

# ARTS AND SCIENCES FACULTY MEETING

April 13, 2018  
HALL OF SCIENCES 4

## AGENDA

- CALL TO ORDER:** 3:15 p.m. Debra Liebowitz
- APPROVAL OF MINUTES** Maria Masucci ----- pp. 5-10
- DEAN'S UPDATES** Debra Liebowitz
- ACTION ITEMS:**
- Assessment Committee Charge and Description (AEAC) (for vote) ----- p. 11
  - Attendance Policy – Student Rights and Responsibilities (for vote) ----- p. 12-14
- REPORTS:**
- Curricular Report Jinee Lokaneeta----- pp. 12-19
  - Enrollment Management Bob Massa ----- p. 20
  - Advancement Report ----- pp. 21-23
  - Library Report Andrew Bonamici ----- pp. 24-27
  - Academic Computing Advisory Committee Minjoon Kouh ----- pp. 28-29
- FOR DISCUSSION**
- A conversation with President MaryAnn Baenninger on Finance and Governance
- OLD BUSINESS/  
NEW BUSINESS**
- ANNOUNCEMENTS:**
- Civic Engagement Awards and Community Action Week Amy Koritz ----- pp. 30-31
  - Drew Madison Library Mini-Course Program ----- p. 32
  - Faculty Research Series – May -----p. 33
  - CRCC Americorps Grant Jonathan Golden ---- p. 34
  - Art Opening Michael Peglau ----- pp. 35-36

## ADJOURNMENT

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

---

**Lisa Brenner**  
Theatre

**Lisa Brenner** for presenting the workshop "Getting beyond Surface Interaction: Principles for effective community partnerships and high-impact learning" at the Association of American Colleges & Universities 2018 conference on Diversity, Equity, and Inclusive Democracy, San Diego, CA and for her edited issue of the journal *Theatre Topics*, published by Johns Hopkins, and for final editing a special issue on Theatre and Protest, due out this summer.

---

**Jonathan Golden**  
Comparative  
Religion

**Jonathan Golden** for presenting "Conflict Resolution: Sitting Down at the Table of Brotherhood", at a conference organized by the NJ Dept. of State, *The King Year: Reflection in Action*.

---

**Sandra Jamieson**  
English

**Sandra Jamieson** for the publication of her chapter "The Major in Rhetoric and [Composition] Writing: Tracking Changes in the Evolving Discipline" in *Composition, Rhetoric, Disciplinarity*. Edited by Rita Malencyzk, Susan Miller-Cochran, Liz Wardle, and Kathleen Blake Yancey. Utah State University Press, 2018, pp. 243-266.

---

**Paul Kadetz**  
Medical  
Humanities,  
Anthropology,  
and Public Health

**Paul Kadetz** for co-authoring a paper "Psychological Factors and Demands for Breast and Cervical Cancer Screening" published in the journal, *Patient Education and Counseling* and for the presentation of his paper "Diplomacy & Dependency: Unpacking the Outcomes of 'Sustainable' Self-Development in Sino-Malagasy Health Diplomacy" at The Johns Hopkins School of Advanced International Studies China-Africa Research Initiative Conference.

---

**Jason Karolak**  
Art  
**Lee Arnold**  
Art

**Jason Karolak** for curating the group exhibition *Primary* in the Korn Gallery in the Dorothy Young Center for the Arts. The exhibition explores the use of color within contemporary art practices and includes 12 artists (Associate Professor **Lee Arnold** has a video work in the show). The exhibition runs March 22 - April 25, with a reception on April 13 at 5 - 7 pm.

---

**Liz Kimball**  
English

**Liz Kimball**, for presenting a workshop "Collaboration as Welcome Faculty Development," with colleagues from the University of San Diego and St. John's University, at the Conference on College Composition and Communication, Kansas City, MO, March 16-17, 2018.

---

---

**Neil Levi**  
English

**Neil Levi** for a refereed publication, co-written with Michael Rothberg: "Memory Studies in a Moment of Danger: Fascism, Postfascism, and the Contemporary Political Imaginary," in a special issue of *Memory Studies* 11.3 (2018) on *Cultural Memory Studies after the Transnational Turn* and for an invited talk at Cornell University: "Whose Theory, Which Question? Notes on Jewishness and Abstraction" given at the symposium *Theory and Forgetting: The Jewish Question Again*, March 18, 2018.

---

**Jinee Lokaneeta**  
Political Science

**Jinee Lokaneeta** for the publication "Rule of Law, Violence and Exception: Deciphering the Indian State in the Thangjam Manorama Inquiry Report" in the journal *Law, Culture and Humanities*, 2018. Also for the publication of a co-authored piece with Guillermina Seri on "Police as State: Governing Citizenship through Violence." For *Police Abuse in Contemporary Democracies: Challenges for Political Science*, edited by Michelle D. Bonner, Guillermina Seri, Mary Rose Kubal and Michael Kempa. Palgrave, 2018.

---

**Yahya Madra**  
Economics

**Yahya M. Madra** for publishing "Neoliberal Turn in the Discipline of Economics: Depoliticization through Economization" with Fikret Adaman in Cahill, D., Cooper, M., Konings, M., and Primrose, D. (eds), *The Sage Handbook of Neoliberalism*, Sage, 2018. pp. 113-128 and for publishing "Process: Tracing Connections and Consequences" in Burczak T, Garnett R, and McIntyre R (eds), *Knowledge, Class, and Economics: Marxism without Guarantees*, Routledge, 2018. pp. 192-210.

---

**Rosemary McLaughlin**  
Theatre

**Rosemary McLaughlin**, for her Reading of *Pushing the River*, a darkly comic exploration of memory, consciousness and eminent domain. Set alongside the Delaware River in the area slated for flooding by the Tocks Island Dam, friends sample fine wines; re-negotiate family and try to avoid being eaten by bears. The play, presented March 28 as part of the New Jersey Women's History Month series, was co-sponsored by Writers Theatre of New Jersey, Jersey City Theater Center & Speranza Theatre Company.

---

**Emanuele Occhipinti**  
Italian

**Emanuele Occhipinti** for the publication of his article "Contaminatio tra arte e vita: echi dickinsoniani in Micòl Finzi-Contini" *Spunti e ricerche* 32 (2017): 32-47. Also for being invited to be part of the jury for the Italian Language and Culture Day (for middle and high school students' presentations on a chosen theme) held at Montclair University on March 15.

---

**Kimberly Rhodes**  
Art History

**Kimberly Rhodes** for presenting the paper "Lost Horizons: John Constable's Transcorporeal Landscapes" at the annual conference of the Nineteenth-Century Studies Association in Philadelphia."

---

---

**Raul Rosales**  
Spanish

**Raul Rosales** for presenting the paper "Trauma, Media and Subject: Diasporic Postmemory in Latinx Writing" and for chairing the subject area "Latin Americans and Latinos: Identity Issues and Cultural Stereotypes" at the 2018 Popular Culture Association Annual Conference in Indianapolis, IN, March 27-31.

---

---

**Jonathan Rose**  
History

**Jonathan Rose** for presenting his papers "Fayned News: The Origins of Public Relations in Early Modern Europe" and "The Remarkably Independent Readers of American Comic Strips, 1934-1955" at the Joint Journalism and Communication History Conference, New York University. Jonathan also spoke to the Princeton branch of the English-Speaking Union about his work on Winston Churchill. *Without Guarantees*. Routledge, 2018. pp. 192-210.

---

---

**Maliha Safri**  
Economics

**Maliha Safri** for publishing "Commoning and the politics of solidarity: Transformational responses to poverty" with Stephen Healy, Marianna Pavlovskaya, and Craig Borowiak in *Geoforum*, in March 2018.

---

---

**Carol Ueland**  
Russian

**Carol Ueland** for co-authoring with Ludmilla Trigoss the chapter "Creating a National Biographical Series: F. F. Pavlenkov's 'Lives of Remarkable People', 1890-1924," published in a special issue, "Writing Russian Lives: The Poetics and Politics of Biography in Modern Russian Culture" of the *Slavonic and Eastern European Review*, Vol 96, No.1 (Jan 2018) pp. 41-66, which will shortly be republished as a book.

