

FACULTY MEETING – CLA

February 5, 2016
HALL OF SCIENCES 4
AGENDA

- CALL TO ORDER:** 3:15 p.m. Chris Taylor
- APPROVAL OF MINUTES** Jessica Lakin ----- p. 4 - 9
- INTRODUCTION OF NEW STAFF** Chris Taylor
- DEAN’S UPDATES** Chris Taylor
- ACTION ITEMS**
 - 1. COF Policy Clarifications Mary-Ann Pearsall ----- p.10 - 11
 - 2. Transfer Policy Debra Liebowitz ----- p. 12 - 17
 - 3. Approval of Voting List Chris Taylor ----- p. 18
 - 4. GEFAC Div III Replacement Election Spring ’16 Caitlin Killian ----- p. 19 - 23

REPORTS:

- Curricular Report Christina McKittrick ----- p. 24 - 26
- Enrollment Report Robert Massa ----- p. 27
- Advancement Report Ken Alexo ----- p. 28 - 31
- DSEM Initial Evaluation Report C. Taylor and D. Liebowitz- - p. 32 - 35

FOR DISCUSSION:

- Revisions to the College Faculty Regulations Jessica Lakin - - - ----- p. 36 - 62
- Grade Appeals Debra Liebowitz ----- p. 63 - 64
- Faculty Performance Complaints Debra Liebowitz ----- p. 65 - 66

OLD BUSINESS:

NEW BUSINESS:

ANNOUNCEMENTS:

- Digital Humanities Joshua Kavaloski ----- p. 67
- Baldwin Honors Louis Hamilton
- Teaching and Technology at Drew Gamin Bartle ----- p. 68
- The Drew Review* Giandomenico Sarolli ----- p. 69
- Music Department Jason Bishop ----- p. 70
- Civic Engagement Awards Amy Koritz ----- p. 71
- Faculty Research Series Deb Liebowitz ----- p. 72
- Library News Chris Anderson ----- p. 73-74
- Tri Collegiate Career Fair Maya Sanyal ----- p. 75
- The Art Department Michael Peglau

ADJOURNMENT

ANNOUNCEMENTS & CONGRATULATIONS

Jim Bazewicz: for set designing *The Runner Stumbles* at the Bickford Theatre. This is a co-production with the Drew Department of Theatre and Dance. There are six students and two faculty members in major positions on this production. The show runs through February 13.

Chris Ceraso: for performing in *Ruth*, a new play by Alexander Borinsky, in the Ensemble Studio Theatre's *First Light Festival*, supported by the Alfred P. Sloan Foundation for Science and Technology. Through February, Chris will be acting in the New York premiere of *Burning*, by Ginger Lazarus, a modern adaptation of *Cyrano de Bergerac*, produced by the Resonance Ensemble at the Theatre at St. Clements' Church.

Kimani Fowlin: for facilitating peace building workshops with renowned author, educator and activist Renee Watson at University of San Diego November 12-15, 2015, and for performing in Open Season 2015 on December 10, 2015 – “An Evening of Art, Performance and Conversation About Women and Girls in Our Culture of Confinement” at the National Black Theatre (NBT) in NYC. This program is annually presented by the Urban Justice Center's Human Rights Project and NBT. Kimani additionally performed in a year end annual event at Judson Memorial Church in NYC on December 30, 2015 titled “Artistic Call to Action 125th and Freedom”, a durational, processional, performance ritual that explores the intersection of the prison system, displacement and environmental racism. Most recently, Kimani conceived, coordinated and collaborated in "An Evening of Duets: Live Music, Dance & Spoken Word" at Cathedral Arts Live performed at Grace Van Vorst Church in Jersey City, NJ on January 29, 2016. Rosemary McLaughlin, Trevor Weston and alumna Christine Powers are also featured performers and collaborators

Louis Hamilton: for co-authoring with Mette Birkedal Bruun, University of Copenhagen, "Rites for Dedicating Churches," *Understanding Medieval Liturgy: Essays in Interpretation*, Helen Gittos and Sarah M. Hamilton, eds. (Farnham, 2015).

Tom Magnell: for his role as Co-Editor of *Axiology and Ethics*, 2014. Tom has also been appointed to the steering committee of the Conference on Business and Poverty, an annual conference held at the Said Business School of Oxford University.

Patrick McGuinn: for the publication of his article “Schooling the State: ESEA and the Evolution of the U.S. Department of Education,” in David Gamson, Kathryn McDermott, and Doug Reed, ed., “The Elementary and Secondary Act at Fifty: Aspirations, Effects, and Limitations,” Special Issue of *The Russell Sage Foundation Journal of the Social Sciences* (2015) and for the release of his paper “Parallel Play in the Education Sandbox: The Common Core and the Politics of Transpartisan Coalitions” (with Jonathon Supovitz) by the New America Foundation presented in Washington, DC on January 19, 2016.

Rosemary McLaughlin (with Kimani Fowlin): for co-producing *An Evening of Duets* at Cathedral Arts Live, featuring new work, improvisations featuring new work, improvisations and collaborations. Trevor Weston, Music Department, was among the composers, musicians, singers, actors, choreographers and dancers participating. Kimani choreographed and performed in Trevor's *A Shepherd's Voyage*, as well as *Just the Two of Us*, a duet with blues singer Mary Aiken. Rosemary wrote and directed *Can Can*, which featured former Drew student Christine Witmer Powers and a kick line led by Drew alum Annalisa Ledson. The production was stage managed by Brenna Canelli (CLA 16).

G. Scott Morgan: for presenting his paper “Moral and Religious Conviction Have Distinct Ties to Perceived Objectivity” at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA., January 2016.

John Muccigrosso: for chairing and presenting a paper at a session of the annual meeting of the Archaeological Institute of America on January 9, entitled, “The Late Antique/Early Medieval Cemetery at the Vicus Martis Tudertium,” with Dr. Sarah Harvey and Dr. Jill Rhodes.

Nancy Noguera: for submitting three entries to the forthcoming *Etiquette and Taboos around the World: A Geographic Encyclopedia of Social and Cultural Customs*. Edited by Ken Taylor. ABC-Clío/Greenwood.

Jennifer Olmsted: for publication of a special issue of *Feminist Economics*, of which she was both one of three guest editors, as well as a contributor. The special issue focused on Gender and Economics in Muslim Communities and was co-edited with Elora Shehabuddin and Ebru Kongar. Her two contributions to the issue, in addition to extensive editing, included the Introduction “Gender and Economics in Muslim Communities: A Critical Feminist and Postcolonial Analysis” (co-authored with her fellow guest editors) *Feminist Economics*, 20 (4):1-32, 2014 as well as one co-authored article titled: “Choice and Constraint in Paid Work: Women From Low-Income Households in Iran”, with Rokhsana Bahramitash, *Feminist Economics*, 20(4):260-280, 2014.

Ada Ortuzar-Young: for serving as a member of the Editorial Board of the "Spanish and Portuguese Review" (SPR), a refereed journal dedicated to mentoring and publishing articles of graduate students in Spanish and Portuguese who are planning a career in higher education.

Jonathan Rose: for the publication of the Chinese translation of his recent book *The Literary Churchill: Author, Reader, Actor*, translated by Yu Miao (Beijing: Xiyuan Press, 2015).

Rebecca Soderholm: for the selection of her documentary short, *Hank, Hare Scramble, Odessa, New York* by the SOMA Film Festival. "Hank is left to fend for himself during a hare scramble as his parents help young racers through a mud hole." Runtime, 3:20. *Hank* will be screened in the 3:00 film block on Sunday, February 14 at the South Orange Performing Arts Center.

Raymond Saá Stein: for being chosen as a 2016 recipient of New York City’s Public Art for Public Schools award. He has been asked to create a permanent artwork at PS357X, Young Voices Academy; a new school in the Bronx. In addition to creating the site specific artwork, Raymond has agreed to teach a series of workshops on a weekly basis to the school’s second graders.

Carol Ueland: for presenting a paper, "Emigres as Subjects and Authors in Post-Soviet Biography," on the "Expanding Russian Biography" panel and for chairing and organizing the Presidential Panel: In Memoriam Catharine Theimer Nepomnyashchy: Teaching, Scholarship and Impact on Slavic Studies" at the AATSEEL Annual Conference in Austin, Texas. Jan 7-10.

Trevor Weston: for the Boston Children’s Chorus and Roomful of Teeth premiere of Trevor’s latest composition *Bond Music* in Jordan Hall at the New England Conservatory on January 18th, 2016 in Boston. The concert, entitled “Raw Truth” marked the 13th annual Dr. Martin Luther King, Jr. Tribute Concert organized by the Boston Children’s Chorus. Trevor’s work used quotes from Julian Bond as the text for the piece.

Drew University
College of Liberal Arts

Minutes of the Faculty Meeting
December 11, 2015

Present: Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Lee Arnold, Di Bai, Edward Baring, Brianne Barker, Jim Bazewicz, Susan Beddes, Lisa Brenner, Adam Cassano, Miao Chi, Graham A. Cousens, Fred Curtis, Mary Davis, Allan Dawson, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Kimani Fowlin, Roxanne Friedenfels, Jonathan Golden, Jim Hala, Louis Hamilton, Emily Hill, Ryan Hinrichs, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Bjorg Larson, Debra Liebowitz, Jinee Lokaneeta, Norman Lowrey, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Nancy Noguera, Emanuele Occhipinti, Ada Ortuzar-Young, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Bhagavathi Ramamurthy, Jonathan Reader, Kimberly Rhodes, Raul Rosales, Jonathan Rose, Peggy Samuels, Paris Scarano, Claire Sherman, Rebecca Soderholm, Sharon Sundue, Marc Tomljanovich, Carol Ueland, Sara Webb, Hannah Wells, Trevor Weston

Others Attending: MaryAnn Baenninger, Gamin Bartle, Tanya Bennett, Sunita Bhargava, Jon Kettenring, E. Axel Larsson, Alex McClung, Kira Poplowski, Michael Richichi, Maya Sanyal, Sara Waldron, Marti Winer, Margery Ashmun, Jody Caldwell, Jennifer Heise, Rick Mikulski

The meeting was called to order at 3:17 pm

Approval of Minutes:

The minutes of the November 6, 2015 Faculty Meeting were approved.

Conversation with the President: Dr. MaryAnn Baenninger

President Baenninger announced to the faculty the establishment of The Annual Planning and Budgeting Committee (APBC) whose task will be to drive the budget, planning and institutional assessment process for the University. In consultation with Cabinet Members, MaryAnn has chosen the Committee Members for their expertise; but MaryAnn informed the faculty that after these individuals serve their first term, she would like members to be elected representatives. MaryAnn expects the committee members to make recommendations to her using the same access to information that she and the Board have. Because they are all using the same information it is her expectation that through this collaborative process, she will follow the APBC's recommendations.

The members of the APBC were chosen to represent the University's interests (rather than their individual units); they include Cabinet Members, Sarah Abramowitz (CLA faculty), Jonathan Reader (CLA and Caspersen faculty), Terry Todd (Theological School faculty), the Controller, the HR director, an Associate Dean (Jessica Lakin) and a staff member (TBD).

MaryAnn addressed a question from John Muccigrosso regarding the recent downgrading of Drew by Moody's, saying she was disappointed they paid no attention to her narrative and dialogue with them. MaryAnn said she believes an investment strategy, versus pure budget cutting, is the best way for the

University to succeed and put itself back on solid ground. She said she wrote to the Trustees to inform them of her dialogue with Moody's and its subsequent downgrade; their advice was to ignore the downgrade and continue with the current investment strategy.

Members of the faculty expressed their appreciation for the creation of this new council as well as for the open dialogue with the University President. MaryAnn assured the faculty that the committee's efforts would first focus on information gathering, and that information would then feed into the planning and strategic process. Committee members will be charged with soliciting feedback from appropriate constituencies.

MaryAnn shared the proposed "Peer Schools" and "Aspirant Schools" lists. Chris Apelian asked MaryAnn how the lists were developed and what the review process would be. She responded that they were developed by Alex McClung in IR based on a set of almost 30 different variables. She also noted that her earlier comments to the faculty about the review process for these lists were not quite accurate; they will be reviewed and discussed by appropriate bodies (e.g., APBC, Compensation Monitoring) before they are approved, and the members of those bodies can seek feedback from their larger constituencies. There is not a plan to have broader discussion of the process through which those lists were generated. She also noted that the lists are not meant to be static – as Drew achieves some of its goals, aspirant schools may become peer schools, etc. She also noted that the lists themselves are not meant to be private, and that the goal is to use the schools on these lists when asking questions about ourselves.

Introduction of New Staff Members:

The following new staff member was introduced:

Trish Turvey Administrative Assistant to Chris Taylor

Dean's Updates:

Chris Taylor announced that Marie-Pascale Pieretti has been chosen as the next NEH Distinguished Professor in Humanities.

Chris reported that Drew is the recipient of a \$32,000 planning grant for Digital Humanities from the Mellon Foundation. He thanked the faculty members who made this happen, expressed appreciation to Ken Alexo and Linda DeTitta.

Chris made a last call to the faculty for summer classes. Submissions must be in by December 18th.

Chris alerted the faculty that new CIGNA cards would be sent to faculty members' home addresses by the end of the month and Discovery will be the Drew Administrator of FSA cards. Those cards will be issued after January 1st.

MaryAnn also informed the faculty that an offer had been made for the Library Deanship and the individual had verbally accepted. She wanted the faculty to be aware that the announcement of the candidate is likely to be made Monday or Tuesday of next week, but MaryAnn was waiting to share the candidate's name until the candidate had informed her employer.

Reports:

Curricular Report - Christina McKittrick

Tina McKittrick brought the faculty's attention to the proposal to abolish the Honors Committee and to reduce the number of thesis readers down to three from four. Ed Baring clarified that one or two of these readers would come from the student's department, and at least one would come from outside the department.

Emily Hill asked if instead of abolishing the Honors Committee, could it be suspended?

Ed Baring responded that the change is necessary for the foreseeable future with the expectation that as many as 90 honors theses would be undertaken next year, leveling off at perhaps 70 per year. He suggested the full change be made now, and acknowledged that the Honors Committee could be brought back if circumstances warranted the change.

Steve Kass suggested adopting the change and evaluating the decision in two years. Chris Taylor suggested adding this language to the proposal as a friendly amendment.

Michael Peglau, Louis Hamilton and Adam Cassano discussed the substantial effort and work load placed on the faculty who read theses and the challenge of distributing this workload. Ed Baring agreed and affirmed the importance of finding the best way to distribute the work load for those faculty members who read honors theses, while having the least impact on students.

Chris Taylor reported that he had received a message asking if the Committee name could be The Honors Committee rather than the Baldwin Honors Advisory Committee. Faculty members asked for clarification of the difference between the Honors Committee and the Specialized Honors Thesis Committees. Sandra Jamieson said she had served on the Honors Committee and agreed it was confusing, but she saw the difference. Ed Baring provided the clarification and explained that the present efforts and suggested changes work toward the goal of formalizing and simplifying the process. Chris Taylor suggested the committee be named The Honors Committee, with Louis Hamilton in agreement.

Roger Knowles asked if the second reader could come from the student's department, to which Ed Baring responded yes; the Chair of the Department would be approving the full committee when signing the students' forms.

Additional language was suggested to reflect the fact that not all areas in which honors can be earned are departments; references in the policy and regulations should list both departments and programs (and department chairs or program directors).

Louis Hamilton thanked the faculty for the helpful comments and said an evaluation of the program was built into the process, and would be ensured by the Associate Deans.

The proposal was called to a vote, and approved with one abstention and one opposed.

Curricular Report – Christina McKittrick

Steve Kaas asked the difference between Art 405 and Art 310, as he saw no difference in the description of the two courses. Lee Arnold related that 310 no longer exists and that the title number and description had changed. Tina said a correction would be made.

Enrollment Report - Robert Massa

Bob Massa announced that a record number of Early Decision Acceptance letters would be sent out next week: 76; this is more than double the 37 that had been sent out at this same time last year. A second round of Early Decision letters will be sent in February. Bob expects that approximately 20% of the first-year students enrolling at Drew in the fall will be from the Early Decision pool.

Bob praised the Admissions' staff who have been working very hard, most especially those who increased their high school visits by 50%. He stressed how important developing those relationships are to an increase in applicants.

At the present, Bob related that we are ahead 13% in overall applications and he expects to end with around 3,600. They are working hard to increase the conversion from "prospect" to "applicant".

Bob expressed his gratitude to the many faculty members who responded to applicants, attended Open Houses, invited prospects into their classes and assisted in the department's overall efforts. He said the academic qualifications of the applicants are strong and he complimented the coaches for the qualifications of the incoming athletes.

Chris Taylor thanked Bob and his team.

Committee on Faculty – Sandra Jamieson

Sandra, on behalf of the Committee on Faculty (and Mary-Ann Pearsall as Chair) announced contract renewal recommendations as follows: Tenure-Track Faculty - Emily Hill in the Mathematics and Computer Science Department and Bjorg Larsen in the Physics Department. She also announced renewals for the following Non-Tenure-Track Faculty - Lisa Jordan in Biology and Environmental Studies and Sustainability and Liz Kimball in Writing and the English Department. Sandra reported that these recommendations have been approved by the Dean, the President and the Academic Affairs Committee of the Board of Trustees.

National Campaign and Advancement – Kenneth Alexo

Chris Taylor directed the faculty to review Ken's report in the packet.

INTO Report – Sharon Sundue

Sharon Sundue announced the approaching matriculation of the first group of INTO students. She thanked the Department Chairs in advance for their advisory assistance with the students.

Sarah Abramowitz asked Sharon to share what the January admittance looked like. Sharon said it was difficult to predict the size at this point, but she did relate that fewer students are coming from China. This is likely due to the economic downturn there, as well as greater competition from other pathway programs. Sharon additionally shared that the INTO community was watching Adelphi's latest efforts in attracting international students through their Shorelight Education program.

Jessica Lakin asked Sharon if there were particular majors the students were interested in, or any information that could be shared with the chairs to assist in transitioning the students who will matriculate at Drew. Sharon said the majority of students are interested in business, math, and the natural sciences.

