

# FACULTY MEETING - CLA

October 7, 2016  
HALL OF SCIENCES 4

## AGENDA

<b>CALL TO ORDER:</b> 3:15 p.m.	Chris Taylor
<b>APPROVAL OF MINUTES</b>	Jessica Lakin----- pp. 4-8
<b>DEAN'S UPDATES</b>	Chris Taylor
<b>CONVERSATION WITH THE PRESIDENT</b>	MaryAnn Baenninger
<b>ACTION ITEMS:</b>	
Policy on Calculating the Major and Minor GPA	Debra Liebowitz ----- p.9
<b>REPORTS:</b>	
Curricular Report	Jinee Lokaneeta ----- pp.10-15
Advancement Report	Ken Alexo ----- pp.16-25
Faculty Athletics Representative Report	Sarah Abramowitz ----- p.26
<b>FOR DISCUSSION:</b>	
Community College Transfer Credit Policy	Debra Liebowitz ----- pp.27-29
Final Exam Rescheduling	Judy Redling ----- p.30
<b>OLD BUSINESS/ NEW BUSINESS:</b>	
<b>ANNOUNCEMENTS:</b>	
New University Diversity Committee	Debra Liebowitz ----- pp.31-32
Faculty Research Series	Debra Liebowitz ----- p.33
Prestigious Scholarship Deadlines	Louis Hamilton ----- p.34
Critical Language Scholarship Applications	Carol Ueland ----- p.35
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<b>ADJOURNMENT</b>	

## ANNOUNCEMENTS AND CONGRATULATIONS

**Lee Arnold:** for the inclusion of his work in the exhibition “New Photography” which is part of the 2016 Next Wave Art Festival at the Brooklyn Academy of Music running from September 6 through December 23, 2016.

**Cassie Brand:** for curating the exhibit *Books in the Time of Shakespeare* (see: <http://www.drew.edu/events/event/books-in-the-time-of-shakespeare/>), which will be on exhibit in the Methodist Library from October 6<sup>th</sup> – December 31<sup>st</sup>.

**Chris Ceraso:** for all his hard work as the Project Director for the exhibit *First Folio! The Book That Gave Us Shakespeare*, which opened successfully, and to much acclaim, on the Drew campus earlier this week. The exhibit (see: <http://www.drew.edu/events/events/category/first-folio/>) will run through October 30<sup>th</sup>. Chris led the effort to organize Drew’s and the Shakespeare Theater of NJ’s joint application to host this national exhibit, and has served as the Project Director since the time Drew was selected as the only site in the state to host the exhibit.

**Louis Hamilton:** for co-directing and co-curating with his students the exhibit *Will and the Word: An Exhibition in Celebration of the First Folio at the 400<sup>th</sup> Anniversary of the Death of Mr. William Shakespeare at Drew University,*” (see: <http://www.drew.edu/events/event/will-and-the-word/>) and the beautiful exhibit catalog which Louis and his students produced to accompany the exhibit, which will be on view in the Kean Reading Room from October 6<sup>th</sup> – November 6<sup>th</sup>.

**Dan LaPenta:** for directing *Hamlet* in the Kean Theatre for 11 performances from October 19-22 and 26-29, as part of the grand celebration of the Shakespeare *First Folio* visit to campus during the month of October. The production also features Theatre and Dance Chair **Chris Ceraso** as the Ghost/First Player/First Gravedigger and set design by **Jim Bazewicz**.

**Jinee Lokaneeta:** for co-authoring a study covering 30 years on “Torture and Detention in India: Challenges to Prevention” (with Amar Jesani) published in *Does Torture Prevention Work?* The study was funded by the Association for the Prevention of Torture in Geneva and is edited by Richard Carver and Lisa Handley, Liverpool University Press, 2016. Also for the publication of a chapter entitled “Truth Telling Techniques: The Aditi Sharma Case and Implications for Human Rights in India” in *The State of Human Rights in Postcolonial India, 1947-2014*, edited by Om Dwivedi and V.G. Julie Rajan, New York: Routledge, 2016.

**Patrick McGuinn:** for the release of his new report: “The Bubble Bursts: The 2015 Opt-Out Movement in New Jersey,” with Jonathon Supovitz, Francine Stephens, Julie Kubelka, and Hannah Ingersoll, *Consortium for Policy Research in Education*, September 2016.

**G. Scott Morgan:** for his appearance in Deutsche Welle's (German international television's) documentary "Nothing Like It Was: New York, Fifteen Years after 9/11" and for an interview with Swiss Public Radio's noontime program "Rendevoux" about the social psychological impact of September 11th. Also for the publication of his article "The structure of political ideology varies between and within people: Implications for theories about ideology's causes" (with D.C. Wisneski) in *Social Cognition*.

**John Muccigrosso:** for the publication of the most recent report on our Drew-supported excavations in Umbria in 2016 FASTI-online (366), "The Apsidal Building of the Vicus Martis Tudertium (PG)."

**Patrick Phillips:** for the release of his new book *Blood at the Root: A Racial Cleansing in America* (W.W. Norton), for being featured on NPR's *Fresh Air* with Terry Gross, and for a review of this book in the *New York Times* Arts Section.

**Kim Rhodes:** for her hard work training more than 60 docents who will staff the *First Folio* and related exhibits on the Drew campus during the month of October, and for her many other contributions which have helped to ensure the success of this major national exhibition on the Drew campus.

**Jonathan Rose:** for speaking to the Monmouth County branch of the English-Speaking Union about his work on Winston Churchill.

**Gian Domenico Sarolli:** for being the keynote speaker at the annual meeting of the NJ chapter of the Counselors of Real Estate and the Society of Industrial and Office Realtors. The talk was entitled: "From Wall Street to Main Street via Pennsylvania Ave: the effect of the presidential election on the economy".

**Rebecca Soderholm:** for the selection of her photograph *Uncle Gary (Desiree, Cassi, and Alexee), Parishville, New York*, to be exhibited at the *Artists of the Mohawk-Hudson Region* exhibition at The Hyde Collection in Glens Falls, New York.

**Carol Ueland:** for presenting a paper, "Ukrainian Biographies in the Russian series "Lives of Remarkable People": The Case of Taras Shevchenko" on "The Politics of Biography" panel at the ASEEES-MAG (European Humanities Association) Convention, "Images of the Other" at Ukrainian Catholic University in Lviv, Ukraine, June 26-28.

**Courtney Zoffness:** for the long-form literary profile of author Mary Gaitskill appearing in the *Los Angeles Review of Books* on October 5<sup>th</sup> (<https://lareviewofbooks.org>).

Drew University  
College of Liberal Arts  
Minutes of Faculty Meeting  
9/9/2016

**Present:** Sarah Abramowitz, Erik Anderson, Christopher Andrews, Di Bai, Susan Beddes, Jason Bishop, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham Cousens, Molly Crowther, Allan Dawson, Wyatt Evans, Kimani Fowlin, Jonathan Golden, Louis Hamilton, Summer Harrison, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Sophia Khadraoui, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Bjorg Larson, John Lenz, Debra Liebowitz, Jinee Lokaneeta, Norman Lowrey, Lisa Lynch, Yahya Mete Madra, Caroline Maier, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Sangay Mishra, Maha Mourad, John Muccigrosso, Philip Mundo, Robert Murawski, Nicholas Nelson, Emanuele Occhipinti, Ada Ortuzar-Young, Jennifer Ostrega, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Patrick Phillips, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Alan Rosan, Susan Rosenbloom, Maliha Safri, Giandomenico Sarolli, Paris Scarano, Erica Schneid, Bernard Smith, Leslie Sprout, Sharon Sundue, Carol Ueland, Linda Van Blerkom, Sara Webb, Hannah Wells, Carlos Yordan, Courtney Zoffness

**Others Attending:** Kenneth Alexo, Chris Anderson, Gamin Bartle, Mathew Beland, Sunita Bhargava, Jason Fein, Stacy Fischer, Michael Kopas, Alex McClung, Kira Poplowski, Sara Waldron, Marti Winer, Margery Ashmun, Jody Caldwell, Jennifer Heise, Kathy Juliano, Rick Mikulski, Nora Boyer, Obiri Addo

The meeting was called to order at 3:18pm

**Approval of Minutes:** The minutes of the 5/6/2016 meeting were approved with amended language regarding establishing CEFAC as a permanent CLA committee:

*John Muccigrosso asked why this committee needed to be a "major" committee with elected members rather than appointed members. Caitlin responded that there are two reasons why it was structured this way: First, Dean's Council received feedback from some people about the newest draft of the faculty regulations indicating that too many committees are appointed rather than elected. Second, CEFAC wanted divisional representation, although they acknowledged that if a divisional representative couldn't be found, anyone interested could run for election.*

*John said the faculty had voted for committee members being appointed and not elected and suggested there be an amendment to remove "B" in the proposal, which states "members are elected." Appointed members can still be divisionally based. Caitlin noted that the committee wanted elected divisional representatives, and that they had based the committee on the GEFAC model. Another faculty member pointed out that even GEFAC is now an appointed rather than an elected committee.*

**Dean's Updates:** Chris Taylor welcomed the faculty back and wished everyone a good start to the semester. He informed the faculty that line requests are due on Oct 7<sup>th</sup>, but he is not anticipating that tenure-track lines will be generally available. He noted that there may be a small number of tenure-track searches this year in fields with there is an existing endowment to support the position. Chris reminded faculty that sabbatical requests are due on October 15<sup>th</sup>, but stated that it is not likely that all requests will be granted. He reminded faculty members to be certain they have turned in their past sabbatical reports, as well as annual reports. Sabbatical requests will be prioritized by Dean's Council based on the quality of the proposal, the outcomes from previous sabbaticals and the impact on the University as a whole. Chris reminded Department Chairs and Program Directors to get the listing of spring courses to Jessica Lakin by September 26<sup>th</sup>. Finally, Chris reminded the faculty of the President's invitation to an Open Forum in the Commons on September 23<sup>rd</sup> at 1:45.

