Minor.

Creation of this minor passed unanimously without questions from the floor.

Reports:

Curricular Report: Jinee Lokaneeta

Jinee reminded faculty members that all new courses, gen ed attributes and changes to majors or minors intended to be in place for fall 2016 must be submitted to CAPC for review by Tuesday, March 22. Steve Kaas noted that he's always surprised that there are many upper level courses offered with no prerequisite. He asked if CAPC has guidelines when deciding when upper level courses should have a prerequisite. Jinee responded that CAPC leaves those decisions to departments, but they do look for rationale. First year students are advised not to take upper-level courses, even if they have no prerequisite.

Enrollment Report: Robert Massa

Bob shared the good news that as of March 4th, the number of applicants to Drew are up 13% from the same time last year; we're at 3485 right now. Early Decision deposits are at 89 with 2 more on the way. The goal was 90. This is exciting because Bob noted that the more ED applicants we have, the more selective we are able to be with the remaining applicant pool.

Admissions will finalize their decisions by March 14th in order for letters to go out March 21st. Bob reminded faculty we need faculty participation for Admitted Student Open House programs on April 2nd and April 23rd. Faculty members may join students for lunch or serve on panels. Bob also noted a half day Junior program on April 10th and the continuation of "Make Your Day" on Mondays and Fridays in April where students attend class and have lunch with students and faculty members.

Bob additionally shared that the Baldwin Honors symposium was cancelled as there was not enough participation. Bob felt this may have been due to the fact the students had not yet been admitted. He said it would be a point of discussion in determining what to do next year. On a positive note, Bob was confident there would be good participation at the Admitted Student Day Baldwin Honor's dinner on April 23rd.

Bob noted that for the first time, Admissions has 12 regional receptions planned. These events, hosted by alumni and parents, will be in Baltimore, Washington, Boston, Philadelphia, and Hartford.

Sarah Abramowitz noted the four-year goal of enrolling over 400 new students each year. She expressed her optimism for this goal, but questioned if the University is looking at the long-term impact on facilities, labs, overall classroom space and hiring if the goal is achieved. Chris and Bob shared that these concerns are under consideration. It was recommended that these concerns be brought to the APBC's attention. Bob shared there is time to plan, but he agreed it is not too early to begin the discussion.

INTO Report: Susan Beddes, reporting for Sharon Sundue

Susan noted that the average Fall GPA of Year 1 Pathway students was 2.89 vs. 3.05 for first year matriculated students. The second year students' average was 2.81, compared with 3.10 for second year matriculated students. Susan shared that the vast majority of students are meeting Drew's 2.5 GPA requirement for matriculation.

With respect to enrollments, Susan noted 16 new pathway students, bringing the total Pathway student enrollment up to 84. Twenty-seven of those students are in the last year of the Pathway and those who are eligible and interested will matriculate in the fall semester. She asked faculty members to review the matriculation process for the second-year students as described on the first page of her report.

A faculty member requested that INTO make contact information more readily available on the Drew website.

Announcements:

Library: Chris Anderson

Chris highlighted the efforts of the Department of Reference and Research Services to redesign its instructional program by looking at students' research skills. He asked faculty members to reach out to Jody Caldwell with their observations. Chris also suggested the faculty note page 58 in the packet regarding NY Times access, which may help with the use of NY Times materials in the classroom.

Community Based Learning Grants: Amy Koritz

Amy shared the news that thanks to the generosity of a donor, there is money available for faculty development grants. She directed the faculty's attention to the description in the packet and welcomed dialogue to assist any interested applicant. She noted there are multiple deadlines, the first of which is May 6th. Amy encouraged everyone a look at the Community Based Learning Grants in conjunction with the Arts and the Common Goods Grants.

RFP - New York City Initiatives: Debra Liebowitz

Deb asked faculty members to discuss possibilities for the New York City Initiative with her. The goal is to think in a longer term way and brainstorm how to invest in these ideas for the future.

Deb also noted that a hand out for Summer Advising and Living Learning Communities was passed out at the start of the meeting. These forms need to be returned after break.

Art and the Common Good Grants: Kim Rhodes

Kim encouraged faculty members to apply no later than April 1st for three available Andrew Mellon Arts and the Common Good Grants for Faculty. The 2016-17 academic year is the final year for these grants. She reiterated Amy's message that the grants are a good companion to the Community Based Learning proposals.

Shirley Sugerman Interfaith Forum: Jonathan Golden

Jonathan announced the 25th Anniversary event of the Shirley Sugerman Interfaith Forum will be held March 23rd at 7:30 pm at the Shakespeare Theatre. He was enthusiastic about the speakers – three major female leaders in their field – who will examine religion in the civic space.

Chris Taylor highlighted several dates for the faculty from the Packet: The Faculty Research Series on March 22nd, where Jennifer Olmsted will speak at noon; the March 11th deadline to submit nominations for the 2016 Civic Engagement Awards; and the April 19th Civic Engagement Awards Ceremony and Showcase.

Student Government: Jared Sutton

Jared thanked Dean Taylor and the faculty for support in the discussion of race on campus. He noted a Forum will be held on March 31st at 7 pm in Crawford Hall to continue the dialogue.

Chris adjourned the meeting at 4:57 pm, wishing the faculty a happy, healthy and safe break.

Minutes respectfully submitted by Trish Turvey.

Curricular Report

March 2016

For Action:

1. Credit Hour Policy
2. Satisfactory Academic Progress Policy
3. Attendance Policy
4. Attendance Policy for Athletes
5. Revisions to the Political Science major
6. Revisions to the International Relations major
7. New International Relations Minor

For Information:

Changes to Existing Major/Minor:

- Theatre Arts Major/Minor

New Courses:

- BST 304/Finance
- ECON 244/Middle East Development
- ECON 340/Political Economy of War and Peace

Revisions to Existing Courses:

- THEA 205/Performing Arts Administration
- THEA 268/Special Topics in Dramatic Literature
- THEA 269/ Special Topics in Dramatic Literature
- THEA 270/Performing Arts Administration
- THEA 301- 309/Theatre Practice
- THEA 313 – 315/Theatre Practice
- THEA 318/Theatre Practice
- THEA 319/Theatre Practice
- RUSS 255/Introduction to Russian and Soviet Cinema
 - Title change to Russian, Soviet and Post-Soviet Cinema
 - Frequency change from alternate spring semesters to every other year
- ANTH 301/Medical Anthropology
 - Removing it as a [WRIT]
- ART 130/Photography I
 - Description change
- ART 230/Photography II
 - Description and Prerequisites change

General Education Designations:

- THEA 268 – Special Topics in Dramatic Literature [DVUS]
- ECON 244/Middle East Development [DVIT], [BINT]
- ECON 340/Political Economy of War and Peace [WRIT], [BINT]
- RUSS 255/Russian, Soviet and Post-Soviet Cinema [WRIT]

For Information:

- Revisions to the General Education copy in the catalog (new text below for information)
- There is a new Combined Degree Program section in the catalog

For Action:

1. Credit Hour Policy:

Drew University Credit Hour Policy

Draft 3-23-16

Drew University complies with federal (U.S. Department of Education), Middle States Commission on Higher Education (MSCHE), and New Jersey Department of Education (NJDOE) regulations pertaining to degree requirements and credit hours. Drew University's undergraduate degree requires the successful completion of 128 semester credit hours. Graduate programs range from 18 to 84 credit hours depending on the degree and the standards.

Drew University's academic year is separated into fall and spring semesters, each running 15 weeks, a two to three-week January term, and two summer terms, each six weeks, with two embedded four-week sessions. The Theological School has a three-week January term, a twelve-week regular semester, and a range of hybrid and online course formats.

Drew adheres to the Federal standard of a total of 45 learning hours for every 1-credit earned in a semester, regardless of the time frame or format of instruction. A credit hour is the equivalent of one hour of classroom instruction (50 minutes) with an average of two hours of out of class work for each hour in class. For example, a 3-credit hour course requires a total of 135 hours of combined in and out of class work, while a 4-credit hour course requires a total of 180 hours.

All course formats and schedules are monitored by the curriculum committees or academic dean's office of each school to comply with the university's credit hour policy. The credit hour calculation worksheet is completed for every Drew credit-bearing course or experience and are kept on-file in the appropriate Dean's office. Existing courses are reviewed periodically by the curriculum committees or academic dean's offices of each school to ensure that the workload is consistent with the credits to be earned. For accelerated and non-traditional course formats, faculty use the credit hour calculation worksheet to document how these courses meet the minimum semester credit hour requirement. Credit hour calculation worksheets are also reviewed as data for departmental external reviews.

Policy on Undergraduate Students Enrolled in Graduate Courses

Upper-level undergraduate students may, with instructor permission, enroll in graduate-level courses. The assignment of credit hours in these cases follows all aspects of Drew's credit hour assignment policy. In these cases, the increased level of difficulty of graduate work generally requires undergraduates to spend more time completing assignments and reading advanced texts. As a result, undergraduates in these courses generally earn one more credit than graduate students therein.

Policy on Graduate Students Enrolled in Undergraduate Courses

In limited cases, graduate students may take courses in the College of Liberal Arts and apply the credits toward graduate degree completion. The assignment of credit hours in **these** cases follows all aspects of Drew's credit hour assignment policy. In recognition of the difference in level of undergraduate and graduate coursework and the amount of time that it should take a graduate student to complete work in an undergraduate course, graduate students earn only three credits for completing a four-credit undergraduate course. In addition, faculty teaching undergraduate courses in which graduate students enroll may replace some assignments to ensure appropriate rigor or enhance the graduate student's professional and disciplinary goals. Such curriculum adjustments include alternative readings, research work, and performance or portfolio work. These curricular adjustments should not exceed the total hours appropriate to a three-credit graduate course.

2. Satisfactory Academic Progress Policy:

Standards of Satisfactory Academic Progress (SAP) Policy

[Version 3/30/16](#)

Policy Summary

Regularly enrolled college-classified students are expected to maintain full-time registration in the College (12 credits or more per semester). Students carrying full-time registration averaging 16 credits per semester will normally complete the degree in four academic years (8 semesters); in no case may a full-time student expect to spend more than five years (10 semesters) earning the degree unless an exception to this rule is granted by the Committee on Academic Standing. Additionally, federal regulations require that Drew University establish minimum standards of academic progress for students receiving financial aid.

In order to remain enrolled, as well as receive federal, state, or institutional financial aid, including Title IV and Higher Education Act (HEA) funds, at Drew University, students must maintain Satisfactory Academic Progress (SAP) toward their degree objective. These requirements apply to part-time as well as full-time students for all semesters of enrollment within an academic year, including those semesters for which no financial aid was granted. The Office of Academic Services and the Office of Financial Assistance conduct a review of SAP at the conclusion of each academic term once grades are posted in the university system.

Academic Year Progression by Class

0 – 26 credits	First Year Freshman
27 – 55 credits	Second Year Sophomore
56 – 91 credits	Third Year Junior
92+ credits	Fourth Year Senior

Requirements

There are three areas that are evaluated at the end of each semester: number of credit hours passed, cumulative grade point average, and maximum time frame for degree completion. Accepted transfer hours are counted as both attempted and completed hours.

Both the qualitative (grade-based) and quantitative (time-related) requirements must be met, regardless of full-time or part-time attendance.

Incompletes

At the time of evaluation, Incompletes (grades of “I”) do not affect a student’s cumulative GPA for SAP, but count as credit hours attempted both Pace and Maximum time frame (see below). Students with grades of Incomplete which become new letter grades prior to or during a subsequent period of enrollment must contact the Office of Financial Assistance for further evaluation.

Withdrawals

The grade “W” received for a withdrawal after the add/drop period ends in the term does not affect a student’s cumulative GPA for SAP, but counts as credit hours attempted towards Pace and Maximum time frame.

Course Repetition

Students are allowed to repeat a course and have it count toward enrollment for financial aid eligibility only once, [unless it is a course that customarily can be repeated for credit](#). Each attempt at the course, however, will count towards a student’s Pace, and all other attempts with lower grades will count as unsuccessful credit hours attempted.

1. Minimum Cumulative GPA earned at Drew University

Credits Completed	Cumulative GPA	Major GPA
0 – 24	1.5	
25 – 48	1.8	
49 – 59	1.9	2.0
> 60	2.0	2.0

2. Minimum Annual Pace

A student must successfully complete at least 12 credits in each semester in which they are enrolled full-time, 9 credits for each semester in which they are enrolled three-quarter time, and 6 credits in each semester in which they are enrolled half-time.

In addition, full-time students must complete 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year consists of a fall and spring term.

3. Maximum Time Frame

A student may attempt no more than 150% of the credit hours required by his degree program.

Classification	Maximum Attempted Hours Allowed
Undergraduate Programs	192 80 credits
Post Baccalaureate Programs	205 (all UG Hrs attempted)

Explanation of SAP (Satisfactory Academic Progress) Status Codes

Good Standing

A student who meets all of the standards for Satisfactory Academic Progress when progress is reviewed will be in Good Academic Standing and can continue to be enrolled and receive financial aid.

Warning

Students previously in Good Standing will be placed on Warning for any of the following reasons:

- A fall or spring semester **term grade point average** which falls below grade point average, as reflected in chart above;
- A **cumulative grade point average**, or a **grade point average in all majors**, at the end of the fall or spring term below the minimum standards described in the table above.
- A failure to satisfactorily complete credits according to minimum standards for Pace: 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year consists of a fall and spring term.
- A withdrawal from all classes in a fall or spring semester.
- A student on Warning cannot enroll in more than 17 credits without the approval of the Academic Standing Committee.
- A student on Warning who at the end of a fall or spring semester has satisfactorily completed at least 12 credits, earned a term grade point average of at least 2.0, and met the minimum credit

and grade point levels described above will be returned to Good Standing. A student on Warning who at the end of a fall or spring semester has not returned to Good Standing will be placed on **Probation** or, in exceptional cases, may be placed on **Required Withdrawal** (~~Ex~~exceptional cases include students with disciplinary sanctions or irrecoverable cumulative GPA).

A student on Warning is eligible to receive financial aid for one payment period.

Probation

A student who is allowed to enroll on **Probation**, will not be eligible to receive financial aid until they submit an appeal and that appeal is approved by the Offices of Academic Services and Financial Assistance. The [SAP Appeal Form](#) must be submitted to the Office of Academic Services. The student may submit documentation that supports his/her appeal from medical professionals, counselors, or other third party professionals (nonfamily members) who understand the details of the situation. The student should also include an explanation of what has changed in his/her situation that will allow him/her to demonstrate satisfactory academic progress at the next evaluation. If it is not possible for the student to achieve the minimum standards of progress by the next evaluation, the student, with the assistance of the Office of Academic Services, must develop an academic plan that outlines what the student must do to achieve Satisfactory Academic Progress.