---

---

**Courtney Zoffness**  
English

**Courtney Zoffness** for her selection, alongside Miranda July and Curtis Sittenfeld, as a finalist for The Sunday Times EFG Short Story Award, the most prestigious international honor for short fiction. Also, for her review of Sarah Coleman's *The Realist: A Novel of Berenice Abbott* in the Los Angeles Review of Books.

---

**Drew University**  
**Minutes of Arts and Sciences Faculty Meeting**  
**March 2, 2018**

**Present:** Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Lee Arnold, Di Bai, Edward Baring, Brianne Barker, Marc Boglioli, Lisa Brenner, Barry Burd, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Allan Dawson, Alex de Voogt, Summer Harrison, Ryan Hinrichs, Hilary Kalagher, Jason Karolak, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Dan LaPenta, Bjorg Larson, Neil Levi, Debra Liebowitz, Jinee Lokaneeta, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Rebecca T. Mercuri, Joanna Miller, Sangay Mishra, Keshia Moore, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Olmsted, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Kimberly Rhodes, Raul Rosales, Alan Rosan, Maliha Safri, Paris Scarano, Claire Sherman, Leslie Sprout, Sharon Sundue, James Supplee, Carol Ueland, Hannah Wells, Carlos Yordan

**Others Attending:** Matthew Beland, Andrew Bonamici, Frank Merckx, Shawn Spaventa, Marti Winer, Margery Ashmun, Jody Caldwell, Jennifer Heise, Brian Shetler, Nora Boyer

**The meeting was called to order at 3:17 pm by Dean Debra Liebowitz.**

**Approval of Minutes:** The minutes of the February 2, 2018 meeting were approved unanimously.

**Dean's Report:** Debra Liebowitz addressed the nationwide, peaceful protest/student walk out for gun control planned for March 14th, sharing that prospective students will not be penalized by Drew's admissions process in the case that their high school takes disciplinary action for their participation. She similarly asked that while recognizing that Drew faculty have control of their own classrooms, that faculty consider allowing students to participate without negative consequences.

Deb reported that Frank Merckx is taking a leadership role in developing a comprehensive, University-wide, active shooter plan.

Deb shared that a permanent HR director has been hired and comes on board following a comprehensive audit of the department, detailing an extensive list of changes and recommendations. She said these changes will reduce the overall workload of all faculty and staff and shared that she was heartened by the comprehensiveness and thoughtfulness of the recommendations. She is eager to move towards strategic planning with the department. She then shared that Drew passed a clean and timely financial audit, which will establish a strategic and forward-thinking plan that anticipates tax changes and utilizes best accounting practices.

Deb asked faculty members to read the faculty information sheet on page 11, detailing the guidelines for the Community Education Audit Program (CEA).

Deb has been working on University governance related issues and said APBC is undergoing a self- assessment process which will be detailed at the next faculty meeting. APBC committee

members are working on making a website available to share APBC related information from the last three years. Deb said Comp Monitoring will also begin meeting again with HR Director Maria Force (co-chairs Hilary Morgan and Steve Kass) and we are talking about what their interface with APBC ought to be. Finally, as to governance issues, Deb said a process to contingency plan for the increase in the size of the College is beginning to meet.

Deb updated the faculty that the searches are well underway for 8 tenure track hires; with two Economics professors, one Creative Writing and one Teacher Education faculty members committed to joining the faculty in the fall. She said other offers are outstanding and expressed her enthusiasm for the candidates who have been hired. Deb thanked the search committees and all who have made this a successful process.

**Action Items: History and Culture Program-** In response to Jinee Lokaneeta's call for questions, Carol Ueland asked for a friendly amendment to add Russian to the list of qualifying languages. The vote for the revision to the program passed unanimously. Deb extended her appreciation to Angie Calder and Ed Baring for their efforts and for strengthening the program.

**Environmental Science Major:** No questions were posed regarding the revision to the ESS major and when called to vote, passed unanimously. A question was raised about the possibility of offerings for students interested in a non-science environmental studies major to which Phil responded ESS would be the first proposal put forth, with environmental studies, humanities and social sciences to follow. Deb expressed her gratitude to Phil for his leadership and thanked the Committee.

**Academic Integrity Policy:** In Judith Redling's absence Deb pointed out that the change to the Academic Integrity Policy will allow the "dean's designee" to handle hearings, rather than being limited to a requirement for the Dean's presence at all hearings. Deb said she will continue to attend all matters where she is deemed necessary. As to the question of clarifying who the pool of designees might be, it was agreed that the policy should be amended to reflect that the designee should be an Associate Dean or Associate Provost. The policy was unanimously passed with the friendly amendment.

**Committee Elections:** Ed Baring, on behalf of Dean's Council, called for nominations from the floor for two GEFAC members and an at large CAPC member. While there was no CAPC nomination, Yahya Madra and Alex de Voogt were nominated for GEFAC.

**Reports: Curricular Report** - Jinee Lokaneeta pointed out the MCOM 202, 203, 204, 302, 303 and 304 title changes. Tina McKittrick pointed out an inconsistency in HIST 202/Molecules and Making America, which Jinee said will be corrected.

**Enrollment Management** - Bob Massa reported our deposits are up 15% to date and continue to move in the right direction. He reminded the faculty of the April 6 Baldwin Honors Colloquium of posters and presenters and asked for faculty and support to engage these prospective Baldwin Scholars. In response to a question regarding the increase in Asian and Hispanic students, Bob said the Hispanic population is growing nationwide so that is a trend many colleges are experiencing. As to the Asian population, Drew has been marketing its science offerings and our research opportunities hold great appeal. Overall, the price reduction has helped as well. He cautioned that enrolling this demographic can be challenging. In closing, Bob said his department is looking to enroll 430 first year students and promised to share their admission majors with faculty members for planning purposes. He said retention numbers are holding

steady. Tina McKittrick praised Bob for the helpful College Connections article he had written on “How to Choose Colleges”.

No questions were raised regarding either the **Advancement or Library Report**.

**For Discussion:** Deb said she wanted to introduce/speak about three items: new program development, CRUE and teaching load. By way of introduction, Deb shared that at a time when we need rapid change, the University is dealing with the general challenges faced by higher education institutions; Drew’s institutional financial stress; the need to reinvigorate University level governance; the redesigning of HR; the tackling the Registrar’s office technology needs, to name a few. She said that the breadth of these things makes rapid change difficult. She said the goal is to operate in the best interest of Drew, optimally using faculty and staff time, as well as financial resources, while providing the best education we can give to our students. Deb said moving through the next steps in the process will be consultative and asked people to work with her in these processes.

**I. Comprehensive Planning for New Programs** - Ryan Hinrichs reported that an effort is underway to develop a comprehensive and strategic plan to attract new and different students to Drew. He asked faculty to imagine new majors and combine courses in new and exciting ways, build on existing strengths and maximize current resources. The goal is to build programs that will attract new students. Some already circulating ideas include a proposal for Global Studies and Public Health. Ryan shared some preliminary data and put out an open call for ideas, asking faculty members to look at the data we have collected and think creatively about what they would suggest we think more about. He noted the link in the packet which connects to the UKNOW page where the data are available. He noted that this is a first step in the process. Ryan shared that a Google form will go out soliciting ideas from the community and encouraged participation.

Ryan shared he is working with Alex McClung to collect the best data for making decisions. Ryan noted the following trends in the data he has shared:

- There is a statistical downturn in the number of degrees granted nationally in many of the majors that we have in the CLA. In looking at future offerings, we have to pay attention to the percentage of our degrees designated as Liberal Arts (liberal arts colleges may not have more than 50% of majors in non-liberal arts offerings)
- Admissions reports the following majors as at the top of the list for students who decline admission to Drew: Finance, Marketing, Nursing, Health Sciences and Accounting programs
- We need to look at what will work at Drew, not just national trends
- We need to be attentive to having degrees that are drawing students but are also aligned with our mission
- Consider how to streamline administrative burdens of new programs

Ryan reminded faculty members to look for the Google forms next week.