### **Introduction of new full time faculty and staff:**

Timothy Carter	Political Science & International Relations
Sophia Khadraoui	French
Lisa Lynch	English
Courtney Zoffness	English
Yahya Madra	Economics & Business
Maha Mourad	Economics & Business
Erica Schneid	Psychology
Nicholas Nelson	Biology
Maz Nikoui	ESL/INTO
Emily Ralph	Title IX, AAEEEO
Billy Ortman	Director, Campus Safety and Security
Loren Kleiman	Center for Writing Excellence
John Vitali	Vice President for Finance & Administration

### **Action Items:**

**1. Approval of Voting List:** Chris asked the faculty to review the fall 2016 voting list and to send any missing names to the CLA Dean's Office for verification. The voting list was otherwise approved.

**2. Elections:** Caitlin Killian shared the fall 2016 open positions as listed page 15 in the Packet. Lisa Brenner is on the ballot for CAPC, Carol Ueland for COF and Minjoon Kouh for GEFAC. No other names were added for any positions. Online voting will take place for one week beginning September 12<sup>th</sup>.

### **Reports:**

**Curricular Report:** Jinee Lokaneeta and Wendy Kolmar were directed to a typo with respect to the amount of credits required for the English major. They will ensure that the Catalog reflects no change in the number of requirements for the major but rather the deletion of a course requirement.

**CAPC Deadlines:** Jinee highlighted the deadlines for AY 16-17. All routine items must be submitted by Friday at noon for consideration at the next Thursday meeting. Proposals for new major/minors or for significant revisions need to be submitted at least four weeks before the faculty meeting where they may be considered. Jinee said courses for consideration for spring 2017 need to be received by September 13<sup>th</sup> to the Dean's Office.

Before introducing John Vitali, Chris Taylor thanked Mike Kopas, Sara Waldron and their teams for the enormous amount of work and magnificent job they did on campus and in all the facilities over the summer, but particularly in completing the new Commons.

### **Finance and Administration Division Presentation: John Vitali**

John provided a brief synopsis of his background and responsibilities as the new CFO and VP of Finance and Administration, with oversight of facilities, human resources, finance, as well as the investment portfolio and auxiliary services. He shared his Org Chart, reported that Finance is analyzing on- and off-campus housing and the deferred maintenance of them, and said they are looking at Drew's outsourced service relationships to see if any should be brought in-house. John shared that he and Mike Kopas are looking at ways to streamline operations.

Finance is closing the books for their visit with the auditors at the end of the month and are looking at how to use proceeds from restricted funds as well as ways to strengthen internal controls. From an HR perspective Mike shared that the search is still underway for a new HR Director, the voluntary retirement is in process, along with a review of compensation and training for goal setting. John said he is working with the annual planning and budgeting council particularly with respect to some regulations that might be affecting higher education 403(b) pension plans and is looking to expand an enterprise risk management plan across the University.

John has been working with Chris and Science Department Chairs to put together a capital budget for lab repair and renewal as part of larger institutional budget. Michael Peglau asked that capital issues for the Art Department also be considered. John shared that there will be an overall institutional review for capital issues with the Science Department being the first in line due to unique safety issues, but he promised to make a note regarding the Art Department.

**Enrollment Management:** Bob Massa encouraged faculty members to review his report in the packet and reminded Faculty members of the Fall Open House scheduled for Saturday, September 17<sup>th</sup>.

**Center for Global Education:** Allan Dawson reported that participation in the study abroad program at Drew doubled in AY 15-16 with a total of 202 students studying abroad during the period thanks to the leadership and support of Stacy Fischer and Raul Rosales. He invited faculty members to read about the two New York semesters being piloted: The Semester on Social Entrepreneurship and The Semester on Theatre. He asked colleagues to encourage students to apply for these programs, as well as to look at the 13 shortTREC offerings in 2017. The shortTRECs are increasingly diverse, across a wide variety of countries, and enhance the global education Drew offers.

**INTO Update:** Sharon Sundue thanked Liz Kimball and Sandra Jamieson for help in the search for the new ESL instructor, Maz Nikoui. She also welcomed Yifan (Max) Zhang as the new Chinese Language and Culture Advisor. She said he will be a great resource for the faculty when assistance is needed to engage/integrate students whose first language is Chinese. Sharon said Max will also host some faculty development workshops. Sharon said they are very excited that the first class of pathways students just matriculated. She reported that there are 115 students in the Center now; growth was hindered by US Department of State Visa denials this summer.

**Dan Ostin:** Dan shared that an email had been sent with instructions for roster verifications. He reported that in addition to verifications being handled via email, fax or hand delivery, faculty members will be provided a link from the Registrar's Office on Monday with an online form. This form will be sent directly to the registrar's office and will send back a confirmation receipt once completed.

### **Discussion:**

#### **Syllabi and Credit Hour Calculation Worksheets: Debra Liebowitz**

Deb directed the faculty's attention to the required credit hour calculation worksheet in the packet. She shared that faculty members will be receiving an email from Jessica Lakin asking them to hand in their syllabi and all credit hour worksheets that are ready to be submitted. All worksheets will be required to be completed in the spring and must add up to 180 hours of in and out of class work in order to be in compliance. As such, Deb encouraged faculty members to work with their CAPC representatives, providing feedback and seeking guidance or assistance as the process rolls out over this semester. Deb recognized that honors theses, independent studies, internships, etc. still need to be looked at and are on CAPC's agenda.

CAPC will look at the Rice University calculator, which many faculty members forwarded to her. Deb shared that it appears the Rice calculator may be more sensitive about how much time reading and writing takes and promised that CAPC will look at the calculator, along with other possible tools that might assist in the calculation of credit hours. She shared her belief that this dialogue will be beneficial as it will clarify what students are asked to do for credit, particularly with internships and independent work.

Tina McKittrick stated that students in the sciences have "way more" hours than the 180 required to earn four credits. Deb said a conversation may need to be had as to how credits are being assigned to students in the sciences or other departments/programs and she encouraged departments to hold conversations and come back to her with specific thoughts and reflections. When asked by Wendy Kolmar if it was possible for the length of seminars to be increased, Jessica Lakin informed her that those can be built into the schedule if desired, but there's no immediate plan to require seminars to be longer.

In sum, Deb asked faculty members to come to her or to CAPC members with specific questions. She reported that the elements of a syllabus document, the credit hour calculation worksheet, and

several samples representing various fields of study are available on the Dean's Office UKnow page.

### **Announcements:**

**Drew Review:** Gian Domenico Sarolli thanked Hannah Wells for joining the *Drew Review* staff. He directed attention to the flyer in the packet and asked faculty members to look back at papers submitted last semester for submission of outstanding essays. He also reported the Drew Review is looking for exceptional students to join the editorial staff, even if they haven't submitted to the Drew Review before. Hannah encouraged faculty members to construct courses in a way that enables students to produce work that could be published in the *Drew Review*.

**Library News:** Chris Andrews asked faculty members to look at the list of new resources available in the Library. Of particular note, he pointed to the *Chronicle of Higher Education*, accessible online free of charge. He also announced that, for the first time in 149 years, Drew has a wonderful resource in a full time archivist: Dr. Matthew Beland.

**List of Department Chairs and Program Directors:** Chris Taylor requested that any additions/deletions to the list of Chairs or Programs be submitted to the CLA Dean.

**Martin Luther King Jr. Day:** Chris announced he is looking for committee members to assist in the organization of events for the National Day of Service, observed January 16<sup>th</sup>. The committee will be comprised of faculty from the three schools, staff, and students.

**Athletic Director of the Year:** Bob Massa shared the news that Jason Fein was chosen as Division III Athletic Director of the Year by the National Association of Collegiate Directors of Athletics. This is the first time a Drew Athletic Director has been given this honor.