If the student's appeal is approved, the student will be placed on a **Financial Aid Probation** status for that term. This Probation status is for one term only. At the conclusion of the probationary term the student's record will be reviewed to determine whether the student has achieved SAP or, in the cases where a plan was required, has followed the requirements of the plan.

A student, who after a semester on Probation, has not returned to Good Standing and/or fulfilled the conditions of their academic plan will not be eligible for Title IV or HEA program funds and will be placed on **Required Withdrawal**. Under exceptional circumstances only, such as the death of a close relative or an injury or illness to the student, a student on Required Withdrawal may appeal to be re-admitted for the next term and have financial aid reinstated by submitting the Satisfactory Academic Progress appeal to the Office of Academic Services by the deadline indicated on the notification of Required Withdrawal. The appeal must contain information regarding why the student failed to make satisfactory academic progress and what is changed in the student's situation that would allow the student to make satisfactory academic progress going forward. The Academic Standing Committee reviews each readmission appeal received. If the appeal is approved, the student will be reinstated and placed on Probation.

Such re-admissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

3. Attendance Policy:

Draft attendance policy – 03/24/16

Students are responsible for class attendance and for the prompt and regular completion of all assigned work. Attendance policy for a given course will be stated on the course syllabus. Individual professors will determine how and whether missed work or classes can be made up in light of the predetermined requirements for the course. Students who anticipate absence(s) for religious observance or other reasons should communicate with their professors before the end of the add/drop period to determine whether the class or work can be made

up. Students are expected to make up all missed work, to the extent possible. Faculty are expected not to penalize students for an absence for religious observance. Student athletes should consult the Absence Policy for Student Athletes for additional information.

Students are expected to notify faculty about an absence. Documentation about an absence can be verified by the Office of Academic Services. The Office of Academic Services will send notice of absence verification to professors. However, the Office of Academic Services is not excusing the absence, but only verifying receipt of documentation.

In some cases, multiple absences for whatever reason may compromise the ability of the student to complete the requirements for the course. In such instances, the student may be advised to drop or withdraw from the course.

4. Attendance Policy for Athletes:

Absence Policy for Student Athletes Participating in Varsity Games 3/24/16

Drew University is a Division III school where student-athletes, who are passionate about their sports, come to learn in an environment where the priority is on academics. Coaches and professors work together to help students balance their academic and athletic commitments. Every effort is made to schedule varsity athletics contests at times that do not interfere with classes, but sometimes these conflicts are unavoidable. Drew schedules varsity athletic contests and class sessions so that, during the regular season, most athletes will have not more than two conflicts in a semester for a particular course, and student-athletes who participate in softball and baseball will have not more than three conflicts in a semester for a particular course. ~~Drew schedules varsity athletic contests and class sessions so that, during the regular season, (a) student-athletes who participate in basketball, cross-country, equestrian, fencing, field hockey, lacrosse, soccer, swimming, and tennis will have not more than two conflicts in a semester for a particular course, and (b) student-athletes who participate in softball and baseball will have not more than three conflicts in a semester for a particular course.~~ Certain classes in which ~~attendance is mandatory or in which~~ the attendance policy limits the number of even excused absences may have to be taken when the athlete is not in season. This determination should be made between the student-athlete and the professor before the end of add/drop.

Because, for the most part, the conflict dates can be determined in advance of each semester, student-athletes should collaborate with their professors before the end of the add/drop period at the start of the semester in which the student-athlete is, or will be, in-season in order to find ways in which the course conflicts can be resolved (or agree to determine an appropriate resolution at least one week before the date of the class to be missed). If a class is scheduled to be missed, student-athletes are expected to make up the missed work to the extent possible. In most cases, the student-athlete and the professor will find a way to minimize the impact of the planned absence (attending a different section, rescheduling an exam, etc.), and the student-athlete will have an excused absence from the course. That is, there will be no direct negative impact on the student's grade because of the absence. In the rare case where the student is not performing adequately in the class or the work in the class on that day cannot be missed or made up, the student will miss the game. In the case where a game has to be rescheduled and there is not as much advanced notice possible, the student-athlete and faculty member will work together in the same way to resolve the conflict. If the student-athlete, faculty member, or coach is not satisfied with the mutual resolution of ~~the~~-any conflict, any of them may seek mediation from the Athletic Director or the Dean of the College of Liberal Arts.

If a team earns post-season play, an accomplishment that brings honor and excitement to Drew and to our students, the faculty member will try to accommodate the participation of a student-athlete who is in good standing. These contests are typically not scheduled in advance and Drew has no control over the dates and times of scheduled contests. There are no excused absences for practices, scrimmages or preparation for travel to away games.

~~Questions: Against NCAA rules to have a separate policy like this for athletes? Do we have to do something about Ultimate Frisbee and Rugby?~~

5. & 6. Revisions to the Political Science and International Relations majors:

Political Science Major

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

Requirements for the Major (**46 credits**) ~~(52 credits)~~

I. Required Foundation Courses (~~48~~ **16** credits)

PSCI 102 - Comparative Political Systems
PSCI 103 - American Government and Politics
PSCI 104 - International Relations

PSCI 105 - Introduction to Political Theory OR
PSCI 255 - Classics in Political Theory

~~PSCI 210 - Contemporary Approaches to Political Science~~

II. Intermediate and Upper-Level Electives (**28 credits**) ~~(32 credits)~~

In addition to the required foundation courses, students must take **28 credits** ~~32 credits~~ (total) in intermediate (200) and upper (300) level courses and they must be distributed across at least three of the four subfields in the discipline. **At least three of these courses (12 credits)** ~~At least half of these credits (16)~~ must be at the upper-level. A minimum of **12** ~~16~~ of these intermediate and upper level credits must be taken on campus. A maximum of 8 departmental internship course credits may be counted towards the major.

Sub-Fields

A. American Politics, Government, and Policy

PSCI 200 - Internship in Political Science
PSCI 211 - Law, Politics, and Society
PSCI 212 - Public Policy and Administration
PSCI 213 - Congress
PSCI 215 - The American Presidency
PSCI 216 - Urban Politics
PSCI 217 - Political Participation in the United States
PSCI 218 - State and Local Politics
PSCI 240 - United States Foreign Policy
PSCI 285 - Internship Project in Washington
PSCI 301 - Civil Liberties
PSCI 302 - Criminal Justice
PSCI 303 - Constitutional Law and Civil Rights
PSCI 313 - Gender and U.S. Politics
PSCI 314 - American Political Economy
PSCI 316 - Social Policy and Inequality in America
PSCI 317 - Education Policy and Politics
PSCI 318 - Race and Politics
PSCI 319 - Selected Studies in American Politics and Administration
PSCI 320 - Environmental Policy and Politics
PSCI 385 - Elections and Policy Making in Washington
PSCI 386 - Research Practicum in Washington

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 380 - London Semester Interdisciplinary Colloquium
PSCI 381 - Contemporary British Politics
PSCI 382 - The History of Modern Britain

C. International Relations

PSCI 241 - Global Feminisms
PSCI 242 - International Organizations
PSCI 243 - Terrorism
PSCI 245 - International Relations Theory
PSCI 246 - The Political Economy of Development

PSCI 247 – International Security
PSCI 248 – Special Topics in Human Rights
PSCI 259 - Global Governance and Counter-Terrorism
PSCI 283 - UN Community Internship
PSCI 321 - International Environmental Policy and Politics
PSCI 329 - Principles of International Law
PSCI 333 - International Human Rights
PSCI 343 - Comparative Political Parties
PSCI 344 - Torture: Pain, Body, and Truth
PSCI 345 - War and Peace in the Middle East
PSCI 346 - Comparative Political Economy
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 383 - The United Nations System and the International Community
PSCI 384 - Research Seminar on the United Nations

D. Political Theory

PSCI 255 - Classics in Political Theory
PSCI 305 - Political Sociology OR
SOC 315 - Political Sociology
PSCI 307 - Research Methods in Political Science
PSCI 312 - Democratic Theory
PSCI 315 - Contemporary Theories of Liberalism and Conservatism
PSCI 332 - Advanced Topics in Political Theory
PSCI 333 - International Human Rights
PSCI 344 - Torture: Pain, Body, and Truth

III. Capstone (2 credits)

PSCI 400 - Capstone Seminar

Notes

Students planning to attend graduate school in political science, public policy, public administration, or a related field and students planning to write an honors thesis or enroll in upper-level research seminars are encouraged to take PSCI 307 - Research Methods in Political Science. Additional highly recommended courses are MATH 117 - Introductory Statistics and CSCI 115 - Introduction to Computers and Computing. PSCI 300 - Independent Study in Political Science may satisfy a requirement with department approval.

International Relations

← Return to: [Departments & Programs](#)

Requirements for the Major **(50 credits)** ~~(54 credits)~~

I. Required Foundation Courses **(24 credits)** ~~(16 credits)~~

- [PSCI 102](#) - Comparative Political Systems
 - [PSCI 104](#) - International Relations
 - ~~[PSCI 245](#) - International Relations Theory~~
 - [PSCI 362](#) - International Political Economy
 - PSCI 242 - International Organizations
 - PSCI 247 - International Security
- One course in Human Rights (from the list below):
- PSCI 248: Special Topics in Human Rights
 - PSCI 241: Global Feminisms
 - 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 and Upper-Level Electives (**20 credits**) (~~32 credits~~)

In addition to the required core, language and capstone courses, students must take five courses (**20 credits total**) ~~32 credits (total)~~ at the intermediate (200) and upper level (300). At least **12** ~~half~~ of these credits (~~16~~) must be upper level. A minimum of **12** ~~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 - Global 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 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 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

V. Capstone (2 credits)

- IREL 402 - International Relations Capstone

Note

A student can propose to have a maximum of 8 credits from other departments applied to the major. The proposal must be substantively related to the major's focus and be approved by the faculty adviser. Students planning to attend graduate school in international relations or a related field and students planning to write an honors thesis or enroll in upper-level research seminars are encouraged to take PSCI 307 - Research Methods in Political Science.

7. New Minor:

International Relations Minor:

Catalog Copy for New International Relations Minor

Requirements for the Minor (20 credits)

Students must take PSCI 104, the introductory International Relations course, and four additional courses at the intermediate or upper level, at least two of which must be at the upper level. Students must take at least 8 intermediate or upper level credits on campus.

I. INTRODUCTORY (4 CREDITS)

PSCI 104 - International Relations

II. INTERMEDIATE AND UPPER LEVEL (16 CREDITS)

Eight of these credits must be at the upper-level and students must take TWO of the following four courses: PSCI 242: International Organizations, PSCI 247: International Security, PSCI 362: International Political Economy, and a course in Human Rights (from the approved menu of courses below).

The following menu of courses can satisfy the Human Rights requirement:

PSCI 241: Global 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

NOTE

Students may count a maximum of 4 credits of a departmental internship related to international relations toward the minor.

Changes to Existing Major/Minor Theatre Arts Major:

Theatre Arts Major

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

Requirements for the Major (51-53 credits)

I. Core (30 credits)

- [THEA 101 - The Art of the Play](#)
- [THEA 120 - Theatre Technology](#)
- [THEA 135 - Acting and Directing](#)
- [THEA 210 - Theatre History I: Origins to the Renaissance](#)

- [THEA 220 - Theatre Design](#)
- [THEA 255 - Playwriting](#)
- [THEA 310 - Theatre History II: Restoration Through World War I](#)
- [THEA 366 – Dramaturgy](#)

II. Dramatic Literature (4 credits)

- [THEA 264 - Show: Business](#)
- [THEA 265 - Women in Theatre](#)
- [THEA 268 – Special Topics in Dramatic Literature \(DVUS\)](#)
- [THEA 269 - Special Topics in Dramatic Literature \(DVIT\)](#)
- [THEA 311 - Contemporary Performance and Critical Theory](#)
- [THEA 362 – African-American Theatre](#)
- [THEA 365 - Selected Topics in Dramatic Literature](#)
- [THEA 367 - Enter Laughing: On Women, Men and Comedy](#)
- [THEA 380 - London Semester Interdisciplinary Colloquium](#)
- [THEA 383 - British Political Drama \(London\)](#)

III. Dance (2 credits)

- [DANC 101 - Beginning Movement Studies](#)
- [DANC 201 - Intermediate Movement Studies](#)
- [DANC 220 - Movement for the Musical Stage](#)
- [DANC 250 - Special Topics in Dance](#)
- [DANC 322 - Choreography and Performance Studies](#)
- [DANC 350 - Special Topics in Dance](#)

IV. Practical Application (3 credits)

All students must complete THEA 302 and any combination of THEA 301-309 and/or THEA 313, 314, 315, 318, 319 for a total of three credits. THEA 302 may be satisfied by taking any two Design Practices (THEA 303, THEA 307 and/or THEA 313).

- THEA 301 - Theatre Practice: Playwriting
- THEA 302 - Theatre Practice: Shop Technician
- THEA 303 - Theatre Practice: Design; Sets One or Two
- THEA 304 - Theatre Practice: Stage Management; Sets One or Two
- THEA 305 - Theatre Practice: Acting; Sets One or Two
- THEA 306 - Theatre Practice: Dance
- THEA 307 - Theatre Practice: Design for Dance
- THEA 308 - Theatre Practice: Electrician/Technical Director; Sets One or Two
- THEA 309 – Theatre Practice: Dramaturgy; Sets one or Two
- THEA 313 - Theatre Practice: Design; Sets Three or Four
- THEA 314 - Theatre Practice: Stage Management; Sets Three or Four
- THEA 315 - Theatre Practice: Acting; Sets Three or Four
- THEA 318 - Theatre Practice: Electrician/Technical Director; Sets Three or Four
- THEA 319 - Theatre Practice: Dramaturgy; Sets Three or Four

V. Electives (10 credits)

At least 10 credits from two different areas in the theatre and dance curriculum with a minimum of four credits at the upper level. To be selected in consultation with and approved by the major advisor.

