ARTS AND SCIENCES FACULTY MEETING
December 1, 2017
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.   Debra Liebowitz

APPROVAL OF MINUTES   Maria Masucci **------------------** pp. 5-11

DEAN'S UPDATES   Debra Liebowitz

ACTION ITEMS:

    Revision to the Committee on Faculty Handbook   Sarah Abramowitz --------------pp. 12-29

REPORTS:

       Curricular Report   Jinee Lokaneeta ---------------- pp. 30-36
       Enrollment Management   Bob Massa ----------------------- p. 37
       Advancement Report   Beth Kornstein ----------------- pp. 38-40
       Library Report   Kathy Juliano   ----------------- p. 41
       Faculty Athletics Representative   Sarah Abramowitz -------------- p. 42

FOR DISCUSSION:

    General Education Outcomes   Juliette Lantz

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

Upcoming Meetings on Art & Science Project   Jessica Lakin
Mellon Grant   W. Kolmar & J. Muccigrosso -- p. 43
Civic Engagement Flyer   Amy Koritz ----------------------- p. 44
Art Opening   Michael Peglau ----------------- p. 45

ADJOURNMENT

FRIDAY FACULTY EVENT DOUBLE HEADER

PLEASE JOIN US BEFORE THE FACULTY MEETING
FOR THE FIRST FACULTY RESEARCH SHOWCASE EVENT
### Friday, December 1 – Hall of Sciences 3A
2:00 pm- 3:00 pm
Refreshments will be served

Paul Kadetz, Public Health, Anthropology and Medical Humanities
will discuss his newest publication

Handbook of Welfare in China
Handbooks of Research on Contemporary China series

Based on research in Madagascar he will discuss one of his chapters in the book on
"Outsourcing China's welfare: unpacking Sino-African health diplomacy in Madagascar"
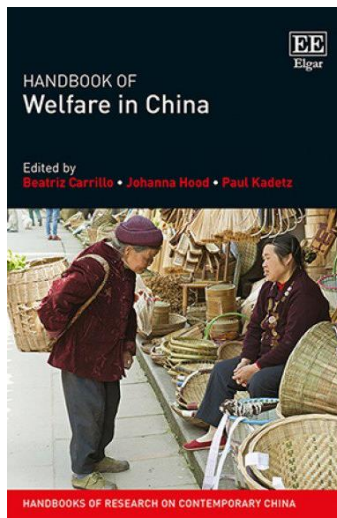
Handbook of Welfare in China
Handbooks of Research on Contemporary China series
Edited by
Beatriz Carrillo, University of Sydney, Australia and Xi'an Jiaotong-Liverpool University, China,
Johanna Hood, Roskilde University, Denmark and
Paul Kadetz, Drew University, US and University College London, UK

The Handbook is a timely compilation dedicated to exploring a rare diversity of perspectives and content on the development, successes, reforms and challenges within China's contemporary welfare system. It showcases an extensive introduction and twenty original chapters by leading and emerging area specialists who explore a century of welfare provision from the Nationalist era, up to and concentrating on economic reform and marketization (1978 to the present). Organized around five key concerns (social security and welfare; emerging issues and actors; gaps; future challenges), chapters draw on original case-based research from diverse disciplines and perspectives, engage existing literature and further key debates.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Chris Ceraso
Theatre

Chris Ceraso for performing in a concert reading of a new musical by Matty Selman, *La Doteressa*, which tells the story of education innovator Maria Montessori, at the Rose Studio Theatre at Lincoln Center; and also for acting in the 2017 Youngblood/Ensemble StudioTheatre *Asking For Trouble* annual short play event.

Sandra Jamieson
English

Sandra Jamieson for the publication of *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods*, co-edited with Tricia Serviss (Utah State University Press). The collection includes a chapter written by Sandra, "The Evolution of the Citation Project: Lessons learned from a multi-year, multi-site study."

Hilary Kalagher
Psychology

Hilary Kalagher for presenting "What Cues Do We Use When Determining the Emotion of Another Person" at the biennial meeting of the Cognitive Development Society in Portland, Oregon.

Liz Kimball
English

Liz Kimball for speaking at the round table on undergraduate majors in writing studies, "Beyond the Intro Course: Contextualizing Writing Studies Courses Across Program Goals, Objectives, and Experiences" at the Conference of Rhetoric and Writing Studies, El Paso, TX, October, 2017.

Jinee Lokaneeta
Political Science

Jinee Lokaneeta for presenting her research at the South Asia Legal Studies workshop, Madison, October 26, 2017. She also took over as Vice President of the Consortium on Undergraduate Law and Justice Programs for 2017-18. Her article on "Debating the Indian Supreme Court: Equality, Liberty, and the Rule of Law" was published in the journal *Law, Culture and the Humanities* in the Oct 2017 issue. She published an oped in the Times of India and another article in the Wire based on her research.

Christina McKittrick
Biology
Graham Cousens
Psychology and
Roger Knowles
Biology

Christina McKittrick and Graham Cousens for attending the annual meeting of the Society for Neuroscience accompanied by 10 current or former students where two Drew students received travel awards from the Faculty for Undergraduate Research and Nu Rho Psi and presented two posters: "Correlated Tuning within the Olfactory Tubercle and Cortical Amygdala" Kyla Moutenot and **Graham Cousens** and "The protein kinase C-epsilon (PKC-ε) activator 8-[2-(2-pentylcyclopropylmethyl)-cyclopropyl]-octanoic acid (DCP-LA) improves learning and memory, synaptic density and hippocampal neuronal health in a ferrous-amyloid-buthionine (FAB) rat model of Alzheimer's disease" Robert Candia (CLA '17), **Roger Knowles** and **Christina McKittrick**.

Rebecca Soderholm
Art

Rebecca Soderholm for inclusion in a group exhibition, *The Portrait: an open reading*, at 511 Gallery, New York, NY.   Curated by Abigail McLeod, the exhibition "explores the genre of portraiture from a new perspective that considers the modern portrait's social, political, and economic contexts". Works will be on view through January 5, 2018

Trevor Weston
Music

Trevor Weston for the publication of his organ work, *Variations on a Theme by Ellie* in King of Kings, Volume 3, GIA Publications, Inc. and for his premieres of *UUU* for string quartet at Carnegie Mellon University on September 21st and *Unburied, Unmourned, and Unmarked* for string orchestra at the Colour of Music on October 22nd in Charleston, SC. Also, for being featured in the 40th anniversary celebration video of The American Composers Orchestra (ACO) presented at the ACO Gala event on November 7th in the Time Warner Center, NYC.

Drew University
Minutes of Arts and Sciences Faculty Meeting
November 10, 2017

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Di Bai, Brianne Barker, Susan Beddes, Lisa Brenner, Barry Burd, Christopher J. Casement, Adam Cassano, Chris Ceraso, Miao Chi, Kimberly Choquette, Allan Dawson, Alex de Voogt, Steve Dunaway, Sophia Fortune, Jonathan Golden, Seth Harris, Summer Harrison, Ryan Hinrichs, Shakti Jaising, Jason Jordan, Paul Kadetz, Hilary Kalagher, Jason Karolak, Joshua Kavaloski, Marguerite Keane, Catherine Keyser, Caitlin Killian, Elizabeth Kimball, Angie Kirby-Calder, Roger Knowles, Jennifer Kohn, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Bjorg Larson, John Lenz, Neil Levi, Debra Liebowitz, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Christopher M. Medvecky, Rebecca T. Mercuri, Scott Morgan, John Muccigrosso, Philip Mundo, Sean Nevin, Nancy Noguera, Emanuele Occhipinti, Elias Ortega-Aponte, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Raul Rosales, Alan Rosan, Jonathan Rose, Maliha Safri, Claire Sherman, Bernard Smith, Raymond Stein, Marc Tomljanovich, Hannah Wells, Tammy Windfelder, Courtney Zoffness

Others Attending: MaryAnn Baenninger, Tanya Bennett, Chris Boesel, Nora Boyer, Jody Caldwell, Michael Fried, Melanie Johnson-DeBaufre, Kathy Juliano, Jon Kettenring, Loren Kleinman, Alex McClung, Frank Merckx, Stephen Moore, Brian Shetler, Gary V. Simpson, J. Terry Todd, Javier Viera, John Vitali, Traci West, Lynne Westfield, Marti Winer.

The meeting was called to order at 3:20 pm by Dean Debra Liebowitz. The Dean requested a moment of silence out of respect for the passing of colleague, friend and mentor Rodney Gilbert, expressing the tremendous loss he is to his Department, the University as a whole and the extended community.

Deb then announced that the full University faculty (CLA, CSGS and Theology) were invited to hear President MaryAnn Baenninger's and Vice President of Finance John Vitali's SHINE 2 financial presentation.

President Baenninger pointed out several of the successes and good things happening on campus such as a generous $1MM matching gift offer by a donor, a six-figure gift to our NY Semester, the recent victories of the men's soccer team, the positive momentum in the enrollment of international students and the strong increase in applications to the CLA. The President shared that SHINE 2 is about cost savings implementation and cash conservation, while SHINE 3 will focus on building on SHINE 1's consolidation and growth.

The President reported that all three schools have been the subject of ongoing research by consultancy groups, whose mission is to understand market identity, market-driven program

offerings and market-attractive attributes of the University. She noted the presentation for the Art & Sciences group focusing on the CLA will be shared in December.

The President made note of some positive SHINE 1 outcomes to date, such as the rising trends in full time enrollment and first time matriculants, the increase in new transfer and international students, as well as the higher admit rate. She noted some work remains to be done in retention. The President noted other important milestones including raising salaries at or near benchmarks, the successful voluntary retirement program, the academic restructuring, and several major capital renovation projects.

Reporting on some ongoing challenges, the President shared that while past decisions were made for good reasons, some have had negative consequences for the University. Some of these decisions included using endowment funding to cover deficit spending, the lack of emergency funds outside of the endowment, the lack of real accounting for depreciation of physical plant and the failure to set aside reserves for healthcare. These decisions were made while enrollment was declining and retention was low. The focus must now be to generate more revenue and cash, continue recruitment and retention efforts, reduce draws on the endowment and reduce operating expenses. President Baenninger said efforts are underway to correct problems and create a sustainable future for Drew. Noted below are ongoing cost cutting initiatives and efforts the President shared from SHINE 2:

- The VRP of last spring is estimated to save $3.5 million per fiscal year going forward, though it cost $2 million in 2017
- Staffing study of non-instructional staff is underway; a result of the VRP and leaving certain staff positions vacant
- A "Profit & Loss" review is underway by an external auditing firm to identify efficiencies and savings (e.g., undertaking a review of the Acorn Academy, presently running at a significant loss—the University recognizes the value of the benefit as well as the need to reduce the expense and is exploring options to achieve both goals)
- A benefits analysis is ongoing with initial recommendations to change our healthcare plan offerings, adopt a spousal surcharge for those whose spouses have access to insurance through their employers, and the addition of a generic drug program requirement. No expectation for the dental or vision plan to change.
- University intends to pursue monetizing real estate it owns
- University debt restructure is planned
- Tuition reset announced for Fall 2018
- Shared technology services are being evaluated and explored
- Exploration of a potential change to tuition benefits or retirement plans for new employees

Questions:
Jonathan Rose asked whether the number of faculty would need to increase if enrollment goals are achieved. The President responded we may need a different faculty distribution depending on the students' focus of study, but that decision would thoughtfully be made. She shared that the Administration is able to make smarter faculty composition decisions due to tools Jessica Lakin

has developed and in fact tenure track hiring lines have been opened. Over all, she said there will be less growth right now and more movement within, until we reach a critical point where a different strategy would be employed. She also noted that VRP faculty lines are staying in the faculty salary pool.

