

FACULTY MEETING – CLA

December 11, 2015
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.

Chris Taylor

APPROVAL OF MINUTES

Jessica Lakin - - - - - p. 4-6

CONVERSATION WITH THE PRESIDENT

Dr. MaryAnn Baenninger

INTRODUCTION OF NEW STAFF

Chris Taylor

DEAN'S UPDATES

Chris Taylor

ACTION ITEMS

1. Restructuring of the Honors Committee and
Theses' Committees

Christina McKittrick - - - - - p. 7-8

REPORTS:

Curricular Report
Enrollment Report
Committee on Faculty - Schedule Revisions
National Campaign and Advancement
INTO Report

Christina McKittrick - - - - - p. 9-18
Robert Massa - - - - - p. 19-20
Sandra Jamieson - - - - - p. 21-27
Kenneth Alexo - - - - - p. 28-31
Sharon Sundue - - - - - p. 32-33

FOR DISCUSSION:

Elements of a Drew Syllabus
Verification of Credit Hours

Debra Liebowitz - - - - - p. 34
Debra Liebowitz - - - - - p. 35-36

OLD BUSINESS:

NEW BUSINESS:

ANNOUNCEMENTS:

Library News
Global Education Faculty Advisory Committee
Human Resources
Baldwin Honors
The Drew Review
The Art Department
Center for Civic Engagement

Chris Anderson - - - - - p. 37-38
Raul Rosales - - - - - p. 39
- - - - - p. 40-41
Louis Hamilton
Edward Baring - - - - - p. 42
Michael Peglau
- - - - - p. 43

ADJOURNMENT

ANNOUNCEMENTS & CONGRATULATIONS

Ebenezer Addo: for presenting a paper on "UNESCO Heritage Sites in Ghana: Opportunities and Challenges for Global Education" at the Ghana Museum's Authority Meeting in Accra, Ghana.

Edward Baring: for publishing "Intellectual History and Post-Structuralism" in Wiley-Blackwell's *A Companion to Intellectual History*, and for presenting his paper "Heidegger, Phenomenology, and Apostasy" at the NYU Intellectual History Workshop.

Lisa Brenner: for the presentation of her play (co-authored with Suzanne Trauth) "Katrina: the K Word" at Walla Walla University in Washington State December 5-13th. This is the fifth school to produce the play in 2015. The play has additionally had presentations in campuses in California, Georgia, Illinois, Indiana, Kansas, Maryland, Massachusetts, Jersey, Ohio, Pennsylvania, Texas, Virginia, Washington state, Washington D.C., and Wisconsin.

Louis Hamilton: for his review of Samuel W. Collins, *The Carolingian Debate over Sacred Space*. (The New Middle Ages Series.) New York: Palgrave Macmillan, 2012, that appeared in the October 2015 issue of *Speculum*, the journal of the Medieval Academy of America.

Elizabeth Kimball: for the publication of her article "Writing the Personal in an Outcomes-Based World," co-authored with Emily Schnee (CUNY-Kingsborough CC) and Liesl Schwabe (Yeshiva College) in the most recent issue of the journal *Composition Studies*. She also attended AAC&U's Centennial Forum, "Bringing Quality and Equity Together," held in New York City on November 17, 2015.

Wendy Kolmar: for presenting "Introduction to Women's and Gender Studies: "The Evolution of the Gateway Course" at the National Women's Studies Association, Milwaukee, Wisconsin, as part of a roundtable on November 12, 2015.

Juliette Lantz: for the invited seminar for Drexel University faculty and students "The ANA-POGIL project: The Development and Assessment of POGIL Materials for Analytical Chemistry" in October, 2015.

Tom Magnell: for his role as Associate Editor-in-Chief of Volume 9, No. 4 of *Frontiers of Philosophy in China*.

Patrick McGuinn: for presenting to the National Association of State Boards of Education at their annual meeting in Baltimore, MD on October 22, 2015 and organizing and co-chairing, a conference on “Convergence: U.S. K-12 and Higher Education Policy Fifty Years after the ESEA and the HEA of 1965” at Vanderbilt University, in Nashville, TN, on October 15-17, 2015. The book from the conference is under contract at Harvard Education Press.

G. Scott Morgan: for delivering a talk titled "Through colored glasses: The characteristics and consequences of moral conviction" at Murray State University (his undergraduate alma mater) as part of its Dr. and Mrs. Gary Brummer Colloquium Series in Psychology.

Ada Ortuzar-Young: for serving as a reviewer for CAEP (Council for the Accreditation of Educator Preparation), assessing BA and MA programs in foreign language education leading to the accreditation of those programs.

Maliha Safri: for publishing a chapter "The Edges of Vision in Mapping Solidarity Economies: Gender and Race in US cities" in the multi-lingual edited collection published by the Graduate Institute of Geneva entitled *Une économie solidaire peut-êtr être féministe? Homo oeconomicus, mulier solidaria*. Additionally, Maliha presented the paper "Worker Cooperatives in New York City" at the economics seminar, John Jay College on November 17th. She also presented this research on November 5th at the Federation of Protestant Welfare Agencies, and was asked to take on the lead role in the research team for the worker cooperative coalition that receives New York city council funding.

Rebecca Soderholm: for giving an artist's talk at Trinity College in Hartford, Connecticut on December 1, 2015, in which she presented new video work from *Hare Scramble*.

Carol Ueland for her role as discussant on the panel, "Andrey Bely's Life in Death and Death in Life: Facts and Fictions" and the chair of the roundtable, "Multidisciplinary Approaches to Biography and its Relationship to Fact" at the Association for Slavic, East European and Eurasian Studies Annual Convention in Philadelphia, November 19-22.

Drew University
College of Liberal Arts

Minutes of the Faculty Meeting
6 November 2015

Present: Christopher Andrews, Di Bai, Brianne Barker, Jim Bazewicz, Susan Beddes, Jason Bishop, Marc Boglioli, Lisa Brenner, Adam Cassano, Chris Ceraso, Jill Cermele, Graham A. Cousens, Fred Curtis, Allan Dawson, Patrick Dolan, Stephen Dunaway, Kimani Fowlin, Jonathan Golden, Summer Harrison, Deborah Hess, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Hilary Kalagher, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Bjorg Larson, Seung-Kee Lee, Neil Levi, Jinee Lokaneeta, Norman Lowrey, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Nancy Noguera, Emanuele Occhipinti, Jennifer Olmsted, Karen Pechilis, Michael Peglau, Bhagavathi Ramamurthy, Kimberly Rhodes, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Claire Sherman, Bernard Smith, Rebecca Soderholm, James Speese, Leslie Sprout, Sharon Sundue, Carol Ueland, Sara Webb, Trevor Weston, Tammy Windfelder

Others Attending: Chris Anderson, Terri Demarest, Jon Kettenring, E. Axel Larsson, Kira Poplowski, Sara Waldron, Marti Winer, Margery Ashmun, Jody Caldwell, Jennifer Heise, Rick Mikulski

The meeting was called to order at 3:17 p.m.

Approval of Minutes:

John Muccigrosso asked for clarification about the current discount rate and the goal for the future discount rate that were listed in the minutes. Jessica Lakin confirmed that those were exact figures that were shared by Bob Massa. The minutes of the October 9, 2015 faculty meeting were then approved.

Dean's Update:

Chris Taylor reported that there will be a new administrative assistant starting in the Dean's Office on November 17th. Helen Ryan has taken a position supporting the Arts Departments in DOYO; for the time being, please continue to use the cladean@drew.edu account for Dean's Office business.

Chris reminded everyone that there is a change in the health care coverage available to Drew faculty and staff; we are moving from United Healthcare to Cigna effective 1/1/16. Representatives will be on campus throughout the month to answer questions.

Several faculty members have volunteered for the working group to develop programming for MLK Jr. Day. Please let Chris know as soon as possible if you would like to participate.

The President has approved 22 line requests for the AY17 year, which is a growth of two FTE in the College. Chris will be in touch with chairs and program directors to share details and let them know how to proceed, especially if advertising and recruitment needs to happen.

Chris also reminded everyone that the December faculty meeting has been moved to 12/11.