At least four credits must come from the following:

- THEA 225 - Scene Painting
- THEA 311 - Contemporary Performance and Critical Theory
- THEA 320 - Advanced Theatre Technology
- THEA 321 - Historic Research for Theatrical Production
- THEA 322 - Creative Collaboration
- THEA 323 - Graphic Communication for the Theatre

- [THEA 324 - Sound Design for the Theatre Arts](#)
- [THEA 325 - Advanced Set Design](#)
- [THEA 326 - Advanced Lighting Design](#)
- [THEA 327 - Advanced Costume Design](#)
- [THEA 355 - Advanced Playwriting](#)

With the remaining six elective credits from:

Acting:

- [SPCH 301 - Advanced Speech](#)
- [THEA 232 - Actor's Lab: Monologues I](#)
- [THEA 233 - Actors' Lab: Scenes I](#)
- [THEA 235 - Movement for the Actor](#)
- [THEA 236 – The Actor's Voice](#)
- [THEA 330 – Advanced Acting](#)
- [THEA 333 - Actors' Lab: Scenes II](#)
- [THEA 338 - Advanced Acting: Special Topics](#)

Off-Campus Learning:

- [THEA 270 - Performing Arts Administration](#)
- [THEA 375 – Special Topics in Theatre](#)
- [THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance](#)
- [THEA 386 - Theatre in The Community: The Newark Collaboration](#)
- [THEA 387 – Theatre Semester; Internship](#)
- [THEA 389 - Special Topics in Applied Performance](#)

Dance:

NOTE: Up to 4 credits of Dance electives, above the 2 credits of required Dance, may be applied to the Theatre Arts Major.

- [DANC 201 - Intermediate Movement Studies](#)

- DANC 220 - Movement for the Musical Stage
- DANC 250 – Special Topics in Dance
- DANC 300 – Independent Study in Dance
- DANC 322 – Choreography and Performance Studies
- DANC 350 – Special Topics in Dance

Design and Tech:

- THEA 225 - Scene Painting
- THEA 320 - Advanced Theatre Technology
- THEA 321 - Historic Research for Theatrical Production
- THEA 322 - Creative Collaboration
- THEA 323 - Graphic Communication for the Theatre
- THEA 324 - Sound Design for the Theatre Arts
- THEA 325 - Advanced Set Design
- THEA 326 - Advanced Lighting Design
- THEA 327 - Advanced Costume Design

Directing:

- THEA 245 - Intermediate Directing
- THEA 345 - Problems in Directing

Dramatic Literature, History, and Criticism:

- THEA 264 - Show: Business
- THEA 265 - Women in Theatre
- THEA 268 - Special Topics in Dramatic Literature (DUS)
- THEA 269 - Special Topics in Dramatic Literature (DVIT)
- THEA 311 - Contemporary Performance and Critical Theory
- THEA 362 - African-American Theatre
- THEA 365 - Selected Topics in Dramatic Literature
- THEA 367 - Enter Laughing: On Women, Men and Comedy
- THEA 380 - London Semester Interdisciplinary Colloquium
- THEA 383 - British Political Drama (London)

Playwriting:

[THEA 355 - Advanced Playwriting](#)

VI. Capstone (2 – 4 credits)

All students must complete either [THEA 401](#) or [402](#) in their senior year. To enroll in THEA 401, students must have completed [THEA 400](#). To enroll in [THEA 402](#), students must have completed [THEA 311](#) or [THEA 400](#).

[THEA 400 - Theatre Arts Capstone Fall Semester](#)

[THEA 401 - Theatre Arts Capstone Spring Semester](#)

[THEA 402 - Independent Capstone Project](#)

Note: In consultation with the department, students may choose to fulfil their Capstone requirement by completing an honors thesis or an approved internship.

VII. Departmental Events

Majors are expected to support all department events, but are **required to attend designated** strikes, majors' meetings, special events and workshops.

VIII. Departmental Productions

Majors are also required to attend opening nights of all major departmental productions, and are expected to attend all workshops, Plays In Process readings, and all special departmental meetings and functions.

Theatre Arts Minor

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

Requirements for the Minor (26 credits)

I. Core (24 credits)

- [THEA 101 - The Art of the Play](#)
- [THEA 120 - Theatre Technology](#)
- [THEA 135 - Acting and Directing](#)
- [THEA 255 - Playwriting](#)
- [THEA 210 - Theatre History I: Origins to the Renaissance](#)
- [THEA 310 - Theatre History II: Restoration Through World War I](#)

II. Practical Application (2 credits)

- [THEA 301 - Theatre Practice: Playwriting](#)
- [THEA 302 - Theatre Practice: Shop Technician](#)
- [THEA 303 - Theatre Practice: Design; Sets One or Two](#)
- [THEA 304 - Theatre Practice: Stage Management; Sets One or Two](#)
- [THEA 305 - Theatre Practice: Acting; Sets One or Two](#)
- [THEA 306 - Theatre Practice: Dance](#)
- [THEA 307 - Theatre Practice: Design for Dance](#)
- [THEA 308 - Theatre Practice: Electrician/Technical Director; Sets One or Two](#)
- [THEA 309 - Theatre Practice: Dramaturgy; Sets one or Two](#)
- [THEA 313 - Theatre Practice: Design; Sets Three or Four](#)
- [THEA 314 - Theatre Practice: Stage Management; Sets Three or Four](#)
- [THEA 315 - Theatre Practice: Acting; Sets Three or Four](#)
- [THEA 318 - Theatre Practice: Electrician/Technical Director; Sets Three or Four](#)

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

New Course Descriptions:

BST 304/Finance

This course introduces students to the fundamental financial concepts in business that are also influenced by political, sociological, psychological, and environmental factors. Students study the effects of entrepreneurial and global activities on financial decisions. Topics include financial analysis and planning, financial investments and institutions, financial assets and pricing, and corporate investment decisions.

ECON 244 /Middle East Development

The aim of this course is to gain a deeper understanding of development issues in the region known as the Middle East or South West Asia and North Africa (SWANA), by studying and discussing economic, political and social theories and empirical analysis to provide a deeper understanding of conditions in the region. The course will examine the legacy of colonialism and the presence of oil in shaping political and economic outcomes, as well as looking into the links between demography, labor markets, gender, poverty and development. As it is impossible to understand the economy of the region without studying social, political, cultural and historical issues, the course will be taught with an interdisciplinary emphasis.

ECON 340 /Political Economy of War and Peace

This course will examine how political, social, and economic factors intersect and shape the causes and consequences of conflicts, as well as exploring the effectiveness of policies aimed at ending conflicts and rebuilding communities in conflict zones. In addition to studying some of the general literature on the cost of militarization/conflict, the impact of colonialism, and the link between income inequality, resource distribution and conflict, we will examine a number of past and current conflict zones. We will also look into the ways that gender, race and class issues shape the impact of conflict and post-conflict resolution.

Changes to Existing Courses:

DELETE THEA 205

THEA 268 - Special Topics in Dramatic Literature (DUS)

2 or 4 credits

This course will focus on selected topics in Dramatic Literature with an emphasis on diverse United States social constructs, and/or cultures. Plays covered will explore the forces that have shaped these populations and how they have responded. Some questions to be explored may include: How have theatre artists from various diverse U.S. populations opened up new terrain both socially and aesthetically? Is theatre a form of entertainment or social protest or ritual? How can these forms be combined? In addition, we will look at the kinds of relationships explored in the plays: What types of racial or ethnic relationships are depicted? What about gender, sexual orientation, and class? Amount of credit established at time of registration. CLA- Diversity/US

THEA 269 - Special Topics in Dramatic Literature

(DVIT)

2 or 4 credits

This course will focus on selected topics in Dramatic Literature with an emphasis on international and/or transnational populations, social constructs, and/or cultures. Plays covered will explore how global forces have shaped these populations and how they have responded. Some questions to be explored may include: How have theatre artists from various diverse populations opened up new terrain both socially and aesthetically? Is theatre a form of entertainment or social protest or ritual? How can these forms be combined? In addition, we will look at the kinds of relationships explored in the plays: What types of racial or ethnic relationships are depicted? What about gender, sexual orientation, and class? Amount of credit established at time of registration. CLA-Diversity/International

THEA 270 – Performing Arts Administration (change of title only)

THEA 301 - Theatre Practice: Playwriting

1 credit

For playwrights whose plays are in production in our production season. In addition to work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: one credit per semester, up to four credits can be counted toward the degree. Students must consult with the faculty member assigned to the course and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive academic credit. Prerequisite: At least eight credits in theatre arts courses. Signature of instructor required for registration. Can be repeated. Offered every semester.

THEA 302 - Theatre Practice: Shop Technician

1 credit

Significant practical project under faculty supervision as a technician working for 30 hours in one area of production. Scene shop, lighting or costume shop. Summary paper required at completion of project. Theatre arts majors: MUST complete two credits of this course toward graduation. May take up to two total credits of THEA 301 - 309, THEA 313, 314, 315, 318 AND/OR 319 per semester; a total of six credits can be counted toward the degree. Students must consult with the faculty member assigned to the course and formally enroll in this course at the beginning of the semester. Non-majors: One credit per semester, up to a total of four credits. Prerequisite: THEA 120. Offered every semester.

THEA 303 - Theatre Practice: Design: Sets One or Two

1 credit

A study of the process of design through the experience of designing in the department's production season during the first half of a term. Classroom discussion/presentation focuses on works in progress, with special emphasis on the problems of creating and executing a design for the stage; working with directors, other designers, technicians and crew; drafting and rendering techniques. Enrollment is required of all students designing sets, lights or costumes in the production season, in the first half of a given semester. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: up to four credits can be counted toward the degree. Prerequisite: THEA 120. Also, THEA 220 on a pre-requisite or co-requisite basis. Offered every semester, in the first half of the term.

THEA 304 - Theatre Practice: Stage Management—Sets One or Two

1 credit

A study of the process of stage managing through the experience of stage managing in the department's production season during the first half of a term.. Classroom discussion and presentations focus on works in progress, with special emphasis on the stage manager's role in production organization and communication. Enrollment is required of all students' stage managing a production in the first half of a given semester. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six

credits can be counted toward the degree. Minors: up to four credits can be counted toward the degree. Can be repeated. Offered every semester, in the first half of the term.

THEA 305 - Theatre Practice: Acting; Sets One or Two

1 credit

Significant practical project under faculty supervision as an actor in a major role for the department's production program during the first half of a term. Summary paper required at completion of project. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Students must consult with the faculty member assigned to the course and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive academic credit. Non-majors: One credit per semester, up to a total of four credits. Prerequisite: THEA 135. Offered every semester, in the first half of the term.

THEA 306 - Theatre Practice: Dance

1 credit

A study of the process of dance through the experience of performing in the department's dance concert. Summary paper required at completion of project. Students must: consult with the faculty member assigned to the course (to determine whether the project is sufficient for credit), and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive academic credit. Majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester, up to six credits towards the degree. Minors up to four credits towards the degree. Course may be repeated. Prerequisite: DANC 101 or DANC 220 as a pre-requisite or co-requisite. Offered second half of every semester.

THEA 307 - Theatre Practice: Design for Dance

1 credit

A study of the process of design through the experience of designing in the department's dance season. Classroom discussion/presentation focuses on works in progress, with special emphasis on the problems of creating and executing a design for dance; working with choreographers, other designers, technicians and crew; drafting and rendering techniques. Enrollment is required of all students designing sets, lights or costumes, in the dance season, in

the second half of a given semester. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: up to four credits can be counted toward the degree.
Prerequisite: THEA 120. Also, THEA 220 on a pre-requisite or co-requisite basis. Offered in the second half of every semester.

THEA 308 - Theatre Practice: Electrician/Technical Director; Sets One or Two

1 credit

This course is for students working as electricians or technical directors in a production in the Department of Theatre and Dance during the first half of a term. Production work is recommended as co-curricular training with our tech and design classes. In addition to the work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: up to four credits can be counted toward the degree. May be repeated up to three times.
Recommended prerequisite or co-requisite: THEA 120. Offered every semester, in first half.

THEA 309 - Theatre Practice: Dramaturgy

1credit

For dramaturgs working on plays that are in production in our production season. In addition to work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of THEA 301 – 309 and/or THEA 313, 314, 315, 318, 319 per semester; up to a total of six credits can be counted toward the degree. Non-majors: One credit per semester, up to a total of four credits. Prerequisite: At least eight credits in theatre arts courses. Approval of instructor required for registration. Can be repeated for credit. Offered every semester, first half of term.

310 – 311 (NO CHANGES)

NO 312

THEA 313 - Theatre Practice: Design—Sets Three or Four

1 credit

A study of the process of design through the experience of designing in the department's production season during the second half of a term. Classroom discussion/presentation focuses on works in progress, with special emphasis on the problems of creating and executing a design for the stage; working with directors, other designers, technicians and crew; drafting and rendering techniques. Enrollment is required of all students designing sets, lights or costumes, in the production season, in the first half of a given semester. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: up to four credits can be counted toward the degree. Prerequisite: THEA 120. Also, THEA 220 on a pre-requisite or co-requisite basis. Can be repeated. Offered every semester, in second half of term.

THEA 314 - Theatre Practice: Stage Management; Sets Three or Four

1 credit

A study of the process of stage managing through the experience of stage managing in the department's production season during the second half of a term. Classroom discussion and presentations focus on works in progress, with special emphasis on the stage manager's role in production organization and communication. Enrollment is required of all students' stage managing a production in the first half of a given semester. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors up to four credits can be counted toward the degree. Can be repeated. Offered every semester in the second half of the term.

THEA 315 - Theatre Practice: Acting—Sets Three or Four

1 credit

Significant practical project under faculty supervision as an actor the department's production program during the second half of the term. Summary paper required at completion of project. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Students must consult with the faculty member assigned to the course and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive

academic credit. Non-majors: One credit per semester, up to a total of four credits. Can be repeated. Prerequisite: [THEA 135](#). Offered every semester in second half of term.

NO 316 OR 317

THEA 318 - Theatre Practice: Electrician/Technical Director – Sets Two or Three

1 credit

This course is for students working as electricians or technical directors in a production in the Department of Theatre and Dance in the second half of the term. Production work is recommended as co-curricular training with our tech and design classes. In addition to the work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of [THEA 301 – 309](#), [THEA 313](#), 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: up to four credits can be counted toward the degree. May be repeated up to three times. Recommended prerequisite or co-requisite: [THEA 120](#).

THEA 319 - Theatre Practice: Dramaturgy; Sets Three or Four

1 credit

For dramaturgs working on plays that are in production in our production season. In addition to work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of [THEA 301 – 309](#) and/or [THEA 313](#), 314, 315, 318, 319 per semester; up to a total of six credits can be counted toward the degree. Non-majors: One credit per semester, up to a total of four credits. Can be repeated. Prerequisite: At least eight credits in theatre arts courses. Approval of instructor required for registration. Offered every semester, second half of term.

