

FACULTY MEETING - CLA

September 9, 2016
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.	Chris Taylor
APPROVAL OF MINUTES	Jessica Lakin-----6-13
DEAN'S UPDATES	Chris Taylor
INTRODUCTION OF NEW FULL TIME FACULTY & STAFF	
Timothy Carter – Political Science & Intl Relations	Carlos Yordan
Sophia Khadraoui – French	Marie-Pascale Pierretti
Lisa Lynch and Courtney Zoffness - English	Wendy Kolmar
Yahya Madra and Maha Mourad – Economics/Business	Maliha Safri
Nicholas Nelson – Biology	Roger Knowles
Erica Schneid – Psychology	Graham Cousens
Maz Nikoui - ESL	Susan Beddes
Emily Ralph - Title IX, AAEEEO	Sara Waldron
Billy Ortman - Public Safety	Sara Waldron
ACTION ITEMS:	
1. Approval of Voting List	Chris Taylor-----14
2. Elections (CAPC, COF & GEFAC)	Caitlin Killian ----- 15
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Enrollment Management	Bob Massa----- 24-27
Center for Global Education	Allan Dawson----- 28-30
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Syllabi & Credit Hour Calculation Worksheets	Debra Liebowitz ----- 32-35
OLD BUSINESS/ NEW BUSINESS:	
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ADJOURNMENT	

ANNOUNCEMENTS AND CONGRATULATIONS

Lisa Brenner: for editing a special issue on *Devised/Collective Performance for Theatre Topics*, an official journal of the Association for Theatre in Higher Education, published by Johns Hopkins UP. This issue was Brenner's first solo endeavor in her role as co-editor for the journal. Additionally, for producing an original play entitled *A Child's Place*, along with her colleagues **Chris Ceraso, Kimani Fowlin, and Rodney Gilbert**. The show was written with and performed by Drew students and Newark high school students as part of the AdvantageArts program. Brenner, Ceraso, Fowlin, and Gilbert also presented on this work in a panel with Chicago's renowned Goodman Theatre during the Association for Theatre in Higher Education conference. In addition, Brenner presented on her work in progress about Gen Y and access to higher education.

Chris Ceraso: for acting in the film, *Coach of the Year*, which opened this summer's Soho International Film Festival and was also a part of the 2016 Long Island Film Festival. Also for co-directing (with Lisa Brenner) *A Child's Place* in the AdvantageArts Newark Collaboration in the Dorothy Young Directing Lab in July, and for presenting work and theory from this program and this performance event on a panel entitled *Practicing Freedom and Physical Consciousness: Bodily Exploration and Work With Teenagers in Urban Settings*, together with the Goodman Theatre of Chicago's Education Program, at the 2016 ATHE conference, along with colleagues **Lisa Brenner, Kimani Fowlin and Rodney Gilbert**.

Graham Cousens: for co-authoring a report entitled "Nu Rho Psi, The National Honor Society in Neuroscience: A Decade of Progress" published in *The Journal of Undergraduate Neuroscience Education*.

Patrick Dolan: for giving a talk in July at the Madison Civic Center titled "Healthy Aging/Healthy Memory".

Jonathan Golden: for serving as a panelist at a conference, "Challenging Religious Extremism in a Globalized World" hosted by the Nusantara Foundation, in partnership with the Indonesian Consulate in New York City on July, 2016.

Stephen Dunaway: for publishing the peer-reviewed chapter "The Unique Evolutionary Distribution of the Eukaryotic Elongation Factor 3" in the book entitled *Evolution of the Protein Synthesis Machinery and Its Regulation*, published by Springer International Publishing, Switzerland.

Ryan Hinrichs: for publishing "Solar Absorption by Aerosol Bound Nitrophenols Compared to Aqueous and Gaseous Nitrophenols" in *Environmental Science & Technology* with undergraduate co-authors Pawel Buczek ('14) and Jal Trivedi ('17), who collected all the experimental data included in the article. And for presenting the talk "Heterogeneous reactivity of biogenic volatile organic compounds on mineral dust surfaces" at the American Chemical Society Fall National Meeting in Philadelphia, PA.

Sandra Jamieson: for presenting the paper “When STEM Meets Plato: Exploring Inquiry, Decision-Making, and Habits of Mind in an Integrated Summer Bridge Program,” at the International Writing Across the Curriculum Conference, Ann Arbor, Michigan (June, 2016). Sandra also delivered the Keynote Address, “Creating Conversations: What Happens When Students Don’t Research and Write with a Purpose (?)” at the Campus Alberta Writing Studies Colloquium (CAWS), Grant McEwan University, Edmonton, Alberta (May 17, 2016).

Jason Karolak: for his inclusion in the exhibition "Construction Site" at McKenzie Fine Art in New York from June 17 - August 13, 2016. The show was reviewed by Thomas Micchelli in *Hyperallergic*. Jason's work, along with paintings by current Drew students Anais Lopez and Amelia Breckenridge will be included in the exhibition Four Colleges: A Student/Faculty Art Exhibition at the Morris Museum in Morristown from September 13 - November 20, 2016. The exhibition examines the sphere of influence and teaching within the four colleges in the region.

Rita Keane: for the publication of her book: *Material Culture and Queenship in Fourteenth-century France: The Testament of Blanche of Navarre (1331-1398)* by Brill in June 2016.

Sandra Keyser and Alan Rosan: for presenting a paper, "From Active Ingredient to Active Learning," at the 24th Biennial Conference on Chemical Education held at the University of Northern Colorado, July 31-August 4, 2016.

Liz Kimball: for presenting “Language Diversity and the Hidden Learner: A Study on the VALUE Rubric on Reading” at the International Writing Across the Curriculum Conference, Ann Arbor, MI, June 2016. Also for presenting “Historicizing Language Difference: A Rhetorical Approach,” at the Rhetoric Society of America Biennial Conference, Atlanta, GA, May, 2016.