**Shakespeare Folio:** Chris Ceraso reminded faculty members that the Shakespeare Folio will be on display through the month of October in the Wendel Room at Mead Hall. Additionally, the Methodist archives, the Drew Library and the Shakespeare Theatre of New Jersey are all displaying special exhibits during the month. Chris shared the [drew.edu/firstfolio](http://drew.edu/firstfolio) site for further information and thanked Chris Taylor for his support in making this event possible. In turn, Chris Taylor thanked Chris Ceraso for the enormous amount of work he put into identifying this opportunity and bringing it to Drew. Drew was selected as the only site in New Jersey to display the Folio, making this a unique opportunity for the University.

**Art Opening:** Michael Peglau invited the faculty to a reception in the Korn Gallery to view Sangram Majumdar's paintings.

Chris Taylor wished the faculty a great start to semester and adjourned the meeting at 4:37 pm.

Minutes respectfully submitted by Trish Turvey



**Policy on calculating the major and minor GPA:**

Major GPA Calculations include all courses taken that are specifically identified in the CLA Catalog as being eligible for the Major regardless of whether the course is being used satisfy a Major requirement.

Minor GPA calculations will include only those courses being used to complete the minor.

**The Gen Ed page in the catalog currently says:**

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0.

**Proposed New Text:**

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0. To successfully complete any optional minor, a 2.0 GPA in that area is also required.

## Curricular Report

October 2016

### For Action:

- Policy on calculating the major and minor GPA

### For Information:

#### New Courses:

- CE 275/Topics in Civic Engagement
- CE 375/ARCR 801 Introduction to Mediation and Conflict Management: Practicum
- PSCI 219/BST 219 Business and Government in the U.S.
- BST 355/Selected Topics In Marketing
- CSCI 149/Introduction to Computer Science in JavaScript

#### Revisions to Existing Courses:

- PHIL 317/History of 19th Century Philosophy
  - Change title to The Shattering of Reason: From Hegel to Nietzsche
- CSCI 151/Introduction to Computer Science in Python
  - Description and prerequisite changes
- SPAN 301/Spanish Grammar
  - Title change
- CLAS 275/Law and Trials in Ancient Society
  - Change in number of credits

#### Revisions to Existing Major/Minor:

- Classical Studies Major
  - Adding CLAS 275/Law and Trials in Ancient Society to electives list

#### General Education Designations:

- PSCI 362/International Political Economy [QUAN]
- FREN 368/Selected Topics in French: France and its Ghosts: History, Memory and Monuments [DVIT], [BINT]
- THEA 365/Selected Topics in Dramatic Literature: U.S. Political Theatre [WRIT], [DVUS]

### For Discussion:

- Community College Transfer Policy

### For Action:

#### Policy on calculating the major and minor GPA:

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#### Proposed New Text:

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0. To successfully complete any optional minor, a 2.0 GPA in that area is also required.

### **New Course Descriptions:**

#### **CE 275/Topics in Civic Engagement**

Occasional courses on civic engagement topics that take an interdisciplinary or transdisciplinary approach to issues that impact local, regional, national or international communities. Frequently but not necessarily taught as a Community-Based Learning course. Topics vary and the course may be repeated for credit. Prerequisite: varies with topic.

#### **CE 375/ARCR 801 Introduction to Mediation and Conflict Management: Practicum**

This course provides a theoretical and practical foundation for skills and tools needed in the practice of mediation and conflict resolution. It will begin with an overview of the spectrum of alternative dispute resolution and conflict transformation processes, examining how they are utilized in contemporary society, on a variety of scales.

Students will learn fundamental conflict management skills such as how to transform problems into opportunities, work in cooperation with others to design creative solutions, and approach problem-solving with a mutually benefitting attitude. The course will cover strategies for identifying the roots of conflict and common needs and concerns in conflict situations. Students will develop communication and listening skills needed to build understanding and empathy.

Students will also learn fundamental competencies for mediators such as active listening, conflict management, idea generation, consensus decision-making, facilitation and group dynamics. The course will conclude with exposure to the model of interest based problem solving, an integrative, multi-step process that is applicable to many mediation and joint problem-solving contexts. The many simulation exercises in the course will focus on individual and collective disputes.

#### **PSCI 219/BST 219 Business and Government in the U.S.**

This course explores and analyzes the relationship between business and government in the U.S. since the mid-twentieth century. While business has always had a place at the table for political decisions, its presence has expanded significantly in the last 60 years. This course describes the ways this expansion has taken place, its causes, and its consequences. At root is the fundamental role of business as a major actor in American politics in political decision making and government activities.

#### **BST 355/Selected Topics in Marketing**

Topic Varies. Future Topics may include: marketing research or consumer behavior. May be repeated for credit as topic changes. Prerequisite: BST 305 or Instructor Approval.

#### **CSCI 149/Introduction to Computer Science in JavaScript**

How can we automatically solve problems using computers? By the end of this course, students should be able to implement solutions to solve basic computational problems using the JavaScript programming language. Students will learn to design, implement, document and test programs, as well as learn to apply language concepts such as iteration, decision, user-defined functions, and lists. No previous programming experience is expected. Prospective computer science majors or minors should begin with this course which is also appropriate for students who wish to learn some programming but do not plan to take any additional computer science courses. CLA - Quantitative

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

#### **CSCI 151/Introduction to Computer Science in Python**

##### **Current Description:**

Designing, writing and testing structured computer programs using java. By the end of this course, students should be able to 1) decompose problems into actions and objects, 2) apply advanced programming constructs such as recursion and collections to implement solutions, 3) use inheritance to facilitate localized changes, 4) design & implement an event-driven application with a

graphical user interface, and 5) take advantage of automated development tools. Offered every spring semester. Prerequisite: C- or better in CSCI 150 or CSCI 117 Offered every semester. CLA-Quantitative

**Proposed Description:**

Designing, writing and testing structured computer programs using java. By the end of this course, students should be able to 1) decompose problems into actions and objects, 2) apply advanced programming constructs such as recursion and collections to implement solutions, 3) use inheritance to facilitate localized changes, 4) design & implement an event-driven application with a graphical user interface, and 5) take advantage of automated development tools. Offered every spring semester. Prerequisite: C- or better in CSCI 150 or CSCI 149 or CSCI 117. CLA-Quantitative

**SPAN 301/Spanish Grammar**

**Current Title:**

Spanish Grammar

**Proposed Title:**

Spanish Grammar in Cultural Contexts

**CLAS 275/Law and Trials in Ancient Society**

**Current Credits:**

4 credits

**Proposed Credits:**

2-4 credits

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

Classical Studies Major

- **Adding CLAS 275/Law and Trials in Ancient Society** to electives list

**III. Electives (28 credits)**

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

- [CLAS 215 - Classical Mythology](#)
- [CLAS 230 - History of Ancient Greece](#) **OR**
- [HIST 230 - History of Ancient Greece](#)
- [CLAS 232 - History of Ancient Rome](#) **OR**
- [HIST 232 - History of Ancient Rome](#)
- [CLAS 240 - Archaeology of Greece and Rome](#)
- [CLAS 250 - Classical Literature in Translation](#)
- [CLAS 260 - Classical Civilization: Selected Topics](#)
- [CLAS 270 - Society and Family in Ancient Greece and Rome](#)
- [CLAS 275-Law and Trails in Ancient Society](#)
- [CLAS 300 - Independent Study](#)
- [CLAS 302 - Greek and Roman Religions](#) **OR**
- [REL 302 - Greek and Roman Religions](#)
- [CLAS 312 - Classical Morality & Religious Ethics From Plato to Machiavelli](#) **OR**
- [REL 312 - Classical Morality & Religious Ethics from Plato to Machiavelli](#)
- [CLAS 336 - Foundations of the European Intellectual Tradition](#) **OR**
- [HIST 336 - Foundations of the European Intellectual Tradition](#)

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

**For Discussion:**

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**Additions to Current CLA Transfer Policy for Students with a New Jersey AA or AS Degree**

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**Proposed Policy – Vote 1:**

If a student has completed the Associates Degree in the State of NJ, Drew considers completed, at a minimum, the following general education requirements:

Breadth

First-Year Writing Requirement

One Writing Intensive Course

One Diversity Course

One Quantitative Course

The Off-Campus Experience

**Foreign Language Requirement**

Students are required to complete three semesters of foreign language between their Associates and Drew degrees. If they have not completed three semesters of language upon transfer to Drew, a placement test will determine the appropriate course level to complete the remaining requirement at Drew.

**Note:** Most students who have completed the Associates Degree have two semesters of foreign language training. The two semesters would count towards the language requirement at Drew as transfer credits. In this case, a student would have to complete only one semester towards fulfilling the language requirement. This third semester course would be based on the student's proficiency, which could be either at the 100 level or 200 level. Upon placement and during the first week of classes, a student, with the instructor's approval, can ask to move to another level if he or she thinks the level was placed in is too easy or difficult.