Action Items:

Revisions to Specialized Honors GPA Requirements – Christina McKittrick

The following academic policy revision concerning GPA requirements to gain honors in the major was passed unanimously:

An overall cumulative average of 3.4 or higher and a cumulative average of 3.5 or higher in the courses included in the major.

Committee Elections – Caitlin Killian

There is a vacant position on CAPC from Division III. Carol Ueland has agreed to serve, but because this is an elected committee, an election must take place.

Josh Kavaloski made three minor changes to the ballot: Emanuele Occhipinti should be removed from the ballot for GEFAC and added to the CAPC ballot. Nancy Noguera should be removed from the ballot for CAPC.

Rosemary McLaughlin added that Jill Cermele should be added to the ballot for Dean's Council for Division II.

Caitlin indicated that a ballot for electronic voting would be distributed on Monday.

Reports:

Curricular Report – Christina McKittrick

There were no questions on the curricular report.

Drew's Communication Strategy: An Introduction – Kira Poplowski

Kira presented the general communication strategy that has guided her work since arriving at Drew, and utilized the Nobel win as an example of some of the specific work that she has been doing with her team.
(Kira's slides are available on the CLA Dean's Office UKnow page in the Current Topics section.)

Chris Taylor asked about the article that appeared in the Chronicle concerning how small schools with Nobel wins use the win for marketing purposes. Kira confirmed that Drew pitched an article to them about non-research schools who have faculty who win a Nobel, but that they changed the idea to what ultimately appeared in print.

Tina McKittrick clarified the language associated with RISE, and Kira indicated that they must use language that speaks to the intended audience. She highlighted the fact that they repeatedly outline the excellent outcomes that are associated with being involved in the program.

Steve Dunaway added that we are the only ones who have such a program. Kira agreed, and noted that the Communications team often highlights that was well (e.g., unique, one of a kind).

Louis Hamilton requested that the marketing materials reflect students who are in the humanities in addition to science and business students. Kira indicated that they are constantly refreshing student materials and that any great student stories should be shared with her; she'll figure out the best way to use that information.

Sara Webb thanked Kira for her excellent work, and noted that we should also highlight a student who attended medical school. She also noted that we need to fix any inaccuracies about articulation programs. Kira agreed and indicated that she would do so.

Scott Morgan asked Kira how to think about the Generation Z student who is anxious and uncertain. Kira noted that these students are thought to be anxious, but also confident. The message to them is that they will definitely be able to figure things out as long as they have the ability to work with great mentors.

Discussion:

Assessment of stand-alone minors – Jessica Lakin

Jessica Lakin thanked everyone for the hard work that they have doing with regard to assessment of student learning in our major programs. We have made significant progress on this front over the course of the past year, although there is still work to be done. In addition to moving forward with general education assessment plans, Jessica noted that we also need to start thinking about assessment of our many stand-alone minors (i.e., minors that are not associated with disciplinary majors). Assessment of these programs will need to happen in a similar way as has happened for majors – student learning outcomes need to be articulated, and collection of data relevant to those outcomes needs to occur. She noted that this is likely to be more challenging given the nature of these programs. Details will be shared with directors of minor programs shortly.

Announcements:

***Drew Review* – Louis Hamilton**

Louis reminded faculty to encourage student submissions to the *Drew Review*.

Mini maker faire – Axel Larsson

Axel called attention to the flyer in the packet announcing the Mini Maker Faire and invited everyone to attend.

Michael Peglau invited everyone to the opening of Robin Koss's show.

The meeting adjourned at 4:12 p.m.

Minutes respectfully submitted by Jessica Lakin

Proposal to Abolish the Honors Committee

We propose reducing the size of students' Specialized Honors Thesis Committees by abolishing the Honors Committee and thus eliminating the fourth reader on theses. The change reflects a need to shift resources given the larger size of the Baldwin Program and thus the number of students undertaking Honors Theses each year. We anticipate as many as 90 Honors theses will be undertaken in AY 2016-17, almost triple the number started in 2015. Moreover, we expect the average number of theses to settle at around 70 per year for the foreseeable future. Historically there have been 16 members of the honors committee, and so with the expected Specialized Honors cohort for 2016-17 each committee member would have to sit on as many as 6 Thesis committees, in addition to their other advising responsibilities.

Eliminating the fourth reader means that each specialized thesis student would still have three substantive readers on the committee, readers chosen due to their area of expertise. To promote interdisciplinarity in the new model, we propose changing the requirement that two committee members must be from the student's department, but retain the requirement that the third reader come from outside of the department. We envision nonetheless that most student thesis committees will be made up of two members from one department, and one from outside that department. These three members will continue to be determined by the student in consultation with their first reader as is the present practice. The Chair of the department in which specialized honors will be earned will have to approve the committee list.

We propose that the main administrative responsibilities of the Specialized Honors Program be taken up by the Baldwin Honors Advisory Committee, and responsibility for the running of the thesis defense given to the thesis advisor. The Director of Specialized Honors will send out instructions to the thesis advisor about the thesis defense in the Spring semester. The third committee member (from outside the department) will be responsible for filling out the check box assessment rubric at the end of the thesis defense, and for returning it to the director of the thesis program. Students should turn to the Director of Specialized Honors if they are having any difficulties with the Honors thesis committee (e.g. in organizing meetings, getting prompt and clear advice). The Director of Specialized Honors will inform the students of this resource in the various informational meetings.

In addition, the deadline for students to submit the names and signatures of the thesis committee members has been changed to fit current practice.

Proposed changes to the regulations:

145.3g)ii

Composition of the Thesis Committee: The Thesis Committee shall consist of ~~four~~ **three** members: the advisor; **and** two additional members selected by the student in consultation with the advisor: ~~one a faculty member from the student's department and the other a faculty member~~ **one of whom must be** from a different department **or program** without regard to division; ~~The chair of the defense, appointed by the Honors Committee and selected from among Honors Committee members not in the student's division. By the second week of the second semester, Honors candidates must submit to the Baldwin Honors Advisory Committee the names and signatures of the three members they have selected on a form also signed by the chair of the department in which specialized honors will be awarded, by the fourth week of the first semester.~~

Students who have any concerns about their thesis committee are able to seek the assistance of the Director of the Thesis Program, who can intervene on their behalf in Thesis Committee discussions. Students will be informed of this resource on the Specialized Honors website and in informational meetings at the beginning of the Fall Semester. Students also retain the right to appeal Committee decisions to Academic Standing.

145.1

Honors to be awarded

The B.A. degree may be awarded with honors of two kinds: Specialized Honors (in a major field) and General Honors. General Honors are awarded in three grades: *cum laude*, *magna cum laude*, and *summa cum laude*. When earned in due course, the statement of general honors awarded at graduation shall carry both the Latin designation and the English citation. Specialized Honors shall be awarded by the faculty upon the recommendation of the Baldwin Honors Advisory Committee.

141.3

c) Invitation: In the spring of the junior year, the Dean and the chair of the Baldwin Honors Advisory Committee shall invite qualified juniors to apply to work toward honors during the senior year. A student who does not meet the GPA requirement for honors may, with the strong support of the major department or program, petition the Committee to begin honors work. However, if the petition is granted the student must, by graduation, have met the GPA requirement for honors to be awarded.

d) Application: Using the honors application form, a candidate for Specialized Honors must present to the Baldwin Honors Advisory Committee the subject of his or her proposed thesis approved by an adviser in his or her major. This proposed topic shall be subject to reasonable change if the candidate and his or her adviser deem it necessary as the work progresses.

e) Fall Honors Thesis Colloquium: Honors candidates must participate in the Fall Honors Thesis Colloquium, the purpose of which is to bring young scholars together and to encourage the development of theses of high quality. The Honors Thesis Colloquium shall be administered by the Honors Committee under its chair Director of the thesis program.

...

g) Honors Thesis Defense: The conduct of the honors defense required of candidates for honors shall be the responsibility of the thesis advisor Honors Committee. ...