Jennifer Olmsted asked whether the University might regret the sale of property, given the need for classroom space. The President said the properties for sale are not used, and could not be used for instructional space. She said the University has to thoughtfully plan what construction projects need to be done and in what order and said the debt restructure will provide funds for select construction projects.

Scott Morgan said he appreciated the financial strategies the President had outlined but requested that as cuts are made could there be consideration for how those cuts affect the younger faculty who are most hard hit by them (ie Acorn Academy or Copper Beach). The President agreed with Scott's point, and said it is critical to determine how we can competitively attract and retain new and existing faculty and staff while making better financial decisions for the University. Creative options are being explored.

The President announced that Open Enrollment for benefits was delayed at the behest of the consulting firm that was evaluating our health benefits because they thought that so doing might lead to a decrease in the increased costs to employees. The consultant was right and by delaying a month we were able to bring down the cost of the 2018 increase. As the delay may mean that our open enrollment period will not now match the open enrollment period of employees' spouses plans, the President stated that this will not have a negative impact on employees because Drew's open enrollment period is considered to be a "qualifying event" that would allow individuals to switch to another employer provided system even if their open enrollment period has ended. Human Resources will make themselves available to help explain the changes to employees.

The President responded to John Muccigrosso that financial data will be shared with the University in a thoughtful and prudent fashion. All of those who need very detailed financial data have been provided with them. She said she will continue to share financial data and enrollment goals with faculty at meetings as long as it is not tantamount to providing a confidential financial statement.

Jennifer Olmsted thanked the President for re-engaging Compensation Monitoring in the process. The President said it had not been an issue of intent to not include Comp Mon, but said having Deb Liebowitz in the Provost role and having a CFO in place helped in the re-engagement. She said the team works well together and is committed to change. Deb Liebowitz followed up stating work needs to be done regarding University governance and this will be an ongoing focus for her.

The University-wide Faculty Meeting was adjourned at 4:40 pm and Dean Debra Liebowitz immediately called to order the Arts & Sciences Faculty Meeting.

Arts & Sciences Faculty Meeting
Minutes of Meeting

Approval of minutes: The minutes of the October 6, 2017 faculty meeting were approved.

Dean's Updates: Debra Liebowitz asked Bob Massa to address the positive enrollment results from his November Admissions' Report. Bob shared that while it was still early, applications for the class of 2022 were up 31% over last year. The Admissions Department is very optimistic that they will receive over 4000 applications, which is what is needed to meet this year's enrollment goal. He also reported that transfer applications are up significantly. Bob said financial aid letters will go out to students before Thanksgiving and shared that he and John Vitali will attend a student government meeting to discuss scholarships and grants as they relate to the tuition reset. Maliha Safri asked if the 20% reduction in tuition will result in a 20% increase in students. Bob replied that while the University will experience a large increase in enrollment in the near term, there is no expectation that the 20% increase will be sustainable over the course of time. He said five-year modeling caps off at 500 enrolled. President Baenninger said at the Art & Sciences December presentation, Jessica Lakin's team will talk about alternative ways; aside from the tuition reset, to increase, grow and sustain enrollment. Deb thanked Bob and his staff for their hard work and efforts and for the positive news he shared.

Action Items: Jinee Lokaneeta asked Marc Tomljanovich to introduce the Masters in Finance proposal. Marc first thanked the constituents in the community for their assistance in getting this program offering ready for presentation; particularly CAPC, Advancement, Admissions, alumni and the business community.

Marc said the proposed 4 plus 1 Masters in Finance is viewed as a way to improve the undergraduate program and a way to increase the student body. He shared that the Masters in Finance is designed to help students interested in business, but it can provide a roadmap to building other future programs (ie: health). He said that based on feedback from colleagues, a change had been made to the proposal, not reflected in the packet, which would add an integral ethical component to the mission statement and learning outcomes.

Jinee Lokaneeta asked Marc to read the change to the mission statement goals and student learning outcomes which were not reflected in the Packet. They are as follows (changes highlighted):

Mission Statement:

Drew University's Masters in Finance program augments our students' natural curiosity and talents, cultivating the critical analytical, ==ethical==, financial, and mathematical skills needed to succeed and excel in finance positions worldwide through both rigorous coursework and its distinctive internship program.

Goal 2: Critical Thinking and Critical Perspectives Skills

Students will demonstrate critical thinking and analytical abilities, including the capability to engage in ==ethical==, inductive, deductive, and quantitative reasoning.

Learning Outcomes:
1.   Students can explain financial issues and events using multiple models of financial pricing and risk
2.   Students can select possible courses of action for a firm and hypothesize outcomes in an uncertain business environment
3.   ==Students can understand and explain the ethical issues intrinsic to the financial industry, including individual versus societal tradeoffs, and topics involving equity and profitability.==

Jennifer Kohn expressed her opposition to the program stating she does not like to advise her undergraduate students to go straight into a plus one program. She prefers to advise students to first get real world experience. She also said she does not feel the core of the Masters in Finance is a liberal arts program. Finally, she expressed her objection to the hiring of less experienced faculty for higher pay.

Deb Liebowitz pointed out the discussion and vote at the faculty meeting was purely to approve or disapprove of the Masters of Finance curriculum and salary is not part of the vote. Jinee concurred and said the action item of approving the curriculum was the only piece for which CAPC was responsible. Deb also clarified that the financial pieces presented in the packet had not yet been vetted or approved by the Cabinet or the Board and thus are subject to change. She again asked the faculty to focus only on the curriculum piece which CAPC reviewed.

Karen Pechilis asked for a clarification of the prerequisite for admission into the program as she reviewed the 100 level courses listed on page 12 of the packet. Ryan Hinrichs said graduate credit would not be given for the 100 level courses, but were considered foundational course requirements, with a particular consideration for the international/INTO students.

Chris Apelian raised his concern that the University look carefully at what the potential admissions impact might be from having a Masters in Finance program in order to ensure that other programs don't suffer as a consequence. He asked if there was an intention to study the impact of the new program.   Deb responded that she agreed and would not like to see our student population become "lopsided" but said developing additional graduate degree offerings in other programs will offset that potential imbalance. She said it was unclear how this will be done, but assured the faculty it is and will be a point of focus.

A motion was made and approved to extend the meeting for an additional ½ hour.

Jennifer Olmsted said she also shared some of the same concerns that Jennifer Kohn had expressed regarding students needing to get experience before moving ahead with a graduate program. However, Jennifer shared that once she spoke with Marc Tomljanovich she recognized that we have a unique student population with Visa restrictions who would find it very costly to

switch schools. She is now in favor of the 4 plus 1 model, particularly for our INTO students as well as other international students who might come to Drew for the one-year program, saying she believed a demand will be created for a unique group of students who will get an excellent education at Drew. She also said she is as concerned as Jennifer Kohn about the liberal arts emphasis and asked why ethics was added so late into the mission and curriculum.

In response, Alan Dawson noted the sense of urgency to move forward with the Masters in Finance program in order to recruit and market globally. He said Sharon Sundue has material prepared and is ready to move ahead once approved. He said the first-year goal for enrolling students into the program is 18 to 20. That is the exact estimate of the number of students Sharon Sundue thinks INTO can recruit. Alan said those students are looking for a highly focused program, such as has been designed. He said the Business Committee is a good blend of faculty from a variety of disciplines and said the liberal arts education will play its role in their education. He urged the faculty to move forward in the interest of the financial benefits the program will offer.

Phil Mundo echoed Alan's response and added that he agreed it was important to integrate the liberal arts education into the curriculum as well as the ethical component. He said he believes Drew is able to offer interesting, interdisciplinary course offerings. He said this causes students to be very aware of the world around them and makes them more valuable in the community as they move on in their careers.

Maliha Safri said that while the University will not be able to offer 45 course offerings at the outset of the program, the Committee did look at what courses our competitors offer. She said at this point the curriculum will provide the core offerings, with the anticipation of growth. A conversation regarding whether the ethics courses should be considered electives vs. required followed. Jinee Lokaneeta asked the faculty to recognize that CAPC is looking at assessment goals and said this Master's Program is the first they have reviewed. As questions were raised by faculty members regarding the course offerings, she reiterated that CAPC is trying to address and manage assessment goals and passed on the learning outcomes question to Mike Fried for assessment management. Speaking as both a faculty member and CAPC member, she said she recognized the need to respond quickly, while balancing the institutional concerns.

Marc Tomljanovich followed up with clarification on the courses being offered for the degree saying the co-curricular ethics piece was already woven into the courses being offered. Additionally, he shared that a budget exists to bring students into the city and to bring speakers to campus to meet with regulators and other groups who will address the ethical concerns of Wall Street. Marc suggested that sometime in the first or second year there should be a review of whether students are picking up the ethical component they need to assimilate. If that fails, a specifics Ethics course could be added as a core requirement.

Jonathan Golden asked how do we differentiate ourselves in the market? If the program is being geared toward the international students, should there be more international finance program/currency offerings? Marc responded there are classes targeted for international finance, but said in the long run the goal is not to only enroll international students, but to broaden that base as the strength and reputation of the program is established. Deb followed up sharing that

the Provost team and Bob Massa have been talking about what we can do to develop other partnerships given the time pressure. Thus far, Drew has participated in partnerships which have been 3 plus or 4 plus to another institution. Deb said we now have the ability to do a plus from another school to us. She shared that Bob Massa and Kristen Turner are currently working to bring students into the MAT program and said as we develop these partnerships, the programs will evolve to meet the changing student population.

Paul Kadetz noted there is a draw for students from China to take classes in the US due to the higher government opportunities available to them when they return home. He also said ethics can be built into the course work and reinforced in every class. Jennifer Olmsted agreed with the integration and reinforcement of ethics in every business class. John Muccigrosso expressed his enthusiasm for the Masters in Finance offering saying we need strong programs to attract students who will pay to attend Drew and this program looks to be a strong contender to bring in new students.