For Discussion:

Elements of a Drew Syllabus – Debra Liebowitz

Deb shared with the faculty that the federal regulations identify syllabi as the contractual record for a course. The Basic Elements of a Drew Syllabus document was formulated to ensure that all required information is contained in this document. She related that she is working with Judy Redling to provide suggested language regarding attendance.

Judy responded to a question from John Mucciogrosso as to why language needed to be included in each individual syllabus when so much of it is universal. Deb responded that the topics that are universal - language stressing academic integrity and how to handle accommodations – is critically important. Judy added that there is no harm in adding language to individual syllabi that reminds students of their academic obligations as well as available accommodations.

There was some discussion about the creation of an online resource of available syllabi, but Jessica Lakin reminded the faculty that this would not change the requirement that syllabi be sent to the Dean's Office each semester. The Dean's office will continue to work with Gamin Bartle to determine if there is an easy way to archive syllabus elements that are built into Moodle.

Verification of Credit Hours - Debra Liebowitz

Deb then shared that a verification of credit hours must now be documented in order for the University to be in compliance with Federal Law; a total of 180 hours (in and out of class) is expected in a four credit course. She shared that CAPC will use both the syllabus and Credit Hour Calculation Worksheet as documentation of compliance. She noted that she understands the difficulty of determining how many hours it should take a student to complete specific tasks, particularly for reading and writing as well as tasks completed in foreign languages. She asked faculty to use the "Explanation" section of the worksheet for notes that would assist CAPC in understanding the reasonableness of a credit hour calculation.

Debra asked the faculty to complete credit hour calculation worksheets this spring in order to get familiar with the process and in order for the Dean's office to collect some feedback to provide better guidance for the fall. These worksheets will not be required for the spring, but there will be a requirement that these worksheets are completed in the fall and submitted to the Dean's office with course syllabi.

A motion to extend the meeting for 15 minutes was approved.

Deb addressed Michael Peglau's concerns that there is variability in the amount of time particular tasks take to complete, due to the nature of the course as well as the task. She also addressed Norman Lowrey's concern that it is difficult to calculate time for creative work. Deb agreed, but related this is something that has to be done. Jessica Lakin noted that this process might call to question whether there should be any revision to the time block schedule so that longer class time could be accommodated. Deb reiterated that in completing the Worksheets, faculty members should determine the time it takes to complete a task based on expectations for the average student. Deb related that worksheets should be turned in at the beginning, not at the end, of each semester.

Announcements:

Library News – Chris Anderson

Chris referred to MaryAnn's announcement of a new hire in the Library and shared there would be more detailed information to come in the very near term. He thanked the CLA faculty, particularly Ed Baring and Jennifer Olmsted, for the time they had devoted to the search. He reminded faculty that the Library's hours would be 24/7 during reading and exam days and was thankful to all those who covered the many additional hours. Chris closed by sharing his excitement at the rediscovery of the King James bible.

Global Education Faculty Advisory Committee - Raul Rosales

Raul announced the ShortTREC's for 2016-17 and congratulated his colleagues for their many strong proposals, for their academic depth and impressive range. He shared that the number of ShortTREC's more than doubled from last year and reminded faculty of the February 1 deadline for the fall.

Chris Taylor thanked Raul for his work as Chair of the Committee.

Baldwin Honors – Louis Hamilton

Louis thanked Ed Baring for his wonderful efforts and contributions as Assistant Director of the Honors Program. He shared that Ed would be leaving for sabbatical and Kim Rhodes would take his place as the new Assistant Director.

***Drew Review* – Edward Baring**

Ed encouraged faculty members to nominate student research papers from this past semester for the *Drew Review*. He also shared that Giandomenico Sarolli will take over *Drew Review*.

Center for Civic Engagement – Amy Koritz

Amy reminded the faculty about the current clothing collection and encouraged the faculty to make donations in the EC. She also shared that service opportunities for faculty on Martin Luther King Jr. day will be shared shortly.

Art Department – Michael Peglau

Michael invited the faculty to the Korn Gallery for an Art Exhibit and refreshments.

After wishing the faculty a good end to the semester, and a safe and restful holiday season, Chris Taylor **adjourned the meeting at 5:18.**

Minutes respectfully submitted by Trish Turvey

POLICY CLARIFICATIONS APPROVED BY THE CLA COMMITTEE ON FACULTY - 2012-15
(reaffirmed and revised January 28, 2016)

Policy/procedure	Date approved by CoF
ACTION ITEMS	
<p>COMMITTEE MEMBERSHIP</p> <p>If no candidate from a division is willing to run for election to the Committee on Faculty, a second at- large candidate will be nominated in place of a representative from that division for a full two-year term.</p>	Jan. 22, 2015
<p>DECANAL RECUSAL</p> <p>In cases where the Dean of the College is an active member of a department or in other ways directly connected with a candidate being reviewed for promotion or tenure, the Dean will recuse him- or her-self and the Chair of the Committee on Faculty will make a recommendation to the President that an Associate Dean or the Dean of one of the other two schools be asked to serve as alternate during discussions of the candidate up to and including the report and recommendation to the President.</p>	Jan. 29, 2015
<p>CORRECTION (missed this in the last revisions). Reflects current practice.</p> <p>Current Wording: I.1.3. Procedures Pertaining to Non-Tenure-Track Faculty I.1.3.A. The COF shall review all non-tenure-track full-time faculty who have served for longer than two consecutive years with full-time status.</p> <p>New Wording: I.1.3. Procedures Pertaining to Non-Tenure-Track Faculty I.1.3.A. The COF shall review all non-tenure-track full-time faculty with full-time status in their second year and every two years thereafter.</p>	Jan. 28, 2016
FOR INFORMATION	
<p>EXTERNAL REVIEWERS – RELATIONSHIP 1</p> <p>Regarding the definition of professional relationship, if the relationship is “we met at a conference, had lunch as part of a group, corresponded a few times,” that is ok. If they edited a journal or curated an exhibition, that is not okay.</p> <p>EXTERNAL REVIEWERS – RELATIONSHIP 2</p> <p>Former students and former faculty members who have an ongoing relationship with current department members are not generally appropriate as external evaluators.</p> <p>EXTERNAL REVIEWERS</p> <p>Since faculty at the Associate level may now serve on the COF, it is appropriate for qualified (at least fourth year at rank) Associate Professors to serve as external reviewers for promotion and tenure.</p> <p>EXTERNAL REVIEWERS FOR FULL</p> <p>While it may on occasion be appropriate for external reviewers who wrote letters in support of tenure and/or promotion to Associate Professor to be asked to write letters for faculty standing for promotion to Full Professor, the practice should be the exception, not the norm, and the rationale should be clearly explained as part of the reviewer recommendation.</p>	<p>August 30, 2012</p> <p>September 6, 2012</p> <p>Sept. 5, 2013</p> <p>Dec 5, 2013</p>

Policy/procedure	Date approved by CoF
<p>INTERNAL REVIEWERS</p> <p>In some cases, members of the staff or administration may be appropriate reviewers, and there is some precedent in this area. The Committee agreed that internal reviewers do not have to still be at Drew at the time of review.</p> <p>It is appropriate for Deans and Associate Deans to serve as internal reviewers if they are writing from the point of view of a fellow faculty member.</p>	<p>Nov 21, 2013</p> <p>Dec 19, 2013</p>
<p>ANNUAL REPORTS – PROMOTION TENURE & REVIEW</p> <p>In the case of reappointment and tenure, all annual reports must be on file in order for the file to be considered complete.</p>	<p>February 21, 2013</p>
<p>CONTRACT RENEWALS</p> <p>Applicants for tenure will automatically receive a one-year contract extension as part of their application, without a formal request from the Department Chair.</p> <p>The Committee normally recommends contract renewals for two years based on merit; if the Committee recommends a two-year renewal, but the Dean renews for one year at a time for economic reasons, he/she may renew for a second year without the Committee reconsidering the candidate.</p>	<p>Sept 18, 2014</p> <p>Nov. 13, 2014</p>
<p>FACULTY GRANTED CREDIT TOWARD TENURE FOR PRIOR TEACHING</p> <p>In the case of faculty granted years toward tenure for prior teaching, the Committee will consider the scholarship record for 6 years-regardless of how many of those years were spent at Drew; however, the candidate must demonstrate continued evidence of peer reviewed scholarship and an ongoing research agenda since arriving at Drew.</p>	<p>Jan. 22, 2015</p>
<p>TENURE CLOCK</p> <p>The Committee on Faculty does not review applications for early tenure. The tenure clock is determined by the Dean of the College at the time of appointment except as specified in the Faculty Personnel Policy (Appendix II.3)</p>	<p>Sept. 19, 2013</p>
<p>APPLICATIONS FOR PROMOTION TO FULL PROFESSOR</p> <p>As part of its discussion of whether to recommend that faculty members proceed with a request for promotion to Full Professor, the Committee will consider teaching evaluations in addition to the CV (and letter of nomination for early promotion).</p>	<p>Oct 17, 2013</p> <p><i>Modified Sept. 4, 2014</i></p>
<p>COURSE EVALUATIONS</p> <p>Committee members read only the comments if there is a lower than $\frac{2}{3}$ response rate. Above $\frac{2}{3}$ the statistical data are also considered.</p> <p>COURSE EVALUATIONS - REVIEW OF CGE/JANTERM EVALUATIONS</p> <p>The Committee on Faculty will review CGE teaching evaluations and summer/Jan Term evaluations as part of the teaching component of the dossier. The Committee urges CGE to adopt the standard faculty evaluation form used in other Drew classes.</p>	<p>Nov. 6, 2014</p> <p>October 4, 2012</p> <p><i>Modified September 5, 2013</i></p>

Draft Drew University Transfer Credit Policy
Version: February 4, 2016

Courses transferred to Drew's College of Liberal Arts from other institutions:

Whether taken by a matriculated Drew student at another college or by a new student transferring to the College of Liberal Arts, credits will be transferred if the following criteria are met:

- The course must be listed on an official transcript from an institution that has been accredited by a body duly recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA) or be officially recognized by the appropriate government agency/ministry of education for foreign institutions.
- Transcripts from institutions outside of the U.S. must be evaluated by World Education Services.
- The course must be a course that would or could be offered at a liberal arts college;
- A grade of C- or better must have been earned in the course. Pass/fail courses are not eligible for transfer;
- The course must have been taken within the past 10 years. Courses that were taken more than 10 years prior to the request for transfer credit will require departmental approval for transfer.
- Transfer credits are not calculated in the GPA, credits earned in Drew's exchange program with the College of St. Elizabeth or Fairleigh Dickinson University are not counted as transfer credit and so are calculated in the Drew GPA.
- Students may transfer up to 80 credits toward Drew's Bachelor of Arts degree and must earn a minimum of 48 credits from Drew.

Transfer of credit from a U.S. military transcript

Veterans enrolling with a military transcript of college-level work will be granted credit at the discretion of the department according to the criteria enumerated by the American Council on Education for credit/course-type equivalencies (<http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx>). A maximum of 16 ROTC credits may be transferred as elective credit toward the Bachelor of Arts degree.

Applicability of Transfer Credit to Majors and Minors

Commented [DJL1]: NO VOTE NECESSARY

Commented [DJL2]: VOTE REQUIRED, NEW TEXT; reflects current practice but is not codified. (TRANSFER VOTE 1).

Commented [DL3]: NO VOTE NECESSARY; CURRENT POLICY -- Similar text on registrar's website.

Registrar > Student > Transfer credit

<http://www.drew.edu/registrar/student/transfer-credit>

Commented [DL4]: NO VOTE NECESSARY; REFLECTS CURRENT POLICY – Although our website does not now say this directly, the wording is implied in the catalog academic policies page under the "Pass/Fail" heading.

<http://catalog.drew.edu/content.php?catoid=16&navoid=859#pass>

Commented [DL5]: VOTE REQUIRED – NEW POLICY (TRANSFER VOTE 2).

Commented [DL6R5]:

Commented [DL7R5]:

Commented [DL8]: NO VOTE NECESSARY; REFLECTS CURRENT PRACTICE. Same substance but slightly different language is now in the catalog.

<http://catalog.drew.edu/content.php?catoid=16&navoid=879>

Commented [DL9]: NO VOTE NECESSARY; CLARIFIES EXISTING PRACTICE

Commented [DL10]: NO VOTE NECESSARY; This information is not currently on our website but the policy was found in the CLA faculty meeting minutes from May 2012. The faculty approved it at that meeting..

Commented [DL11R10]:

- A student transferring credits toward a major or minor from another institution must complete at least 16 Drew credits at the intermediate- or upper-level to earn a major in that area. They must complete at least 8 intermediate- or upper-level Drew credits in order to earn a minor in that area.

Commented [DL12]: NO VOTE NECESSARY; Text taken from Faculty Regulations 111, point 2.

Applicability of Transfer Credit to General Education Requirements

- Transferred courses are eligible to fill general education requirements in cases where they meet the learning objectives of a specific Drew requirement.
- Drew's first-year college writing requirement is waived if a student transfers in two semesters of college writing from a community college or one semester from a four year college or university.
- Drew's first-year seminar requirement (DSEM) will be waived for students entering Drew with 24 or more credits.
- If Drew transfers 2.5 credits or more for a course taken at another institution, that course may be used to satisfy one 4-credit Drew general education requirement.

Commented [DL13]: NO VOTE NECESSARY; REFLECTS EXISTING POLICY.

Current faculty regulations say, "Transferred courses may be applied to fill all general education requirements, including breadth." Section 131, point 5.

Commented [DL14]: NO VOTE NECESSARY; NEW TEXT, NOT CURRENTLY ON WEBSITE BUT THIS REFLECTS CURRENT PRACTICE.

Commented [DL15]: NO VOTE REQUIRED – Text taken from Faculty Regulations
<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations#CurrentCollegeFacultyRegulations-139.REQUIREMENTSFORTHEMAIOR>

Commented [DL16R15]:

Pre-Approved Credit Earned Elsewhere

- Enrolled Drew University Bachelor of Arts students must receive permission PRIOR to taking courses at another institution in order for the credits to transfer to Drew.
- Students planning to study away in the U.S. for a Fall or Spring semester or an entire academic year must also file a Study Away/Leave of Absence form (available at www.drew.edu/registrar/student).
 - Students must obtain the approval of their academic adviser and the appropriate department chair if they would like a course transferred for major or minor credit. After obtaining all necessary signatures, a student must submit the form to the registrar for final approval.
- Only approved courses with a grade of "C-" or above will be accepted for transfer. Courses accepted for transfer will count as credit toward the Drew University degree and the grades will be recorded on the Drew transcript, but these grades will not be calculated in the grade-point average.
- Official transcripts reflecting the final grade must be sent to Drew University Office of the Registrar within 4 weeks of course completion.

Commented [DL17]: NO VOTE NECESSARY; REFLECTS EXISTING PRACTICE

<http://www.drew.edu/registrar/student/c-l-a-pre-approval-for-credit-study-elsewhere-2>

Commented [DL18]: NO VOTE NECESSARY

This information is relayed in different verbiage on both the registrar's website about CLA Pre- Approval for Credit Study Elsewhere (<http://www.drew.edu/registrar/student/c-l-a-pre-approval-for-credit-study-elsewhere-2>)

And on the online form: (<http://www.drew.edu/registrar/wp-content/uploads/sites/68/CLA-Pre-Approval-for-Credit-Study-Elsewhere.pdf>)

Commented [DL19]: NO VOTE NECESSARY; REFLECTS EXISTING PRACTICE

Registrar > Students > C.L.A. Pre- Approval for Credit Study Elsewhere <http://www.drew.edu/registrar/student/c-l-a-pre-approval-for-credit-study-elsewhere-2>

On-line course credit transfer

- Drew will accept in transfer no more than four on-line courses totaling no more than sixteen credit hours for courses that meet all requirements.
- A form for approval of eligible courses may be found on the Registrar's website at **CREATE and LIST URL**

Commented [DL20]: VOTE REQUIRED; NEW POLICY – (TRANSFER VOTE 3)
Registrar will create the form.

Advanced Standing

A maximum of 32 credits may be counted toward the 128 required for the Bachelor of Arts degree for credits resulting from satisfactory Advanced Placement Examinations, International Baccalaureate scores, or British A-Level Exams.

Commented [DL21]: NO VOTE NECESSARY; Similar wording currently exists in the catalog:
<http://catalog.drew.edu/content.php?catoid=16&navoid=859#advanced-placement>

Advanced Placement Credit (AP)

- Credit will be granted only for scores of 4 or 5 on Advanced Placement exams. On the Calculus BC exam a student who scores a 3 will receive 4 Drew credits. Further details of how AP credits are assigned are available online at <https://www.drew.edu/registrar/student/ap-credits>.
- AP credits cannot be applied to Breadth requirements in Drew's General Education program.
- To Students need to have an official copy of their AP scores sent to the Registrar's Office in order to have them transferred to Drew for credit. A student can contact the College Board at 1-888-CALL-4-AP (1-888-225-5427) to request that the scores be sent.

Commented [DL22]: NO VOTE NECESSARY; CLA Dean's Folder (uknow) > Current College Faculty Regulations > 135. Advanced Standing and Placement > 4. Maximum credits toward degree for credit by examination or in college courses taken prior to graduation from high school

<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations#CurrentCollegeFacultyRegulations-135.ADVANCEDSTANDINGANDPLACEMENT>

Commented [DL23]: NO VOTE NECESSARY; REFLECTS EXISTING POLICY
<https://www.drew.edu/registrar/student/ap-credits>

Commented [DL24]: NO VOTE NECESSARY; REFLECTS EXISTING PRACTICE but the verbiage is new.

Commented [DJL25]: NO VOTE NECESSARY; REFLECTS EXISTING PRACTICE, see
<https://www.drew.edu/registrar/student/ap-credits>

Commented [DL26]: NO VOTE NECESSARY; REFLECTS EXISTING PRACTICE

Commented [DJL27]: NO VOTE NECESSARY; REFLECTS EXISTING POLICY, see
<https://www.drew.edu/registrar/student/ap-credits>

Commented [DL28]: NO VOTE NECESSARY; NEW TEXT JUST FOR CLAIRIFICATION OF EXISTING POLICY.