ART 130/Photography I:

Current:

An introduction to the fundamentals of photographing with digital SLR cameras, along with using a range of digital imaging editing tools and output modes to produce original work. Students are encouraged to make pictures that are challenging in both content and form and express the complex and poetic nature of human experience. The course introduces the work of influential photographers,

raises discussions of contemporary issues in the medium and provides tools for evaluating and expressing a photograph's communicative effectiveness. Digital SLR camera required, rentals available. Offered every semester.

Proposed:

An introduction to the fundamentals of photographing with digital SLR cameras in manual mode using aperture and shutter to control exposure, depth of field and motion in photographs. Course assignments encourage students to make pictures that are challenging in both content and form. Students use professional image file workflow, digital editing tools and ink-jet printing to produce original work for class critiques. The course introduces the work of influential photographers, considers contemporary issues in the medium and encourages critical evaluation of photographs. Digital SLR camera required, rentals available. Offered every semester.

ART 230/Photography II:

Current: An introduction to the fundamentals of using small-format film cameras and traditional black & white darkroom techniques. Students are encouraged to make pictures that are challenging in both content and form and express the complex and poetic nature of human experience. The course introduces the work of influential photographers, raises discussions of contemporary issues in the medium and provides tools for evaluating and expressing a photograph's communicative effectiveness. Students must provide a fully manual 35mm SLR camera and budget for the cost of film, paper and other supplies. Offered annually.

Proposed: This course explores analog techniques in contemporary photographic practice. Students use film cameras, process black and white film, and produce gelatin silver prints in the darkroom. Students also learn film scanning to connect traditional processes and digital media. Intermediate-level shooting assignments encourage a deeper understanding of the medium and allow students to expand their own photographic sensibility. The course explores the work of contemporary photographers and continues to build visual arts communication skills through discussion and critique. Includes a photography field trip to New York City. Students provide a SLR film camera or may rent one from Drew, and will need to budget for additional materials. Prerequisite: ART 130. Offered annually.

Revisions to the General Education copy in the catalog:

General Education at Drew

The College's general education program serves the University's mission 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. In the program, students discover their passions by exploring a rich and varied curriculum that fosters a deep understanding of the world while simultaneously immersing themselves in a specific area of interest to develop disciplinary or interdisciplinary expertise. Our commitment to experiential learning encourages students to actively engage with the academic and co-curricular communities on-campus by learning through action. Students actively engage the world beyond the gates of the university by taking what they have learned in the classroom and on campus and applying it in local and/or global academic and professional settings. Drew's proximity to New York City and our innovative international programs provide multiple opportunities for students to apply their theoretical knowledge to everyday practice and real-world contexts.

The general education curriculum is purposefully designed to give students flexibility and choice; there is no single path a Drew student will follow. Students shape their own education, with the support of dedicated faculty mentors who serve as academic advisers. At the time of graduation, Drew students will have gained the knowledge, skills, and collaborative capacities they need to navigate a complex world. They will be ready for a life of continued learning, community involvement, and professional leadership.

General Education Requirements

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0. Students must also complete the following:

- 128 credits, of which at least 48 must be earned at Drew;
- 64 intermediate and upper-level credits, of which at least 32 must be at the upper level;
- a major area of study;
- an off-campus experience;
- credits in certain course categories (see below).

Required Course Categories

With the guidance of an academic adviser, students map their own path to their Drew degree, developing and mastering the goals of the general education program along the way. Paths through the requirements are varied, and students are encouraged to explore in more depth any areas that pique their curiosity. By graduation, students will have completed a selection of courses from the following required categories:

Drew Seminar (4 credits)

Breadth Courses (20 credits)

Writing Intensive Courses (8 credits)

Quantitative Literacy (8 credits)

Foreign Language (0-12 credits, depending on placement)

Cultural and Global Awareness (8 credits)

1. The Major

In order to achieve depth of knowledge in at least one field or discipline, each student is required to complete a disciplinary or interdisciplinary major. Students wishing to develop depth in more than one field have the option of completing a second major or a minor. Students should select their major in consultation with their advisers. Students may declare the major at any time after completion of the Drew Seminar and must declare a major by the end of their second year. A complete list of majors is available [here](#).

Special Major

A student may develop a special major rather than elect one of the existing disciplinary or interdisciplinary majors. There must be a strong educational advantage for doing so, one that cannot be served through any of the traditional majors. Choosing options such as a double major or major/minor(s) is preferred to designing a special major.

2. The Drew Seminar

The Drew Seminar introduces students to the intellectual life of a liberal arts education. Led by a dedicated faculty member with relevant expertise and experience, the seminar provides a

stimulating introduction to rigorous, college-level work that centers on the exploration of a particular topic or subject area, and includes development of critical thinking, information literacy, and writing and oral communication skills. Students select from a wide-range of seminar topics.

3. Breadth Courses

A broad grounding in the diverse disciplines that constitute the arts and sciences is a hallmark of a liberal arts education; it prepares students to grasp the richness, complexity, and connectedness among seemingly disparate bodies of knowledge, and to become more engaged and informed citizens of the world. Students should select breadth courses in consultation with their adviser, considering how those courses can complement the work of the major or open to them new fields of interest or knowledge. Breadth courses represent opportunities to investigate the riches of the curriculum and to make connections between and among different disciplines.

Students must complete four credits of breadth courses from each of the following five categories:

- Natural Sciences [BNS]
- Social Sciences [BSS]
- Arts [BART]
- Humanities [BHUM]
- Interdisciplinary Studies [BINT]

Breadth courses must be chosen from at least four different subject areas. While a breadth course can be used to fulfill major or other General Education requirements as well as the Breadth requirement, no single Breadth course can be used to fulfill more than one Breadth requirement.

4. Writing Intensive Courses

Writing Intensive [WRIT] courses build on and expand the academic writing skills taught in the Drew Seminar. They require students to use writing as a mode of learning and as a way of entering scholarly conversations about topics presented in the course. WRIT courses may not require more pages of writing than other courses; however, they do require that faculty spend class time on the discussion of writing, giving sufficient written feedback on student writing and encouraging students to use this feedback to rethink, revise, and improve their writing. This process of writing, engaging with feedback from instructors and peers, and revising is the heart of the writing-intensive course experience.

5. Quantitative Literacy

Quantitative literacy is a fundamental liberal arts proficiency, one that is critical to an informed and responsible citizen of today's world. Drew students develop this important skill by completing two quantitative literacy courses [QUAN] (8 credits) where quantitative skills are introduced, developed, and contextualized through applications to other disciplines. Quantitative skills courses are offered by many departments; they are not strictly or exclusively mathematics courses. Credit awarded for a quantitative skills course as a result of an AP exam counts as completion of four credits of the quantitative requirement.

6. Foreign Language

Competency in more than one language is essential to a liberal arts education. Studying a language in the classroom and then applying that language contextually in real-world experiences prepares students for a wide variety of professional, educational, and personal opportunities. It also broadens one's perspective and encourages appreciation of the perspectives of others with whom we share our world. Drew offers language instruction in eight languages: Arabic, Chinese, French, German, Italian, Latin, Russian and Spanish. Students at Drew are required to achieve a level of language competency equivalent to the first three semesters of foreign language training at the college level.

A student may be exempted from Drew's language requirement under one of the following circumstances:

- 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).

All students planning to continue a language they have studied in high school must take a language placement test to determine their placement and the appropriate language course(s) that they will need to take to fulfill this requirement.

7. Cultural and Global Awareness

Taken together, the language requirement and the diversity requirement detailed below prepare students to be fully engaged citizens of a complex and increasingly globalized world.

Diversity

Through two diversity courses, one U.S.-focused [DVUS] and one with an international or transnational focus [DVIT], students come to understand the historical and/or contemporary concepts used to interpret and compare cultures within the United States and abroad and learn to assess the myriad ways in which countries and cultures—both past and present—encounter, affect, and exchange with one another. Many of these courses also explore visual, aural, kinetic, and literary representations of difference as they respond to and reshape the cultures that produce them.

Diversity courses are available at all levels of study (introductory, intermediate, and advanced) and may also satisfy other general education, department or program requirements. While some diversity courses may be listed as fulfilling both U.S. and International/Transnational requirements, a student must take two different courses to fill the two categories; one course may not be double-counted for both. Students are encouraged to complete at least one of their two diversity courses within their first two years at Drew.

8. Off-Campus Experience

All students have an off-campus experience as part of their Drew undergraduate education. This experience provides students with the opportunity to practice what they've learned outside the

confines of the college campus. This experience might be an internship, a full-semester domestic or international off-campus program, a teaching or language practicum, a community-based learning course, an off-campus research experience, an international summer language program, a service learning program, or a community service project. Students will choose this experience in consultation with their advisers, and it should grow out of academic work that students have completed by the time they begin the off-campus experience. Experiences may be 0-16 credits (i.e., from a non-credit bearing service experience to a semester abroad).

- Students must complete at least 40 hours on-site for a 0-credit bearing experience.
- At the end of the experience, students must complete a process of reflection. This takes the form of formal or informal writing saved in their writing portfolios, but it might include, in addition, group discussions and participation in colloquia or other presentations for the campus community.

Goals of the General Education Program

The general education requirements reflect six primary goals:

1. Critical Analysis and Reasoning
2. Oral and Written Communication
3. Quantitative Reasoning
4. Information Literacy
5. Cultural and Global Awareness
6. Application of Learning

Student Learning Outcomes

1. Critical Analysis and Reasoning
 - a) Students will be able to develop a comprehensive analysis or synthesis through evaluating information and thoroughly questioning experts' viewpoints.
 - b) Articulate a coherent and well-supported position.
 - c) Use existing information or material to create a novel or unique idea, question or product.
2. Oral and Written Communication
 - a) Use appropriate and convincing information to communicate expertise.
 - b) Students' communications will demonstrate understanding of the audience and purpose.
 - c) Students' communications will follow accepted communication norms.
3. Quantitative Reasoning
 - a) Define problems in a quantitative way and select appropriate data and/or techniques to investigate those problems.
 - b) Interpret, assess, and critique quantitative information and reasoning in context.
4. Information Literacy
 - a) Find needed information and evaluate its appropriateness.
 - b) Use appropriate information to accomplish a specific purpose.
5. Cultural and Global Awareness
 - a) Identify and analyze historical and/or contemporary representations of difference (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).
 - b) Describe and analyze how individuals and groups respond to social categories (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).
 - c) Discuss and evaluate hierarchical power relations and inequalities between groups.
 - d) Develop cultural and intercultural competence through learning of a foreign language.
6. Application of Learning

- a) Articulate connections between knowledge gained in courses on campus and the off-campus experience.
- b) Apply skills, abilities, theories, or methodologies to multiple situations.

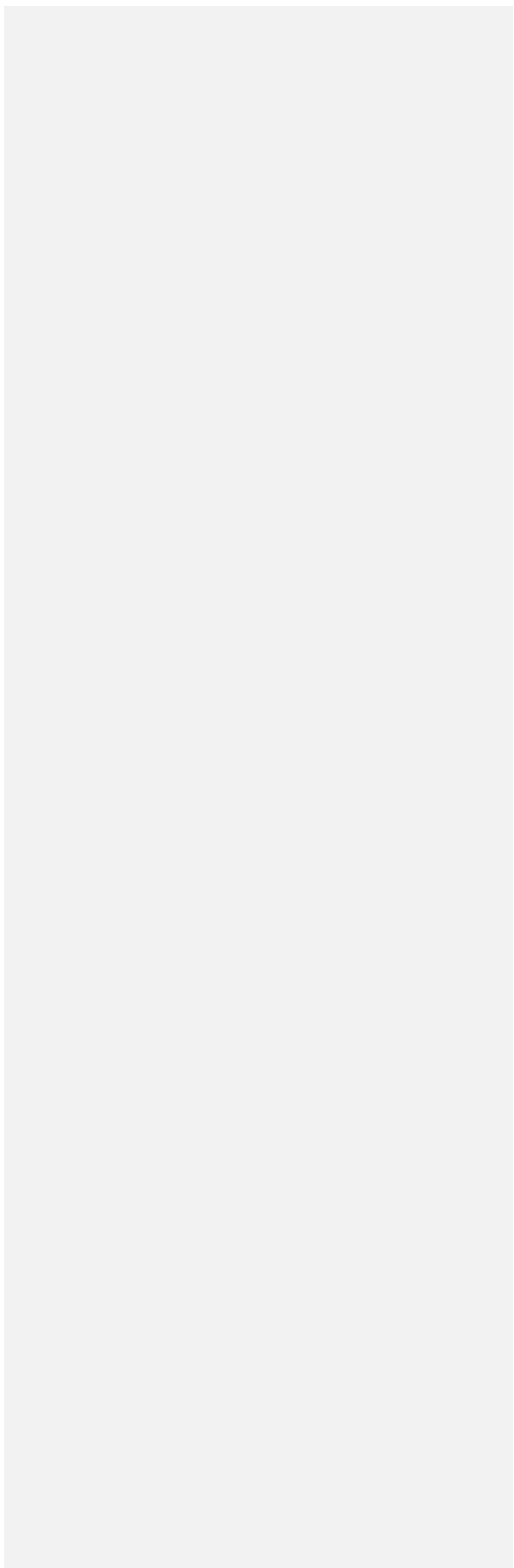
New Combined Degree Program Section in the Catalog:

Combined Degree & Special Programs



Combined Degree Programs

- **Business Management:**
[Drew University - Wake Forest University](#)
[4+1 Dual Degree Program](#)
- **Engineering:**
[Drew University - Columbia University](#)
[3+2 Dual Degree Program](#)
- **Environmental Management:**
[Drew University - Duke University](#)
[3+2 Dual Degree Program](#)
- **Forestry:**
[Drew University - Duke University](#)
[3+2 Dual Degree Program](#)
- **Law:**
[Drew University - Seton Hall Law School](#)
[3+3 Dual Degree Program](#)
[4+3 Dual Degree Program](#)
- **Law:**
[Drew University - New York Law School](#)
[4+2 Dual Degree Program](#)
[4+3 Dual Degree Program](#)
- **Medicine:**
[Drew - New Jersey Medical School](#)
[seven year Dual Degree Program \(B.A./M.D.\)](#)
- **Teaching:**
[Drew B.A./MAT 4+1 Program](#)
- **Community College Honors Program:**
[New Jersey community college articulation agreements](#)



ENROLLMENT REPORT TO FACULTY COLLEGE OF LIBERAL ARTS

**Robert J. Massa
Senior Vice President
April 1, 2016**

On Saturday, March 19, just over 1800 regular decision acceptance packets were delivered to the Madison post office in the College's first "single notification date" mailing in years. Having 1) switched from the "rolling" decisions of years past, and 2) moved back to a "thick envelope" printed packet rather than electronic notification, this process required coordination with the financial aid office and flawless execution. We knew all went well when the Drew 2020 Facebook page began to buzz with the joy of students being admitted and posting their photos with their admit packets. And of course, we knew the packets reached applicants when calls came asking for more financial aid. And so begins April in the Enrollment division.