**II. CRUE Update** – Jessica Lakin encouraged faculty members to look at the CRUE website for summaries of the A & S presentations and community conversations and said the site will be regularly updated. She said CRUE has been meeting regularly with staff and faculty and has taken a four-prong approach in looking at the recommendations as follows:

1. CRUE has supplemented the A& S recommendations with best practices
2. They have done an extensive review of programs and platforms at other institutions
3. They have been analyzing internal and external data
4. They have engaged in conversations across campus.

Juliette Lantz spoke more specifically about the themes which emerged from the meetings and discussions with faculty and very specifically from students (enrolled, our inquiry pool, admitted students). These themes and further faculty contributions included:

- Faculty and staff are excited to think about being mentors to students (career mentoring, peer mentoring, bridging of alumni). They wish to expand these opportunities.
- Experiential learning experiences are high impact and meaningful to students and faculty. How do these play a part in building life plans? How can we continue to make these memorable?
- There is a need to ease the burdens for planning experiential learning opportunities.
- Post graduate preparation is needed
- Ways to shift the Gen Ed program should be investigated as well as ways to make the program even more impactful and fulfilling. Could/should requirements be reduced?
- Students need help understanding and explaining how their liberal arts education develops skills that prepare them for their next steps
- Opportunities should be created to build community and recognize great things happening on campus (like the April 6<sup>th</sup> celebration of academic success)
- Space issues need to be investigated to create more experiential learning opportunities and to provide more visible events to draw out the community
- CRUE is looking at a center which could include Civic Engagement, Global Education and functions as a vibrant, exciting place to gather
- Can virtual space be looked at for greater communication and sharing of events?

Juliette said CRUE's goal is to present the backbone of their platform after spring break, at which time special meetings will be called to begin open discussions. Input is both encouraged and needed.

Deb thanked CRUE for its important work.

**III. Teaching Load** – Debra Liebowitz began her discussion stating it is clear the deficit will not be solved by moving to 3/3 and said SHINE 1 (increased enrollment) and SHINE 2 (debt restructure, sale of real estate, administrative reorganization) are the University's path to financial stability. However, these efforts will take time and moving to a 3/3 provides the ability to add additional courses, with quality, full-time faculty; enables additional first year course offerings; and eases the course caps which effect student experience and buys time for the success of the University's other efforts.



Deb shared some statistical highlights:

- Not including DSEM, Writing Studios & required co-requisite courses, in fall 2017 91 courses were available at the 100-level
  - 13 courses were available at the 200-level (with no prerequisites)
  - 46 of those 104 courses (44%) did not have a single seat available (this does not include the DSEMs, Writing Studios, and labs which were all nearly 100% full)
  - Another 33 (32%) were almost full (only 100 seats available across these courses)
  - A portion of the 100-level course with seats remaining were either very specialized topics or required students to test in.
- Courses with these subject code designations were 100% full  
ANTH, ART, BIOL, BUS, CHEM, ECON, ESS, ITAL, NEUR, PAST, PSYC, SOC, SPAN, THEA (including SPCH)
- Courses with these designations had a only a handful of seats available after first year registration and those seats were in only one or two courses and the course was either specialized in topic or required students to test in.  
ENGH, MATH, PHIL, PSCI
- Courses with these designations had space for additional students  
ARBC, CHIN, FREN, GERM, RUSS (47 seats)  
ARTH, CLAS, CSCI, HIST, MUS, PH, PHYS, REL (151 seats)  
Only 106 of these seats were in the 100-level courses
- The average class size for the 46 courses that were overfilled or at 100% capacity was 25.  
The range was 12-20
- When ART classes are removed, the average class size is 27.6 and the median is 30
- Admission's projects 135 additional students next year. These students have to have classes for which they can register.

After presenting the statistics, Deb stated we have a problem that must be solved. She said going to 3/3 will provide the immediate ability to offer more courses and will support the curriculum. She said changing course caps will affect the student experience and effects retention, especially in the highest demand areas. What are the other ways we could solve this problem (without having tenured faculty teach one extra course over the next two years)?

- We could hire more adjuncts. This puts more pressure on the chairs (hiring and mentoring), also effects the student experience and retention.
- We could hire more full-time faculty. Deb said this is being done (8 tenure track hires are underway), but there is a backlog of need and student demand. The Dean's Council is prioritizing lines where availability of courses is most limited and in the highest demand. She said from a budgetary standpoint, it is not possible to solve the problem of class offerings by hiring even more faculty as funds are not available to do that.

- Deb said another solution is for departments to change major requirements and offer more non-major courses and more sections of high demand courses. She said a lot of this has been done in the programs and departments already at 100% of capacity. More can be done, but the solution isn't a quick and it won't solve the immediate problem of how to get our additional new student registered in the fall.

Deb said she has been working with Dean's Council, the Committee on Faculty and the Dean's Leadership team to take us from where we are now to the place where teaching load AND the current unevenness of work load is addressed by including key things in workload. Deb said developing a system that better acknowledges faculty workload will take time, but will be consultative and will respect the faculty governance process. She said with the input of Dean's Council, COF and the Leadership Team, the decision was made to go with a short-term plan (one additional course over the next two years) to solve the need for additional classes, to be followed by a plan that deals with the unevenness of workload.

**A vote to extend the meeting was passed.**

Deb said she asked the outgoing and incoming Dean's Council members to participate in a strategic planning retreat in May to work on this issue. She said as information changes and is made available, it will factor into the decision making. Before taking questions, she reiterated that she believes this to be the best way to solve what is an immediate crisis but that it is less than ideal because it doesn't account for all key parts of faculty workload. We also need the information from the CRUE process to determine what aspects of workload have to be included. Deb turned the floor over for questions, but given the late hour and weather concerns, faculty members asked for a separate meeting to discuss the proposed 3/3 plan. Deb said a meeting would be scheduled after break. Several questions/concerns raised and to be discussed at the follow-up meeting included clarification that the 3/3 would not be temporary, but would take a different iteration; concern for how the 3/3 will alleviate work load; a request for departments to contribute to conversations regarding capacity and workload; consideration for the role adjuncts play (particularly in Theatre) and a request to look for other creative solutions. Also, a concern for how to address the work load for those who will teach additional classes, as well as work with students on their Honors theses, Independent Studies, etc.

Deb reiterated her interest in dialogue with all stakeholders and said she welcomes creative solutions and departmental engagement. An announcement for a follow-up conversation will go out after break.

Deb directed faculty members to the Announcement pages in the Packet which included MAT Major Advisement, a Medical Humanities Symposium Technology Workshops, the next Faculty Research Series and a call for Civic Engagement Awards. Ryan Hinrichs encouraged faculty and student participation at the April 6<sup>th</sup> Showcase of Research & Creative Achievement.

**The meeting was adjourned at 5:29 pm.**

Minutes respectfully submitted,  
Trish Turvey

## **Academic Effectiveness and Assessment Committee (AEAC)**

Committee shall:

- I. Manage the assessment of the efficacy of the undergraduate experience in support of students' learning and development and in alignment with the goals and outcomes of the College.

Specific responsibilities include:

- A. Assess student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff.
  - B. Organize the collection, analysis, and dissemination of evidence of student learning.
  - C. Support the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.
- 
- II. The AEAC shall consist of:
    - A. The Associate Dean of Curriculum in Arts & Sciences (*ex officio*)
    - B. The Director of Student Learning Assessment with vote
    - C. Four faculty members, one from each division, who have been at Drew in a full-time, tenure-track or tenured position, elected for a two-year term. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first
    - D. the chair, a faculty member appointed by the Dean from the elected members of the committee
    - E. Additional staff members would be invited as appropriate to the issues being discussed.