IB Diploma and Courses

- Students with an IB Diploma have the potential to enter Drew with sophomore standing (a maximum of 32 credits will be awarded).
- Higher Level IB courses (HL) – Students with a score of 5 or above will be awarded 8 Drew credits up to a maximum of 32 credits.
- Standard Level IB courses (SL) – Students with a score of 5 or above will be awarded 4 Drew credits up to a maximum of 32 credits.

Commented [DL29]: NO VOTE NECESSARY. This policy exists in the catalog and in the faculty regs.
<http://catalog.drew.edu/content.php?catoid=16&navoid=859>

A-level exams

- Students who earned a grade of A*, A, or B on a British Advanced Level (A-Level) exam will be granted 4 Drew credits, up to a maximum of 32 credits.
- Students who earned a grade of a C on a British Advanced Level exam in 2010 or before will be granted 4 Drew credits, grades of C thereafter will not earn Drew credit.
- Credit is awarded for successful scores on A-Level examinations only, not on O-Levels (ordinary level) or AS-level (Advanced Subsidiary) examinations.

- No credit may be granted for English language examinations or the general paper.
- Drew departments have the discretion to grant up to 8 credits per appropriate A-level score in cases where the content coverage of the A-level exam so warrants.

Commented [DL30]: NO VOTE NECESSARY. This policy exists in the catalog and in the faculty regs:
<http://catalog.drew.edu/content.php?catoid=16&navoid=859>
 AND
 Registrar > Students > IB Credits
<https://www.drew.edu/registrar/student/ib-credits>

College Level Examination Program (CLEP)

- Credit and exemption are also granted for appropriate CLEP subject examinations on which satisfactory scores have been earned, and for the CLEP general examination in mathematics, the only CLEP general examination for which credit is awarded. Students taking CLEP examinations must include the optional essay portion for any examination for which it is offered.
- Students must earn a minimum score of 65 and take CLEP exams before completing 16 semester hours of college credit in order to receive credit.

Commented [DL31]: NO VOTE NECESSARY; CURRENT POLICY. In faculty regulation: CLA Dean's Folder (uknow) > Current College Faculty Regulations > 135. Advanced Standing and Placement > 3. College Level Examination Program (CLEP)
<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations>

Commented [DL32]: NO VOTE REQUIRED; REFLECTS EXISTING POLICY

College-level courses taken prior to graduation from high school

- In order to receive credit for college-level courses taken prior to graduation from high school, students must complete the Request for College Credit Form and submit it to the Registrar's office for a review of your credits. The form may be found at **CREATE AND LIST URL** and must be approved in order for the student to receive credit.
- Note that in order to receive credit for college-level courses taken prior to graduation from high school, the course must be listed on an official transcript from an institution that has been accredited by a body duly recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA);
- The course must be comparable to those listed in the current Drew University College of Liberal Arts catalog;
- A grade of C- or better must have been earned in the course.

Commented [DL33]: VOTE REQUIRED; POLICY CHANGE (TRANSFER VOTE 3)

This is a departure from requiring that courses for transfer be taught on a college campus by a faculty member from the college or university and not from the high school. New text. Registrar is creating the form and link.

We are DELETING the following text:

- To receive college credit for course work completed in a college or university program other than Drew, all of the following must apply:
 - The course(s) must be a part of the host institution's regular college curriculum which would terminate in a degree.
 - a) The course(s) must be taught on the college or university campus by a member of the institution's faculty.
 - b) Usually, most of the students enrolled in the course(s) must be regular college students enrolled in a degree program.

EXISTING POLICY IS IN CLA Dean's Folder (uknow) > Current College Faculty Regulations > 135. Advanced Standing and Placement > 4. Maximum credits toward degree for credit by examination or in college courses taken prior to graduation from high school
<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations#CurrentCollegeFacultyRegulations-139.REQUIREMENTSFORTHEMAJOR>

Transfer Policy – Items for Vote

VOTE 1 [see comment DL2, page 1] New text: This text reflects existing practice.

- The course must be listed on an official transcript from an institution that has been accredited by a body duly recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA) or be officially recognized by the appropriate government agency/ministry of education for foreign institutions.
- Transcripts from institutions outside of the U.S. must be evaluated by World Education Services.

VOTE 2 [see comment DL5, page 1] New text: The course must have been taken within the past 10 years. Courses that were taken more than 10 years prior to the request for transfer credit will require departmental approval for transfer.

VOTE 3: [see comment DL20, page 3] New text: Drew will accept in transfer no more than four on-line courses totaling no more than sixteen credit hours for courses that meet all requirements. A form for approval of eligible courses may be found on the Registrar's website at **CREATE AND LIST URL**.

VOTE 4: [see comment DL33, page 4]: New Text:

- In order to receive credit for college-level courses taken prior to graduation from high school, students must complete the Request for College Credit Form and submit it to the Registrar's office for a review of your credits. The form may be found at **CREATE AND LIST URL** and must be approved in order for the student to receive credit.
- Note that in order to receive credit for college-level courses taken prior to graduation from high school, the course must be listed on an official transcript from an institution that has been accredited by a body duly recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA);

VOTE 4 Deleted Text:

- To receive college credit for course work completed in a college or university program other than Drew, all of the following must apply:
 - The course(s) must be a part of the host institution's regular college curriculum which would terminate in a degree.
 - a) The course(s) must be taught on the college or university campus by a member of the institution's faculty.
 - b) Usually, most of the students enrolled in the course(s) must be regular college students enrolled in a degree program.

Vote 4 Explanation:

This is a departure from requiring that courses for transfer be taught on a college campus by a faculty member from the college or university and not from the high school.

EXISTING POLICY IS IN CLA Dean's Folder (uknow) > Current College Faculty Regulations > 135. Advanced Standing and Placement > 4. Maximum credits toward degree for credit by examination or in college courses taken prior to graduation from high school

<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations#CurrentCollegeFacultyRegulations-139.REQUIREMENTSFORTHEMAJOR>

Vote 4 benchmarking info for 15 of Drew's aspirant institutions:

The following did not award credit for college courses taught in the high school

— F&M, Sewanee, Connecticut College, Denison, Rhodes, St. Lawrence, Sarah Lawrence

The following would award credit for college courses taken in the high school:

— Dickinson, Skidmore, Occidental, Trinity, Gettysburg, Furman, DePauw, Lawrence

Dickinson's statement is illustrative of the schools that award credit for college courses taken in the high school:

Dickinson College allows incoming students to transfer credits from another institution (including college courses taken while in high school), if they meet the following criteria:

- The institution is an accredited college-level institution.
- The academic work must be satisfactorily completed with a grade of C or better (2.0 or above on a 4.0 scale).
- The program of study reasonably parallels the curriculum of Dickinson College.
- Credit must be documented on an official college/university transcript.

Further additions to be made to the transfer policy at the March faculty meeting:

- 1) Our current policy prohibits transfer of pass/fail credits. However, Dan Ostin noted that many institutions provide the allowance of accepting a grade of "P" if it is the Transfer Institution's policy that a "Pass" represents a grade of "C" or better. If allowed, they are usually only permitted to be transferred as elective credit.
- 2) Policy with regard to what happens when a transfer student is short credits but has met the course requirement for a major.

VOTING LIST SPRING 2016

Abramowitz, Sarah	Elliott, Andrew	Lantz, Juliette	Pieretti, Marie-Pascale
Anderson, Erik	Evans, Wyatt	LaPenta, Dan	Placet-Kouassi, Muriel
Andrews, Christopher	Fowlin, Kimani	Larson, Bjorg	Ramamurthy, Bhagavathi
Apelian, Christopher*	Friedenfels, Roxanne	Lee, Seung-Kee	Reader, Jonathan
Arnold, Lee	Golden, Jonathan	Lenz, John	Ready, Robert
Baenninger, MaryAnn	Hala, Jim	Levi, Neil	Redling, Judith
Bai, Di	Hamilton, Louis	Liebowitz, Debra	Rhodes, Kimberly
Baring, Ed	Harris, Seth	Lokaneeta, Jinee	Rosales, Raul
Barker, Brianne	Harrison, Summer	Lowrey, Norman	Rosan, Alan
Bazewicz, Jim	Hess, Deborah	Lynch, Lisa	Rose, Jonathan
Beddes, Susan	Hill, Emily	Magnell, Thomas	Rosenbloom, Susan
Bernstein, Frances	Hinrichs, Ryan	Maier, Caroline	Safri, Maliha*
Bishop, Jason	Isaacson, Brad	Masucci, Maria*	Samuels, Peggy
Boglioli, Marc	Jaising, Shakti	McGuinn, Patrick	Sarolli, Giandomenico
Bonn, Scott	Jamieson, Sandra	McKittrick, Christina	Sasala, Gary
Brenner, Lisa	Jennings, George-Harold	McLaughlin, Rosemary	Scarano, Paris
Burd, Barry	Jordan, Jason	Medvecky, Christopher	Sherman, Claire
Cantero-Exojo, Monica	Jordan, Lisa Marie	Miller, Joanna	Smith, Bernard
Carter, James	Kaiser, Pamela	Mishra, Sangay	Soderholm, Rebecca
Cassano, Adam	Kalagher, Hilary	Moore, Keshia	Speese, James
Ceraso, Chris	Karolak, Jason	Morgan, G. Scott	Sprout, Leslie
Cermele, Jill	Kass, Steve	Muccigrosso, John	Stein, Raymond
Chi, Maio	Kavaloski, Joshua	Mundo, Philip	Sundue, Sharon
Choquette, Kimberly	Keane, Marguerite*	Murawski, Robert	Supplee, James
Cole, Darrell R.	Keyser, Catherine	Nadler, Allan	Surace, Steve
Cousens, Graham A.	Keyser, Sandra	Noguera, Nancy	Taylor, Christopher
Crowther, Molly	Killian, Caitlin	Occhipinti, Emanuele	Tomljanovich, Marc
Curtis, Fred	Kimball, Elizabeth	Olmsted, Jennifer	Turreo-Garcia, Maria
Davis, Janet	Knowles, Roger	Ortega-Aponte, Elias%	Ueland, Carol
Davis, Mary	Kohn, Jennifer	Ortuzar-Young, Ada	Van Blerkom, Linda
Dawson, Allan	Kolmar, Wendy	Ostrega, Jennifer	Webb, Sara
De Camp, Kyle	Koritz, Amy	Pearsall, Mary-Ann	Wells, Hannah*
Dolan, Patrick	Kouh, Minjoon	Pechilis, Karen	Weston, Trevor
Dunaway, Stephen	Kuntz, Margaret	Peglau, Michael	Windfelder, Tammy
Edwards, Lillie#	Lakin, Jessica	Phillips, Patrick	Yordan, Carlos*

#Sabbatical or Leave AY 2015-16

*Sabbatical Spring 2016

+ Leave of Absence Spring 2016

% Joint appt with Theo School

**02/02/16: tentative pending
approval by the faculty.**

CLA Division Lists - Spring 2016

Div I - Roger Knowles, Chair		
<u>Biology</u>	<u>Chemistry</u>	
Tina McKittrick, Chair	Adam Cassano, Chair	
Brianne Barker	Molly Crowther	
Stephen Dunaway	Ryan Hinrichs	
Roger Knowles	Pamela Kaiser	
Lisa Marie Jordan (ESS)	Sandra Keyser	
Caroline Maier	Juliette Lantz	
Joanna Miller	Mary-Ann Pearsall	
Bhargavathi Ramamurthy	Alan Rosan	
Paris Scarano	Kimberly Choquette	
Sara Webb	<ul style="list-style-type: none"> • David Cincotta 	
Tammy Windfelder	<ul style="list-style-type: none"> • Peter Dobbelaar 	
<ul style="list-style-type: none"> • Cory Krediet 		
<ul style="list-style-type: none"> • George Van Orden 		
<u>Physics</u>	<u>Mathematics/Comp Science</u>	
Robert Murawski, Chair	Sarah Abramowitz, Chair	
Minjoon Kouh	Chris Apelian (SABB SP'16)	
Bjorg Larson (SABB SP'16)	Barry Burd	
Judy Redling	Seth Harris	
James Supplee	Emily Hill	
<ul style="list-style-type: none"> • Robert Fenstermacher 	Brad Isaacson	
<ul style="list-style-type: none"> • Petra Sauer 	Steve Kass	
	Steve Surace	
	<ul style="list-style-type: none"> • Michael Richichi 	

Div II - Patrick Dolan, Chair		
<u>Anthropology</u>	<u>Economics</u>	<u>Psychology</u>
Marc Boglioli, Chair	Marc Tomljanovich, Chair	Graham Cousens, Chair
Mary Davis Klabacha	Miao Chi	Jill Cermele
Allan Dawson	Fred Curtis	Janet Davis
Maria Masucci (SABB SP'16)	Jennifer Kohn	Patrick Dolan
Linda Van Blerkom	Jennifer Olmsted	George-Harold Jennings
<ul style="list-style-type: none"> • Bradley Adams 	Maliha Safri (SABB SP'16)	Hilary Kalagher
<ul style="list-style-type: none"> • Matthew Canfield 	Giandomenico Sarolli	Jessica Lakin
	Bernard Smith	Christopher Medvecky
	<ul style="list-style-type: none"> • David Anderson 	G. Scott Morgan
	<ul style="list-style-type: none"> • Karen Crisonino 	<ul style="list-style-type: none"> • Sara Manuel
	<ul style="list-style-type: none"> • Melissa Griffie 	
	<ul style="list-style-type: none"> • Forest Shue 	
<u>Political Science and International Relations</u>	<u>Sociology</u>	
Patrick McGuinn, Chair	Roxanne Friedenfels, Chair	
Jason Jordan	Christopher Andrews	
Catherine Keyser	Scott Bonn	
Debra Liebowitz	Caitlin Killian	
Jinee Lokaneeta	Kesha Moore	
Sangay Mishra	Jonathan Reader	
Phil Mundo	Susan Rosenbloom	
Carlos Yordan # (SABB SP'16)	<ul style="list-style-type: none"> • Eric Friedman 	
<ul style="list-style-type: none"> • Rebecca Morris Kuhar 		
<ul style="list-style-type: none"> • Gerard Lian 		
<ul style="list-style-type: none"> • Jeffrey Noss 		
<ul style="list-style-type: none"> • Richard Raphael 		
Div III - Joshua Kavaloski, Chair		

<u>Classics</u>	<u>Philosophy</u>	-
John Muccigrosso	Thomas Magnell, Chair	
John Lenz	Anderson, Erik	
	Seung-Kee Lee	
	<ul style="list-style-type: none"> Jesse James Atencio 	
<u>French & Italian</u>	<u>Comparative Religion</u>	
Marie-Pascale Pieretti, Chair	Darrell Cole, Chair	
Deborah Hess	Louis Hamilton	
Muriel Placet-Kouassi	Allan Nadler	
Emanuele Occhipinti	Karen Pechilis	
<ul style="list-style-type: none"> Stefania Britt 	Chris Taylor	
<ul style="list-style-type: none"> Carla Mastropierro 		
<u>German/Russian/Chinese</u>	<u>Spanish</u>	<u>History</u>
Joshua Kavaloski, Chair	Raul Rosales, Chair	James Carter, Chair
Bai Di	Monica Cantero-Exojo	Ed Baring
Carol Ueland	Nancy Noguera	Fran Bernstein
<ul style="list-style-type: none"> Ping Li 	Ada Ortuzar-Young	Lillie Edwards (LOA 2015-16)
<ul style="list-style-type: none"> Sabine Mann 	Maria Turreo-Garcia	Wyatt Evans#
	<ul style="list-style-type: none"> Felicidad Obregon 	Jonathan Rose
	<ul style="list-style-type: none"> Mercedes Solana-Aspinall 	Sharon Sundue
		<ul style="list-style-type: none"> Obiri Addo (Pan African Studies)
<u>Arabic (Middle East Studies)</u>		<ul style="list-style-type: none"> Angie Calder
<ul style="list-style-type: none"> Huda Shanawani 		<ul style="list-style-type: none"> Elias Ortega-Aponte &
<ul style="list-style-type: none"> Housam Kotob 		
<u>Div IV - Rosemary McLaughlin, Chair</u>		
<u>Art</u>	<u>Music</u>	<u>English</u>

Lee Arnold, Chair	Leslie Sprout, Chair	Wendy Kolmar, Chair
Jason Karolak	Jason Bishop	Jim Hala
Michael Peglau	Norman Lowrey	Summer Harrison
Claire Sherman	Trevor Weston	Shatki Jaising
Rebecca Soderholm	<ul style="list-style-type: none"> • Michael Avagliano 	Sandra Jamieson
Raymond Stein	<ul style="list-style-type: none"> • Guy Dobson 	Elizabeth Kimball
<ul style="list-style-type: none"> • Ahni Kruger 	<ul style="list-style-type: none"> • Ellis Hilton 	Amy Koritz
<ul style="list-style-type: none"> • Rory Mulligan 	<ul style="list-style-type: none"> • David Iskowicz 	Neil Levi
<ul style="list-style-type: none"> • William Mutter 	<ul style="list-style-type: none"> • Lawrence Liggins 	Lisa Lynch
	<ul style="list-style-type: none"> • James Saltzman 	Patrick Philips
	<ul style="list-style-type: none"> • Anthony Cecere (lessons) 	Robert Ready
-	<ul style="list-style-type: none"> • Carl della Peruti (lessons) 	Peggy Samuels
	<ul style="list-style-type: none"> • Lynne Cohen (lessons) 	James Speese
<u>Art History</u>	<ul style="list-style-type: none"> • Karl Latham (lessons) 	Hannah Wells
Kimberly Rhodes, Chair	<ul style="list-style-type: none"> • Victoria Scelba (lessons) 	<ul style="list-style-type: none"> • Jill Coplan
Marguerite Keane (SABB SP'16)	<ul style="list-style-type: none"> • Karen Siegel (lessons) 	<ul style="list-style-type: none"> • Elizabeth Moore
Peggy Kuntz	<ul style="list-style-type: none"> • Krista Sweer (accompanist) 	<ul style="list-style-type: none"> • Elizabeth Myers
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Max Orsini
<u>Theatre Arts and Dance</u>	<u>Physical Education</u>	<ul style="list-style-type: none"> • Elizabeth Myers
Chris Ceraso, Chair	Jason Fein, Director of Athletics	<ul style="list-style-type: none"> • Courtney Zoffness
Jim Bazewicz	Christa Racine, Chair	
Lisa Brenner	<ul style="list-style-type: none"> • Lenny Armuth 	
Kyle de Camp	<ul style="list-style-type: none"> • Daphne Cunliffe 	
Andrew Elliott	<ul style="list-style-type: none"> • Brittany Gaetano 	
Kimani Fowlin	<ul style="list-style-type: none"> • Brian Hirschberg 	
Daniel LaPenta	<ul style="list-style-type: none"> • Daryl Keckler 	
Rosemary McLaughlin	<ul style="list-style-type: none"> • Charlotte Labate 	
<ul style="list-style-type: none"> • Kristi Spessard Azaroff 	<ul style="list-style-type: none"> * Charisse Greene 	<ul style="list-style-type: none"> • Jennifer Rockett
<ul style="list-style-type: none"> • Rodney Gilbert 	<ul style="list-style-type: none"> * Claudia Rahardjanoto 	<ul style="list-style-type: none"> • Julia Steier
<ul style="list-style-type: none"> • Jessica del Vecchio 	<ul style="list-style-type: none"> * Olivia Harris 	<ul style="list-style-type: none"> • Christopher Goedecke
<ul style="list-style-type: none"> • Ute Hiltl 	<ul style="list-style-type: none"> * Annie McAdams 	
<ul style="list-style-type: none"> • Jamie Richards 	<ul style="list-style-type: none"> * Barbara McAdams 	
<ul style="list-style-type: none"> • Chris White 		