As of this writing on March 25, we have 3521 applications versus 3131 a year ago – a 12.5 percent increase. We have enrolled 91 Early Decision students and have an additional 5 deposits from international students admitted on a rolling basis for a total of 96 deposits. Last year at this time between Early Decision and deposits resulting from rolling admission notifications, we had 64 enrolled students. This is clearly a very good start. In addition, the discount rate of deposited students at this point is 49 percent.

Including Early Decision and international students, we have admitted 1928 of 3400 completed applications to date, for an admit rate of about 57 percent. We placed 342 students on a waitlist and anticipate that about 70 of them will elect to remain on that list. Most will be admitted before May 1. Our waitlist strategy, plus additional accepted students from late completed applications, should allow us to improve our admit rate to 60 percent (from 70 percent last year) while meeting the College's enrollment goal of 400 first-year students.

It is too early to begin to paint a picture of this class, but from the admitted pool thus far, the male/female ratio is 40/60 percent; students from underrepresented groups amount to 29.8 percent; 48 percent are from New Jersey; 9 percent are international; the average GPA is 3.59 and the average SAT score of submitters (critical reading and math) is 1208. 79 percent of the admitted students submitted their test scores for consideration. Academic scholarships were offered to 75 percent of the admitted students compared to 97 percent last year. Baldwin Honors Scholars comprise 21 percent of the admitted pool and Presidential Scholars 17.5 percent. The percentages in the actual class will be lower, as more of our top scholars will select other institutions over Drew (this is typical at any selective college).

A reminder: our admitted student open house programs are on April 2 (changed from April 3) and April 23. Faculty are needed for the 8:15-9 am breakfast in the Forum, a 12:30 lunch also in the Forum, and a 1:30 Academic reception in the DoYo, Brothers College and the Hall of Science. Heather Robinson in the admissions office has been working with department chairs to assure coverage. If you can make it on one of those Saturdays, please inform your chair.

In addition, we are hosting “Make Your Day” programs on Mondays and Fridays in April, excluding the 1st and the 29th. Office staff will be in touch about this, as students will express an interest to attend classes, meet with faculty and have lunch with students.

Finally, we are hosting ten receptions around the country for admitted students and their families in the homes of alumni and parents in April. I will be travelling to San Francisco and LA in addition to Washington, DC for these programs. Jim Skiff will be in Boston and Hartford, Chris Teare in Miami and other staff in Philadelphia, Long Island, Westchester County and Princeton. I have not asked for faculty participation in these programs this first year, but will likely come to you in the future if we have good attendance, where you could help move admitted students toward Drew.

Once again, thank you for all of your support. We are on our way.

Bob Massa
March 25, 2016

Progress Report

February 20, 2009 to February 29, 2016

	<u>Goals</u>	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
				<u>Irrevocable</u>	<u>Revocable</u>	
Capital	\$22,000,000	\$12,439,635	\$1,138,526	\$525,000		\$14,103,161
<i>Ehinger Center</i>	\$8,300,000	\$7,597,954	\$408,267			\$8,006,221
<i>THK Reading Room</i>	\$850,000	\$918,763	\$58,000			\$976,763
<i>Hall of Sciences</i>	\$8,000,000	\$1,850,896	\$671,009	\$525,000		\$3,046,905
<i>Athletics</i>	\$4,000,000	\$238,213	\$1,250			\$239,463
<i>Other Capital</i>	\$850,000	\$1,833,809				\$1,833,809
Endowment	\$32,500,000	\$12,663,048	\$1,043,122	\$3,293,774	\$8,140,650	\$25,140,594
<i>Scholarships/Fellowships</i>	\$15,000,000	\$6,078,964	\$721,499	\$411,065	\$3,632,650	\$10,844,178
<i>Internships</i>	\$3,000,000	\$872,581	\$80,598	\$57,500	\$100,000	\$1,110,679
<i>Professorships</i>	\$2,500,000	\$100,503	\$99,522	\$375,000		\$575,025
<i>Programs</i>	\$12,000,000	\$5,611,000	\$141,503	\$2,450,209	\$4,408,000	\$12,610,712
Restricted	\$9,500,000	\$21,414,263	\$988,022	\$75,890	\$195,000	\$22,673,175
Unrestricted	\$16,000,000	\$14,409,169	\$435,011	\$5,000	\$84,000	\$14,933,180
<i>Annual Fund</i>	\$9,000,000	\$8,372,000	\$435,011	\$5,000	\$84,000	\$8,896,011
<i>MEF</i>	\$7,000,000	\$6,037,169				\$6,037,169
Grand Total	\$80,000,000	\$60,926,115	\$3,604,681	\$3,899,664	\$8,419,650	\$76,850,110



Gifts by Funding Area
February 20, 2009 to February 29, 2016

	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
			<u>Irrevocable</u>	<u>Revocable</u>	
College of Liberal Arts	\$22,073,274	\$1,393,043	\$393,565	\$4,014,650	\$27,874,532
Drew Theological School	\$12,221,424	\$232,005	\$494,000	\$90,000	\$13,037,428
Caspersen School of Graduate Studies	\$1,942,549	\$306,583		\$3,000,000	\$5,249,132
Library	\$4,269,679	\$93,815			\$4,363,495
Athletics	\$1,302,276	\$209,305			\$1,511,581
University	\$19,116,913	\$1,369,931	\$3,012,099	\$1,315,000	\$24,813,943
Grand Total	\$60,926,115	\$3,604,681	\$3,899,664	\$8,419,650	\$76,850,110



FY15 - FY16 Gifts

July 1, 2015 to February 29, 2016

	<u>FY16</u>			<u>FY15</u>			<u>FY15 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$4,066,025	\$12,000,000	34%	\$6,182,550	\$12,000,000	52%	\$12,640,777
Total Cash & Irrevocable Deferred Gifts	\$3,215,889	\$9,000,000	36%	\$4,871,070	\$9,000,000	54%	\$10,070,060



Annual Fund Report
July 1, 2015 to February 29, 2016

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY16	\$616,084	\$144,603	\$760,687	\$1,300,000	59%	\$378
FY15	\$807,924	\$117,575	\$925,499	\$1,250,000	74%	\$475
Increase (Decrease) from FY15	(\$191,840)	\$27,028	(\$164,812)			(\$97)
Increase (Decrease) Percentage	(24%)		(18%)			(20%)

	<u>Participation (All Funds)</u>							
	FY16				FY15			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	11%	1411	28%	2,269	10%	1316	26%	n/a
DTS	11%	420	21%	388	10%	350	16%	n/a
CSGS	9%	191	17%	175	8%	152	15%	n/a



Draft Faculty Regulations

I. Composition of the Faculty

The faculty of the College of Liberal Arts shall consist of: all employees of Drew University with current full-time or part-time teaching responsibilities in the College of Liberal Arts who have been duly appointed by the Dean of the College; those persons who normally have teaching responsibilities in the College but who are on officially authorized leave from those teaching responsibilities; and all former members of the College faculty who have earned *emeritus* status.

II. Faculty Governance

In accordance with the bylaws of the University, each school shall organize its own faculty under the leadership of the President of the University, and this faculty shall make all rules governing its own procedures.

The faculty of each school, subject to the authority of the Dean and the President, the charter and bylaws of the University and the approval of the Board of Trustees, shall have jurisdiction over all academic matters, including curriculum; academic regulations; teaching procedures and requirements; the admission, advisement, extra-curricular classroom activities, and academic discipline of students; and the recommendation for degrees of its own students.

The CLA Faculty Meeting is a committee of the whole and shall be the supreme decision making body for the faculty of the College of Liberal Arts in all matters under the jurisdiction of the faculty, except as that jurisdiction is delegated by the faculty to various standing and oversight committees of the faculty as enumerated below.

III. Conduct of Faculty Meetings and Voting Rights

1. Schedule of Meetings

Regular meetings of the faculty shall normally be conducted once a month during the months of September, October, November, December, February, March, April and May.

2. 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. Meetings of the faculty shall last no more than two hours, unless the faculty approves extensions in half-hour increments.

3. The Presiding Officer

In accordance with the bylaws of the University, the President of the University presides over meetings of the faculty, unless the President designates the Dean of the College to preside. Normally the President designates the Dean of the College to preside over meetings of the College faculty. The presiding officer, who shall be advised by a faculty parliamentarian appointed by the Dean, has final authority on questions of procedure when there is a lack of clarity on any procedural matter.

4. Voting Eligibility

- A. The voting faculty of the College of Liberal Arts shall consist only of full-time faculty who are tenured, tenure-track, and non-tenure-track as well as of administrators with faculty appointments, unless specified below. Additional voting members of the faculty of the College shall include the following:
 - a. The President and the Dean of the College, when either do not already hold faculty appointments;
 - b. The Vice President of Campus Life and Student Affairs;
 - c. The Dean of Students;
 - d. Full-time members of the faculty who have maintained their faculty appointments while assuming administrative duties, either in the College or elsewhere in the University;
 - e. All full-time faculty who hold joint appointments in the College and the Theological School or the Caspersen School of Graduate Studies and have regular teaching responsibilities in the College;
 - f. 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.
- B. Regular attendance at faculty meetings is expected as a part of the professional responsibility of every faculty member eligible to vote. The attendance roster shall be circulated at each faculty meeting and maintained in the Dean's Office. At the first meeting of every semester, the voting members of the faculty shall approve the voting list of the faculty for that semester.
- C. Persons eligible to attend faculty meetings of the College with voice but without vote shall include:
 - a. The Chair of the University's Board of Trustees and the chairs of any standing committees of the Board of Trustees;

- b. Vice Presidents, other Deans of the University, and those with a regular seat on the President's Cabinet;
 - c. *Emeriti/ae* members of the faculty of the College;
 - d. All those who hold current part-time or adjunct faculty appointments in the College, and who teach students officially matriculated in the College;
 - e. Members of the administration to whom, by virtue of their office, membership is specifically extended in the University bylaws (e.g., the University Librarian and the Registrar);
 - f. The Director or Dean of College Admissions;
 - g. The University Chaplain;
 - h. The Director of Athletics;
 - i. The Director of Alumni Affairs;
 - j. The Director of the Career Center;
 - k. The Director of Financial Assistance;
 - l. The University Controller;
 - m. The Director of the Health Center;
 - n. The Director of the Center for Counseling and Psychological Services;
 - o. The Chief Information Officer (CIO);
 - p. Senior Director, Instructional Technology and User Services;
 - q. The University's Chief Communications Officer (CCO);
 - r. The Director of the Center for Global Education;
 - s. The ESL Coordinator;
 - t. The Director of the EOS Program;
 - u. The RISE Director and Fellows;
 - v. Librarians with faculty status;
 - w. 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 of the College;
 - x. The President and Vice President of the CLA Student Government;
 - y. The Editor of the *Acorn*;
 - z. Students or other guests when invited by the Presiding Officer.
- D. Excluded from attending or voting at meetings of the faculty of the College of Liberal Arts are other employees of the University, whether full-time or part-time, including employees who have teaching responsibilities for students who are not matriculated in the College of Liberal Arts, even if their University contracts refer to them as "faculty."

5. Faculty Meeting Voting Procedures

- A. Motions are approved by a plurality of those voting.
- B. Determination of a Quorum
 - a. A quorum shall consist of 50% + 1 of the voting members of the faculty meeting, excluding all those voting members who are on sabbatical or on leave from the

university. Voting members on leave or sabbatical retain their voting rights, but for the purpose of determining whether or not a quorum exists, they are not counted if they are not present.

- b. A quorum call may be made by any voting member of the meeting whenever a question is called. However, repetitive quorum calls for the purpose of obstructing the business of the meeting, when it has already been determined that a quorum exists, are not permitted. The presiding officer has discretion to rule on whether repetitive quorum calls are in order or are being made with the aim of obstructing the business of the meeting.
 - c. When a quorum call has been made, the presiding officer shall suspend voting until a determination has been made as to whether or not a quorum exists by a check of the initialed attendance roster of voting members. If it is determined that a quorum does not exist, discussion may continue, but no votes on any policies shall occur until such time as a quorum of voting members does exist.
- C. Routine questions shall be decided by voice 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.
 - D. A roll call vote may be called, but shall require authorization by a majority of the faculty on a motion duly seconded and approved.
 - E. A confidential ballot shall be used under the following conditions, and the count shall be recorded in the minutes of the meeting:
 - a. to select faculty members for any elected committee or other appointment for which the faculty designates its representatives, unless only one candidate has been nominated and a motion to approve that nomination by acclamation of the faculty has been made, duly seconded and approved by the faculty.
 - b. to effect any major policy decision when the presiding officer elects to use a confidential ballot, or when a request for a confidential ballot is made by any voting member at the meeting and that motion is duly seconded and approved by the faculty.
 - F. When electronic voting is used, it shall begin as soon as feasible following the faculty meeting in which the call for an electronic ballot is made and approved and shall extend for a minimum of 48 hours from the start of voting. The results of the vote shall be announced as soon as possible after the close of voting.
 - G. Absentee voting at Faculty Meetings by proxy is not permitted.

6. Executive Sessions

When the faculty deems it desirable to consider items of a confidential nature with only voting members present, it may, by a simple majority vote, resolve itself into executive session. Once an executive session has been approved, only voting members may be present at the meeting. 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 any voting member of the faculty.

7. Special Faculty Meetings

Special meetings of the faculty may be convened at the discretion of the presiding officer, or by the petition of 33% of the voting members of the CLA faculty. Upon the receipt of a duly signed petition consisting of at least 33% of the eligible voting members of the faculty, the presiding officer shall convene an official meeting of the faculty within ten days of the receipt of the petition. The calling of a special meeting requires advance notice to the faculty of at least 48 hours.

8. Minutes

Approved minutes of faculty meetings shall be electronically stored and made available to the faculty.

IV. Organization and Functioning of Faculty Committees

1. General Principles

- A. 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 jurisdiction.
- B. No committee shall be empowered to make final decisions for the faculty unless it has been authorized by the faculty to act in its name.
- C. The primary function of committees is to acquire necessary information, develop options and alternatives, which it reports to the faculty, and make formal recommendations to the faculty for specific action.
- D. Committees may be asked to consider and make recommendations on matters that affect the College but which are not subject to decision by its faculty. Advice may be given to other University offices and bodies, but specific recommendations shall not be made without the approval of the faculty, whose agent the committee remains. Committees may also be authorized to act on those routine matters that it is appropriate and necessary for the faculty to continuously monitor and oversee. Committees shall not be expected or required to perform administrative functions, or to act as agents of bodies other than the faculty.