## Curricular Report

February 2018

### For Action:

**Absence Policy: Student Responsibilities and Rights**

### For Information:

#### New Courses:

- PHYS 200/Independent Study/Research in Physics
- PHYS 229/Special Topics in Physics
- PHYS 329/Advanced Topics in Physics
- DANC 155/Introduction to Afro Fusion Dance and Culture
- DANC 255/Afro Fusion Dance and Culture

#### Revisions to Existing Courses:

- MUS 215/Chorale
  - Removing co-requisite MUS 110

#### Revisions to Existing Major/Minor/Program:

- Physics Major (PHYS 200, PHYS 229, PHYS 329)
- Theatre Arts Major (DANC 155, DANC 255)
- Dance Minor (DANC 155, DANC 255)

#### General Education Designations:

- HIST 202/Molecules and Making America [BNS]
- MATS 805/EDUC 30/Standards-Based Instruction for All Learners [OFFC]
- DANC 155 and DANC 255 [BART]

### For Action:

#### **Absence Policy: Student Responsibilities and Rights**

Class attendance and participation are integral to the academic experience at Drew University. Missing classes, even for legitimate reasons, negatively impacts the class experience for both the absent student and their classmates. Students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Nonetheless, Drew University realizes there are legitimate reasons for missing class and acknowledges every student's right not to have legitimate absences, as defined by this policy, directly affect their class grade. Students also bear responsibilities for absences, including:

- students are responsible for all material covered in missed classes;
- students must promptly notify the course instructor of their absence according to the following:
  - for planned absences, such as religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips (see list and criteria below), students must notify their course instructor during the first week of class;
  - for unplanned absences, such as illness or injury, a death in the family or NCAA-sanctioned post-season competitions (see list and criteria below), students must notify the course instructor within 24 hours of the missed class and, if possible, prior to the missed class and provide appropriate documentation to the Office of Academic Affairs.

This policy defines the minimum number of excused absences that every student has the right not to have a direct impact on their class grade, if the criteria and procedures of this Absence Policy are met.

- For legitimate planned absences, students may miss the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week), so long as they inform the faculty member of their planned absences in the first week of the semester.
- For legitimate unplanned absences, students may miss the equivalent of one week of class or less as long as they notify the instructor within 24 hours of the missed class and provide appropriate documentation to the Office of Academic Affairs.

In such cases, students can expect reasonable accommodations such that there is no direct impact on their grade. Additional excused absences may be granted at the instructor's discretion. Students who feel that the Absence policy has not been fairly implemented may appeal to the CLA Dean's Office.

### **Planned Absence from Class**

Reasons for legitimate planned absences are:

- Observing religious holidays
- Participating as a student-athlete in NCAA-sanctioned competition (but not practices or scrimmages)
- Participating in another Drew sponsored event, such as a class field trip, concert, or theater performance.
- Attending academic conferences

There are times during the semester when a student may need to miss class for an important event that is scheduled or known in advance. The faculty at Drew support our students in these pursuits. If the student needs to miss **the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week)**, they need to inform the faculty member of their planned absences **in the first week of the semester**. If a student is aware of the need to miss *more* than the equivalent of one week of class, they need to inform the faculty member of their planned absences, ideally during registration but no later than the first day of the semester.

Student discussions with the faculty member about planned absences that require missing more than a week's worth of classes should be done as far in advance as possible because there may be cases where the number of planned absences cannot be reasonably accommodated. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered excused, although additional excused absences may be granted at the instructor's discretion, and although the faculty member will work with the student to try to help mitigate the impact of the missed classes. In these cases, in close consultation with the faculty member, a student may decide to take the particular course in a different semester.

As long as the guidelines outlined in the previous two paragraphs for informing the faculty member are followed, classes that are missed for the above reasons are considered excused absences. If a student fails to notify the faculty member in advance of approved absences, the instructor may consider the absence unexcused.

### **Unplanned Absence from Class**

Reasons for legitimate unplanned absences are:

- Illness or injury
- Participating as a student-athlete in NCAA-sanctioned post-season competition
- Death in the family

There are times during the semester when a student may need to miss class without advanced notice. **If, during the course of the semester, the student needs to miss, due to unplanned absences, the equivalent of one week of class or less, these absences will be considered excused, as long as appropriate**

**documentation has been provided to the Office of Academic Affairs.** In these cases, as with planned absences, the student and the faculty member work together to create a plan to make up course requirements. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered excused, although additional excused absences may be granted at the instructor's discretion. Students are expected to contact the faculty member within 24 hours of each unplanned absence and, if possible, prior to the missed class.

### **Academic Accommodations for Attendance Flexibility**

Students with documented disabilities, who have been approved for flexibility accommodations, will be held to the conditions outlined in their flexibility agreement. It will be the responsibility of the student to present the flexibility agreement to their instructors each semester, ideally during registration, but no later than the first day of class. If the need for flexibility cannot be accommodated in a particular course without compromising the integrity of the course, students should work with faculty and advisors to find a replacement course.

### **Summer Classes and Half Semester Classes**

The policy applies to students enrolled in half semester classes and summer classes, with the absence limits adjusted proportionately.

Syllabus Language:

**University Absence Policy:** In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the University's Absence Policy. This policy states that students can expect reasonable accommodations for (1) the equivalent of one week of class or less missed for legitimate planned absences (religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips) so long as they inform the faculty member of their planned absences in the first week of the semester; and (2) the equivalent of one week of class or less for legitimate unplanned absences (illness, a death in the family or NCAA-sanctioned post-season competitions) so long as they notify the instructor within 24 hours of the missed class and provide appropriate documentation to the Office of Academic Affairs. For all legitimate absences, students are responsible for all material covered in missed classes, and students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Please review the complete Absence Policy: Student Responsibilities and Rights at <weblink>.

### **New Course Descriptions:**

#### **PHYS 200/Independent Study/Research in Physics**

An opportunity for independent work at an intermediate level. Individual projects in experimental, theoretical, or computational physics selected in advance of registration and after conferral with and approval by the instructor. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory experiments. May be repeated for at most eight credits. Prerequisite: Permission of instructor and the department. Signature of instructor required for registration. Offered every semester.

#### **PHYS 229/Special Topics in Physics**

Special topics at intermediate level, chosen on the basis of instructor and student interest from areas such as condensed matter physics, atomic physics, particle physics, astrophysics, laser physics, nonlinear phenomena, and relativity. Course may be repeated. Permission of instructor required for registration. Offering to be determined.

### **PHYS 329/Advanced Topics in Physics**

Special topics at advanced level, chosen on the basis of instructor and student interest from areas such as condensed matter physics, atomic physics, particle physics, astrophysics, laser physics, nonlinear phenomena, and relativity. Course may be repeated. Permission of instructor required for registration. Offering to be determined.

### **DANC 155/Introduction to Afro Fusion Dance and Culture**

The introductory study of basic dances of West Africa and the African Diaspora that connects the traditional West African roots to contemporary dance forms like Hip Hop, House and popular social dances. These forms are considered globally competitive and relevant in today's field of dance. This is a studio-based course.

### **DANC 255/Afro Fusion Dance and Culture**

A continuing study of the dances of West Africa and the African Diaspora that connects the traditional West African roots to contemporary dance forms like Hip Hop, House and popular social dances. These forms are considered globally competitive and relevant in today's field of dance. Students will be challenged and encouraged to generate their own movement, while accessing West African and African Diasporic movement vocabulary to create choreography for group projects and a culminating class performance; as well as the possibility of performing at campus wide events and the Dance show. This is a studio-based course.