Peggy Kuntz: for the publication of her article: “Michelangelo the ‘Lefty’: The Cappella Paolina, the Expulsion Drawings and Marcello Venusti,” in *Michelangelo in the New Millennium. Conversations About Artistic Practice, Patronage and Christianity*, ed. Tamara Smithers, series editor Walter Melion, Brill Studies on Arts, Art History, and Intellectual History, vol. 14, 2016, pp. 179-209.

John Lenz: for presenting his paper, "Violence in Ancient Greek Tragedy," at the XII International Conference of the Centre for Theatre Studies, University of Porto (CETUP) on *Theater and Violence* (July). Also for publication of "How Bertrand Russell Became a New Kind of Intellectual during World War I," in *Bertrand Russell, Public Intellectual*, (Rochester, NY, 2016), pp. 31-50; and for speaking on “Russell’s Relevance Today: His Socialism” at the Annual Meeting of the Bertrand Russell Society (June).

Norman Lowrey: for serving as a guest artist/instructor at a session of the Deep Listening Certification program sponsored by the Center for Deep Listening at Rensselaer Polytechnic Institute and directed by Pauline Oliveros, July, 2016.

Lisa Lynch: for her interview by the AP for a story about Wikileaks (television spot forthcoming): <http://bigstory.ap.org/article/c29ee115d7a04c1eb22fa5beaf1895d9/private-lives-are-exposed-wikileaks-spills-its-secrets>. And for her interview by Backchannel: <https://backchannel.com/wikileaks-has-morphed-from-journalism-hotshot-to-malware-hub-1bdd68cc560#.sh51q0nbi>.

Patrick McGuinn: for the publication of his new book, *The Convergence of K-12 and Higher Education: Policies and Programs in a Changing Era* (Co-Edited with Christopher Loss of Vanderbilt), by Harvard Education Press. Also for the publication of his two articles: “From No Child Left Behind to the Every Student Succeeds Act: Federalism and the Education Legacy of the Obama Administration” in the Summer 2016 issue of *Publius: The Journal of Federalism* and “The Politics of the Common Core Assessment Consortia: Why Are States Dropping Out?” *Education Next*, Fall 2016 (with Ashley Jochim).

Rosemary McLaughlin: for being selected by Writers Theatre of New Jersey for the New Jersey Women Playwrights Project, which provides writers an opportunity to work on new plays with professional actors and directors in a 12-18 month development process.

Jennifer Olmstead: for serving as a guest editor, with Elora Shehabuddin and Ebru Kongar of a special issue of *Feminist Economics*, entitled: “Gender, Economics and Muslim Communities,” Volume 20, Issue 4, 2014 <http://www.tandfonline.com/toc/rfec20/20/4#.VJJBSSen219>, and for co-authoring the introduction, entitled: “Gender and Economics in Muslim Communities: A Critical Feminist and Postcolonial Analysis,” (with Elora Shehabuddin and Ebru Kongar), pp. 1-32. Also for co-authoring another article in the same special issue, entitled: “Choice and Constraint in Paid Work: Women from Low-Income Households in Iran,” (with Roksana Bahramitash).

Ada Ortuzar-Young: for serving as a reviewer for CAEP (Council for the Accreditation of Educator Preparation), assessing BA and MA programs in foreign language education for accreditation. Also, for serving as a “Table Leader” for the ETS/College Board where she trained and evaluated AP raters assessing writing in Spanish, June 2016 and for working for AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) in the assessment of oral and written proficiency in Spanish, applying national standards. Additionally, for attending the AATSP (American Association of Teachers of Spanish and Portuguese) National Conference in Miami, FL, where she presented a paper entitled “Mapping Home and Memories: Little Havana in Cuban-American Writers,” and for conducting a one-day workshop on “La Pequeña Habana: A Real and an Imagined Community”

Michael Peglau: for the publication of his essay: "Greg Kwiatek's Moon Paintings" in the exhibition catalogue of Artist Painters, curated by Nils Emmerichs at the Leopold-Hoesch Museum, Duren, Germany.

Patrick Phillips: for receiving starred reviews in *Publishers Weekly*, *Booklist*, and *Kirkus*, for his forthcoming book *Blood at the Root: A Racial Cleansing in America*; for a Barnes & Noble "Discover Great New Writers" selection; and for being chosen by public librarians for *Library Journal's* LibraryReads list of recommended titles.

Jonathan Rose: for his review of Emma Smith, *Shakespeare's First Folio*, in the *Wall Street Journal* (27 August 2016).

Maliha Safri: for publishing two reports "NYC Worker Cooperatives Survey: Round 1 Public Brief" and "NYC Worker Cooperatives Survey: Round 1 Public Detailed Report" with Marianna Pavlovskaya and Lauren Hudson; prepared for the Federation of Protestant Welfare Agencies, 2016. Additionally, for presenting on this work in Havana, Cuba and Buenos Aires, Argentina.

Rebecca Soderholm: for her two-person exhibition titled "in Place" with painter Lisa Lebofsky at SUNY Adirondack Visual Arts Gallery in Queensbury, New York. The show, opening September 8, includes Rebecca's 11-minute video from *Hare Scramble*, a long-term project on off-road motorcycle races and photographs from the series *The League of Peace and Power*. The exhibition closes November 3, 2016; with an artist reception on Thursday, September, 15.

Leslie Sprout: for the presentation of her paper, "Realism in Theory and Practice in Early Sound Film: The Case of *Rapt* (1934)," at the Music and the Moving Image interdisciplinary conference, New York University, in May 2016. Also for presenting her paper, "An Uneasy Alliance: Schaeffer, Messiaen, Jolivet, and the Two Incarnations of Jeune France," at the cultural history conference, "Jeune France 1930-1959," at the Maison Française d'Oxford, Oxford University. Additionally, for her appointment to a one-year term on the American Musicological Society Board Nominating Committee for 2017.