- E. There shall be three types of committees: (1) Standing Committees; (2) Advisory and Oversight Committees; and (3) Special, Select, Steering, or *Ad Hoc* Committees, Working Groups and Task Forces. Standing Committees of the Faculty are created by vote of the faculty as permanent committees, and assist the faculty in the accomplishment of its duties in critical areas of its responsibility. Advisory Committees are also established by vote of the faculty for the purpose of overseeing the operations of specific academic programs, offering advice to University offices critical to the operations and life of the College, or for the purpose of advising graduating students on professional school admissions and prestigious scholarships. Special, Select, Steering and *Ad Hoc* committees, as well as Working Groups and Task Forces, are short-term bodies with clearly stated sunset provisions, created from time to time as needed and with clearly defined objectives. They are appointed by the Dean with the advice of the Dean's Council and shall terminate automatically within 24 months of their creation, unless the faculty approves an extension of time to complete the assignment, or votes to transform the *ad hoc* or select committee into a standing or advisory committee of the faculty.
- F. No committee shall be responsible to any other committee, except as otherwise provided 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 consult with the Dean and Dean's Council to determine where the matter should most appropriately be referred. There shall be no standing subcommittees. Any committee may, if it wishes, establish *ad hoc* subcommittees or task forces to advise and assist it on specific matters.

2. Committee Membership

- A. Membership on committees is either elected or appointed as specified herein. All committee assignments, whether elected or appointed, are normally for two years. Terms of service shall normally begin with the start of the fall semester. In cases where committee membership is appointed, the Dean's Council shall present its selection of candidates to the Dean for appointment. With the exception of the Dean's Council, Honors Faculty Advisory Committee and the Committee on Faculty, committee chairs shall be elected by committee members from among their number.
- B. There shall be regular rotation of standing committee assignments. The usual practice shall be for a faculty member to serve on any committee for no more than two successive years, and approximately one half of the committee membership should rotate each year.
- C. Full-time faculty in their first year of employment at Drew shall ordinarily not serve on standing committees.
- D. No member of the faculty shall simultaneously hold more than two memberships on standing committees, including one chairship, unless otherwise permitted by the Dean.

- E. All committees shall be chaired by voting members of the faculty who have full-time teaching responsibilities, except as otherwise specified in these regulations. If a committee is to choose a new chair, the former chair shall either serve as interim chair, or designate a continuing member of the committee to act as interim chair to convene the first meeting of the committee, where the first order of business shall be to elect a new chair.

3. Election Procedures when Committee Membership is by Election

- A. The Dean's Council shall endeavor to identify two candidates to put before the faculty for election for every open position. When it is not possible to identify two candidates to run for an open position, the Dean's Council shall identify and place before the faculty at least one candidate.
- B. Additional nominations may be solicited or suggested from the faculty at the Faculty Meeting preceding the start of electronic voting for the position. If there is only one candidate for a position at the close of nominations from the floor, the Dean's Council may make a motion at the Faculty Meeting to elect the lone candidate by acclamation.
- C. Elections for committee memberships will be done electronically over a period of at least 48 hours and voting shall begin as soon as feasible following the Faculty Meeting where the proposed slate is presented and additional nominations solicited.
- D. When an early vacancy occurs on a committee with elected membership, a special election for a replacement member will occur at the next scheduled Faculty Meeting. The Dean's Council will present candidates to the faculty for their consideration and will solicit further nominations from the floor of the Faculty Meeting. In cases where only one candidate is identified by the Dean's Council, and the committee feels that its work will be impeded with a vacancy left unfilled before the next possible election, the candidate identified by the Dean's Council may begin attending meetings of the committee with voice but without vote prior to their election by the faculty. Elections to fill vacancies shall proceed as described above.
- E. Elections for all committees shall be held in the fall, usually not later than the November faculty meeting, giving departments time to work a member's teaching schedule around assignments on committees that have set meeting times or accompanying release time. Appointments for all remaining committees should normally be made by the February faculty meeting.

4. Release Time Recommendations for Committee and Other Service

- A. Acknowledging that service is a regular expectation of faculty, the faculty also recognizes that in some cases the burden of service work is considerable and exceeds

the normal expectations of a faculty member's responsibilities outlined in Section VIII below.

- B. In cases where a service obligation or a committee's work is considerable, the faculty supports the granting of release time by the Dean in consideration of the added workload placed on faculty. As the University calculates a 4-credit course as requiring an average of 12.5 hours of work per week across a 15-week semester, in cases where the total service workload burden on faculty members averages at least seven and a half hours per week across the academic year, either one course release, or the equivalent prevailing adjunct stipend for a 4-credit course, are appropriate compensation for the added workload burden placed on faculty. In cases where the committee's workload expectation averages at least 4 hours per week across the academic year, either a half-course release, or the equivalent of the prevailing adjunct stipend for a 2-credit course, are appropriate compensation for the added workload burden placed on faculty.

5. General Guidelines for Committees in the College

- A. When committees wish to bring major policy decisions to the faculty for action, they shall first report their recommendations to the Dean's Council, and solicit the Council's feedback and approval, and, to the extent possible, present proposals to Division meetings for further discussion prior to the Faculty Meeting at which the formal proposals are to be acted upon by the faculty.
- B. 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 an explanation of the reasons for the requested action. Such a report shall be sent to voting members of the faculty at least 48 hours prior to the meeting at which the proposed motion is to be considered.
- C. 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 summary in written form.
- D. If the faculty has granted to a committee the power to act in its name, the committee shall, either through the chair of the committee or the Dean of the College, advise the faculty of decisions taken under that authority. Such decisions shall not be put into effect less than five academic days after such notice has reached the faculty. If any three 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 make decisions that only affect individual faculty members or students.

V. Standing Committees of the Faculty

1. The Dean's Council

The Dean's Council shall advise the Dean of the College, and, on occasion, the President and/or the Board of Trustees, on staffing, planning, budgeting and other matters of import. It shall:

- A. propose to the faculty policies designed to implement long-range strategic plans of the College and the University. It shall consider proposals for new programs, evaluating them in light of existing strategic priorities, existing or potential student demand, and budget and staffing limitations of the College and University.
- B. consult with and advise any University bodies concerned with budgets, planning, staffing and programs. New programs or major revisions of existing programs shall be considered and approved by the Dean's Council before faculty approval is sought.
- C. consider all matters of concern to faculty having to do with membership, faculty responsibilities, and the quality of faculty life. It shall make recommendations on these matters to the Dean of the College, the faculty, the President, the Board of Trustees, or other appropriate University entities.
- D. solicit preferences of faculty members for committee assignments, draw up ballots for committee elections based on faculty preferences and committee needs, and advise the Dean on appointments to committees.
- E. maintain and occasionally forward recommendations to the faculty for changes to the college's governance structure.

During deliberations on CLA staffing, a member must recuse her or himself from discussion of a faculty line request coming from her or his department or program by leaving the room.

The Dean's Council shall consist of:

- A. Four tenured faculty members, one from each division, elected by the entire faculty for a two-year term;
- B. One additional tenured faculty member, elected by the entire faculty at-large for a two-year term;
- C. The Dean of the College, who serves as the chair of the Dean's Council.

The Dean's Council shall keep and publish its minutes.

2. The Committee on Faculty (COF)

The COF shall maintain and follow the rules and guidelines set forth in the *University Faculty Handbook*, consider all matters related to the review, promotion, and tenure of faculty, and

consider all matters related to academic freedom on behalf of the faculty. It shall consider each member of the faculty eligible for reappointment, promotion, and tenure, and report its recommendations to the Dean of the College, the President, and the Academic Affairs Committee of the Board of Trustees on or before the date stipulated by the *University Faculty Personnel Policy*.

- A. The COF shall consist of one member from each division and a chairperson, all elected by the entire faculty. In exceptional circumstances, if the committee's work cannot proceed due to the lack of a faculty member from a division, a second at-large member may be nominated and elected by the faculty to serve. Only full professors and those associate professors with tenure and who have begun their fourth year or more in rank, and who have served a full term as department chair, or have served on either Dean's Council or the Committee on Academic Policy and Curriculum (CAPC) for a full term, are eligible for election to the COF. No more than two associate faculty may serve on the committee simultaneously. No current member of the Committee on Faculty may be considered for promotion by the Committee.
- B. The Dean of the College shall have *ex officio* status on the COF, and meets with the Committee with voice but without vote. In cases where the Dean of the College is an active member of a department, or in other ways directly connected with a candidate being reviewed for promotion or tenure, the Dean will recuse himself or herself and the Chair of the Committee on Faculty will make a recommendation to the President that an Associate Dean or the Dean of one of the other two schools be asked to serve as an alternate for the Dean in all aspects of the promotion and/or tenure process up to and including the report and recommendation to the President.
- C. Committee members shall serve for two years. Every other year, the faculty shall elect a chairperson from nominations presented by the Committee on Faculty, which shall consider those full professors who have served on the Committee for two years within the past five years. The chair shall also serve for two years.
- D. During deliberations on contract renewals, tenure decisions or promotions, COF members shall recuse themselves from any discussion or votes on a colleague in her or his department or program, or whenever the COF member is in other ways directly connected with a candidate under review, by leaving the room. When a recusal occurs, another faculty member from the division affected who has served before on the COF will participate in this candidate's review with voice and vote.

The COF shall keep minutes, which shall be confidential and not posted.

3. The Committee on Academic Standing

The Committee on Academic Standing shall:

- A. be concerned with the academic performance of students.
- B. decide all matters relating to the standing and retention of students.

- C. grant or deny individual student requests for modifications or exceptions to academic regulations.
- D. consider grade change requests from faculty.
- E. advise the faculty regarding its policies and regulations.

The members of the Committee on Academic Standing are appointed and shall consist of:

- A. Four faculty members, one from each division, who shall choose a chair from among themselves;
- B. The Dean of the College, *ex officio*, the Associate Dean for Academic Services, and the Dean of Students;
- C. The University Registrar, Director of Financial Aid, and Director of Student Accounts shall sit on the committee with voice but without vote.

The committee shall report to the faculty each semester on the actions that it has taken in aggregate during the preceding semester. The Committee's agenda and report of actions shall serve as its minutes.

4. The Committee on Academic Integrity

The Committee on Academic Integrity shall be responsible for hearing and deciding all cases where students are charged with violating Drew's academic integrity policy.

The faculty members of the Committee on Academic Integrity are selected from the pool of two faculty members from each division of the College, one regular and one alternate, who are all appointed.

When a hearing is necessary:

- A. A committee composed of two faculty members drawn from the larger committee pool, the Dean of the College, who will serve as Chair, and a student drawn from the Student Conduct or Judicial Board will be formed.
- B. The accuser and the accused student will be present at hearings of the committee.
- C. The accused student may bring a Drew faculty adviser of his or her choice to advise during the course of the committee's hearing. The adviser may speak during the hearing. The student and his or her faculty adviser, if one is present, and the accuser should all be excused from the hearing after all testimony is taken so that the committee can deliberate and decide the case.
- D. Legal counsel, parents, or other non-Drew persons are not allowed to attend or participate in committee hearings.

The committee's decisions shall serve as its minutes and shall remain confidential.

5. The Committee on Academic Policy and Curriculum (CAPC):

As indicated in the University's bylaws, the exclusive power to create and change academic policy resides in the faculty of each school. The faculty of the College exercises this responsibility through its elected representatives on CAPC, which brings academic policy proposals forward to the full faculty, after consultation with and the approval of the Dean's Council, for the faculty's consideration and vote.

CAPC shall be concerned with the current instructional operation of the College, especially that curricula, requirements for majors and minors, assessment and other programmatic matters be consistent with educational policies and academic standards approved by the faculty. It shall:

- A. approve courses as proposed by departments. It may not approve creation or discontinuance of majors or programs, make changes to the requirements of majors, programs, or minors, or make academic policy without a vote of the faculty;
- B. receive and act upon requests for special majors, and approve any revisions and/or substitutions to existing special majors;
- C. receive and act upon off-campus experience approval forms;
- D. arrange for adequate and regular consultation with and input from departments and divisions concerning those issues that are of concern to them regarding curricular matters, including assessment issues, the cross listing of courses and courses required in other programs;
- E. oversee the development of articulation agreements, which it will review with the Dean's Council and bring to the full faculty for approval.

CAPC shall consist of:

- A. Four tenured, tenure-track, or non-tenure track faculty members who have taught full-time at Drew for at least three years, one from each division, elected by the entire faculty for a two-year term;
- B. One additional at-large tenured, tenure-track, or non-tenure track at-large faculty member who has taught full-time at Drew for at least three years, elected by the entire faculty for a two-year term;
- C. The Associate Dean for Curriculum and Faculty Development;
- D. The Registrar, who shall have voice but no vote.

A chairperson shall be elected each year by the committee from among its full-time faculty members.

CAPC shall keep and publish its minutes.