Deb shared that as programs and needs grow, new faculty members will be hired. She spoke of the recent approval of a few new tenure track lines. Of the Masters in Finance, Deb said with it comes the possibility of bringing a wider breadth of classes to the undergraduate students due to the additional faculty members in the rotation. This benefits our course offerings overall.

Nora Boyer asked for an indication of how resources will be put in place for the retention of those English language learners who will populate the program at the beginning. She said she was concerned as to how it will be addressed, managed and led. Deb responded that as we grow, the university will need to plan how to move resources around and add resources where we need them. She said conversations will be ongoing to try to move us out of unplanned decision making.

John Muccigrosso called for a vote to close the debate in order to move on with the vote on the Masters in Finance proposal. With one abstention and three opposed, the majority called for the closing of the debate. Deb asked for the vote to approve the Masters in Finance, which was approved by majority with four abstentions and one opposed.

Deb asked the faculty to look at the remaining reports in the packet and on behalf of Michael Peglau extended an invitation to the Art Opening in the Korn Gallery to view the work of Cynthia Lin.

The meeting was adjourned at 5:31.

Minutes respectfully submitted by Trish Turvey.

COF Action Item - December 2017

Sarah Abramowitz, Chair
Roger Knowles, Division 1, Patrick Dolan, Division 2
Monica Cantero-Exojo, Division 3, Peggy Kuntz, Division 4

The members of the Committee on Faculty propose two sets of changes to the Teaching, Scholarship, and Service Sections of the College Faculty Handbook. These sets of changes will be discussed and voted on separately.

The first set augments the College Faculty Handbook so that it applies also to faculty teaching in Caspersen.

The second set of proposed changes relate to the Handbook's inclusion of department statements that the members of COF have found to be problematic.

To help with the first set of proposed updates the COF has provided a table containing a side-by-side comparison of the text of the College Faculty Handbook (left) with tracked changes and Caspersen Handbook (right). We propose that we adjust the College Faculty Handbook as follows.

- Where the College Handbook says "department", we have added "or area." Where the College Handbook says "chair," we have added "or convenor." Where the College Handbook says "the College of Liberal arts," we have deleted it. For example, "The Committee on Faculty of the College of Liberal Arts" becomes "The Committee on Faculty."
- Some wording has been added to the College Handbook (1.1.A and 1.3.2)
- Some sections have been found to be redundant of what already exists (1.2.1.A, 1.2.3.A, and 1.3.1.A)

The second set of proposed changes relates to the impractical requirement that the Committee maintain a regularly updated set of scholarship descriptions for each individual department. We propose that these two paragraphs be eliminated. They are found in section 1.2 and 1.2.3.A. We propose eliminating this requirement because we do not currently have these statements from all departments, it is impractical to regularly update and approve these statements, the handbook contains a broad definition of scholarship that incorporates disciplinary differences, and the departments all contribute letters of support for the candidates in which they may provide additional discipline-specific clarification of the standards, if necessary.

The college handbook may be found here:
https://uknow.drew.edu/confluence/display/cladean/CLA+Dean+for+Drew+People?preview=/21071528/53280829/UFCLA%20Handbook%202013.pdf
The Caspersen handbook may be found here:
http://www.drew.edu/graduate/wp-content/uploads/sites/32/DREW-UNIVERSITY-CSGSFACULTY-HANDBOOK-Feb-11-2.pdf)

1

College Handbook Text	Caspersen Text
1.1. TEACHING Defining itself as "an independent center of higher learning ... dedicated to the creation and maintenance of a community of scholars, faculty members and students" (University Faculty Personnel Policy), the university calls upon faculty members to share their expertise and passion for their disciplines in such a way as to facilitate the intellectual, artistic, and/or professional development of their students in scheduled courses and in other contexts in which instruction occurs (including independent studies and tutorials; civic, service, and experiential learning programs; research and the broad spectrum of research assistance provided by the library faculty; and other co-curricular activities). As teachers, faculty members must vigilantly uphold standards of professional ethics (see point 2 of the "Statement on Professional Ethics" in the Appendix).	**1.1. TEACHING** Defining itself as "an independent center of higher learning dedicated to the creation and maintenance of a community of scholars, faculty members and students" (University Faculty Personnel Policy), the university calls upon faculty members to share their expertise and passion for their disciplines in such a way as to facilitate the intellectual, artistic, and/or professional development of their students in scheduled courses and in other contexts in which instruction occurs (including independent studies and tutorials; civic, service, and experiential learning programs; research and the broad spectrum of research assistance provided by the library faculty; and other co-curricular activities). As teachers, faculty members must vigilantly uphold standards of professional ethics (see point 2 of the "Statement on Professional Ethics" in the Appendix).
1.1.1. *A broad definition of teaching:* Any evaluation of the teaching of a faculty member should take into account the following four features of teaching. • *Content expertise* is reflected in the accurate and effective presentation of a discipline or an interdisciplinary framework to students through a faculty member's own interpretive and evaluative perspective, informed by, and regularly adjusted in relation to, recent developments in the field. • *Course design* includes the careful selection of course content and sequencing of learning experiences to meet the learning goals of the course; the identification and development of effective course materials; the crafting of laboratory and other exercises, individual and group activities, writing assignments, and examinations; and the incorporation of experiential and other components where relevant. It also entails regular updating and responsiveness to student and peer evaluation.	**1.1.1.** *A broad definition of teaching:* Any evaluation of the teaching of a faculty member should take into account the following four features of teaching. • *Content expertise* is reflected in the accurate and effective presentation of a discipline or an interdisciplinary framework to students through a faculty member's own interpretive and evaluative perspective, informed by, and regularly adjusted in relation to, recent developments in the field. • *Course design* includes the careful selection of course content and sequencing of learning experiences to meet the learning goals of the course; the identification and development of effective course materials; the crafting of laboratory and other exercises, individual and group activities, writing assignments, and examinations; and the incorporation of experiential and other components where relevant. It also entails regular updating and responsiveness to student and peer evaluation.

2

• *Pedagogy* involves the range of strategies and approaches (e.g., lecture, discussion, small group activities, student presentations and reports, writing, and experiential components) by which teachers bring course content alive and make it accessible to students. Successful teachers create a productive learning environment in the classroom, fostering student engagement in the process of learning and responding respectfully to a variety of learning styles and perspectives. They also articulate clearly their course goals, expectations, and policies, along with grading standards, assignments, and deadlines in course syllabi; they provide timely and helpful feedback on student work and make themselves readily accessible for academic consultation outside of class (e.g., by holding regularly posted office hours); and they keep accurate records and provide progress reports and grades in a timely manner. • *Mentoring* extends beyond the classroom, as faculty members encourage students to become independent learners by modeling the high standards of professionalism appropriate to their disciplines and degree programs, providing students with guideposts toward attaining those standards, and holding them consistently accountable. Mentoring may overlap with, but is not restricted or reducible to, academic advising (see **1.3.1** below).	• *Pedagogy* involves the range of strategies and approaches (e.g., lecture, discussion, small group activities, student presentations and reports, writing, and experiential components) by which teachers bring course content alive and make it accessible to students. Successful teachers create a productive learning environment in the classroom, fostering student engagement in the process of learning and responding respectfully to a variety of learning styles and perspectives. They also articulate clearly their course goals, expectations, and policies, along with grading standards, assignments, and deadlines in course syllabi; they provide timely and helpful feedback on student work and make themselves readily accessible for academic consultation outside of class (e.g., by holding regularly posted office hours); and they keep accurate records and provide progress reports and grades in a timely manner. • *Mentoring* extends beyond the classroom, as faculty members encourage students to become independent learners by modeling the high standards of professionalism appropriate to their disciplines, providing students with guideposts toward attaining those standards, and holding them consistently accountable. Mentoring may overlap with, but is not restricted or reducible to, academic advising (see **1.3.1** below).
1.1.1.A. *College of Liberal Arts Aaffirmation of the role of teaching* The Committee on Faculty of the College of Liberal Arts affirms the centrality of teaching to all the categories of faculty effectiveness. Recognized scholarship contributes to teaching but does not supersede it. Basic to all effective teaching is current knowledge in one's field, coupled with a clear manner of presentation that informs and stimulates students. Regardless of success in other areas,	**1.1.1.A.** *Caspersen School of Graduate Studies affirmation of the role of teaching* The Committee on Faculty of the Caspersen School of Graduate Studies (CSGS) affirms the centrality of teaching to all the categories of faculty effectiveness. Recognized scholarship contributes to teaching but does not supersede it. Basic to all effective teaching is current knowledge in one's field, coupled with a clear manner of presentation that informs and stimulates students. Regardless of success in other areas, an

Commented [RBK1]: Takes into account facilitating students' work to progress through their graduate degrees. This includes the section of the CSGS handbook in 1.1.1A. that is not being merged with the CLA handbook

3

an ineffective teacher should not look forward to reappointment, tenure, or promotion.	ineffective teacher should not look forward to reappointment, tenure, or promotion. Candidates for promotion in the CSGS must demonstrate teaching in which the four features interact to facilitate master's and doctoral students' proceeding through course work in a manner appropriate to the completion of their graduate degrees. In particular, graduate instructors must demonstrate a record of holding students to standards of research and writing as commonly practiced in their disciplines, and of modeling for their students "the high standards of professionalism appropriate to their disciplines" (1.1.1).
Evaluation of teaching comes from faculty peers, who are qualified to judge competence, and from students, who are in a position to testify to effectiveness. The chief means for such evaluation are the cumulative record of student evaluations, reports of classroom visitations, the record of teaching materials, and consultation with the Dean ~~of the College,~~ department ~~chairs~~, conveners and faculty peers, all of which should be reflected in the teaching portfolio (described below in 1.1.2).	Evaluation of teaching comes from faculty peers, who are qualified to judge competence, and from students, who are in a position to testify to effectiveness. The chief means for such evaluation are the teaching portfolio, the cumulative record of graduate course evaluations, reports of classroom visits by CSGS faculty peers and area convenors, and optional letters of evaluation solicited by the COF (as described below in 1.1.2).
1.1.1.B. *Role ~~of the College of Liberal Arts~~ Committee on Faculty in faculty development* The Committee on Faculty ~~of the College of Liberal Arts~~, working with the Department Chair, area ~~conveners~~ convenors and the Dean, has the responsibility to assess and to support each faculty member's development as a teacher. During regularly scheduled reappointment or other periodic status reviews, the Committee will seek to identify strengths and weaknesses in order to encourage improvement and to assist faculty in developing their craft as teachers.	**1.1.1.B.** *Role of the Caspersen School of Graduate Studies Committee on Faculty in faculty development* The Committee on Faculty, of the Caspersen School, working with the area convenor and the Dean, has the responsibility to assess and to support each graduate faculty member's development as a teacher. During regularly scheduled reappointment or other periodic status reviews, the Committee will seek to identify strengths and weaknesses in order to encourage improvement and to assist faculty in developing their craft as teachers
1.1.2. *Evidence of strength in teaching:* Each time a faculty member is reviewed, he or she is expected to produce a teaching	**1.1.2.** *Evidence of strength in teaching:* Each time a faculty member is reviewed, he or she is expected to produce a teaching

Commented [RBK2]: This is not being merged into the CLA handbook. Rather it is included in the section on Mentoring in 1.1.1.A.