Hannah Wells: for the publication of the article "Jim Crow Pragmatism: Oliver Wendell Holmes, Jr. and the Legal Logic of Race" in the journal *American Literature*. Also for her participation in the Law and Humanities Junior Scholar Workshop sponsored by the Center for the Study of Law and Culture at Columbia University, and for the presentation of her paper "The Bodies That Aren't Us: Economies of Silence in James's Late Fiction" at the International Henry James Conference.

Trevor Weston: for election to the MacDowell Colony Board of Directors in May, 2016 and for joining the Advisory Board of Composers Now in August, 2016. The MacDowell Colony is one of America's preeminent artist colonies supporting artists through fellowship residencies in New Hampshire. Composers Now was founded by Tania León to empower all living composers and to organize numerous concerts of new music in NYC. Also, for the performance on September 6th of Trevor Weston's new CD of Choral Works, by The Choir of Trinity Wall Street, Julian Wachner, director. The CD will be released internationally on the ACIS label and was recorded in Drew University's Concert Hall in June 2015.

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
5/6/2016

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Lee Arnold, Brianne Barker, Susan Beddes, Jason Bishop, Lisa Brenner, Barry Burd, Adam Cassano, Chris Ceraso, Miao Chi, Allan Dawson, Stephen Dunaway, Lillie Edwards, Wyatt Evans, Kimani Fowlin, Roxanne Friedenfels, Jonathan Golden, Jim Hala, Summer Harrison, Deborah Hess, Emily Hill, Ryan Hinrichs, Shakti Jaising, George-Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Joshua Kavaloski, Caitlin Killian, Roger Knowles, Jennifer Kohn, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Neil Levi, Debra Liebowitz, Jinee Lokaneeta, Norman Lowrey, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Emanuele Occhipinti, Jennifer Olmsted, Ada Ortuzar-Young, Mary-Ann Pearsall, Michael Peglau, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Alan Rosan, Jonathan Rose, Giandomenico Sarolli, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, Marc Tomljanovich, Carol Ueland, Sara Webb, Trevor Weston

Others Attending: Chris Anderson, Mary Ann Baenninger, Gamin Bartle, Jason Fein, Stacy Fischer, Michael Kopas, E. Axel Larsson, Laura Martin, Franck Merckx, Kira Poplowski, Maya Sanyal, Jim Skiff, Sara Waldron, Marti Winer, Margery Ashmun, Jody Caldwell, Jennifer Heise, Kathy Juliano, Rick Mikulski, Obiri Addo

The meeting was called to order at 3:18pm.

Approval of Minutes: The minutes of the April 1, 2016 faculty meeting were approved.

Dean's Updates: Chris Taylor updated the faculty on the following:

- Faculty members should RSVP for commencement to ensure seating.
- An additional person is still needed for as a faculty liason in the living/learning community program; please talk to Deb Liebowitz if interested.
- Summer advisers are still needed! Please talk to Deb if interested.
- CAPC is hosting an open meeting on May 16th to discuss the draft plan for assessing student learning in the general education program.
- A “Working with Pathways Students” workshop, organized by Susan Beddes, will be held on May 17th.
- There will be two faculty development days available in August; contact Deb with session ideas.

Action Items:

1. Resolution Honoring Lillie Edwards: Sharon Sundue

Sharon read the following resolution for retiring faculty member, Lillie Edwards:

Esteemed Colleagues, it is my great honor to offer this resolution on behalf of a powerful career by our dear friend Lillie Johnson Edwards. Lillie has modeled what it means to be a great professor and a great colleague, who demonstrated in every way possible what it means to truly care for others – her students, her colleagues, and, above all, Drew University.

In 1993, Drew was incredibly fortunate to have Lillie join the faculty as the founding Director of African and African American Studies, part of the university's Area Studies Initiative that year intended to continue the process of globalizing our curriculum to highlight the African continent and Diaspora. That's a process that continues today thanks to Lillie's tireless efforts.

When Lillie first joined us in 1996, she was already an experienced and highly regarded teacher and scholar, having served previously at Earlham College, the University of North Carolina, Chapel Hill and ultimately receiving promotion to tenure at DePaul University. Lillie built a program that, first as a minor and then as the Pan-African Studies major, was a crucial part of teaching hundreds of Drew students to think critically about race in America and the contributions of the African continent to American life and culture.

This flagship program taught them to appreciate cultural difference, understand inequality, discrimination and resistance, and, ultimately, to understand themselves, think critically about their place in the world and their responsibilities to others. Lillie, in short, built a program that embodies the essence of a liberal arts education.

Beyond her incredibly important contributions to our Drew curriculum, Lillie taught her junior colleagues in the history department (where she made her disciplinary home) what it means to be a great teacher. It's more than composing an artful lecture – she showed us how to get our students to do history by turning the classroom into a lab where we would make them work their mental muscles, thinking and rethinking evidence, discussing and defending their interpretations, and learning to research and write as part of a supportive community of young historians whose ideas mattered – and to also get them so excited in the process. For this reason, she was awarded the President's Teaching Award in 2011 – which was long overdue.

Lillie's commitment to a diverse curriculum that would push young people to think has been the current running throughout her professional life, moving well beyond Drew. Lillie's scholarship and professional service has focused on infusing African American and African content into American K-12 curriculum, with a long list of accomplishments to her name, including writing materials intended for young readers, serving as a reviewer for education programs for the NEH, the Exxon Foundation, and the New Jersey State Department of Higher Education. Most notably, for the past fourteen years she has served on the New Jersey Amistad Commission, co-chairing the committee charged with rewriting the K-12 Social Studies curriculum standards, infusing African American history throughout. In short, she has not only taught Drew students,

she has reshaped the way that hundreds of thousands of New Jersey school children (many of ours included) think about our American past.

