

FACULTY MEETING - CLA

April 7, 2017
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.

Chris Taylor

APPROVAL OF MINUTES

March 3
March 17

Jessica Lakin ----- pp. 4-9
Jessica Lakin ----- pp.10-13

DEAN'S UPDATES

Chris Taylor

ACTION ITEMS:

1. COF Division III Election
2. Secs. I-V of Faculty Regulations
(final discussion and call for electronic vote)

Joshua Kavaloski
Rosemary McLaughlin -----
NOTE: Addendum to follow

REPORTS:

Curricular Report
Enrollment Management
Civic Engagement Faculty Advisory Board
INTO Update
Library Report

Jinee Lokaneeta----- pp. 14-22
Bob Massa ----- pp. 23-24
Susan Rosenbloom ----- pp. 25-29
Sharon Sundue ----- pp. 30-31
Kathy Juliano ----- pp. 32-33

CONVERSATION WITH THE PRESIDENT

MaryAnn Baenninger

FOR DISCUSSION

OLD BUSINESS/ NEW BUSINESS

ANNOUNCEMENTS:

Instructional Technology Update
Faculty Research Series
Compline and Operas, Musicals and Spirituals
Civic Engagement Awards and Community Action Week
Poetic Histories Symposium and Bang on a Can Performance
Title IX Brochure and Events
Art Opening

Gamin Bartle ----- p. 34
Deb Liebowitz ----- p. 35
Jason Bishop ----- pp. 36-37
Amy Koritz ----- pp. 38-39
Leslie Sprout ----- pp. 40-41
----- pp. 42-44
Michael Peglau ----- p. 45

ADJOURNMENT

ANNOUNCEMENTS AND CONGRATULATIONS

Ebenezer Addo: for delivering a paper “Religious Pluralism and Political Peace in Ghana: The Legacy of Kwame Nkrumah's Intellectual Thought” at the Mid-Atlantic American Academy of Religion Meeting, March 2017.

Ed Baring: for publishing "Enthusiastic Reading: Re-thinking Contextualization in Intellectual History" in *Modern Intellectual History*, April 2017.

Jason Karolak: for his current solo exhibition of new paintings at Devening Projects in Chicago, April 2 - May 6, 2017 and for his recent review for *Westword* of Michael Paglia's Denver exhibition "At Robischon, Eight Solos Add Up to a Major Look at Contemporary Abstraction".

Caitlin Killian: for the publication of her feature article, "Could There Be a Silver Lining to Zika?" about the possible expansion of reproductive rights in the U.S. and Latin America in *Contexts*, the magazine of the American Sociological Association (*Contexts*, Vol.16, No.1: 36-41).

Yahya Madra: for presenting “An Unhappy Marriage of Neoliberalism and Neo-Mercantilism: Political Economy of Turkey in a Double Bind” at the Keyman Modern Turkish Studies Program of Buffett Institute for Global Studies, March 1, Northwestern University, Evanston, IL.

Rosemary McLaughlin: for the staged reading of her epic play, *Paterson Falls*, where she won the New Jersey State Council on the Arts Fellowship in Playwriting. The play, set in the Paterson silk mills in 1913, was presented by Writers Theatre of New Jersey and Speranza Theatre at The Jersey City Theatre Center, in honor of International Women's Day and Women's History Month. Also, for the April 20th reading of her work-in-progress, *Pushing the River*; a dark comedy about creativity, memory and eminent domain, presented by Writers Theatre and for being selected as one of four writers by WTNJ for The New Jersey Women Playwrights Project.

Sangay Mishra: for delivering a book talk at both UCLA, Los Angeles and at the University of Wisconsin, Madison. Also for the publication of an opinion piece on hate crime in the *Washington Post*.

John Muccigrosso: for presenting a poster entitled “Developing an On-line Database of Roman Temples,” at the annual meeting of the Computer Applications and Quantitative Methods in Archaeology group, in Atlanta, GA. The poster featured the work of Drew students.

Allan Nadler: for a lecture on "*The Maimonides of Montreal: The Philosophy of Rabbi Dr. Nachum Rabinovitch*", about the rationalist theology of the renowned scholar Canadian-Israeli Dean of the Yeshiva of *Maaleh Adumim*, at Concordia University, Montreal, on March 20th. Also, for the publication of a translation from the original Yiddish, with an introduction, of Professor Shaul Lieberman's 1980 tribute to the Yiddish poet and novelist, Chaim Grade, in the *Jewish Review of Books*, Spring, 2017 (March 15th).

Ada Ortuzar- Young: for reading a paper entitled: "Havana for American Consumption in Images and Sounds" at the conference of the "Cuban Research Institute" at Florida International University in Miami, in February.

Courtney Zoffness: for winning the 2016 American Literary Review Fiction Prize for her story "Peanuts Aren't Nuts," which appeared this month in the journal's Spring 2017 issue.
<http://www.americanliteraryreview.com/courtney-zoffness.html>.

**Drew University
College of Liberal Arts
Minutes of Faculty Meeting
03/03/17**

Present: Sarah Abramowitz, Christopher Andrews, Lee Arnold, Di Bai, Brianne Barker, Susan Beddes, Jason Bishop, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Kimberly Choquette, Stephen Dunaway, Kimani Fowlin, Jonathan Golden, Seth Harris, Deborah Hess, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Sandra Keyser, Sophia Khadraoui, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Bjorg Larson, Debra Liebowitz, Jinee Lokaneeta, Maria Masucci, Rosemary McLaughlin, Christopher M. Medvecky, Joanna Miller, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Judy Redling, Alan Rosan, Maliha Safri, Gian Domenico Sarolli, Paris Scarano, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, Sara Webb, Carlos Yordan

Others Present: Chris Anderson, Stacy Fischer, Alex McClung, Frank Merckx, Margery Ashmun, Jody Caldwell, Jennifer Heise, Rick Mikulski

The meeting was called to order at 3:17pm by Dean Chris Taylor.

Approval of Minutes: The minutes of the 02/03/2017 meeting were approved.

Dean's Updates: Chris Taylor announced a second faculty meeting will be held on March 17th to discuss administrative academic restructuring. He also shared that in his new role as Dean of the Caspersen school, he and others have been looking for areas of strength in the college (such as business and health sciences) that could provide opportunities to expand graduate program offerings. Chris welcomed faculty input in this process; meetings devoted to each of these areas will be announced in April.

Action Items:

1. Revision to the English Major: Jinee Lokaneeta directed attention to the revisions of the English major. One correction was noted - there is no English 140. A recommendation was made by multiple faculty members to limit the level of detail provided in the future to that that is most necessary for an approval.

The vote for the revision to the English major carried unanimously.

2. Media & Communications Major & Minor: Jinee Lokaneeta asked for questions regarding the new Media & Communication major and minor. John Muccigrosso expressed his support for the major and minor, but asked how the art courses required in the “Practice” section can accommodate an influx of students given their current capacity. Deb agreed that this is an issue, stating there are clear areas where we need to expand to have this major. The University is in the process of hiring a faculty member for this program, but other growth will have to happen as well. The expectation is that this major and minor will draw students to Drew, and the University will need to respond strategically to manage that growth. John asked how many students are expected to declare this new major. Deb and Jessica shared that our peer schools show this to be a top major for incoming students, and while we can’t know for certain, the best data and modeling suggests it will be a top major for Drew as well. Additionally, there are many students who list this as a major interest, but we are matriculating very few of those students right now.

A vote for a new Media & Communications major & minor passed unanimously.

3. Film Studies Minor: Jinee Lokaneeta took a question from Carol Ueland, who shared that while she was enthusiastic about the minor, Division III had some reservations about structure as it appeared a student could take the minor and never take courses with a global orientation. Secondly, she shared a concern regarding the availability of additional technology resources to accommodate a greater number of students required to take these courses and expressed that Division III would have liked to have been more involved in the discussion of the minor. Wendy Kolmar pointed out that this is just a revision of a minor that has been in existence for six years, and that so far students taking the minor have been able to get the production courses that they need. She added that the goal here is to differentiate the existing minor from the newly approved media and communications minor.

In response to Carol’s global orientation concern, Jennifer Olmsted proposed a friendly amendment to require one non-US content, global perspective course for the minor. After a very extensive dialogue surrounding the amendment and followed by assurances from multiple faculty members that all of the existing film courses, including Shakti Jaising’s core courses, offer an international perspective, Jennifer withdrew the amendment.

Attention returned to the question of the minor with Josh Kavaloski observing that it appeared possible to take just two intro courses and no more film studies courses for the minor. While reiterating Department III’s enthusiasm for the minor, John Muccigrosso suggested a vote should be delayed allowing further dialogue and a greater inclusion of Division III. Chris Taylor responded that it was his understanding that all faculty members had been invited to be involved with the media and communications process, and after asking for any further comments or amendments, called the question to vote.

A motion to approve the Film Studies minor was approved with four abstentions and one opposition.

Reports:

Curricular Report: John Muccigrosso asked Jinee if CAPC could review why Film 201/English 221 on page 89/90 would be listed with an Arts designation when its description sounds more like a Humanities course than an Arts course. Jinee agreed it would be reviewed. Sandra expressed concern that the completion of four introductory Political Science courses could count towards the writing in the major requirement (page 93) when those courses could be taken at the same time as the Drew Seminar. Carlos Yordan stated that it was very unlikely for a student to be taking multiple intro courses at the same time as the DSEM, and offered to meet with Sandra separately to further discuss her concerns and bring forth any questions that might arise to CAPC.

Enrollment Management: Bob Massa opened by reporting that 15 additional applications were submitted over the number reported in the packet. He shared that while applications are a bit down from the same period last year, his department will continue to work very hard to deliver their projected goals. He said colleges across the country who use the Common Application are seeing a decrease in applications because the Free Application for Federal Student Aid (FAFSA) forms came out in October, rather than January, which has been the traditional time frame. Many students completed their forms early and made immediate decisions of where to attend based on aid. Bob said he will soon ask faculty members to write targeted emails to students with the intent of providing the extra push to those who have demonstrated interest in Drew. Bob thanked the faculty for all the recruiting efforts for the class of 2022 and requested continued help in the future as Admissions works toward a yield goal of 20%.