200.7d)

~~The Honors Committee. The Honors Committee shall serve as the agent of the faculty, supervise and oversee the various programs and requirements for Honors at graduation as specified in Regulation 145. Particularly, it shall be responsible for the requirements and procedures for Specialized Honors. It shall advise the faculty as to the functioning of these programs and make recommendations as to changes in the programs that are deemed desirable. (CLA 75-25 and 76-14)~~

~~i. The Honors Committee shall consist of:~~

~~a. Two faculty members from each of the four divisions.~~

~~b. The Director of the Library and a reference librarian, ex officio.~~

~~c. A chairperson to be designated by the Dean of the College.~~

~~ii. All appointments shall be made annually.~~

~~iii. In order to more effectively manage the Honors program, the term of the Committee chair shall begin with the second semester.~~

Curricular Report

December 2015

For Action:

1. Proposal to Abolish the Honors Committee

For Information:

New Courses:

ART 405 / Professional Practice
DANC 332L/Choreographers' Lab

Revisions to Existing Courses:

ART 310/Artist Writes

- Title change to Professional Practice
- Number change to 405
- Description change

ART 400 and ART 402/ Senior Studio I and Senior Studio II

- Number change to ART 390/Senior Studio I
- Number change to ART 392/Senior Studio II

DANC 322/Choreography and Performance Studies

- Change in number of credits (from 4 to 2-4)

ENGL 103, 104, 105, 106 107, 108

- Change in description
- Change in number or credits (from 2-4 to 4)
- Change frequency or semester of offering
- Drop course **ENGL 107**

FREN 338/The Caribbean Triangle

- Change in description and prerequisites

MUS 370/Recital

- Change in number of credits from 2-4 credits to 0, 2 or 4 credits

General Education Designations:

CHEM 362/Chemical Biology-Removing [WRIT]

SPAN 377/Spain, Latin America, the US: An Odyssey of Cultures [BHUM], [DVIT], [WRIT]

ART 405/Artist Writes [CAP]

PSCI 344/Torture: Pain, Body and Truth [WRIT]

PSCI 256/ Selected Studies in Political Science Refugees, Migrants and Politics of Immigration [DVIT]

ECON 241/Global Economy [DVIT]

ECON 350/International Organizations and Economic Development [DVIT], [WRMJ], [WRIT]

ART 405/Professional Practice [CAP]

For Review:

Drew University – Wake Forest University School of Business Dual Degree Program catalog copy

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~~a. Two faculty members from each of the four divisions.~~

~~b. The Director of the Library and a reference librarian, ex officio.~~

~~c. A chairperson to be designated by the Dean of the College.~~

~~ii. All appointments shall be made annually.~~

~~iii. In order to more effectively manage the Honors program, the term of the Committee chair shall begin with the second semester.~~

New Course Descriptions:

ART 405 / Professional Practice: This course introduces professional practices in the visual arts and supports students in the development of their identities as artists. Studio Art Majors create websites in which they publish artist statements, visual portfolios, exhibition reviews, CVs and narrative bios. Materials developed in class are used to apply for exhibitions, internships, and other real-world opportunities.

Requirements for the Art Major (46 or 50 Credits)

I. CORE (4 CREDITS)

ART 104 - Light, Color & Design

ART 106 - Drawing I

(If a student takes ART 104 + ART 106, one course will count towards the Introductory Studio Art requirement)

II. INTRODUCTORY STUDIO ART (8 CREDITS)

ART 105 - Sculpture I

ART 112 - Ceramic Sculpture I

ART 120 - Digital Imaging

ART 130 - Photography I

ART 140 - Printmaking I

ART 160 - Painting I

III. INTRODUCTORY ART HISTORY (4 CREDITS)

ARTH 101 - Survey of Western Art: Ancient and Medieval

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

IV. INTERMEDIATE-LEVEL STUDIO ART (8 CREDITS)

ART 205 - Sculpture II

ART 212 - Ceramic Sculpture II

ART 206 - Drawing II

ART 220 - Digital Video

ART 230 - Photography II

ART 240 - Printmaking II

ART 260 - Painting II

ART 270 - Special Topics in Studio Art

V. UPPER-LEVEL STUDIO ART (4 CREDITS)

ART 305 - Sculpture III

ART 306 - Drawing III

ART 320 - Digital Animation

ART 330 - Photography III

ART 340 - Printmaking III

ART 360 - Painting III

VI. ADDITIONAL (10-14 CREDITS) (8-12 CREDITS)

ARTH 306 - Early 20th-Century Art (pre-requisite for ART 385)

~~ART 310 - Artist Writes~~

ART 385 - Semester on Contemporary Art may be taken for 4 or 8 credits New York Semester on Contemporary Art
(may be taken for 4 or 8 credits)

VII. SENIOR STUDIO or ADDITIONAL INTERMEDIATE- OR UPPER-LEVEL STUDIO ART (8 CREDITS)

ART 400 - Senior Studio I

ART 402 - Senior Studio II

VIII. CAPSTONE ~~(4 CREDITS)~~ (2 CREDITS)

Any upper-level studio art course ~~ART 310 – Professional Practice~~

DANC 332L/Choreographers' Lab

Through collaborative discussion the lab offers a forum for choreographers to discuss and process the work in progress of **DANC 322/Choreography and Performance Studies**. Composition assignments in the lab help to hone choreographic skills, and are applied to the creation of a final piece for the dance production. Choreographers also learn to collaborate with designers. This lab is taken along with DANC 322.

Changes to Existing Courses:

ART 310/Artist Writes

Current: Studio art majors will create and maintain their own artist's blog in which they will publish an artist statement, work portfolio, and respond to art exhibitions and art criticism. Students will write about their own practice as well as curate and publish an art journal connected to their developing identity as an artist.

Proposed: This course introduces professional practices in the visual arts and supports students' developing identities as artists. Studio Art Majors create their own websites in which they publish artist statements, visual portfolios, exhibition reviews, CVs and narrative bios. Students use the materials they develop in class to apply for real-world opportunities.

ENGL 103, 104, 105, 106, 107, 108

Current:

ENGL 103 - Gender and Literature 2-4 credits

An introduction to questions of how gender, as it intersects with race, class, and sexuality, shapes literary texts, authorship, readership, and representation. Most often organized thematically, the course may focus on such issues as creativity, subjectivity, politics, work, sexuality, masculinity, or community in works chosen from a variety of periods, genres, and areas. Enrollment priority: given to English majors and minors, Women's Studies majors and minors. Offered fall semester. CLA-Breadth/Humanities

ENGL 104 - Sexuality and Literature 2-4 credits

This course examines how sexuality is articulated and mediated through literature and such modes of cultural production as film and two-dimensional art. Attention will be paid to specific iterations of sexuality and the labels that attend them (e.g., gay, lesbian, bisexual, transsexual). We will address theories of sexuality and study such authors as Jeanette Winterson, Mark Doty, Edmund White, Hart Crane, Cherrie Moraga, Gloria Anzaldua, and Michael Cunningham. The course may additionally encompass how sexuality intersects with ethnicity, science and politics. Offered in alternate spring semesters.

ENGL 105 - Topics in American Ethnic, Immigrant, or Regional Lit. 4 credits

An exploration of literature of the American ethnic, immigrant, or regional experience. The course may focus on one ethnicity, such as Jewish American or Arab American; explore the immigrant experience as it is articulated in works from several ethnicities including Italian American, Irish American, Eastern European, Asian American, South Asian American, or Latino/a; or it may focus on literature produced within specific geographical regions, regional schools, or regional traditions of the United States, including Southern literature, literature of the Great Plains, the Northwest, the Southwest, California, New York City, or New Jersey. Course may be repeated. Enrollment priority: given to English majors and minors. Offered in alternate fall semesters.. CLA-Breadth/Humanities, CLA-Diversity US

ENGL 106 - African American Literature 4 credits

A study of the writers in the African American literary tradition from the beginning of the 20th century to the present. Through a variety of genres, we will examine the work of selected writers in light of their historical time and place, major themes, conclusions about the nature of black experience in the United States and their contributions to this literary tradition and to the American literary canon. We will pay close attention to particular movements in this tradition,

such as the Harlem Renaissance, protest literature, the Black Arts movement, and contemporary directions in the literature since 1970. Writers may include: Alain Locke, Claude McKay, Nella Larsen, Jean Toomer, Langston Hughes, Countee Cullen, Zora Neale Hurston, Richard Wright, Lorraine Hansberry, James Baldwin, Amiri Baraka, Ntozake Shange, Paule Marshall, Maya Angelou, Toni Morrison, Sonia Sanchez, and Alice Walker. May be repeated for credit as topic changes. Enrollment priority: given to English majors and minors. Offered in alternate spring semesters.. CLA-Breadth/Humanities, CLA-Diversity US