Lillie's contributions extend beyond her commitment to her discipline. She has been a leader at Drew. In saying that I mean so much more than merely her tireless service on scores of committees, including chairing COF and guiding many of us through the tenure process and of course helping to hire our current President, MaryAnn Baenninger. What has made her a leader has been her consistent, thoughtful, and always reasonable intervention in heated discussions. In short, we could always look to Lillie to speak on behalf of students and to put their needs first and remind us to do the same as we conduct our business.

Probably most important of all, Lillie modeled for us all an essential part of what it is to direct a Pan African Studies program, and more importantly to be a good professor in a liberal arts college. It meant to serve students who looked to her as a mentor and a role model, who truly cared about them, and guided them on the path to independence and adulthood. She taught us through her actions that our greatest responsibility is to serve ALL of our students. Especially the students who may not have the best preparation for university (because of their family circumstances, their language skills or the quality of their prior education.)

Each and every Drew student needs to see that we care about him as individuals—as human beings and as young people with great potential. No aspect of our student's well-being is outside of the job description—working for hours with students on their writing, guiding them as they navigate the rocky terrain of balancing family responsibilities and responsibilities to themselves, and in moments of greatest need, rallying the faculty and staff to help them to find shelter and clothing. Lillie has taught all of us that we need to invest the time to help our students grow. She taught us that it is not easy to help the students who need our care the most – in fact it can be downright infuriating. But with time and attention, this advocacy and attention, ultimately, changes lives.

For that Lillie, we are profoundly thankful.

2. Resolution on the Conferral of Degrees: Daniel Ostin

Dan Ostin read the Resolution for the Conferral of Degrees for the 148th commencement to be held May 14, 2016. **The motion for the conferral of degrees passed unanimously.**

3. Committee on Faculty Recommendations: Mary-Ann Pearsall

Mary-Ann reported the Committee's recommendations as follows:

- Emeritus status to Lillie Edwards
- Associate Professor with tenure to Jason Bishop (Music), Gian Domenico Sarolli (Economics and Business) and Rebecca Soderholm (Art)
- Full Professor to Patrick McGuinn (Political Science and International Relations), Kim Rhodes (Art History) and Trevor Weston (Music)

Chris Taylor shared his endorsement of all the recommendations, thanked Mary-Ann for her years of service, and commended her for a job well done.

4. Changes to the Business Major and Minor: Christina McKittrick

Tina noted several typos and small wording changes that will be corrected and asked for comments about or concerns with the substance of the proposed changes to the Business major and minor. Jennifer Kohn expressed her strong opposition to the proposed changes, stating that the proposal does not reflect the level of quality and high standards she would like to see the program deliver. She also noted that there are severe resource limitations that make it impossible to deliver the strongest possible program. Tina acknowledged that this is a larger issue that is not about the proposal itself, and noted that discussions of that type are outside of the purview of CAPC's responsibilities anyway. She also shared that approximately 30 people, across multiple departments, worked very hard to create the interdisciplinary major and minor and understood the same resource issues that Jennifer was noting. There was general agreement that staff and other resources will have to be added over time as students complete the revised major.

Marc Tomljanovich stated that a Business Studies major was developed at Drew seven years ago with great uncertainty about how it would fare. In his opinion, the program exceeded expectations, and as a result of its popularity, is experiencing some growing pains. He reported that the external reviewers who reviewed the program last spring were complimentary of what is currently happening, but they said that we need more of an interdisciplinary focus (for many reasons). He agreed with Jennifer Kohn's concerns about resources, but he thought that we could expand our offerings without diluting the quality of program. He also shared his excitement about the future of the new program, stating that what we are doing now isn't serving students as it should.

Jennifer Olmsted shared that when she arrived at Drew, she thought that the Business Studies major was a flawed program in need of evolution and change. She stated that she is very enthusiastic about the interdisciplinary offerings of the major and minor, and commended the process of developing the new program, which was inclusive and collaborative. She stated that the program is not perfect and will need to evolve, but she was confident in the program and that it would continue to develop as additional resources become available.

Jennifer Kohn reiterated that her objection is not with the program itself, but with the timing of implementation for this September. Her preference would be to suspend enrollment in the program until resources are put in place.

Tina called the question regarding the proposed Business major, which carried by majority with 1 opposed and 15 abstentions.

Tina called the question for the Business minor, which carried by majority with 0 opposed and 5 abstentions.

5. Creation of Italian Studies Major: Christina McKittrick

Tina shared that the structure of the Italian Studies major is similar to the German major in terms of credits and how the courses are arranged. Adam Cassano asked if Italian 250 would be offered every other year or would students need to take a summer course in Italy. Emanuele Occhipinti replied there would be enough regular offerings every year so that students could complete the requirements. John Muccigrosso suggested a friendly amendment (accepted by CAPC) that will put all cross listed courses on the same line with the codes of the two departments and both subject areas and other notations will be removed.

The vote was called to question with the friendly amendment and passed unanimously.

6. Establishing CEFAC as a permanent CLA Committee: Caitlin Killian

John Muccigrosso asked why this major committee needed to be established; several years ago most committees were disbanded and now function on an ad hoc basis when needed. Caitlin responded that many committees have recently moved toward appointing rather than electing members. She said CEFAC felt divisional representation is important. John said the faculty had voted that the committee members be appointed and not elected and suggested there be an amendment to remove “B” in the proposal, which states “members are elected.” In response to the proposed amendment, Caitlin responded that the Committee requested that members be elected and have divisional representation.

Amy Koritz shared the Committee’s philosophical approach with a bias toward a democratic process. Josh Kavaloski agreed that it’s optimal to have elections, but suggested that a decision for elections versus appointment should be decided not just for this one committee. Lisa Brenner suggested there probably needs to be a greater discussion as to how we want to govern, but suggested the larger issue is how to protect new faculty members who might wish to serve but might not be elected as they are not well known.

The vote on the amendment was called to question, which carried by majority with 9 opposed and 11 abstentions.