Library Report: There were no questions on this report.

Discussion:

Draft Review and Promotion Policy for Non-Tenure-Track Faculty: Maria Masucci

Chris Taylor prefaced the conversation about the draft Review and Promotion Policy by informing the faculty that colleges across the nation are having dialogues about what policies should be in place for non-tenure-track faculty. Drew's goal is to have 20% non-tenure-track full-time faculty. For two years, different COF committees have discussed this issue and contributed to a draft document and the current COF is now prepared to take comments, make appropriate changes, and share them with the COF's in the other schools. Chris said that once a policy document is drafted, it will need to be reviewed by the President and Provost and will finally go to the Board of Trustees for a vote due to its budgetary implications. He encouraged a continued conversation, but reiterated that only the Board of Trustees will approve this policy.

Maria Masucci then asked faculty to focus on three key points: the proposed set of titles, the processes associated with evaluation of non-tenure-track faculty, and finally, the process for promotion. She said the draft in the packet did not reflect the comments and recommended changes that were made in Division meetings, but shared they have been noted by the Committee on Faculty.

Concerns, issues, and suggestions were as follows:

- There should be parity within departments for the number of non-tenure-track faculty so no department would be staffed by 100% non-tenure-track faculty members.
- The policy should allow for differences across disciplines where appropriate so that non-tenure-track teaching faculty could do service OR scholarly work to be considered for promotion. It's not in the best personal interests of a person in this type of position to completely stop doing scholarly work and focus on service.
- We should consider the use of the title "Visiting Assistant Professor" when advertising because the title non-tenure-track might not be attractive.
- To call non-tenure-track faculty teaching faculty makes it sound like tenure-track and tenured faculty are not teaching faculty.
- How can the expectations of the positions be made clear so that the University does not have a problem with presumptive tenure?
- Would it be possible to include some type of job security once promoted to the next level (e.g., longer contracts, a year's notice before termination of contract)?
- It was noted that there is a value to having non-tenure-track faculty members engaged in scholarly work – e.g., they attend outside conferences and spread Drew's name.
- Should there be a limit as to how long one can stay in a non-tenure-track position?
- There was a request for a review of what our peer and aspirant institutions do.
- It's very important to create a viable path to promotion for individuals in these positions. They are doing a lot for Drew.
- It would be good if we could keep the possibility open for non-tenure-track faculty members to move to tenure-track positions. Others noted that this is always a possibility, but there has to be a search for a tenure-track position.
- There was a request for an expedient resolution of this process.

Chris encouraged faculty members to continue this dialogue and provide feedback and further comments to Maria.

Draft 2 of Revised Faculty Regulations:

Chris Taylor urged faculty members to submit ideas, observations and critiques on the Google Form recently shared and to continue departmental discussions so that the Dean's Council can complete its efforts to present revised regulations.

Rosemary McLaughlin directed attention to several principal areas in the draft, such as the revision of the rights, responsibility and conduct of faculty (p. 122) as well as procedures for dealing with violations of these responsibilities (p. 127). She said the Council is also looking at how you define CLA faculty and who is able to attend meetings and vote. She highlighted the that this draft allows INTO faculty to be present at CLA faculty meetings, with voice and no vote.

By a majority vote, the faculty agreed to extend the meeting by a half hour.

Maria Masucci questioned the faculty governance language as described on page 108, sections 1, 2, and 3. Chris replied that the language comes directly from the University by-laws.

Jinee Lokaneeta asked for a clearer understanding of the language regarding inappropriate conduct described as an “intentional disruption of functions...”. Others agreed that the language there should be more specific. Steve Kass voiced a concern about the negativity of the document and asked if an inappropriate conduct list needed to be enumerated. He questioned whether the proposed Faculty Regulations are typical of those for other educational institutions. John Muccigrosso asked if there was a purpose for the inclusion of the AAUP Statements. Chris responded that the current personnel policy is strong, but shared there is very little the University can do to hold faculty accountable for minor but inappropriate behavior unless there is a clear statement of a process and penalty.

John Muccigrosso suggested future reviews of the Regulations be handled in smaller sections, allowing for greater focus and a more thorough discussion. Caitlin Killian suggested that when feedback is given, that faculty members provide recommended language.

Reframing of Gen Ed: Lisa Brenner reported that a Reframing of Gen Ed discussion would be postponed until the March 17th meeting. In the interim, she encouraged emailed comments and questions.

Old Business/New Business: Chris clarified that INTO faculty are welcome to attend the CLA faculty meetings in response to a question from Sandra Jamieson.

New Business: Jennifer Olmsted voiced her opinion that a decision to stop funding retirement parties has been bad for morale and asked why department funds can't be used in a discretionary way. Others agreed and expressed their wish that there had been a conversation with faculty before a decision was made and called for more transparency. Chris Taylor replied that historically receptions cost \$2,000 per person and this year 30 staff and faculty will be retiring. Chris was asked if a retirement party for Fred Curtis was paid for by the University, to which he reported that the party was completely subsidized by Fred's colleagues. In support of individual parties, Sandra Jamieson said successful alumni come back and donate money as a result, but Deb Liebowitz reported that Ken Alexo informed the Deans that money is not raised at retirement parties.

Steve Dunaway expressed his opinion that it is necessary for the University to make the budgetary decisions it needs due to the financial concerns with which it is faced. In addition to the fact that alumni dollars aren't raised at retirement parties, Deb expressed her support of the University's decision to host one, larger event as it would honor retiring staff members who would not otherwise be offered a University-sponsored retirement party. She reminded everyone that the new CFO has only been with the University for 6 months, so the process of making data available is just beginning.

Announcements:

Update on Testing Accommodations: Judith Redling informed that testing accommodation procedures are the same, but are now being managed by Diane Moscaritolo. Judy said the pink form will soon be available online and English language learners who are eligible for extra time are being managed by the INTO staff.

Climate Survey: Emily Ralph pointed out the climate survey flyer included in the packet. She reported there is a new LGBTQ advisory board, and that a Know Your Rights event with an immigration attorney will be held soon. She is also recruiting advisors for EEO and Title IX cases.

Civic Engagement Awards Nomination and Non Profit Fair: Amy Koritz encouraged faculty members to honor deserving students with nominations for the Civic Engagement Awards by no later than March 13th and reminded colleagues of the March 17th non-profit fair.

Research Series: Debra Liebowitz reminded faculty members of Carlos Yordan's noon talk on March 24th.

Chris Taylor wished everyone a safe and restful break, adjourning the meeting at 5:47 pm.

Minutes respectfully submitted by Trish Turvey

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
03/17/17

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Brianne Barker, Jason Bishop, Lisa Brenner, Barry Burd, Adam Cassano, Chris Ceraso, Jill Cermele, Graham A. Cousens, Stephen Dunaway, Wyatt Evans, Jonathan Golden, Seth Harris, Emily Hill, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Juliette Lantz, Bjorg Larson, Seung-Kee Lee, Debra Liebowitz, Jinee Lokaneeta, Maria Masucci, Rosemary McLaughlin, Christopher M. Medvecky, Joanna Miller, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Emanuele Occhipinti, Mary-Ann Pearsall, Karen Pechilis, Marie-Pascale Pieretti, Raul Rosales, Alan Rosan, Rebecca Soderholm, Sharon Sundue, Carol Ueland, Hannah Wells, Tammy Windfelder, Carlos Yordan

Others Present: Stacy Fischer, Jody Caldwell, Obiri Addo

The meeting was called to order at 3:18pm by Dean Chris Taylor.

Discussion:

Academic Structure - Debra Liebowitz provided an update on the academic structure conversations that have been happening, and facilitated a conversation about people's thoughts about moving to a provost model.

Deb noted that although it is clear that we are moving to a provost model, what that will look like is still not determined; Deb used the term "provost model" because it's not clear that the provost necessarily has to be a separate individual. We are already down in administrative FTE with the combination of the CSGS and CLA Dean positions and the retirement of the Associate Dean in CSGS. Taking this opportunity to think about academic structure is very important; we can ensure an academic structure that supports the important activities that are happening in the most efficient way.

A provost model will allow for a unified academic voice to be represented in the administrative structure, and remove these responsibilities from the President's workload. The current academic structure is diffuse and expensive, and some academic units are tied to a school when they are really university functions (e.g., Academic Services). The goals of this process are to reduce expenses, rationalize processes, and reduce redundancy.

Sarah Abramowitz asked how the final decisions about a new academic structure will be made. Deb replied that the five academic leaders and the President are going to make the macro-level decision. But once there is a preliminary structure in place, the real work will begin because we will have to articulate the processes that will allow for the most efficient functioning of this central academic voice. All faculty governance bodies will have to be involved in those conversations. Creating a macro-structure will just be the beginning of this transformation.

A comment was made about how disconcerting it is to have a faculty search underway and then be told there is no funding for that position. Deb agreed and indicated that that is something that might be able to be addressed with centralized planning and budgeting processes.

Wendy Kolmar reiterated the importance of having a strong, unified academic voice on campus. She asked how person who might be serving in a provost capacity would be chosen, and what involvement would there be from the faculties? She indicated the need to have someone who will not just fix processes, but who will invest deeply in Drew and understanding our educational commitments.

Deb indicated that we've tried to keep specific people out of the structural conversations that have happened so far – you can't build a structure around people. She also indicated that it's not clear how we will decide who will serve in these new and/or revised roles.

Karen Pechilis indicated that principles of shared governance must be at the forefront of any structural conversations.

Another faculty member indicated that it would be a good idea to think carefully about the use of search firms in this process. It's getting a little tiresome to spend lot of money on search firms who bring us individuals who are clearly using Drew as a stepping stone and who clearly don't "get" Drew.

Julie Lantz asked about what other positions on campus would be parallel with a provost? Deb replied that the Provost would be the Chief Academic Officer, and is therefore comparable to the Chief Financial Officer. However, there would still be a Presidential Cabinet that includes all the Vice-Presidents from across the University. Jessica Lakin added that there has been no conversation about brings Campus Life and Student Affairs into a Provost's office, which is a structure that exists at some other institutions.