<u>Interdisciplinary</u>	<u>Director</u>	

Asian Studies	Bai Di	
Biochemistry	Adam Cassano Steve Dunaway	
Business Studies	Jennifer Kohn	
Environmental Studies and Sustainability	Ryan Hinrichs	
Jewish Studies	Allan Nadler	
Middle East Studies	Jennifer Olmsted	
Neuroscience	Graham Cousens	
Pan-African Studies	Obiri Addo	
Russian Cultural Studies	Carol Ueland	
Women's and Gender Studies	Wendy Kolmar	
# Joint appointment with Casperson School	• Adjunct Professors	& Joint appointment with Theo School

Curricular Report

January 2016

For Action:

For Information:

Revisions to Existing Major/Minor:

- **Film, Media, and Communication Studies**
Adding the following courses to the electives list:
 - **WGST/ENGL 303 Gender and Film**
 - **ENGL 324/Filming American Feminisms**
 - **ENGL 386/Theories and Effects of Media Communication**
 - Deleting **ENGL 376/Shakespeare on Film: Seminar** from electives list

New Courses:

- **ENGL 241/Blogs, Tweets, & Social Media**

Revisions to Existing Courses:

- **WRTG 101/College Writing: ESOL**
 - **Description Change**

General Education Designations:

- **ENGL 201/Literature of Disability [DVUS]**
- **ENGL 211/Introduction to Writing and Communication Studies [WRIT]**
- **ENGL 241/Blogs, Tweets, & Social Media [WRIT], [BINT]**

Proposal to change the grade minimum for matriculation for Pathway students from C to C- was approved

New Course Descriptions:

ENGL 241- Blogs, Tweets, & Social Media: The Art of Digital Communication

This course explores the relationship between audience, purpose and text in a cross-section of electronic formats, including tweets, blogs, Facebook posts, discussion groups, text messages, and various social media and curation sites. Students develop criteria for evaluating each form of writing, find examples, assess what makes them effective (including questions of ethics and responsibility), consider the decoding skills they demand from readers, and practice the form. The course also explores broader social, ethical, and philosophical issues raised by these media and considers the positive and negative aspects of various forms of online communication and the ways they can be used to brand individuals and products. Students are not expected to be familiar with all forms of social media before entering the course, although some of the class writing will be in these formats and students will be asked to develop a coherent online presence.

Changes to Existing Courses:

WRTG 101/College Writing: ESOL

Current: College Writing 101 is a writing class for speakers of other languages. WRTG 101 extends the sense of intellectual community developed in the College Seminars in which students are co-enrolled, and also includes small group work with trained writing fellows. The writing fellows provide additional instruction and support for students as they draft and revise their papers.

In this course, students explore and practice the advanced literacy skills necessary for a liberal arts education. They read and respond to texts written for a variety of audiences and analyze the style, vocabulary, and structure of those texts, along with the impact of audience and purpose. This course pays special attention to the distinct needs of ESOL learners. Students who take WRTG 101 in the Fall must register for WRTG 110 in the Spring.

Proposed: College Writing 101 is a writing class for speakers of other languages. In this course, students explore and practice the advanced literacy skills necessary for a liberal arts education. They read and respond to texts written for a variety of audiences and analyze the style, vocabulary, and structure of those texts, along with the impact of audience and purpose. This course pays special attention to the distinct needs of ESOL learners. This course is intended for students matriculating into Drew through the Pathway program, and for some other cases where special attention to English language development is needed.

Catalog Copy for Joint Degree Programs:

4+1 Bachelor of Arts & Master of Arts in Teaching

Drew University's 4+1 BA/Master of Arts in Teaching (MAT) program allows students to earn a Bachelor of Arts and Master of Arts degree in five years. The program provides a targeted path to dual teacher certification in elementary (grades 5-8) or secondary (grades 6-12) education and Teacher of Student with Disabilities (special education). The MAT program is nationally accredited by the Teacher Education Accreditation Council (TEAC).

All MAT students receive dual certification in Teacher of Students with Disabilities and either Elementary Education or one of the following specialty areas in secondary education:

- Biology
- Chemistry
- English
- French
- Italian
- Mathematics
- Physics
- Social Studies
- Spanish
- Theatre Arts

It is recommended that candidates consult with the BA/MAT adviser prior to selecting a major.

Eligibility and Application Criteria

How to apply

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the BA/MAT program on their Drew College of Liberal Arts application and then when study begins at Drew, students will be contacted by the BA/MAT adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with the BA/MAT adviser as early as possible, preferably by their sophomore year.

Requirements for 4+1 Program:

Students begin taking classes toward their Master of Arts degree while in the junior or senior year at Drew (junior year is preferable). Students complete up to four graduate courses that will count as elective credits toward their BA degree. The specific courses require pre-approval of the BA/MAT adviser. The suggested sequence of MAT courses to be taken while completing the Bachelor of Arts degree is below; however, with approval, the courses can be taken out of sequence.

Fall of Junior Year

- MAT 805/EDUC 301: Introduction to Teaching for All Learners (4 credits)

Spring of Junior Year

- MAT 801/EDUC 302: The Developing Learner (4 credits)

Fall of Senior Year

- MAT 810/ EDUC 303: Differentiation of Instruction for Special Populations (4 credits)

Spring of Senior Year

- MAT 808/ EDUC 304: Design for Instruction and Assessment (4 credits)

Drew BA/MAT candidates must meet the following criteria to solidify formal acceptance to the MAT (this should generally be completed by February 1 of a student's senior year):

- Have passed Praxis I Core Test for Basic Skills or state-approved equivalent
- Have passed Praxis II Content Knowledge Test
- Have earned grades of "B" or better in all completed MAT/EDUC coursework
- Have an undergraduate cumulative grade point average of at least 3.0
- Have submitted two letters of recommendation from Drew CLA faculty.
- Submit letter of intent and a one page statement of interest in teaching to MAT director to gradm@drew.edu

At the point of completing the Bachelor of Arts degree and moving completely into the Master of Arts program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have completed sufficient coursework to comply with requirements for either secondary or elementary education teacher certification.
 - At least 60 credits in the liberal arts or sciences are required for NJ State teacher certification.
 - To be eligible for NJ State secondary education teacher certification a student must complete at least 30 credits in the content area that he/she wants to specialize in, with at least 12 of those credits being upper level courses (typically 300 level or higher). Majors compatible with certification in social studies include anthropology, history, economics and political science.
 - It is highly recommended that those interested in elementary education certification select a major such as math, English, history or one of the natural sciences. For students with majors in all other areas it is recommended that a minor (or at least 15 credits) be completed in math, English, history or one of the natural sciences. If 15 credits are completed in one of these four academic focus areas, students can obtain a grade 5-8 teaching endorsement certification, which is desirable for employment purposes.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MAT Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about his or her professional disposition for teaching. Students must meet all NJ Department of Education requirements for teaching certification, including citizenship, health, and security prerequisites.

For more information on registering for coursework or on the program, contact the Drew BA/MAT Faculty Adviser at gradm@drew.edu.

ENROLLMENT REPORT TO FACULTY COLLEGE OF LIBERAL ARTS

**Robert J. Massa
Sr. Vice President
February 5, 2016**

Applications for Drew's class of 2020 continue to track ahead of last year by 13%. As of February 1, just under 2900 students have applied to Drew vs. 2550 last year on this date. Early Decision, where students commit to Drew if admitted, has seen the greatest jump – 129 applicants vs. 66 last year. To date, 73 ED1 students have deposited. The ED2 deadline was February 1. Of the 25 completed applications, 11 have been admitted. We anticipate enrolling 90 Early Decision students compared to 42 last year.

I need to remind all that Drew has changed its admission notification date from “rolling” to single notification for regular decision. That date is March 20. So starting later this month, we will begin to lag behind last year in deposits, but we should see a spike in April. Highly selective liberal arts colleges in the northeast have a single notification date, and we are bringing our practices in line with the company we wish to keep.

In order to keep student interest high, we are sending emails starting this week to students we will likely admit in March, telling them we were impressed with their application and strongly urging them to interview either in-person or via Skype or FaceTime. These “personal” emails, sent by the individual admissions counselor through our new CRM, will help to gauge interest and keep students connected. The push to interview students now will help with yield, and even though it is labor intensive at a very busy time, we must make the time to engage our applicants if we expect to improve our yield.

The goal for first year students continues to be 400 at a top discount of 60% -- less than last year but more than the years before. We will gradually bring the discount down to below 55% over the next few years, as the applicant pool grows and we have more students from families who are willing to pay a premium for a Drew education. Of course, our commitment to diversity and access will remain strong, but we do need more students who can pay a larger share of the costs in order to be able to afford to provide the financial assistance to those who cannot. This is a great challenge.

Our rescheduled (from the blizzard) “Discover Drew Day” is this weekend – February 6. Thanks to those of you who will be on hand to help. We'll have a small crowd – perhaps 100-150 people – but those who come will have high interest.

I should also call your attention to our first “Baldwin Honors Symposium” on March 13-14. We expect about 100 Baldwin Honors candidates to attend a Sunday night introduction session and a full day of discussion, presentation and sample classes on Monday. This is an opportunity for us to recruit these students heavily. We currently need about 6 faculty to run sample D-Sems on Monday, March 14 from 10:45- 11:45. If you can help us out, please email Louis Hamilton at lhamilto@drew.edu.

I will keep you updated as we push toward May 1. We are doing well so far, but there is still a long way to go. Thanks for everything you do to support our efforts.

Progress Report

February 20, 2009 to December 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	\$12,434,639	\$1,143,522	\$525,000		\$14,103,161
<i>Ehinger Center</i>	\$8,300,000	\$7,596,454	\$409,767			\$8,006,221
<i>THK Reading Room</i>	\$850,000	\$918,696	\$58,067			\$976,763
<i>Hall of Sciences</i>	\$8,000,000	\$1,847,467	\$674,438	\$525,000		\$3,046,905
<i>Athletics</i>	\$4,000,000	\$238,213	\$1,250			\$239,463
<i>Other Capital</i>	\$850,000	\$1,833,809				\$1,833,809
Endowment	\$32,500,000	\$12,533,709	\$1,082,580	\$3,268,774	\$8,040,650	\$24,925,713
<i>Scholarships/Fellowships</i>	\$15,000,000	\$5,955,532	\$760,549	\$403,565	\$3,632,650	\$10,752,296
<i>Internships</i>	\$3,000,000	\$872,399	\$80,831	\$50,000	\$100,000	\$1,103,230
<i>Professorships</i>	\$2,500,000	\$100,503	\$99,522	\$375,000		\$575,025
<i>Programs</i>	\$12,000,000	\$5,605,275	\$141,678	\$2,440,209	\$4,308,000	\$12,495,162
Restricted	\$9,500,000	\$21,221,457	\$974,271	\$75,890	\$195,000	\$22,466,618
Unrestricted	\$16,000,000	\$14,128,436	\$434,345	\$5,000	\$49,000	\$14,616,781
<i>Annual Fund</i>	\$9,000,000	\$8,289,449	\$434,345	\$5,000	\$49,000	\$8,777,794
<i>MEF</i>	\$7,000,000	\$5,838,987				\$5,838,987
Grand Total	\$80,000,000	\$60,318,241	\$3,634,718	\$3,874,664	\$8,284,650	\$76,112,273



UNIVERSITY OF TEXAS

Gifts by Funding Area

February 20, 2009 to December 31, 2015

	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
			<u>Irrevocable</u>	<u>Revocable</u>	
College of Liberal Arts	\$21,804,781	\$1,422,431	\$378,565	\$3,994,650	\$27,600,428
Drew Theological School	\$11,944,567	\$194,118	\$494,000	\$75,000	\$12,707,684
Caspersen School of Graduate Studies	\$1,931,186	\$313,683		\$3,000,000	\$5,244,869
Library	\$4,253,214	\$93,682			\$4,346,896
Athletics	\$1,266,321	\$237,315			\$1,503,636
University	\$19,118,171	\$1,373,489	\$3,002,099	\$1,215,000	\$24,708,759
Grand Total	\$60,318,241	\$3,634,718	\$3,874,664	\$8,284,650	\$76,112,273



FY15 - FY16 Gifts
 July 1, 2015 to December 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	\$3,338,959	\$12,000,000	28%	\$5,529,351	\$12,000,000	46%	\$12,640,777
Total Cash & Irrevocable Deferred Gifts	\$2,583,013	\$9,000,000	29%	\$4,558,722	\$9,000,000	51%	\$10,070,060



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

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY16	\$528,393	\$154,791	\$683,184	\$1,300,000	53%	\$391
FY15	\$604,864	\$120,419	\$725,283	\$1,250,000	58%	\$428
Increase (Decrease) from FY15	(\$76,471)	\$34,373	(\$42,099)			(\$37)
Increase (Decrease) Percentage	(13%)		(6%)			(9%)

Participation (All Funds)

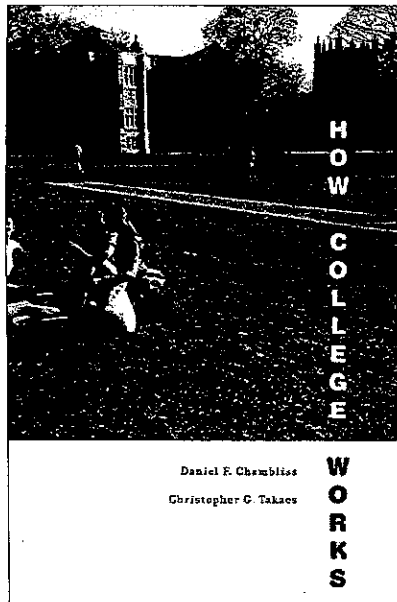
	FY16				FY15			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	9%	1201	28%	2,479	9%	1150	26%	n/a
DTS	10%	369	21%	439	8%	309	16%	n/a
CSGS	8%	163	17%	203	7%	133	15%	n/a



www.oneandall.org

Summary of Student Evaluation Data 2014 CSEM and College Writing v. 2015 DSEM and Writing Studios

Summary of Student Evaluation Data								1.20.16
Total# of students enrolled	306	367	80	159	63	123	85	1183
Total# of students who took survey	267	325	71	140	52	111	75	1041
Participation rate	87%	89%	89%	88%	83%	90%	88%	88%
	FA14	FA15	FA14	FA14	FA14	FA15	SP15	
Average of mean								
Row Labels	CSEM	DSEM	WRTG.102	WRTG.103	WRTG.104	WRTG.111	WRTG.115	Grand Total
Q01. In this course I learned	3.82	4.15	3.95	3.98	3.70	3.59	3.85	3.91
Q02. Course sequence	4.09	4.27	4.25	4.42	4.20	4.09	4.20	4.21
Q03. Course pace	4.43	4.34	4.39	4.33	4.15	4.33	4.40	4.35
Q04. Syllabus	4.23	4.41	4.21	4.32	4.07	4.28	4.09	4.28
Q05. Best work	3.99	4.41	4.49	4.45	4.33	3.76	4.28	4.22
Q06. Assigned outside work	3.52	3.87	3.92	3.87	3.56	3.31	3.86	3.70
Q07. Initial attitude	3.87	3.85	3.26	3.35	3.23	3.69	3.44	3.65
Q08. Current attitude	3.79	3.98	3.93	3.73	3.46	3.73	3.90	3.83
Q09. Writing	3.62	4.37	4.23	4.30	4.08	3.87	4.19	4.08
Q10. Speaking	3.61	3.87	3.66	3.43	3.11	3.25	3.56	3.58
Q11. Critical Thinking	3.71	4.10	4.08	3.92	3.64	3.49	3.85	3.85
Q12. Quantitative	2.62	2.72	2.86	2.38	1.72	2.60	2.82	2.60
Q13. Computing	2.58	2.60	3.12	2.83	2.11	2.61	3.14	2.69
Q14. Work with Others	3.39	3.61	3.45	2.86	2.50	3.29	3.17	3.30
Q15. Learn Independently	3.59	3.95	3.81	3.89	3.56	3.46	3.84	3.75
Q16. Diverse World	3.92	3.95	3.39	3.47	2.87	2.88	3.75	3.60
Q17. Real World	3.83	3.90	3.45	3.60	2.94	2.77	3.57	3.56
Q18. Values/Ethics	3.42	3.50	3.14	3.20	2.54	2.57	3.49	3.22
Q19. Creative	3.23	3.55	3.80	3.74	3.14	3.46	3.80	3.51
Q20. The instructor fostered making connections with	3.90	3.91	3.98	3.92	4.13	4.43	4.01	4.01
Q21. Added to Understanding	3.96	4.34	4.01	4.11	3.75	3.82	3.92	4.05
Q22. Grading Fair	4.26	4.41	4.12	4.34	4.20	4.70	4.27	4.36
Q23. Clear Explanations	4.12	4.33	4.10	4.35	3.99	4.48	4.13	4.25
Q24. Ask Questions	4.41	4.63	4.61	4.63	4.62	4.72	4.56	4.59
Q25. Interested	4.47	4.56	4.46	4.53	4.25	4.61	4.18	4.48
Q26. Prompt Feedback	4.37	4.35	4.40	4.28	4.17	4.31	4.16	4.32
Q27. Constructive Feedback	4.35	4.51	4.56	4.48	4.34	4.36	4.31	4.43
Q28. Available	4.44	4.60	4.55	4.49	4.25	4.25	4.09	4.43
Q29. Recommend	3.94	4.21	4.14	4.08	3.85	4.00	3.98	4.05
Q30. How often did instructor cancel class:	5.68	5.50	5.25	5.23	5.13	5.20	4.93	5.37
Q31. My reasons for taking the course were	5.78	5.54	5.35	5.31	5.26	4.53	5.51	5.38
Q32. Kinds of writing assigned in the course	6.01	5.78	5.73	5.65	5.85	5.68	5.78	5.80
Q33. Hours Studying	3.29	5.58	5.36	5.52	5.58	2.75	4.44	4.54
Q34. Outside of class	3.10	3.50	3.18	3.20	2.95	2.62	3.08	3.15
Q35. Unprepared	4.50	4.50	4.52	4.54	4.18	4.56	4.70	4.51
Q36. Attendance	4.30	4.17	4.15	4.15	3.92	4.17	4.05	4.17
Q37. Expected Grade	3.53	3.40	3.06	3.09	3.35	3.59	3.20	3.37
Grand Total	3.99	4.19	4.08	4.05	3.80	3.83	4.01	4.03



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How College Works

Daniel F. Chambliss and Christopher G. Takacs

Constrained by shrinking budgets, can colleges do more to improve the quality of education? And can students get more out of college without paying higher tuition? Daniel Chambliss and Christopher Takacs conclude that the limited resources of colleges and students need not diminish the undergraduate experience. *How College Works* reveals the surprisingly decisive role that personal relationships play in determining a student's collegiate success, and puts forward a set of small, inexpensive interventions that yield substantial improvements in educational outcomes.