John Muccigrosso questioned who might serve as *ex officio* members other than the Dean. Rosemary McLaughlin suggested that the wording is “broad” to allow flexibility. She also said such language is in the Faculty Regulations, so the CEFAC committee worked off that language. Chris Taylor asked if the committee would object to a friendly amendment which would replace the word “guests” for “*ex officio* members.”

The Committee agreed to the change in language and the vote to establish CEFAC as a permanent committee was called to question. It carried by majority, with 1 opposed and 3 abstentions.

Reports:

Curricular Report

Tina McKittrick asked faculty members to look at the Curricular Report in the packet. She noted that two Social Entrepreneurship Economics courses are listed provisionally under “new courses” because they are part of a possible new NY Semester. These will not go into the catalog until that program is approved. Additionally, Tina alerted the faculty to a flyer that was distributed during the meeting inviting faculty members to participate in the process of assessing general education.

Chris Taylor acknowledged Tina’s outstanding work as the chair of CAPC.

Enrollment Report

Bob Massa shared the positive news that we are slightly ahead of last year in terms of size of the freshman class, and dramatically ahead in terms of net tuition revenue. He reported the following:

- Admissions interviews were up 139%
- High School visits were up 50%
- Increased conversion rate
- Applications were up 11%
- Completed applications were up 15%
- Independent school deposits were up 28%
- Early Decision deposits were up 100%
- Yield went up from 17% to 18%
- Average SAT scores went up to 1160 from 1126
- International enrollment is double, exclusive of INTO
- Racial diversity is 38.4% versus 27.5%
- Discount rate went down from 67% to 58%
- Net revenue is up 22%
- Yield on Civic Scholars was 51% - 34 enrolled
- Yield on Baldwin Scholars was 12%

Additionally, the admit rate went down from 70% to 58%, evidencing more selectivity. Bob shared that he will continue to set high goals and thanked the cabinet, faculty, and staff for their support and work. He closed by stating that he is happy with the major wins in his area, but said there is more work to be done to reverse the years of decline.

A Message from the President

MaryAnn Baenninger extended her appreciation to Bob Massa and the faculty for the part each played in the positive outcomes from this year's enrollment cycle. She shared how pleased she is that the number of students enrolled has increased, especially when this happened alongside selectivity increasing, diversity and the academic profile increasing, and the discount rate decreasing substantially. She knows that it is the faculty members who make the difference when students choose Drew. She believes we have a solid foundation from which to move forward.

President Baenninger also shared with the faculty that a new CFO will be announced next week.

Academic Standing Committee Report

Judy Redling provided the faculty with the Committee's report, reflecting a total 121 petitions (down from 142 petitions reported last spring).

Advancement Report

In the absence of Ken Alexo, Chris Taylor directed the faculty's attention to his report beginning on page 52 in the packet.

Discussion:

Institutional Repository

Chris Anderson and Gamin Bartle turned the floor over to Jennifer Heise, Web Manager and Reference Librarian. Jen said that she is leading the library and technology committee as it considers an institutional digital repository. The goal is to have a single service location for the faculty to self-archive scholarly works. These items would be submitted voluntarily and could include dissertations, digitized special collections, conference papers, presentations, and open access projects. She reported that the committee would be working on this effort over the summer, and was interested in feedback and opinions prior to the break. Responding to faculty questions and concerns, Chris Anderson shared that there is no expectation that faculty should submit anything they are not ready to submit. Rather, the repository is being looked at as an opportunity for the faculty. Laura Martin reiterated this point, stating that the decision to use an institutional repository is a personal one, left completely up to each individual faculty member. Any materials archived would still be "owned" by the author.

Deb Liebowitz shared that it's a great way to connect with other universities and researchers and allows access to Drew's unique archives and special collections. As the establishment of the repository will require institutional resources, Deb encouraged faculty input.

Announcements:

Drew Review: Gian Domenico Sarolli announced that Volume 9 of the *Drew Review* was available. The *Review* is looking for new submissions for Volume 10, as well as the names of possible editors.

Library: Chris Anderson directed the faculty's attention to his report in the packet.

Faculty Development Opportunity in Teaching Writing: Liz Kimball informed the faculty that she had passed out handouts for faculty development opportunities associated with teaching writing that are scheduled for the end of summer and early fall.

Candiotti Fund: Axel Larsson shared that grant applications for innovation in technology and education are due May 20th.

Faculty Development Session: Susan Beddes welcomed participation in a session on working with pathway and international students being held May 17th.

Art Exhibit Opening: Michael Peglau extended an invitation to the art opening in the DoYo immediately following the meeting.

First Folio Preview Panel: Chris Ceraso invited faculty members to the Methodist Archives to listen to a preview panel share plans for the First Folio exhibit in the fall.

Chris Taylor extended the faculty good luck with grading, and wished everyone a happy, restful and productive summer.

The meeting was adjourned at 4:49pm.

Minutes respectfully submitted by Trish Turvey

VOTING LIST FALL 2016

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

#Sabbatical or Leave AY 2016-17

*Sabbatical Fall 2016

+ Leave of Absence Fall 2016

% Joint appt with Theo School

**08/25/16: tentative pending
approval by the faculty.**

This ballot is for terms beginning Fall 2016. Nominations from the floor will be accepted. An electronic ballot will be available the week of September 12, 2016.