### **Changes to Existing Courses:**

### **Revisions to an Existing Major/Minor:**

#### **Physics Major:**

**Revision: Physics Major (PHYS 200, PHYS 229, PHYS 329)**

#### **Requirements for the Major (58 credits)**

##### **I. Core (46 credits)**

PHYS 150 - University Physics I  
PHYS 160 - University Physics II  
PHYS 255 - Electronics  
PHYS 250 - Modern Physics  
PHYS 301 - Mechanics  
PHYS 304 - Advanced Physics Laboratory I  
PHYS 321 - Mathematical Physics  
PHYS 400 - Physics Seminar  
MATH 150 - Calculus and Analytic Geometry I  
MATH 151 - Calculus and Analytic Geometry II  
MATH 250 - Calculus and Analytic Geometry III  
MATH 315 - Differential Equations

##### **II. Electives (12 credits):**

PHYS 229 – Special Topics in Physics  
PHYS 305 - Advanced Physics Laboratory II  
PHYS 329 - Special Topics in Physics  
PHYS 330 - Electrodynamics  
PHYS 331 - Optics  
PHYS 332 - Thermal Physics  
PHYS 360 - Quantum Mechanics

**At least 8 credits must be from the following list: PHYS 305, 330, 331, 332, 360**

##### **III. Optional**

PHYS 200 - Independent Study/Research in Physics  
PHYS 300 - Independent Study/Research in Physics

## Notes

For students also majoring in Mathematics, PHYS 150, MATH 150, MATH 151, MATH 250, and eight additional intermediate- or upper-level credits may count for both majors.

PHYS 330 and PHYS 360 are essential for students intending to attend graduate school. Additional physics, mathematics, computer science, chemistry, and independent study are recommended after consultation with the academic advisor.

## Theatre Arts Major

### Revision: Theatre Arts Major (DANC 155, DANC 255)

Requirements for the Major (49-53 credits)

#### I. Core (30 credits)

- THEA 101 - The Art of the Play
- THEA 120 - Theatre Technology
- THEA 135 - Acting and Directing
- THEA 210 - Theatre History I: Origins to the Renaissance
- THEA 220 - Theatre Design
- THEA 255 - Playwriting
- THEA 310 - Theatre History II: Restoration Through World War I
- THEA 366 - Dramaturgy

#### II. Dramatic Literature (4 credits)

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

#### III. Dance (2 credits)

- DANC 101 - Beginning Movement Studies
- DANC 155 – Introduction to Afro Fusion Dance and Culture
- DANC 201 - Intermediate Movement Studies
- DANC 220 - Movement for the Musical Stage
- DANC 250 - Special Topics in Dance
- DANC 255 – Afro Fusion Dance and Culture
- DANC 322 - Choreography and Performance Studies
- DANC 350 - Special Topics in Dance

#### IV. Practical Application (3 credits)



All students must complete THEA 302 or two credits (in any combination) of THEA 301-309 and/or THEA 313, 314, 315, 318, 319, with any combination of the following for a total of three credits.

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

#### **V. Electives (6-8 credits)**

Six to eight credits from two different areas in the theatre and dance curriculum with a minimum of four credits at the upper level. To be selected in consultation with and approved by the major advisor in preparation for the senior capstone.

Note: Students fulfilling their capstone requirement with THEA 400 + THEA 401 OR with THEA 410 + THEA 411 must complete six credits. Students fulfilling their capstone requirement with THEA 402 must complete eight credits.

#### **Acting:**

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

#### **Dance:**

Note: Up to four credits of dance electives, above the two credits of required Dance, may be applied to the Theatre Arts Major.

- DANC 201 - Intermediate Movement Studies
- DANC 220 - Movement for the Musical Stage
- DANC 250 - Special Topics in Dance
- DANC 300 - Independent Study in Dance
- DANC 322 - Choreography and Performance Studies
- DANC 350 - Special Topics in Dance

#### **Design and Tech:**

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

- THEA 327 - Advanced Costume Design

**Directing:**

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

**Dramatic Literature, History, and Criticism:**

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

**Playwriting:**

- THEA 355 - Advanced Playwriting

**Off-Campus Learning:**

- THEA 200 - The Shakespeare Theatre of New Jersey Apprenticeship/ Internship
- THEA 270 - Introduction to Performing Arts Administration
- THEA 380 - London Semester Interdisciplinary Colloquium
- THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance
- THEA 386 - Theatre in The Community: The Newark Collaboration
- THEA 387 - Theatre Semester: Internship
- THEA 388 - Theatre Semester: Independent Study
- THEA 389 - Special Topics in Applied Performance

**VI. Capstone (2-8 credits)**

Students can fulfill the capstone requirement by taking

THEA 402 - Independent Capstone Project

OR

Students may also fulfill this requirement by completing the following two course sequence:

THEA 400 - Theatre Arts Capstone: New York City Colloquium +

THEA 401 - Theatre Arts Spring: New York City Performance and Residency

OR

In consultation with the department, students may choose to fulfill their capstone requirement by completing an eight credit honors thesis.

THEA 410 - Specialized Honors I

THEA 411 - Specialized Honors II

**VII. Departmental Events**

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

## VIII. Departmental Productions

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

### Dance Minor

#### Revision: Dance Minor (DANC 155, DANC 255)

#### Requirements for the Minor (21-23 credits)

##### I. Disciplinary Core (12 credits)

- DANC 322 - Choreography and Performance Studies (must be taken twice for a total of 8 credits)

##### Additional (4 credits)

- ~~PE 203 – Intermediate Ballroom Dance (may only be taken twice to count towards the minor)~~
- DANC 101 - Beginning Movement Studies
- DANC 155 – Introduction to Afro Fusion Dance and Culture
- DANC 201 - Intermediate Movement Studies
- DANC 220 - Movement for the Musical Stage
- DANC 255 – Afro Fusion Dance and Culture

##### II. Aesthetics, Composition and Wellness (6-8 credits)

2 courses from different departments:

- ART 105 - Sculpture I
- ART 205 - Sculpture II
- ART 305 - Sculpture III
- ART 112 - Ceramic Sculpture I
- ART 212 - Ceramic Sculpture II
- ARTH 242 - Aesthetics **OR**
- PHIL 334 - Aesthetics
- MUS 101 - Music: Imagination and Technique
- MUS 103 - Music in Context
- MUS 233 – Music of the Whole Earth
- MUS 234 – History of Jazz
- MUS 235 - Music of the Worlds religions
- MUS 238 – Women and Music
- MUS 240 – African American Music History
- PE 252 - Care and Prevention of Athletic Injuries
- THEA 220 - Theatre Design
- THEA 135 - Acting and Directing
- DANC 250 - Special Topics in Dance
- DANC 350 - Special Topics in Dance

##### III. Dance Performance (3 credits)

All Dance Minors must take 1 credit of THEA 302 and 2 credits of THEA 306

- THEA 306 - Theatre Practice: Dance
- THEA 302 - Theatre Practice: Shop Technician

# DREW UNIVERSITY

## COLLEGE ADMISSIONS REPORT TO FACULTY

**Robert J. Massa**  
**Senior Vice President for Enrollment**  
**April 13, 2018**

**As of April 8, admission applications for the class of 2022 are up 17.5 percent over last year to 3783.** At this point last year, we had 3217 of an eventual 3270 applications, so it is pretty clear that we will exceed 3800 applications which represents the minimum number we needed to be able to enroll a class of 430. In addition, also as of April 8:

- **We have 165 total deposits vs. 132 last year – a 25% increase**
- Quality looks good with 23.8% of those accepted being designated Baldwin Scholars vs. 22.7% at the end of the cycle last year.

Final admission decisions in the regular round were mailed on March 14. Enrollment projections are coming in at the 430 target, while the projected discount rate is a bit higher than budget at 53.2%. Our acceptance rate has increased to 69%, but the strength of the pool will help us to maintain the quality of the incoming class.

We had a hugely successful admitted students open house (Inside the Forrest) on Saturday April 7, preceded by an outstanding “Day of Scholars” program initiated and produced by the Baldwin Honors students and their faculty leaders, Steve Dunaway and Bjorg Larson. A big thank you to all faculty who helped to make both programs a success!! The second open house program is this coming Sunday, April 15. We also have personalized visit days on Mondays and Fridays in April. I know you will do all you can to welcome these students and treat them as if they are already at Drew.