John Muccigrosso indicated that it would be nice to see the IPEDS data on administrative costs over time, and broken down into subcategories. He acknowledged that most schools have a provost (even schools our size), but part of our inefficiency lies in the complexity of our academic structure for our size. He suggested that we consider a Provost/Dean combination position. John also strongly advocated for CSGS programs to grow, and he's concerned that the opposite might be happening by dismantling the independent administrative structure for the CSGS. He noted that we have to move as fast as possible on these programs, and it would be good if they were not all based in the humanities.

Deb agreed, and reported that processes are underway to develop some new CSGS programs that will not be built on the back of a single person; the goal is to integrate these programs fully with CLA and Theo.

Wyatt Evans agreed, and said that if we are taking something apart, it's important to have a plan for how to put it back together again. He also hoped that the academic structure conversations

would take into account hidden administrative costs (e.g., the increase in time that faculty have to devote to doing things that could be handled by skilled administrative assistants).

Deb agreed, and concluded the conversation.

General Education Description – Lisa Brenner reviewed the charge of the new assessment committee, which has divisional representation. It is an ad hoc committee now, but the committee recommends that it become a standing committee of the College. The committee doesn't have anything to do with resource allocation; student learning assessment is for the stakeholders – what is working and what isn't working?

The committee has been working on a vision statement for our general education program that will be presented in the catalog to both an internal audience and to prospective students and families. Student learning outcomes will follow once there is agreement about the general visionary idea and the way to describe the components of the program.

There was much conversation about the first descriptive paragraph and the way it differs from what is currently in the catalog. The draft that is now being circulated isn't too different, but it elaborates on several ideas and cleans up the current language. The general consensus was that this is a good description, but the language is very academic and the description is long. One person also noted that this paragraph explicitly ties experiences at Drew to New York City, and there is nothing in the general education program that does that.

With regard to the categories that were articulated, Lisa noted that committee members researched the general education programs at all of our peer and aspirant institutions and that a lot of those schools used broad categories like the ones articulated in the circulated document (rather than long lists of specific requirements).

Adam Cassano asked about the ordering of the category creation. Were descriptions written to try to group requirements together, or were things grouped and then descriptions drafted? Lisa replied that it was the latter, but that the categories still seemed to work to the committee. She also noted that our categories are not inconsistent with those being used at other schools.

There was some conversation about the ways in which this was going to help with assessment of general education. Alan Rosan concluded that conversation by noting that we would be able to articulate the specific student learning outcomes for general education from these categories (once there is agreement about the categories), but that it is first important to see the big picture. One faculty member noted that this large vision for the general education program would be very helpful when advising first-year students, and others agreed.

Faculty Regulations – Chris Taylor noted that we would begin the discussion of this draft of the faculty regulations by focusing on parts I-V. He hopes this can be further discussed at the next division meetings and brought forward for a vote at the next faculty meeting. Josh Kavaloski facilitated the conversation about specific feedback.

Many faculty members noted that when we first approved the INTO program, it was clear that we wanted the faculty to be integrated and to be full members of the College faculty. This document continues to not allow those individuals to vote, although they can attend meetings. Is this appropriate? Others noted that there is a great deal of uncertainty about the status of these faculty members (e.g., their hiring and review, promotion, workload, compensation, etc.). While we all want to be inclusive, we don't have control over some of the policies that affect them; therefore, it may not be appropriate for them to have voting rights. Regardless of the actual decision, clarity needs to be ensured throughout the document (e.g., do faculty only teach matriculated students).

Other issues that were noted:

- The bylaws are cited, but do not appear to be available online. Chris Taylor noted that he would investigate this issue.
- A quorum should be counted by checking people in the room, not just looking at the attendance roster. And a quorum should be voting members of the faculty, not voting members of the faculty meeting (III.5.b.i).
- It should be the case that the agenda for the faculty meeting, and all associated materials, comes out at least 72 hours in advance. It should be extraordinary to have something that comes to the faculty meeting without previous discussion at division meetings.
- There was a discussion about whether committee votes should be public. Some faculty members noted this is standard parliamentary procedure and should be available in the interests of transparency, but Chris Taylor noted that this could dissuade people from running for election. A straw poll of faculty members who were still in attendance indicated that votes should be kept in the Dean's Office, but do not need to be reported publicly.
- Is what is stated in IV.1.c really the primary function of a committee? And shouldn't all members of a committee be voting members of the faculty (IV.2.f), not just chairs?
- A question was raised as to why all committees are listed here, rather than just CLA committees? We don't have oversight or control of committees that are at the University level, so it is odd to include those in the CLA faculty regulations.
- It would be nice to see the principles used to seat committees somewhere in this document.

The meeting was adjourned at 5:32pm.

Jessica Lakin

Curricular Report

March 2017

For Information:

Revisions to Existing Courses:

- CHEM 341/Advanced Topics in Physical and Inorganic Chemistry
 - Title change
- ENGL 303/Gender and Film
 - Change in description and course number
- MUS 105/Improvisation Ensemble
- MUS 110/Choral Union
- MUS 215/Chorale
- MUS 225/Flute Ensemble
- MUS 325/Advanced Vocal Instruction
 - Change in descriptions
- MUS 222/University Chamber Orchestra
 - Change in title, description and number of credits
- MUS 215/Chorale
- MUS 217/Madrigal Singers
 - Change in number of credits
- PHIL 400/Capstone in Philosophy
 - Change in title and description
- RUSS 399/ShortTrec: St. Petersburg: Cultural Capital of Russia [BHUM], [DVIT], [OFFC]
 - Title and description change
- THEA 389/Special Topics in Applied Performance
 - Change in number of credits

Revisions to existing Major/Minor:

- Chemistry

Revisions to Existing Courses:

CHEM 341/Advanced Topics in Physical and Inorganic Chemistry

Current title:

CHEM 341/Advanced Topics in Physical and Inorganic Chemistry

Proposed Title:

CHEM 341/Advanced Inorganic Chemistry

ENGL 303/Gender and Film

Current Description:

ENGL 303/Gender and Film

Examines works by women writers in the Anglo-American and Anglophone tradition through the historical and theoretical approaches that have emerged from recent feminist criticism and theory. May focus on a particular genre, period, author or authors, the literature of a particular region, or on literature in particular social or cultural contexts. Such topics as: Women Writers and World War I; Female Bildungsroman; African American Women Writers; Victorian Women Poets. Cross listed with Women's Studies. Course may be repeated. Enrollment priority: given to English majors and minors. Prerequisite: [ENGL 150](#) or permission of the instructor. Offered spring semester. CLA-Breadth/Humanities, CLA-Breadth/Interdisciplinary, CLA-Writing Intensive, CLA-Diversity International, CLA-Diversity US

Proposed Description:

ENGH 325/Gender and Film

In what ways has film inspired theories about the social construction of femininity and masculinity? In turn, how has aesthetic and social theory analyzed gendered bodies, subjectivities and relations within film? How, moreover, do structures of social inequality affect film production and distribution? This class will introduce you to film as well as film theory revolving around gender and its intersections with race, class, and sexuality. Primary texts will include a variety of international films by twentieth-century and contemporary directors like Rainer Werner Fassbinder, Jane Campion, Todd Haynes, Celine Sciamma, Laura Poitras, and others. In conjunction with these primary texts, you will read a range of film theory— from feminist and psychoanalytical to political-economic and formalist approaches. By the end of class, you should ideally be able to closely analyze film and thereby engage in debates about the relationship between aesthetics and social justice. This class counts towards the Film and Media Studies minor.

MUS 105/Improvisation Ensemble

Current Description:

MUS 105/Improvisation Ensemble

Rooted in electronic music and improvisation pioneer Pauline Oliveros' practice of Deep Listening, the Improvisation Ensemble will explore a variety of approaches to creating music spontaneously. No particular style (e.g., Jazz) is given a privileged role. Each session will focus on a different area of improvisation, including sonic meditations, graphic scores, free music, and interdisciplinary collaboration with dance and film. Students develop the ability to make musical decisions, take risks and develop flexibility for unexpected situations. All sound-making means are acceptable, including vocal, acoustic, electro-acoustic and electronic instruments, together with computer technology, as in recently evolving laptop orchestras. Grade pass/fail May be repeated 2 times for a total of 4 credits Instructor permission required Offered every fall and spring. CLA-Breadth/Arts

Proposed:

MUS 105/Improvisation Ensemble

Rooted in electronic music and improvisation pioneer Pauline Oliveros' practice of Deep Listening, the Improvisation Ensemble will explore a variety of approaches to creating music spontaneously. No particular style (e.g., Jazz) is given a privileged role. Each session will focus on a different area of improvisation, including sonic meditations, graphic scores, free music, and interdisciplinary collaboration with dance and film. Students develop the ability to make musical decisions, take risks and develop flexibility for unexpected situations. All sound-making means are acceptable, including vocal, acoustic, electro-acoustic and electronic instruments, together with computer technology, as in recently evolving laptop orchestras. Grade pass/fail. Instructor permission required. Offered every fall and spring. CLA-Breadth/Arts

MUS 110/Choral Union

Current Description:

MUS 110/Choral Union

This course will promote the learning of musical skills through choral performance. Open to singers of any musical level, this course will teach students a variety of choral repertoire from different musical styles and genres. There are no auditions necessary for this group. The final evaluation of the course material will occur in the final concert offered every semester. The Choral Union is open to all students, faculty, and staff. Graded Pass/Fail This course may be repeated. At most four credits for instrumental and/or vocal study may be counted toward the degree. Offered every semester. CLA-Breadth/Arts

Proposed Description:

MUS 110/Choral Union

This course will promote the learning of musical skills through choral performance. Open to singers of any musical level, this course will teach students a variety of choral repertoire from different musical styles and genres. There are

no auditions necessary for this group. The final evaluation of the course material will occur in the final concert offered every semester. The Choral Union is open to all students, faculty, and staff. Graded Pass/Fail This course may be repeated. Offered every semester. CLA-Breadth/Arts

MUS 215/Chorale

Current Description:

