

**UNIVERSITY FACULTY MEETING**

November 10, 2017  
HALL OF SCIENCES 4

**AGENDA**

**CALL TO ORDER:** 3:15 p.m.

Debra Liebowitz

**SHINE 2 PRESENTATION**

MaryAnn Baenninger and John Vitali

**ART & SCIENCES FACULTY MEETING**

(Immediately following University Faculty Meeting)

**APPROVAL OF MINUTES**

Debra Liebowitz -----pp. 5-9

**DEAN'S UPDATES**

Debra Liebowitz

**ACTION ITEMS:**

Approval of Masters in Finance

Jinee Lokaneeta ----- pp. 10-35

**REPORTS:**

Curricular Report  
Committee on Faculty Report  
Enrollment Management  
Advancement Report  
Library Report

Jinee Lokaneeta ----- pp. 10-22  
Sarah Abramowitz ----- p. 36  
Bob Massa ----- p. 37  
pp. 38-40  
pp. 41-43

**OLD BUSINESS/NEW BUSINESS:**

**ANNOUNCEMENTS:**

Art Opening

Michael Pelgau----- p. 44

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

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**Obiri Addo**  
Pan-African  
Studies

**Obiri Addo** for the presentation of his paper "*African Traditional Religions and Modern Christian Globalism: Victim or Victor?*" at the African Studies Association of Africa (ASAA) Conference, University of Ghana, Legon.

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**Lisa Brenner**  
Theatre

**Lisa Brenner** for being accepted to present the workshop "*Getting beyond Surface Interaction: Principles for Effective Community Partnerships and High-Impact*" for the Association for American Colleges and Universities' (AAC&U) 2018 Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths conference in San Diego, CA.

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**Kimani Fowlin**  
Dance

**Kimani Fowlin** for receiving the NYSDEA 2017 Outstanding Dance Educator Award at the NDEO conference in San Antonio, Texas. The award acknowledges stellar dance educators in NYC.

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**Sandra  
Jamieson**  
English

**Sandra Jamieson** for the publication of her chapter "Integrated Programs: Drew University's Vertical Writing Program" in *Writing Program Architecture: Thirty Cases for Reference and Research* edited by Bryna Siegel Finer and Jamie White-Farnham (Utah State University Press). Also, for presenting the keynote address "What Do We Mean When We Say 'Honest'? Source-Based Writing and the Question of Intent" at the First CUNY-Wide Conference on Academic Integrity, at Hostos Community College, NYC and for being invited to write a guest blog post on program sustainability for the book's website, "*Reflections on Buildings and on Writing Program Architecture*" (<https://writingprogramarchitecture.com>).

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

**Paul Kadetz** for co-editing, *Creating Katrina, Rebuilding Resilience: Lessons from New Orleans on Vulnerability and Resiliency*, published by Elsevier and for authoring or co-authoring seven chapters. Also for giving two presentations on current research at The American Public Health Association Conference in Atlanta.

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**Jason Karolak**  
Art

**Jason Karolak** for the review (James Panero, "The Critics Notebook," *The New Criterion*, September 26, 2017) of his recent solo exhibition *Prospects* at McKenzie Fine Art in New York. Also for the review (Peter Tonguette, "Covering All the Angles," *The Columbus Dispatch*, October 15, 2017) of a group exhibition *Soft Geometries* at Hammond Harkins Gallery in Columbus, OH which featured his work.

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**Maria Masucci**  
Anthropology

**Maria Masucci** for her paper "Recording and Investigating Complex Guancavilca Landscapes with Open Tools" presented at the 36<sup>th</sup> Northeast Conference on Andean and Amazonian Archaeology and Ethnohistory, University of Pennsylvania, Philadelphia, PA with co-authors B. Carter, W. Conner, S. Juengst, S. Becker, S. Rowe, and G. Duke.

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**John Muccigrosso**  
Classics

**John Muccigrosso** for giving the introduction to the session organized with Dr. Patrick Burns: "Digital Approaches to Latin Vocabulary Learning," at the Classical Association of the Atlantic States, Fall meeting in NYC.

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**Raul Rosales**  
Spanish

**Raul Rosales** for the publication of the article "Diasporic Postmemory, Mariel and Chantel Acevedo's *A Falling Star*" which appeared in *Camino Real Journal*, vol. 9, no. 12, 2017, pp. 29-46.

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**Maliha Safri**  
Economics

**Maliha Safri** for publishing "'Navigating the Fault Lines: Race and Class in Philadelphia's Solidarity Economy'" in *Antipode*, an economic geography journal, with Craig Borowiak, Stephen Healy, and Marianna Pavlovskaya. Also for publishing a book chapter "Bad Communisms" with Kenan Ercel in *Knowledge, Class, and Economics: Marxism without Guarantees*.

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**Claire Sherman**  
Art

**Claire Sherman** for the inclusion of two images of paintings in the November Issue of Harper's Magazine. In addition, she is currently included in Accordion Space, a group exhibition at Union College curated by Laini Nemett.

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**Kristen Turner**  
MAT Program

**Kristen Turner** for three presentations on "The Importance of Evidence in a Digital Age" at the *Rethinking Literacies in the Digital Age* conference, Manitoba, Canada, at Manhattanville College and at Drew's Inservice Teacher Education Workshop series on Teaching Argument in a Digital Age. Also for a presentation at the *Merging Minds and Technology* conference in Boston, presenting "Connected, Digital, Different: Teaching Adolescents to Read and Write in a Digital World and for her presentations at the annual conference of the National Council of Teachers of English.

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**Carol Ueland**  
Russian

**Carol Ueland** for presenting a paper in Russian "View from the Other Shore" at the "1990's Ideas and People" Conference at the State Literary Museum in Moscow and for participating in a round table, "From America with Love: American Slavists and Russian Perestroika" as part of the Russian Documentary Film Festival in NYC, sponsored by *The New Review* and the Harriman Institute of Columbia University.

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**Courtney Zoffness**  
English

**Courtney Zoffness** for the acceptance of her essay "Holy Body" for publication by *The Southern Review*.

**Drew University**  
**Minutes of Arts and Sciences Faculty Meeting**  
**October 6, 2017**

**Present:** Sarah Abramowitz, Christopher Andrews, Brianne Barker, Jim Bazewicz, Susan Beddes, Marc Boglioli, Lisa Brenner, Monica Cantero-Exojo, James Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Alex de Voogt, Stephen Dunaway, Andrew Elliot, Sophia Fortune, Kimani Fowlin, Rodney Gilbert, Jonathan Golden, Summer Harrison, Emily Hill, Ryan Hinrichs, Jason Jordan, Lisa Jordan, Paul Kadetz, Hilary Kalagher, Jason Karolak, Marguerite Keane, Caitlin Killian, Angie Kirby-Calder, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Debra Liebowitz, Yi Lu, Lisa Lynch, Maria Masucci, Rosemary McLaughlin, Christopher M. Medvecky, Rebecca T. Mercuri, Joanna Miller, Sangay Mishra, Scott Morgan, Philip Mundo, Sean Nevin, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Maliha Safri, Claire Sherman, Bernard Smith, Leslie Sprout, Raymond Stein, Marc Tomljanovich, Kristen Turner, Nancy Vitalone-Raccar, Hannah Wells, Tammy Windfelder, Carlos Yordan

**Others Attending:** Alex McClung, Marti Winer, Margery Ashmun, Jody Caldwell, Kathy Juliano, Nora Boyer

**The meeting was called to order** at 3:18 pm by Debra Liebowitz.

**Approval of Minutes:** The minutes of the September 8, 2017 faculty meeting were unanimously approved with the addition of Caitlin Killian's comments regarding her concern for the negative impact of the tuition reset to faculty and staff.

**Dean's Updates:** Debra Liebowitz expressed the President's regrets for not being on hand at the Faculty Meeting due to a funeral. Deb shared that in the President's absence, she would provide a "state of the University" with the faculty and reported that she has invited John Vitali to address the University's financial picture at the November 10<sup>th</sup> meeting. He will share specific financial data and discuss cost cutting measures and analysis.

Deb informed the faculty of behind the scenes efforts to express solidarity with those who have family and friends caught in the recent natural disasters. She said a coalition of Drew members, including Civic Engagement led by Amy Koritz, are taking proactive measures to contribute to disaster relief efforts. She reported that Sara Waldron and Javier Viera had reached out to students who were identified as coming from effected areas and that the Drew Administration was actively making efforts to support members of our community.

Deb briefly shared some financial data, stating that net tuition revenue has increased and so has enrollment and retention. She said these numbers are a result of President MaryAnn Baenninger's SHINE 1 plan, but it has not been enough to secure the University's financial health. Deb stated that any efforts to cut programs would damage the University; but reorganizing office structures, looking at partnerships, looking at the possibility of a health benefits consortium, real estate divestiture, etc. are measures being considered. Deb said the

University is committed to ensuring the use of tuition dollars to support learning and teaching, and asked that more detailed financial questions be held until John Vitali's November presentation.

Deb turned attention to new programs and initiatives in both the Caspersen and Theological Schools, sharing that ongoing research is underway to assess strategies to strengthen Drew's position in the market place. She said the Theological School is revising its curriculum and is seeking ways to use its personnel in an optimum way. Curriculum changes will also be made at Caspersen. Deb said that overall, salaries are being evaluated against the 75<sup>th</sup> percentile of our peer institutions. She did report that the largest salary gap is found at the Assistant level, so a decision has been made to direct the bulk of salary dollars there. Deb said letters have not yet gone out, but there will be raises and every effort is being made to try and move to a compensation model that values all faculty. She shared that an analysis is underway for overall staffing levels, salaries and raises. Deb informed the faculty that the process for line requests has been shared and new lines will be added only where curricular gaps are undeniable or to support strategic priorities.

Deb announced the retirement of Dan Ostin at the end of October, and introduced Aimee Demarest as Interim Registrar. She said a national search for his replacement will follow but sincerely thanked Aimee for her energy and efforts in the Registrar's Office to date. She asked faculty members to give Aimee their support, ideas and feedback for future changes in the Office of the Registrar and made clear that we will be doing a complete review of technological and administrative practices in the office.