Getting students on campus is key to our ability to enroll them, and our visit numbers have been up considerably:

	2017	2018	% change
Discover Drew Days	338	388	+14.8%
Experience Drew Days	88	170	+93.2%
“Make Your Day” (for admitted students)	60	93	+55%
Inside the Forrest 1	128	158	+39%
ITF 2 (registered)	187(final)	189 (as of 4/8)	-----
Off site receptions	18	24	+33%
Campus Tours	705	901	+27.8%

I continue to be optimistic about meeting our enrollment goals this fall. We still have a lot of work to do – we’ll need 300 more deposits, for a total of about 46, in order to come in at 430 because of traditional “summer melt,” so we are a long way from the finish line with three weeks to go until May 1. As we sprint toward the finish, I can’t thank the faculty enough for all you do to help Drew attract and retain the students you teach.

Bob Massa  
 4/9/18



**Drew University Fundraising Reports  
FY2018**

FY17 - FY18 Comparison

July 1, 2017 to March 31, 2018

	<u>FY18</u>			<u>FY17</u>			<u>FY17 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$8,505,027	\$12,000,000	71%	\$9,711,531	\$11,000,000	88%	\$12,124,558
Total Cash & Irrevocable Deferred Gifts	\$6,646,200	\$8,000,000	83%	\$3,219,915	\$8,000,000	40%	\$5,530,501

## Drew University Fundraising Reports

**FY2018**

### FY18 By Purpose and Source

July 1, 2017 to March 31, 2018

#### ***Giving by Purpose***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Capital</b>	\$484,415	\$174,015
<b>Endowment</b>	\$1,071,156	\$817,843
<b>Restricted</b>	\$4,200,349	\$3,759,383
<b>Unrestricted</b>	\$2,749,107	\$1,894,959
• <i>Annual Fund</i>	\$2,159,447	\$1,305,299
• <i>MEF</i>	\$589,660	\$589,660
<b>Giving by Purpose Total</b>	<b>\$8,505,027</b>	<b>\$6,646,200</b>

#### ***Giving by Source***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Trustees</b>	\$2,104,127	\$1,047,653
<b>Alumni</b>	\$2,379,117	\$1,668,109
<b>Friends</b>	\$2,344,568	\$2,173,972
<b>Corporations</b>	\$175,476	\$141,076
<b>Foundations</b>	\$527,515	\$608,015
<b>Other Organizations</b>	\$974,224	\$1,007,375
<b>Giving by Source Total</b>	<b>\$8,505,027</b>	<b>\$6,646,200</b>

Annual Fund Report  
July 1, 2017 to March 31, 2018

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
<b>FY18</b>	\$1,294,524	\$95,841	\$1,390,365	\$1,300,000	107%	\$709
<b>FY17</b>	\$708,798	\$114,449	\$823,247	\$1,300,000	63%	\$427
<b>Increase (Decrease) from FY16</b>	\$585,726	(\$18,608)	\$567,118			\$281
<b>Increase (Decrease) Percentage</b>	83%		69%			66%

	<u>Participation (All Funds)</u>							
	FY18				FY17			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
<b>CLA</b>	10%	1376	26%	1,990	10%	1326	20%	n/a
<b>DTS</b>	11%	393	19%	295	10%	381	16%	n/a
<b>CSGS</b>	7%	158	14%	139	6%	142	12%	n/a



**News from the Drew University Library**  
CLA Faculty Meeting April 13, 2018

**Message from the University Librarian**

- Listening tour updates: To align future library planning with the university's strategic directions, I have started a listening tour of schools, departments, and programs, and meetings with academic and administrative leaders. Thanks to all who have participated to date; more to follow. Please let me know if you haven't already been scheduled for a visit.
- A national search is underway for a Reference and Government Documents Librarian; Jody Caldwell is chairing the search committee. Priority application deadline is April 30.
- On April 9, representatives of the CRUE committee are meeting with combined staff of the Library, Instructional Technology, and University Technology
- Work with the Digital Humanities (DH)/Mellon PIs (John Muccigrosso and Wendy Kolmar) continues, and includes collaboration with Instructional Technology in planning for support of DH and the Drew Domains project.
- I call your attention to two upcoming events in the Kean Room, with more details below under Lectures and Workshops. The first is a talk by Andrew Reinhard (American Numismatic Society) on Open Access publishing on April 20 at 1 pm, in partnership with Digital Drew. The second is an academic writing workshop with Helen Sword on May 25, in collaboration with the Center for Academic Excellence. The faculty and graduate student response to this workshop has been outstanding and registration is at capacity, but we are taking names for the waiting list at <http://bit.ly/HelenSword>

Respectfully submitted,

Andrew Bonamici, University Librarian

**LIBRARY ANNOUNCEMENTS**

[New ILL System](#)

Later this month, the Interlibrary Loan service will move to a new system for creating and managing requests. (\*)Drew University patrons will log into the new interface with an existing library account to create and manage interlibrary loan requests. The login screen and the e-mails that we send you with status updates will look slightly different as well. The new service shows you all of your requests on a single page, links to articles, details about the status of your requests and item due dates. It also works better in Chrome, and on tablets and phones. The login screen and the e-mails that we send you with status updates will look slightly different, but you will still be able to request materials from the Find it @ Drew page and Worldcat. If you have any questions, please don't hesitate to contact Brian Tervo at 973-408-3474 or [btervo@drew.edu](mailto:btervo@drew.edu).



(\* ) As of April 7, the exact rollover date remains to be determined; watch the library website for project status.

### Library Exhibits

Currently showing: *Born to Read: Rock Icons of the 60s & 70s*, curated by Marc Boisclair. Bruce Springsteen, Eric Clapton, Neil Young, Keith Richards, Patti Smith, the Grateful Dead—musical legends and Rock and Roll Hall of Famers, all of them. This exhibit explores their lives beyond the concerts, parties and gold records, as well as the backstories of other giants who shaped rock and roll during its prime years.

### Events

#### Conversations on Collecting

Tuesday, April 17, 2018 | 4 p.m.

With Alex De Voogt, Economics

The History & Collecting of Board Games

Co-sponsored by the Gaming Club, this event will feature a talk about the history of board games. Drew Professor Alex de Voogt, co-author of *Moves in Mind: The Psychology of Board Games*, will share stories about his own collection of board games. Afterwards everyone will be invited to play board games both new and old! Refreshments will be provided.

#### Public Scholarship Get-togethers

Many scholarly projects from all areas of endeavor are seeking help from the public. In conjunction with the Mellon Digital Humanities program, the library will be hosting get-togethers in the academic-commons classroom for groups that are interested in contributing to one of these projects. You provide the people and we'll provide the space and help setting up and running the session.

Some more details...

**WHAT?** – A session lasting an hour or two (or three, if you're really excited) during which participants learn how and then start to contribute to a public scholarship project. These include Wikipedia sprints in which participants create or improve articles in a particular area (like Women in Classics), transcription projects in which participants read and type in text from handwritten sources, wildlife identification, and lots of other things. The library and DH grant will provide some light refreshments to keep your energy up.

**WHO?** – Any group interested in making a contribution: classes, student clubs, interest groups, any group of people who can get together for an hour or two at a pre-arranged time. It's important that the group can guarantee a minimum attendance, so that the meeting is worth everyone's while. We'll also publicize these events, so that other interested people can participate.

**WHEN?** – Whenever works for your group! Ideally we'd like to have one event every 3-5 weeks during the semester. A class might come during class time; a club might prefer an evening. It's up to you (within reason, the library has to be open)!