ENGL 107 - Asian American Literature 2-4 credits

Examines works by women writers in the Anglo-American and Anglophone tradition through the historical and theoretical approaches that have emerged from recent feminist criticism and theory. May focus on a particular genre, period, author or authors, the literature of a particular region, or on literature in particular social or cultural contexts. Such topics as: Women Writers and World War I; Female Bildungsroman; African American Women Writers; Victorian Women Poets. Course may be repeated. Enrollment priority: given to English majors and minors. Offered in alternate spring semesters. CLA-Breadth/Humanities, CLA-Diversity US

ENGL 108 - Latino/a Literature 2-4 credits

This course will reconsider such issues as critical race theory and identity construction, gender and sexuality, hybridity, American canon formation, and nation-building in light of the contemporary Latino Boom (in music, film, art, television, and literature). The course considers thematic and figurative background to the literature such as *la Malinche*, *Aztlan*, *Quetzalcoatl*, *Cesar Chavez* and *Dolores Huerta*, *la Llorona*, *la Virgen de Guadalupe*, *Nepantla*, and *Braceros*. Authors studied may include *Ana Castillo*, *Sandra Cisneros*, *Cherrie Moraga*, *Gloria Anzaldua*, *Rudolfo Anaya*, *Rolando Hinojosa*, *Luis Valdez*, *Cristina Garcia*, *Junot Diaz*, and *Julia Alvarez*. Enrollment priority: given to English majors and minors. Offered in alternate fall semesters. CLA-Breadth/Humanities, CLA-Diversity US

Proposed:

ENGL 103 - Gender and Literature-An introduction to questions of how gender, as it intersects with race, class, and sexuality, shapes literary texts, authorship, readership, and representation. Most often organized thematically, the course may focus on such issues as creativity, subjectivity, politics, work, sexuality, masculinity, or community in works chosen from a variety of periods, genres, and areas.

ENGL 104 - Sexuality and Literature-This course examines how the poems we write, the stories we tell, the dramas we play out reflect, change, and are themselves shaped by love, sex, erotic desire, and gender. It also asks just what sexuality is, why it has troubled so many people for so long, and why it has been considered so central to modern human identity. Depending on the instructor this course may focus exclusively on literature, or also explore sexuality in other arts (such as painting, film, television). It will likely also draw upon theoretical texts by such figures as Freud, Foucault, Eve Sedgwick, and Judith Butler.

ENGL 105 – Topics in American Ethnic, Immigrant, or Regional Lit.-An exploration of literature of the American ethnic, immigrant, or regional experience. The course may focus on one ethnicity, such as Jewish American or Arab American; explore the immigrant experience as it is articulated in works from several ethnicities including Italian American, Irish American, Eastern European, Asian American, South Asian American, or Latino/a; or it may focus on literature produced within specific geographical regions, regional schools, or regional traditions of the United States, including Southern literature, literature of the Great Plains, the Northwest, the Southwest, California, New York City, or New Jersey.

ENGL 106 - African American Literature -This course is a survey of African American literature from the 1700's to the present. Through a variety of genres, it examines the work of selected writers in light of their historical time and place, major themes, conclusions about the nature of black experience in the United States, and their contributions to this literary tradition and others. It pays close attention to particular movements within African American literature, such as the Harlem Renaissance, protest literature, the Black Arts movement, and contemporary directions in the literature since 1970s

ENGL 108 - Latino/a Literature-This course examines Latino/a writers in the American literary canon and in the margins, considering issues of crossing borders, hybridity, racial identity, gender and sexuality, and language. From the identity politics of Gloria Anzaldua through the assimilative literature of Junot Diaz, we will focus on the questions raised in the Latino/a culture within and about the United States. Where do these authors fit in the canon? How has Latino/a literature helped mold the cultural and political landscape of the United States, particularly in the late 20th and early 21st century?

FREN 338/The Caribbean Triangle:

Current: The sources of the Caribbean cultural tradition are examined through print, electronic, and other media sources. The cultural traditions include those of Haiti, Guadeloupe, and Martinique. International relations, both historical and contemporary, will be examined between mainland France, West Africa, and the Caribbean, along with more recent developments between Paris, the French Caribbean, and North America. Course materials will include both electronic and print sources, contemporary media, and more historically-based literary and cultural texts.

Prerequisite: FREN 310 [old FREN 104a/b]. Offered triennially. CLA-Foreign Language, CLA-Breadth/Humanities; CLA-Diversity International

Proposed: The sources of the French Caribbean cultural traditions are examined through print, electronic, and other media sources. The cultural traditions include those of Haiti, Guadeloupe, and Martinique. International relations, both historical and contemporary, will be examined between mainland France, West Africa, and the Caribbean, along with more recent developments between Paris, the French Caribbean, and North America. Topics treated include social protest, definition of personal and collective identity, language and identity, economic relations with mainland France and also with other Caribbean islands. Besides contemporary literary and documentary texts, the music, painting, fashion, and food of the islands will be studied, followed by an off-campus Caribbean dinner. Conducted in French. 4 credits.

Prerequisite: One upper-level French course. Offered triennially. CLA-Foreign Language, CLA-Breadth/Humanities; CLA-Diversity International

Drew University – Wake Forest University School of Business Dual Degree Program

Drew students who are interested in earning a Master of Arts in Management have the opportunity to gain preferential admission to Wake Forest University School of Business's 10-month M.A.M. degree program. Drew students must have a major other than Business to be eligible for this program. Business Majors are not eligible. Students with a minor in Business are eligible. Acceptance to the dual degree program guarantees a financial scholarship from Wake Forest University. The amount awarded depends on Drew GPA and other evidence, as described below.

Eligibility and Application Criteria

Students who meet the following requirements are guaranteed admission to the program. For program eligibility students are required to:

- Achieve a GPA of at least 3.3 at the end of their junior year;
- Achieve a letter grade of 'B' or better in MATH 117 - Introductory Statistics, an equivalent statistics-based social science course or an advanced quantitative methods course;
- Meet all Drew degree requirements for a major other than Business.

Drew students apply for the program in the fall of their Senior year. The application process requires:

- Completing the online application form at: <http://business.wfu.edu/ma-management/>
- A personal interview with a Wake Forest University Admissions representative;
- Submission of GRE or GMAT test score;
- A letter from the Dean's Office affirming that you have had no academic integrity violations at Drew.

Wake Forest University School of Business will be responsible for final application review and evaluation prior to entry into the dual degree program. Students who do not meet the above criteria for admissions through the dual degree program are welcomed to apply through the regular admissions process.

Scholarship Awards

Test scores and GPA (above 3.3) will not impact admission, but will affect the scholarship amount rewarded. Based on the GPA at time of admission, Drew students will be eligible for specific scholarships from Wake Forest as outlined below:

- Cumulative GPA of 3.3 – 3.399 receive a scholarship minimum of \$5,000
- Cumulative GPA of 3.4 – 3.599 receive a scholarship minimum of \$10,000
- Cumulative GPA of 3.6 or higher receive a scholarship minimum of \$20,000

Scholarship awards may be higher based on a student's demonstrated leadership ability, internships, extra-curricular activities, standardized test scores, final cumulative GPA, and other evidence indicative of academic success as an M.A. in Management student and post-graduation success as an M.A. in Management alumnus.

For more information about the Wake Forest University School of Business 10-month Master of Arts in Management program, please visit: <http://business.wfu.edu/ma-management/>.

For more information about the Drew-Wake Forest 4+1 program, contact Professor Marc Tomljanovich.

**ENROLLMENT & INSTITUTIONAL PLANNING
REPORT TO COLLEGE FACULTY
DECEMBER, 2015**

**Robert J. Massa
Senior Vice President**

As staff members and I began planning for a critical student recruitment year last summer, we set ambitious total and individual goals for high school visits, prospect generation, campus visits and applications (Early Decision and Regular). We implemented strategic initiatives to achieve those goals, including more on- and off campus programs for students, parents and counselors, more high school visits, targeted outreach with a new CRM system, and—in partnership with the Communications staff -- a new search campaign with compelling messages and new publications inviting a prospective student to “Declare Yourself!” The early results are encouraging.