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portfolio including course syllabi accompanied by judiciously selected supporting materials (such as samples of handouts, examinations, or websites) that document the features of teaching described above. Further evidence of a faculty member's success in teaching comes from detailed review and analysis of student course evaluations, and from the report of two or more recent peer assessments including classroom observations and a follow-up interview with the faculty member, whether carried out routinely by the department or by area or conducted especially for the review. In some cases, the reviewing committee may also, in consultation with the faculty member being reviewed, choose to solicit letters of evaluation from colleagues (e.g., a faculty member with whom the person being reviewed has co-taught) or from current or recent students whom they have taught in more than one course setting. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.	portfolio including course syllabi accompanied by judiciously selected supporting materials (such as samples of handouts, examinations, or websites) that document the features of teaching described above. Further evidence of a faculty member's success in teaching comes from detailed review and analysis of student course evaluations, and from the report of two or more recent peer assessments including classroom observations and a follow-up interview with the faculty member, whether carried out routinely by the area or conducted especially for the review. In some cases, the reviewing committee may also, in consultation with the faculty member being reviewed, choose to solicit letters of evaluation from colleagues (e.g., a faculty member with whom the person being reviewed has co-taught) or from current or recent students whom they have taught in more than one course setting. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.
1.1.2.A *College of Liberal Arts, faculty Faculty evaluation of teaching* Departments should designate either the Chair, conveneor or another tenured member of the Department or area to conduct at least one classroom visit and follow up interview with untenured faculty in each semester. A written evaluation should also be shared with the untenured faculty member and submitted to the Dean as part of the candidate's file. If concerns about the teaching of tenured faculty should emerge, similar peer observations may be recommended by the Chair, area conveneor or the Dean.	**1.1.2.A.** *CSGS faculty evaluation of teaching* Areas should designate either the convenor or another tenured member of the Area to conduct at least one classroom visit and follow up interview with untenured faculty in each semester. A written evaluation should also be shared with the untenured faculty member and submitted to the Dean as part of the candidate's file. If concerns about the teaching of tenured faculty should emerge, similar peer observations may be recommended by the area convenor or the Dean.
1.1.2.B. *College of Liberal Arts, Lletters from students* The College of Liberal Arts The Committee on Faculty does not ordinarily solicit or accept letters of evaluation from students or alumni.	**No comparable language**

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1.1.3. *Standards:* For *reappointment at the rank of Assistant Professor*, a faculty member must demonstrate effective teaching and show promise of continued progress toward meeting the standards for promotion to Associate Professor; he or she should be building a repertoire of courses and increasing skills in all of the areas described above. For *promotion to Associate Professor*, a faculty member must show him or herself to be an accomplished teacher who effectively performs his or her share of departmental, area or programmatic teaching and displays the promise of continued progress. For *promotion to Professor*, a faculty member must demonstrate exemplary performance in teaching across a range of courses so as to show mastery of the craft of teaching in his or her areas of competence, as reflected, e.g., in the ability to mentor other teachers and in the development of courses or pedagogical methods that make innovative, distinctive, and significant contributions to the teaching mission of the university. **1.1.4.** *The teaching component of the work of library faculty:* Library faculty members are responsible for planning, implementing, and evaluating programs to acquire, organize, and retrieve information, and to make it available through the development of collections (comprising both traditional, print-based and electronic resources), tools of bibliographic control and organization, and skills of reference and on-line searching services and strategies. These activities may (but need not in all cases) extend to guidance of the research of individual students or to classroom instruction, including work as guest lecturers or co-instructors. Insofar as their duties include traditional classroom or course-	**1.1.3.** *Standards:* For *reappointment at the rank of Assistant Professor*, a faculty member must demonstrate effective teaching and show promise of continued progress toward meeting the standards for promotion to Associate Professor; he or she should be building a repertoire of courses and increasing skills in all of the areas described above. *For promotion to Associate Professor*, a faculty member must show him or herself to be an accomplished teacher who effectively performs his or her share of area or programmatic teaching and displays the promise of continued progress. *For promotion to Professor*, a faculty member must demonstrate exemplary performance in teaching across a range of courses so as to show mastery of the craft of teaching in his or her areas of competence, as reflected, e.g., in the ability to mentor other teachers and in the development of courses or pedagogical methods that make innovative, distinctive, and significant contributions to the teaching mission of the university. **1.1.4.** *The teaching component of the work of library faculty:* Library faculty members are responsible for planning, implementing, and evaluating programs to acquire, organize, and retrieve information, and to make it available through the development of collections (comprising both traditional, print-based and electronic resources), tools of bibliographic control and organization, and skills of reference and on-line searching services and strategies. These activities may (but need not in all cases) extend to guidance of the research of individual students or to classroom instruction, including work as guest lecturers or co-instructors. Insofar as their duties include traditional classroom

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related teaching, members of the library faculty are subject to common university expectations regarding teaching and may be judged successful according to the features and kinds of evidence described above. However, standards for reappointment and promotion will necessarily be applied somewhat differently in the case of the library faculty, as articulated in the Library Faculty Regulations.

1.2. SCHOLARSHIP
Successful teaching is necessary but not in itself sufficient for achieving excellence as a faculty member and indeed should be nurtured, over time, by the development of synergy with scholarly pursuits. "Scholarship" is here understood to encompass artistic, performative, and applied aspects of disciplinary practice, in addition to a range of kinds of oral presentations and written publications. This latter category includes essays as well as monographs; electronic as well as print media; collaborative or co-authored as well as individually produced works; publication or presentation of research conducted, co-authored, or co-presented with students as well as with colleagues; texts addressed to the classroom or a broader readership as well as to specialists; editions and translations as well as authored articles, books, and reports of research. It may also be understood to include components of "service to the broader academy" (see **1.3.1** below) that are both intellectually and/or artistically substantive and directly linked to the faculty member's broader scholarly and/or artistic agenda.

Regardless of the genre, medium, or format of the contribution, the university expects faculty members to remain actively engaged - as participants and not just observers - with the continuing conversations and innovations that constitute the lifeblood of an academic career. Because scholarly work differs by

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Regardless of the genre, medium, or format of the contribution, the university expects faculty members to remain actively engaged as participants and not just observers with the continuing conversations and innovations that constitute the lifeblood of an academic career. Because scholarly work differs by academic

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field or discipline, faculty work will be evaluated according to discipline-specific descriptions of appropriate forms of scholarly and/or artistic productivity, as well as standards of expectation for reappointment, promotion to Associate, and promotion to Professor. These descriptions are developed and approved by each academic unit of the university (whether area, as in the case of the College, or school, as in the case of the Theological School, for example) in consultation with appropriate governance bodies and administrative leadership.

Commented [PD3]: This text is relevant for 2nd set of proposed changes to be voted on separately.

1.2.1. *A broad definition of scholarship:* Given the span of disciplines, the differences among teaching contexts, and the diversity of our faculty, there are many appropriate ways for faculty members to fulfill the expectation that they remain actively engaged with their fields and earn recognition for their work. Specifically, the university affirms that scholars and/or artists may contribute in a variety of ways - creative, integrative, practical, or pedagogical.

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The University values all four kinds of contribution equally, while recognizing that they will take a different form in each discipline and that no faculty member is expected to contribute in all ways. Disciplinary and teaching contexts must be taken into account in assessing the effectiveness and significance of a particular scholarly or artistic work.

• *Creativity* stamps the scholarly contribution with originality or innovation, whether empirical, theoretical, interpretive, or artistic.

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• *Integration* places the contributions of one's own and/or of others into broader disciplinary and interdisciplinary contexts, producing syntheses, dialogues, or critiques that yield new insight and understanding. • *Praxis* bridges the gap between the academy and the world beyond it through an application of theory, activist engagement, and/or artistic performance rooted in, and also formative of, disciplinary knowledge and expertise. • *Pedagogy* as an aspect of scholarship addresses problems of teaching or learning through methods and in venues of critical engagement appropriate to and recognized by the discipline field, or subject matter.	*Integration* places the contributions of one's own and/or of others into broader disciplinary and interdisciplinary contexts, producing syntheses, dialogues, or critiques that yield new insight and understanding. *Praxis* bridges the gap between the academy and the world beyond it through an application of theory, activist engagement, and/or artistic performance rooted in, and also formative of, disciplinary knowledge and expertise. *Pedagogy* as an aspect of scholarship addresses problems of teaching or learning through methods and in venues of critical engagement appropriate to and recognized by the discipline field, or subject matter.
1.2.1.A. *~~College of Liberal Arts definition~~ Definition of scholarship of praxis* The Committee on Faculty ~~of the College of Liberal Arts~~ defines the scholarship of praxis to include scholarship, public intellectual and creative work often, but not always, associated with civic engagement projects (for example, research designed to address broad questions of public interest as well as to enable community organizations, schools, and other community partners to more effectively achieve their stated mission, goals, and objectives). The scholarship of praxis may be closely related to a faculty member's teaching of Community -Based Learning courses, but should also result in specific products (reports, programs, educational materials, exhibitions, creative works, grants, etc.) that can be submitted for external review and	**1.2.1.A. CSGS and the scholarship of praxis** *While maintaining the centrality of traditional scholarship in the assessment of graduate faculty, the CSGS Committee on Faculty accepts the CLA Committee on Faculty's definition and process of evaluating the scholarship of praxis:* "The Committee on Faculty of the College of Liberal Arts defines the scholarship of praxis to include scholarship, public intellectual, and creative work often, but not always, associated with civic engagement projects (for example, research designed to address broad questions of public interest as well as to enable community organizations, schools, and other community partners to more effectively achieve their stated mission, goals, and objectives). The scholarship of praxis may be closely related to a faculty member's teaching of Community-Based Learning courses, but should also result in specific products (reports, programs, educational materials, exhibitions, creative works, grants, etc.) that can be submitted for external review and

> **Commented [pD4]:** This language from GSCG is not necessary in the merged   faculty of Arts and Sciences