At a liberal arts college in New York, the authors followed a cluster of nearly one hundred students over a span of eight years. The curricular and technological innovations beloved by administrators mattered much less than the professors and peers whom students met, especially early on. At every turning point in students' undergraduate lives, it was the people, not the programs, that proved critical. Great teachers were more important than the topics studied, and even a small number of good friendships—two or three—made a significant difference academically as well as socially.

For most students, college works best when it provides the daily motivation to learn, not just access to information. Improving higher education means focusing on the quality of a student's relationships with mentors and classmates, for when students form the right bonds, they make the most of their education.

Daniel F. Chambliss is Eugene M. Tobin Distinguished Professor of Sociology at Hamilton College. **Christopher G. Takacs** is a Ph.D. candidate in Sociology at the University of Chicago.

**The Mellon Assessment Project at Hamilton College
Research Projects, June 1999 – January 2010**

- Longitudinal Panel Interviews on random sample of 100 students of Class of 2005, conducted annually 2001-2006. Total of 382 one-on-one interviews completed as of January 2010. Next round of interviews begins January 2015.
- Writing Study of 1,068 student papers, from high school-senior year college, by outside “blind” evaluators; samples from panel members and others; conducted 2001-2005.
- Compilation and Analysis of HEDS Senior Surveys (from Hamilton) 1995-2007. Annual updates, various studies.
- Course Selection Study (Survey).
- Oral Communication Study – analysis of 288 videotapes of sophomore and senior presentations.
- Alumni Interviews on random sample of 100 alums 5-7 years past graduation (72 completed), 1999-2000.
- Various Course Enrollment and Transcript Studies, including small classes.
- Selected Course Evaluation Analyses.
- Focus Group Studies of Dean’s List, others selected, and random students.
- Focus Group Studies, junior year away programs.
- Focus Group Study, campus social life.
- Interview Study, the private society experience.

What Makes a Positive College Experience?

Q What's the most important element in shaping the college experience?

What really matters in college is who meets whom, and when. It's the people, not the programs, that make a difference.

Q So what should students do to get more out of college?

As a freshman, live in one of the old-fashioned dorms with the long hallways, multiple roommates and communal bathroom, where you'll have to bump into a lot of different people every day. Apartment dorms look appealing, but they're isolating and disastrous for freshmen. In choosing classes, pick the teacher over the topic. Over and over, we found that contact with one great professor sent students in a new direction. Try to get to know a lot of people your first year, when everyone is looking for friends. Most students don't make their friends in classes. It helps to join a large high-contact activity, like a sports team or choir, where people see each other at least twice a week. We found that it only takes two or three close friends and one or two great professors to have a fulfilling college experience.

Q You describe a paradox about small classes, one of the measures U.S. News

After a decade of research,

Daniel F. Chambliss, an organizational sociologist at Hamilton College, believes he knows what most determines how students feel about their time at college. It comes down to factors like dorm design, friends and extracurricular involvement more than what happens in the classroom. In their new book, "How College Works," Dr. Chambliss and Christopher G. Takacs describe the findings from an ambitious study

& World Report uses in its rankings.

The smaller the class, the less chance there is of getting in. Usually, when people do research on small classes, they talk to the students in the class, who think it's swell, and the professor, who likes it, and not the people who didn't get in. If you had 99 tiny classes and one huge class for all the thousands of students who didn't get into one of them, U.S. News would report that 99 percent of your classes were small, but it wouldn't feel like that to most students.

Q So should students take as many small classes as they can get into?



NANCY L. FORD

of Hamilton students and alumni, using interviews, surveys and even an analysis of academic writing samples to tease out how college has affected them. Although Hamilton, a small, selective, expensive liberal arts college in upstate New York, has little in common with the large state universities and community colleges that most students attend. Dr. Chambliss said the lessons learned could apply everywhere.

TAMAR LEWIN

Small classes are great. But most colleges also have some wonderful very large classes, like Michael Sandel's "Justice" at Harvard, where professors deliver engaging lectures and students learn a lot. Introductory courses are important turning points. An introductory course with a boring lecturer stops many students from ever taking another class in the department, but a lively intro course, no matter how big, draws students into the field.

Q What should colleges do to make students' experiences better?

They should be looking for things that give the biggest payoff for the least effort.

One hospital study found that patients reported a better experience if a nurse had offered them a warm blanket while they were on the gurney waiting for surgery. There are all kinds of "warm blankets" colleges can offer. Students who had a single dinner at a professor's house were significantly more likely to say they would choose the college again. In learning to write, it made a lasting difference if students had at least one experience of sitting down with a professor to go over their work, paragraph by paragraph; for the students it was someone serious saying their writing was important.

Q What do colleges do that doesn't improve the experience?

Strategic plans. I used to be so into those mission statements and goals, and I read hundreds of them when I was on the Middle States Commission on Higher Education, which accredits colleges. But I've never seen one that actually helped. The president of one highly ranked liberal arts college told me, in the middle of his big campaign, that he knew it wouldn't help the education. When I asked why they were doing it, he said the trustees wanted something grand and millennial. I guess presidents have to keep their jobs, too. ■

Current College Faculty Regulations

- [100. GENERAL DEGREE REQUIREMENTS](#)
- [110. REGISTRATION](#)
- [111. TRANSFER CREDITS \(See also 131.2, 131.4-5, 139.6, 140.3, 145.2\)](#)
- [115. CLASSIFICATION OF STUDENTS](#)
- [120. GRADES](#)
- [122. ACADEMIC STANDING](#)
- [125. COURSE EXAMINATIONS](#)
- [131. GENERAL EDUCATION REQUIREMENTS](#)
- [135. ADVANCED STANDING AND PLACEMENT](#)
- [136. FOREIGN LANGUAGE PLACEMENT](#)
- [139. REQUIREMENTS FOR THE MAJOR](#)
- [140. MINORS](#)
- [141. ACADEMIC RECOGNITION](#)
- [145. HONORS AT GRADUATION](#)
- [150. EXCHANGE PROGRAMS](#)
- [151. OFF-CAMPUS PROGRAMS](#)
- [160. FIELD TRIPS](#)
- [185. ACADEMIC INTEGRITY](#)
- [195. ACADEMIC CALENDAR](#)
- [200. THE FACULTY \(CLA 67-45\) \(CLA 75-67\) \(CLA 96-28, 96-29, 96-30\)](#)
- [210. DEPARTMENTS OF INSTRUCTION AND DIVISIONS](#)
- [220. FACULTY TRAVEL ALLOCATIONS \(CLA 63-47, revised\)](#)

100. GENERAL DEGREE REQUIREMENTS

1. Credits

At least 128 semester hours and demonstrated ability to write clearly and effectively are required for the B.A. degree. At least 64 intermediate- and upper-level credits must be included, of which at least 32 must be upper level. Students transferring to Drew from another college or university normally must complete at least 48 credits at Drew. Students entering under special programs must earn at least 32 hours of credit in the College; in the case of students who spend only two semesters in residence, these must be earned in the senior year. For all students, the last semester must be taken in residence. (CLA 65-14 and 94-60)

An exception to the residence requirement is made in the case of students participating in the Drew/Duke forestry program, where the last part of the student's work is taken at Duke University. (CLA 53-14)

Comment [JL1]: This is already in the catalog – general education section.

Comment [JL2]: This is inaccurate and needs to be deleted – it's also inconsistent with our other stated policies that 48 credits must be earned at Drew in order to graduate with a Drew degree.

Comment [JL3]: This is an academic policy issue that needs to be referred to CAPC; I haven't been able to find this information online anywhere.

Those students who leave after three years of undergraduate study at Drew to attend a health professions school without completing their B.A. degree may be awarded the Drew B.A. degree subject to the following conditions:

- a) Students have completed at least 96 semester hours, including all distribution requirements and requirements for a major as stated in the catalogue at the time of their matriculation, credits having been earned either by having taken the appropriate courses in the CLA or having transfer credits for same. (CLA 94-60)
- b) The professional course of study is for one of the following degrees from a school in the United States: Doctor of Medicine, Doctor of Osteopathy, Doctor of Dental Medicine or Dental Surgery, Doctor of Veterinary Medicine, Doctor of Podiatric Medicine or Doctor of Optometry.
- c) The Drew degree shall be awarded only upon successful completion of the professional degree and request of the student involved. (CLA 84-4)

The above regulations also apply to the articulation agreement between Drew and UMDNJ (New Jersey Medical School), with the exception that the Drew degree shall be awarded upon the successful completion of the first year at UMDNJ. (CLA 91-23)

Comment [JL4]: Some of this information is not accurate, and all special programs now have detailed catalog copy that has been approved by CAPC.

2. Grades

A minimum average grade of at least 2.0 for all courses in the major, and a minimum cumulative grade point average of at least 2.0, are required for graduation. (CLA 87-28, 91-9)

3. Courses

The degree program includes a general education requirement ([par. 131](#)) and a major ([par. 139](#)).

Comment [JL5]: This is already in the catalog – general education section.

110. REGISTRATION

1. Signatures

Registration and changes in registration must be approved by the student's adviser.

Comment [JL6]: This is already in the catalog – academic policies / registration section.

2. Maximum registration

First year students are strongly advised not to register for more than 16-18 credits during their first semester. After their first semester, students may register for a maximum of 21 credits provided their cumulative GPA is at least 2.0. (CLA 94-60)

3. Additional hours

Approval of the Committee on Academic Standing is required for any registration in excess of 20 credit hours.

4. Intermediate and Upper Level Credits

a) First year students may register for upper level courses only with the approval of the adviser and the instructor of the course concerned.

b) No upper level credit shall be awarded for lower level or intermediate level courses except with the approval of the Committee on Academic Standing and the instructor of the course concerned. (CLA 61-48, 63-62)

Comment [JL7]: These are academic policy issues that need to be referred to CAPC.

5. Scholarship holders

All scholarship holders shall be expected to register for and maintain each semester an academic load sufficient to permit graduation after a total of eight semesters, i.e., no fewer than 16 hours a semester, unless a correspondingly greater load has already been completed during one or more previous semesters. (CLA 94-46) In determining academic eligibility for continuation of scholarship aid, cumulative averages shall be computed on the basis of this requirement. (CLA 62-20)

Comment [JL8]: This is neither faculty regulation nor academic policy. I've spoken with Colby McCarthy and it's also not accurate. Any information related to scholarship eligibility will be communicated to students with their financial aid awards. This should be deleted.

6. Repeating courses

A student may retake a course in which he or she has earned a grade of F or D. For courses retaken after a first grade of F, both the original F and the grade earned when the course is retaken are calculated in the grade-point average. To retake a course in which the student originally earned a D, he or she must file a formal notice with the Registrar (forms provided by the Registrar's Office) before the end of the add-drop period of each term. For courses retaken after a first grade of D, both the original and the subsequent grade are calculated in the grade-point average. In either case, credit for at most one enrollment in the course is awarded. Under this provision, no course originally taken on a graded basis may be retaken under the P/F option, although a course originally taken on the P/F option and failed may be retaken on a graded basis. (CLA 92-24)

Comment [JL9]: This is already in the catalog – academic policies / retaking courses and P/F courses sections.

7. Independent study

Independent study courses not listed in the catalog do not carry credit toward the degree.

Comment [JL10]: Outdated – delete. There are no independent study courses that are not listed in the catalog.

8. Late registration

Late registration is permitted only during the first week of a semester.

9. Changes in registration

a) Addition of courses. Courses normally may be added to a student's registration only during the first week of the semester. A course may be added during the second week of the semester only with the consent and signature of the instructor and the adviser. No course may be added after the end of the second week of the semester. (CLA 79-6)

b) Withdrawals. Courses dropped between the end of the second week and the end of the ninth week of classes are graded W (see 120.1). Courses dropped after the ninth week of classes are graded F. Students petitioning to drop any course after the end of the ninth week without a grade of F must document extraordinary circumstances. (CLA 94-52)

Comment [JL11]: This is already in the catalog – academic policies / registration section.

10. Limitations on Enrollment

a) Any limitation on enrollment should be determined and authorized in advance of the registration period.

b) Any intention to limit enrollment in any new course should be indicated in the written proposal.

c) Departments may require students wishing to enroll in a course to have earned minimum grades in any prerequisite courses. Such minima shall be noted in all course proposals, and any course with such minima shall be so described in the Catalog and on course lists whenever offered. (CLA 94-52)

Comment [JL12]: This is a CAPC process issue and should be referred to them for inclusion in process documentation.

11. Classroom functioning

An instructor has the right to exclude from class any student who is obstructing the effective functioning of the class. The instructor must report an appropriate grade at the end of the semester. The student may appeal the exclusion to the Committee on Academic Standing. (CLA 81-11)

12. Credit for academic internship projects. (CLA 78-9)

a) Oversight of Academic Internships shall be a responsibility of the Curriculum and Academic Policy Committee; there shall be an Academic Internship Coordinator who shall be responsible to the Curriculum and Academic Policy Committee and who shall administer the academic internship program under such policies and specific regulations as the Curriculum and Academic Policy Committee may approve.

b) Students may earn either 2 or 4 credits per internship project. Projects shall be designated as 2 or 4 credits by the academic internship office in consultation with the faculty sponsor. A maximum of 8 academic credits may be applied toward graduation requirements, including no more than two 2 credit internships. A student doing an internship must:

i. Enter a contract for either a 2 or 4 credit project. Once entered, the contract may not be changed.

ii. Attend an on-campus orientation session

iii. Work a minimum number of hours: --70 hours for 2 credits --140 hours for 4 credits

iv. Keep a daily journal

v. Receive on-the-job supervisor evaluations

vi. Write a final paper: -- at least 8 pages for 2 credits -- at least 12 pages for 4 credits

c) To earn credit the student must keep an internship journal and write a satisfactory post-experience paper integrating the internship experience with the academic discipline(s) specified in the student's proposal. This paper must be approved by a member of the CLA faculty from the relevant discipline(s) as "Satisfactory for Credit." (CLA 82-10)

d) A student applying for academic internship credit shall submit a proposal to the Academic Internship Coordinator. This proposal shall set forth the nature of the internship experience to be undertaken and show its relevance to one (or more) of the academic disciplines represented in the curriculum of the College. If the proposal is in order and eligible under the applicable regulations, it shall be approved by the Coordinator. If the Coordinator withholds approval, the proposal shall be forwarded to the Curriculum and Academic Policy Committee for a final decision.

e) No one project may extend over more than two semesters, or one semester plus a summer. The student shall register for the credit in the semester in which the on-the-job hours are completed and the post-work paper is submitted.

f) In the case of students matriculated under the Continuing Education program or who meet the criteria thereof, credit may be allowed for on-the-job experience that has preceded matriculation at Drew if the following requirements are met:

i. The students have satisfactorily completed at least 16 credits of academic work at Drew.

ii. An evaluation by the actual on-the-job supervisor is obtained.

iii. A CLA faculty member evaluates an interpretive paper written after matriculation at Drew as satisfactory for credit.

iv. The Curriculum and Academic Policy Committee has reviewed the case and determined that the experience is worthy of credit.

Comment [JL13]: This is an academic policy issue that needs to be referred to CAPC.

13. Courses in the Theological School and the Graduate School College

Students may take any classroom courses in the Theological School or the Graduate School at Drew that have been approved for College credit. Registration for other courses in the Graduate School and Theological School must be approved by the student's adviser, the Dean of the College, the instructor of the course, and the Dean of the School concerned. Questions of upper, intermediate, and lower level credit shall be decided by the Committee on Academic Standing upon submission of a petition by a student. (CLA 58-44 and 60-61) Three credit courses in the Graduate and Theological Schools shall be accepted as 4 credit equivalents in the College. (CLA 94-60)

14. Credit for study or work in a foreign university

Credit for study or work in a foreign university shall be given, subject to approval by the Registrar, the student's adviser, and faculty members in the appropriate field of study. The Faculty Advisory Committee on International and Off-Campus Programs oversees credit for students engaged in study abroad under non-Drew programs.

Comment [JL14]: This is part of the new transfer policy, which will be academic policy and presented in the catalog.