MUS 215/Chorale 2 Credits

Instruction in vocal techniques, phonetics, diction, and sight reading in connection with the study and performance of representative choral music from the 12th century to the present. Where possible, students with skills in playing instruments are given the opportunity to participate as soloists, as accompanists, or as members of a chamber ensemble. Open to all students, faculty, and staff by audition. At most eight credits for instrumental and/or vocal study may be counted toward the degree. Course may be repeated. Students seeking credit for Chorale must register in regular fashion each semester in which they seek credit. Co-requisite: [MUS 110](#). Signature of instructor required for registration. Offered every semester. CLA-Breadth/Arts

Proposed Description:

MUS 215/Chorale 0 or 2 Credits

Instruction in vocal techniques, phonetics, diction, and sight reading in connection with the study and performance of representative choral music from the 12th century to the present. Where possible, students with skills in playing instruments are given the opportunity to participate as soloists, as accompanists, or as members of a chamber ensemble. Open to all students, faculty, and staff by audition. Course may be repeated. Students seeking credit for Chorale must register in regular fashion each semester in which they seek credit. Co-requisite: [MUS 110](#). Signature of instructor required for registration. Offered every semester. CLA-Breadth/Arts

MUS 217/Madrigal Singers

Current Description:

MUS 217/Madrigal Singers 0-2 Credits

Instruction in vocal techniques, phonetics, diction, and sight reading. Focuses on repertoire for a capella (unaccompanied) vocal chamber ensemble. The Madrigal singers rehearse once per week and perform several times yearly on campus. Graded Pass/Fail. May be repeated for credit. Offered every semester. CLA-Breadth/Arts

Proposed Description:

MUS 217/Madrigal Singers 0 or 2 credits

Instruction in vocal techniques, phonetics, diction, and sight reading. Focuses on repertoire for a capella (unaccompanied) vocal chamber ensemble. The Madrigal singers rehearse once per week and perform several times yearly on campus. Graded Pass/Fail. May be repeated for credit. Offered every semester. CLA-Breadth/Arts

MUS 222/University Chamber Orchestra

Current Description:

MUS 222/University Chamber Orchestra 0-4 credits

Study and performance of representative instrumental music from the Middle Ages to the present. Also performs in conjunction with musical theatre productions. Open on a noncredit basis to all students, faculty, and staff by audition. Graded Pass/Fail. May be repeated up to eight credits for the nonmusic major, four credits for the music major. Students seeking credit for Chamber Orchestra participation must register in regular fashion each semester in which they seek credit. Offered every semester. CLA-Breadth/Arts

Proposed Description:

**MUS 222/University Orchestra
0 or 2 credits**

An ensemble open to student, faculty, staff, and community musicians who play woodwind, brass, percussion, and string instruments. Repertoire for the group varies from semester to semester and explores orchestral literature from the eighteenth century to today. There is at least one concert per semester. Graded Pass/Fail. Offered every semester. CLA-Breadth/Arts

MUS 225/Flute Ensemble

Current Description:

Flute Ensemble is a chamber music group consisting primarily of c-flutes, including alto and bass flute; however, other instruments can join as well. It is open to all students, faculty, and staff by audition. You must have your own instrument to play in the class. There is a concert at the end of the semester. Graded Pass/Fail. May be repeated. Offered every semester.

Proposed Description:

Flute Ensemble is a chamber music group consisting primarily of c-flutes, including alto and bass flute; however, other instruments can join as well. It is open to all students, faculty, and staff by audition. There is a concert at the end of the semester. Graded Pass/Fail. May be repeated. Offered every semester.

MUS 325/Advanced Vocal Instruction

Current Description:

MUS 325/Advanced Vocal Instruction

Private music instruction for students with advanced performance skills. Lessons are with affiliate artists appointed by the music department. Students must participate in at least one Works-in-Progress recital in the Concert Hall during each semester in which they are registered for the course. May be repeated for at most 8 credits towards the degree. Graded Pass/Fail. May be repeated for at most 8 credits towards the degree. Signature of instructor required for registration. Offered every semester.

Proposed Description:

MUS 325/Advanced Vocal Instruction

Private music instruction for students with advanced performance skills. Lessons are with affiliate artists appointed by the music department. Students must participate in at least one Works-in-Progress recital in the Concert Hall during each semester in which they are registered for the course. Graded Pass/Fail. May be repeated for at most 8 credits towards the degree. Signature of instructor required for registration. Offered every semester.

PHIL 400/Capstone in Philosophy

Current Description:

The Capstone in Philosophy is an advanced seminar that represents the culmination of a student's work in the major. Seniors and others with sufficient background apply knowledge and skills from previous courses in addressing common works selected by the professor and in producing an extended research project of their own. Instructor's signature required for registration. Offered spring semester. CLA-Capstone

Proposed Title and Description:

PHIL 400 – The Meaning of Life

Of the many perennial questions in philosophy the question of the meaning of life is often regarded as the most urgent not only for philosophers but for all human beings. Our beliefs about what benefit and fulfill us often stem from the assumptions we have implicitly made about what is truly meaningful in life. In philosophy the goal is not merely to enumerate people's opinions and beliefs, but, through a careful and rigorous analysis, to determine whether any of the assumptions can be shown to count as instances of knowledge as opposed to mere belief. To this end, we shall bring to bear in our analysis such topics as science, morality, religion, language, personal experience, and art. The course focuses on the views that fall under three broad categories: the religious, the non-religious, and the skeptical. Readings include writings by Aristotle, Epicurus, Schopenhauer, Tolstoy, Bertrand Russell, Albert Camus, A. J. Ayer, Richard Taylor, and Thomas Nagel. Epicurus on Happiness, The Seventh Seal, Waking Life, My Dinner with Andre and other films relevant to the topic will supplement class discussion.

The course is an advanced seminar for senior philosophy majors and others with sufficient background. It represents the culmination of a student's work in the major and is intended to place students in a position to apply knowledge and skills from previous courses to an extended research project of their own. Instructor's signature required for registration. Offered spring semester. CLA-Capstone

RUSS 399/ShortTrec Program at the Upper Level

Current Description:

**RUSS 399/ShortTrec Program at the Upper Level
1-8 credits**

The course will focus on selected topics offered as shortTRECs through the Center for Global Education. Topics and location of the course will vary in accordance with student interest and faculty expertise. May be repeated as topic changes. Offering to be determined. CLA - Off Campus

Proposed Description:

**RUSS 399/ShortTrec: St. Petersburg: Cultural Capital of Russia
1-8 credits**

An English-language based Russian culture course (May-June TREC) explores the art, architecture and historical importance of St. Petersburg, Russia. As the capital city of the Romanov czars, the birthplace of the Bolshevik Revolution and the hometown of Vladimir Putin St. Petersburg (aka Leningrad and Petrograd), presents an opportunity to explore how a culture has continually recontextualized the use of the city spaces and monuments as regimes and national identity changed over time. By the end of this TREC course students will be familiar with the basic themes in Russian history and culture and will be able to discuss and write about them based upon their excursions to the museums, palaces, monuments of the city, as well as in-class lectures and discussions. They will be able to understand the relationship between private and public spaces and how that has changed historically. CLA-Breadth/Humanities, CLA-Diversity/International, CLA-Off Campus

THEA 389/Special Topics in Applied Performance

Current Description:

**THEA 389/Special Topics in Applied Performance
4 credits**

Coursework may include the study of texts and/or practitioners working in Applied Performance or the utilization of the Arts in conjunction with social justice advocacy. It may also include Community-based Learning in which a student is applying performance skills in service of the CBL's goals. Class may be cross-listed with other Community-Based Learning or Special Topics courses as determined by the Theatre Department. May be repeated twice with permission of the department Instructor permission required CLA-Diversity US

Proposed Description:

THEA 389/Special Topics in Applied Performance

2 or 4 credits

Coursework may include the study of texts and/or practitioners working in Applied Performance or the utilization of the Arts in conjunction with social justice advocacy. It may also include Community-based Learning in which a student is applying performance skills in service of the CBL's goals. Class may be cross-listed with other Community-Based Learning or Special Topics courses as determined by the Theatre Department. May be repeated twice with permission of the department Instructor permission required CLA-Diversity US

Revisions to existing Major/Minor:

Chemistry Major

Requirements for the Major (58, 66, or 70 credits)

The Department of Chemistry offers three majors: a Chemistry Basic Major (58 credits), an American Chemical Society (ACS) Approved major in Chemistry (66 credits), and an ACS-Approved major in Biochemistry (70 credits).

I. Chemistry Basic Major (58 Credits)

All students majoring in chemistry must complete the following schedule of core courses (except students with AP credit, who should consult with the department chair) and one of the options listed below:

-

I. Core Courses (58 Credits)

CHEM 150 - Principles of Chemistry I OR

CHEM 151 - Principles of Chemistry I, Advanced Section

CHEM 160 - Principles of Chemistry II OR

CHEM 161 - Principles of Chemistry II, Advanced Section

CHEM 250 - Organic Chemistry I

CHEM 350 - Organic Chemistry II

CHEM 320 - Fundamentals of Analytical Chemistry

CHEM 321 - Advanced Analytical Chemistry

CHEM 330 - Physical Chemistry I

CHEM 340 - Intermediate Inorganic Chemistry

CHEM 342 - Laboratory in Advanced Inorganic Chemistry

CHEM 360 - Biochemistry

CHEM 395 - Research in Chemistry OR

CHEM 410 - Specialized Honors I

CHEM 400 - Senior Seminar (Capstone)

MATH 150 - Calculus and Analytic Geometry I

MATH 151 - Calculus and Analytic Geometry

PHYS 150 - University Physics I

PHYS 160 - University Physics II

Note 1: For the Chemistry Basic Major, PHYS 111 may be substituted in place of PHYS 150 and/or PHYS 112 may be substituted in place of PHYS 160.

Note 2: students with AP, IB, or A-level credit may qualify for course equivalency or an exemption from CHEM 150/151 or CHEM 150/151 and 160/161. Such students should consult with the department chair. Students receiving an exemption but not credit equivalency can complete the major with 4 to 8 fewer total credits.

II. American Chemical Society (ACS) Approved Majors

The American Chemical Society (ACS) has developed national guidelines for Bachelors programs in chemistry and approves chemistry programs that meet these standards by offering “a broad-based and rigorous chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals.” Drew offers an ACS-approved Chemistry major and an ACS-approved Biochemistry track that provide students with a nationally recognized course of scientific study.