Deb asked faculty members to consider ways to streamline the tasks that take away from the job of teaching, saying she is looking for a better system to account for workload. She also asked faculty and chairs to be involved in identifying ways that their time is not being used optimally so these problems may be fixed as part of the broader workload conversation. She shared that uneven workload must be dealt with, while remaining cognizant of teaching realities. She said there may be a need for the faculty to go to a six course load, which is more in line with our peers (Alex McClung is collecting this data that will be shared with Dean's Council). When asked if there was a time line for this, Deb said any decision for such a change will be data driven and will only be made following dialogue. She made clear that we first need a better system of accounting for workload because of the unevenness of advising supervision of independent student work. She assured that the process will be consultative and supportive of the faculty. She asked the faculty for their help with what is best for the Institution, recognizing that everyone is working from a place of good intentions. She asked that change not be resisted, and encouraged creative problem solving. Deb said dialogue will begin in Dean's Council and Chairs' meetings and encouraged all members to assist in the development of the agendas of these bodies.

Deb then announced that before taking his sabbatical, Chris Taylor dissolved the Religion Department as a separate department, but stated that the major still exists. Javier Viera is leading an across school initiative regarding the teaching of religion at Drew with the goal to share resources. Karen Pechilis responded that the department had wanted to move to an interdisciplinary major and, at Drew, interdisciplinary majors are not in and of themselves

departments. Karen said she was happy to talk with those interested in the interdisciplinary major.

Deb asked for comments from the floor to which Lisa Brenner expressed her frustration at applying for a course release when she did not know they were no longer available. Deb apologized for the time Lisa had spent on her application but shared that course releases have not been given out recently and due to financial constraints, are not likely to be given out in the near term. She shared that efforts have been made to increase funds available for research, development and travel and said she is in favor of providing faculty support in every way possible. She said that research releases would be part of the broader workload discussion.

In response to Deb's discussion of possibly moving to a 3-3 workload, Karen Pechilis said that in institutional memory, the faculty had voted on the move from 3-3 to 3-2 after much discussion, and credits went from 3 per class to 4 per class as part of the change. Deb agreed that every effort would be made for a consultative approach to workload but indicated that this may not be something on which we will vote.

Sarah Abramowitz said she was less concerned about going to a 3-3 but shared her concern for the lack of specificity of a process as tough decisions are made. She said as a Department Chair she would have liked to have been asked to provide tenure track line input and while she appreciates an expeditious process, she would like inclusion. She asked how her voice could be heard when work load decisions, and other decisions, are made. Deb replied that she wants collaboration as much as possible, but said some hard choices need to be made quickly in order to change the University's financial picture. She said very few tenure track lines are available and shared that Dean's Council met to identify gaps and where needs cannot be met. Dean's Council discussed how to balance new initiatives and reviewed every department's very valid case for a line

Rosemary McLaughlin asked that it be noted that the faculty members had to move to a 15-week semester while salaries have not increased to the same extent. She said office hours and the "metaphysical" email office hours are taking much more time than they had in the past. While offering her support, she asked for consideration of these challenges. It was noted that the increase in the length of the semester brought Drew into compliance with federal law.

Ray Stein applauded Deb for her honesty and wondered if undertaking a 3-3 workload analysis would end up being more paperwork for departments. He said he appreciated the conversation and transparency Deb was sharing over an approach of writing and reading reports. He said if Deb knew the decision was to move to a 3-3 workload, she should go ahead and do it. Deb said the issue needs more consideration and analysis and she intends to balance her decision with more conversation and consultation. She pointed to the First Year Task Force as a "model", saying it was fast while still engaging faculty and staff and valuing shared governance. Claire Sherman asked that as consideration is given to moving to a 3-3 workload, attention should be given to the impact on junior faculty members and their research efforts.

In closing, Deb said the President wants to identify where we are spending more than we need to and how we can make cuts in ways that recognize the centrality of the teaching and learning

experience. She said the most important resource Drew pays for is its faculty and offered to stay after the meeting and continue the dialogue or to meet in smaller groups.

**Action Items: 1) Proposed Changes to Faculty Regs/Voting List - A.)** Jill Cermele directed attention to page 8 of the Packet outlining three proposed language changes to the Faculty Regulations related to moving towards one Arts & Sciences faculty. While not all of the unification is complete, the suggested changes would codify some pieces of practice into policy. The first vote addresses who is eligible to vote at Faculty Meetings. Sarah Abramowitz asked if voting for changes might be “out of order”. She said she did not have a problem with the vote in principle but asked if those whose names will be added to the voting list will be held to the same standards set forth in the COF Faculty Handbook. Deb responded that faculty members who have been recently hired have a joint appointment with Caspersen and the CLA and she reported that the Caspersen COF no longer exists. Deb did say the regulations apply to all faculty members, though there may be nuances to some of the regulations due to the differences in the schools which will be addressed as they arise.

When called for a vote, the proposed change on page 8 (A) passed unanimously

**B.) Voting List:** Jill addressed the addition of four Caspersen faculty members to the Arts & Sciences voting list. She named the new members as Caoimhin De Barra, Sean Nevin, Linda Swerdlow and Nancy Vitalone-Raccaro.

The voting list was approved unanimously.

**C.)** In introducing the final faculty regulation item for vote, Jill said there is a recognition that a longer discussion needs to take place about divisional structure due to the introduction of new interdisciplinary programs. However, the proposed language would provide for those faculty members not hired into a department to join the division most in line with their disciplinary focus.

The change in language outlined on page 8 (C) was approved unanimously.

**Revision to MAT Program -** Ryan Hinrichs presented a Revision to the MAT Program on pages 11 through 16. Sarah Abramowitz said the old program had a Math content requirement which no longer exists. She asked if there would be a change in the admission practices to accommodate for that. Kristen Turner replied that the State of New Jersey requires the content expertise prior to admission. She said she believes in the value of increasing content knowledge and as such, three credits have been reserved in order to bolster content knowledge where needed.

The revision to the MAT was called to vote and approved unanimously.

Ryan directed attention to the Curricular Report on pages 10 through 28 and to its addendum on page 46 through 51. He clarified that the new certification in teaching English as a second language is already part of the MAT program and had been previously voted on. Drew offers the courses but the State of NJ gives the certification. As such, it is an endorsement program.



No questions were raised regarding the Curricular Report.

Deb asked faculty members to direct questions regarding the Enrollment Report to Bob Massa, the Advancement Report to Beth Kornstein and the Library Report to Kathy Juliano, none of whom was available for the meeting.

**For Discussion:** Community of Faculty Events: Juliette Lantz and Maria Masucci expressed a desire to increase participation in the Faculty Research talks. Going forward, these talks will be connected to Faculty meetings, as will teaching summits. Maria asked that other ideas be shared with her or with Juliette Lantz. She also reminded faculty members of group gatherings at the Commons on Fridays between 12 and 1:30 and Faulkner Fridays as opportunities to get together.

**Announcements:**

- Graham Cousens announced October 21 is the deadline for submitting ShortTrec proposals and said submissions should be directed to Stacy Fischer.
- Wendy Kolmar said an opportunity for release time grants could come from the new Mellon Grant. She announced a submission deadline of October 15<sup>th</sup>.
- Deb asked faculty members to make note of the deadlines for Critical Language Scholarship Applications as outlined on page 42.
- Hannah Wells pointed out the October 16th deadline for *Drew Review* and reminded faculty members that last year's work can be submitted.
- Michael Peglau announced the Art Opening in the Korn Gallery presenting the work of Omar Rodriguez-Graham, a Drew Alum. He thanked Gabriele Hiltl-Cohen for her efforts in this Opening.

**The meeting was adjourned at 5:10**

Minutes respectfully submitted by Trish Turvey.

## Curricular Report

October 2017

### For Action:

- Masters in Finance

### For Information:

- Masters in Finance Program Analysis
- Revisions to Diversity Student Learning Outcomes

#### New Courses:

- ARTH 394/Directed Research in Art History

#### Revisions to Existing Courses:

#### Revisions to Existing Major/Minor:

- Political Science/International Relations (PSCI 257)
- Law, Justice and Society Minor
  - Change credits from 24 to 20
- History and Culture, CSGS
  - Change credits from 27 to 30

#### General Education Designations:

- PSCI 257/Muslims and the West [DVUS]
- FREN 368/Selected Topics in French and Francophone Literatures (in French)[BART] for CRN #30121  
Spring 18 only

### For Action:

Masters in Finance

#### **1. Program mission statement and rationale:**

##### *Mission Statement:*

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

##### *Rationale:*

Building on two decades of remarkable success with our unique Wall Street Semester, and the strong linkages to the financial services industry created through that program, the interdisciplinary Business Advisory Committee and the Economics and Business Department, see an exciting new opportunity to offer students the training and graduate credentials needed to compete for and succeed in the most attractive and sought after positions in the financial services industry anywhere in the world. Furthermore, as demand for expensive traditional two-year MBA programs continues to flat line

nationally, there is rapidly increasing student interest in and demand for more focused and intensive Masters-level programs in specialized fields of business, such as: marketing analytics, supply chain management, information systems and finance (e.g., <https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2014/03/11/look-to-a-business-masters-to-build-specialized-skills>).

Noting both the extraordinary connections Drew has established with the NY finance community through its Wall Street Semester, and our rich tradition of and commitment to experiential learning, as reflected in such initiatives as: Shark Tank, intensive international ShortTREC modules built into regular semester-long courses on campus, the annual Chicago Mercantile Exchange group trading challenge; The Fund (a student-run investing group in which students invest real money) and the exposure to business data and software afforded our students through acquisition of our first Bloomberg terminal, an external team conducting a review of our Business program in 2015 singled out Finance as an area of particular strength at Drew.

This new proposal for a one-year Masters in Finance, as both a standalone program and as a BA/M.Fin option for qualified students who apply in their Senior year at Drew, seeks to build upon these existing experiences and strengths within the College, as it adds highly sought after and exciting new educational opportunity, both for existing Drew students and other college graduates seeking to gain essential strategic perspectives and quantitative skills in the finance industry.

The Masters in Finance program is also designed to integrate with Drew University's mission of offering a challenging education rooted in mentoring, thoughtful engagement with the world outside its campus, and lifelong learning. It is the essential first step to a collection of business offerings that will appeal to students interested in myriad aspects of business, from management to non-profit organizations to entrepreneurship to technology.