With more “boots on the ground” this year, we visited 789 high schools, an increase of almost 50 percent from last year! We attended 95 College Fairs, up almost 35 percent from a year ago. Attendance at on-campus programs was up almost 22% from last year, while general campus visits increased by 6 percent. We are reaching more prospective students face to face, and are increasing our visits with school counselors (on- and off-campus) who are in turn referring students to Drew.

We continue to provide opportunities for staff, faculty and current students to connect with prospective students. Our final pre-application deadline open house is scheduled for January 23, and a new program designed to recruit top students – the Baldwin Honors Symposium – is scheduled for March 13-14. We will also plan for a counselor visit program sometime in April, where selected college counselors will be invited to campus for a full day of meetings, tours and class attendance (thank you in advance for opening up your classrooms when possible).

We entered this admissions season 14 percent behind in inquiries compared to last year (which was 15 percent behind the year before). While it is unlikely we will catch up, we have reduced the gap. From September 1 to December 1, we were able to generate 60 percent more inquiries than the same time period last year (4,313 vs. 2,783).

The fact that we are still behind in inquiries, though, means that we will have to increase the conversion from inquiry to applicant at a higher rate in order to reverse a three year decline in the number of applications. So far, we are doing just that. Completed applications for admission are up 17% over this time last year and 18 percent more applications have been started on the Common Application website for Drew than a year ago. Early Decision applications, at 109, are up 73% from last

year. If we can successfully enroll 80 from the ED pool, that would be a full 20 percent of the class, up from 11 percent in the current first year class.

I want to emphasize that we are only about 30 percent toward our application goal right now, and the numbers and percentage differences from last year will fluctuate. But having a change in a positive direction is still good news. In order to keep this trend going and to reverse the downward trends of the last six or seven years, we'll need your help. On behalf of the entire admissions and financial aid staff, I want to thank you for all of the support you have demonstrated during the last year and for your insights and observations. You help make our challenges a little easier to address.

Excerpts from Appendix II

SCHEDULES FOR REAPPOINTMENT, TENURE, AND PROMOTION REVIEWS

II.1.A. Schedule and required information for reappointment process when COF review is required

Schedule and Required Information in Reappointment Process	
On or about: 04/15	DEAN: Requests dossier materials from Candidate and recommendation from Chair (deadline for submission of candidate and chair materials is August 15)
6/30	CANDIDATE: Submit Annual Report to Department Chair
8/15	<p>CANDIDATE: Provide dossier materials to Dean's Office (these include current curriculum vita; teaching, scholarship and service portfolios, drawn from the annual reports; and a comprehensive reflective self-evaluation, in the case of pre-tenure reviews).</p> <p>CHAIR: In consultation with the tenured members of the department, shall, provide a recommendation (pro or con) regarding reappointment and reports on all class observations and interviews from the review period. Reports of class observations by non-departmental Drew faculty may be included when the department and/or the candidate has requested a formal observation.</p> <p>DEAN: shall make available the cumulative record of student evaluations; annual reports and sabbatical reports from the review period; evaluations from previous reviews (if applicable); and candidate and department Chair's materials for CLA Committee on Faculty review.</p>
On or about: 11/15	<p>CLA COMMITTEE ON FACULTY: deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.</p> <p>DEAN: makes his or her recommendation and transmits the recommendations of the Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.</p>
On or about: 12/15	CANDIDATE: is notified by the Dean of the Trustees' decision regarding candidate's reappointment or termination. The Dean will include in his or her letter of reappointment any concerns that have been noted by the committee which, if not addressed, could affect the faculty member's future reappointment and tenure/promotion status.
Spring	CLA COMMITTEE ON FACULTY: (Normally) in the subsequent spring semester, a member of the committee will meet together with the candidate and the candidate's department Chair to discuss strengths and weaknesses that emerged in the review process.

II.3.A. Schedule and required information for promotion from Assistant Professor to Associate Professor and/or tenure

Schedule and Required Information in Tenure and Promotion to Associate Professor Process	
Spring semester	CANDIDATE: At the end of the spring semester preceding candidate's tenure consideration year the Dean and the CLA Chair of Committee on Faculty will meet with each candidate to review the tenure review process.
6/30	CANDIDATE: Submit Annual Report to Department Chair
On or about: 06/15	DEAN: Requests dossier materials from candidate (due by August 15) and a list of internal and external reviewers from Chair (deadline for submission of candidate and Chair reviewers is Aug. 15)
08/15	<p>CHAIR or another designated tenured member of the department, in consultation with the candidate, submits the names of three external reviewers and two alternates able to evaluate aspects of the candidate's scholarship, none of whom has a close professional relationship with the candidate. In addition, the Chair submits the name of one internal reviewer able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. The names of all proposed evaluators should be accompanied by contact information and a brief rationale identifying the reasons why he or she was selected, using the form provided. [See 2.1.2 and 2.1.2.A-B].</p> <p>CANDIDATE: 1. Provides the name of one internal reviewer able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. Candidate should provide a suitable rationale explaining why the proposed evaluator was chosen, using the form provided. In addition, candidates may submit a list of reviewers who should not be asked by the department because of a possible conflict of interest. [See 2.1.2 and 2.1.2.A-B]</p> <p>CANDIDATE: 2. Provides the Dean's office with four copies of a current curriculum vitae and scholarship portfolio; two copies of the teaching and service portfolios; [See 1.1.2; 1.2.2; 1.3.2; 2.1; and 2.1.A] and two copies of the reflective self-evaluation [See 2.1.1]. Candidates may request that a copy of the scholarship section of the reflective self-evaluation be provided to external reviewers along with the scholarship portfolio. This request should be made in writing at the time that the scholarship portfolio is submitted.</p> <p>CLA COMMITTEE ON FACULTY: will use its discretion in evaluating the appropriateness of reviewers in each category, selecting reviewers with the necessary qualifications to evaluate the scholarship provided by the candidate. Where the scholarship falls into a less traditional category (see section 1.2.1. "A broad definition of scholarship"), reviewers whose professional status is comparable to traditional academic rank, may be considered.</p> <p>No one other than the Dean may contact proposed external reviewers about a possible evaluation.</p>

Schedule and Required Information in Tenure and Promotion to Associate Professor Process	
On or about: 9/15	DEAN: Letters and vitae go out to all external referees asking them if they can evaluate the candidate's work. The Committee asks them to respond by October 1 indicating their willingness to do so. The deadline for submission of the evaluation is January 15. Dean reviews the responses received and decides whether or not additional names are needed. If so, requests are sent out and additional evaluations sought by January 15. When necessary and in consultation with the Committee on Faculty, the Dean will request further names of alternate reviewers from the candidate and/or the department chair.
On or about: 10/01	DEAN: sends the scholarship portfolio along with copies of the scholarship section of this handbook and a copy of the candidate's CV to the external evaluators. In addition, the section of the reflective self-evaluation specifically about scholarship will be included if the candidate has so requested.
On or about: 12/01	<p>DEAN: sends letters to all internal (non-departmental/program) referees asking them to evaluate the candidate's performance with particular attention to the candidate's record of teaching and/or service. (Deadline for submission is January 15).</p> <p>DEAN: requests Letters of recommendation from all tenured members of the department/program. If the department does not include two tenured members, the Committee appoints one or more tenured divisional representatives closest to the area of the candidate to provide evaluations in addition to that of the department chair. If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program directors and from appropriate tenured faculty. (Deadline for submission: January 15).</p> <p>Internal reviewers may consult the material submitted by the candidate along with other non-confidential dossier materials available in the Dean's office.</p>
01/15	<p>CHAIR/DEPARTMENT: submits letter(s) of recommendation. The tenured members of the department/program may choose to submit a joint statement instead of or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, recognition as a scholar, and contributions to the life and task of the University and what role they see the candidate playing in meeting the present and future needs of the department and/or college.</p> <p>INTERNAL REFEREES: submit letters of recommendation to the Dean's Office.</p>
On or about: 04/08	<p>CLA COMMITTEE ON FACULTY: deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.</p> <p>Candidate and Chair notified of the Committee's recommendation. [see 1.2.B]</p>
On or about: 04/15	DEAN: makes his or her recommendation and transmits the recommendations of the CLA Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.