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assessed along with traditional scholarship (see 1.2.2).	assessed along with traditional scholarship (see 1.2.2)."
1.2.2. *Evidence of strength in scholarship:* Each time a faculty member is reviewed, he or she is expected to produce a portfolio of prior and ongoing scholarly and/or artistic work. This work should have already received positive recognition from disciplinary peers, as evidenced, e.g., by invitations to speak or perform, by the acceptance of one's conference paper proposals, journal articles, or book manuscripts for presentation or publication, or by the selection of one's artistic work to be performed, exhibited, or recorded. As a general rule, high quality work will be marked by some combination of the following as appropriate to the discipline or field: attention to questions or applications whose significance can be articulated in light of relevant issues in the field; clear goals; adequate preparation; appropriate methods; significant or interesting conclusions, results, or artistic products; effective presentation; and reflective self-critique. The expectations, challenges, styles of presentation and standards for scholarship vary considerably by discipline and within disciplines. Accordingly, the evaluation of a faculty member's work should be informed by the assessments of peers who are knowledgeable regarding disciplinary norms and conditions, both in the broader field and in the specific research and teaching context occupied by the person under review. In the case of tenure and/or promotion, the scholarly and/or artistic portfolio will be evaluated by three to six outside specialists deemed capable of offering a balanced assessment of the positioning, significance, and reception of the faculty member's work in his or her own field; at least three of these should be individuals who have no close professional relationship to the person being reviewed, and in no case should a former doctoral advisor or mentor be included among the external evaluators.	**1.2.2**. *Evidence of strength in scholarship:* Each time a faculty member is reviewed, he or she is expected to produce a portfolio of prior and ongoing scholarly and/or artistic work. This work should have already received positive recognition from disciplinary peers, as evidenced, e.g., by invitations to speak or perform, by the acceptance of one's conference paper proposals, journal articles, or book manuscripts for presentation or publication, or by the selection of one's artistic work to be performed, exhibited, or recorded. As a general rule, high quality work will be marked by some combination of the following as appropriate to the discipline or field: attention to questions or applications whose significance can be articulated in light of relevant issues in the field; clear goals; adequate preparation; appropriate methods; significant or interesting conclusions, results, or artistic products; effective presentation; and reflective self-critique. The expectations, challenges, styles of presentation and standards for scholarship vary considerably by discipline and within disciplines. Accordingly, the evaluation of a faculty member's work should be informed by the assessments of peers who are knowledgeable regarding disciplinary norms and conditions, both in the broader field and in the specific research and teaching context occupied by the person under review. In the case of tenure and/or promotion, the scholarly and/or artistic portfolio will be evaluated by three to six outside specialists deemed capable of offering a balanced assessment of the positioning, significance, and reception of the faculty member's work in his or her own field; at least three of these should be individuals who have no close professional relationship to the person being reviewed, and in no case should a former doctoral advisor or mentor be included among the external evaluators.

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External review should be complemented by rigorous internal review. In the case of reappointment as well as tenure and promotion, the reviewing committee will also solicit letters of evaluation from department chairs, area ~~convene~~ers and/or other colleagues who are able to provide further context for assessing the scholarly and/or artistic contribution in disciplinary as well as departmental context. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.	External review should be complemented by rigorous internal review. In the case of reappointment as well as tenure and promotion, the reviewing committee will also solicit letters of evaluation from area conveners and/or other colleagues who are able to provide further context for assessing the scholarly and/or artistic contribution in disciplinary as well as area context. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.
1.2.3. *Standards:* For *reappointment at the rank of Assistant Professor*, the faculty member must demonstrate a developing habit of scholarly and/or artistic productivity, as evidenced by an emerging agenda of research or creative activity, with the promise of continued involvement so as to develop towards meeting the standards for promotion to Associate Professor. For *promotion to Associate Professor*, the faculty member must demonstrate a sustained habit of scholarly and/or artistic productivity, as evidenced by success in advancing some aspect of an established research or creative agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree); such productivity must involve publications, presentations, works, or performances of sufficient quality and quantity to have received positive review by disciplinary peers; finally, the faculty member must display the promise of continued engagement with their field. For *promotion to Professor*, the faculty member must demonstrate a well-established habit of scholarly and/or artistic productivity, as evidenced by success in completing some substantial aspects of his or her research or creative agenda beyond what was accomplished at the time of the promotion to Associate Professor; such productivity must involve publications, works, or performances	**1.2.3. Standards:** *For reappointment at the rank of Assistant Professor*, the faculty member must demonstrate a developing habit of scholarly and/or artistic productivity, as evidenced by an emerging agenda of research or creative activity, with the promise of continued involvement so as to develop towards meeting the standards for promotion to Associate Professor. *For promotion to Associate Professor*, the faculty member must demonstrate a sustained habit of scholarly and/or artistic productivity, as evidenced by success in advancing some aspect of an established research or creative agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree); such productivity must involve publications, presentations, works, or performances of sufficient quality and quantity to have received positive review by disciplinary peers; finally, the faculty member must display the promise of continued engagement with their field. *For promotion to Professor*, the faculty member must demonstrate a well-established habit of scholarly and/or artistic productivity, as evidenced by success in completing some substantial aspects of his or her research or creative agenda beyond what was accomplished at the time of the promotion to Associate Professor; such productivity must involve publications, works, or performances

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of sufficient quality and quantity to have received positive review by disciplinary peers and to have achieved a significant degree of visibility and recognition in the discipline. Professors are expected to have developed a mature perspective on their field that enables them to situate both their own work and the work of their students in the landscape of their disciplines. They are also expected to show promise of continued engagement with their field.	of sufficient quality and quantity to have received positive review by disciplinary peers and to have achieved a significant degree of visibility and recognition in the discipline. Professors are expected to have developed a mature perspective on their field that enables them to situate both their own work and the work of their students in the landscape of their disciplines. They are also expected to show promise of continued engagement with their field.
1.2.3.A. ~~*The College of Liberal Arts and CSGS d*~~*Definition of strength in scholarship*	**1.2.3.A.** *CSGS definition of strength in scholarship* The Committee on Faculty of the Caspersen School of Graduate Studies holds that tenure in the Caspersen School requires scholarship at a level appropriate for a graduate school appointment. That level signifies both recognition for one's scholarship in and of itself and for the graduate professor's credibility as a director or committee member on doctoral and master's theses. The Committee affirms the four equally valued elements the Handbook lists of scholarly and artistic production - creativity, integration, praxis, and pedagogy (1.3). Even so, given the particular humanities and social science disciplines that make up current CSGS programs, the Committee expects that most CSGS faculty members' scholarly and artistic work will appear in the form of written publications and public performance or exhibition.
The Committee on Faculty ~~of the College of Liberal Arts~~ holds that "recognition as a scholar" implies recognition not only by one's colleagues on campus, but by the larger scholarly community as well. Accordingly, books, publications in professional journals, commissions, off-campus performances, exhibitions, concerts, and the like, are considered appropriate forms of recognition, particularly if judged by competent persons	"Recognition as a scholar" implies recognition not only by one's colleagues on campus, but by the larger scholarly community as well. The common component of evidence of strength in scholarship is positive recognition from disciplinary peers as detailed and demonstrated in 1.2.2. Accordingly, books, publications in professional journals, commissions, off-campus performances, exhibitions, concerts, and the like, are

Commented [PD6]: Delete this language from CSGS – the current CLA standards are sufficiently rigorous, and this reorganization has one faculty, eliminating the distinction between members who teach graduate and undergraduate courses, all of whom need to be held to the same standards.

Commented [PD7]: Delete this language from CSGS – the elements of scholarly production are noted in 1.2.1 and this reorganization eliminates the distinction between members who teach graduate and undergraduate courses.

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in appropriate fields. Other appropriate forms of recognition are a successful grant proposal that requires demonstrable expertise in one's field; lectures/papers presented at professional meetings, as well as such professional activity as editing, reviewing, or refereeing for a journal or scholarly press; mentoring student research, especially when such work achieves professional recognition; developing and applying new pedagogies and educational technology for classroom use; serving as a critic, curator, or judge for artistic endeavors.   Appropriate evidence of such recognition is outlined in 1.2.2 above.

A candidate for tenure and promotion to associate professor ~~in the College of Liberal Arts and in the Caspersen School of Graduate Studies are is~~is expected to achieve "recognition as a scholar." A candidate for promotion to full professor is expected to continue to achieve such recognition. In both instances, the Committee will consider the frequency, substantiveness, and placement or occasion of the scholarly or creative production.

Because disciplines have differing opportunities, occasions, and media for scholarly production, the Committee will assess individual faculty production in a manner informed by knowledge of procedures in individual fields and of the principal means that individual disciplines have for publishing, disseminating, producing, performing, or exhibiting work.

==More detailed information can be found in the statements developed by disciplines, as prescribed in 1.2 above and included in Appendix IV. The statements should be reviewed periodically by departments or areas in consultation with the== ~~CLA~~

considered appropriate forms of recognition, particularly if judged by competent persons in appropriate fields. Other appropriate additional forms of recognition are a successful grant proposal that requires demonstrable expertise in one's field; lectures/papers presented at professional meetings, as well as such professional activity as editing, reviewing, or refereeing for a journal or scholarly press; mentoring student research, especially when such work achieves professional recognition; developing and applying new pedagogies and educational technology for classroom use; serving as a critic, curator, or judge for artistic endeavors. *Supplemental forms of recognition are: on-campus performances, lectures, exhibitions, readings, and presentations.*

A candidate for tenure and promotion to associate professor in the Caspersen School of Graduate Studies is expected to achieve "recognition as a scholar." A candidate for promotion to full professor is expected to continue to achieve such recognition. In both instances, the Committee will consider the frequency, substantiveness, and placement or occasion of the scholarly or creative production. Because disciplines have differing opportunities, occasions, and media for scholarly production, the Committee will assess individual faculty production in a manner informed by knowledge of procedures in individual fields and of the principal means that individual disciplines have for publishing, disseminating, producing, performing, or exhibiting work.

More detailed information can be found in the statements developed by disciplines, as prescribed in 1.2 above and included in Appendix iv. The statements should be reviewed periodically by areas in consultation with the CSGS Committee on

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<mark>Committee on Faculty and the Dean, and should be used in faculty development and mentoring.</mark>	*Faculty and the Dean, and should be used in faculty development and mentoring.*
1.2.4. *The scholarship component of the work of library faculty:* Scholarship is a smaller and more variable component of the work of the library faculty members, due to the nature of their appointment. Standards for reappointment and promotion will necessarily be applied somewhat differently in the case of the library faculty, as articulated in the Library Faculty Regulations. **1.3. SERVICE** The faculty participates with the administration in the governance of the university and its schools. In particular, faculty members share authority and responsibility in the areas of curriculum and instruction, academic advising, faculty development, administration, and the definition, nurturance, and critical engagement of university culture more broadly. Because of its crucial importance to the educational mission of the university, all faculty members must participate effectively in the realm of institutional service. Faculty members may also contribute to the university by strengthening its connections to the world beyond, through relevant contributions to the work of the academy and the wider society.	**1.2.4.** *The scholarship component of the work of library faculty:* Scholarship is a smaller and more variable component of the work of the library faculty members, due to the nature of their appointment. Standards for reappointment and promotion will necessarily be applied somewhat differently in the case of the library faculty, as articulated in the Library Faculty Regulations. **1.3. SERVICE** The faculty participates with the administration in the governance of the university and its schools. In particular, faculty members share authority and responsibility in the areas of curriculum and instruction, academic advising, faculty development, administration, and the definition, nurturance, and critical engagement of university culture more broadly. Because of its crucial importance to the educational mission of the university, all faculty members must participate effectively in the realm of institutional service. Faculty members may also contribute to the university by strengthening its connections to the world beyond, through relevant contributions to the work of the academy and the wider society.