**2. Program description and requirements for catalog (please submit new/revised course proposals at same time, if necessary):**

Program Description:

The Masters in Finance program is a rigorous one-year immersion in the quantitative and analytical methods and tools used throughout the finance industry. Students master mathematical, critical thinking, communication, and presentation skills in both individual and group settings. Students complete a financial internship that gives them the ability to apply their classroom skills within a time-sensitive business environment. Masters in Finance students graduate prepared for careers in a variety of organizations, including global corporations, government agencies, and nonprofits.

Faculty:

Full Professors: M. Tomljanovich

Associate Professors: A. De Voogt, J. Kohn, G. Sarolli

Assistant Professors: Y. Lu, New hire

Courses:

FIN 501 - Financial Accounting  
FIN 502 - Financial Risk Management  
FIN 503 - Investments I  
FIN 504 - Financial Quantitative Analysis  
FIN 505 - Corporate Finance  
FIN 621 - Investments II  
FIN 622 - Computational Finance and Large Data Analysis  
FIN 623 - Behavioral Finance  
FIN 624 - New Venture Finance  
FIN 625 - Derivatives  
FIN 626 - Finance Internship  
FIN 627 - Finance Capstone

Requirements for the Program (30 - 42 credits):

I. Foundational Courses (12 credits)

FIN 101: Principles of Microeconomics  
FIN 102: Principles of Macroeconomics  
FIN 117: Introductory Statistics  
FIN 150: Calculus and Analytical Geometry I

Foundational Courses must be taken or waived prior to enrolling in Finance Core Courses.

II. Core (15 credits)

MFIN 501 - Financial Accounting  
MFIN 502 - Financial Risk Management  
MFIN 503 - Investments I  
MFIN 504 - Financial Quantitative Analysis  
MFIN 505 - Corporate Finance

### III. Electives (9 credits)

Students will take three of the following elective courses:

MFIN 621 - Investments II

MFIN 622 - Computational Finance and Large Data Analysis

MFIN 623 - Behavioral Finance

MFIN 624 - New Venture Finance

MFIN 625 - Derivatives

### IV. Internship (3 credits)

Students must complete an internship in the summer of the year in which they enroll in the program, following their core and elective coursework.

MFIN 680 - Finance Internship

### V. Capstone (3 credits)

Students must complete the capstone in the summer of the year in which they enroll in the program, following their core and elective coursework.

MFIN 688 - Finance Capstone

## 3. Program objectives and student learning outcomes:

### Goal 1: Discipline Specific Knowledge and Skills

**Our graduates will demonstrate an understanding of financial theories, tools, and concepts, and be able to apply them to solve myriad problems in finance.**

#### ***Learning Outcomes:***

1. Students will be able to quantitatively and qualitatively evaluate financial decisions in a historical and/or contemporary context
2. Students will be able to compute and compare the theoretical value of financial assets to their actual values, and determine reasons for the differences between the two
3. Students will be able to assess firm value through the analysis of financial statements

## **Goal 2: Critical Thinking Skills**

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

### ***Learning Outcomes:***

1. Students can explain financial issues and events using multiple models of financial pricing and risk
2. Students can select possible courses of action for a firm and hypothesize outcomes in an uncertain business environment

## **Goal 3: Communications Skills**

**Students will develop their communication skills in a variety of contexts, including both written and oral, and in individual and group settings.**

### ***Learning Outcomes:***

1. They will learn to present the results of their analyses and reasoning clearly and persuasively to both small and large audiences
2. Students are able to actively contribute to a healthy team dynamic, through both collaborative work and group presentations

## **4. Explain how the major / program meets the strategic goals of the university and the school:**

The Masters in Finance program will meet the strategic goals of the University by leveraging the proven success of Drew's undergraduate business program, especially its recognized distinctive strength in the area of Finance. As noted above, an external review of undergraduate business program conducted in spring 2015 specifically lauded our distinctive offerings in finance, and suggested possible expansion of the curriculum in this area. By adding a Masters degree in this area of noted strength, meets one of our key strategic goals, in several ways. First, the existence of the BA/M.Fin combination will further attract prospective undergraduates to Drew – both among domestic and international prospects. Second, both the BA/M.Fin combination and the standalone M.Fin will enhance our revenue stream considerably by offering a highly sought after graduate degree; and one in which, it should be noted, prospective students and their families would have little expectation of tuition discounting. Third, the M.Fin program builds precisely the kind of synergy between the undergraduate and graduate program in Arts and Sciences that will provide both undergraduates and graduate students enhanced resources. Fourth, the proposed program will further enhance our reputation by establishing Drew as one of the very few liberal arts colleges that successfully integrates a high-level finance program within the broader learning context. Finally, through exploiting our extensive linkages to New York City, the program would, both in curricular and co-curricular ways, meet another strategic objective by capitalizing on our proximity to New York City; thereby furthering the University's push to link the suburban campus community with the educational and experiential opportunities that the City provides.

The Masters in Finance program also serves as a springboard for future programs. The programming, the internships, and the alumni engagement are essential parts of this graduate program, and pieces that we seek to emulate whether it involves additional business programs or degrees in health, data analytics, or political science. This initial program will enhance our learning curve and give us a roadmap to long-term success, by expanding our graduate programs in a deliberate way that helps raise the profile of the institution and makes our undergraduate degree more valuable as well.

We also envision the Masters in Finance program as adding opportunities to broader groups within Drew University by integrating with both these additional business graduate programs as well as other colleges. We have begun preliminary discussions with the Theology School about offering a finance certification for its graduate students wishing to build their quantitative skills. We are looking to explore potential roles for the Center for Civic Engagement to play, particularly with regards to the 4+1 track. And we are committed to adding multiple voices and perspectives into our co-curricular programming, including visits to non-profits in NJ and NYC, and evening events that focus on the ethical dimensions of finance and Wall Street.

**5. Describe the impact this major /program will have on other departments:**

The question of resources is significant. The immediate effect is on the undergraduate economics and business department. It is imperative that this program does not pull from the already severely oversubscribed existing resources of the undergraduate business program. In contrast, this program if sufficiently staffed has the real potential to enhance the undergraduate experience as well.

To appropriately staff both the undergraduate program and the MFin program, two faculty hires will have to be made this year. Both faculty and staffing needs are detailed in section 16. below.

**6. Provide a complete term-by-term, 3-year projection of courses and other offerings. Be specific. Include course titles and faculty names, and indicate where new courses or hires are proposed. List all course proposal forms for new/revised courses that have been submitted with this proposal.**

<b>Term</b>	<b>Course title</b>	<b>Instructor</b>	<b>New course</b>	<b>New hire</b>
Fall 20XX	Financial Accounting	Hire 1	Y	Y
	Financial Risk Management	Hire 1	Y	Y
	Investments I	M. Tomljanovich	Y	N
	Financial Quantitative Analysis	G. Sarolli	Y	N
Spr 20XX	Corporate Finance	Hire 1	Y	Y
	Investments II (international)	Hire 1	Y	Y
	Computational Finance and Large Data Analysis	Math faculty	Y	N
	Behavioral Finance or New Venture	Team taught or	Y	N

	Finance or Derivatives	adjunct		
Sum 20XX	Internship	G. Sarolli or M. Tomljanovich	Y	Y
	Finance Capstone	Hire 1	Y	Y

A spreadsheet with course descriptions can be found at the end of this document.

For the first year, students will not have a choice in electives; we will offer three electives in the spring along with the one remaining core course (corporate finance). Starting in either Year 2 or 3, we will offer one additional elective in the spring, so students have a choice of any three of four possible electives. This will both help reduce class sizes in these courses and give students a choice depending on their finance area of interest.

- 7. List at least five similar programs at other institutions, including ones expected to be direct competitors. Provide the program titles, degree(s) offered, short descriptions (from the program's information), tuition, and enrollments.**

University	Type	Program	# credits	Tuition	Enrolled (avg, 2011-15)	Description
CUNY Bernard M Baruch College	Public	MS Finance	30	\$780/cr	242	The MS in Finance, offered by the Zicklin School of Business, is a highly focused program designed to equip professionals with the advanced knowledge and cutting-edge analytical tools they need to successfully navigate today's financial markets.
Pace University-New York	Private	MS Financial Management	33-46	\$1195/cr	181	Your MS in Financial Management is a degree that gives you a thorough understanding of all aspects of finance—capital budgeting, cash flow valuation, risk management, and more.
Hofstra University	Private	MS Finance	30	\$1268/cr	147	A Zarb master's degree in finance or quantitative finance equips you with the analytical and risk management skills required for a wide range of positions in the world of finance.



Fordham University	Private	MS in Global Finance	36	\$1397/cr	82	MSGF degree candidates gain in-depth expertise in topics ranging from financial theory to global portfolio strategies to emerging economies, while honing their skills in raising capital and managing assets and risk for international companies.
Iona College	Private	MS Finance	51	\$1094/cr	69	Provide education and training in the technical and research aspects of the Financial Services industry to include quantitative and numerical methods in finance, econometrics, financial modeling, financial engineering, intermediate economics, investment analysis, equity and fixed income securities, derivative securities and risk management and global financial markets and institutions.
Rutgers University-Newark	Public	Masters of Financial Analysis	33	\$36,200 (in-state), \$62,832 (out-of-state)	42	Rutgers Business School's Master of Financial Analysis (MFinA) program has been designed to help students achieve the goal of receiving at CFA charter.

<http://zicklin.baruch.cuny.edu/programs/graduate/ms/ms-programs/degrees/finance>

<http://www.pace.edu/academics/graduate-students/degrees/finance-financial-management-ms>

<http://www.hofstra.edu/academics/colleges/zarb/graduate/ms-finance.html>

<https://www.fordham.edu/info/21536/global-finance>

<https://www.iona.edu/academics/hagan-school-of-business/departments/finance-business-economics-legal-studies/graduate-programs/ms-in-finance.aspx>

<http://www.business.rutgers.edu/mfina>

**8. Explain how this program will be competitive with other, similar programs elsewhere.**

Our program has several areas of distinction. First, as noted above, we will have an internship as an integral component of the program. In our research, virtually no other Masters in Finance offered such a tangible and valuable experience. Second, we intend to link co-curricular programming closely along with our coursework, meshing our university's mission, our alumni network, and our geographic proximity to the city. These involve trips to financial firms in NYC; evening career discussions, workshops, and panels with alumni; and talks and workshops looking at social activism, environmental considerations, and the ethical dimensions of Wall Street.