II. Options

A. Basic Major Option (58 total credits)

-

Note: PHYS 111, 112/Introductory Physics I, II (8) may be substituted in place of PHYS 150, 160 for the Basic Major option only.

-

B. ACS Option (66-72 total credits, 8-12 additional credits)

Traditional Track ACS-Approved Chemistry Major (66 credits)

Complete all courses in the Chemistry Basic Major plus 2 additional courses, at least one of which must include a lab (indicated by *), chosen from the following:

Complete Core Courses plus 8 credits chosen from the follow -- at least one of which must include lab:

CHEM 331 - Physical Chemistry II

CHEM 341 - Advanced Topics in Physical and Inorganic Chemistry

CHEM 351 - Advanced Organic Chemistry*

CHEM 361 - Advanced Biomolecular Structure and Function

CHEM 362 - Chemical Biology

CHEM 395 - Research in Chemistry* OR

CHEM 410 - Specialized Honors I*

Biochemistry Track ACS-Approved Biochemistry Major (70 credits)

Complete Core-core courses plus:

BIOL 250 - Molecular and Cellular Biology

CHEM 361 - Advanced Biomolecular Structure and Function OR

CHEM 362 - Chemical Biology

One additional upper-level Chemistry course (4 credits)

~~G. Three-Two (3/2) Chemical Engineering (credits vary, depending on courses taken at engineering school)~~

~~Admission to this program requires a grade point average of at least 3.0. Interested students may need to take elective Summer Term courses. Interested students should see the department chair and the Drew Dual Degree/Combined Plan Liaison Officer soon after entering Drew to plan their schedules.~~

Chemistry Minor

Requirements for the Minor (~~23-24~~ credits)

I. Core (8 credits)

CHEM 150 - Principles of Chemistry I OR

CHEM 151 - Principles of Chemistry I, Advanced Section

CHEM 160 - Principles of Chemistry II OR

CHEM 161 - Principles of Chemistry II, Advanced Section

II. Intermediate and Upper Level (~~15~~16 credits)

~~15~~16 intermediate and upper-level credits in Chemistry, including one upper-level laboratory, selected in consultation with the department.

Corrections to February 2017 Report

MUS 216/Alta Voce

Correct new course description should read:

Drew University's Alta Voce ensemble promotes the learning of musical skills and vocal techniques through the study and performance of representative choral music for treble voices spanning all historical eras. A variety of repertoire from different musical styles and genres will be covered. The course is offered for variable credit (0 or 2). Open to students, faculty, staff and community members by audition. At most eight credits for instrumental and/or vocal study may be counted toward the degree. Course may be repeated. Students seeking credit for Alta Voce must register in regular fashion each semester in which they seek credit. Signature of instructor required for registration. Offered every semester. CLA-Breadth/Arts.

MUS 103/Music in Context

Correct new course description should read:

This course is designed to introduce students to music in its social and cultural contexts from the seventeenth century to the present. We will pay special attention to developing a basic musical vocabulary and improving students' listening skills, while acquiring familiarity with a core repertory by composers from Henry Purcell to Julia Wolfe. Attendance at a live concert performance of music is required. Two short papers will explore connections between music and other disciplines, and the experience of music live in concert. No prior musical knowledge is necessary. Offered every semester.

**COLLEGE ADMISSIONS & ENROLLMENT
REPORT TO FACULTY
APRIL 7, 2017**

**Robert J. Massa
Senior Vice President**

With a record number of interviews at over 750, and campus visits up 60% over last year, the College Admissions Office has been laser-focused on recruiting and now yielding Drew's class of 2021 and the next group of transfers. Thanks to all faculty who participated, our first admitted student open house – "Inside the Forest" – was a clear success. We saw 125 admitted students in attendance compared to 89 on the same date last year. Already we have 90 registered for our April 23rd program compared to 59 at this time last year and I would expect about 180 in attendance for that program compared to 135 last year. In addition, we have 56 registered for our Monday and Friday "Make Your Day" programs, where students can visit classes, meet with faculty and have lunch with students. This compares to 31 last year at this time. I am grateful to all faculty who are opening their classes to our admitted students.

Our goal of enrolling a first year class of 385 students and 70 transfers at a 57% blended discount rate continues to be within reach. Our new social media-based platform called "Drewniverse," enabling prospective students to talk with each other and with Drew student ambassadors, now has 300 members engaging with one another and with our student ambassadors. We need to double this number. The parent version just launched last week and already has 151 members. It features testimonials of Drew parents with invitations to prospective student parents to contact them with questions. Recruiting parents is a significant component of our yield strategy.

Last week, your representatives on the Enrollment Management Advisory committee sent spreadsheets of top students to each department chair. I provided a template message that each faculty member could modify as appropriate. The more personal and inviting we make our contacts with admitted students, the greater our chances of enrolling them. I would encourage faculty to go beyond "congratulations; I am here if you have questions," and in a concise way, to give students a glimpse of you as a mentor along with an example of a current student of yours who has taken full advantage of program offerings.

This year, we are hosting 10 receptions for admitted students beginning Thursday, April 6 in Coral Springs, FL. Following this program, are receptions hosted by alumni or parents in New Canaan CT, Los Angeles, San Francisco, Hartford, Huntington LI, Princeton, Philadelphia, Boston and Baltimore/DC. These programs are designed to connect our admitted students and their parents with Drew alumni, parents, students, faculty and staff. Again, this represents our one-to-one, personal approach to enrolling these admitted students.

Finally, we are just beginning to organize a group of Baldwin Scholars to reach out via text to the admitted Baldwins who have not yet committed to Drew.

We are being very aggressive in our yield activities because, as a result of fewer applications, we do not have the depth on the wait list that we had last year. Another

potential factor-- the timing of the release of the Moody's downgrade and the nj.com story. Will that make it more difficult to enroll some of our New Jersey students? While only three parents approached me about the University's financial position at last weekend's open house, the unknown is how many more may simply dismiss Drew as a result of the press coverage, without trying to understand what the downgrade really means and how we are addressing financial challenges. This is another reason why working hard to yield these accepted students is critical.

Here is where we stand versus this time last year and in 2015:

FIRST YEARS	F17(4/4)	F16(4/4)	F15(4/4)
TOTAL APPS	3218 (-8.6%; +1.8%)	3522 (+11.3%)	3165
ED APPS	121	139	63
ED ADMITS THUS FAR	95	98	50
ED DEPOSITS	90	91	43
TOTAL ADMITS	1980	1899	2079
TOTAL DEPOSITS	115	109	87
DISCOUNT RATE	57.9%	56%	NA
ACTIVE ON WAIT LIST	19*	84	0

* fewer applications meant that we admitted some students who would have been on the WL last year; rather than put the same number on the WL with students who were marginally qualified at best, we lowered the number on the WL.

TRANSFERS

TOTAL APPS*	96	98	105
ADMITS THUS FAR	40	27	45
DEPOSITS	5	3	12

*does not yet include 2nd year Pathway students. In 2016, we had 26 applicants and 21 enrolled. We are likely to have about 40 applicants this year.

RJM

**Civic Engagement Faculty Advisory Committee (CEFAC)
Report to the Faculty, 2016-2017**

Highlights

- **13 Community-Based Learning (CBL) Classes in 10 disciplines across all 4 divisions**
- **33 first-year Civic Scholars (49% yield)**
- **Recognition for civic engagement work on faculty Annual Report**
- **New initiatives in innovation, film-making, transfer students as civic scholars**
- **Drew students, led by Civic Scholars, contributed more than 35,000 hours of academic and co-curricular community service (AY 2016).**

*“Working with the civic scholars has been the highlight of my teaching career”
-- Jonathan Reader, Chair of Sociology*

“Many people say Civic Scholars are too idealistic or that striving for change is unrealistic, but we know that passion and teamwork are what make positive changes happen.” -- Zoey LaChance, C’18

Read more of civic scholar Zoey Maleekah LaChance’s “10 Things You Learn as a Drew University Civic Scholar” [here](#).

CBL Classes

Fall 2016: the faculty taught 5 CBL classes with 66 students working with community partners as part of their coursework. Spring and Summer 2017: the faculty taught 9 CBL classes with 125 Drew students working with community partners.

Thank you to the faculty who taught time intensive CBL classes this year: Marc Boglioli, Susan Rakosi Rosenbloom, Summer Harrison, Tracy Andrews, Olivia Harris, Jennifer Olmsted, Elizabeth Kimball, Elias Ortega-Aponte, Keshia Moore, Lisa Jordan, Patrick McGuinn, Lisa Brenner, Chris Ceraso, and Emanuele Occhipinti. The CCE mentors faculty who are new to CBL pedagogy, offering advice and assistance from Center staff and experienced faculty. Faculty planning future CBL courses include Scott Morgan (Psychology), Sophia G Khadraou (French) and Kimani Fowlin (Theatre and Dance).

Drew faculty working with the Center for Civic Engagement continue to build and maintain reciprocal and mutually beneficial collaborations with our community partners.

A few of our indispensable community partners are: (1) Interfaith Food Pantry, Grow-It-Green, Cornerstone Family Services, Homeless Solutions and Neighborhood House in Morristown; (2) Orange Community School Initiative (and affiliated coalition members) in Orange; (3) the Newark Collaboration with Newark Public Schools' Marion A. Bolden Student Center in Newark (now in its 8th year) and (4) Madison Borough, Madison Y, Madison Volunteer Ambulance Corps. and Dress for Success in Madison.