Commented [PD5]: This text is relevant for 2nd set of proposed changes to be voted on separately

1.3. SERVICE (MC)

College Handbook Text	Caspersen Text
1.3.1. *A broad definition of service:* The broad categories described below indicate the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service to the university. Faculty members are not expected to perform active service in all of these categories in any	**1.3.1.** *A broad definition of service* The broad categories described below indicate the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service to the university. Faculty members are not expected to perform active service in all of these categories in any

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one review period or even across an entire career; differences of talent, interest, and balance of energies are recognized and affirmed. However, all faculty members are expected to demonstrate that they are effectively performing their share of this important faculty work.

• *Curricular and instructional oversight and faculty development* takes place at multiple levels institutionally, including attendance and active participation in departmental meetings and faculty meetings and conversations; service as chair of a department, convener of an area, division, area, or program; service as member, convener or chair of a committee charged with responsibility for the curriculum or academic standards; service on a committee charged with responsibility for faculty reviews and sabbaticals; service as mentor to a faculty colleague, including observations of teaching and written evaluations; service as member, or chair or conveneor of a faculty search committee; as well as other less formalized ways of supporting the work of colleagues, such as attendance or contribution to an academic or artistic event or responsive engagement of a work written, performed, or produced by a colleague.

• *Academic advising* has many facets, all of which entail availability and timely responsiveness. While some advising takes the form of academic and career mentoring (see 1.1.1), other tasks are time-consuming but largely administrative, such as assisting students in planning academic programs and approving registration, providing feedback to advisees regarding their overall academic performance and progress, writing letters of recommendation, making referrals to university support services, assisting students in working through and resolving academic problems.

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• *Administration* includes service as member, convene<s>or</s> or chair of a university committee involved in participating with administrators in mutually respectful processes of institutional planning and policy-setting; service as member or chair of such a committee in one of the schools or library; or service as member or chair of a non-faculty search committee.	*Administration* includes service as member or convener of a university committee involved in participating with administrators in mutually respectful processes of institutional planning and policy-setting; service as member or chair of such a committee in one of the schools or library; or service as member or chair of a non-faculty search committee.
• *Nurturance of university* culture is the area of service least amenable to strict definition but encompasses the range of activities that contribute to a communal spirit of intellectual inquiry, civic engagement, and ritual celebration, e.g., delivering, organizing, attending, or otherwise participating in the success of campus lectures, performances, worship services, conferences, workshops, social and student life, athletic events, etc.	*Nurturance of university culture* is the area of service least amenable to strict definition but encompasses the range of activities that contribute to a communal spirit of intellectual inquiry, civic engagement, and ritual celebration, e.g., delivering, organizing, attending, or otherwise participating in the success of campus lectures, performances, worship services, conferences, workshops, social and student life, athletic events, etc.
• *Service to the broader academy* consists in such contributions as serving as the officer or board member of a professional society, serving as the member,<s>or</s> or chair or convene<s>or</s> of a conference program or planning committee, serving on editorial boards of journals or presses or advisory boards of arts organizations, serving as a referee or reviewer for journals, publishers, grant applications, or research proposals, or engaging in other forms of consulting in the service of one's discipline or professional community.	*Service to the broader academy* consists in such contributions as serving as the officer or board member of a professional society, serving as the member or convener of a conference program or planning committee, serving on editorial boards of journals or presses or advisory boards of arts organizations, serving as a referee or reviewer for journals, publishers, grant applications, or research proposals, or engaging in other forms of consulting in the service of one's discipline or professional community.
• *Service to the broader community* may be considered a form of university service when it directly contributes to the university's educational mission and/or draws on the faculty member's disciplinary expertise, as in some areas of civic, religious, and/or ecological engagement and activism.	*Service to the broader community* may be considered a form of university service when it directly contributes to the university's educational mission and/or draws on the faculty member's disciplinary expertise, as in some areas of civic, religious, and/or ecological engagement and activism.
1.3.1.A. *<s>College of Liberal Arts</s>A* *definition of service* The Committee on Faculty <s>of the College of Liberal Arts</s> confirms that service is expected of all CLA faculty. Its evaluation will be part of the overall review of the candidate.	**1.3.1.A.** *CSGS definition of service* The Committee on Faculty of the Caspersen School of Graduate Studies confirms that service is expected of all faculty whose primary appointments are in the CSGS.

"Contribution to the life and task of the University" encompasses service on committees or governing bodies. It also includes service to one's department or area and significant contributions to the development of University or College programs, including those designed to foster students' co-curricular and extra-curricular experiences.	Its evaluation will be part of the overall review of the candidate. "Contribution to the life and task of the University" encompasses service on committees or governing bodies. It also includes service to one's CSGS area and significant contributions to the development of CSGS programs based in one's CSGS area, including those designed to foster students' capacities to put their graduate degrees to work in the world.

A particularly important aspect of a graduate professor's service is effective advising of graduate students, as shown by consistency and faithfulness as a mentor. A graduate professor must be responsive to his or her graduate students' work - from in-class presentations, seminar papers, master's essay sections, and dissertation chapters-in timely, constructive fashion. He or she must respond to a reasonable amount of student requests for guidance in the conception, development, and execution of written work or of practicums central to gaining professional expertise. |
| A broad definition of service is offered above in 1.3.1. Candidates for promotion to associate professor are expected to have achieved a consistent record of service to the College or University, as well as to their departments and/or programs. Candidates for promotion to full professor are typically expected to have served actively on a minimum of two "major" CLA or University committees or governing bodies while at the rank of associate professor. Service as department Chair, area convener or Director of a major program also constitutes a significant service contribution by associate professors, equivalent to one major committee. | A broad definition of service is offered above in 1.3.1. Candidates for promotion to associate professor are expected to have achieved a consistent record of service to the CSGS or University, as well as to their areas and/or programs. Candidates for promotion to full professor are typically expected to have served actively on a minimum of two "major" CSGS or University committees or governing bodies while at the rank of associate professor. Service as an area convenor or director also constitutes a significant service contribution by associate professors, equivalent to one major committee. |
| **1.3.2. *Evidence of strength in service:*** Each time a faculty member is reviewed, he or she is expected to produce a portfolio providing an overview of service contributions since the last review, including any relevant documentation, e.g., examples of materials used in student advising and professional mentoring, of documents | **1.3.2. *Evidence of strength in service*** Each time a faculty member is reviewed, he or she is expected to produce a portfolio providing an overview of service contributions since the last review, including any relevant documentation, e.g., examples of materials used in student advising and professional mentoring, |

Commented [DU9]: This is already captured under "Mentoring and Teaching"

Commented [DU10]: This was added.

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produced as part of work on a committee, work done in the service of professional organizations, etc. In evaluating service, not only the quantity but also, and more importantly, the quality of a faculty member's service should be considered. For example, in addition to attending the meetings of a committee to which he or she has been elected or appointed, a faculty member is expected to contribute actively. Quality service is characterized by specific and effective contributions made, such as work performed, projects completed, documents drafted, historical perspective or constructive criticism provided, new questions raised, students well served. In some cases, the reviewing committee may, in consultation with the faculty member being reviewed, choose to solicit letters of evaluation from colleagues or students able to testify to some significant aspect of the service contribution. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.	documents produced as part of work on a committee, work done in the service of professional organizations, etc. In evaluating service, not only the quantity but also, and more important, the quality of a faculty member's service should be considered. For example, in addition to attending the meetings of a committee to which he or she has been elected or appointed, a faculty member is expected to contribute actively. Quality service is characterized by specific and effective contributions made, such as work performed, projects completed, documents drafted, historical perspective or constructive criticism provided, new questions raised, students well served. In some cases, the reviewing committee may, in consultation with the faculty member being reviewed, choose to solicit letters of evaluation from colleagues or students able to testify to some significant aspect of the service contribution. With regard to the confidentiality of all letters of evaluation, see **2.1.2** below.
1.3.3. *Standards:* For *reappointment at the rank of Assistant Professor*, a faculty member must present evidence of effective contributions in the area of service. For *promotion to Associate Professor*, a faculty member must present evidence of effective contributions in service that have made a positive difference to the university, with promise of continued contributions over time. For *promotion to Professor*, a faculty member must demonstrate a long-standing record of effective contributions in service that have not only made a positive difference but have also substantially advanced some specific and identifiable area or areas of this shared faculty work.	**1.3.3.** *Standards* For *reappointment at the rank of Assistant Professor*, a faculty member must present evidence of effective contributions in the area of service. For *promotion to Associate Professor*, a faculty member must present evidence of effective contributions in service that have made a positive difference to the university, with promise of continued contributions over time. For *promotion to Professor*, a faculty member must demonstrate a long-standing record of effective contributions in service that have not only made a positive difference but have also substantially advanced some specific and identifiable area or areas of this shared faculty work.

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For Information:

> **New Courses:**
> - **ARCR 895/Topics in Conflict Resolution**
> - **AREL 895/Topics in Literature**
> - **ARFA 895/Topics in Fine Arts/Media Studies**
> - **ARGS 895/Topics in Global Studies**
> - **ARHI 895/Topics in History**
> - **ARIS 895/Topics in Irish Studies**
> - **ARSP 895/Topics in Spirituality**
> - **ARTT 895/Topics in Teaching in the Two Year College**
> - **ARWR 895/Topics in Writing**
> - **EDUC 300/Independent Study/Work**
>
> **Revisions to Existing Courses:**
> - **REL 365/History of India: Medieval to Modern**
>   - **Add cross list with History**
> - **CLAS 101/Introduction to Greece and Rome**
>   - **Adding the course to the list of major electives**
>
> **Revisions to Existing Major/Minor:**
> - **ARTH 385/New York Semester on Contemporary Art [only 4 credits of ARTH 385 may be applied to the major in the VI. Additional section requirements of the Art History major]**
> - **English [ENGH 221/FILM 201/Film History and Theory] and [ENGH 313/Human Rights in Literature and Film]**
> - **Media & Communications [ENGH 221/FILM 201/Film History and Theory]**
> - **History- adding cross-list [REL/HIST 365/History of India]**
> - **Classics-adding [CLAS 101/Introduction to Greece and Rome to the list of major electives]**
>
> **General Education Designations:**
> - **ENGH 221/FILM 201/Film History and Theory [DVIT]**

New Course Descriptions:

ARCR 895/Topics in Conflict Resolution
This is a Topics course in the Studies in Conflict Resolution concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

AREL 895/Topics in Literature
This is a Topics course in the Studies in Literature concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARFA 895/Topics in Fine Arts/Media
This is a Topics course in the Studies in Fine Arts/Media Studies concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARGS 895/Topics in Global Studies
This is a Topics course in the Global Studies concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARHI 895/Topics in History
This is a Topics course in the Studies in History concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARIS 895/Topics in Irish Studies
This is a Topics course in the Irish Studies concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARSP 895/Topics in Spirituality
This is a Topics course in the Studies in Spirituality concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated
for credit as the topic changes.