**9. Provide the names of any relevant certifying or disciplinary/interdisciplinary organizations, along with links to relevant information from them.**

There are three main U.S. accrediting agencies that certify business programs: AACSB, AABSP, and IACBE. We are in the midst of deliberations as to which of the latter two of these accrediting bodies make the most sense to choose given our history and current state of our undergraduate business program (including our current resources). We intend to begin the accreditation process shortly, beginning with the undergraduate business degree and then expanding out to the Masters in Finance, since accreditation is only possible once a program has been in place for at least two years.

<http://www.aabsp.org>

<http://iacbe.org>

**10. Program-specific admissions requirements including degrees, test scores, specific courses, etc. (for CSGS & THEO Programs):**

As part of the admission process, students will need to submit either GMAT or GRE scores. In addition, they will have had to complete, at an absolute minimum, undergraduate coursework in calculus, statistics, and principles of microeconomics and macroeconomics.

A bachelors of arts or bachelors of science with at least a 2.80 cumulative GPA is required, or substantive work experience.

For current Drew students:

- They must officially apply to the Masters in Finance program during the final semester of their senior year of undergraduate study. (Applications from recent graduates will also be considered)
- If they have at least a 3.3 cumulative GPA in your final semester of their senior year, they can waive the GMAT or GRE requirement.

For international students, a TOEFL score of 80 (18 minimum subscores) is required for direct admit. For graduate Pathways students, a TOEFL score of 65 (14 minimum subscores) is needed.

**Appendix A: Masters in Finance Program Courses and Descriptions**

COURSE NUMBER	COURSE NAME	STATUS OF COURSE	Student Learning Outcomes	COURSE DESCRIPTION	OFFERED
FIN 101	Principles of Microeconomics	Existing; new cross-list		3 credit CSGC course cross-listed with ECON 101	Fall and Spring
FIN 102	Principles of Macroeconomics	Existing; new cross-list		3 credit CSGC course cross-listed with ECON 102	Fall and Spring
FIN 117	Introductory Statistics	Existing; new cross-list		3 credit CSGC course cross-listed with MATH 117	Fall and Spring
FIN 150	Calculus and Analytical Geometry I	Existing; new cross-list		3 credit CSGC course cross-listed with MATH 150	Fall and Spring

FIN 501	Financial Accounting	NEW	Goal 1, SLO 3	This course exposes students to the financial accounting framework and main concepts, including generally accepted accounting principles. The course covers the basic financial statements and the accounting information system reflected in activities and transactions. The main categories of the income statement and balance sheet are explored, as is the statement of cash flows.	Fall
FIN 502	Financial Risk Management	NEW	Goal 1, SLO 1	This course studies the quantitative and qualitative measures of risk that organizations may face. Students learn to identify and assess risk using multiple risk management tools. Topics include the study of derivative tools for hedging risk, value-at-risk models, analysis of systemic and other external factors, and construction of frameworks for managing strategic, operational, and business risk.	Fall
FIN 503	Investments I	NEW	Goal 1, SLO 2	This course introduces students to the quantitative and theoretical foundations of investing and securities valuation. Students will learn about the characteristics of financial markets and the major categories of financial assets and investments. The topics covered in the course include: risk and return, portfolio theory, asset pricing models, and option pricing models.	Fall
FIN 504	Financial Quantitative Analysis	NEW	Goal 1, SLO 1	This course introduces students to the mathematics of finance. The focus will be the application of the mathematical tools, concepts, and models to real-world problems faced in finance.	Fall
FIN 505	Corporate Finance	NEW	Goal 1, SLO 1,2,3	This course focuses on corporate finance theories and their applications through business case studies. Topics include financial analysis, capital budgeting, capital structure, cost of capital, and management of short-term liquidity. Students learn to evaluate corporate long-term strategic decisions and balance debt and equity considerations. Pre-requisites: FIN 501, 503	Spring

FIN 621	International Investments	NEW	Goal 1, SLO 2	This course covers such topics as foreign exchange markets and their role in international movements of funds; Eurocurrency; Eurobonds; international stock markets, interaction among and integration of national and international money and stock markets; and regulation of Eurocurrency markets and flow of funds. The course also discusses the concept of exchange rate risk and the use of various currency instruments – spot, forwards, futures, options, and swaps and their applications in hedging exchange rate risk. Finally, exchange rate models like the two parity conditions are discussed. Pre-requisite: FIN 503	Spring
FIN 622	Computational Finance and Large Data Analysis	NEW	Goal 1, SLO 1	This course introduces students to both unstructured and structured data analysis, using previously learned and new mathematical methods to answer empirical questions in finance. Students will be exposed to some programming. Data sources may include CRSP and Bloomberg. Pre-requisite: FIN 504	Spring
FIN 623	Behavioral Finance	NEW	Goal 1, SLO 1; Goal 2, SLO 2	This course covers the main areas of behavioral finance, including emotional-based financial decision-making, experimental finance, psychological theories, and behavioral biases. Students will develop and use heuristic rules to analyze asset price movements and estimate behavioral risk under both normal and extreme market conditions. Pre-requisite: FIN 503	Spring
FIN 624	New Venture Finance	NEW	Goal 2, SLO 1	This course exposes students to the central concepts, theories, and trends in entrepreneurial finance, with a focus on venture capital. Students learn the analytical and practical tools used by participants in private equity markets, and consider the challenges and opportunities provided by venture capital to both the investor and entrepreneur. Pre-requisite: FIN 502, 503	Spring

FIN 625	Derivatives	NEW	Goal 1, SLO 2	This course exposes students to the characteristics, purposes, and pricing of derivative assets. Students will cover forwards, futures, options, and swaps, as well as financial engineering and risk management strategies such as static and dynamic hedging. Pre-requisite: FIN 502, 503, 504	Spring
FIN 680	Finance Internship	NEW	Goal 3, SLO 1,2	The financial internship offers students the chance to apply their financial knowledge and skills within the context of an organization, after completing their main coursework. Students will have regular communications with both the course instructor and peers throughout the internship. Pre-requisite: FIN 505	Summer
FIN 688	Finance Capstone	NEW	Goal 1, SLO 1; Goal 2, SLO 2; Goal 3; SLO 1	The capstone allows students to bring together their skills and perspectives gained through the program, working in small groups on analyzing and presenting a multifaceted financial case that requires both quantitative and qualitative assessments of the firm and market environments. This course is designed to be offered online. Pre-requisite: FIN 505	Summer

## **For Information:**

- **Masters in Finance Program Analysis**

### **ANALYSIS OF STUDENT INTEREST AND PROGRAM FINANCES**

#### **11. Proposed tuition (for CSGS & THEO Programs):**

\$1,200 per credit, which for 30-credits would amount to \$36,000 for the one-year program. See attached spreadsheet for specifics, including the impact of changing both tuition and the number of enrolled students on projected annual revenues, costs, and profits.

#### **12. Describe and comment on the expected market for major / program:**

There are three main student groups who comprise the market for our Masters in Finance program.

The first target group includes current and prospective Drew undergraduates. For the first several years, we will need to ensure that there are compelling reasons why some students currently enrolled at Drew would want to make the investment to continue their studies for an additional year, rather than begin working immediately after earning their B.A. The existence of a 4+1 BA/M.Fin combination program should also prove extremely attractive to prospective undergraduates, who will recognize this program as a great investment, because it will provide them with a competitive advantage and an ideal stepping-stone to desired careers in finance.

The second target group includes international students. Drew's geographic proximity to New York City, combined with the internship component and a recognized degree, makes this a compelling program for many foreign students considering study in the United States. We have already been gauging INTO agents' interest, and preliminary discussions are very encouraging.

The third target group includes non-Drew college graduates. We envision this group as primarily consisting of recent college graduates from the surrounding area who will see a Masters in Finance from Drew as a uniquely good vehicle for entering careers in finance through coursework and opportunities (e.g., internships and networking through Drew's impressive and loyal alumni base) that they will not have had access to as undergraduates at their own *alma mater*.

#### **13. Provide evidence of market demand, including national, state, local, disciplinary or other sources:**

The Masters in Finance degree (M.Fin. or MSF) has gained increasing prominence in recent years. For many industry professionals it is even becoming preferred to an MBA for those particularly interested in careers in finance. This is because the Masters in Finance gives the student a more specialized and useful skill set, focusing on finance and analytics. Second, unlike the MBA, it does not require the typical two to three years of work experience following completion of an undergraduate degree. Many Masters in Finance programs also pitch the completion of the program as an important stepping-stone to acquiring the well-recognized Chartered Financial Analyst (CFA) designation.

There are three main employment areas into which a Masters of Finance degree channels those who earn the degree: financial analyst, financial manager, and professional financial advisor. According to the Bureau of Labor Statistics' (BLS) 2016 data analysis, all three careers have high average salaries, especially in the greater NYC metropolitan region (see Table 1). Furthermore, the ten-year BLS projections for job growth (2014-2024) in these fields shows robust growth for both financial analysts (12% annual growth) and professional financial advisor (30%). Clearly then, for a solid and well-executed program, one that adds real value to enrolled students, positive outcomes are highly likely.