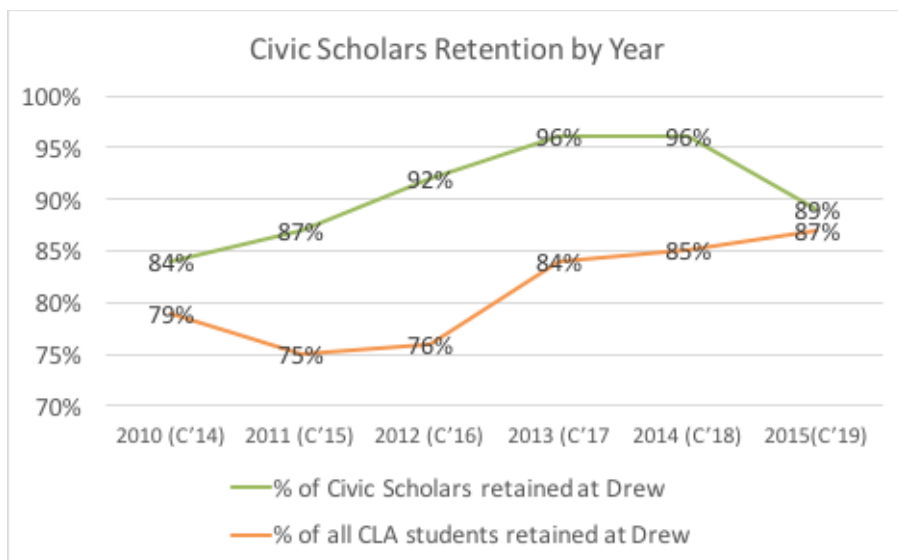
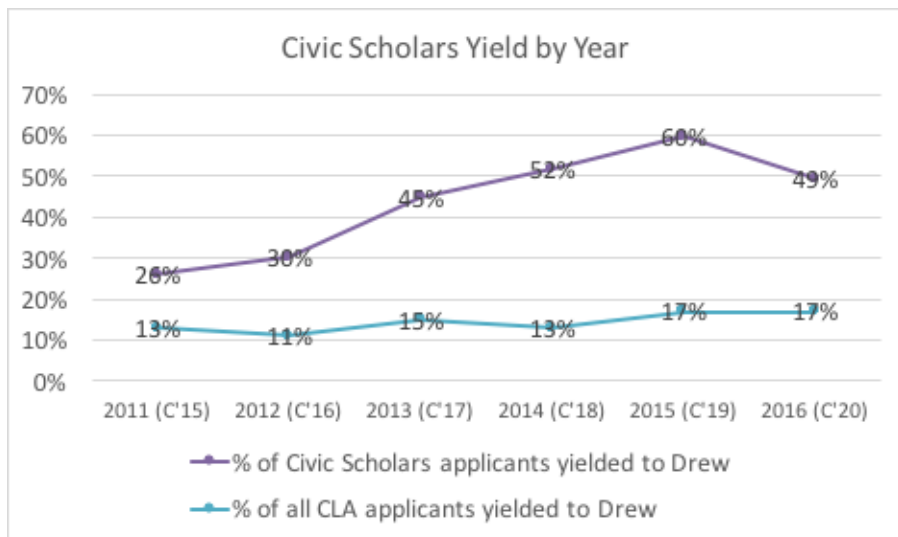
Civic Engagement in the Annual Faculty Report

The annual faculty report now includes sub-headings to designate civic engagement work in teaching, scholarship and service. In the “Teaching” section there is a place to report CBL classes and in the “Scholarship” section there is a place to report civic scholarship (see also [Civic Engagement Scholarship Criteria](#) approved by CoF). Service to the community continues to be located in the “Service” section of the annual report.

Civic Scholars Highlights

Since its inception in 2009, civic scholars yield & retention has compared highly favorably to the general CLA population.

Note: reasons for drop in 2015 are unclear, perhaps linked to new advising & DSEM structure. In 2016, Drew cut the civic scholar award in half.



Civic Engagement Faculty Committee (CEFAC)

The newly formed committee-- CEFAC-- is busy creating new programming opportunities, maintaining the integrity of the Civic Scholars program as well as considering how to increase the number of students involved in both civic engagement and the Civic Scholars program. The committee revised the Applied Leadership minor to make it more appealing to a wide range of students as well as clearly differentiate it from the Civic Scholars program. Other initiatives are detailed below.

Thank you to Amy Koritz and the following CEFAC and faculty members for taking the lead on the following projects: Emily Hill and Andy Elliott for piloting the Innovation Program; Chris Ceraso for Drew's first ever Film Boot 24 film-making bootcamp; and Susan Rakosi Rosenbloom and Deb Liebowitz for initiating Drew's Civic Action Plan with Campus Compact.

Ongoing Projects/Initiatives

- **Civic Action Plan:** Campus Compact Civic Action Planning Institute attended by Amy Koritz, Susan Rakosi Rosenbloom, and Debra Liebowitz Sept. 19-20. Drew's president was one of 450 higher education executives to sign the Campus Compact 30th Anniversary Action Statement, thereby committing the university to developing a Civic Action Plan aligned with our values and institutional context. This process was paused while strategic planning moves forward. See the plan here: <http://compact.org/Campus-Compact-Action-Plan.pdf>
- **FilmBoot 24:** a collaboration with the Center for Civic Engagement, CinemaEd, Valley Arts, and the Orange Public Schools where Orange High School and Drew students worked together under the mentorship of film-making professionals over one weekend on Drew's campus to produce six short videos. The final films were screened, and winners announced, at Orange High School on March 19, 2017. See the films here: <http://www.drew.edu/cce/events-2/filmboot24>
- **Innovation Program:** On September 29, 2015, Drew University hosted its first Innovation Town Hall, co-sponsored by the CCE and LaunchNJ, to help Drew students bring an idea from concept to pitch. The success of the town hall led to our developing a one-year pilot program where students will implement a socially responsible solution to a real-world problem. Students will collaborate across disciplines in formulating potential solutions, as well as connecting with innovators and entrepreneurs outside the university. Lead faculty: Emily Hill (Computer Science) and Andrew Elliot (Theater and Dance)

- CCE worked with Admissions to create a **transfer agreement** with Raritan Valley Community College that we hope to extend more broadly to students who transfer into Drew. Amy Koritz was invited to present on this project at the Eastern Regional Campus Compact Conference.
- CCE facilitated the development a new partnership program with **Madison ambulance and Drew Public Safety**.
- Through the initiative of Civic Engagement faculty Kesha Moore and Elias Ortega-Aponte, Drew now has **Freedom School** trainings and events throughout the year. The Freedom Schools were launched by the screening and discussion of *Freedom Summer*, which was followed by a campus-wide **MLK Day of Service**, reinforcing the importance of community action communicated by the film. Approximately 150 students, faculty and staff contributed to literacy, food security, and addressing homelessness through their community service.
- **AdvantageArts@Drew, The Newark Collaboration** continues to grow through the support of the Victoria Foundation, the Casement Fund, Dr. Paul Drucker, and with new support from the Neuberger Berman Foundation. In addition to the eight-year-old Drama program, in which Newark students can enroll for Drew credit in the summer term, a new Dance course is piloting in the fall of 2017.

Other Events Hosted or Co-sponsored by the Center for Civic Engagement

- Orientation Day of Service: approx. 50 Drew students
- Civic Scholar Annual Retreat: 130 Civic Scholars
- College Visits: Avenel Middle School, Avenel, 50 students. Rosa Parks Community School, Orange 100 students, Orange Preparatory Academy, Orange, 20 students. For each visit CCE and CBL courses coordinated campus tours, Drew professional staff discussed college admissions and financial aid, and Drew students introduced college to youth
- Civically Engaged Alumni Networking: 50 students spoke with 13 alums
- CCE hosted the Project Pericles Directors Conference: Thirty Directors of Project Pericles programs from around the country convened for two days of meetings to share expertise and learn from each other
- Network for Responsible Public Policy presented three forums on American Elections, Climate Change and the Economy, and Free Trade Agreements
- Performance Party with Arts by the People's teaching artists, Mellon Arts for the Common Good, Neighborhood House, and Lester Senior Housing Community

- Environmental Justice Alternative Spring Break (focused on mountaintop removal mining in Kentucky): 12 students (25 applicants)
- KUUMBA Career Fair for Minority Students: approx. 100 students
- Community Service and Non-profit Fair: 73 students attended to learn about opportunities at 35 non-profit and government organizations
- First Year Civic Projects: issue areas of gender equality, hunger in America, arts education, veterans support, health and wellness, refugee assistance, and native plant protection
- Senior Civic Project highlights include the Emerging Researchers Science Fair (Saif Yasin), Special Needs Athletics (Drew Stenger), Assisting Orange High School ESL classes (Danielle Dorvil), Benefit Concert for Pediatric Cancer Unit of Morristown Memorial Hospital (Brianna Donofrio), and three Honors Thesis/Civic joint projects--on homelessness (Emily Kubin), on protecting the elderly from financial fraud (Samantha Lacey), and on theater education for disadvantaged youth (Michelle Taliento).
- [Community Action Week](#) is April 17-22. A collaboration of Drew University's Center for Career Development, Center for Civic Engagement, DEAL, Office of Sustainability, Student Activities, Drew Staff Association, Drew Theological School, and the VRC. Marketing and scheduling of events is coordinated by the CCE's staff.

Special thanks to the many Drew offices, departments, and individuals who collaborate with the Center for Civic Engagement, Civic Scholars, and CE faculty.

INTO Drew – Spring 2017 Update

Current enrollment: 135

- Academic English: 23
- Pathway: 112 (46 will be reviewed for matriculation in late May)
- New Spring enrollments:
 - 8 students progressed from Academic English to the Pathway program for Spring 2017; 25 new students joined the program

Fall Pathway Academic Performance:

Average semester GPA- 3.139

Average cumulative GPA- 3.07

19 students qualified for Dean's List

4 students were placed on Academic Warning, 1 student was placed on Academic Probation

An additional 10 matriculated or direct admit students are receiving academic coaching services through the INTO center.

ESOL faculty collaborations with CLA faculty:

- Jennifer Ostrega works with Louis Hamilton and Kimberly Rhodes to organize the Baldwin-Pathway mentors program that pairs Baldwin Honors students with Pathway students for one-on-one tutoring and mentoring.
- Jennifer Ostrega has collaborated with Jonathan Golden on the Syrian Refugee Project, and has provided training on ESL tutoring to students involved in the project.
- Anna Maclachlan has worked with Carol Ueland to lead events for the Russian Club
- All full-time ESL faculty members have welcomed student observers from Liz Kimball's Community Literacy class this semester
- Maz Nikoui collaborated with the Theatre department to facilitate a post-show talk-back for Fear of the Other!