ARTT 895/Topics in Teaching in the Two Year College
This is a Topics course in the Teaching in the Two Year College concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

ARWR 895/Topics in Writing
This is a Topics course in the Writing concentration in the Arts & Letters Program. Offering to be determined. The title, course description and instructor will be determined as the course is offered. May be repeated for credit as the topic changes.

EDUC 300/Independent Study/Work
An opportunity for independent study/work by upper-class students on a topic selected in conference with a faculty mentor and approved by the program. Instructor Approval Required.

Changes to Existing Courses:

REL 365/History of India: Medieval to Modern
- Adding cross list with History

Current:
REL 365/History of India: Medieval to Modern

Proposed:
REL/HIST 365 History of India: Medieval to Modern

CLAS 101/Introduction to Greece and Rome
- Adding the course to the list of major electives

Revisions to an Existing Major/Minor:

Art History Major

ARTH 385/New York Semester on Contemporary Art-[only 4 credits of ARTH 385 may be applied to the major in the VI. Additional section requirements of the Art History major]

VI. Additional (12 credits)

- **ARTH 310 - Colloquium in Art History**
- **ARTH 385 - New York Semester on Contemporary Art (may be taken for 4 or 8 credits) (only 4 credits of ARTH 385 may be applied to the major in this section)**
- **ARTH 400 - Research Seminar Capstone**

English Major

ENGH 221/FILM 201/Film History and Theory] and [ENGH 313/Human Rights in Literature and Film-adding courses to major.

Requirements for the Major (44 credits)
All English majors must complete the required courses listed below and select one emphasis for their major: Literature, Creative Writing, or Writing and Communications.

I. Required Courses (16 credits)
- ENGH 150 - Literary Analysis
- ENGH 210 - Writing in the Discipline of English
- ENGH 400 - Senior Capstone

    One Seminar chosen from among the following:
- ENGH 370 - Advanced Pre-1900 Literary Studies: Seminar
- ENGH 371 - Major Pre-1900 Author: Seminar
- ENGH 372 - Advanced Literary Studies, Post-1900: Seminar
- ENGH 374 - Major Author, Post-1900: Seminar

II. Emphasis
Choose one of the following three:
a. Literature

At least two courses in the emphasis must include consideration of texts written before 1900.
3 courses (12 credits) electives, at least 1 course (4 credits) at the upper-level
4 upper-level literature courses (16 credits)
- ENGH 101 - Western Literature I
- ENGH 102 - Western Literature II
- ENGH 103 - Gender and Literature
- ENGH 105 - Literature of Disability
- ENGH 106 - African American Literature
- ENGH 107 - Indigenous Environments: Literature and Film
- ENGH 108 - US Multi-Ethnic Literature
- ENGH 115 - Topics in Literary Studies
- ENGH 120 - Introduction to Film Analysis
- ENGH 121 - Introduction to Media Studies
- ENGH 201 - Intermediate Selected Topics in Literature
- ENGH 202 - American Prose
- ENGH 204 - Environmental Writing and Eco-Criticism
- ENGH 206 - Nature Writing
- ENGH 207 - Literature of the Holocaust
- ENGH 220 - Contemporary Transnational Cinema
- ENGH 221: Film History and Theory
- ENGH 241 - History and Structure of the English Language
- ENGH 248 - History of Rhetoric
- ENGH 250 - The Medieval Period: Mapping the Anglo-American Literary Tradition
- ENGH 251 - The Renaissance: Mapping the Anglo-American Literary Tradition
- ENGH 252 - 19th-centuryBritish Literature: Mapping the Anglo-American Literary Tradition

- ENGH 253 - 20th British Literature: Mapping the Anglo-American Literary Tradition
- ENGH 254 - American Literature Pre-1900: Mapping the Anglo-American Literary Tradition
- ENGH 255 - American Literature Post-1900: Mapping the Anglo-American Literary Tradition
- ENGH 256 - Anglophone Literature Post-1900: Mapping the Anglo-American Literary Tradition
- ENGH 257 - Shakespeare
- ENGH 300 - Independent Study
- ENGH 301 - Advanced Topics in Literary Study
- ENGH 302 - Gender and American Literature
- ENGH 303 - Gender and Contemporary Anglophone Literature
- ENGH 304 - Sexuality and Gender in 19th-Century Literature and Culture
- ENGH 305 - Advanced Studies in Ethnic American Literature
- ENGH 306 - Writers on Writing
- ENGH 307 - Essays, Letters, Memoirs, and Meditations: Reading Nonfiction Prose
- ENGH 308 - Gothic
- ENGH 309 - Food, Justice, and U.S. Literature
- ENGH 311 - Environmental Justice Literature
- ENGH 312 - The Global City in Modern and Contemporary Fiction
- ENGH 313: Human Rights in Literature and Film
- ENGH 318 - Old ENGLish
- ENGH 322 - Thinking about Genre through Film
- ENGH 323 - Cinema and Social Justice
- ENGH 324 - Filming American Feminisms
- ENGH 341 - Theories of Authorship
- ENGH 350 - Medieval or Renaissance Literature: Advanced Studies
- ENGH 351 - British Literature of the 18th and 19th Centuries: Advanced Studies
- ENGH 352 - British Literature Post-1900: Advanced studies
- ENGH 353 - American Literature Pre-1900: Advanced Studies
- ENGH 354 - American Literature Post-1900: Advanced Studies
- ENGH 355 - Transatlantic Literature: Advanced Studies
- ENGH 356 - Anglophone Literature Post-1900: Advanced Studies
- ENGH 357 - Prose Fiction Pre-1900: Advanced Studies
- ENGH 358 - The Novel in the 20th Century/Modernism and Postmodernism
- ENGH 360 - Comparative Critical Theory and Practice
- ENGH 361 - Marx, Nietzsche, Freud
- ENGH 362 - Philosophy and Literature
- ENGH 363 - Law and Literature
- ENGH 364 - Intensive Reading of a Single Text Pre-1900
- ENGH 365 - Intensive Reading of a Single Text Post 1900
- ENGH 366 - Advanced Topics in Criticism and Theory
- ENGH 380 - London Semester, Interdisciplinary Colloquium
- ENGH 383 - British Political Drama
- ENGH 384 - Studies in British Literature: London Literature
- ENGH 400 - Senior Capstone
- ENGH 410 - Specialized Honors I
- ENGH 411 - Specialized Honors II

Media & Communications Major

ENGH 221/FILM 201/Film History and Theory-adding course to Media & Communications Major

Major Requirements (44)

I. Required Courses (16 credits)

MCOM 101 - Introduction to Media Studies
MCOM 201 - Documentary Practice
MCOM 301 - Media and Communication Theory and Method
MCOM 400 - Media and Communications Capstone

II. Application of Learning/Experiential Learning (8 credits)

8 credits chosen from among the following courses in consultation with the adviser. Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).

INTC 200 - Internship project (4-8)

NY Semester on Media and Communications (8 credits)

ENGH 386 - Theories and Effects of Media Communication
ENGH 387 - New York Semester on Communications and Media Colloquium

Community-based Learning Courses including (check course listings for additional community-based courses offered on a semester-by-semester basis):

ENGH 299 - Community Language and Literacy [CBL]
THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance
THEA 386 - Theatre in The Community: The Newark Collaboration

III. Electives (20 credits)

Students must distribute their electives among the three areas below, choosing at least one course from each area. At least three of the courses chosen must be at the upper-level. See semester course listing for additional course offerings.

Systems and Contexts

In these courses, students examine media institutions and the larger structures and frameworks - social, cultural, economic, and political - that shape media and communications.

ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
BST 286 - Social Entrepreneurship: Theorizing Global Trends
CSCI 270 - Computing Technology, Society and Culture
ECON 315 - Political Economy of Race, Class, and Gender
ENGH 220 - Contemporary Transnational Cinema
ENGH 242 - Gender and Communication
ENGH 243 - Intercultural Communication
ENGH 248 - History Of Rhetoric
ENGH 299 - Community Language and Literacy [CBL]
ENGH 344 - Rhetorics of the Workplace/Professional Communication
ENGH 386 - Theories and Effects of Media Communication
ENGH 387 - New York Semester on Communications and Media Colloquium
HIST 326 - Popular Culture and Its Critics
SOC 202 - Sociology of Inequality
SOC 226 - Sociology of Race and Ethnicity
SOC 309 - Sociology of Mass Communications
WGST 301 - Filming American Feminisms
OR
ENGH 324 - Filming American Feminisms

Forms

In these courses, students learn the structural elements, patterns, and formal systems that define digital, textual, and aural media, developing a critical vocabulary that informs their own media practice.