**HOW?** – Respond to this email! We'll work out the details together.

See our information page for more details and some project suggestions:

<https://sites.google.com/a/drew.edu/drew-digital-humanities/public-scholarship>

### **Upcoming Lectures and Workshops**

#### **OA or No Way: Academic Publishing as Anti-Neo-Liberal Activism**

**Andrew Reinhard, Director of Publications, American Numismatic Society**

**Friday, April 20th at 1 pm**

**Kean Room, Drew University Library**

**Sponsored by the Drew University Library and Digital Drew**

“... As publisher for the American Numismatic Society (ANS) and for the American School of Classical Studies at Athens (ASCSA), I learned a few things about Open Access (OA): published scholarship should be made available online at no charge to the readers; OA publication of research does not hurt a publisher’s bottom line; the more research that is published as OA in a sustainable way, the more value that research has for linking across disciplines. This talk will demonstrate what the ANS has done (and is doing) regarding Open Access publication, placing its research in the public domain while not charging authors and readers. This liberal stance in sharing research serves as activism, which combats predatory publishers while demonstrating through practice how to make research available without losing money, and building a brand of cooperation between authors, readers, libraries, and publisher.”

#### **Endnote Web Online**

Endnote Web is a free, web-based citation management tool that can help you keep track of your research sources and work with Word to create notes and bibliographies for your papers. Endnote Web Online is especially suited for the Chicago Notes & Bibliography style, but works well with all other style types. Includes a Cite While You Write tool for Microsoft Word. Remaining sessions are 5:00-6:00 pm on

- Tuesday April 24
- Wednesday April 25

#### **Writing with Pleasure**

**Professor Helen Sword, The University of Auckland, New Zealand**

**Friday, May 25, 10am-2pm**

**Kean Room, Drew University Library**

**Sponsored by the Center for Academic Excellence and Drew University Library**

*NOTE: THANKS TO THE DREW COMMUNITY FOR THE STRONG INTEREST IN THIS OPPORTUNITY. THE WORKSHOP IS CURRENTLY AT CAPACITY, BUT IF YOU WANT TO BE ADDED TO A WAIT LIST, PLEASE ADD YOUR NAME TO THE RSVP FORM AT <http://bit.ly/HelenSword>*

“... In the modern neoliberal university, writing signals puritanical virtue, while pleasure drips with hedonistic vice. Academic writers are expected to produce robust written artefacts, not to fluff around enjoying themselves. Yet an abundance of research has shown that productivity and pleasure are bedfellows, not enemies; faculty and students who strike the keys with joy are more likely to be engaging communicators, skilful wordsmiths, and

productive researchers than those who struggle to get words onto the page. In this presentation and workshop, academic writing expert Helen Sword will offer evidence-based strategies for recuperating pleasure as a legitimate (and indeed crucial) academic emotion and for transforming “writing with pleasure” from an academic oxymoron to an achievable ideal.”

## Report from the Academic Computing Advisory Committee (ACAC) Spring 2018

Dear colleagues,

ACAC is a University committee that offers faculty insight on academic technology and computing at Drew. We would like to update you on our recent discussions.

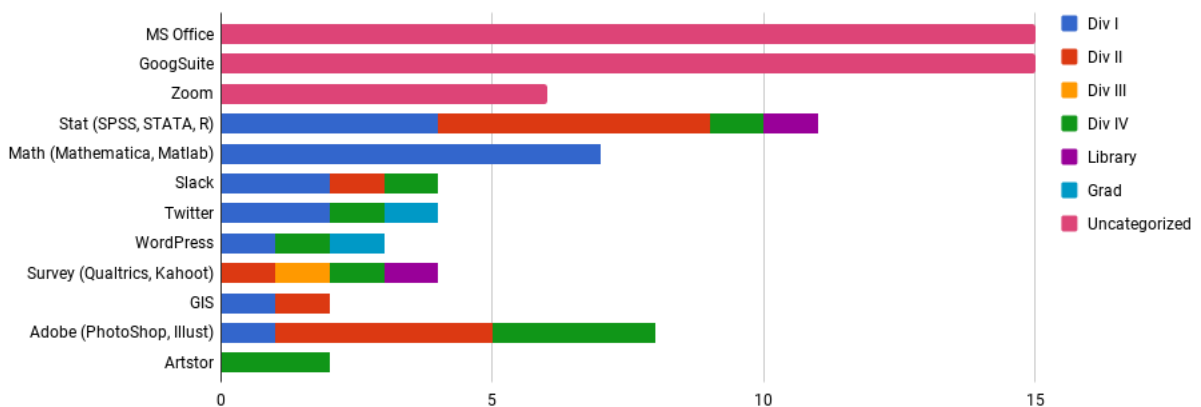
(1) We would like to voice our concern about the general understaffed situation in University Technology and Instructional Technology. The current staff-to-services ratio in is not sustainable long-term. In the recent past, the university has experienced two brief Moodle outages. For this and other technology systems, current staffing means that we are relying on a single person with the skill set to implement recovery from such an outage. If we were to experience more than one outage at a time, or if a person who could help us to recover was unavailable for some reason, the university would find itself in a genuine crisis situation. This would especially be true if it happened during the start or the end of a semester. Given these circumstances, the university with its current staffing level is genuinely in a precarious position. Although this situation is not unique just in the technology area of Drew, we would like to see a long-term vision or roadmap to address the lack of resources.

(2) We would like to remind you of various opportunities for grants and faculty development:

- [Digital Humanities](#) (Andrew W. Mellon Foundation)
- [Alan Candiotti Funds](#) for Innovation in Technology and Education (proposal is due on 4/30)

(3) We have been looking at the faculty usage of technology tools, based on the recent survey. If you have not already, please help us to get a more comprehensive data set by filling out the survey form (~2 minutes): <https://goo.gl/forms/aialMuQiSP0yyeAE3>

Digital Tool Usage (Number of Users, N=47)



We have noticed that there are some specialized tools that are utilized across different disciplines, such as survey (Qualtrics, Kahoot), communication (Slack, Twitter), and statistical analysis software. There will be several informal meetings to share and learn how some of these technology tools are used among us. If you are a current or potential user of these tools, please come and join us.

<b>Digital Tools</b>	<b>User Group Meeting</b>	<b>Contact</b>
Twitter and Slack	4/17 (Tue) at 11 am	Barry
Mathematica	4/18 (Wed) at 12 pm in HS-305	Minjoon
Stat Software	TBA	Miao
autoCAD	TBA	Minjoon
PhotoShop/Illustrator	TBA	Minjoon

(4) Lastly, we are continuing to think about how "digital skills" fit within liberal arts education, in terms of fostering the meta-skill of learning to learn new technology.

Please share your thoughts, concerns and suggestions regarding academic computing with us anytime. Thank you.

From Academic Computing Advisory Committee  
 Chris Apelian, Barry Burd, Miao Chi, Morris Davis, Guy Dobson, Andrew Elliott, Verna Holcomb, Minjoon Kouh, Nicole Pinto-Creazzo, Shawn Spaventa



Celebrating Action for the Common Good

# Civic Engagement Showcase & Awards Ceremony

Tuesday April 17 | 4:00-5:30 PM  
Crawford Hall, Ehinger Center

Refreshments will be served  
[drew.edu/cce](http://drew.edu/cce) #communityactionweek

# COMMUNITY ACTIONWEEK

**April 16- April 22**

**Monday April 16:**

Lunch and Learn: Alternative Spring Break Service Trips  
The Space  
12-1pm

Campus Clean Up: "Grab Everybody's Butts"  
Meet at front of Ehinger Center  
4:30pm

Screening of Heroin(e)  
Seminary Hall  
5:30pm

**Tuesday April 17:**

Theological School Community Garden Work Day  
Gardens near Carriage House  
12:30-2:30pm

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

Freedom Schools: Human Trafficking with Shanel Garcia  
LC 30  
6-8pm

Crafting for A Cause: Hearts for Hope  
Welch Main Lounge  
6:30pm

**Wednesday April 18:**

TERRA Lecture: "A CreatureKind Christianity"  
Seminary Hall, 101  
12-1pm

Arboretum Nature Walk  
Meet outside the Zuck Arboretum Gate (back of softball fields)  
2-3pm

Chapel Service and Community Meal  
Craigs Chapel Seminary Hall  
6:10pm

**Thursday April 19:**

Action Hour: Knitting Hats with the Volunteer Resource Center  
1867 Lounge  
12-1 pm

Grow It Green Morristown's Urban Farm Service Trip  
Meet outside the EC  
2:30-5:15pm  
\*registration required at [drew.edu/caw](http://drew.edu/caw)

Green Vision Forum  
Crawford Hall  
7-9pm

**Friday April 20:**

Earth Day Celebration  
Brothers College Courtyard  
10am-1pm

Drew Forest Friday: Volunteer for Biodiversity at Drew  
Meet outside the Zuck Arboretum Gate (back of softball fields)  
12pm-3pm, drop in

**Saturday April 21:**

Fern Fest  
Ehinger Center  
10am Fern Planting  
11:30pm Native Plant Lecture  
12pm Lunch  
1:00pm Workshops and Fern Fest Shirt Tie Dying

**Sunday April 22:**

Flute Ensemble: How Lovely is Our Dwelling Place  
Concert Hall  
3-6pm  
Admission is free.