15. Auditing Courses

Full-time degree candidates who wish to attend courses for which they are not registered may do so at the discretion of the instructor concerned. Courses so audited shall not ordinarily be entered on a student's permanent record unless the student secures in advance the approval of the instructor and the Committee on Academic Standing. (CLA 62-25)

Comment [JL15]: This is outdated and needs to be deleted. A policy on auditing courses needs to be created by CAPC and presented in the academic policies section of the catalog.

111. TRANSFER CREDITS (See also 131.2, 131.4-5, 139.6, 140.3, 145.2)

1. Requirements

- a) Courses presented for transfer credit must be the same as or comparable to those listed in the current catalog, or such as otherwise would be judged suitable for credit toward a Drew B.A. degree. Questions about the transferability of a course that do not seem to meet the criteria stated above are referred to the relevant department or program.
- b) To receive transfer credit, a grade of C- (1.67) or better must have been earned in an acceptable course.
- c) Courses presented to meet a science requirement after a student has matriculated at Drew are accepted for credit only if the course is in a discipline offered at Drew.

2. Applicability to Majors and Minors

- a) A student transferring credits toward a major or minor from another institution must complete at least 16 credits in Drew courses at the intermediate or upper level for the major, and at least 8 credits in Drew courses in the minor.
- b) Transfer credits proposed to satisfy a major or minor requirement must be approved by the relevant department.

3. GPA

- a) Transfer credits are not calculated in the GPA. (Grades and credits earned as part of the exchange programs with the College of St. Elizabeth and Fairleigh Dickinson University are counted as Drew credits and are calculated in the GPA so long as they are completed before graduation from Drew).

Comment [JL16]: This is part of the new transfer policy, which will be academic policy and presented in the catalog.

112. ATTENDANCE

Students are responsible for class attendance and for the prompt and regular performance of all assigned work. Since each faculty member has jurisdiction over his or her classes, he or she shall determine for each of his or her classes attendance regulations which are pedagogically

appropriate to that class. Each faculty member shall announce in writing to each class at the beginning of the semester the attendance regulations in effect for that course.

4. Excused absences

Absences incurred due to authorized representation of the College in extra-classroom activities or authorized participation in field trips or because of serious illness or personal emergency shall be excused absences. Activities or field trips that will cause a student to be absent for more than one day of classes require the approval of the Dean of Campus Life and Student Affairs.

In all circumstances, the student shall be required to inform the instructor prior to the absence (if planned in advance) or upon return to class after illness or personal emergency. The instructor may require verification from the person in charge of the field trip or the authorized activity or from a physician in cases of illness. If informed, the Dean of Campus Life and Student Affairs shall notify the faculty of excused absences due to hospitalization or personal emergency.

Instructors are responsible for setting their own policies regarding unexcused absences. (CLA 83-11)

5. Holy Days

On the following Holy Days no work shall be required, nor examinations given, which may not readily be made up by students who desire to absent themselves from class for the purpose of religious observance.

a) In the first semester:

i. the period beginning at 2 p.m. on the day prior to Rosh Hashana and extending through that holy day;

ii. the period beginning at 2 p.m. on the day prior to Yom Kippur and extending through that holy day.

b) In the second semester:

i. the period beginning at 2 p.m. on the day prior to Passover and extending through the following day;

ii. the period from 4 to 10 p.m. on Holy Thursday.

6. Make-up work

Faculty members are not obligated to give makeup exams or laboratory sessions for unexcused absences. Make-up exercises, if granted, shall not be penalized.

Comment [JL17]: The first line of the first paragraph is in the catalog – academic policies / attendance – but the more detailed information on attendance policy and excused absences needs to be referred to CAPC as academic policy.

115. CLASSIFICATION OF STUDENTS

Enrolled students are classified as follows:

a) **Seniors:** students with 92 or more credit hours or, irrespective of number of credit hours, who expect to complete degree requirements during the academic year.

Juniors: students with 56 to 91 credit hours.

Sophomores: students with 26 to 55 credit hours.

First Year Students: students with fewer than 26 credit hours.

b) **Unclassified:** part-time students working toward the degree.

c) **Special:** full or part-time students who are not enrolled as degree candidates. (CLA 94-60)

Comment [JL18]: The credit designations by level are in the catalog – academic policies / credits by level section. Categories b and c are not faculty regulations or academic policy – these designations are determined by admissions, and may not even be accurate here.

120. GRADES

1. Marking symbols

Comment [JL19]: This is already in the catalog – academic policies / grades.

The basis for receiving credit in any course is the attainment of a grade of "graduation level" basic competence, or better. Courses for which credit is to be given shall be graded on the following scale: (CLA 86-33)

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D+, D, D-	Marginal
F	Failing
P	Pass (in courses taken on Pass/Fail basis)
I	Incomplete
W	Withdrawal (this grade is assigned by the Registrar and should not be used by individual instructors)
X	grade deferred until the completion or termination of a project

2. Incomplete

With the approval of the Associate Dean for Academic Services, the mark "I" may be given at the end of a semester in cases of serious or chronic illness or urgent personal circumstances that, in the judgment of the Associate Dean for Academic Services, justify waiving the ordinary rule. When the Associate Dean permits a student to receive a mark of "I", the Associate Dean and the instructor of the course determine the time and the conditions under which the mark may be removed. Work must be completed no later than six weeks after the close of the semester, unless a later date is approved by the Committee on Academic Standing. Grades for incompletes must be submitted no later than one month after the agreed-upon deadline for completion of

Comment [JL20]: This is an academic policy issue that should be referred to CAPC for inclusion in the catalog. (and also included on the Academic Services website).

coursework. If a final grade is not reported by the end of that period, a grade of F shall be automatically entered by the Registrar. (CLA 79-32 amended.)

3. Mid-semester reports

Warning notices. It is the responsibility of the instructor of each course to provide warning notices to those students whose status in the course is less than satisfactory as of the fifth to eighth week of the semester. In addition, an instructor may issue a warning notice to a student at any time his or her status warrants it.

4. Instructor's reports

a) Final course grades are normally expected in the Registrar's Office within 48 hours of the end of work in a course.

b) Final course grades must be submitted to the Registrar's Office on time (i.e., by the deadline set by the Registrar). Failure to submit grades on time is unacceptable professional conduct on the part of instructors. The Dean may refer cases of non-compliance to the Professional Policies and Conduct Committee of the Senate. Other measures taken may include public censure, reduced salary, and/or forfeiture of merit raises. (CLA 91-7)

c) A grade that has been filed with the Registrar may be changed by the instructor in the course for which the grade is given only with the approval of the Committee on Academic Standing. (CLA 61-12, 75-52)

5. Pass/Fail Grades

Any student carrying a full-time registration may elect to take one course each semester on a Pass/Fail basis, subject to the following conditions and regulations:

a) The student must have at least sophomore standing.

b) No course so chosen may be used to satisfy a general education requirement.

c) No course taken to satisfy a requirement in the student's major or minor field and no specified related field course may be taken on a P/F basis, except in cases where an entire course has been placed on a P/F basis in accordance with (g) below. (CLA 96-13) Courses in a student's major or minor field may be taken on a P/F basis only after all the requirements for the major or minor are fulfilled.

d) The student may elect no more than 20 credits on a P/F basis during his or her course of study at Drew. (CLA 94-60)

e) The election of a course on a P/F basis should be made at the time of registration for the course. It can also be made by written notification to the Registrar during the first two weeks of the semester. (CLA 87-3)

f) The student may, at his or her option, and by written notification to the Registrar, again place his or her P/F course on the conventional grade basis during the first two weeks of the semester.

g) An instructor may, on the recommendation of his or her division and with the approval of the Curriculum and Academic Policy Committee, designate an entire course for grading on a P/F basis. The approval of such

Comment [JL21]: Already in the catalog – academic policies / pass/fail.

a request from an instructor shall be granted only in the case of seminars and courses for which the normal grading is obviously inapplicable. Registration in such a course shall not restrict a student's individual right to designate any other course as a P/F course for the semester involved.

h) The P/F option is not to apply to any courses offered in the Drew University off-campus semester programs. (CLA 68-1)

i) Upon certification by the Music Department, 1-2 credits per semester may be awarded on a P/F basis to a student for instruction received in instrumental music on instruments for which regularly scheduled instruction in the College is not provided. (CLA 68-77)

j) Any exception to these regulations must receive the approval of the Committee on Academic Standing. (CLA 67-5)

Comment [JL22]: This is a CAPC process issue and should be referred to them for inclusion in process documentation.

6. Grade Averages

Grade averages are computed by assigning point values to the grades earned in Drew courses, including those taken in the Theological or Graduate Schools and approved for College credit: (CLA 76-2) (CLA 80-45) (CLA 86-33) (CLA 98-3)

letter grade point value

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

To compute a student's grade average, calculate total grade points as the sum of the products of the grade earned and the number of credits for each course, and calculate total credit hours as the sum of the number of credits for each course. Divide total grade points by total credit hours. Both calculations should exclude any course marked P, I, W, X, or X.

Comment [JL23]: Already in the catalog – academic policies / grade point average.

7. Responsibility for Grades

Every course is in the charge of one instructor, although several may collaborate in teaching it. The instructor in charge is responsible for grades. Students who believe the instructor has assigned them an inappropriate grade for a course should consult first with the instructor, then

Comment [JL24]: Already in the catalog – academic policies / grades.

with the chair of the instructor's department, and finally with the dean of the College. If either the chair or the dean believes that the grade assigned was inappropriate, the chair or the dean may recommend a grade change to the Committee on Academic Standing. At each step after the initial consultation, each of the parties involved shall provide documentation. (CLA 01 September)

Comment [JL25]: This is going to be incorporated into the new student complaint policy.

8. Course Ending

a) The instructor may announce a date when a course will close and all work must be due. If he or she does not, the final examination closes a course; if there is no final examination and the instructor has not announced another date, the course ends on the last day of the semester.

b) Grades are based on the work a student has completed when the course closes.

Comment [JL26]: Already in the catalog – academic policies / course ending.

122. ACADEMIC STANDING

1. Satisfactory Progress

a) Regularly enrolled college-classified students are expected to maintain full-time registration in the College (12 credits or more per semester). Students carrying full-time registration averaging 16 credits per semester will normally complete the degree in four academic years (8 semesters); in no case may a full-time student expect to spend more than five years (10 semesters) earning the degree unless an exception to this rule is granted by the Committee on Academic Standing.

2. Probation

a) Full-time students will be put on academic probation for any of the following reasons:

- - A fall or spring semester term grade point average of below 1.8;
 - A cumulative grade point average, or a grade point average in all majors, at the end of the fall or spring term below the standards described in the table below:

- - A failure to satisfactorily complete 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year consists of a fall and spring term;
 - A withdrawal from all classes in a fall or spring semester.

b) A student on probation who at the end of a fall or spring semester has satisfactorily completed at least 12 credits, earned a term grade point average of at least 2.0, and met the minimum credit and grade point levels described above will be returned to good standing. A student on probation who at the end of a fall or spring semester has not returned to good standing may be dismissed; at a minimum they will remain on probation. If students do not improve their standing after two consecutive semesters on probation, they may be dismissed from the university.

c) A student on probation cannot enroll in more than 17 credits without the approval of the Committee on Academic Standing. A student will not be granted an incomplete at the end of a semester in which he/she is on probation without the approval of the Committee on Academic Standing.

3. Dismissal

a) A student who has been dismissed may petition the Committee on Academic Standing to be readmitted after he/she has been away for at least one fall or spring term. Such re-admissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

Comment [JL27]: Already in the catalog – academic policies / academic standing.

4. Merit Scholarship Awardees

Students holding these merit awards are expected to complete 12 credits and earn a minimum grade point average each semester as specified in their award letters in order to remain in good standing with respect to their merit scholarship awards. The Baldwin Honors Program Advisory Committee and the Drew Scholar and Merit Award Committee administer the provisions of these merit awards.

Comment [JL28]: Colby McCarthy confirmed that any information related to merit scholarship eligibility will be communicated to students with their financial aid awards. She is also not aware of a Drew Scholar and Merit Award Committee. This should be deleted.

125. COURSE EXAMINATIONS

Final examinations are proctored by faculty members who are expected to give their full attention to the examination. Faculty members may exchange proctoring assignments.

Semester examinations may not be given to individuals at times other than those scheduled for the class as a whole. Exceptions due to extraordinary circumstances must be approved by the Associate Dean for Academic Services in consultation with the instructor.

Changes in the examination schedule after it has been published are made only on educational grounds with the approval of the Registrar.

Rooms are used for examinations as far as practicable to half their normal seating capacity.

Different examinations shall be administered in each section of any multiple-section course. (CLA 92-25)

1. Written Hourly Examinations

Written hourly examinations shall not be given in the last five class days (or during the reading period days); exceptions must receive the approval of the Dean in consultation with the Curriculum and Academic Policy Committee. (CLA 78-3)

131. GENERAL EDUCATION REQUIREMENTS

1. Requirements

Students entering in the fall of 2009 and after will complete the following requirements (which are described in detail in the catalogue):

- College Seminar: 2 credits
- College Writing: 2-4 credits depending on placement level
- Common Hour: 2 credits
- Breadth Courses: 4 credits in each of the following areas: natural science, social science, humanities, arts, interdisciplinary
- Quantitative Literacy: 8 credits
- Diversity: 8 credits (4 US; 4 International/Transnational)
- Writing Intensive courses: 8 credits; for students with more than one major only 4 credits are required
- Writing in the Major Field: 0-4 credits
- Information Literacy: Completed through the writing sequence (0 credits)
- Foreign Language: to the level of proficiency designated by the department and equal to the level reached at the end of 3 semesters (0-12 credits)
- An off-campus experience: (0-16 credits) which may include credit and non-credit bearing experiences such as study abroad, DIS, internships, civic engagement courses and experiences, language practica
- Capstone: 1-8 credits, which may be an honors thesis, senior seminar, senior exhibition or performance, independent study or research project as designated by the department

2. Double-counting courses

- No single course may fulfill both diversity requirements.
- No single course may fulfill more than one breadth area.
- The five breadth courses must be chosen from at least four different departments or programs.

3. Counting courses in a major and minor

With the exception of introductory-level courses or in special circumstances as determined by CAPC, no more than 8 credits may be applied to both a major and a minor or to two majors.

Comment [JL29]: Already in the catalog – general education requirements. (And it's more accurate there)

4. Transfer Students

Transfer students entering with 64 credits or more will not be required to complete the College Seminar or the Common Hour and may satisfy the College Writing requirement by substitution of a writing course transferred from another college or university. Transfer students entering with 63 credits or fewer will be required to complete a transfer version of the College Seminar as well as College Writing I and the Common Hour.

5. Application of Transfer Credits to General Education Requirements

If Drew transfers 2.5 credits or more for a course at another institution, that course may be used to satisfy one 4-credit general education requirement. Courses transferred for fewer than 2.5 credits will be evaluated individually. Transferred courses may be applied to fill all general education requirements, including breadth.

Comment [JL30]: Parts of this are inaccurate, and all of this information is in the new transfer policy, which will be included as academic policy in the catalog.

135. ADVANCED STANDING AND PLACEMENT

1. CEEB Advanced Placement Examinations

Credit toward and exemption from major, minor or general education requirements may be granted for scores of 4 or 5 on appropriate Advanced Placement examinations, except in the case of the five required breadth courses in general education, which may not be replaced by AP examinations. Credit awarded for a Drew course that meets the quantitative general-education requirement as a result of an AP exam count as completion of 4 credits of the quantitative requirement. Departments determine if a specific exam will exempt a student from a department requirement, replace a course in the major or minor, or give a student credit to be applied in one of these areas. A table of AP Examinations and their applicability to CLA requirements will be published in the on-line and print catalogues. No student may receive credit for both an AP exam and the designated related course. When exemption or course information is not listed in the catalogue, students should consult the department for a decision on exemption from one or more Drew courses. Such exemption does not confer additional Drew credit. (CLA Nov 2006)

2. International Baccalaureate Examinations

Higher Level IB Courses (HL) – Students with a score of 5 or above will be awarded 8 Drew credits up to a maximum of 32 credits (details on course equivalencies are available on the Registrar’s website).

Standard Level IB Courses (SL) – Students with a score of 5 or above will be awarded 4 Drew credits up to a maximum of 32 credits (details on course equivalencies are available on the Registrar’s website).

(Adopted by the CLA faculty on December 5th, 2014)

3. College Level Examination Program (CLEP)

a) Credit and exemption are granted for appropriate CLEP subject examinations on which satisfactory scores have been earned, and for the CLEP general examination in mathematics, the only CLEP general examination for which credit is awarded. Students taking CLEP examinations must include the optional essay portion for any examination for which it is offered.

b) When authorized, credit should be given for a score at least at the 50th percentile of the C range for the multiple choice portion in the E.T.S. normal sample for that examination and a satisfactory essay section

where required or submitted by the student. A department may establish another norm for credit for the multiple choice portion of the examination if it wishes, provided it bases this norm on the administration of the examination to students at Drew taking a comparable course. (1/12/73)

4. Maximum credits toward degree for credit by examination or in college courses taken prior to graduation from high school

A maximum of 32 credits may be counted toward the 128 required for the B.A. degree for credits resulting from satisfactory Advanced Placement Examination or IBHE scores, satisfactory CLEP examination scores, or college-level courses taken at another college or university and taught by that institution's faculty. Students seeking credit for college-level courses taken prior to graduation from high school must receive approval from the Registrar; a petition form for this purpose is available from the Registrar's office and the office of College Admissions. The petition must be approved in order for the student to receive credit for such courses. To receive college credit for course work completed in a college or university program other than Drew, all of the following must apply:

- a) The course(s) must be a part of the host institution's regular college curriculum which would terminate in a degree.
- b) The course(s) must be roughly equivalent in level to course(s) taught at Drew.
- c) The grade(s) earned in the course(s) must be a C- or higher (1.67 on a 4.0 scale).
- d) The course(s) must be taught on the college or university campus by a member of the institution's faculty.
- e) Usually, most of the students enrolled in the course(s) must be regular, full-time college students enrolled in a degree program. (CLA 95-35)

Comment [JL31]: This information is in the new transfer policy, which will be included as academic policy in the catalog.