ARTH 243 - History of Photography
CHIN 350 - Selected Topics in Modern Chinese Literature and Film
ENGH 120 - Introduction to Film Analysis
ENGH 221-Film History and Theory
ENGH 240 - Introduction to Writing and Communication Studies
ENGH 245 - Interpreting and Making the News
ENGH 322 - Thinking about Genre through Film
FREN 304 - Contemporary Francophone Cinema
FREN 362 - Fantasy and Reality in French Cinema (1895-present)
FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France
GERM 256 - German Film in English
HIST 350 - History of American Journalism
ITAL 302 - Contemporary Italian Cinema
ITAL 308 - From Book to Screen
LING 101 - Language, Communication, and Culture
MUS 232 - Music and the Soundscape of Film
PHIL 334 - Aesthetics
RUSS 255 - Russian, Soviet and Post-Soviet Cinema
SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse
SPAN 354 - Gender in Contemporary Hispanic Fiction and Film
THEA 323 - Graphic Communication for the Theatre

History Major

Adding cross-list **REL/HIST 365/History of India: Medieval to Modern**

History - Global History

- HIST 107 - Contemporary Issues in World History
- HIST 230 - History of Ancient Greece
- HIST 238 - Crusade and Jihad Then and Now
- HIST 241 - Jewish History from Roman Times to the Enlightenment
- HIST 255 - Global History
- HIST 256 - History of the Islamic Middle East, 600-1800
- HIST 257 - History of the Modern Middle East
- HIST 258 - Modern Jewish History
- HIST 259 - Modern Sub-Saharan Africa
- HIST 261 - Latin America Since Independence
- HIST 262 - History of Asia: Asian Traditions
- HIST 264 - Modern China: From Opium Wars to the World's Workshop
- HIST 304 - Selected Topics in Global History
- HIST 365 - History of India: Medieval to Modern

Classics Major

Adding **CLAS 101/Introduction to Greece and Rome** to the list of major electives

III. Electives (28 credits)

Seven courses, at least one of which must be upper level, selected in consultation with the adviser from the following:

- CLAS 101- Introduction to Greece and Rome
- CLAS 215 - Classical Mythology

- CLAS 230 - History of Ancient Greece OR
- HIST 230 - History of Ancient Greece

- CLAS 232 - History of Ancient Rome OR
- HIST 232 - History of Ancient Rome

- CLAS 240 - Archaeology of Greece and Rome
- CLAS 250 - Classical Literature in Translation
- CLAS 260 - Classical Civilization: Selected Topics
- CLAS 270 - Society and Family in Ancient Greece and Rome
- CLAS 275 - Law and Trials in Ancient Society
- CLAS 300 - Independent Study

- CLAS 302 - Greek and Roman Religions OR
- REL 302 - Greek and Roman Religions

- CLAS 312 - Classical Morality & Religious Ethics From Plato to Machiavelli OR
- REL 312 - Classical Morality & Religious Ethics from Plato to Machiavelli

- CLAS 336 - Foundations of the European Intellectual Tradition OR
- HIST 336 - Foundations of the European Intellectual Tradition

- CLAS 340 - Archaeological Field Study
- GRK 300 - Readings in Greek Authors
- GRK 301 - Homer
- LAT 300 - Independent Study
- LAT 320 - Roman Prose
- LAT 330 - Vergil
- ARTH 301 - Greek and Roman Art
- HUM 211 - Classical Antiquity
- PHIL 210 - History of Ancient and Medieval Philosophy
- REL 301 - Religions of the Ancient Near East
  Other appropriate independent study or special topics courses. Students should consult their advisors.

COLLEGE ADMISSIONS
REPORT TO FACULTY
DECEMBER 1, 2017

Robert J. Massa
Senior Vice President

As we head into the holidays, most admissions performance indicators continue their positive trend. Fall Open house attendance was up 19% to 212 students, other campus visits are up 5% to 757 and interviews are up an impressive 110% to 218. We continue to push interviews by staff and alumni volunteers because the personal connection will help us to increase yield.

Overall, applications as of November 26 were up 36.5% to 1336. Last year on this date, we had 979 applications or 30% of the total. If we are at 30% of the total now, we could receive a total of 4470 applications. We need about 4200 first year applications to meet our enrollment goals.

Of some concern is our Early Decision experience— down 12% from last year to 64 applications. We do have time to recover from this during the Early Decision 2 round, but I suspect we will continue to have fewer ED applications in part because we initiated an Early Action (non-binding) program this year. With fewer ED applications, our overall yield can be expected to decrease slightly this year, meaning we will have to admit more students in order to meet the enrollment goal of 430 first-year students. I remain confident that we can do this.

The first round of ED decisions will be released by December 15, with the first round of EA decisions scheduled to be sent on or about January 15. We'll roll out our late ED decisions and will have a second round of EA decisions by February 15. Final regular decisions will be mailed on or about March 20. Then the fun begins! More on that next semester.

Thank you once again for all you do to help us recruit next year's new students.

Drew University Fundraising Reports
FY2018
FY17 - FY18 Comparison
July 1, 2017 to October 31, 2017

	FY18			**FY17**			**FY17 Final**
	YTD Received	**Goal**	**% to Goal**	**YTD Received**	**Goal**	**% to Goal**	
Total Philanthropic Commitments	$1,555,233	$12,000,000	13%	$5,862,118	$11,000,000	53%	$12,124,558
Total Cash & Irrevocable Deferred Gifts	$1,426,524	$8,000,000	18%	$1,110,401	$8,000,000	14%	$5,530,501

Drew University Fundraising Reports
FY2018
FY18 By Purpose and Source
July 1, 2017 to October 31, 2017

Giving by Purpose

	Total Philanthropic Commitments	Cash and Irrevocable Deferred
Capital	$329,390	$69,390
Endowment	$109,760	$109,239
Restricted	$754,116	$860,614
Unrestricted	$361,967	$387,281
• *Annual Fund*	*$123,394*	*$148,708*
• *MEF*	*$238,573*	*$238,573*
Giving by Purpose Total	**$1,555,233**	**$1,426,524**

Giving by Source

	Total Philanthropic Commitments	Cash and Irrevocable Deferred
Trustees	$350,010	$91,010
Alumni	$436,113	$309,197
Friends	$174,913	$131,335
Corporations	$28,377	$53,512
Foundations	$60,112	$340,112
Other Organizations	$505,708	$501,358
Giving by Source Total	**$1,555,233**	**$1,426,524**

Annual Fund Report
July 1, 2017 to October 31, 2017

	Cash	Pledge Balance	Total	Goal	% to Goal	Average Gift
FY18	$155,641	$125,168	$280,809	$1,300,000	22%	$427
FY17	$120,194	$78,844	$199,038	$1,300,000	15%	$397
Increase (Decrease) from FY16	$35,447	$46,324	$81,771			$29
Increase (Decrease) Percentage	29%		41%			7%

Participation (All Funds)

	FY18				FY17			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	4%	507	26%	2,859	3%	386	20%	n/a
DTS	4%	141	19%	547	3%	97	16%	n/a
CSGS	2%	45	14%	252	2%	47	12%	n/a

News from the Drew University Library

CLA Faculty Meeting

December 1, 2017

Library open 24/7

The Library is pleased to offer 24/7 extended study hours during December's reading and exam days. This year, our 24/7 period begins **Saturday, 12/9 at 9:30 am** and ends **Friday, 12/15, at 7 pm**. Coffee and treats will be served during late night hours.

We're also offering additional study hours on **Friday, 12/8, from 9 pm to midnight.**

ACLS Humanities E-book Collection

The Library is participating in a trial of this e-book collection. ACLS Humanities E-Book (HEB) is an online collection of around 5,000 books of high quality in the humanities. These titles are offered by the American Council of Learned Societies in collaboration with thirty-one learned societies, over 100 contributing publishers, and the Michigan Publishing division at the University of Michigan Library. This is an online, fully searchable collection recommended and reviewed by scholars. Browse it here!

Faculty Interest in Open Access discussions

As part of our institutional strategic priorities, the library is interested in collaborating with the campus community about open access, digital scholarship, and other emerging methods of scholarship.
We are reaching out to faculty, hoping to organize some Open Access roundtable discussions in 2017-18 at convenient times for faculty.

If you are interested in participating in a roundtable discussion of open access principles, how open access can help you promote your work and how the university can support open access, we invite you to fill out the survey (http://bitly.com/drew-oa-interest)
 or send an email to jheise@drew.edu.

Drew University Faculty Athletics Representative Report
December 2017
Sarah Abramowitz

Please join me in congratulating Drew Men's Soccer for an outstanding season in which the team finished 21-1-1, captured the Landmark Conference title, and reached the quarterfinals of the NCAA Division III tournament. In a second-round game played in Williamsport, Pennsylvania, the Rangers upset seventh-ranked Lycoming to tie the school record for most wins in a season. Their only loss was a heartbreaking 1-0 defeat to Brandeis at Tufts University on November 18, where the Drew community and alumni came out to support the team, just as they had at the earlier tournament matches. This was the third time the program advanced to the Sweet Sixteen and the first since 2003.

I have heard from several faculty members concerning the travel that was required for the Rangers' participation in the three post-season games. I am taking this opportunity to remind everyone that when a team reaches the post-season, it has no control over the scheduling of the contests and is given short notice about the timing and location. Some people indicated that they thought that the coach would contact all faculty, for all courses, for every player on the team, to verify these absences. Coaches do not typically do that. Instead, they ask their student-athletes to work with their professors to mitigate the impact of these absences on their classwork. Some faculty were concerned that because the students contacted the professors, the absences weren't properly verified. Anyone who wishes to verify that a student is on a team's roster or wants to confirm whether a team is scheduled to play on a certain day at a certain time may view each team's roster and schedule online (http://www.drewrangers.com/), may contact the Athletics Department administrative assistant, Anne Callaghan, at x3441, or may contact me by phone (x3346) or email (sabramow@drew.edu). Thank you to all the faculty who made reasonable accommodations to help our student-athletes experience this once-in-a-lifetime opportunity that brought excitement and honor to Drew.

Survey of Faculty Using Digital Approaches to Teaching and Research

PLEASE RESPOND!!

As part of the Mellon Digital Humanities grant, we are compiling a listing of faculty who already use various digital tools and approaches in their teaching and research and of those who are interested in learning more. Our objective is to use this information to:

- Bring faculty together to share expertise and approaches;
- Invite faculty to present to colleagues about their work;
- Identify consultants to bring to campus who could both support the work faculty are already doing, support faculty to begin using digital tools and approaches, and add to our collective knowledge and skills.

You should have already received an e-mail including this request and a link to the survey form. Please contact one of us if you don't have the link.

We'd appreciate your responses by the end of the fall semester, December 15, 2017. Thank you!

Wendy Kolmar   John Muccigrosso
wkolmar@drew.edu   jmuccig@drew.edu

SAVE THE DATE:

January Mellon Digital Drew Faculty Workshops

Thursday and Friday, January 11 & 12

THEY STILL NEED OUR HELP

COMMUNITIES IN PUERTO RICO, VIRGIN ISLANDS, FLORIDA, AND TEXAS ARE ALL STILL SUFFERING

Drew Disaster Relief Coalition is collecting supplies and funds to donate UMCOR Hygiene Kits to those in need

New items only, please!
- hand towels (no kitchen, cleaning or microfiber)
- washcloths
- combs (longer than 6 inches)
- nail clippers or metal nail files (no emory boards)
- bath-size soaps (no Ivory or Jergens brand)
- Individual adult sized toothbrushes in packages
- adhesive bandages (3/4" to 1" size)

Donations bins are located in the EC, Commons, Seminary Hall, McLendon Lounge and Davies House.
Cash donations accepted at Davies House
Questions? Call 973-805-8827 or email engage@drew.edu

UMCOR
United Methodist Committee on Relief

DREW

Korn Gallery, Senior Studio and Art Hallways
Dorothy Young Center for the Arts
Drew University, Madison, New Jersey

The Art Department Proudly Presents

The Student Show

Drawing, Painting, Printmaking
Sculpture, Ceramic Sculpture,
Photography, Digital Video, Digital Imaging
Special Topics: Color Class

Opening Reception:
December 1, 2017, 5:00 -7:00 p.m.

Refreshments will be served in the Rotunda
of the Dorothy Young Center for the Arts

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