**Proposed Policy – Vote 2:**

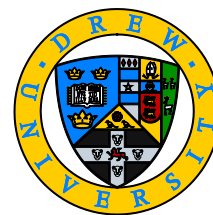
- Drew’s current transfer policy states that to be granted Drew credit a course “must be a course that would or could be offered at a liberal arts college.” We will make an exception to this policy by granting general transfer credit (would provide only 3 credits but will not fulfill a major, minor or general education requirement) for technological literacy course that is required for the Associates Degree.
- While each community college titles the course differently, the gist of what is covered is the same. Below are the course descriptions for the versions of the course that are offered at CCM, Hudson, Raritan, and Union.
  - **CCM | CMP101 Computer Information Literacy**  
No credit earned if CMP 110, CMP 126, CMP 203, or BUS 119 has already be taken. This general education course provides students with an introduction to basic computer concepts that include learning the fundamentals of Windows, accessing the World Wide Web, and using Microsoft Word. Not for Computer Information Systems majors.
  - **HUDSON | CSC100 Introduction to Computers and Computing**  
The objective of this course is to introduce students to the modern world of computers. A brief introduction to the history of computers, computer hardware and software and the World Wide Web (WWW) is covered. Students will learn how to use microcomputer applications such as Microsoft Office Word 2003, Microsoft Office Excel 2003, Microsoft Office Access 2003, Microsoft Office PowerPoint 2003, and Microsoft Office Outlook 2003). Student will also learn the importance of computers in their lives in particular and in the world in general.
  - **RARITAN | CISY102 COMPUTER LITERACY**  
This introductory course focuses on how productivity software (word processing, spreadsheet, presentation, and data base management) can be used efficiently and effectively to gather, analyze, organize, and present information. The social, ethical, and privacy related aspects of computing are deliberated. Students will also learn how to develop effective online research techniques and will develop the skills required to successfully purchase a personal computer.
  - **UNION | CIS 100 Introduction to Computer Applications**  
This course introduces students to basic computer concepts. The course also focuses on a current version of Microsoft Office Professional. Students experience hands-on instruction in word processing, spreadsheets, databases, and professional presentations. This course prepares students to succeed in both college and the business world by enabling them to write reports, analyze and chart data, and prepare presentations.

**NJ State Requirements for the Associates Degree:**

General Education Goal(s) addressed									Course Categories (Goal Categories)	AA credits	AS credits
1								9	<b>Communication</b> (Written and Oral Com.)	9	6
	2	3	4					9	<b>Mathematics – Science – Technology</b> <b>Mathematics 3-8 cr.</b> (Quant. Knlg. & Skills) <b>Science 3-8 cr.</b> (Sci. Knlg. & Rsng.) <b>Technological Competency or Information Literacy 0-4 cr.</b>	12	9
				5				9	<b>Social Science</b> (Society and Human Behavior)	6	3
					6			9	<b>Humanities</b> (Humanistic Perspective)	9	3
						7		9	<b>History</b> (Historical Perspective)	6	
							8	9	<b>Diversity courses</b> (Global & Cult. Awns.)	3	
									Unassigned general education credit		6
									<i>General education foundation total</i>	<i>45</i>	<i>30</i>

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the <b>NJCC GE Course Criteria</b> (August 15, 2007).
1 <b>Communication</b>	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 <b>Mathematics</b>	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 <b>Science</b>	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 <b>Technology</b>	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Social Science</b>	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 <b>Humanities</b>	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 <b>History</b>	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8	8	Any course whose primary purpose is to expose students to a multicultural society or people

# DREW UNIVERSITY



## MEMORANDUM

**DATE:** 18 July 2016

**TO:** Members of the National Campaign and Advancement Committees

**cc:** Cabinet  
Directors, Office of University Advancement

**FROM:** Kenneth Alexo, Jr.  
Vice President for University Advancement

**RE:** Final Results: FY2016 and the *One and All* Campaign

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Attached, please find the final fundraising reports for FY2016 – and for the *One and All* campaign. This memo provides a brief overview of the campaign as well as some commentary and statistics to put our performance this past year in context. Kindly note that a comprehensive report on *One and All*, which will feature an assessment of our efforts and recommendations for the future, will be completed and shared prior to the end of the summer.

**1. The *One and All* campaign.** As you may recall, the silent phase of the \$80 million *One and All* campaign was launched on February 20, 2009, and its public phase was announced the evening of May 31, 2014. On June 30, 2016, we formally closed this historic comprehensive fundraising campaign, and I am delighted to report that *we surpassed our goal by more than \$5 million.*

The official final results show that we secured \$85,392,700 in total philanthropic commitments (i.e., pledges, outright cash gifts, and irrevocable and revocable planned gifts) during the *One and All* campaign. We added a total of \$12,599,203 during FY2016 – the second consecutive year Drew exceeded the \$12.5 million mark. Among this past year's significant commitments that helped us surpass both our FY2016 and campaign goals was a \$3 million pledge to establish a junior professorship in mathematics, which was finalized in May 2016.

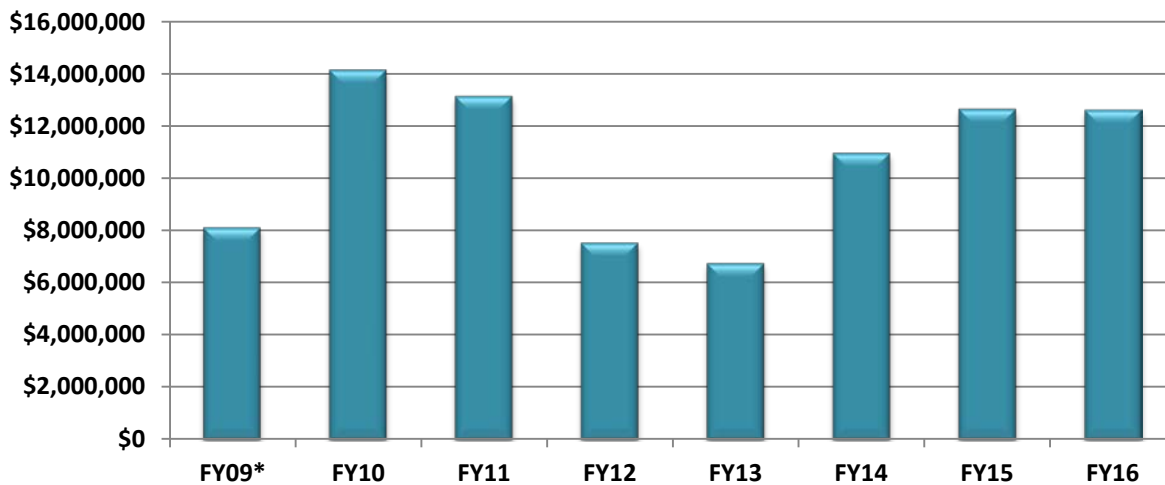
As Figure 1 below shows, we added more than \$25.2 million to the campaign total during the public phase; by comparison, we secured approximately \$60 million during the silent phase (February 2009 through May 2014). The average annual amount of philanthropic commitments raised during the *One and All* campaign was \$11.4 million.

It is worth noting here that, during the seven-year *One and All* campaign, we also were awarded \$12.6 million in competitive federal and state government grants. This impressive amount of public support includes major grants from the National Science Foundation, NASA, and the National Institutes of Health; a \$6.8 million grant from the State of New Jersey toward the renovation and expansion of the Hall of Sciences (2014); and, most recently, a \$1 million grant from the state to subsidize the modernization of two biology labs and the creation of a multi-floor Math and Science Resource Center (awarded in June 2016). Though government grants do not count toward the *One and All* total, they are a reflection of the momentum and energy



generated by the campaign; including them brings the total amount of external support secured for Drew since February 2009 – from public and private sources – to \$98 million.

**Figure 1. Overall Philanthropic Commitments: FY2009-2016**  
*One and All: The Campaign for Drew*



*\*Post-February 20, 2009; includes "reach-back" gifts totaling \$4,350,000.*

The *One and All* campaign was principally focused on generating increased philanthropic resources to enhance the overall Drew experience for students, both in and outside the classroom. Highlights include the following:

- The establishment of 38 new scholarships, 16 new student research fellowships, and 12 new internship funds, supporting students across all three schools and largely accomplished through raising more than \$13 million in endowment gifts toward these purposes.
- The long-overdue renovation of the University Center, the central hub of campus life, toward which more than \$8 million was raised, including a lead gift of \$3 million (the largest commitment by a College of Liberal Arts graduate in Drew's history).
- The equally long-overdue renovation and expansion of the Hall of Sciences, the University's primary facility dedicated to teaching and learning in the STEM fields, funded by a combination of private philanthropic support and two grants from the State of New Jersey.
- The launching of the Baldwin Honors program; the creation of Drew's fourth dedicated New York City Semester (on media and communications); the expansion of the Center for Civic Engagement; the conversion of environmental studies into a full-fledged major program of study; and the initiation of an arts-across-the-curriculum initiative – all of which were largely or entirely funded by individual donors, family and private foundations, and corporations.