CLA Needs Analysis:

In Fall 2016, Maz Nikoui conducted a needs analysis survey of CLA faculty. We received 30 survey responses, and Maz followed up with est. 10 interviews of respondents.

A few highlights:

- 32% of respondents rated international students' writing skills as either "Exactly the same" as domestic students or "Similar but more

time needed". 68% of respondents rated international students' writing skills as either Weaker or Significantly Weaker.

- Approximately 64% of respondents rated international students' understanding of content and concepts as either "Exactly the same" as domestic students or "Similar but more time needed". Approximately 36% rated international students' understanding of content and concepts as Weaker or Significantly Weaker.
- Approximately 45% of respondents rated international students' participation as either Active or Very Active, while 34% rated their participation as "Active only when required" and 21% as "Barely active even when required."
- 82% of respondents either Agree or Strongly Agree that international students have enhanced all students' experiences in the class.
- The responses about interest in possible training topics indicate that there is a high level of interest in training on strategies for involving international students in class discussion, strategies for helping students improve their writing skills, and on learning more about the resources available to support international students.

We expect to use this input to help us plan future professional development offerings to CLA faculty.

News from the Drew University Library
CLA Faculty Meeting
April 7, 2017

Special Collections and University Archives

Call for Summer Volunteers

The Department of Special Collections and University Archives is currently looking for volunteers to help us with projects this summer. We welcome current Drew University undergraduate and graduate students. We also welcome any recent grads or alumni who are looking for experiences in a library and archives setting. The following projects are where volunteers are most needed:

Pamphlet Collection

Containing several thousand items, the Pamphlet Collection encompasses a broad range of topics including religion, slavery, World War I, witchcraft, Masonic orders and secret societies, criminals and criminology, temperance, women's suffrage, and general U.S. history. Volunteers will assist the department in organizing portions of the collection and creating accompanying inventories. Volunteers will be paired with a topic of their choice whenever possible.

Cataloging

Working with our rare book collection, volunteers will help with cataloging projects of varying levels: transfers between collections, reclassing books, enhancing records, and copy cataloging. Interested volunteers will receive training required for the project. Due to the amount of training required, only volunteers willing to work more than 12 hours per week during the summer will be considered. Individuals with an interest in librarianship or book history are highly encouraged.

Reference and Research Services

Students doing literature reviews? Writing research papers?

We've got you covered! Students can come to **Drew It Better** research workshops in their areas.

All Workshops are held in the Library/Technology Classroom.

Future Workshops:

Biology, Neuroscience and Environmental Science	Tues, April 18, 3:30
Chemistry and Physics	Tuesday, April 11, 3:30
Economics and Business	Thurs, April 20, 4:00
Fine and Performing Arts	Wed., April 12, 4:00
History and Area Studies	Mon, April 10, 4:30
Literature, Languages and WGST	Thurs, April 13, 4:00
Religion, Philosophy and Classics	Wed, April 19, 4:00

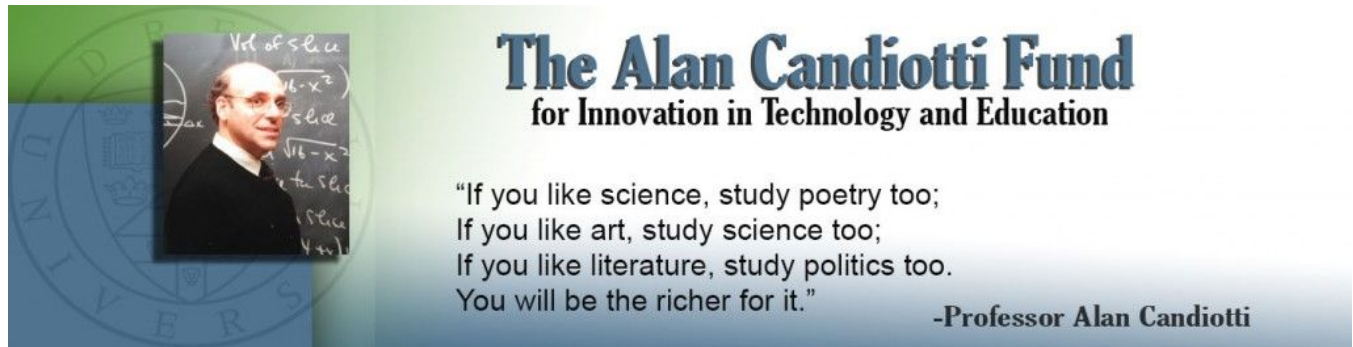
Or you can send your students to meet individually with librarians:

Margery Ashmun (mashmun@drew.edu)	Sciences
Jody Caldwell (jcaldwel@drew.edu)	Anthropology, English, Languages, Sociology, WGST
Jenne Heise (jheise@drew.edu)	Math and Computer Science
Bruce Lancaster (blancast@drew.edu)	Fine and Performing Arts
Jesse Mann (jmann@drew.edu)	Comparative Religion
Rick Mikulski (rmikulski@drew.edu)	Business, Economics, History, Political Science, Psychology

Respectfully submitted,

Kathleen Juliano
Interim University Librarian
Electronic Resources Librarian
kjuliano@drew.edu

Applications are open for the Alan Candiotti Fund for Innovation in Technology and Education - deadline is April 28, 2017



The Alan Candiotti Fund
for Innovation in Technology and Education

“If you like science, study poetry too;
If you like art, study science too;
If you like literature, study politics too.
You will be the richer for it.”

-Professor Alan Candiotti

The Alan Candiotti Fund for Innovation in Technology and Education is established in memory of Dr. Alan Candiotti, in recognition of his legacy of leadership at Drew, his enthusiastic commitment to innovation in the integration of technology and the liberal arts, and his longstanding dedication to his students and colleagues. The Fund is distributed to faculty and staff members in support of innovative technology projects that improve the quality of instruction and enhance learning opportunities and experiences for Drew students.

The Candiotti Fund committee is accepting applications for grants to be distributed for projects in academic year 2017-18 from now until April 28. Improvement of the quality of instruction and/or enhancement of learning opportunities for Drew students must be the basis of each project. Ideas can encompass curricular or co-curricular activities, and in some cases be related to administrative areas. Fund budgets can be used for hardware, software, services, student employment, and a stipend/honorarium for the applicant. Grants are expected to be up to about \$1500.

Full information on the fund and the application process see:

<http://www.drew.edu/ut/candiottifund/>

[Application for the Alan Candiotti Fund for Innovation in Technology and Education – 2017-2018](#)

FACULTY RESEARCH SERIES

Sensory Experience and Late Medieval Jewelry

A talk by **Rita Keane**,
Associate Professor,
Drew University

Thursday, April 20 | 4:15PM
Brothers College 101



Compline

AT DREW UNIVERSITY

Dating back to the fourth century, Compline is a liturgical observance offering the opportunity for prayer and reflection at the end of the day. The Gregorian chants and sacred texts of Compline, recited in a calm and dimly lit atmosphere, invite us to quiet the mind and body before bed, preparing ourselves for a peaceful night of sleep and a new day to come. Pause, listen, and allow yourself to be still.

**EXPERIENCE THE ANCIENT BEAUTY,
SOLEMNITY, & SERENITY OF COMPLINE:**

9PM
IN THE CRAIG CHAPEL
- SEMINARY HALL -
ON APRIL 9, 23, & 30

For more information about Compline or Drew University's new Compline Choir, e-mail:

**PROF. JASON BISHOP at
J B I S H O P @ D R E W . E D U**

DREW

OPERAS, MUSICALS, & SPIRITUALS

DREW UNIVERSITY CHORALE & CHORAL UNION

**D. JASON BISHOP, CONDUCTOR
KRISTA SWEER, ACCOMPANIST**

CHORUSES FROM OPERAS BY PURCELL, MOZART, BIZET, VERDI, & BARBER

CHORUSES FROM MUSICALS BY GILBERT & SULLIVAN, RODGERS & HAMMERSTEIN, & BERNSTEIN

**TRADITIONAL AFRICAN-AMERICAN SPIRITUALS ARRANGED BY CHILCOTT, DAWSON, SHAW-PARKER, & CALDWELL-IVORY
AND MORE**

SATURDAY, APRIL 22, 2017 • 8 P.M.

DREW

**THE CONCERT HALL AT DREW UNIVERSITY – MADISON, NJ
\$5 GENERAL ADMISSION, STUDENTS ADMITTED FREE**

THE CENTER FOR CIVIC ENGAGEMENT PRESENTS

Civic Engagement Showcase

& Awards Ceremony

Celebrating Action for the Common Good

Tuesday, April 18

Crawford Hall, EC

4:00-5:30 PM

**Featuring Xiomara Guevara, Esq., C'98, Executive Director
Morris County Organization for Hispanic Affairs
Founding member, Drew Honduras Project**

Refreshments will be served
drew.edu/cce #communityactionweek

COMMUNITY ACTIONWEEK

April 17- April 22

Monday April 17

Campus Clean Up: "Grab Everybody's Butts"
Meet at the Ehinger Center
5:30 p.m.

Climate Change Teach-In sponsored by Student
Government
LC-28
7-8 p.m.

Tuesday April 18

Michael Edwards: SMALL CHANGE: Why Business
Won't Save the World
Location to be determined.
12 p.m.

Civic Engagement Showcase and Awards Ceremony
Crawford Hall, Ehinger Center
4-5:30 p.m.

Screening of the documentary *Before the Flood*
LC 28
7-9 p.m.

Wednesday April 19

Central Ave Elementary School Garden Clean-Up
Meet in front of the Ehinger Center. Sign up required at
drew.edu/caw
3-5:30 p.m.

Tie Dye Fern Fest Shirts
Hoyt Lawn
5:30-7:30 p.m.

**For up to date information,
visit drew.edu/caw
#communityactionweek**

Thursday April 20

Theo School Community Garden Work Day
Gardens near Carriage House
12:30-2:30 p.m.

Senior Civic Scholar Project: Bees at Drew
The Meadow (weather permitting)
4:30-5:30 p.m.

Freedom Schools: "Street Justice: Protecting the Lives
of Black and Brown Youth"
Craig Chapel, Seminary Hall
6-8 p.m.