Schedule and Required Information in Tenure and Promotion to Associate Professor Process	
On or about: 05/15	Candidate and Chair notified by the Dean of the Trustees' decision regarding candidate's promotion. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.

II.4. Fourth-Year Conversation with Associate Professors

During their first or second year in rank, associate professors are advised to meet with the Dean to discuss criteria for promotion to full professor.

A member of the COF will meet with each associate professor in his or her fourth year in rank.

II.5.A. Schedule and required information for promotion from Associate Professor to Full Professor

Schedule and Required Information in Promotion to Full Professor Process	
On or about: 04/15	<p>DEAN: will notify eligible candidates who will be in their seventh year of service at rank, department chairs of eligible candidates who will be in their sixth or seventh year of service at rank, and tenured department colleagues of all eligible candidates of the eligibility of the candidate for promotion to full professor. Any of these persons may request to initiate the promotion process with the approval of the eligible candidate (deadline for requests is August 15)</p> <p>FACULTY: considering nominating a colleague for early promotion should consult the Chair of the Committee on Faculty and / or the Dean to discuss the basis for early promotion of this candidate.</p>
8/15	FACULTY & CANDIDATES: Deadline for all nominations for promotion to full Professor (nominating letter from colleagues and/or letter indicating intent from candidate, along with updated CV)
On or about 09/15	<p>CLA COMMITTEE ON FACULTY: will provide a preliminary review of the CV and inform candidates as well as colleagues putting forward the nomination whether the Committee believes the candidate is prepared to be considered in the spring semester. In some cases, the Committee may determine that the candidate should wait at least one year before undergoing review for promotion. It should be noted that such preliminary recommendations are not based on a comprehensive review of the merits of the case and that the decision to proceed remains the candidate's decision. Candidates given preliminary approval should indicate their decision about proceeding no later than October 1, when further materials for review are due.</p>

Schedule and Required Information in Promotion to Full Professor Process	
10/01	<p>Deadline for submission of materials and formal request to initiate review.</p> <p>CHAIR or another designated tenured member of the department, in consultation with the candidate submits the names of three external reviewers and two alternates able to evaluate aspects of the candidate's scholarship, none of whom has a close professional relationship with the candidate. Chair also submits the names of two internal reviewers and one alternate able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. The names of all proposed evaluators should be accompanied by a brief rationale identifying the reasons why he or she was selected, using the form provided. [See 2.1.2 and 2.1.2.A-B].</p> <p>CANDIDATE: provides the name of two internal reviewers able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. Candidate should provide a suitable rationale explaining why the proposed evaluator was chosen, using the form provided. In addition, candidates may submit a list of reviewers who should not be asked by the department because of a possible conflict of interest. See appendix I.IV.3.C</p> <p>CLA COMMITTEE ON FACULTY: will use its discretion in evaluating the appropriateness of reviewers in each category, selecting reviewers with the necessary qualifications to evaluate the scholarship provided by the candidate. Where the scholarship falls into a less traditional category (see section 1.2.1. "A broad definition of scholarship"), reviewers whose professional status is comparable to traditional academic rank, may be considered.</p> <p>No one other than the Dean may contact proposed external reviewers about a possible evaluation.</p> <p>DEAN: Sends letters and vitae to all external referees asking them if they can evaluate the candidate's work. The Committee asks them to respond by October 30 indicating their willingness to do so. The deadline for submission of the evaluation is January 15. Dean reviews the responses received and decides whether or not additional names are needed. If so, requests are sent out and additional evaluations sought by January 15. When necessary and in consultation with the Committee on Faculty, the Dean will request further names of alternate reviewers from the candidate and/or the department chair.</p>

Schedule and Required Information in Promotion to Full Professor Process	
11/01	<p>CANDIDATE: provides the Dean's Office with four copies of a current curriculum vitae and scholarship portfolio. Candidates may request that a copy of the scholarship section of the reflective self-evaluation be provided to external reviewers along with the scholarship portfolio. This request should be made in writing at the time that the scholarship portfolio is submitted, along with the scholarship section of the reflective self-evaluation.</p> <p>Additions provided prior to December 1 will be shared with external reviewers, though it should be noted that some reviewers may complete their evaluations prior to that time; other additions may be added to the file as the review is ongoing, but these will not be sent to external evaluators.</p> <p>DEAN: sends the scholarship portfolio along with copies of the scholarship section of this Handbook and a copy of the candidates' CV to the external evaluators. In addition, the section of the reflective self-evaluation specifically about scholarship will be included if the candidate has so requested.</p> <p>Deadline for submission of external review letters: January 15</p>
12/01	<p>CANDIDATE: Provides two copies of the teaching and service portfolios [See 1.1.2; 1.2.2; 1.3.2; 2.1; and 2.1.A]; and two copies of the reflective self-evaluation [See 2.1.1].</p> <p>DEAN: Sends letters to all internal (non-departmental/program) referees asking them to evaluate the candidate's performance with particular attention to the candidate's record of teaching and/or service. These letters become part of the Dean's file on the candidate. They are not accessible to the candidate or any faculty not serving on COF and actively reviewing the file.</p> <p>Letters of recommendation are requested from all tenured members of the department/program.</p> <p>CHAIR/DEPARTMENT: The tenured members of the department/program may choose to submit a joint statement instead of or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, recognition as a scholar, and contributions to the life and task of the University and what role they see the candidate playing in meeting the present and future needs of the department and/or college.</p> <p>CLA COMMITTEE ON FACULTY: If the department does not include two tenured members, the Committee, in consultation with the department, appoints one or more tenured divisional representatives closest to the area of the candidate to provide evaluations in addition to that of the department Chair.</p> <p>If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program director's and from appropriate tenured faculty;</p> <p>Internal reviewers may consult the material submitted by the candidate along with other non-confidential dossier materials available in the Dean's office.</p> <p>Deadline for submission of internal review letters: January 15</p>

Schedule and Required Information in Promotion to Full Professor Process	
On or about: 04/08	CLA COMMITTEE ON FACULTY: after deliberation makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President. Candidate and Chair notified of the Committee's recommendation.
On or about: 04/15	DEAN: makes his or her recommendation and transmits the recommendations of the CLA Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.
On or about: 05/15	Candidate and Chair notified by the Dean of the Trustees' decision regarding candidate's promotion and/or tenure. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.

Progress Report

February 20, 2009 to October 31, 2015

	<u>Goals</u>	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
				<u>Irrevocable</u>	<u>Revocable</u>	
Capital	\$22,000,000	\$12,209,062	\$1,366,671	\$525,000		\$14,100,733
<i>Ehinger Center</i>	\$8,300,000	\$7,406,944	\$599,278			\$8,006,222
<i>THK Reading Room</i>	\$850,000	\$918,629	\$58,134			\$976,763
<i>Hall of Sciences</i>	\$8,000,000	\$1,811,467	\$708,009	\$525,000		\$3,044,476
<i>Athletics</i>	\$4,000,000	\$238,213	\$1,250			\$239,463
<i>Other Capital</i>	\$850,000	\$1,833,809				\$1,833,809
 Endowment	 \$32,500,000	 \$12,301,857	 \$1,065,296	 \$3,268,774	 \$8,037,831	 \$24,673,758
<i>Scholarships/Fellowships</i>	\$15,000,000	\$5,903,800	\$823,571	\$403,565	\$3,629,831	\$10,760,767
<i>Internships</i>	\$3,000,000	\$855,319	\$95,964	\$50,000	\$100,000	\$1,101,283
<i>Professorships</i>	\$2,500,000	\$25		\$375,000		\$375,025
<i>Programs</i>	\$12,000,000	\$5,542,713	\$145,761	\$2,440,209	\$4,308,000	\$12,436,683
 Restricted	 \$9,500,000	 \$20,554,044	 \$1,087,643	 \$63,890	 \$195,000	 \$21,900,577
 Unrestricted	 \$16,000,000	 \$13,567,463	 \$455,241	 \$5,000	 \$49,000	 \$14,076,704
<i>Annual Fund</i>	\$9,000,000	\$7,886,473	\$455,241	\$5,000	\$49,000	\$8,395,714
<i>MEF</i>	\$7,000,000	\$5,680,990				\$5,680,990
 Grand Total	 \$80,000,000	 \$58,632,426	 \$3,974,851	 \$3,862,664	 \$8,281,831	 \$74,751,772