The *One and All* campaign placed a particular emphasis on securing pledges and gifts for the endowment. I am thus pleased to report that endowment commitments represent nearly \$31

million, or 36%, of the \$85.4 million raised during *One and All*. Gifts for capital projects, by contrast, totaled \$14.1 million, while restricted-expendable gifts amounted to \$24.8 million.

The *One and All* campaign also focused on two additional but equally important goals:

- (1) improving the University's annual fund, i.e., annual unrestricted and directly budget-relieving giving; and
- (2) boosting the alumni participation rates in all three of its schools, with a particular emphasis on the undergraduate alumni participation rate, in order to expand the overall pool of donors and to enlarge the potential pipeline of major and leadership gift prospects.

Though our efforts to increase overall cash to the annual fund took a hit in FY2016, we did exceed our overall non-MEF<sup>1</sup> annual fund goal for the *One and All* campaign by more than \$300,000. Total unrestricted support during the past seven years exceeded \$15.6 million. Likewise, Drew again achieved an undergraduate alumni participation rate of 26% during the just-completed fiscal year, which keeps us in the top quartile of both our peer and aspirant groups. (An equally impressive statistic to keep in mind is that, during the seven-year campaign, 52% of College of Liberal Arts, 46% of Theo School alumni, and 38% of Caspersen alumni made at least one gift to Drew.) Additional information on our FY2016 annual fund results and alumni participation rates is provided below in sections 3 and 4, respectively.

One final important note regarding *One and All* is that this campaign has very much lived up to its name. Though we have received several very generous gifts, none has topped \$3.25 million. This stands in stark contrast to most fundraising initiatives of similar size and scope, including Drew's own last comprehensive campaign, *Gateways to the Future*, which featured one \$13 million gift as well as three \$5 million gifts. *One and All* has been a very democratic (small "D," of course) enterprise, with the \$85.4 million raised having come from 14,001 unique donors. This, in and of itself, makes *One and All* a rare and historic campaign – and sets the stage for even greater success in the near future.

**2. Overall cash and irrevocable deferred giving.** One of the more disappointing results of FY2016 is that we secured only \$5.6 million in outright cash gifts, irrevocable deferred gifts, and pledge payments, down from \$10.1 million in FY2015 and falling well short of our \$9 million goal for this category. Table 2 shows Drew's cash and deferred performance since FY2009, the year in which the *One and All* campaign was launched.

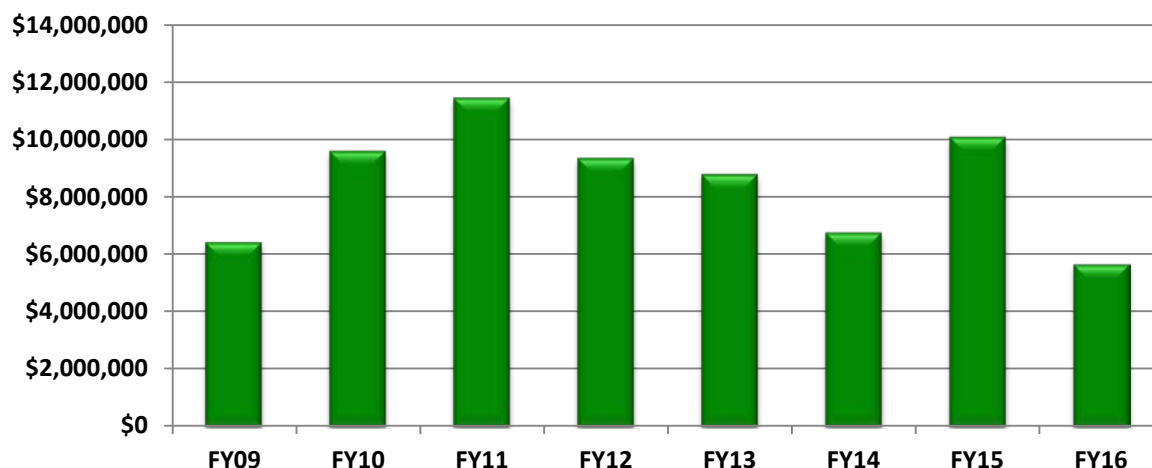
Our initial analysis suggests that there are several reasons for this unfortunate shortfall, some external and others specific to Drew's circumstances. Continued economic uncertainty – market volatility, in particular – led several major donors to alter their pledge fulfillment schedules. Decisions on several million-dollar asks were not received prior to June 30, 2016 and are still pending. One major grant proposal to a national foundation was turned down upon review of Drew's audited financials; another foundation decided to defer its decision on our proposal until

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<sup>1</sup> The United Methodist Church provides unrestricted support to Methodist institutions of higher education (including Drew) through its Ministerial Education Fund (MEF).

FY2017; and a third foundation asked us to submit at a later date. Perhaps the most important factor, however, has to do with the timeline of the campaign: most major donors to *One and All* had paid off their multi-year pledges in FY2015, and they did not renew at the same giving levels for FY2016. This is not an uncommon occurrence in major fundraising campaigns; in fact, the *Gateways* campaign also saw a 50% reduction in cash and deferred giving in its final fiscal year (FY2003) compared to its penultimate year (FY2002).

**Figure 2. Cash and Deferred Gifts: FY2009-2016**

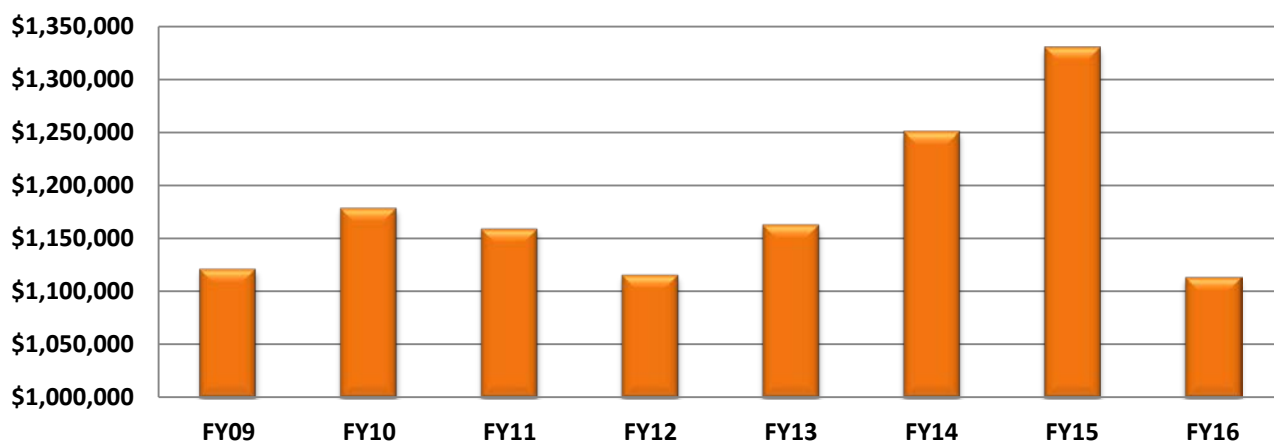


**3. Annual Fund (unrestricted) cash.** An equally unfortunate result from FY2016 was that we fell more than \$200,000 short of our goal for unrestricted and directly budget-relieving giving, finishing at \$1,113,319 – our lowest total since FY2002 and roughly \$2,000 less than our previous *One and All* low of \$1,115,647 in FY2012. This outcome is particularly disappointing, given that, in each of the prior two fiscal years, we had established records for unrestricted giving to Drew. In FY2014, we secured from alumni, parents, faculty, staff, and friends more than \$1.25 million in support of the annual fund, topping the \$1.2 million threshold for the first time in Drew’s history. In FY2015, we set the bar even higher by bringing in \$1.33 million.

Our assessment of this year’s annual fund performance reveals that two key factors contributed to this setback. The first is related to the fulfillment of major campaign pledges during FY2015, noted above: most of the donors who made those commitments likewise made leadership commitments to the annual fund, and, after they were paid in full, they did not renew their support of the annual fund at the same level. Second, the *Blue & Green Challenge* aimed at athlete-alumni – which was extraordinarily effective in generating increased participation among alumni who had played at least one varsity sport at Drew (see section 4) – siphoned off support from the annual fund. Giving to athletics, both to the Blue & Green Fund and to individual teams, increased by almost \$100,000 (\$330,209 in FY2016 versus \$233,850 in FY2015), and a large portion of this significant increase was funded by alumni who normally give – or give at a much higher level – to the annual fund.

Figure 3 documents Drew's annual fund performance since 2009. It should be noted that the \$1.113 million secured this year is about \$66,000 less than the *One and All* annual fund average of \$1.179 million.

**Figure 3. Annual Fund (Unrestricted) Cash, FY2009-2015**



**4. Alumni participation rates.** On the bright side, the percentage of College of Liberal Arts alumni who made a gift to Drew held steady at 26%, the same rate we achieved in FY2015. In FY2014, we reached a *One and All* campaign high of 28%, thanks, in large measure, to having two reunions as well as to the bump provided by the public launch that year.