Table 1: Employment Prospects

Job	Average Salary (national)	Average Salary (NJ/NY MSA)	Job Growth forecast (2014-24)
Financial Analyst	\$81,760	\$133,130	12%
Financial Manager	\$121,750	\$200,730	7%
Personal Financial Advisor	\$123,100	\$158,650	30%

Source: Bureau of Labor Statistics, 2016 data

<https://www.bls.gov/oes/current/oes132051.htm#st>

<https://www.bls.gov/oes/current/oes113031.htm#st>

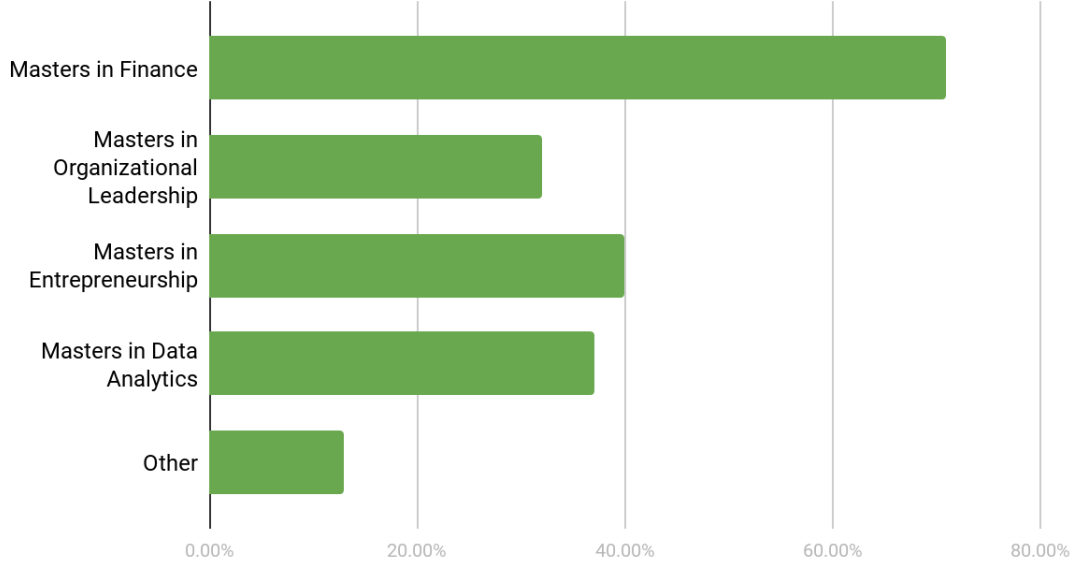
<https://www.bls.gov/oes/current/oes132052.htm#st>

We have also gathered survey data from students enrolled in this year's Summer Wall Street Program as well as current business and economics majors. We have 47 respondents so far. 38 responses were from Drew students, with the rest being a combination of non-Drew college students and high school students. Several essential questions in the survey, along with responses, are shown in the tables below. We believe the results speak for themselves as to both the overall demand for this program and the integral components.

Q5: Which of the following one-year business programs would you consider taking at the graduate level from Drew University?

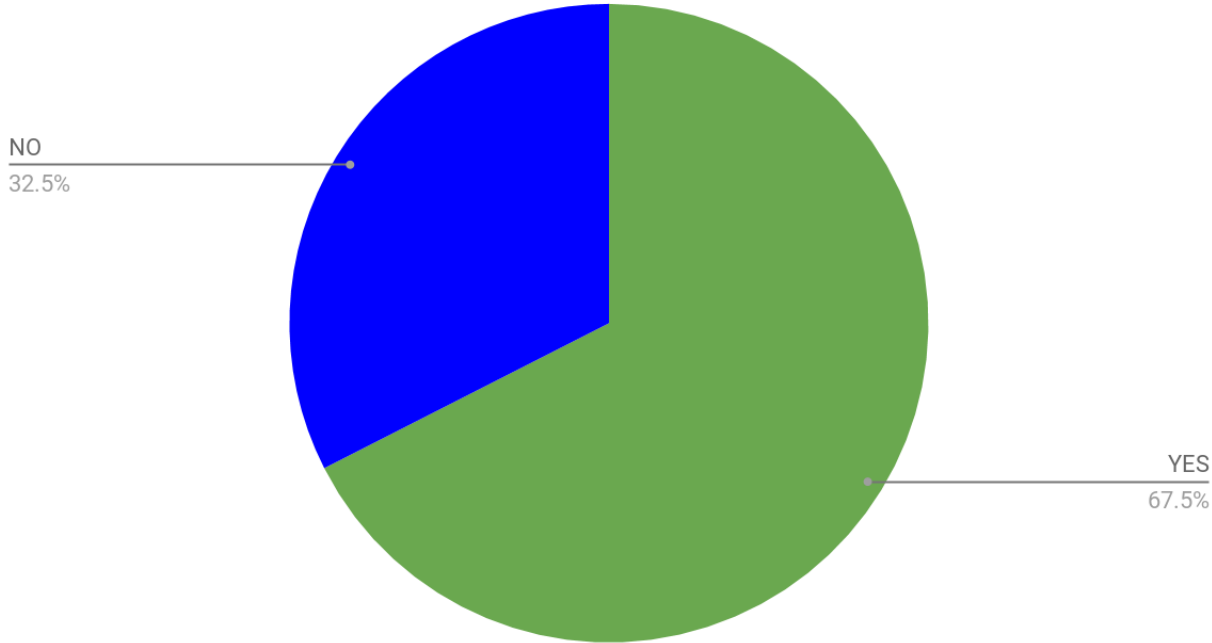


### Drew Masters Programs



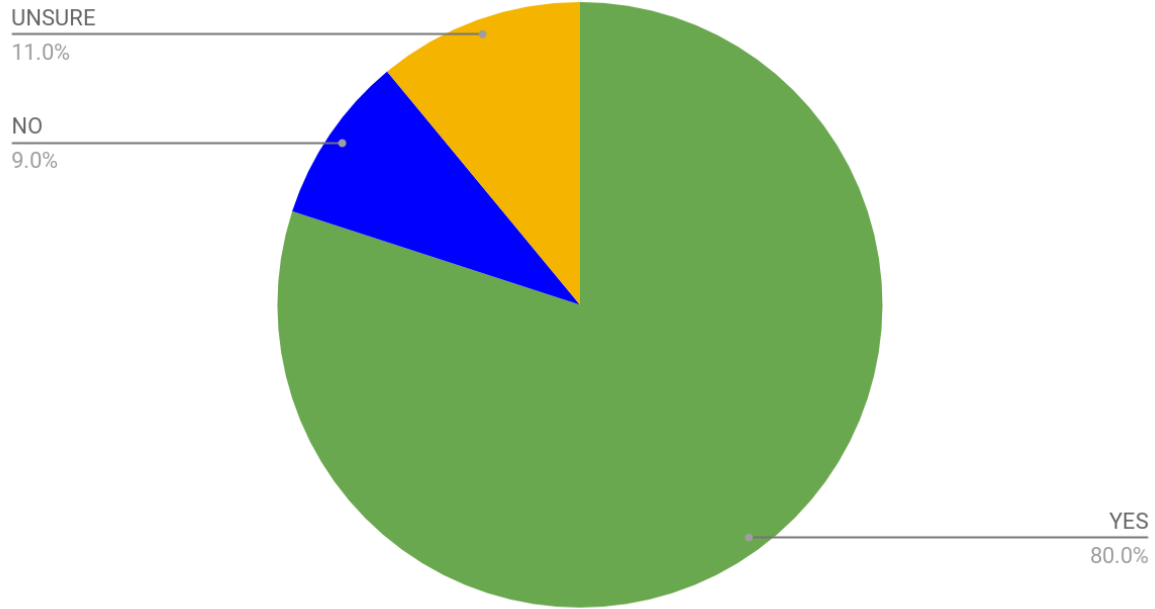
Q6: Currently Drew University is not accredited by a U.S. business accrediting agency (such as AACSB). Would this be a factor in your choosing whether to pursue a business graduate degree at Drew?

### Business Accreditation



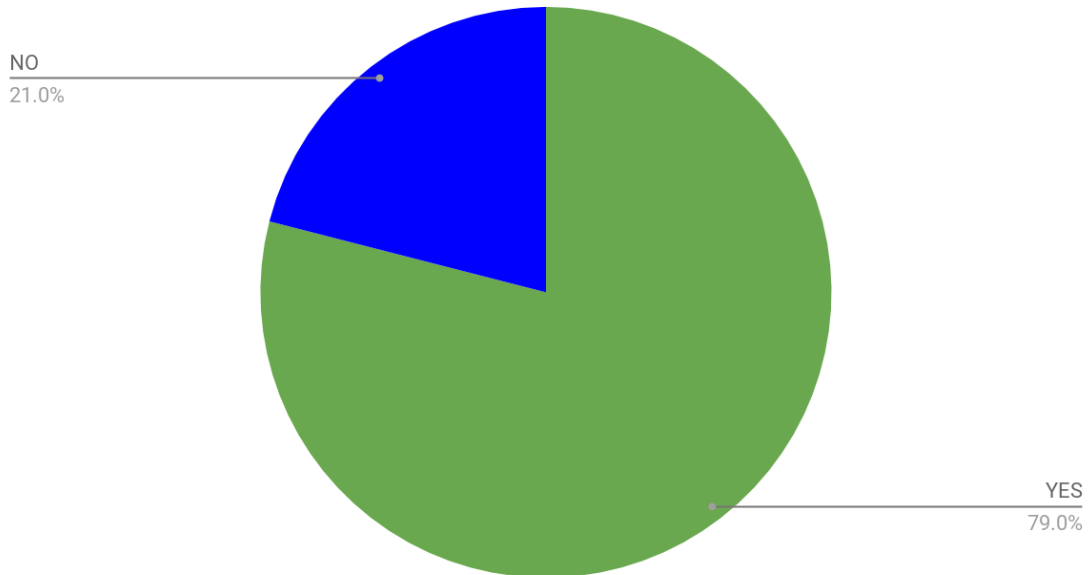
Q7: Drew University is considering making an internship experience an integral part of these graduate programs. Would having an internship as part of the experience make you more likely to consider these Drew programs?

### Internships



Q8: Would having these graduate programs integrate with the undergraduate business major, in a 4+1 format in which you leave Drew University with a Masters degree, be of interest to you?

### 4+1 Program



14. Enter expected annual enrollment in program (e.g., new students per year):

Year	Majors	Graduates
1	10 - 15	10 - 15

2	15 - 20	15 - 20
3	20	20
4	25	25

**15. Anticipated start-up costs:**

The faculty and staff hires are explained in detail below, and are integral components of both the Masters in Finance program and undergraduate business program. These hires would not start until the summer of 2018.

We are also working on creation and support of a business lab that will be located in the University Library. This lab is an essential part of the program, offering students a dedicated space for both classroom use and research. The lab will house 12 Bloomberg Terminals, giving graduate and undergraduate business students, and faculty, access to real-time equities data. Without this space we would be at a competitive disadvantage to other schools offering similar finance programs in our geographic proximity. With this space, we are able to prepare our Masters in Finance students using recognized and demanded quantitative skills and abilities. We actively encourage undergraduate classes to share this lab, including not only business and economics classes, but math and computer science classes too. Anticipated costs for the space construction, furniture, and computer equipment are \$40,000. Complete and recurring costs are detailed below. We will be actively fundraising for the business lab in the coming months, soliciting Drew alumni who have been generous to finance-based programs in the past. We intend to have the business lab operational by late summer 2018.