9-Sep-16

BALLOT FOR TERMS BEGINNING Fall 2016

Div I	Div II	Div III	Div IV	At-Large
01 Committee on Academic Policy and Curriculum (CAPC)				
				<input type="radio"/> Lisa Brenner
				<input type="radio"/>
				<input type="radio"/>
02 Committee on Faculty (COF)				
		<input type="radio"/> Carol Ueland		
		<input type="radio"/>		
		<input type="radio"/>		
03 Dean's Council				
04 Global Education Faculty Advisory Committee (GEFAC)				
<input type="radio"/> Minjoon Kouh				
<input type="radio"/>				
<input type="radio"/>				
05 Human Rights and Affirmative Action				
06 University Faculty Grievance Committee				
07 University Faculty Professional Conduct Committee				

Curricular Report

September 2016

For Information:

New Courses:

- ENGL 238/Cinema and Social Justice

Revisions to Existing Courses:

- WGST 301/ENGL 324 Filming Feminisms was approved
 - Title and description change to Filming American Feminisms

Revisions to Existing Major/Minor:

- PH 201-Public Health (Gateway Course)
 - Description change to the minor
- ENGL 250/Mapping the Anglo-American Literary Tradition
 - Delete the requirement that students take 8 credits from among the ENGL 250s (ENGL 250-ENGL 255), the courses titled "Mapping the Anglo-American Literary Tradition." Replace with 8 credits of electives

General Education Designations:

- WGST 301/ENGL 324 Filming American Feminisms [DVUS]
- ENGL 213/Special Topics in Creative Writing Workshop[WRIT]

New Course Descriptions:

ENGL 238/Cinema and Social Justice

What is the role of cinema in social justice struggles? How does political climate affect cinematic culture and vice versa? What is the significance of independent media, and how do we understand the relationship between media and democracy? We will try to address these questions by analyzing films that intervene in a range of debates about social justice: while some explore the ethics and politics of war, others take on questions of racial, economic, and environmental justice. Most of the films we will watch are non-fiction and documentary films, including works by prominent directors like Errol Morris and Michael Moore.

When looking at individual films we will ask ourselves some of the following questions: what distinct political claims do these films make? What is the political context in which they make these claims? How effective are they in making these claims? What are the broader implications of their cinematic arguments? One of our underlying aims will be to explore what a revolutionary cinema might look like in the era of the Internet.

Changes to Existing Courses:

WGST 301/ENGL 324 Filming Feminisms

Current:

Through examination of documentary and fiction films, this course will explore the development of thinking about women, gender, and feminism after 1900. We'll think simultaneously about the evolution of feminist thought in the twentieth and twenty-first centuries and about how film has engaged with, represented, supported, disseminated, and critiqued those developing ideas. Readings in feminist theory of the period will be put in dialogue with a wide range of films from silents to Hollywood blockbusters to independents and documentaries made with explicitly feminist purposes. Equivalent to ENGL 301 Offered fall semester in alternate years. CLA-Writing Intensive

Proposed:

Through examination of documentary and fiction films, this course will explore the development of thinking about women, gender, and feminism in the United States after 1900. We'll think simultaneously about the evolution of feminist thought in the

twentieth and twenty-first centuries and about how film has engaged with, represented, supported, disseminated, and critiqued those developing ideas. Readings in feminist theory of the period will be put in dialogue with a wide range of films from silents to Hollywood blockbusters to independents and documentaries made with explicitly feminist purposes. Equivalent to ENGL 301
Offered fall semester in alternate years. CLA-Writing Intensive

Revisions to an Existing Major/Minor:

PH 201-Public Health (Gateway Course)

Current:

Requirements for the Public Health Minor (24 credits)

I. Core Courses (16 credits)

PH 201 - Public Health (Gateway Course)

Proposed:

Requirements for the Public Health Minor (24 credits)

I. Core Courses (16 credits)

PH 201 - Public Health (Gateway Course)

(It is recommended that this required course be taken at the latest the second semester after a student has declared Public Health as a Minor.)

ENGL 250/ Mapping the Anglo-American Literary Tradition: The Medieval Period

Current:

English Major

Requirements for the Major (44 credits)

The introductory sequence must be taken before any upper-level courses.

Within the courses selected to meet major requirements, students should include:

16 upper-level credits

Two courses before 1900 (at least 50% of content before 1900)

English majors may include up to 8 credits of courses taken in another department or off-campus (not including transfer courses) on the following basis:

4 upper-level credits in writing may be substituted for upper-level literature credits;

8 credits from a study abroad program may count toward the major as upper-level credits with advisor/departmental approval;

4 credits from a literature department other than English may count toward the major with the department's approval if the student demonstrates its relevance to his or her course of study;

Four credits of independent study/Honors thesis work may be counted as upper-level credit toward the major.

I. Introductory Sequence (16 credits)

ENGL 150 - Literary Analysis

ENGL 210 - Writing in the Discipline of English

Two courses (8 credits) chosen from among the following:

ENGL 250 - Mapping the Anglo-American Literary Tradition: The Medieval Period

ENGL 251 - Mapping the Anglo-American Literary Tradition: The Renaissance

ENGL 252 - Mapping the Anglo-American Literary Tradition: Nineteenth-Century British Literature

ENGL 253 - Mapping the Anglo-American Literary Tradition: Twentieth-Century British Literature

ENGL 254 - Mapping the Anglo-American Literary Tradition: Nineteenth-Century American Literature

ENGL 255 - Mapping the Anglo-American Literary Tradition: Twentieth-Century American Literature

II. A Concentration (at least 10 credits)

The focus of the concentration—made up of three interrelated courses—should be chosen from the list of options below, though students may design alternatives. The focus, as well as the specific courses to fill the concentration, should be selected in consultation with the adviser. Students must present a one-page proposal for the concentration to their adviser. Concentrations must be approved by the end of the junior year. One extra-departmental course may be counted in any concentration. Majors might consider the ways in which an interdisciplinary concentration could be a bridge between the major and a minor. Two courses must be at the upper level.

Possible concentrations:

A genre (three courses focusing on a specific literary genre such as narrative, poetry or drama)

A period (three courses focusing on a particular period, such as Medieval, Renaissance, the Long 18th century, 19th century, Modernism or Contemporary)

Literary theory (three courses focusing on in-depth reading in theory or application of theory)

Postcolonial and Anglophone literature (three courses focusing on literatures in relation to competing notions of colonialism, nationalism, and postcolonial cultures)

A literary tradition defined by a particular group identity [such as African American, Asian American, Latino/a, Native American, LGBT, disability, women]

Critical Race Studies (three courses focusing on literatures and/or theory that thematizes or interrogates concepts of race and ethnicity)

Disability Studies (three courses focusing on literatures and/or theory that thematizes or interrogates concepts of ability/disability)

Women's, Gender, and Sexuality Studies (three courses focusing feminist theory and/or on the study of literatures that thematizes and interrogates notions of gender and sexuality.