Gifts by Funding Area
February 20, 2009 to October 31, 2015

	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
			<i><u>Irrevocable</u></i>	<i><u>Revocable</u></i>	
College of Liberal Arts	\$21,200,100	\$1,413,242	\$378,565	\$3,991,831	\$26,983,738
Drew Theological School	\$11,630,991	\$193,248	\$482,000	\$75,000	\$12,381,238
Caspersen School of Graduate Studies	\$1,867,306	\$333,249		\$3,000,000	\$5,200,556
Library	\$4,185,098	\$100,991			\$4,286,088
Athletics	\$1,190,478	\$210,346			\$1,400,824
University	\$18,558,453	\$1,723,775	\$3,002,099	\$1,215,000	\$24,499,327
Grand Total	\$58,632,426	\$3,974,851	\$3,862,664	\$8,281,831	\$74,751,772



FY15 - FY16 Gifts
July 1, 2015 to October 31, 2015

	<u>FY16</u>			<u>FY15</u>			<u>FY15 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$1,987,679	\$12,000,000	17%	\$2,378,454	\$12,000,000	20%	\$12,640,777
Total Cash & Irrevocable Deferred Gifts	\$885,198	\$9,000,000	10%	\$1,630,214	\$9,000,000	18%	\$10,070,060



Annual Fund Report
July 1, 2015 to October 31, 2015

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY16	\$125,357	\$173,963	\$299,320	\$1,300,000	23%	\$480
FY15	\$125,708	\$215,564	\$341,272	\$1,250,000	27%	\$565
<i>Increase (Decrease) from FY15</i>	(\$351)	(\$41,601)	(\$41,952)			(\$85)
<i>Increase (Decrease) Percentage</i>	(0%)		(12%)			(15%)

<u>Participation (All Funds)</u>								
FY16					FY15			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	3%	448	28%	3,232	3%	401	26%	n/a
DTS	3%	121	21%	687	2%	69	16%	n/a
CSGS	2%	53	17%	313	2%	37	15%	n/a



December, 2015 Status Update

INTO New York at Drew

Updates:

Extended Testing Time: As many of the students eligible for Extended Testing Time are Pathway students, we've been working very closely with Academic Services and faculty this semester to coordinate this accommodation. We'd like to thank the faculty for your cooperation with this and for your understanding as we find the most efficient method to organize extended testing time.

Beacon Updates: We rely on feedback from faculty in order to provide support for Pathway students. Again, we'd like to thank the faculty for the ample feedback you've provided to us through Beacon throughout the semester, and ask you to continue this in the future.

Syllabus tips: INTO Drew Academic Director, Susan Beddes, recently sent an email to faculty with some tips on working with international students to consider as you create your Spring syllabi. If you have questions, please let us know. sbeddes@drew.edu

Matriculation academic planning: At the end of spring semester, our first cohort of Pathway students will be eligible to matriculate as Drew students. We're currently working with the Dean's office, Admissions, IT, the Registrar's Office and the Office of Financial Assistance to develop processes that ensure a smooth transition for these students.

Currently, students are in process of indicating their choice of major; in February we hope to reassign these students to academic advisors within departments for major and Fall 2016 registration advising. We greatly appreciate the faculty's role in this transition, especially in advising students for fall 2016 classes.

Overview of Ongoing In-Center Student Support:

Academic Supports:

Academic Coaching

The Student Services staff works in collaboration with ESL faculty to provide academic coaching sessions with all new AE and Pathway students (and returning students who demonstrate a need for more intrusive advising). Weekly meetings allow staff to assess students' strengths and weaknesses, identify issues immediately, and help to identify strategies and resources available through the INTO Center and Drew community. These coaches are part of the Beacon Student Success Network – to ensure they receive alerts, please select “All Professional Staff.”

Baldwin Honors Tutoring Program

Via collaboration with the Baldwin Honors program, pathway students requiring additional ESL and academic support have had access to additional tutoring support provided by Baldwin Honors Program students who can perform 20 hours of tutoring as their junior service initiative. To date Baldwin tutors have performed hundreds of hours of tutoring, and their efforts have not only contributed to pathway students' academic performance but also aided their social integration on campus.

Conversation Partners Program

All Academic English (pre-pathway) students are required to participate in this program to improve their speaking and listening skills. They meet weekly one-on-one with campus volunteers, including Baldwin Honors students and Civic Scholars. This program also aids students' social integration, and beginning next term will incorporate a career preparation element as well.

Student Life Integration Support Programs:**International Ambassadors**

Twenty-five students in the College of Liberal Arts were selected spring semester to assist with Orientation and other INTO and campus programming efforts. The group includes second year pathway students, direct admit international students, and domestic students. A two-day training to prepare the leaders was provided prior to International Student Orientation.

Throughout the academic year International Ambassadors are continuing to participate in Center activities including Conversation Partners, a mentor program for new and current international students, and assist INTO Marketing with on-campus events for visiting educational consultants.

International Friendship Program

This Fall we are piloting an International Friendship Program with the Town of Madison and Rotary that has matched pathway and direct admit international students with a family in the community. Our goal is ultimately to match all new students. This partnership offers another avenue for integration and provides students an opportunity to explore the local community and share their culture and traditions with the wider Madison community.

24-hour on site Residence Hall Housing Coordinator

As of August, Nick Russo, Student Services Coordinator is residing on site in Tolley-Brown Hall. This allows him to coordinate residence hall programming and provide augmented student support.

Basic Elements of a Drew Syllabus

General Course Information:

- Instructor's name, office number, office hours and contact information
- Course description
- Measurable student learning outcomes

University-wide policies:

- Academic accommodations statement
- Academic integrity statement

Course-specific policies:

- Attendance policy
- Statement on late work and missed assignments
- Statement on course preparation and/or class participation (optional)
- Statement on the use of electronic devices (optional)

Course Details:

- Primary or required books/readings/materials for the course
- Course website / Google Classroom page / Moodle page (optional)
- Description of all major course assignments with due dates
- Course schedule with reading and assignments outlined
- Statement of grading policy / percentage break-down per assignment

Notes:

- We understand that classroom learning requires flexibility so some adjustments to a syllabus may be necessary as the semester progresses. By the same token, students need substantive syllabi in order to be able to effectively plan their semester.
- Drew's credit hour assignment policy treats syllabi as a key to the assessment of the in and out of class work that is required for successful course completion.
- All syllabi with a completed credit hour worksheet must be submitted to the department or program chair. Departments and programs will collect syllabi for all courses and submit them as a group to the Dean's Office by the second week of the semester.

CREDIT HOUR CALCULATION WORKSHEET

COURSE NUMBER:

COURSE NAME:

COURSE CREDITS:

DATE OF PROPOSAL/SUBMISSION:

NAME OF INSTRUCTOR:

COURSE LENGTH:

INSTRUCTIONAL METHOD:

INSTRUCTIONS: Use the following chart to provide detail the instructional activities for your course. The worksheet should include all activities that are part of the semester's course. Please provide a brief explanation of each listed activities. Learning hours should be calculated based on the total time required for an average student to complete the assigned work over the course of the semester. A completed version of this form should be submitted to the department chair for collection by the Dean's Office with each semester's course syllabi.

NOTE: According to Drew's definition of a credit hour, a total of 180 hours of in and out of class work should be expected in a four credit undergraduate course (45 total hours per credit assigned).