**16. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):**

Faculty We will need at least two full-time faculty members immediately to support this program (one in the program itself and one to support the already overstretched faculty resources in the undergraduate Business and Economics programs). While ideally these would be tenure-stream hires, we understand that if this is not possible initially, we could launch with a combination of full-time NTT faculty and adjuncts. As the program proves itself, we would likely need the administration to open one to two more tenure-stream lines to ensure the long-term success of the program. The program will also draw on the Math and Computer Science faculty involved in the proposed new Data Studies program for the computational elements in the curriculum. We also strongly suggest that the first full-time hire, whether tenure-track or NTT full-time, contribute one course per year to the undergraduate Business program, as a way of sharing expertise, reducing the burden of this already oversubscribed program, and raising awareness among our undergraduates, hence increasing demand for the Masters in Finance program itself.

Adjuncts will need to be paid at a higher rate than the typical University adjunct salary rate. We are conservatively budgeting \$8,000 per course, but are hopeful that at least one of the spring courses might be taught *pro bono* by one or more of our successful alumni now working in the finance field. We have several instances of *pro bono* course instructors, through the Municipal Finance course being taught this fall by Drew alumni Gerard Lian and Rich Rafael, as well as past courses in the economics and business department.

*Staff* In addition to a full-time faculty member for the program, we will definitely need one full-time staff member to help support this program and subsequent ones. There is no doubt that a dedicated staff member will be crucial to handling faculty needs, co-curricular programming, internship coordination and placement; without one, faculty and existing staff would be forced to handle these essential tasks, diluting the program’s quality if not making it impossible to offer the program.

Programming, Databases and Technology

Bloomberg Terminals Subscription Fees: \$48,000/year (expected to be covered through fundraising)

CRSP Database \$20,000/year

Annual Business Lab upkeep \$10,000/year

Co-curricular Programming \$20,000/year (includes field trips to NYC, evening events, etc.)

<b>Item</b>	<b>FY19</b>	<b>FY20 →</b>
Business Lab Set-up Costs (summer 2018)	<b>\$40,000</b>	<b>\$ ---</b>
Bloomberg Terminals & Subscription	<b>\$48,000</b>	<b>\$48,000</b>
CRSP Databases (year 3 onwards)	<b>\$0</b>	<b>\$20,000</b>
Tech funds (Lab upkeep; year 3 onwards)	<b>\$0</b>	<b>\$10,000</b>
New Full-time Program Hire (w/benefits)	<b>\$120,000</b>	<b>\$120,000</b>
Replacement Econ Hire (w/benefits)	<b>\$100,000</b>	<b>\$100,000</b>
Adjuncts (2)	<b>\$16,000</b>	<b>\$16,000</b>
Staff member (full-time)	<b>\$60,000</b>	<b>\$60,000</b>
<u>Programming Events</u>	<b>\$20,000</b>	<b>\$20,000</b>
<b>TOTAL</b>	<b>\$404,000</b>	<b>\$394,000</b>

A more comprehensive spreadsheet detailing annual revenues and costs under differing assumptions has been included.

- **Revisions to Diversity Student Learning Outcomes:**

**FOR YOUR INFORMATION AND FEEDBACK**

**FRAMING LANGUAGE FOR DIVERSITY REQUIREMENT SLOs:**

Through two complementary yet distinct Diversity courses--one in the United States and one international--students gain perspectives and experiences different from their own and better understand how their place in the world both informs and limits one’s knowledge. Together, these courses develop the capacity to understand the interrelationships among multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals.

**SLOs:**

A student in a Diversity US course can

1. Discuss orally or in writing the ways in which one or more identity groups in the United States understand their experiences and make sense of the world around them.
2. Analyze hierarchical power relations and inequalities between groups within the United States (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).

- Analyze the interactions of one identity group with another identity group or groups within the United States (with respect to e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).

A student in a Diversity International course can

- Discuss orally or in writing the ways in which one or more identity groups outside the United States understand their experiences and make sense of the world around them.
- Analyze hierarchical power relations and inequalities between groups outside the United States (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).
- Analyze the interactions of one identity group with another identity group or groups outside the United States (with respect to e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).

### Rubric for DUS

A. Discuss orally or in writing the ways in which one or more identity groups in the United States understand their experiences and make sense of the world around them.

4	3	2	1
Demonstrates sophisticated understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Articulates with specific examples how these elements shape a group's identity.	Demonstrates a basic understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Provides some examples of how these elements shape a group's identity.	Demonstrates a limited understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Provides limited and/or vague examples of how these elements shape a group's identity.	Demonstrates a minimal understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Fails to articulate how these elements shape a group's identity.

B) Analyze hierarchical power relations and inequalities between groups in the United States (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).

4	3	2	1
Analyzes (on a systems level) how groups are represented and assigned a place within power structures that determine hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates various responses to this demarcation, citing specific examples from course materials.	Analyzes (on a systems level), how groups are represented and assigned a place within a power structure that determines hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates several responses to this demarcation, but provides only limited and/or generalized examples from course materials.	Identifies (on a systems level) how groups are represented and assigned a place within a power structure that determines hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates some responses to this demarcation, but fails to provide examples from course materials.	Recognizes the identity of a group but fails to provide context or analysis as to how the group can be marked and assigned a place within power structures that determine hierarchies.

C) Analyze the interactions of one identity group with another identity group or groups within the United States.

4	3	2	1
Analyzes interactions between groups, including how groups influence one another, exchanges and contributions between groups, and intersectionality; cites specific examples from course materials.	Analyzes interactions between groups, including influences, exchanges and contributions, and intersectionality, but demonstrates a limited connection to course materials.	Identifies interactions between groups, but provides only general or vague examples from course materials.	Recognizes interactions between groups, but fails to connect to examples from course materials.

**Rubric for DIT**

A. Discuss orally or in writing the ways in which one or more identity groups outside the United States understand their experiences and make sense of the world around them.

4	3	2	1
Demonstrates sophisticated understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Articulates with specific examples how these elements shape a group's identity.	Demonstrates a basic understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Provides some examples of how these elements shape a group's identity.	Demonstrates a limited understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Provides limited and/or vague examples of how these elements shape a group's identity.	Demonstrates a minimal understanding of the complexity of elements important to members of one or more cultures or groups in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Fails to articulate how these elements shape a group's identity.

B) Analyze hierarchical power relations and inequalities between groups outside the United States (e.g., race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).

4	3	2	1
Analyzes (on a systems level) how groups are represented and assigned a place within power structures that determine hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates various responses to this demarcation, citing specific examples from course materials.	Analyzes (on a systems level), how groups are represented and assigned a place within a power structure that determines hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates several responses to this demarcation, but provides only limited and/or generalized examples from course materials.	Identifies (on a systems level) how groups are represented and assigned a place within a power structure that determines hierarchies, inequalities, and opportunities (which can vary over time and place) and articulates some responses to this demarcation, but fails to provide examples from course materials.	Recognizes the identity of a group but fails to provide context or analysis as to how the group can be marked and assigned a place within power structures that determine hierarchies.

C) Analyze the interactions of one identity group with another identity group or groups outside the United States.

4	3	2	1
Analyzes interactions between groups, including how groups influence one another, exchanges and contributions between groups, and intersectionality; cites specific examples from course materials.	Analyzes interactions between groups, including influences, exchanges and contributions, and intersectionality, but demonstrates a limited connection to course materials.	Identifies interactions between groups, but provides only general or vague examples from course materials.	Recognizes interactions between groups, but fails to connect to examples from course materials.

**Appendix:**

**Background:**

In 2016, the Diversity requirement student learning outcomes were assessed by instructors of Diversity-tagged courses. As a result of that process, the faculty involved decided that the learning outcomes should be revised. The evaluation of student work did not show a progression accomplishment for students who had completed the two required courses vs. students who only had only taken one of the required courses. This lack of distinction may have resulted from a lack of clarity of the SLOS themselves. Instructors suggested that the SLOs were too narrow and did not adequately correspond to the full intention of the requirement. They were also hard to measure and included several compound verbs. The assessment committee held meetings and received feedback via email and Google docs. The suggested revisions to the learning outcomes have also been vetted by last year’s committee, this year’s committee, and the Director of Student Learning and Assessment to ensure that they are clear and measurable.

Since then, the assessment committee has learned that there were actually a different set of SLOs created in 2009 than the ones used for the 2016 assessment (see below) This confusion seems to be the result of a myriad of factors. Nonetheless, the committee feels that the suggested revised SLOs reflect the intent of the original SLOs as well as incorporate the feedback since last semester.

**2009 SLOS:**

1. Understand the historical and/or contemporary concepts used to interpret and compare cultures within the United States and abroad.
2. Assess the myriad ways that countries and cultures--both past and present-- encounter, affect, and exchange with one another.
3. Understand that visual, aural, kinetic, and literary representations of difference exist and respond to and reshape the cultures that produce them.
4. Identify historical and/or contemporary similarities and differences in the dynamics and types of social inequalities in the United States and other countries.
5. Re-examine the contexts and experiences of their own lives and how these shape their encounters with others.

## 2016 SLOS:

1. Identify and analyze historical and/or contemporary representations of difference (e.g. race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).
2. Identify and analyze how individuals and groups respond to social categories (e.g. race, ethnicity, gender, sexuality, class, disability, religion, language, and nation of origin).
3. Identify and analyze hierarchical power relations and inequalities between groups.

## New Course Descriptions:

### **ARTH 394 Directed Research in Art History**

Research experience in Art History. Students participate in an art historical research project directed by a professor in weekly meetings. Final paper required. Number of credits is established at the time of registration. Prerequisite: Any 300 level ARTH course. Offered each semester.

## Revisions to an Existing Major/Minor:

### **Law Justice and Society**

- **Change credits from 24 to 20**

### **Requirements for the Minor (20 Credits)**

#### **I. Required Core/Gateway Course**

- [PSCI 211 - Law, Justice, and Society](#)

#### **II. Electives**

Four other courses are to be chosen from the following courses, provided that courses are from at least two different departments, and at least two courses must have a non-U.S. or International focus.