136. FOREIGN LANGUAGE PLACEMENT

All first-year students offering entrance units in a foreign language are expected to take a placement test in that language. (CLA 57-23)

Students continuing a foreign language in the College for which they have offered entrance units shall be placed in the course for which they are ready according to the placement test. They shall be awarded degree credit for successful completion of such a course regardless of entrance units accepted at the time of admission. (CLA 57-24)

The Committee on Academic Standing is authorized to accept a language other than those listed in the Catalog to meet degree requirements, if in its judgment the language is suitable and the applicant's proficiency has been properly certified.

If appropriate documentation is provided, the Committee on Academic Standing may waive the language requirement for students with severe learning disabilities. In such cases, the student must earn credit for appropriate non-U.S. culture courses chosen in consultation with the adviser and the Associate Dean of Academic Services.

Comment [JL32]: Language isn't identical, but this information is on the Academic Services advising website. Some of this information isn't accurate. This should be deleted.

139. REQUIREMENTS FOR THE MAJOR

Each student shall choose a major and file a declaration not later than one month prior to his or her initial registration for the junior year. An adviser from within the department of the major shall be assigned prior to that registration period and the Registrar shall not accept the registration of any prospective junior unless a declaration of the major has been formally filed and signed by the chair or director in the proper department or program. (CLA 67-37) (CLA 67-55)

Students may not declare a major before completing their College Seminar. However, students who have strong interests in particular fields are encouraged to seek out faculty members for advice on these areas. (CLA 86-36)

Comment [JL33]: This is an academic policy issue that should be referred to CAPC.

1. Kinds of Majors

I. Regular Majors

Major programs available in the College are listed in the catalog each year.

II. Interdepartmental and Interdisciplinary Majors

Interdepartmental and Interdisciplinary Majors. Majors involving two or more departments or programs may be established by the submission of a proposal through the usual channels for adoption by the faculty. When adopted, such programs shall be listed in the College Catalog. Students entering such a program come under the supervision of its director.

Comment [JL34]: Outdated – delete.

III. Special Majors

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

a) Requirements

1. To submit a proposal for a special major, a student must have a minimum cumulative GPA of 3.1.
2. In developing a special major proposal, the student must work primarily with a faculty member who agrees to serve as the major adviser. The proposal shall be reviewed by the Associate Dean, who will present it, if it is acceptable (i.e., if it meets the guidelines, is

well written, and is without error in spelling or grammar), to the Curriculum and Academic Policy Committee for evaluation and action.

b) Guidelines

A special-major proposal is expected to include:

1. a short descriptive title
2. significant academic work in at least three disciplines
3. a minimum of 60 credits, no more than 12 of which may be at the introductory level
4. a rationale for the proposal that explains its purpose, specifying how and why the proposed special major provides a learning experience not available in the pursuit of a traditional major and demonstrating creativity, intellectual integrity, and ability to synthesize
5. an integrated, coherent, focused program of inquiry supported by a schedule of courses and/or programs that constitute the special major and a statement that justifies the selection of each course
6. a statement of endorsement from the major adviser addressing the merits of the proposal and the student's argument for the special major. It is the responsibility of the adviser to check the proposal for content, presentation, and adherence to these guidelines, prior to submission.
7. the form with the required signatures of faculty and administrators accompanied by a letter of support from the proposed major adviser.

Any exception to these guidelines must be approved by the Committee on Academic Policy and Curriculum following receipt of a petition submitted by the student and supported by the major adviser.

c) Due Dates

Special majors should be approved by the second semester of the sophomore year. They are to be submitted to the Committee on Academic Policy and Curriculum no later than October 15 for a student declaring a major in the Fall semester and no later than March 15 for a student declaring a major in the Spring semester. Any exception to submitting a proposal later than the second semester of the sophomore year requires a petition to the Committee on Academic Policy and Curriculum. Under no circumstances will a petition from a student who has completed the first semester of the junior year be entertained.

d) Related Considerations

1. Special majors must be presented individually. Approval of a special major in one instance in no way implies approval of subsequent similar proposals.
2. Examples of well written proposals are available in the Office of the Associate Dean for Curriculum and Faculty Development.

Comment [JL35]: Already in the catalog – general education requirements.

2. Multiple majors

A student who elects more than one major shall complete all the requirements for each major.

Comment [JL36]: This is an academic policy issue that should be referred to CAPC. (It's really just a minor tweak on language that is already in the catalog.)

3. Integration in the major field

In order to achieve integration of a student's experience in the major field, each department will require a capstone experience. As one means of achieving this, a department may require a Senior Comprehensive Project. Such a project shall carry two to four credits; the number of credits shall be the same for all students enrolled for the same project.

Comment [JL37]: Parts of this are outdated, and the accurate information is already in the catalog – general education requirements.

4. Changes in Requirements

All changes in curricular requirements for the major and in course offerings must be approved by the faculty on recommendation by the Committee on Academic Policy and Curriculum.

5. Changes in Requirements for individual students

Modifications of established major requirements in the cases of individual students may be effected as follows. Departments may approve course-for-course substitutions in advance. Other modifications require approval of the major department or program, the Drew department or program that offers the substituted course, and the Committee on Academic Standing. (CLA 96-15)

Comment [JL38]: These are CAPC process issues and should be referred to them for inclusion in process documentation (and potentially academic policy?)

6. Transfer Credits

A student transferring credits from another institution shall complete at least 16 credit hours at the intermediate or upper level in the major field of study at Drew University in a program approved by the department for the major.

Comment [JL39]: This information is in the new transfer policy, which will be included as academic policy in the catalog.

140. MINORS

1. Credits

A minor must consist of at least 20 credits. No more than 4 credits may be at the introductory level, unless additional introductory courses are specifically approved by the faculty.

2. Transfer Credits

A student transferring credits from another institution shall complete at least 8 credits at Drew required in the minor subject area.

3. Changes to Requirements

Modifications of established minor requirements in the cases of individual students may be effected as follows. Departments may approve course-for-course substitutions in advance. Other modifications require approval of the minor department or program, the Drew department or program that offers the substituted course, and the Committee on Academic Standing. (CLA 96-15)

Comment [JL40]: The transfer information is in the new transfer policy, which will be included as academic policy in the catalog.

The rest is CAPC process issue and should be referred to them for inclusion in process documentation (and potentially academic policy?)

141. ACADEMIC RECOGNITION

1. Dean's List

A student whose semester average is at least 3.6 on a registration of 12 or more hours, with no outstanding incompletes or grades not reported, is eligible for Dean's List. Full time students in a combined program (e.g. Teacher Certification) who are carrying fewer than 12 credits at Drew in a given semester may be eligible for Dean's List; both their overall average and the average for the credits earned specifically at Drew must meet the minimum for consideration. (CLA 70-13) (CLA 73-2) (CLA 78-11)

2. Sigma Phi

Sigma Phi, the earliest scholastic honor society of the College, was established in 1930, the third year of the school's existence. Although no longer inducting new members, Sigma Phi retains a place of high honor in the history of the College and records of its membership and annual elections are retained in the archives of the University.

3. Phi Beta Kappa

Phi Beta Kappa was installed at Drew in the spring of 1980. This society exists to recognize and encourage intellectual excellence. The Drew chapter, Gamma of New Jersey, elects seniors and occasionally juniors on the basis of broad cultural interests, scholarly achievement and good character. Those who win this high distinction are inducted into the society at a ceremony each spring, and are listed in the Commencement program. Eligibility for Phi Beta Kappa includes completion of two courses in mathematics or computer science and demonstration of foreign language competency through the intermediate level.

Comment [JL41]: Caitlin Killian has confirmed that this should only be one course.

Comment [JL42]: The Dean's List and PBK info should be referred to CAPC for academic policy consideration because it should be in the catalog in the academic policies / academic honors section. The Sigma Phi info does not seem appropriately placed here or there – delete?

145. HONORS AT GRADUATION

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 Honors Committee.

2. Residency Requirements

No candidate shall be recommended for honors who has fewer than four semesters' residence in the College or whose qualifying cumulative average is based upon fewer than 52 credits. (CLA 65-28)

3. Requirements for Specialized Honors

Specialized Honors may be awarded in only one area. The diploma shall carry the designation "With honors in (a specific major field or area)." The requirements for specialized honors shall be:

a) **Cumulative Averages:** An overall cumulative average of 3.2 or higher (a minimum of 3.1 for invitation in the middle of the junior year) and a cumulative average of 3.5 in the courses included in the major or area.

b) **Residency:** Completion of honors work during the student's last 2 semesters at Drew. (CLA 96-4)

c) **Invitation:** In the spring of the junior year, the Dean and the chair of the Honors 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 Honors 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 Director of the thesis program.

f) A Thesis

i. A thesis voted, at the completion of a defense, by the thesis committee as "worthy of honors." (see 147.3)

ii. A final draft of the thesis shall be due to all members of the Committee during the ninth week of the spring semester. The thesis shall be read by all members of the candidate's thesis committee. Committee members shall take into account substance, documentation, organization, and style. If a thesis is unsatisfactory in any one of these areas, it may be rejected on that ground alone. A thesis does not necessarily need to contain original research or a fresh contribution to knowledge, although either of these, especially if of appreciable substance, shall merit high praise. The thesis shall be expected, however, either to give fresh statement to a subject of intellectual importance upon which there is room for difference of opinion, or to report an investigation of some magnitude and difficulty and to explain the significance of the findings to general knowledge in the area of the investigation. It should demonstrate the student's intellectual comprehension of the subject of the thesis and mastery of writing skills appropriate to the discipline.

iii. The thesis in its final form shall conform to the requirements of a style manual appropriate to the field of research. One laser printed copy of the accepted thesis on durable paper and in a form acceptable to the Director of the University Library must be deposited in the Library before the degree with honors can be conferred. The final copy shall be accompanied by a summary or abstract of not more than 600 words and a memo from the adviser confirming that all required revisions have been made. The Librarian shall notify the Registrar when this has been done and shall arrange for binding the thesis.

g) Honors Thesis Defense: The conduct of the honors defense required of candidates for honors shall be the responsibility of the thesis adviser. Requirements for the defense include the following:

i. **Scheduling of the defense:** The defense shall occur between the date on which theses are due and the date on which the final copies must be presented to the Library for honors to be awarded. The defense must be scheduled no sooner than one week after the date on which a final draft of the thesis is received by the Committee. The honors candidate is responsible for scheduling the defense at a time convenient to all members of the Committee. The defense date shall be announced publicly to the University community.

ii. **Composition of the Thesis Committee:** The Thesis Committee shall consist of three members: the advisor and two additional members selected by the student in consultation with the adviser, one of whom must be from a different department or program without regard to division. By the fourth week of the first semester, honors candidates must submit to the Honors Committee the names and signatures of the three members they have selected on a form also signed by the program director or chair of the department in the area in which specialized honors will be awarded. 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 the 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.

iii. **Length of the defense:** The defense shall be approximately one hour in duration unless, in the judgment of the Committee, more time is desirable, in which event the defense may be extended. Defenses shall be open to members of the faculty and to students in the College and, with the permission of the chair, to guests of the candidate. At the conclusion of the defense, all who are not members of the faculty shall leave the place of examination.

iv. **Successful defense:** Two of the three members of the Committee must vote the thesis "worthy of honors" for the honors to be awarded. (CLA 96-4)

h) Lack of Completion: Honors candidates who do not complete their work or who fail to meet the GPA requirement for honors to be awarded may, with the approval of the adviser, petition the Committee on Academic Standing to receive independent study credit for the honors work. The amount of credit awarded shall be determined by the adviser.

4. Requirements for General Honors

General Honors in the three specified grades shall be awarded with no reference to major. The requirements for the several grades of General Honors shall be as follows:

Cum laude

A cumulative average of 3.60 to 3.74 with at most one grade of F (excluding physical education).

Magna cum laude

A cumulative average of 3.75 to 3.89 with at most one grade of F (excluding physical education).

Summa cum laude

A cumulative average of 3.90 or better with at most one grade of F (excluding physical education).

150. EXCHANGE PROGRAMS

Initiation of student exchange and short-term transfer programs with other colleges shall be subject to approval by the Committee on Academic Standing.

Comment [JL43]: A very small amount of this information is in the catalog in the academic policies / academic honors sections, and then users are directed out to other pages. It would be best if this was academic policy and it was outlined in detail directly in the catalog. Other web pages should direct back to the catalog. Refer to CAPC. Info should be vetted for accuracy as well as some info is outdated (e.g., where does 52 credits in 145.2. come from?).

Comment [JL44]: Outdated – delete.

151. OFF-CAMPUS PROGRAMS

1. Review and approval

Any academic program of the College involving work away from the University campus shall be reviewed and approved by the faculty and shall be subject to all the applicable rules and regulations of the faculty. (CLA 62-32)

2. Programs sponsored by other institutions

Students participating in authorized and accredited off-campus academic programs sponsored by other institutions must have prior approval from the Faculty Advisory Committee on International and Off-Campus Programs for any program other than those on Drew's Approved List. (CLA 97-13)

Comment [JL45]: Outdated – delete.

160. FIELD TRIPS

The use of field trips as a significant means for furthering the academic goals of the College is to be continued and encouraged. (CLA 64-110)

1. Field trip courses

Courses which require field trips as part of the work in the course shall be appropriately designated in the catalog (and on course listings for registration). Absences from other courses because of field trips in courses thus designated shall be considered excused absences. The number of such excused absences shall not exceed two per designated course in each semester. (CLA 65-37)

Comment [JL46]: Outdated – delete.

185. ACADEMIC INTEGRITY

Instructors shall report alleged cases of violations of the Academic Integrity Policy to the Dean of the College. Students should help to maintain the standards of the college by reporting to the instructor any violations of the policy they observe in their classes.

The usual response to an allegation that the Academic Integrity Policy has been violated is for the Dean of the College to convene an Academic Integrity Committee as described below. When the allegation is the first one made against a student, and the alleged offense seems minor or even unintentional, an Alternative Resolution Procedure may be attempted. This procedure applies only when the student, the instructor, and the Dean of the College agree that it is appropriate, and all of the steps described below under Alternative Resolution Procedure must be completed for the matter to be resolved without a full hearing by an Academic Integrity Committee.

1. Academic Integrity Committee

The Dean of the College convenes and chairs an Academic Integrity Committee made up of two faculty members and one student from the CLA Judicial Board, and the accused student's academic advisor or another faculty member of the accused student's choosing.

- a) When any member of the Committee believes that he or she should not hear a case because of a possible conflict of interest, that member should recuse him or herself. The accused student may request that a specific faculty member or student not be asked to hear the case; this request will be honored. In either case, the Committee will be reconvened using other members from the appropriate pool of those serving on the CLA Judicial Board.
- b) The accused student may request, and will be granted, up to a week to prepare his or her response before being called before the Committee. In the first stage of the hearing, both the faculty member bringing the charge and the accused student will be present, and each will make an oral statement to the Committee and answer any questions. At this stage, either may ask to address the Committee without the other's being present, and will be granted the right to do so.
- c) The accused student and the accusing faculty member will be asked to wait outside the room while the Committee discusses the case; either may be called back into the room to answer questions. At the end of their deliberations on the case, the Dean of the College, the two faculty members and the student will vote on the matter, while the advisor will have a voice but no vote.
- d) A decision of guilt or innocence will be based on a preponderance of the evidence in the case; however, other factors, such as any prior accusations or any mitigating circumstances, may be taken into account in the determination of penalty.
- e) In all cases, both the accused student and the faculty member bringing the charge may appeal the decision as described below.
- f) All documents relating to the case will be placed on file in the office of the Dean of the College, where they will remain until the student's file is destroyed one year after the student graduates.

2. Alternative Resolution Procedure

If the student, the instructor and the Dean of the College agree that it is appropriate, they may elect to resolve the matter without a full hearing before an Academic Integrity Committee. At the conclusion of this alternative resolution procedure, the following will be placed on file in the Office of the Dean of the College: documentation of the violation, the student's admission of responsibility, and the steps taken to resolve the matter. It will remain there at least until the student graduates, and will be used as evidence of a first offense in the student is accused of another breach of academic integrity. (CLA May 2001)

- a) The student admits misusing sources and violating the Academic Integrity Policy and agrees to correct the work in a manner satisfactory to the course instructor.
- b) The student completes and signs a form that describes the violation and the corrective measures to be undertaken and includes a promise that the problem will not occur again.

c) The instructor completes and signs a form that describes the incident and certifies that it has been resolved satisfactorily. That form, together with all documentary material from the case, will be placed on file in the office of the Dean of the College, where it will remain until the student's file is destroyed one year after the student graduates.

d) If the student is later found to have committed another violation of the standards of academic integrity, the documentary material on file from any prior invocation of the Alternative Resolution Procedure will be used as evidence of a first offense in the penalty phase of the hearing and the penalty will be more severe than it would be for a first offense.

3. Penalties

The individual merits of each case are weighed by the Academic Integrity Committee, which determines the penalty accordingly. The Committee considers the purpose of the hearing and the resolution and penalty to be educational; resolutions reached through the Alternative Procedure and penalties determined by the Academic Integrity Committee are designed with that in mind. First Offense: The maximum penalty is suspension from the CLA. Other penalties may include, but are not limited to, denial of some or all honors conferred by the college, and loss of credit for the assignment or for the course. Documentation of previous violations of academic integrity will form part of the record in subsequent cases and appeals. Second Offense: The maximum penalty is expulsion from the CLA.

4. Appeals Process

a) Decisions of the Academic Integrity Committee may be appealed only if new evidence has been found, or if the original hearing overlooked specific evidence or committed procedural errors.

b) The Dean's Council is the final appeals board for cases of violations of the academic integrity policy. The appeal, whether sought by the faculty member who brought the charge or by the accused student, must be submitted in writing. On the basis of the written appeal, the Council may decide to hear the case or to uphold the original decision if no new evidence has been presented, if no evidence has been shown to have been overlooked, and/or if no procedural errors have been shown to have occurred. Whatever its decision, the Council must provide reasons in writing to both parties. If the Council agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

c) Only the five faculty members of the Dean's Council will vote on such appeals. While the Dean of the College and the SGA representative will remain in attendance during such hearings, they will each have a voice but no vote.

d) When any member of the Council believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused. In this event, the Dean of the College will appoint a temporary faculty replacement or will consult with the SGA President to determine an appropriate temporary student replacement from the SGA cabinet.

e) During the hearing of the appeal, the faculty member who brought the original charge will provide information and answer questions. The student may be accompanied and advised by a member of the faculty of his or her choice and will also provide information and answer questions.

f) Decisions will be based on a preponderance of the evidence and will be provided in writing to both parties. (CLA October 2001)

Comment [JL47]: This is in Daniel's dictionary in its entirety and partially in the "About the College" section of the catalog. What is in point 1 is referenced but doesn't appear and that needs to be added if it should stay in the About the College section. The penalties and appeals parts aren't there either. This should be referred to CAPC as academic policy, and it should be placed in the catalog in its entirety as such.