**Visit [drew.edu/caw](http://drew.edu/caw) for  
more information**

**#communityactionweek**

A collaboration of Drew University's Center for Civic Engagement, DEAL, Office of Sustainability, Student Activities, Drew Theological School, and the Volunteer Resource Center.

**DREW**



## **Drew University and Madison Library Mini-Course Program**

This program of non-credit short courses is jointly sponsored by Drew University and the Friends of the Madison Public Library. The program is over 25 years old and students come from a wide area of northern New Jersey. The courses are taught at a level consistent with Drew University's outstanding academic reputation. However, they are intended to be suitable for the general public, with no prerequisites. The faculty members are chosen both for their scholarship and for their ability as lecturers. There are no examinations, grades, or required reading, but reading lists are provided.

We currently seek faculty to teach in the program in the disciplines of history, art, literature, politics, philosophy, sociology, economics and science. Since the courses are given during the day, the majority of registrants are retired people, but courses are open to all. For popular topics, it is not unusual to have ninety-five people register to participate.

Teaching in the Mini-Course program is popular with Drew professors who enjoy the ability to interact with mature participants. Classes are held for five sequential weeks, and typically meet from Monday through Thursday, 10 am to noon or 1:30 to 3:30 pm. There are three semesters throughout the year: Fall, Winter/Spring and Summer.

We are currently planning the Fall 2018 semester. The stipend for this position is \$1,700.00 per course. If you are interested or think you have a topic to propose as a mini-course, please contact Joanne Montross at 973-408-3611 or [jmontros@drew.edu](mailto:jmontros@drew.edu).



# FACULTY RESEARCH SERIES

Tracking a Liberal Legacy in Putin  
Country

A talk by Carol Ueland,  
Professor,  
Drew University

Friday, April 13 | 2:00PM  
Brothers College 101

## **Drew's Center on Religion, Culture and Conflict Grant**

Drew's Center on Religion, Culture and Conflict has won a federal grant of over \$200,000 from the Corporation for National Community Service and AmeriCorps for the "Safer Communities" program. Along with key law enforcement partners, the NJ Attorney General's Office and Office of Homeland Security and Preparedness, as well as various youth organizations, Safer Communities aims to build positive relationships between law enforcement and the communities they serve. This grant has allowed CRCC to enlist ten Drew students as AmeriCorps members who play a vital role in the planning and execution of initiatives and activities designed to address the culture of distrust between the community and law enforcement. AmeriCorps members assist in the training of police officers, community leaders, and youth in conflict resolution and de-escalation training; analyze data on program effectiveness and participate in youth-oriented programs. The launch event on February 27 was attended by over eighty representatives from New Jersey law enforcement agencies and community leaders across the state.

# The Korn Gallery

*presents*



Adam Henry, *Untitled (4sp4dm)*, 2017, synthetic polymers on linen, 16 x 14 inches

## *PRIMARY*

Curated by Jason Karolak

Lee Arnold

Robert Burnier

Torkwase Dyson

Gabriele Evertz

Beverly Fishman

Clare Grill

Adam Henry

Gina Hunt

John Opera

Armita Raafat

Cary Smith

Arjan Zazueta

**March 22 - April 25, 2018**

Reception: April 13, 5:00 - 7:00 p.m.

Gallery Hours: Tuesday - Friday 12:30 - 4:00 PM, Selected Weekends and by Appointment

For more information please call (973) 408 - 3758 / [www.drew.edu/korngallery](http://www.drew.edu/korngallery)

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

For Immediate Release

PRIMARY

Lee Arnold, Robert Burnier, Torkwase Dyson, Gabriele Evertz, Beverly Fishman, Clare Grill, Adam Henry, Gina Hunt, John Opera, Armita Raafat, Cary Smith, Arjan Zazueta

Curated by Jason Karolak

Exhibition: March 22 – April 25, 2018

Reception: April 13, 5 - 7 p.m.

The Korn Gallery is pleased to announce the group exhibition PRIMARY, curated by Jason Karolak.

This exhibition explores the use of color within contemporary art, and includes a range of artistic practices that employ color as a core concern. Gabriele Evertz makes abstract paintings, composed of vertical bands, that investigate how color areas situate in space and project forward (or backward) in relation to neighboring areas. Also interested in the phenomenal workings of color, Gina Hunt uses hand-dyed scrim constructions to filter natural light into interior environments. Through process-based formats that engage both photography and painting, John Opera examines how light functions perceptually and philosophically. Lee Arnold's videos consider similar questions while speaking to the spheres of science and the natural world. Torkwase Dyson, who almost exclusively uses various blacks in her drawings and paintings, examines bodily relationships to materiality and liquidity, with subtle references to cultural and environmental issues. Beverly Fishman, Robert Burnier, and Armita Raafat make dimensional objects that function between painting and sculpture. Fishman's minimal works are composed of saturated, often fluorescent hues to suggest color's narcotic power. Burnier's bended and folded forms, with specific, hard-to-name colors, appear reductive while retaining an improvisational openness. Raafat's blue sculptural works reference Islamic architecture and design, ornament and repetition, as they also speak to geometric abstraction. The paintings of Cary Smith, using a primarily geometric vocabulary, organize and balance color into precise, handmade resolutions. Arjan Zazueta also uses a palette of bright, strong color to playfully consider pictorial pleasure during dark political times. Adam Henry's paintings use color as a central component in their questions about language, repetition, and perception. Clare Grill's organic, intuitively responsive paintings accumulate smaller markings and sensations into cohesive fields of seductive color. The exhibition aims to feature individual approaches to color usage and art-making, while creating a dialogue of related conversations between works.

The Korn 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. Free Admission.

For more information please call: (973) 408 - 3758

Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940  
[www.drew.edu/korngallery](http://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?
<b>Privileged Motions:</b> Motions of urgency entitled to immediate consideration.					
1. *Adjourn the meeting.	I move that we adjourn.	NO	YES	YES**	MAJORITY
2. *Recess the meeting.	I move that we recess until...	NO	YES	YES**	MAJORITY
3. Questions of Privilege (Noise, temperature, etc.)	I raise the question of privilege....	YES	NO	NO	Decided by presiding officer
<b>Subsidiary Motion:</b> Motions which alter the main motion, or delay or hasten its consideration.					
4. Postpone temporarily	I move we table the motion..	NO	YES	NO	MAJORITY
5. Close debate	I move to close debate and vote immediately.	NO	YES	NO	TWO THIRDS
6. *Limit or extend debate	I move that the debate on this question be limited to...	NO	YES	YES**	TWO THIRDS
7. *Postpone to a certain time	I move we postpone this matter until...	NO	YES	YES**	MAJORITY
8. *Refer to committee	I move we refer this matter to committee.	NO	YES	YES**	MAJORITY
9. *Amend	I move that we amend this motion by...	NO	YES	YES**	MAJORITY
<b>Main Motions:</b> Motions bringing substantive proposals before the assembly for consideration and action.					
10. * Main motions and restorative main motions	I move that....	NO	YES	YES	MAJORITY

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

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

\*Can be amended

\*\*Debatable if no other motion is pending.

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