#### **U.S. Focus:**

- PSCI 233/WGST 233: Policing and the Rule of Law: Gender, Race and Citizenship
- [ENGH 363 - Law and Literature](#)
- [HIST 320 - Modern American Legal History](#)
- [PHIL 330 – Philosophy of Law](#)
- [PSCI 301 - Civil Liberties](#)
- [PSCI 303 - Constitutional Law and Civil Rights](#)
- [SOC 307 - Criminology](#) Prerequisite: [SOC 101](#) or equivalent.
- [SOC 314 - Engendering Prison](#) OR:
- [WGST 314 - Engendering Prisons](#) Prerequisite: [SOC 101](#) or permission of the instructor.

#### **Non-U.S./International Focus:**

- [CLAS 275 - Law and Trials in Ancient Society](#)
- [ENGH 313 - Human Rights in Literature and Film](#) Prerequisites: [ENGH 150](#) or [ENGH 120](#) or permission of the instructor.
- [ENGH 323 - Cinema and Social Justice](#) Prerequisites: [ENGH 150](#) or [ENGH 120](#) or permission of the instructor.
- [PHIL 330 – Philosophy of Law](#)
- [PSCI 248 - Special Topics in Human Rights](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)
- [PSCI 365 - Seminar on Human Rights](#)
- [PSCI 383 - The United Nations System and the International Community](#) Prerequisite: [PSCI 104](#).
- [RUSS 350 - Banned Books: Russian Literature and Censorship](#)



**Note:**

ARGS 863 - Banned Books: Russian Literature and Censorship (Caspersen School of Graduate Studies) and CSOC 561 - Mass Incarceration and Economic Justice (Theological School) may be taken and counted toward the electives portion of the minor requirements.

Other courses offered as special topics may be applied to the minor as deemed appropriate.

Example:

[PSYC 360](#) - Psychology Seminar: Contemporary Issues in Psychology (if topic was: Psychology and the Law [U.S. Focus] or topic similar)

[PSCI 256](#) - Selected Studies in Political Science (if topic was: Introduction to Legal Education [U.S. Focus] or topic similar)

[PSCI 332](#) - Advanced Topics in Political Theory (if topic was: Cultural Diversity and the Law [US Focus] or topic similar)

**History and Culture, CSGS**

- **Change credits from 27 to 30**

**History & Culture, M.A. / Ph.D.****ABOUT THE PROGRAM**

History and Culture is an interdisciplinary graduate program in modern intellectual and cultural history. While its geographic focus remains European and American, the course of study emphasizes the production and dissemination of knowledge in global contexts. Students are trained to consider a range of intellectual and cultural problems of pressing contemporary relevance from multiple disciplinary perspectives. The program also emphasizes preparation for non-academic as well as academic careers. Through internships, seminars and workshops, doctoral candidates receive hands-on training in various fields including publishing, digital media, museum curation, and philanthropic organization.

The doctoral program is structured to allow students to complete the degree in five years during which time selected Fellowship recipients receive full financial support. In addition to their coursework and internships, Fellowship students also work as teaching assistants with a Drew professor and teach a few courses on their own. Unlike many larger doctoral program in history, History & Culture does not require students to work as teaching assistants in large lecture classes.

**The History and Culture program currently offers the following areas of specialization:**

Modern European and American Intellectual History

Book History and Print Culture

British Intellectual History

Modern French Intellectual and Cultural History

Irish History and Irish-American Studies

American Cultural History

Literary and Artistic Modernism

History of Memory

Holocaust and Genocide Studies

This is not an exhaustive list. In consultation with their advisors and based on faculty availability, students may

design individualized courses of study. Students may also request a tutorial with a faculty member whose areas of specialization coincide with the student's interests.

## **Curriculum**

### **The MA Program**

The MA degree requires 27-30 credits (9-10 courses), including the Foundation Seminar. The ~~ninth~~ tenth course should be the Research Tutorial, in which the student will write a publishable research paper that will qualify as an MA thesis.

### **The PhD Program**

The requirements for the PhD include 36 credits (12 courses), a student portfolio, and a dissertation. Students admitted directly into the PhD program will receive an MA when they satisfactorily complete the Research Tutorial and eight other courses. MA students may apply to the PhD program after they have satisfactorily completed at least two courses.

### **Required Courses**

All PhD and MA students are required to take the Foundation Seminar (HC 800), normally in their first semester. This seminar will introduce students to the history, methods, and philosophy of historical writing.

All PhD and MA students must take a Research Tutorial (HC 990), normally in their final semester of course work, where each student will produce an original and publishable scholarly paper. The tutorial introduces students to primary source research and the apparatus of scholarship. Students in this tutorial work mainly independently but under faculty supervision.

All PhD students must take at least two extra-disciplinary courses taught by faculty trained in fields other than history, including (but not limited to) literature, philosophy, politics, sociology, anthropology, music, art, and religion. At least one extra-disciplinary course should be taken in the student's first year. A student may satisfy this requirement with courses offered in other Drew graduate programs or upper-level undergraduate courses, with the approval of his/her faculty advisor and the course instructor.

In their third year all PhD students will participate in a noncredit Writing Workshop taught by a professional nonfiction writer, which teaches academics how to communicate topics in history and culture to a general audience.

### **Foreign Languages**

PhD students specializing in Continental Europe must pass an examination in one foreign language. Normally the language will be French, German, or Spanish, but another language may be substituted if it is deemed useful to the student's research. Foreign language examinations are not required for MA students or for PhD students specializing in the United States, Britain, or Ireland.

### **Student Portfolios**

Each PhD student must, in the third academic year, demonstrate his/her preparation as a teacher and scholar by satisfactorily completing a portfolio which will consist of the following:

Three capstone essays.

A public lecture.

Two book reviews.

Two course syllabi.

An essay on an academic topic addressed to a nonacademic audience.

A dissertation prospectus.

In each of the capstone essays, the student will master, summarize, and criticize a body of historical literature. The essays should address the following three fields:

*Field 1:* Intellectual and cultural history.

*Field 2:* A specialized field in history other than intellectual/cultural history. Examples include political history, diplomatic history, disability history, social history, or any other subfield supported by the teaching and research expertise of the History and Culture faculty.

*Field 3:* An interdisciplinary field that explores the intersections between history and another discipline, such as literary studies, classics, anthropology, political science, sociology, art history, or economics.

### **Dissertations**

At the beginning of the third year, in consultation with his/her faculty advisor, each doctoral student will form a dissertation committee consisting of three faculty, one of whom may be based at another university. Each dissertation must ultimately undergo an oral defense and must be unanimously approved by the dissertation committee. When the student has prepared a final draft and is ready to defend, the committee will consult with the student to invite a fourth reader from another university.

### **Public Humanities**

The History and Culture program prepares all its students for academic careers, but we also go beyond that to engage the larger world. All of our doctoral students take our Writing as a Public Intellectual Workshop, in which they are taught how to communicate sophisticated scholarship to a lay audience. In any semester a student can, for course credit, do a Public Humanities Internship, working with a cultural organization outside the university: for example, a museum, a publisher, a magazine, a foundation, or even a business corporation that can make use of a humanities scholar. Each internship must conclude with a paper, report, or a project the intern worked on, which should demonstrate a productive collaboration between humanities scholarship and a topic or venture of public concern. And every year we hold a Career Day in which representatives of humanities organizations discuss the work they do and the opportunities they can offer to our students.

## **Committee on Faculty Report November 2017**

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

### **1. Departmental Statements Regarding Scholarship Evaluations**

The handbook contains a definition of scholarship that acknowledges disciplinary differences and, combined with the accompanying standards for scholarship, is used by the COF in their evaluation. A few years ago, department chairs were asked to provide additional information pertaining to their disciplines. We have found that many of these statements were never vetted and some contradict the definition of scholarship that is in the handbook. COF has been relying on two sources for the evaluation of a candidate's scholarship. Departments write letter(s) evaluating the candidates and these may include any discipline-specific special considerations. In addition, external reviewers write letters, based on the guidelines in the handbook and the scholarship itself, that assess whether the scholarship has met the standards.

### **2. Notification of Eligibility for Promotion to Full Professor**

In the past, we have sent an annual reminder to associate professors (and all tenured members of their department) who are beyond their 7<sup>th</sup> year in rank of their continued eligibility for promotion. According to the handbook, the COF is to notify faculty who will be in their 7<sup>th</sup> year but is not required to do so thereafter. We are announcing a change to our practice to align with the handbook. Moving forward, candidates, and the tenured members of their respective departments, will not be notified annually of their eligibility. After the first notification, the onus is on the faculty member who wishes to be considered for promotion to indicate that intention and to submit the related materials by September 1 of the year in which they wish to be considered.

### **3. Reminder about Teaching Observations**

Chairs or other department members are required to observe the teaching of the untenured faculty in their departments. Normally, these observations are included in the Chair's section of the faculty member's annual report. A suggested template for these evaluations may be found here:

<https://uknow.drew.edu/confluence/display/cladean/CLA+Dean+for+Drew+People?preview=/21071528/61769524/Teaching%20Observation%20Form.docx>

# DREW UNIVERSITY

## COLLEGE ADMISSIONS REPORT TO FACULTY

**Robert J. Massa**  
**Senior Vice President for Enrollment**  
**November, 2017**

The College admissions staff has been quite busy spreading the word about Drew this fall, both at home and on the road. As you know, we must attract 20% to 25% more applicants this year than last (3272 applications for the class of 2021) in order to meet the enrollment goal of 430 first year students at the reduced tuition/fee rate of \$39,500 (down from \$49,168 this year). So far, all indicators are up:

- Registered Campus tours this fall are up 6.3% to 470
- Interviews so far this fall are up 24.7% to 96
- High School visits are up 12.7% to 621
- Attendance at both Discover Drew Day programs was up 21% to 212

***And although it is still early, admission applications for the class of 2022 are up 31% over last year to 770 (as of November 5).*** At this point last year, we had 18% of our final total in hand. If 770 is 18% of our final total this year, we could expect to receive 4277 applications. While we might not receive quite that many, early numbers indicate that we are well on our way to meeting our enrollment goals. The one piece of not-so-good news: although the deadline is not until November 15, our Early Decision numbers are tracking about where they were for the past two years. Our goal was to increase, but at this point, it does not look like that will happen – at least for ED 1. I will report on the results of ED next month. And so, there is a lot more work to do, and we are doing as much as we can every day to assure Drew's success.