Language and rhetoric/Writing studies (Focus on the history of the language/rhetoric, linguistics, literacy studies, writing center theory, or philosophy of language);

Interdisciplinary (Possible topics include Interart, Environmental studies, Religion and Literature, Philosophy and Literature, History and Literature)

III. Seminar (4 credits)

The course is normally taken in the senior year, and must be taken in the department and may not be replaced by any course taken outside the department or by independent study.

ENGL 361 - Studies in Pre-1800 Poetry: Seminar

ENGL 362 - Studies in Pre-1800 Fiction: Seminar

ENGL 363 - Studies in Pre-1800 Drama: Seminar

ENGL 364 - Advanced Pre-1800 Literary Studies: Seminar

ENGL 365 - Major Pre-1800 Author: Seminar

ENGL 371 - Studies in Poetry: Seminar

ENGL 372 - Studies in Fiction: Seminar

ENGL 373 - Studies in Drama: Seminar

ENGL 374 - Advanced Literary Studies: Seminar

ENGL 375 - Major Author: Seminar

ENGL 376 - Shakespeare on Film: Seminar

IV. Capstone (4 credits)

Normally taken in the senior year, and must be taken in the department and may not be replaced by any course taken outside the department or by independent study.

ENGL 400 - Senior Capstone in English

Proposed:

English Major

Requirements for the Major (44 credits)

ENGL 150 and ENGL 210 must be taken before any upper-level courses.

Within the courses selected to meet major requirements, students should include:

1. 16 upper-level credits
2. Two courses before 1900 (at least 50% of content before 1900)

English majors may include up to 8 credits of courses taken in another department or off-campus (not including transfer courses) on the following basis:

- 4 upper-level credits in writing may be substituted for upper-level literature credits;
- 8 credits from a study abroad program may count toward the major as upper-level credits with advisor/departmental approval;
- 4 credits from a literature department other than English may count toward the major with the department's approval if the student demonstrates its relevance to his or her course of study;
- Four credits of independent study/Honors thesis work may be counted as upper-level credit toward the major.

I. Introductory Sequence (16 credits)

- ENGL 150 - Literary Analysis
- ENGL 210 - Writing in the Discipline of English

Three electives (12 credits) chosen from among any ENGL courses.

II. A Concentration (at least 10 credits)

The focus of the concentration—made up of three interrelated courses—should be chosen from the list of options below, though students may design alternatives. The focus, as well as the specific courses to fill the concentration, should be selected in consultation with the adviser. Students must present a one-page proposal for the concentration to their adviser. Concentrations must be approved by the end of the junior year. One extra-departmental course may be counted in any concentration. Majors might consider the ways in which an interdisciplinary concentration could be a bridge between the major and a minor. Two courses must be at the upper level.

Possible concentrations:

- A genre (three courses focusing on a specific literary genre such as narrative, poetry or drama)
- A period (three courses focusing on a particular period, such as Medieval, Renaissance, the Long 18th century, 19th century, Modernism or Contemporary)
- Literary theory (three courses focusing on in-depth reading in theory or application of theory)
- Postcolonial and Anglophone literature (three courses focusing on literatures in relation to competing notions of colonialism, nationalism, and postcolonial cultures)
- A literary tradition defined by a particular group identity [such as African American, Asian American, Latino/a, Native American, LGBT, disability, women]
- Critical Race Studies (three courses focusing on literatures and/or theory that thematizes or interrogates concepts of race and ethnicity)
- Disability Studies (three courses focusing on literatures and/or theory that thematizes or interrogates concepts of ability/disability)
- Women's, Gender, and Sexuality Studies (three courses focusing feminist theory and/or on the study of literatures that thematizes and interrogates notions of gender and sexuality.)
- Language and rhetoric/Writing studies (Focus on the history of the language/rhetoric, linguistics, literacy studies, writing center theory, or philosophy of language);
- Interdisciplinary (Possible topics include Interart, Environmental studies, Religion and Literature, Philosophy and Literature, History and Literature)

III. Seminar (4 credits)

The course is normally taken in the senior year, and must be taken in the department and may not be replaced by any course taken outside the department or by independent study.

- ENGL 361 - Studies in Pre-1800 Poetry: Seminar
- ENGL 362 - Studies in Pre-1800 Fiction: Seminar
- ENGL 363 - Studies in Pre-1800 Drama: Seminar

- ENGL 364 - Advanced Pre-1800 Literary Studies: Seminar
- ENGL 365 - Major Pre-1800 Author: Seminar
- ENGL 371 - Studies in Poetry: Seminar
- ENGL 372 - Studies in Fiction: Seminar
- ENGL 373 - Studies in Drama: Seminar
- ENGL 374 - Advanced Literary Studies: Seminar
- ENGL 375 - Major Author: Seminar
- ENGL 376 - Shakespeare on Film: Seminar

IV. Capstone (4 credits)

Normally taken in the senior year, and must be taken in the department and may not be replaced by any course taken outside the department or by independent study.

- ENGL 400 - Senior Capstone in English

CAPC Deadlines and Guidelines for Faculty

- 1) All routine items – new course proposals, revisions of existing courses, language in context petitions, minor revisions of major or minor requirements etc. – must be submitted by Friday at noon for consideration at the next Thursday meeting. Proposals received after that time will be held until the next week’s meeting. Proposals should be submitted to the Associate Dean for Curriculum in the CLA Dean’s Office. Please do not send materials to other committee members.

- 2) Proposals for new majors or minors or for significant revisions of existing majors must be submitted at least four weeks before the faculty meeting at which the department/program wishes to have the proposal considered.