Though we fell two percentage points short of our goal for CLA alumni participation, the 26% rate we achieved is still higher – and, in many cases, much higher – than the average participation rates of both our peer and aspirant schools. According to the Council for Aid to Education's VSE data, the former group boasted an average participation rate in FY2015 of 21.8%, while the latter's average was 24.1%. Our undergraduate alumni participation rate for FY2016 keeps us *at the very top of all schools in our peer group*, using FY2015 data (the most recent we have).

As alluded to above, a key reason for our solid finish in CLA alumni participation was the *Blue & Green Challenge*, a year-long initiative designed to increase the participation rate of one of Drew's key affinity groups: athlete-alumni. Research shows that former student athletes typically give at much higher rates than the general alumni population; Drew's athlete-alumni, by comparison, had historically given at roughly the same rate or only slightly higher. The goal of the *Blue & Green Challenge* was to correct this trend by increasing the overall athlete-alumni participation rate by three percentage points.

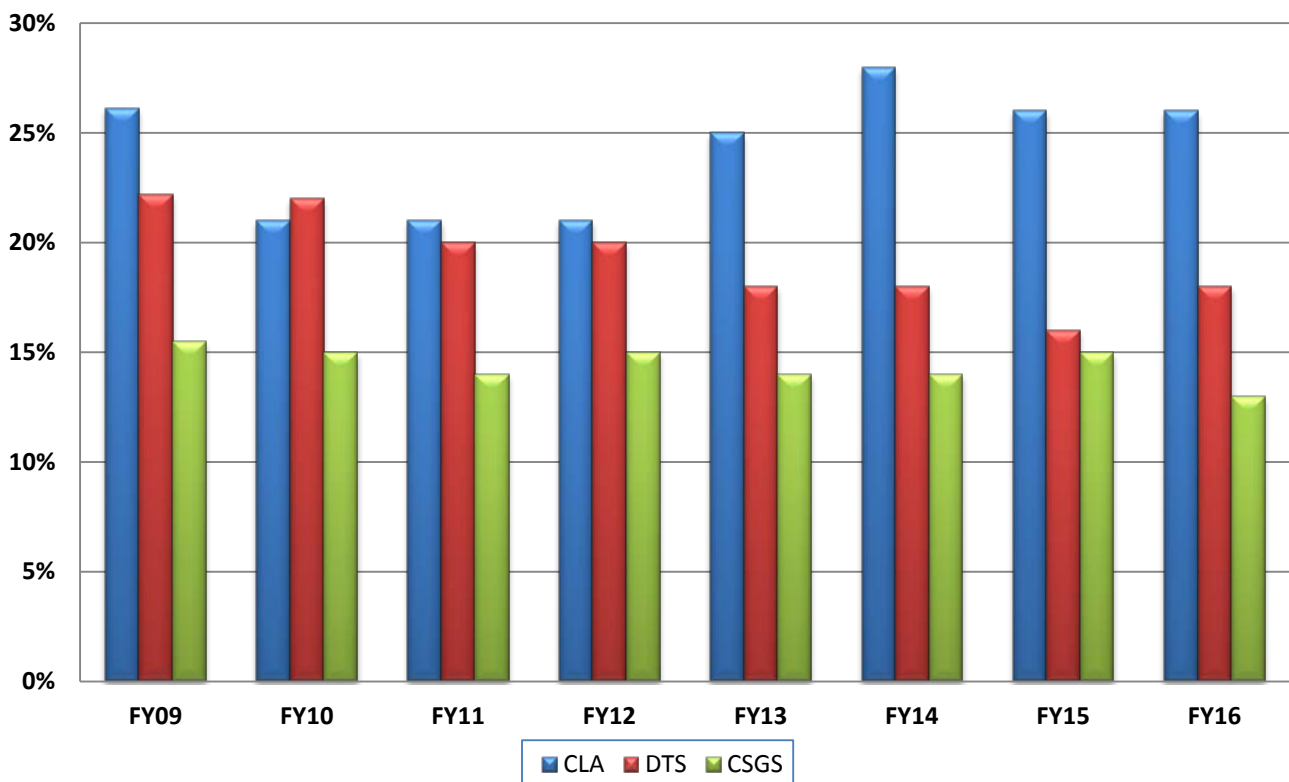
With \$52,500 in "prize money" on the line, to be awarded to support the winning teams' needs and priorities, the challenge turned out to be even more successful than we anticipated: the *athlete-alumni participation rate increased by more than five percentage points, from 29% in FY2015 to 34% in FY2016*. Two teams actually surpassed the 50% participation threshold (men's

lacrosse and baseball), with two other teams exceeding the 45% mark (softball and swimming). Overall, the *Blue & Green Challenge* accounted for an increase of nearly 200 donors in FY2016.

The Theological School alumni participation rate increased for the first time since FY2006, from 16% to 18%, representing a gain of 105 donors. The Caspersen School of Graduate Studies finished two points lower than in FY2015, at 13% – though 11 more graduate alumni made a gift in FY2016 compared to the prior year. For both of these schools, however, we missed our (admittedly ambitious) alumni participation goals: by three percentage points in Theo (21%) and by four points in Caspersen (17%).

Figure 4 below details the participation rates in Drew’s three schools since 2009. To put these data in context, keep in mind that Drew’s total alumni population is larger than it has ever been and that, nationally, the alumni participation rate has dropped 50% in the last two and a half decades: from 18% in 1990 to less than 9% in 2015.

**Figure 4. Alumni Participation Rates: FY2009-2015**



Please don’t hesitate to contact me with any questions, comments, or concerns (973-408-3067, [kalexojr@drew.edu](mailto:kalexojr@drew.edu)).

Thank you for your kind attention to this memorandum and the enclosed reports – as well as for the critically important role you played in the success of the *One and All* campaign, and all that you continue to do for Drew.

## Progress Report

February 20, 2009 to June 30, 2016

	<u>Goals</u>	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
				<u>Irrevocable</u>	<u>Revocable</u>	
<b>Capital</b>	<b>\$22,000,000</b>	<b>\$12,564,249</b>	<b>\$1,076,059</b>	<b>\$525,000</b>		<b>\$14,165,308</b>
<i>Ehinger Center</i>	\$8,300,000	\$7,687,868	\$316,800			\$8,004,668
<i>THK Reading Room</i>	\$850,000	\$919,763	\$57,000			\$976,763
<i>Hall of Sciences</i>	\$8,000,000	\$1,861,096	\$661,009	\$525,000		\$3,047,105
<i>Athletics</i>	\$4,000,000	\$249,713	\$41,250			\$290,963
<i>Other Capital</i>	\$850,000	\$1,845,809				\$1,845,809
<b>Endowment</b>	<b>\$32,500,000</b>	<b>\$13,136,261</b>	<b>\$2,277,364</b>	<b>\$3,308,774</b>	<b>\$12,111,650</b>	<b>\$30,834,049</b>
<i>Scholarships/Fellowships</i>	\$15,000,000	\$6,315,840	\$647,949	\$418,565	\$5,921,300	\$13,303,654
<i>Internships</i>	\$3,000,000	\$900,123	\$71,281	\$65,000	\$100,000	\$1,136,404
<i>Professorships</i>	\$2,500,000	\$270,306	\$1,429,719	\$375,000	\$1,500,000	\$3,575,025
<i>Programs</i>	\$12,000,000	\$5,649,992	\$128,415	\$2,450,209	\$4,590,350	\$12,818,966
<b>Restricted</b>	<b>\$9,500,000</b>	<b>\$22,499,344</b>	<b>\$1,751,688</b>	<b>\$75,890</b>	<b>\$465,000</b>	<b>\$24,791,922</b>
<b>Unrestricted</b>	<b>\$16,000,000</b>	<b>\$15,138,573</b>	<b>\$368,848</b>	<b>\$5,000</b>	<b>\$89,000</b>	<b>\$15,601,421</b>
<i>Annual Fund</i>	\$9,000,000	\$8,874,173	\$368,848	\$5,000	\$89,000	\$9,337,021
<i>MEF</i>	\$7,000,000	\$6,264,400				\$6,264,400
<b>Grand Total</b>	<b>\$80,000,000</b>	<b>\$63,338,427</b>	<b>\$5,473,959</b>	<b>\$3,914,664</b>	<b>\$12,665,650</b>	<b>\$85,392,700</b>



**Gifts by Funding Area**  
February 20, 2009 to June 30, 2016

	<u>Gifts</u>	<u>Pledge Balances</u>	<u>Deferred</u>		<u>Total</u>
			<u>Irrevocable</u>	<u>Revocable</u>	
College of Liberal Arts	\$22,671,347	\$3,234,197	\$408,565	\$8,005,650	\$34,319,758
Drew Theological School	\$12,786,150	\$206,560	\$494,000	\$75,000	\$13,561,710
Caspersen School of Graduate Studies	\$2,067,581	\$249,411		\$3,000,000	\$5,316,992
Library	\$4,313,562	\$117,815			\$4,431,378
Athletics	\$1,605,266	\$219,150			\$1,824,416
University	\$19,894,521	\$1,446,827	\$3,012,099	\$1,585,000	\$25,938,447
<b>Grand Total</b>	<b>\$63,338,427</b>	<b>\$5,473,959</b>	<b>\$3,914,664</b>	<b>\$12,665,650</b>	<b>\$85,392,700</b>