Staff members report that they are seeing more students at high schools than last year, and I experienced the same myself this fall. In many cases the numbers aren't large. But when, as at one Washington, DC independent school, I saw no students for two years running, and this year had four students from that school in my session, I believe it fair to say that Drew is getting some traction.

Of course, the tuition reset is gaining us the attention we intended, but the collective work of the past three years with consistent and compelling messaging, building and nurturing relationships with school counselors at independent schools and with independent educational consultants, and tightening our communication stream and customer service, all combine to produce these early positive results.

Once again, I thank the faculty of the College for all you do to help Drew attract and retain the students you teach. We really could not do this without your help.



## Drew University Fundraising Reports FY2018

FY17 - FY18 Comparison  
July 1, 2017 to September 30, 2017

	<u>FY18</u>			<u>FY17</u>			<u>FY17 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$1,137,486	\$12,000,000	9%	\$4,289,172	\$11,000,000	39%	\$12,124,558
Total Cash & Irrevocable Deferred Gifts	\$1,015,054	\$8,000,000	13%	\$828,957	\$8,000,000	10%	\$5,530,501

## Drew University Fundraising Reports

**FY2018**

FY18 By Purpose and Source

July 1, 2017 to September 30, 2017

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

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Capital</b>	\$279,890	\$25,890
<b>Endowment</b>	\$39,385	\$57,479
<b>Restricted</b>	\$568,071	\$659,963
<b>Unrestricted</b>	\$250,140	\$271,722
• <i>Annual Fund</i>	\$69,516	\$91,098
• <i>MEF</i>	\$180,624	\$180,624
 <b>Giving by Purpose Total</b>	 <b>\$1,137,486</b>	 <b>\$1,015,054</b>

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

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Trustees</b>	\$280,415	\$27,165
<b>Alumni</b>	\$291,861	\$180,027
<b>Friends</b>	\$139,548	\$94,990
<b>Corporations</b>	\$27,423	\$51,633
<b>Foundations</b>	\$45,306	\$275,306
<b>Other Organizations</b>	\$352,933	\$385,933
 <b>Giving by Source Total</b>	 <b>\$1,137,486</b>	 <b>\$1,015,054</b>

Annual Fund Report  
July 1, 2017 to September 30, 2017

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
<b>FY18</b>	\$91,098	\$126,418	\$217,516	\$1,300,000	17%	\$556
<b>FY17</b>	\$84,950	\$77,641	\$162,591	\$1,300,000	13%	\$415
<b>Increase (Decrease) from FY16</b>	\$6,148	\$48,777	\$54,926			\$142
<b>Increase (Decrease) Percentage</b>	7%		34%			34%

<u>Participation (All Funds)</u>								
FY18				FY17				
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
<b>CLA</b>	2%	302	26%	3,064	2%	315	20%	n/a
<b>DTS</b>	2%	90	19%	598	2%	62	16%	n/a
<b>CSGS</b>	1%	27	14%	270	2%	38	12%	n/a





## News from the Drew University Library

CLA Faculty Meeting

November 10, 2017

### New University Librarian Announced

We are pleased to announce that **Andrew Bonamici** has been selected as Drew's new **University Librarian**. In this role, Andrew will report directly to the Provost and will be responsible for leading and innovating the University's libraries and special collections. Currently serving as Associate Dean for Strategic Initiatives and Program Development in the University of Oregon Libraries, Andrew brings many years of library administrative experience to Drew.

Andrew holds a BA in Music History, Literature and Theory from Marylhurst University and an MLS from the University of Michigan. He is a graduate of the 2005 Frye/Leading Change Institute and has also been active in EDUCAUSE.

Andrew has told us that "this is a truly exciting time to lead the Drew University Library. Academic libraries and archives are hubs of intellectual life, touching every part of the mission – teaching and learning, student engagement, faculty and student research and scholarship, and community outreach. I am grateful to the search committee, the library faculty and staff, and Provost Liebowitz for providing this opportunity to serve."

Many thanks to the search committee, Jesse Mann (Chair), Paul Coen, Patrick Dolan, Johanna Edge, Kathy Juliano, and Elias Ortega-Aponte for their work that lead to Andrew's appointment. Congratulations to Andrew on his new position and we look forward to welcoming him to campus when we reopen after break on January 2, 2018.

### Faculty Interest in Open Access discussions

As part of our institutional strategic priorities, the library is interested in collaborating with the campus community about open access, digital scholarship, and other emerging methods of scholarship.

We are reaching out to faculty, hoping to organize some Open Access roundtable discussions in 2017-18 at convenient times for faculty.

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

### Upcoming Workshops:

- **Copyright in the Classroom: Fair Use and You, Nov. 27, 4-5 pm,** Library/Technology Classroom
- **Endnote Citation Manager workshop: Nov. 13, 5-6 pm,** Library/Technology Classroom
- **Scholarly Googling, Nov. 20, 1-2 pm,** Library/Technology Classroom

### Upcoming Events:

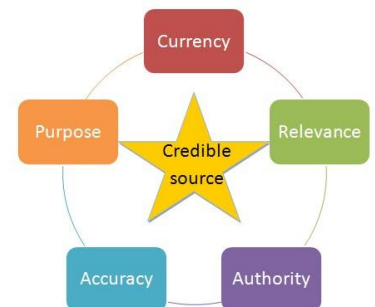
- **Get your Game On: Board Game Night at the Library,** Pilling Room, November 15, 7-10 pm
  - The Library and the Gaming Club will be providing snacks and a selection of games. Attendees are welcome to bring their own to share also

## The importance of evidence – you believe in it, do your students?

**The Library is eager to help your students find actual facts – in a full class session, a brief 10-minute introduction, or by individual appointments. Email us at [reference@drew.edu](mailto:reference@drew.edu).**

### The C.R.A.A.P. Test

One simple way to evaluate sources is to look at the C.R.A.A.P. factors: Currency, Relevancy, Authority, Accuracy, Purpose. For more about applying it: <https://youtu.be/EyMT08mD7Ds>



### Evaluating Resources: From UC Berkeley Library

The CRAAP test isn't the be-all and end-all of evaluation. More ideas:

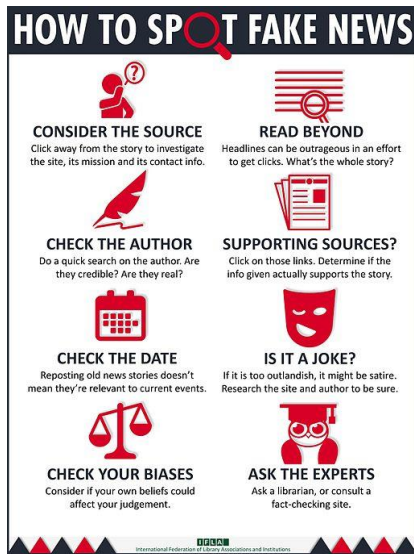
<http://guides.lib.berkeley.edu/evaluating-resources>

### Snopes.com

One of the oldest fact checking sites, Snopes is a labor of love founded as an Urban Legend site in 1994. But as founder Mikkelson & associates started verifying (or

disproving) rumors coming to them, the rallying cry of “Keep Calm and Check Snopes!” spread.

<http://www.snopes.com>



## Top Ten sites to Help Students Check their Facts

From the International Society for Technology in Education—going beyond Snopes, Factcheck, & Politifact.

<http://bit.ly/Top10FactCheck>

## How to Spot Fake News

An article from **Factcheck.org**, turned into a graphic by the International Federation of Library Associations:

<http://www.factcheck.org/2016/11/how-to-spot-fake-news/>

## Argument in the Real World

Drew MAT program director **Kristen Hawley Turner** created this website to go with her book of this title, and it's full of good ideas about identifying and analyzing the presentation of information:

<http://argumentintherealworld.wikispaces.com/>

Get more tips at: <http://libguides.drew.edu/evaluating>  
Drew University Library, <http://www.drew.edu/library/research>

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

For Immediate Release

## Cynthia Lin

### Re-Drawn

Curated by Claire Sherman

Exhibition: October 20 – November 21, 2017

Reception: November 10, 5:00 - 7:00 PM

Artist Talk: November 10, 2 p.m., Arts 106

Free Admission

The Korn Gallery is pleased to announce the exhibition Re-Drawn by artist Cynthia Lin.

Cynthia Lin uses painting, drawing, digital and lithographic processes to alternate between mapping and improvisation.

Hyper-detailed images of skin, orifices and scars, acquired through direct computer scans of the body, become sites for excavation: a variety of approaches are used, including hand-drawn, digital, and lithographic techniques. Applied to large scale, these processes become unpredictable, thus alternately reinforcing recognition and introducing alternative interpretation. Multiple, ongoing translations, supported by representational and digital structures, intertwine the familiar, subconscious, and irreconcilable.

Cynthia Lin was born in Taiwan and grew up near Chicago, Illinois. She currently lives in New York and works in Brooklyn. Cynthia Lin was awarded a New York Foundation for the Arts Finalist in Printmaking/Drawing/Book Arts in 2014 and a John Simon Guggenheim Fellowship in 2006. She has shown at Lehmann Maupin Gallery, Yossi Milo Gallery, DeCordova Museum, Pierogi Gallery, Garis & Hahn Gallery, Michael Steinberg Gallery, The National Academy of Design, The Drawing Center, Weatherspoon Art Museum and Kentler International Drawing Space. Her work is in collections at the Minneapolis Institute of Art and the Dallas Museum of Art. Fellowships include The Brown Foundation Fellows Program at the Dora Maar House in Menerbes, France, as well as Yaddo, The MacDowell Colony, The Space Program at the Marie Walsh Sharpe Art Foundation, Blue Mountain Center, Djerassi Resident Artists Program, and the Visiting Artists and Scholars Program at the American Academy in Rome.

She is Assistant Professor and Area Coordinator of Painting + Drawing at Purchase College, SUNY.

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

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

Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940  
[www.drew.edu/korngallery](http://www.drew.edu/korngallery)

## Sturgis Standard Code of Parliamentary Procedure

### Summary:

#### Basic Rules of Precedence:

1. When a motion is being considered, any motion of higher precedence may be proposed, but no motion of lower precedence may be proposed.
2. Motions are considered and voted on in reverse order to their proposal. The motion last proposed is considered and disposed of first:

#### Common Motions in Order of Precedence:

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

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

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

\*Can be amended

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

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