VI. Program Oversight, Advisory, and Special Committees

1. CLA Professional Conduct Committee

- A. The CLA Professional Conduct Committee is a Special Committee that shall be called into session by the Dean to consider cases where individual faculty are charged with unprofessional conduct that does not seem, *prima facie*, to involve violations of the University's Human Rights policy or Sexual Harassment policy, or rise to the level of review required to bring a case to the University Faculty Committee on Professional Conduct, and where the faculty member has not accepted the Dean's findings in this matter as set forth below under Section IX below: "Procedures for Addressing Inappropriate and/or Unprofessional Behavior."
- B. The CLA Professional Conduct Committee shall:
 - a. examine evidence and take testimony as needed to determine the veracity of the charges;
 - b. ensure that the accused is present whenever evidence is considered and has the opportunity to examine the evidence and to cross-examine witnesses when testimony is offered;
 - c. ensure the accused has the right to have counsel of his or her choice present at all hearings, but without voice in the proceedings other than to confer with the accused; and
 - d. ensure that the accused also has the right to present evidence and call witnesses in their defense.
- C. The CLA Professional Conduct Committee shall consist of:
 - a. The elected members, or alternates, from the College to the University Faculty Committee on Professional Conduct. In cases where neither the elected nor alternate members of the University Faculty Committee on Professional Conduct are able to serve, the Dean may appoint the appropriate divisional representative from either the Dean's Council or the Committee on Faculty to serve in their place;
 - b. The immediate past Chair of the Committee on Faculty, who will also serve as the at-large member and Chair the CLA Professional Conduct Committee (if that individual is unable to serve, another former Chair of the Committee on Faculty will serve as Chair);

- c. The Associate Dean for Curriculum and Faculty Development, who shall present the evidence of unprofessional conduct, examine and cross-examine witnesses, but not participate in the final deliberations of the Committee.
- D. When the Committee finds that the accusations of unprofessional conduct have been sustained by a preponderance of the evidence, the Committee shall report its findings and decision to the Dean of the College and the faculty member in writing; a copy of this letter will be placed in the faculty member's personnel file. When the Committee finds that the accusations of unprofessional conduct are sustained but that the penalty proposed by the Dean was not appropriate, the Committee shall determine an alternate penalty and communicate that decision to the Dean and the faculty member in writing; a copy of this letter will also be placed in the faculty member's personnel file.
- E. When the Committee finds that the accusations of unprofessional conduct are unsubstantiated, the matter shall be considered closed and that decision shall be communicated to the Dean and the faculty member in writing; no materials relating to matter will be placed in the faculty member's personnel file.
- F. At any point in the proceedings, if the Committee feels that the evidence indicates that the case should be referred to the University Faculty Committee on Professional Conduct, or to the University's AA/EEO Officer or Title IX Coordinator, proceedings of the Board will be suspended and the Chair shall convey the matter and all evidence to the appropriate body for further investigation.
- G. The record of the Board's hearings and its final report shall serve as its minutes and shall remain confidential.

2. Civic Engagement Faculty Advisory Committee (CEFAC)

- A. CEFAC oversees and 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.
- B. Membership on CEFAC shall consist of:
 - a. Four appointed faculty members, who shall elect a chair from among themselves;
 - b. The Director of the Center for Civic Engagement, who serves *ex officio* with voice but no vote, and who reports to the Dean of the College.

3. Educational Opportunity Scholars (EOS) Faculty Advisory Board

- A. The EOS Faculty Advisory Board shall work closely with the Director of the EOS Program on all matters related to the academic curriculum and educational support services designed and developed for students admitted to Drew through the EOS Program, including the EOS Summer Program. The Board also reviews all academic policies and procedures designed for the EOS Program and secures appropriate approval, as needed, before implementation.

- B. Membership on the EOS Faculty Advisory Board shall consist of:
 - a. Two appointed faculty members;
 - b. The Associate Dean for Academic Services, who shall serve as chair;
 - c. The Director of the EOS Program, who serves *ex officio* with voice but no vote, and who reports to the Dean of the College.
 - d. the EOS Director may also recommend to the Dean that additional *ex officio* members be appointed or attend meetings with voice but no vote as necessary.

4. Faculty Advisory Committee on Admissions and Financial Aid

- A. 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.
- B. CLA membership on ACAC shall consist of four appointed divisional representatives.

5. Honors Faculty Advisory Committee (HFAC)

- A. The HFAC advises the faculty concerning curricular changes, new courses, and programing for the Baldwin Honors Program and rules on petitions related to specialized honors theses. The HFAC also coordinates and promotes prestigious fellowship applications.
- B. Members are appointed.
- C. Membership on the HFAC shall consist of:
 - a. The Director of the Baldwin Honors Program, who shall serve as chair;
 - b. The Associate Director of the Baldwin Honors Program, who also serves as a divisional representative;
 - c. Three appointed faculty members, one from each of the other three divisions of the College;
 - d. The Associate Dean for Curriculum and Faculty Development.

6. Global Education Faculty Advisory Committee (GEFAC)

- A. GEFAC oversees all international and off-campus programs directed by the Center for Global Education, and advises the Center's Director on all matters related to international and off-campus programs overseen by the Center.
- B. Membership on GEFAC shall consist of:
 - a. Four appointed faculty members, who shall elect a chair from among themselves;
 - b. The Director of the Center for Global Education, who serves *ex officio* with voice but no vote, and who reports to the Dean of the College.

7. Health Professions Advisory Committee

- A. The Health Professions Advisory Committee oversees and provides support, interview practice, and advice about careers and the application process to students interested in pursuing careers in the health professions. The Committee also prepares a letter of recommendation based on all the application materials and credentials of students applying for graduate studies in the health professions.
- B. Membership on the Health Professions Advisory Committee shall consist of:
 - a. Three appointed faculty members, who shall elect a chair from among themselves; and
 - b. The Pre-Medical Adviser.

VII. Membership on University Committees and Bodies

1. Academic Computing Advisory Committee (ACAC)

- A. ACAC is a University committee that offers faculty insight on all aspects of academic technology and computing at Drew.
- B. CLA membership on ACAC shall consist of two appointed representatives.

2. Compensation Monitoring Committee

- A. The Compensation Monitoring Committee is a University committee 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.
- B. CLA membership on the Compensation Monitoring Committee shall consist of two appointed representatives.

3. Human Rights Committee

- A. The Human Rights Committee is a University policy committee that ensures the University's commitment to a learning, living and workplace environment that is free of all forms of discrimination and harassment is achieved and protected.
- B. CLA membership on the Human Rights Committee shall consist of two appointed representatives.

4. Institutional Review Board (IRB)

- A. 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.

- B. CLA membership on the IRB shall consist of two appointed representatives.

5. University Faculty Agenda Committee

- A. The University Faculty Agenda Committee meets when called by the President to set the agenda for meetings of the University Faculty.
- B. CLA membership on the University Faculty Agenda Committee shall consist of two appointed representatives.

6. University Faculty Committee on Faculty

- A. The University Faculty Committee on Faculty meets when called by the President to consider policies and procedures related to the review of the faculty of the University and address issues of academic freedom at the institutional level.
- B. CLA membership on the University Faculty Committee on Faculty shall consist of two members of the College Committee on Faculty including: (1) the current Chair of the College Committee on Faculty; and (2) one full professor, preferably in their second year of their term on the CLA Committee on Faculty, who shall be chosen by the members of the Committee on Faculty.

7. University Faculty Grievance Committee

- A. The University Faculty Grievance Committee is convened 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.
- B. CLA membership on the University Faculty Grievance Committee shall consist of four tenured divisional representatives elected by the faculty. Four alternates are also elected by the faculty in the event that an elected representative is unable to serve.

8. University Faculty Professional Conduct Committee

- A. The University Faculty Professional Conduct Committee considers cases where the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period.
- B. CLA membership on the University Faculty Professional Conduct Committee shall consist of four tenured divisional representatives elected by the faculty. Four alternates are also elected by the faculty in the event that an elected representative is unable to serve.

9. University Library Committee

- A. The University Library Committee advises the Library administration on its services, policies and projects.
- B. CLA membership on the University Library Committee shall consist of four appointed divisional representatives.

10. The University Senate

- A. The University Senate is a body representative of the University faculties, student bodies, staff and administrative officers. It is a consultative and recommending body dealing with all matters concerning the University as a whole.
- B. CLA membership on the University Senate shall consist of four appointed divisional representatives.

VIII. Expectations of Faculty

As reflected in tenure and promotion guidelines outlined in the *University Faculty Handbook*, the professional responsibilities of full-time faculty fall into three primary areas: (1) teaching; (2) scholarship; and (3) service. In addition, all faculty members are expected to act with integrity and the highest ethical standards in all areas of their professional responsibility.

Specific expectations of all faculty include but are not limited to the following:

- A. interacting with students in a professional manner that demonstrates respect, fairness, inclusiveness and courtesy at all times. This includes faculty conducting themselves professionally when in social settings with students on or off campus, regardless of whether those settings are real (e.g., face-to-face) or virtual (e.g., social media). It also includes not being disparaging of faculty or staff colleagues to students;
- B. adherence to all academic policies of the College;
- C. providing students with an appropriate syllabus at the beginning of every course that contains all the required elements of a Drew syllabus. All syllabi should also be submitted to the department chair in an archivable format at the beginning of each semester;
- D. providing students with regular formal feedback throughout a course. Significant feedback must begin well before the end of the withdrawal period;
- E. holding all scheduled classes for their allotted duration unless there is an academic or compelling reason not to do so. In situations where class sessions must be cancelled, the work should be made up and the Department Chair or Program Director should be notified;
- F. holding regular weekly office hours at the announced time;

- G. submitting roster verifications in a timely manner as requested by the Registrar and required by federal law;
- H. observing all guidelines on the administration of exams, including abiding by the final exam policies and schedule;
- I. submitting final grades, including grades for incompletes, in a timely manner and in accord with the deadlines determined and announced by the Registrar;
- J. issuing academic warnings and alerts in a timely manner that will provide students, advisers and the Office of Academic Services with useful feedback;
- K. protecting students' confidentiality in accordance with both University guidelines and federal law under FERPA;
- L. maintaining the confidentiality of committee proceedings, or in other similar circumstances where confidentiality has been appropriately requested;
- M. respecting and supporting the implementation of academic accommodations duly authorized by the Office of Accessibility Resources, as required by federal law under ADA and other laws and regulations;
- N. observance of University guidelines and reporting requirements related to sexual assault and harassment in accordance with federal law under Title IX, VAWA and other laws and regulations;
- O. always interacting with faculty and staff colleagues in a respectful, professional and collegial manner;
- P. acting ethically, responsibly and with the best interests of the University in mind when using institutional resources;
- Q. maintaining the highest standards of academic integrity in their scholarly professional lives;
- R. representing Drew University in public in a respectful and professional manner that brings credit to the University.

Additionally, full-time faculty are expected to:

- A. advise assigned first-year students and/or students assigned by the department chair or program director in a timely, professional and proactive manner;
- B. direct a reasonable number of independent studies and/or honor theses if requested to by qualified students;
- C. participate fully in course, program and general education assessment as required by best practice and accrediting bodies;
- D. fulfill service expectations (which typically include routine departmental service and additional service activities for the College or University equivalent to a committee that meets at least one hour per week).
- E. participate fully in required in-service training sessions and professional development workshops (typically one day per semester) as may be necessary for the successful implementation of academic initiatives or for the University to meet its obligations under state or federal law;

- F. prioritize the needs and work of the College and the University over other external professional engagements. The College is the primary employer of all full-time faculty, and rightfully should be able to expect full-time faculty to work full-time for the College. Other engagements of a professional nature that impact, or may impact, a faculty member's ability to meet their professional responsibilities to the College, or their ability to meet the reasonable staffing needs of the College, should be discussed with the department chair and must be approved in writing in advance by the Dean before such commitments are undertaken;
- G. remain current and active in their scholarship in ways appropriate to their field or discipline;
- H. attend regular faculty, division and department meetings and otherwise participate actively in the life of the College and the University through such activities as participating in commencement exercises, awards ceremonies, attending student performances and athletic competitions;
- I. respond promptly and fully to requests from the Committee on Faculty for information in the conduct of their regular reviews of faculty;
- J. submit, in a timely manner, an updated vita and a complete annual report documenting activities in the three areas of teaching, scholarship and service.

IX. Procedures for Addressing Inappropriate and/or Unprofessional Behavior

- A. When members of the faculty believe that a colleague is acting in an unprofessional manner, they shall inform the Dean of their concerns and provide whatever evidence they have.
- B. In cases where the Dean believes that the charges involve a violation of the University's Human Rights Policy, the case shall be immediately referred to the University's AA/EEO Officer for investigation. In cases where the Dean believes that there may have been a violation of the University's Sexual Harassment Policy, the case shall be immediately referred to the University's Title IX Coordinator. In cases that do not involve potential violations of the University's Human Rights or Sexual Harassment policies, but are of such a serious nature that they might lead to either termination of the faculty member or suspension of service, the case shall be immediately referred to the University Faculty Committee on Professional Conduct.
- C. When the Dean is informed of a concern, or suspects that a faculty member may have acted in an unprofessional manner that is likely to lead to a lesser sanction than suspension or termination, the Dean may:
 - a. consult with the Associate Deans, Dean's Council and/or the Committee on Faculty and seek their counsel on the matter; and

- b. initiate a fact-finding inquiry, to be conducted by the Associate Dean for Curriculum and Faculty Development, that shall include meeting with the faculty member to discuss the concerns and review the evidence.
- D. If the Associate Dean ascertains that the evidence confirms that the faculty member has not met his or her professional obligations, or has acted unprofessionally in a manner that necessitates a lesser sanction than termination or suspension, the Associate Dean shall inform the Dean of his or her findings and make a recommendation on an appropriate lesser sanction.
- E. If the Dean concurs with the findings of the Associate Dean, the Dean shall meet with the accused faculty member to discuss the findings of the investigation and the proposed sanction. If the faculty member accepts the Dean's decision, the sanction shall be implemented and a letter reviewing the findings and the sanction will be placed in the faculty member's personnel file.
- F. In cases where the faculty member does not accept the Dean's decision, the Dean shall convene the CLA Professional Conduct Committee within two weeks, unless the University is on break or it is during the summer months; in these cases, the Committee shall be convened as soon as practical.
- G. The Associate Dean for Curriculum and Faculty Development shall present the case against the accused faculty member and the proposed sanction to the CLA Professional Conduct Committee. The Associate Dean will have the authority to call and examine witnesses, and to cross-examine witnesses called by the accused faculty member, or by the Committee itself.
- H. The accused faculty member will present his or her own case and have the right to call and examine witnesses, and to cross-examine witnesses called by the Associate Dean, or by the Committee.
- I. The Committee shall examine the evidence, ask any questions it has and may call additional witnesses, as it feels is necessary, to ascertain the facts and render a final and fair decision.
- J. The accused faculty member may be accompanied at any hearings of the CLA Professional Conduct Committee by counsel of their choice. Counsel shall not participate in the hearing other than to advise and consult with the accused privately.
- K. When the Committee has heard all testimony and asked all questions, the members of the Board shall deliberate privately with only the members of the CLA Professional Conduct Committee present.
- L. When the Committee has reached its decision, it shall make its findings and recommendation known to both the Dean and to the accused faculty member in writing simultaneously.
- M. The final decision and any penalties imposed by the CLA Professional Conduct Committee are not subject to appeal. However, the accused retains the right to appeal to the University Faculty Grievance Committee in cases where a demonstrable procedural error has occurred and has caused real and substantive injury.
- N. Possible sanctions may include but are not limited to temporary suspension of: eligibility for conference travel, release time grants, eligibility for merit pay and faculty

development and/or research funds; suspension or delay in eligibility to apply for sabbatical leave; and delays in consideration for promotion.

- O. In cases where a faculty member has been found guilty of repeated instances of unprofessional conduct, the Dean shall refer the matter to the University Faculty's Professional Conduct Committee for review and possible suspension or termination.