**FY15 - FY16 Gifts**  
July 1, 2015 to June 30, 2016

	<u>FY16</u>			<u>FY15</u>			<u>FY15 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$12,599,203	\$12,000,000	105%	\$12,640,777	\$12,000,000	105%	\$12,640,777
Total Cash & Irrevocable Deferred Gifts	\$5,643,199	\$9,000,000	63%	\$10,070,060	\$9,000,000	112%	\$10,070,060





Annual Fund Report  
July 1, 2015 to June 30, 2016

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
<b>FY16</b>	\$1,113,319	\$0	\$1,113,319	\$1,300,000	86%	\$292
<b>FY15</b>	\$1,330,448	\$0	\$1,330,448	\$1,250,000	106%	\$349
<b>Increase (Decrease) from FY15</b>	(\$217,130)	\$0	(\$217,130)			(\$58)
<b>Increase (Decrease) Percentage</b>	(16%)		(16%)			(16%)

	<u>Participation (All Funds)</u>							
	FY16				FY15			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
<b>CLA</b>	26%	3367	28%	248	26%	3418	26%	n/a
<b>DTS</b>	18%	690	21%	99	16%	585	16%	n/a
<b>CSGS</b>	13%	281	17%	74	15%	270	15%	n/a



## **FAR Report**

**Prepared 9/25/16**

**Sarah Abramowitz, Drew Faculty Athletics Representative**

The faculty athletics representative (FAR) provides oversight of the academic integrity of the athletics program and serves as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint a FAR. Drew University is a Division III school where student-athletes, who are passionate about their sports, come to learn in an environment where the priority is on academics. Coaches and professors work together to help students balance their academic and athletic commitments.

Our student-athletes are critical to Drew and to achieving our recruitment and retention goals. For last three first-time, first-year cohorts (Fall 2013-15 cohorts), student-athletes had an 87% first to second fall retention rate and a 3.20 spring term cumulative GPA. This compares to an 85% retention rate and a 3.07 GPA for the student non-athletes in those same three cohorts. In Fall 2016, 31.1% (109/350) of our incoming first-year students were athletes and 59% (52/88) of our early decision (both ED1 and ED2) students were athletes.

I have been working closely with our award-winning Athletic Director, Jason Fein, and attending all Athletics staff meetings. Our coaches are great assets for the academic success of our students. They monitor warning notices from Beacon and are often someone trusted by students to intervene with retention and other issues. Jason and I welcome your thoughts and suggestions about Athletics and about particular student-athletes.

This October 14 – 16, I will attend the NCAA FAR Fellows Institute where I will receive training in best practices. In preparation, I am to think about positive changes to make on campus. I would like to see an attendance policy that is acceptable to all involved parties, to find a way to encourage greater faculty and staff attendance at Drew athletic contests, and to generally enhance relationships among faculty, staff, and athletics personnel. If you have any concerns or ideas that you would like to discuss before I go, please let me or Jason know.

## **Additions to Current CLA Transfer Policy for Students with a New Jersey AA or AS Degree**

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### **Proposed Policy – Vote 1:**

If a student has completed the Associates Degree in the State of NJ, Drew considers completed, at a minimum, the following general education requirements:

Breadth

First-Year Writing Requirement

One Writing Intensive Course

One Diversity Course

One Quantitative Course

The Off-Campus Experience

### **Foreign Language Requirement**

Students are required to complete three semesters of foreign language between their Associates and Drew degrees. If they have not completed three semesters of language upon transfer to Drew, a placement test will determine the appropriate course level to complete the remaining requirement at Drew.

**Note:** Most students who have completed the Associates Degree have two semesters of foreign language training. The two semesters would count towards the language requirement at Drew as transfer credits. In this case, a student would have to complete only one semester towards fulfilling the language requirement. This third semester course would be based on the student's proficiency, which could be either at the 100 level or 200 level. Upon placement and during the first week of classes, a student, with the instructor's approval, can ask to move to another level if he or she thinks the level was placed in is too easy or difficult.

### **Proposed Policy – Vote 2:**

- Drew's current transfer policy states that to be granted Drew credit a course "must be a course that would or could be offered at a liberal arts college." We will make an exception to this policy by granting general transfer credit (would provide only 3 credits but will not fulfill a major, minor or general education requirement) for technological literacy course that is required for the Associates Degree.
- While each community college titles the course differently, the gist of what is covered is the same. Below are the course descriptions for the versions of the course that are offered at CCM, Hudson, Raritan, and Union.

- **CCM | CMP101 Computer Information Literacy**  
 No credit earned if CMP 110, CMP 126, CMP 203, or BUS 119 has already be taken. This general education course provides students with an introduction to basic computer concepts that include learning the fundamentals of Windows, accessing the World Wide Web, and using Microsoft Word. Not for Computer Information Systems majors.
- **HUDSON | CSC100 Introduction to Computers and Computing**  
 The objective of this course is to introduce students to the modern world of computers. A brief introduction to the history of computers, computer hardware and software and the World Wide Web (WWW) is covered. Students will learn how to use microcomputer applications such as Microsoft Office Word 2003, Microsoft Office Excel 2003, Microsoft Office Access 2003, Microsoft Office PowerPoint 2003, and Microsoft Office Outlook 2003). Student will also learn the importance of computers in their lives in particular and in the world in general.
- **RARITAN | CISY102 COMPUTER LITERACY**  
 This introductory course focuses on how productivity software (word processing, spreadsheet, presentation, and data base management) can be used efficiently and effectively to gather, analyze, organize, and present information. The social, ethical, and privacy related aspects of computing are deliberated. Students will also learn how to develop effective online research techniques and will develop the skills required to successfully purchase a personal computer.
- **UNION | CIS 100 Introduction to Computer Applications**  
 This course introduces students to basic computer concepts. The course also focuses on a current version of Microsoft Office Professional. Students experience hands-on instruction in word processing, spreadsheets, databases, and professional presentations. This course prepares students to succeed in both college and the business world by enabling them to write reports, analyze and chart data, and prepare presentations.

**NJ State Requirements for the Associates Degree:**

General Education Goal(s) addressed								Course Categories (Goal Categories)	AA credits	AS credits
1							9	<b>Communication</b> (Written and Oral Com.)	9	6
	2	3	4				9	<b>Mathematics – Science – Technology</b> <b>Mathematics 3-8 cr.</b> (Quant. Knlg. & Skills) <b>Science 3-8 cr.</b> (Sci. Knlg. & Rsng.) <b>Technological Competency or Information Literacy 0-4 cr.</b>	12	9
				5			9	<b>Social Science</b> (Society and Human Behavior)	6	3
					6		9	<b>Humanities</b> (Humanistic Perspective)	9	3
						7	9	<b>History</b> (Historical Perspective)	6	
						8	9	<b>Diversity courses</b> (Global & Cult. Awns.)	3	
								Unassigned general education credit		6
								<i>General education foundation total</i>	<i>45</i>	<i>30</i>

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the <b>NJCC GE Course Criteria</b> (August 15, 2007).
1 <b>Communication</b>	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 <b>Mathematics</b>	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 <b>Science</b>	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 <b>Technology</b>	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Social Science</b>	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 <b>Humanities</b>	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 <b>History</b>	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8	8	Any course whose primary purpose is to expose students to a multicultural society or people

## Final Exam Rescheduling

### COURSE EXAMINATIONS

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

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

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

## UNIVERSITY DIVERSITY COMMITTEE

Following on conversations last year about race and diversity, many initiatives are currently underway (see summary below). To ensure the advancement and coordination of these efforts, Drew is creating a **University Diversity Committee**.

Students, faculty and staff who wish to serve on the Campus Diversity Committee are encouraged to complete a nomination form. **NOMINATIONS ARE DUE BY OCTOBER 7TH**. If you have questions about the diversity committee or any of the items discussed below, please contact Debra Liebowitz (Associate Dean, College of Liberal Arts), Javier Viera (Dean, Theological School) or Sara Waldron (Vice President, Campus Life and Student Affairs).

Campus Diversity Updates:

1) Student Activities is dedicating more than 25% of its program to diversity programs and encouraging clubs and organizations to work collaboratively to build connections with each other.