Senior Civic Scholar Project: Relaxation Crawl to
Benefit Crisis Text Line
McLendon Lounge
6:30-9:30 p.m.

Friday April 21

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

Presentation on Alternative Spring Break: Mountain
Top Removal
BC 101
12 p.m.

Drew Forest Friday
Arboretum
12 p.m.

Saturday April 22

Fern Fest
EC and Tolly/Brown Halls
All Day

First Year Civic Project: "Native Species" (Part of Fern
Fest)
Location and time to be determined

Community Action Week is a collaboration of Drew University's Center for Civic Engagement, DEAL, Office of Sustainability, Student Activities, Drew Student Government, Drew Theological School, and the VRC.

DREW

The Andrew W. Mellon Arts and the Common Good Grant presents
A Symposium on Poetic Histories
A Discussion on Documentary Expression in Contemporary Art



A photo from Suzanne Bocanegra's piece *When a Priest Marries a Witch*



Beryl Korot
Video Artist



Julia Wolfe
Composer, Drew University's
Artist-in-Residence



R. Luke Dubois
Composer, Artist,
and Performer



Suzanne Bocanegra
Visual Artist

Sunday 9 April 2017, 2PM - 5PM
The Concert Hall at the Dorothy Young Center for the Arts

DREW

DREW UNIVERSITY / MADISON NJ

This event is free and open to the public. Seating available on a first come, first served basis. Individuals needing assistance should contact the Office of Housing, Conferences and Hospitality at 973.408.3103 at least five working days prior to the event to ensure appropriate arrangements.

The Andrew W. Mellon Arts and the Common Good Grant presents

Steel Hammer

Composed by Julia Wolfe

Performed by the Bang on a Can All-Stars in Residency at Drew University



April 24-26, 2017

The Concert Hall at the Dorothy Young Center for the Arts

Monday, April 24, 2017, 7-9 PM

Steel Hammer – An Inside Look: A lecture-demonstration by Julia Wolfe and the Bang on a Can All-Stars, plus Q&A following the talk

Tuesday, April 25, 2017, 1:15-3:45 PM

Open Reading of Student Works (ART 270/MUS 260: Special Topics in Documentary Expression, co-taught by Julia Wolfe and Associate Professor of Art Rebecca Soderholm); Q&A with the musicians

Wednesday, April 26, 2017, 3:30-6:30 PM

Open rehearsal for 8PM concert, plus Q&A with the musicians

Wednesday, April 26, 2017, 8 PM

Bang on a Can All-Stars perform Julia Wolfe's *Steel Hammer*

DREW

DREW UNIVERSITY / MADISON NJ

This event is free and open to the public. Seating available on a first come, first served basis. Individuals needing assistance should contact the Office of Housing, Conferences and Hospitality at 973.408.3103 at least five working days prior to the event to ensure appropriate arrangements.

DREW

DREW UNIVERSITY / MADISON NJ



Sexual Misconduct and Title IX:

Campus Resource Guide for
Students, Faculty and Staff

Drew University is committed to maintaining an academic and working environment where all individuals feel safe and are free to develop intellectually, professionally, and socially.

In accordance with Title IX, Drew University strictly prohibits any acts of sexual misconduct by students, faculty, or staff.

Sexual misconduct includes incidents of sexual assault, sexual harassment, dating violence, domestic violence, and stalking.

Please see the University policies related to sexual misconduct for definitions of terms and additional information. The policies are available at Drew University's Daniels Dictionary: <https://uknow.drew.edu/conflicence/display/Handbook/Daniels+Dictionary>

You have the right to determine what course of action to take. Your health and safety are of primary importance. Twenty-four hour assistance is available on campus and in the local area surrounding the campus. If you have experienced sexual misconduct, you are advised to go to a place that is safe and are strongly encouraged to consider the following immediate actions:

- Contact Public Safety at 973-408-4444, or call local law enforcement at 911.
- Preserve all evidence (e.g. clothing, bedding, phone/text messages, photos, etc.) in case you decide to pursue charges.

- Seek confidential medical treatment from the University Health Center (973) 408-3414 or a local medical facility. Public Safety is available to transport you to a local medical facility.
- Seek confidential counseling and support services through the University Counseling Center at (973) 408-3398.
- Report the incident to a designated campus resource so immediate action can be taken to address the incident.

Drew University is committed to taking immediate and effective steps to promptly investigate all incidents of sexual misconduct, to determine what occurred and take any necessary steps to eliminate it, prevent its recurrence, and address its effects on the campus. Retaliation against an individual who reports an incident of sexual misconduct is strictly prohibited. Any acts of retaliation should be reported immediately.



August 2016



On Campus

Confidential Resources:

McClintock Center for Counseling,
(973) 408-3398
Health Services, (973) 408-3414
Drew's Employee Assistance
Program (EAP), at: CONCERN
EAP 1-800-242-7371 or
(973) 408-3223.

Nonconfidential resources:

The Title IX Coordinator,
(973) 408-3635
The Dean of Students Office,
(973) 408-3390.
Drew Residence Life,
(973) 408-3394.
Drew Public Safety,
(973) 408-4444
Campus Conduct Hotline at
1-866-943-5787 or e-mail
investigations@drew.edu.

Off campus resources:

Public Safety (973) 593-4444

The Morris County Sexual Assault
Response Team (SART)
(973) 829-0587

Morris CARES which works with
SART and provides experienced
counseling, maintains a 24/7 hotline:
(973) 829-0587.

Jersey Battered Women Services
(973) 267-4763, or at: info@jbws.org

LGBTQ Resources: Pandora's Project:
www.pandys.org/lgbtsurvivors.html

RAINN-Rape Assault Incest National
Network 1-800-656-4673



If someone reports an incident of sexual misconduct to you, it is important for you to provide a safe and comforting environment for the individual. Once an individual begins to share information with you regarding an incident of sexual misconduct, you should do the following:

- Encourage the individual to immediately seek medical and/or counseling services.
- Advise the individual of any obligation you have to report the information being shared.
- Tear this card at the perforation. Keep this half of the card, and give the other half to the person reporting sexual misconduct.
- Inform the individual that there are several resources available to support him/her through this process.
- Advise the individual of his/her ability to report the incident to a designated campus resource or to local law enforcement.
- Advise the individual that retaliation for reporting an incident of sexual misconduct is prohibited.

Who is required to report? Any employee who obtains knowledge of an incident of sexual misconduct is required to report the incident in accordance with Drew's sexual misconduct policy.



Emily Ralph, J.D., LMSW
Title IX Coordinator
Affirmative Action and Equal Employment
Opportunity Officer
Office: EC, 133
Drew University 36 Madison Ave
Madison, NJ 07940
(973) 408-3635
eralph@drew.edu

DREW

DREW UNIVERSITY / MADISON NJ

SEXUAL ASSAULT AWARENESS MONTH ACTIVITIES

In honor of sexual assault awareness month:

Activities will be held throughout the month for students, faculty, and staff to explore the topic of sexual assault. Learn how to avoid being accused of sexual misconduct, and how you can help address sexual misconduct on campus.

Data will be shared from the Sexual Violence Climate Survey and programming will focus on consent, “hook-up” culture, boundaries, and confidentiality.

**Sponsored By
Title IX / EEO / AA Office**

For more information, contact the Title IX / EEO / AA Office



Emily Ralph
eralph@drew.edu

133 Ehinger Center
973.408.3635

APRIL 1ST
DREW FOREST
Awareness Ribbons and
Survivor Quotes

APRIL 3RD
McClendon Lounge
7:00PM
JBWS / Morris Cares
Workshop

APRIL 5TH
Ehinger Center
12:00PM – 2:00pm
Resource Handouts,
Awareness Tattoos,
Ribbons, and Art Project

APRIL 10TH
Baldwin Lounge
7:00PM
JBWS and Morris Cares
workshop

APRIL 20TH
Dorothy Young Center
7:00PM
Raising Awareness for
Victim-Blaming: Poetry
Readings

April 20th
Take Back the Night
7:30pm
BC courtyard

APRIL 26TH
Crawford Hall
4:30PM and 7:30PM

Korn Gallery
Dorothy Young Center for the Arts
Drew University
Madison, NJ 07940

For Immediate Release

Patty Cateura

Distant Exposure

Curator: Kimberly Rhodes

Exhibition: March 21 – April 29, 2017

Reception: April 7, 5:30 - 7:30 PM

Free Admission

The Korn Gallery is pleased to announce the exhibition *Distant Exposure* by Patty Cateura. To counteract the passive intake of images that bombard us daily, Cateura's paintings entice the viewer to slow down and pause. Her art originates from time spent in remote landscapes, hiking, camping- being in nature. Back in the studio, this inspiring exposure yields flattened and juxtaposed abstract shapes of mountains, vistas, canyons, rivers and sea. Color is precisely chosen and hand-made from dispersion pigment. Perspective is vast and skewed within the infinite expanse of monochromatic space. Occasional floating and fragmented geometric shapes allude to the man-made. Yet nature prevails in hills, trees, desert and pure color fields. Through the openness and sometimes emptiness of her compositions, Cateura evokes nature's vibrancy, power, scale, and stillness as an arresting visual pause from the overdose of our media driven digital lives.

Patty Cateura attended Skowhegan School of Painting and Sculpture, received an MFA from The Maryland Institute of the Arts and a BA from Oberlin College. Her work has been shown throughout the US including recent solo shows at Robert Henry Contemporary, Brooklyn, NY; Carol Shen Gallery, Brooklyn, NY; The Cooler Gallery, VT; and Gregory Lind Gallery, San Francisco, CA. She has been awarded residencies at: *The Elizabeth Foundation for the Arts; Yaddo; The MacDowell Colony; Virginia Center for the Creative Arts; and The Millay Colony*. She has received painting grants from the *New York Foundation for the Arts* and *The Pollock-Krasner Foundation*

The Gallery is located in the Dorothy Young Center for the Arts at Drew University and is open Tuesday through Friday 12:30-4:00 PM, selected weekends and by appointment.

For more information please call: (973) 408 - 3758
Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940
www.drew.edu/korngallery

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