Instructional Activity	Learning Hours	Explanation
	Total Learning Hours:	

Possible Instructional Activities:

Activity Type	Time assignment notes
In-class contact hours	<p>2 x 75 minute classes (45 hours) 3 x 50 minute classes (45 hours) 1 x 150 minute class (45 hours) 3 x 65 minute classes (58 hours)</p> <p>Other (please provide calculation): <hr/></p> <p><i>Calculation formula:</i> 50 minutes in class equals 1 hour of class time. Multiply by 15 weeks of the semester. For a class that meeting 2 times per week for 75 minutes the formula is as follows: $[(2 \times 75) \div 50 \text{ minutes}] \times 15 \text{ weeks} = 45 \text{ hours}$</p>
Out of Class Activity Type	Time assignment notes
Course readings	10-30 pages per hour depending on type of reading and level of difficulty
Films / videos out of class	
Experiential Learning Activities	
Attending out of class speakers/events/fieldtrips/etc.	
Required meetings with professor	
Required meetings with writing fellow	
Group meeting time	
Homework assignments	
Take home exams	
Writing	<p>Formal writing – one page per hour Informal writing – two pages per hour</p>
Redrafting writing	
Research	
Work on a project	
Reviewing lecture/class notes	
Studying	
Preparation for in-class presentations	
Composition	
Choreography	
Creative Practice outside of Studio / Lab	
Creative Practice in Studio / Lab	
Rehearsal	
Performance	

DEPARTMENT CHAIR'S SIGNATURE:

News from the University Library

CLA Faculty Meeting

December 11, 2015

Dean of Libraries Search

A candidate for the Dean of Libraries has been recommended to President Baenninger by the Search Committee. When the decision has been made a campus wide announcement will go out to the Drew community.

Department of Circulation

The Library is pleased to offer 24/7 hours during Reading Days and Exams again this fall. Our 24/7 hours begin Thursday, December 10th, at 8:30 am and end Friday, December 18th, at 7:00 pm. Library staff volunteers and Circulation staff assistants will keep the Library open during these extended hours. We'll also offer coffee and snacks twice during each late night shift, with support from the Office of Campus Life and Student Affairs.

Department of Research and Reference Services

Research assistance is still available for students! Although we don't encourage procrastination, we can help students find those last-minute resources for their assignments, so send the desperate and the adrenaline-driven to us.

Tired of inconsistent citations? The Reference and Research Services Department can help your students with formatting and with citation software.

Students go to Google first! Want to improve that? We can help you incorporate research skills into your courses – just give us a call at [973-408-3588](tel:973-408-3588) or reference@drew.edu.

Department of Special Collections and University Archives

The *New York Times* recently announced the Library's 1611 first edition King James Bible from our rare book collection. The Bible is on display in an exhibit titled *Discoveries and Donations: Undiscovered Treasures* located in the lobby of the United Methodist Archives and History Center.

Christopher J. Anderson
Acting Dean of Libraries
Head of Special Collections, Archives and Methodist Librarian

News from the University Library
CLA Faculty Meeting
November 6, 2015

Dean of Libraries Search

Candidates for the Dean of Libraries search will be on campus between Tuesday, November 3, and Wednesday, November 11. The on-campus interviews will provide opportunities for faculty, staff and students to meet the candidates. The expectation is that a selection will be made before Thanksgiving with the new Dean beginning early in the New Year.

Conversations on Collecting

On Wednesday, November 11, Chris Taylor, Dean of the College, will discuss “Postal and Currency Propaganda: Collecting the Philatelic and Numismatic History of the Third Reich and the Shoah.” Stamps, postcards, banknotes, and coins were used by the Nazi regime as tools for spreading its message and ideology and for controlling Jews and other targeted populations. As the generation that experienced the Nazi regime and the Shoah firsthand passes away, it becomes increasingly critical to document even this seemingly ephemeral evidence of Nazi propaganda and control. Chris Taylor will share examples from his collection. Library Pilling Room, 4-5 p.m. Light refreshments will be served.

Special Collections Academic Showcase

On Thursday, November 12, the Department of Special Collections and University Archives will host its second Fall Academic Showcase of Special Collections materials from The Center for Holocaust/Genocide Study Collection. The Showcase compliments the Center’s annual conference commemorating *Kristallnacht* and will be held in the Wilson Reading Room of the United Methodist Archives and History Center. This year’s program is titled “From Nuremberg to The Hague: The Evolution of War Crimes Trials.” The Showcase is available for viewing November 12, from 9 a.m. to 5 p.m.

Out of the Vault

On Tuesday, December 1, the Library will hold its final Out of the Vault event on the LGBTQ Collections of the United Methodist Archives and History Center at Drew University. The United Methodist Archives and History Center houses the Methodist collections of the General Commission on Archives and History for the United Methodist Church and Drew University. Together, they represent the largest collection of Methodist materials in the United States and arguably the largest collection on Methodism in the world. This session examines the provenance and contents of several Methodist collections on LGBTQ issues and ministries including the John V. Moore Papers, the Paul Abels Collection, and Affirmation: United Methodists for Gay, Lesbian, and Bisexual Concerns. Chris Anderson, Acting Dean of Libraries and Head of Special Collections, Archives and Methodist Librarian will join Mark Shenise, Associate Archivist of the General Commission on Archives and History to discuss the collections. The event will be held at 7 p.m. in the Wilson Reading Room of the United Methodist Archives and History Center.

Christopher J. Anderson
Acting Dean of Libraries
Head of Special Collections, Archives and Methodist Librarian

2016-2017 ShortTRECs

Urbanization in the Developing World

Kesha Moore | Sao Paulo, Brazil | Spring Break 2017

Brazilian Life and Culture

Allan Dawson | Salvador, Brazil | Summer 2017

Chinese Language in Harbin

Bai Di | Beijing and Harbin, China | Summer 2017

Havana: A Tale of Two Cities

Sandra Jamieson and Ada Ortuzar-Young | Havana, Cuba and Miami, Florida | Summer 2017

French Language and Culture in Paris

Marie-Pascale Pieretti | Paris, France | Summer 2017

Ancient Greece and Its Relevance Today

John Lenz | Athens, Greece | Summer 2017

Transatlantic Connections: Ireland's History and Culture

William Rogers, Caoimhim DeBarra and Niamh Hamill | Dublin and Donegal, Ireland | January 2017

Tasting the Roots of Western Civilization:

An Environmental-Historic-EnoGastronomic Journey through Italy's Cilento Region

Emanuele Occhipinti | Ascea, Italy | Summer 2017

Economy, Business and Culture in Japan

Marc Tomljanovich | Tokyo, Japan | Spring Break 2017

St. Petersburg: Cultural Capital of Russia

Carol Ueland | St. Petersburg, Russia | Summer 2017

Globalization and Human (Im)mobility in the Mediterranean/Morocco

Jennifer Olmsted | Rabat, Morocco | Summer 2017

Health & Human Development in Africa: Lessons from the South African Experience

Obiri Addo | Durban and Cape Town, South Africa | January 2017

Spanish Language & Culture in Barcelona

Monica Cantero | Barcelona, Spain | Summer 2017

Developing the New Musical

Christopher Ceraso | New York, USA | January 2017

For more information, visit the Center for Global Education website at www.drew.edu/globaled/programs.



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Conducted by Registered Dietitian Brenda Murdock

Whatever your personal nutrition goals, meet with a licensed Dietitian to make your goals a reality!

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- ❖ How to eat more and weigh less?
- ❖ The best way to speed up metabolism?
- ❖ Which is healthier canola or coconut oil?
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NUTRITION COUNSELING

FOR YOU AT DREW!

30-minute private nutrition counseling sessions conducted by
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Session Dates:

November 20, 2015
December 4, 2015
December 11, 2015
December 18, 2015

Appointments Required:

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time:

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Time:

10:00 – 3:00pm

Location:

Mead Hall, Room 104

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you have questions

THE DREW REVIEW

Please consider nominating research papers written by your students this Fall for the *Drew Review*. The deadline for submissions next semester is next February. Students need to send their papers directly to drewreview@drew.edu, and Faculty should send an email nominating the paper to the same address.



Clothing Drive to Help the Homeless

Donate your new or gently used and clean jeans, sweatshirts, t-shirts and backpacks now through 1/18/16

All items collected will be donated to Bridges of Summit, an organization that provides food, clothing and services to the homeless in NY and NJ

Collection bins are located in McLendon Lounge and the EC



Help sort and pack the donations as part of Drew's Martin Luther King, Jr. Day of Service

DREW
Center for Civic Engagement

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