The schedule for September and October is:

September - Latino Heritage Month:

- Ariel's Cafe con Leche: Thursday, Sept. 22, 7:45 PM in The Space, "What Does It Mean to Be Multicultural?"
- Food, Identity and Globalization: Thursday, Sept. 22, 7 PM in LC 28. Hosted by DSEMS: Mishra, Pechilis, Rosales and Occhipinti, sponsored by Student Activities.
- Broadway show trip to see, On Your Feet!, Sunday, Oct. 2. Tickets available at: [drewtickets.universitytickets.com](http://drewtickets.universitytickets.com). Hosted by Student Activities.
- Lecture by Prof. Sangay Mishra, "Race, Immigration, Religion and Electoral Politics" on September 29th at 6:00 pm in Craig Chapel.

October - LGBT History Month:

- All Month - LGBT Icons social medial campaign. We will be featuring leaders within the LGBT community all month with a social media campaign. Photos and bios of individuals will also be posted on our digital signage.
- Before Stonewall film screening: Wednesday, Oct. 12, 7-9 PM in McLendon Main Lounge. Hosted by Residence Life + Student Activities.
- Safe Zone Project Train the Trainer workshop - training for Safe Zone Project (ally space) program facilitators. Oct. 19 + 20, all day. More information + sign up at [drew.edu/studentactivities](http://drew.edu/studentactivities).
- Trip to Washington, DC: Saturday, Oct. 22, all day. Hosted by Drew Democrats. Self-guided LGBT tour. Self-guided tour information provided by Student Activities.
- Trip to NYC Greenwich Village (tentative - Oct. 30); 11 AM - 7 PM. Walking tour of Greenwich Village hosted by Residence Life + Student Activities.

Other upcoming events:

- Tipple Lectures: Jim Wallis, founder of Sojourners, will be lecturing on “America’s Original Sin: Racism, White Privilege and the Bridge to a New America,” Oct 12. Wallis preaches in Craig Chapel at noon. A faculty panel discusses his book at 3 PM. Wallis lectures at 7 PM in DoYo.
- A Black Lives Matter event is planned for Tuesday, October 25. The event will include a Chapel service, a workshop on peaceful protest, and a public protest and will be held at the Theological School.
- Lecture by Prof. Kesha Moore, “Race, Urban Crime, and 2016 Election Politics: What are the Deeper Moral Questions that we Need to Consider?” on October 27th at 6:00 pm in Craig Chapel.
- Former New Jersey Governor Jim McGreevey lectures in Craig Chapel on December 1 at 6:00 PM on Mass Incarceration in America and his work on re-entry of ex-prisoners to life beyond the bars.
- This year’s Stanley Hopper Graduate Student Conference in the Caspersen School of Graduate Studies will be entitled “#QueerAF: (Re)presenting Gender & Sexuality in History and Cultural Studies” The conference will be held this spring.

2) A Campus Diversity Climate survey is being developed this fall with the goal of administering the assessment in February. The survey will focus on diversity and sexual assault.

3) DrewFIRST is a new program working to develop relations between new students and existing students, faculty and staff who may identify as the first in their family to go to college. The program will use a variety of currently developed programs from the Office of Academic Services, Educational Opportunities Scholars and Campus Life and Student Affairs, as well as bring mentors and mentees together. This program was developed Sabrina Chmelir, a CLA student, with support from a variety of campus constituents.

4) Drew is drafting the job description for a director of diversity and inclusion. The newly forming Diversity Committee will be involved in this process. The goal is to have this position filled by the spring 2017 semester.

5) Several of this year’s Drew Seminar course sections are focused on issues of race, ethnicity, class and/or gender. On September 30th, as part of the DSEM, all first-year students will attend a roundtable discussion entitled “The Young and the Restless: Millennials and Diversity in the 2016 Elections.”

6) The College of Liberal Arts has commenced a review of its Pan-African Studies program with the goal of determining future directions for the program in light of recent faculty retirements. We are also working with other programs and departments to augment curricular offerings that address diversity-related issues.

7) The College of Liberal Arts is reviewing the diversity general education requirement as part of our on-going efforts with regard to assessment of student learning.



# FACULTY RESEARCH SERIES

Tuesday, November 17 | 12:00PM  
Brothers College 117

**Maria Masucci**

Thursday, February 9 | 4:15PM

**Rita Keane**

Friday, March 24 | 12:00PM

**Carlos Yordán**

Friday, April 7 | 12:00PM

**Hannah Wells**

## **Prestigious Scholarship Deadlines:**

Please direct interested students to the Dean's Office Prestigious Scholarships Webpage for more information and have them contact Louis Hamilton ([lhamilto@drew.edu](mailto:lhamilto@drew.edu)). All applicants will work with a member of the Honors Faculty Advisory Committee in addition to their regular advisors and be reviewed by an internal committee.

### **Carnegie Endowment Junior Fellows Program: November 30, 2016**

**Seniors:** Carnegie Junior Fellows provide research assistance to senior associates working on the Carnegie Endowment's projects. Areas include: Democracy and Rule of Law, Executive Office, China, Energy and the Environment, Cybersecurity, and the Middle East

### **Barry M. Goldwater Scholarship: December 14, 2016**

**Sophomores and juniors** who have outstanding potential and intend to pursue careers in mathematics, the natural sciences, or engineering.

### **Boren Awards for International Study: January 20, 2017**

**All class years,** commitment to work in Federal Government after graduation: funding U.S. undergraduate students to study less commonly taught languages in world regions critical to U.S. interests, and underrepresented in study abroad, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East.

### **Beinecke Scholarships: Feb 1, 2017**

**Juniors** interested in graduate school in arts, humanities, or social sciences with a history of need-based financial aid.



# U.S. Department of State CRITICAL LANGUAGE SCHOLARSHIP PROGRAM



ARABIC  
AZERBAIJANI  
BANGLA  
CHINESE  
HINDI  
INDONESIAN  
JAPANESE  
KOREAN  
PERSIAN  
PUNJABI  
RUSSIAN  
SWAHILI  
TURKISH  
URDU

## Fully Funded Summer Language Study

The Critical Language Scholarship (CLS) Program is an intensive overseas language and cultural immersion program for American undergraduate and graduate students. For eight to ten weeks each summer, students from across the U.S. live and study at over twenty sites abroad, covering the equivalent of a full year of college-level language study in fourteen critical languages. Levels available for each CLS language are as follows:

- Azerbaijani, Bangla, Hindi, Indonesian, Korean, Punjabi, Swahili, Turkish, Urdu: Beginning through advanced levels;
- Arabic, Persian: Advanced beginning, intermediate and advanced levels;
- Chinese, Japanese, Russian: Intermediate and advanced levels.

The CLS Program is part of a U.S. government effort to dramatically expand the number of Americans studying and mastering critical foreign languages. Students of diverse disciplines and majors are encouraged to apply. Participants are expected to continue their language study beyond the scholarship period, and later apply their critical language skills in their future professional careers.

The CLS Program is a program of the U.S. Department of State, Bureau of Educational and Cultural Affairs.

## Eligibility

All applicants must be U.S. citizens. Applicants must be enrolled in a U.S. degree-granting program at the undergraduate or graduate level. All candidates must have completed at least their first year of university-level study by the beginning of the summer institute.

Students in all disciplines, including business, engineering, sciences, social sciences, and humanities are encouraged to apply. Applications are accepted each fall for programs beginning the following summer.

The CLS Program welcomes all eligible applications and does not discriminate on the basis of race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity.

## Program Benefits

To promote access to study abroad, the CLS Program covers many of the costs of participating in its overseas institutes, including: round-trip domestic and international travel; mandatory pre-departure orientation in Washington, DC; applicable visa fees; room and board; eight to ten weeks of group-based intensive language instruction; course materials; all costs associated with the CLS cultural program; and a small living stipend. U.S. undergraduate academic credit is offered through Bryn Mawr College.

Note: U.S. passport fees will not be paid by the program.

## Contact Us

[www.CLScholarships.org](http://www.CLScholarships.org) | [cls@americancouncils.org](mailto:cls@americancouncils.org) | 202-833-7522



### INSTITUTE LOCATIONS MAY INCLUDE:

Azerbaijan, Bangladesh, China, India, Indonesia, Japan, Jordan, Morocco, Oman, Russia, South Korea, Tajikistan, Tanzania, Turkey, or other countries where the target languages are spoken.



# *The Drew Review*

*The Drew Review* is the annual research journal for students of the Drew University College of Liberal Arts, publishing undergraduate research.

*The Drew Review* is targeting high quality, creative research papers ten pages or more in length.

Our mission is to showcase the intellectual vibrancy of the students of the CLA.



## **IMPORTANT DATES**

October 17<sup>th</sup>- Fall Semester Submission deadline. Email nominations of outstanding essays to [drewreview@drew.edu](mailto:drewreview@drew.edu). Please CC the student you are nominating.

## Faculty Survey on International Students:

This week, you have received via email a survey about working with international students. INTO Drew and the Office of International Student and Scholar Services are hoping to use information gathered from this survey to improve Pathway and Academic English curricula and to develop faculty training sessions based on your needs.

If you have taught international students either this semester or in the past, please take the time to complete the survey.

Thank you!

## 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