X. DIVISIONS AND DEPARTMENTS

1. Divisions of the College

- A. The division is an educational and quasi-administrative unit intended to provide for the coordination of departments whose fields of study 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.
- C. The Dean's Council representative from each division shall serve as chair of that division. The division chair shall:
 - a. call division meetings on a regular basis (normally at least three times per semester) or when needed;
 - b. set and circulate the agenda for division meetings;
 - c. chair division meetings;
 - d. represent the discussions of the division to the Dean's Council and at the faculty meeting.
- D. Each of the divisions shall determine those members eligible to vote on division questions (e.g., including or excluding part-time faculty).
- E. The division shall have the following specific responsibilities:
 - a. provide an opportunity for faculty in the division to discuss among themselves all important policy and major curricular changes coming before the faculty meeting;
 - b. forward to the Dean's Council any proposals the division considers educationally desirable and that need the approval of the full faculty to become effective;
 - c. request information for and assist in the preparation of reports to faculty committees, the faculty of the College as a whole, or the University's administrative officials;
 - d. advise on schedules, curriculum, allocation of space, and budgetary issues;
 - e. 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 be initiated either by the division itself or at the recommendation of any of its constituent departments.
- F. Although a division may not, by itself, approve and implement a policy or programmatic proposal or recommendation initiated by a department or individual faculty member, the

division is expected to discuss such proposed policy and programmatic changes and provide the faculty of the College as a whole with the benefit of the division's deliberations and perspectives.

- G. Departments included in divisions are as follows:
- a. Division I: Biology, Chemistry, Mathematics and Computer Science, Physics
 - b. Division II: Anthropology, Economics, Political Science and International Relations, Psychology, Sociology
 - c. Division III: Classics, French and Italian, German-Russian-Chinese, History, Philosophy, Comparative Religion, Spanish
 - d. Division IV: Art, Art History, English, Music, Theatre and Dance

2. Departments and Programs

- A. Departments are the organizational units for representing and administering the specific subject matter areas of the College curriculum. A department usually corresponds to one or more major or related fields of academic study, but it may simply serve as an administrative structure when policy or budgetary limitations prevent the offering of an undergraduate major in one of the areas it represents. A department must have an administrative head or chair, normally a member of the department with tenure, although the Dean may designate otherwise in special cases.
- B. Programs are the organizational units for coordinating, representing and administering various interdisciplinary areas of study established by the faculty. They are normally led by a director.
- C. Department chairs and program directors shall be appointed every three years by the Dean. Normally the chair or program director shall rotate after three years, unless there is compelling reason that the same person be reappointed. The decision on the appointment of a chair or a director shall be made by the Dean in consultation with the members of the department or program concerned and the Dean's Council.
- D. In cases where the chair or program director is not fulfilling their responsibilities, the Dean shall consult with the members of the department and the Dean's Council before removing a chair.
- E. The responsibilities of departments chairs and program directors include but are not limited to the following:
- a. facilitating the conduct of all departmental and program-related activities;
 - b. responding in a timely manner to all requests for information from the Dean's Office and presenting departmental or program-related opinions on personnel, budget and other matters to the Dean;
 - c. alerting the Dean or Associate Deans when there are significant problems in the department or program, including any educational matters affecting the quality of instruction in its subject areas;

- d. keeping colleagues apprised of important information on College or University business transmitted by the President, the Dean, the Associate Deans, or the Dean's Council;
 - e. scheduling and leading regular meetings to conduct departmental or program-related business;
 - f. consulting in an appropriate and collegial manner with all colleagues in the department or program on major curricular and personnel matters;
 - g. proposing and communicating to CAPC any changes in curricular offerings or major and/or minor requirements that it deems advisable;
 - h. offering the approved courses in its curriculum;
 - i. working closely with the Associate Dean to establish a schedule of classes that is spread reasonably across the established time blocks for classes;
 - j. serving as the administrative unit in budgetary matters, including oversight of the department's or program's budget and timely submission of budget requests;
 - k. submitting faculty hiring requests on behalf of the department or program;
 - l. arranging for each student majoring in the department or program to have a faculty member assigned as his or her academic adviser;
 - m. ensuring that electronic and archivable versions of all course syllabi of courses taught in the department or program are collected each semester and submitted to the Dean's Office;
 - n. overseeing the progress of regular assessment within the department or program in consultation with the Dean's Office;
 - o. leading departmental or programmatic self-studies in consultation with the Dean's Office at the appropriately scheduled time;
 - p. searching, interviewing, recommending, training, assisting, mentoring, observing and supervising the work of adjuncts teaching in the area;
 - q. represent or designate representation of the department on interdisciplinary committees and at University and Admissions events;
 - r. managing, overseeing, and conducting performance appraisals for any support staff assigned to the department or program;
- F. Additionally, department chairs are expected to:
- a. ensure that the department is meeting its obligation to provide qualified majors with the opportunity to do an honors thesis directed by an appropriate member of the department;
 - b. hear student grade appeals if the student has been unable to resolve the matter with the faculty member concerned;
 - c. mentor junior colleagues including either observing or arranging for observation of their classroom teaching at least once per semester, and submit written reports of those observations to the Dean's Office;
 - d. comment in a timely manner on the annual reports of each junior member of the department (and at least once every three years on reports of senior members of the department) and then discuss those comments with the individual;

- e. arrange for the appropriate mentorship of mid-career faculty as they move toward promotion to the rank of full professor.

News from the University Library
CLA Faculty Meeting
April 1, 2016

Drew Library Faculty and Staff win Technology Innovation Award

The Drew Library is pleased to announce Guy Dobson, Systems Librarian and Cassie Brand, Methodist Associate and Special Collections Cataloger, recently received the New Jersey Library Association / ACRL-NJ Technology Innovation Award. Guy and Cassie created and presented on *Ivy: An Inventory Machine for Special Collections and University Archives*. The program is currently being used by the Drew Library and will be made available for libraries throughout New Jersey.

Out of the Vault: The Harry A. Chesler Collection of Cartoon Art and Graphic Satire

Tuesday, April 5, 4-5 p.m.

Speakers: Dr. Sloane Drayson-Knigge and Bruce Lancaster
Wilson Reading Room, United Methodist Archives and History Center

The Chesler Collection includes over 2600 books on English and continental European graphic satire, with works in English, Russian and most European languages. It is an interdisciplinary resource for the study of the graphic arts, as well as social and cultural history, and is particularly strong in 19th and 20th century studies and compendia. Out of the Vault events introduce attendees to archival materials from various Drew collections and provide opportunities for participants to engage with the original resources. For additional information contact Cassie Brand at speccol@drew.edu or (973) 408-3590.

The George Karpati Lecture

Monday, April 11, 7:30 p.m.

Speaker: Dr. Robert O. Fisch
F.M. Kirby Shakespeare Theater

On Monday, April 11th the Drew Library, the Center for Holocaust/Genocide Study and the Center for Religion, Culture, and Conflict will host the 2016 Karpati Lecturer, Dr. Robert O. Fisch. Dr. Fisch is a pediatrician, artist, author, and survivor of the Holocaust. His remarkable life and work, in both the arts and the sciences, have helped people around the world understand the power of love, hope, and freedom. Dr. Fisch is also a well-known author, and his most notable book, *Light from the Yellow Star: A Lesson of Love from the Holocaust* (1994), is illustrated with his paintings and taught in classrooms around the world. His other published works include: *The Metamorphosis to Freedom* (2000), *Dear Dr. Fisch: Children's Letters to a Holocaust Survivor* (2004), *Fisch Stories: Reflections on Life, Liberty and the Pursuit of Happiness* (2009), and *The Sky Is Not the Limit* (2013). Tickets are \$20 each (\$2 with Drew ID) and may be reserved through the Shakespeare Theatre of New Jersey box office at tickets.shakespearenj.org or (973) 408-3917. For additional information, please contact Deborah Strong in the Library at dstrong@drew.edu or (973) 408-3471.

Austen and Byron: Together Again

Thursday, April 21, 4-9 p.m.

Speaker: Dr. Rachel Brownstein, Professor of English, Brooklyn College/CUNY Graduate Center

United Methodist Archives and History Center

The Drew University Library, in collaboration with the Jane Austen Society of North America/New York Metropolitan Region and the Byron Society of America, invites you to explore the pairing of these two antipodal Romantic writers at the Drew University Library, home of the Byron Society Collection. Guest speaker Rachel Brownstein is a noted scholar of British Romanticism and author of several books including *Becoming a Heroine: Reading about Women in Novels* and *Why Jane Austen?* For more information:

https://www.drew.edu/library/special-collections/austen_and_byron

Conversations on Collecting: Collecting Science Fiction and Popular Culture Magazines

Wednesday, April 27, 4-5:30 p.m.

Speakers: Neil Clarke and Claire Du Laney

Pilling Room, University Library

The David Johnson Collection of Science Fiction and Popular Culture includes over 5,000 science fiction and Mad magazines dating to the 1930's. The event will include talks on collecting and publishing science fiction as well as the discoverable literary and cultural themes emerging from the ongoing archival processing of the Collection. A light reception is included with the event. For additional information, please contact Deborah Strong at dstrong@drew.edu or (973) 408-3471.

Out of the Vault: The Many Collectors of Willa Cather

Tuesday, May 3, 4-5 p.m.

Speakers: Cassie Brand and Lucy Marks

Wilson Reading Room, United Methodist Archives and History Center


Drew University Library's Willa Cather Collection is an extensive collection of printed and manuscript material. The collection contains the personal library of the late Frederick B. Adams, former director of the Pierpont Morgan Library, as well as the private collection of Earl and Achsah Brewster, who shared a long friendship with Cather. The collections of Finn and Barbara Morris Caspersen and Yehudi Menuhin are the newest additions to the collection. The event includes a talk on the provenance and contents of the collection as well as a showcase of several books, correspondence, notes and marginalia, photographs, and ephemera.

Respectfully submitted,

Christopher J. Anderson

Acting Associate Dean of Libraries

Head of Special Collections, Archives and Methodist Librarian



Drew Digital Humanities

Upcoming Digital Humanities Working Group Meetings

April 20, 4:00 - 5:30, BC 218

May 11, Working Group Dinner, time and location TBD

April 15, 2016 - On-campus Event

Representatives from Tri-Co Digital Humanities Initiative

Rachel Burma

Associate Professor of English at Swarthmore and Director of the Tri-Co Digital Humanities Initiative

Laura McGrane,

Chair and Associate Professor of English and Co-lead on the Visual Culture Arts and Media building project at Haverford College

1:15-2:45 DH: Theory and Drew Practice

Theoretical Overview and Questions/Discussion (30 minutes)

Assignments that showcase integration of DH concepts/tools into field-based work (30 minutes)

Workshop and Syllabi – bring your syllabi! (30 minutes)

Discussion: Possibilities and Critique (15 minutes)

3:00-4:00 DH: Faculty Development

Rachel and Laura, Why Faculty Development is important to the success of DH (10 minutes)

Rachel: Topic Modeling Overview (20 minutes)

Laura: Critical Making Overview (20 minutes)

April 29, 2016 - On-campus Event

Erik Simpson, Professor of English at Grinnell

Events throughout the day - TBD

May 3 - On-campus Event

Mark Sample, Associate Professor and Director of Digital Studies

Emphasis on Domain of One's Own

Tentative schedule: 1:15 presentation for faculty; series of smaller-group events later in the afternoon: dinner

April 22, 2016 - Site Visit

Bucknell, Lewisburg, PA – Digital Scholarship Center

3 hour drive: Leaving campus approximately 8:00 am, returning approximately 8:00 pm

May 4-6, 2016 - Site Visit

Hamilton College, Clinton, NY – Digital Humanities Initiative

4 hour drive: Leaving campus May 4 (afternoon) returning May 6 (morning: TBD)

COMMUNITY ACTIONWEEK

Celebrating socially responsible action

Saturday, April 16 - Saturday, April 23

A collaboration of Drew's Center for Civic Engagement, Center for Internships & Career Development, DEAL, Office of Sustainability, Student Activities, Theological School, and VRC

All week

Hope in a Bottle Fundraiser for Clean Drinking Water. Commons and EC

Spring Dance Show: Art For A Purpose
April 20-22 at 7:30 p.m. and April 23 at 2 p.m.
DOYO-Kean Theatre

April 16

End Hunger 3.6 Project
9 a.m.-12 p.m. St. Vincent Martyr Church, Madison

April 17

Hurricane Sandy Service Project with VRC

April 18

River Cleanup at Spring Brook Tributary
2 p.m.

Tie-Dye Shirts for Fern Fest with DEAL
3:30-5:30 p.m. Hoyt Lawn. Rain site: Arts Studio

April 19

Resume Drop-In at the Center for Internships and Career Development
11 a.m.-2 p.m. Sycamore Cottage

Civic Engagement Awards and Showcase
4-6 p.m. Crawford Hall, Ehinger Center

April 20

Oil & Water Film Screening
7-9 p.m. LC 28

April 21

Community Garden Work-Day
9 a.m.-12 p.m. Drew Theological Community Garden

Community Service and Non Profit Fair
12:30-3 p.m. 1867 Lounge, Ehinger Center

Hunger Forum

4-6 p.m. Crawford Hall, Ehinger Center

April 22

Earth Day Celebration with Drew EcoReps
10 a.m.-1 p.m. Brothers College Courtyard

Volunteering at the Urban Farm
3-6 p.m. Urban Farm, Morristown, NJ

Campus Clean-Up with DEAL
4 p.m. outside of Ehinger Center

April 23

Fern Fest
All day outside Ehinger Center

More events in development.

Visit drew.edu/caw #communityactionweek

DREW



DREW

THE CENTER FOR CIVIC ENGAGEMENT PRESENTS

Civic Engagement Showcase

& Awards Ceremony

Tuesday, April 19

Crawford Hall, EC

4:00-6:00 PM

Refreshments will be served



drew.edu/caw

[#communityactionweek](https://twitter.com/communityactionweek)

**COMMUNITY
ACTIONWEEK**

Page 8 Celebrating socially responsible action

Spring 2016 Faculty Research Series

“Akua Donko: Religious, Cultural and Political History of a Ghanaian Shrine.”

A talk by Ebenezer (Obiri) Addo,
Associate Professor at Drew University

Thursday, April 21st
4:00pm

Brothers College, Room 204

Sturgis Standard Code of Parliamentary Procedure

Summary:

Basic Rules of Precedence:

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

Common Motions in Order of Precedence:

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

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

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

*Can be amended

**Debatable if no other motion is pending.

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