195. ACADEMIC CALENDAR

The academic calendar shall be prepared according to the following rules, the particular calendar of the College being subject to coordination with University dates (such as Commencement) and with the calendars of the other schools.

1. Procedure

a) About five years prior to the opening of a particular college year, the Registrar shall draw up a tentative academic calendar for that year and circulate it among persons concerned, with a request for comments and improvements.

b) About two and a half years prior to the opening of the college year, the proposed academic calendar for that year shall be submitted to the faculty for adoption.

c) Thus, the faculty shall adopt an academic calendar for a particular year in the spring term two years prior to the year concerned, that calendar becoming the basis for determining the dates of all other events.

2. Details

a) There shall be an orientation period preceding the opening of classes in the fall during which registration shall take place.

b) Each term shall consist of no more than 65 class days, plus days for examinations.

c) So far as possible each term shall contain at least thirteen days for each day of the week for class meetings.

d) The first semester shall be completed not later than December 22 each year.

e) There shall be a spring recess of one week placed as close to the middle of the semester as possible. (CLA 70-21)

f) Classes are to be held as usual on Columbus Day, Veterans' Day, Election Day, and Lincoln's and Washington's Birthdays.

g) The class schedule shall be arranged on a five-day basis, Monday through Friday. (CLA 62-22)

h) Reading Period. A Reading Period shall be instituted twice during the regular academic year, during which classes shall be suspended for the purpose of enabling students to complete their work; the time chosen for Reading Period shall be in each semester the last week before final examinations; during Reading Period all extracurricular activity shall be limited to the minimum.

i) Summer Term. The Summer Term shall consist of four- and six-week sessions. Courses enrolling fewer than six students shall normally be cancelled. Those instructors whose classes enroll fewer than eight students shall receive reduced stipends. Each course proposed for summer school must be approved by the appropriate departments, divisions, and by the Curriculum and Academic Policy Committee. The Director of the summer school is responsible for managing the process by which courses are solicited and approved, securing the Dean's approval of non-Drew instructors, budgeting for the sessions, scheduling of courses,

composing and distributing of the catalog, and advising the Curriculum and Academic Policy Committee.
(CLA 78-1,79-29)

Comment [JL48]: A lot of this is out of date and it's not really regulations of the faculty. It's not clear where this should go.

200. THE FACULTY (CLA 67-45) (CLA 75-67) (CLA 96-28, 96-29, 96-30)

Comment [JL49]: This section is in need of work too, but at least the content here is more clearly regulations of the CLA faculty rather than academic policy issues. Updates here will be phase II.

DRAFT -- Grade Appeals (version 02/04/16)

The purpose of these guidelines is to provide a mechanism, within the framework of existing University policies and regulations, for the review and consideration of grade disputes.

Grade Appeals

Students have the right to appeal course grades. Drew University's grade appeal policy is intended to present a process that is fair to both students and faculty. Student must be able to show that the grade in dispute was incorrect or inappropriately awarded. For purposes of this policy, a student must demonstrate that:

- a. A demonstrable error was made in the calculation of the grade,
- b. The assignment of a final course grade was apparently made on a basis other than the policies described on the course syllabus,* or
- c. The instructor did not assign or remove an Incomplete or initiate a grade change as agreed upon with the student in writing.

Procedure:

In general, grade appeals proceed according to the following route*: 1) the student attempts to resolve the appeal informally with the instructor; 2) if there is no resolution of the dispute with the instructor, the student can file a formal written appeal with the department chair; 3) if the instructor and the department chair are the same, or if the chair denies the appeal, the student can present his or her appeal in writing to the Associate Dean for Curriculum. When the department chair and instructor are the same individual or a student has cause to first bring the complaint to the Associate Dean for Curriculum, the Dean of the College will serve as the final arbiter on an appeal.

An appeal of a fall semester grade can be initiated no later than January 31st following the semester in which the grade was awarded. An appeal of a spring semester grade can be initiated no later than June 30th following the semester in which the grade was awarded. An appeal of a summer term grade can be initiated no later than August 31st following the semester in which the grade was awarded. Graduating seniors must initiate a grade appeal within three weeks of graduation.

All involved parties should keep the proceedings confidential at all times.

All complainants have the right to a maximum of one appeal.

*If the appeal is based on student health or personal issues, the student must first contact the Associate Dean for Academic Services who will affirm the validity of such issues with the department chair.

This policy is not applicable to allegations of violations of academic integrity.

Matters involving claims of sexual harassment or misconduct will be handled under the Sexual Harassment and Misconduct Policy and Procedures.

1. Student-Instructor Contact: Students are expected to first contact their instructor in person or by email.

Written records of all communications should be maintained. Students may request, and faculty should provide for review, graded final exams, papers, or other submissions used for assessment. If the student has discussed the concern with the instructor and no resolution has been reached, the student may file a formal appeal with the instructor's department chair. If the instructor and department chair are the same, or the student has demonstrable cause, the student can take the case directly to the Associate Dean for Curriculum.

2. Role of the Department Chair: The appeal to the chair must state succinctly, accurately and completely the cause for the appeal. The student should include a syllabus, relevant course materials, and any correspondence (to and from the instructor) that supports the appeal. A record of the communication should be kept by both the student and the chair.

The chair will review the submissions and will consult directly with the instructor. The chair will notify both the student and the instructor of the outcome as soon as possible but within a reasonable period of the submission of the complaint, explaining his/her decision to both instructor and student in person and/or in writing. Written records of all communications should be kept.

There are two possible outcomes:

(a) The chair rejects the appeal as unwarranted and the grade stands.

(b) The chair deems that the appeal is warranted and refers the grade change to the Academic Standing Committee.

3. Appeal to the Associate Dean for Curriculum: Only with demonstrable cause (e.g., the chair and the instructor are the same person), can a student present the grade appeal directly to the Associate Dean for Curriculum. In this case, the decision of the Associate Dean for Curriculum can be appealed to the Dean of the College. Each student is guaranteed the right to one appeal. Once the appeal has been decided by the Associate Dean for Curriculum or the Dean of the College, as the case may be, there is no further available appeal.

Complaints against Faculty Based on Performance

DRAFT – 02/04/16

The purpose of these guidelines is to provide a mechanism, within the framework of existing University policies and regulations, for the review and consideration of complaints regarding faculty performance. Students may present their concerns over a faculty member's performance, discuss those concerns with the professor, the department chair, or, in some circumstances, with the Associate Dean or Dean in a process that is intended to be fair to both the student and faculty member.

Faculty Performance Complaints

1. Student complaints concerning a faculty member should be directed to the chair of the faculty member involved. If there is cause (e.g., the complaint is against the chair of the department), the complaint should be directed to the Associate Dean for Curriculum.
2. Without demonstrated reasonable cause, complaints about a faculty member's performance should be made within one month of the precipitating event.
3. Identified Complaints: When a person makes a complaint and provides his or her name, the chair, or Associate Dean, as the case may be, will attempt to arrange a meeting between the instructor and the student in order to permit the issue to be resolved at the local level, if at all possible. Such a meeting provides the faculty member the opportunity to address the matter directly with the student, and resolve any simple misunderstandings that may have contributed to the problem.

If the complainant does not agree to a joint meeting, the chair, or Associate Dean, as the case may be, will advise the faculty member of the complaint. The chair or Associate Dean will then discuss the basis for the complaint with the instructor in an effort to reach a mutually agreeable outcome. If the complainant requests that his or her identity remain confidential or the chair, or Associate Dean, considers it appropriate, the identity of the complainant will remain confidential to the degree that is reasonably practicable. In these matters, the chair or Associate Dean will inform the complainant of the results of his or her meeting with the faculty member. For cases involving potential sexual harassment, please refer to the Sexual Harassment and Misconduct Policy.

4. The chair, or Associate Dean, shall make reasonable efforts to mediate the complaint and may consult with others in connection with his or her review of the complaint. In the event that the complaint cannot be amicably resolved in the chair's, or Associate Dean's, judgment, the chair, or Associate Dean, may make such disposition of the complaint as the chair or Associate Dean deems warranted. The chair, or Associate Dean, shall ordinarily communicate his or her disposition of the complaint to the student initiating the complaint as well as to the faculty member.
6. Each student is guaranteed the right to one appeal, either through the Associate Dean or the Dean, as appropriate to the case.

7. If the student or the faculty member is dissatisfied with the chair's disposition of the complaint, either may appeal to the Associate Dean, or to the Dean, in cases where the complaint was originally presented to the Associate Dean.

Matters involving claims of sexual harassment or misconduct will be handled under the Sexual Harassment and Misconduct Policy and Procedures.

Digital Humanities



The launch meeting: Wednesday Feb 10 from 4:00-5:30 p.m. in EC-145. Please join us for an initial conversation about how to prioritize the planning grant, and about how an initiative in the DH has the potential to transform our teaching, the student experience, and our research.

We also encourage you to get into contact with us individually if you ... 1) have or are planning a DH project, 2) know of a DH project that you especially admire or hope to replicate at Drew, 3) or have any other questions.

We believe strongly that this initiative in the DH should be as inclusive as possible; it will succeed only with input and participation from all four CLA divisions as well as from all three schools at Drew.

Respectfully,

Gamin Bartle
Louis Hamilton
Josh Kavaloski
Hannah Wells

CommonsCon :

Teaching and Technology at Drew

Feb 18th - 12pm-4pm - Vivian A. Bull Academic Commons

Keynote Speaker:

Tom Heinzen- 2:30pm

Professor of Psychology William Paterson University

Game Design and Student Retention: An Extravagant Promise

Well-designed games can create extraordinary levels of the kind of perseverance that college students need to succeed. This presentation a) reviews core principles of game design, b) demonstrates how higher education is already structured as a poorly designed game, c) describes a game-based degree audit system designed by undergraduates and a professional graphics designer, d) assesses student reactions to that system compared to Banner and DegreeWorks, and e) demonstrates how particular game mechanics suggest novel solutions to the problem of student retention.

Featured Project:

Linda Swerdlow

Associate Professor of Education, Drew University

Oliver Street Museum <http://tinyurl.com/oliverst>

Using Google Apps for Education to collaborate and create materials

Additional Highlights:

Winners of The Alan Candiotti Fund for Innovation in Technology and Education:
Gerald Liu and Giandomenico Sarolli

Makerspace
Mike Richichi

LMS Vendors:
Canvas by Instructure
Schoology
Joule by MoodleRooms
Brightspace by D2L

Learn how to "Google like a Boss"
Jennifer Heise
and much more...

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.

Guest Lecturer: *Dr. Yoonchung Chang*

강연자: 장윤정 박사



Korean Choral & Traditional Music

한국의 전통 음악과 합창

Tuesday, February 16, 2016 at 12:00pm

2016년 2월 16일 (화) 낮 12시

The Concert Hall at Drew University

드류 대학교 공연장

*Co-sponsored by Drew University Theological School Korean Student Caucus and
Drew University Music Department*

드류 신학 대학원과 드류 대학교 음악학부 공동 후원

COMMUNITY ACTIONWEEK

CALLING ALL NOMINATIONS 2016 CIVIC ENGAGEMENT AWARDS

The Center for Civic Engagement invites nominations for the 2015-2016 annual Civic Engagement Awards. These awards recognize and honor Drew's contributions to our communities beyond the university. Nominate a person or group that deserves special recognition for their work and commitment to making the world a better place.

Deadline for nominations: Friday, March 11
Nomination form can be found on the Center for Civic Engagement website: www.drew.edu/cce

For additional information contact engage@drew.edu or ext. 8827



Award Categories:

- The **Collaborative Action Award** is awarded to a student organization or community partner that leads an effective collaboration with the university to accomplish a community service project outside the university.
- The **Faculty Leadership Award** will be given to a full-time faculty member in any school of Drew University who has demonstrated commitment to civic engagement through advocacy, teaching, or project development.
- The **Staff Leadership Award** will be given to a full-time staff member who has developed or supported opportunities for the Drew community to participate in activities that benefit others.
- The **Graduate Student Community Action Award** will be given to a student enrolled in the Theological School or the Caspersen School of Graduate Studies who has benefited a community outside of Drew by integrating an academic or creative endeavor with community engagement.
- The **Creative Community Award** will be given to an individual or group in the Drew University community that shows unusual creativity or innovation in pursuit of a community service or civic engagement project benefiting a community outside of Drew.
- The **Thomas D. Sayles Jr. Student Award for Outstanding Service to the Community** is awarded annually to an undergraduate student, who, like the award's namesake, has demonstrated an exceptional commitment and unselfish dedication to the Drew family and to the larger community through exemplary volunteer service.

Note: Individuals or groups may be nominated for more than one award, but a separate nomination form must be submitted for each award. Students receiving awards must be in good academic and social standing with the university.

SAVE THE DATE: 2016 CIVIC ENGAGEMENT AWARDS & SHOWCASE
Tuesday April 19, 2016 * 4:00-6:00 PM * EC, Crawford Hall

Faculty Research Series

Spring 2016

Thursday, February 4 | 4PM

Brothers College 204

“The Evolving Jewish View of the Apostle Paul:
From Apostate to Rabbi to Heretic.”

Allan Nadler

Tuesday, March 22 | 12PM

Brothers College 215

“Gender, Armed Conflict and Well-Being:
Theoretical and Empirical links.”

Jennifer Olmsted

Thursday, April 21 | 4PM

Brothers College 204

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

Ebenezer (Obiri) Addo

News from the University Library

CLA Faculty Meeting

February 5, 2016

Department of Research and Reference Services

New Library Workshop:

Using online research profiles & scholarly networks to claim, track, promote & share your research

Would you like to:

- Identify/Claim your own publications
- Increase visibility of your research
- Manage your publications list
- Track citations to your work
- Funnel contacts from students and researchers
- Fulfill publisher and grant requirements
- Manage preprint requests
- Share papers, presentations, and additional data
- Participate in the open access movement

Services that will be introduced include:

- Google Scholar Profile
- ORCID
- ResearcherID
- Academia.edu
- ResearchGate.net

Expect to walk out of the workshop with a basic profile in Google Scholar, set up to let you track citations to your work. You will also learn how to create profiles on the other services and answer questions such as: Why might I need an ORCID identifier and/or a ResearcherID? Would Academia.edu or ResearchGate.net be useful for my scholarly work? Are there copyright issues I should know about when using these services?

Two Sessions are scheduled:

Tuesday, February 16, 12pm to 1 pm

Friday, February 19, 3 pm to 4 pm

Or by appointment with Jenne Heise (jheise@drew.edu)

Signup at: <http://goo.gl/forms/bYvpjP8oxR>

Department of Special Collections and University Archives

Upcoming events for Drew faculty, staff and students:

Out of the Vault: The David Johnson Collection of Science Fiction and Popular Culture

Date: Tuesday, February 2nd, 4 p.m.

Speakers: Mike Richichi and Clare Du Laney

Location: Wilson Reading Room, United Methodist Archives and History Center

This collection of over 4,000 magazines illustrates not only cultural and racial stereotypes but also a commentary on the politics of the 20th century found in stories, cover art, and advertisements. Whether one is interested in robots, folklore, interstellar colonization, alien interaction, historical moments altered by scientific advancement, or dystopias where babysitters gain legal custody from birth parents, the David Johnson Science Fiction Collection provides a platform for both pleasure reading and academic research.

Out of the Vault: The Baldwin Family and Brothers College

Date: Wednesday, February 24th, 4 p.m.

Speakers: Rev. Dr. D. Stuart Dunnan and Brian Shetler

Location: Lobby, United Methodist Archives and History Center

The Baldwin family has a storied history with Drew University. This event will examine the background of the Baldwin family and its historical connections with Drew University. The event will feature a showcase of several dozen artifacts from the Drew University Archive related to the Baldwin family and the history of Brothers College.

Conversations on Collecting

Becoming George: The George Washington Manuscript Collection at Morristown National Historical Park

Date: Thursday, February 25th, 4 p.m.

Speaker: Dr. Jude M. Pfister, Chief Curator of Cultural Resources

Location: Pilling Room, Drew University Library

Includes wine and light refreshments

George Washington's papers, rather than clarifying the man, only deepen the mystery of this larger than life figure. Everything from his writing style to the way he crafted his signature evolved along with his many roles during the founding of the United States. Join Morristown NHP Chief of Cultural Resources Dr. Jude M. Pfister (G'07) as he talks about the over 400 Washington manuscripts (including two from Martha) in the park's archival collection. Learn how the collection was put together by organizations during the late 19th and early 20th centuries before being gifted to Morristown NHP. Dr. Pfister will also discuss some of the various attempts to codify Washington's manuscripts since his death in 1799.

Out of the Vault: The Byron Society Collections

Date: Tuesday, March 1st, 4 p.m.

Speakers: Dr. Marsha Manns, Dr. Christopher Anderson, and Brian Shetler

Location: Wilson Reading Room, United Methodist Archives and History Center

The Byron Society of America was founded in 1973 by Marsha M. Manns and Leslie A. Marchand to further the study of the life and work of Romantic poet George Gordon, Lord Byron (1788-1824). By nature the collections are interdisciplinary and situated at the institutional intersection of the library and the museum. They are being developed for scholars, students, and individuals interested in the Romantic period in literature, in the Greek Revolution, in publishing history, in material culture, and in cultural studies.

Respectfully submitted,

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



Tri-Collegiate Career Fair

DREW

 **FAIRLEIGH
DICKINSON
UNIVERSITY**
Career Development

 **COLLEGE of
SAINT ELIZABETH**

FEBRUARY 17, 2016

11 am – 3 pm

Simon Forum Athletic Center

Drew University

36 Madison Avenue

Madison, New Jersey 07940

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