- 3) Forms for most submissions are provided on the CLA Dean’s UKNOW space. Please be sure to address all relevant questions and to provide all information requested, so that your proposals are not delayed because CAPC has to request additional information. Attach new Gen Ed course proposal forms to the course proposal form for any new course.

- 4) All course proposals for new courses to be offered in the spring semester must be submitted to CAPC no later than the Tuesday three weeks before the October faculty meeting; for new fall semester courses, proposals must be submitted no later than the Tuesday three weeks before the March faculty meeting, so that they can be reviewed and approved for inclusion in the faculty meeting materials. Please attach the Gen Ed forms when you are submitting the proposal for a new course.

Submission dates for AY 16-17

Courses for spring 2017

Must be Received by:

Tuesday, September 13

(Please let us know if short notice of this deadline causes a problem and we will work with you. Note that course schedules are due to the Dean’s Office on September 26th and courses can’t be listed if they have not previously been approved by CAPC.)

Courses for fall 2017

Tuesday, February 7

- 5) All materials should be submitted to Associate Dean for Curriculum and Faculty Development in the Dean’s Office. Please submit all documents electronically (as e-mail attachments in MS Word)

- 6) Advisers of students proposing special majors and minors should refer students to the guidelines on the CLA Dean’s UNKNOW space. Proposals must be accompanied by a letter of support from the adviser. Special majors must be proposed by the end of the sophomore year; special minors by the end of the junior year.

Drew University
John Vitali's Introductory Presentation to the CLA Faculty
September 9, 2016

Abstract

John Vitali, Drew University's new Vice President for Finance and Administration, will join the CLA Faculty for a brief introductory presentation about his professional background and about the Finance and Administration Division's plans for this year.

Mr. Vitali's presentation will conclude with an opportunity for questions from the Faculty.

COLLEGE ADMISSIONS & ENROLLMENT REPORT TO FACULTY SEPTEMBER 9, 2016

**Robert J. Massa
Senior Vice President**

The Class of 2020 and Transfers

The College of Liberal Arts at Drew University opened the school year with 351 first year students and 70 transfers (including 22 former INTO Pathway students who transferred from the Pathway to degree-seeking status). This compares to 356 and 61 last year. The combined discount rate for new students is 58% versus 67% last year. Our estimated net revenue for first year students is up \$1.8 million over last year (first year discount is 61.8% versus 69% last year), and when transfers are included, that increases to a \$2.9 million gain.

With completed applications up 15% over last year, the College was able to become more selective, admitting 58% of its first year applicants versus 70% last year. The yield from accepted to enrolled increased by almost 1 point, from 16.7% last year to 17.6% this year (for comparative purposes, the yield two years ago was 13%). As we grow the applicant pool further, we should be able to become even more selective in the future. And that means a higher academic profile. This year, the average SAT (1157) was up 31 points versus last year. And while the average GPA was down a little over a tenth of a point to 3.45, we did enroll significantly more students from independent schools with more challenging curricula – 111 in this year's class versus 87 last year.

The class of 2020 is perhaps the most diverse in the university's history, with 40% from underrepresented groups including 16.8% Hispanic and 12.5% African American. In addition, direct admit international students represent 7.4% of the class (26 students). Last year, for comparison purposes, minority students comprised 28% of the class while 4.5% were international. The ratio of men to women is again 40:60, which is the same as last year. In addition, our geographic diversity broadened with 45% from out of state versus 38% last year. Our students hail from 27 states plus Puerto Rico and 23 countries. There are also 46 new INTO students who enrolled in Academic English (18) and Pathway (28).

As you recall, the scholarship eligibility criteria changed this year, reducing the percentage of the class receiving scholarships in favor of need based aid. Indeed, 73% of the class of 2020 received one of our academic scholarships this year, versus 99% last year. Including need-based grants, 90% of the class received financial support from Drew. In order for Drew to balance its budgets in the years ahead, we

must increase enrollment in total, but we must also decrease the discount and the percentage of students receiving those discounts.

Looking ahead, our goal for Fall '17 is 385 first years and 70 transfers at a 58% discount rate, with 400 and 75 at a 56% rate for Fall '18.

Recruitment Plans for Fall '17

Interviews are key to our ability to enroll a student. Two years ago, we interviewed just 141 of our admitted students. This past year, with a concerted effort, we interviewed 341. Our goal for Fall '17 is 800 interviews. As of September 1, we have already interviewed 112 rising seniors.

High school visits are also a key strategy, helping us to build relationships with counselors and see students. Two years ago, we visited 536 high schools. Last year, admissions staff saw students and counselors at 802 high schools. This year, we aim to visit 850 schools, adding visits in Atlanta, Chicago, Orlando and Tampa.

Early Decision will continue to play a major role in increasing our enrollment and improving selectivity. Two years ago we enrolled 41 ED students; 89 ED students enrolled this fall and we intend to continue building toward a third of the class entering through Early Decision in the years to come.

There will be several **scholarship changes** for the coming year. Prior to implementing these changes, I reviewed the rationale with the Faculty Enrollment Management Committee for their input and support.

First, because we actually enrolled fewer arts students this year as a result of eliminating the presidential arts scholarship, we will re-introduce the **Drew Arts Scholarship** at \$2500 per year as an "add-on" to the Baldwin, Presidential or Dean's scholarships. We will work out an application process with the arts faculty.

In addition, you may recall that we initiated an **Experiential Learning Fellowship** for Baldwin, Presidential and Civic Scholars at \$3500, to be used any time after the first year for research, study abroad, internships or special projects. Unfortunately, this strategy did not impact yield as we anticipated. Again with input from the Advisory Committee, and after surveying the recipients (a third of whom did not know the dollar amount of the award and 90% of whom identified either study abroad or internship support as their preferred use) we are re-setting the dollar amount of the fellowship to \$2500, asking admitted students who are Baldwin, Presidential and Civic scholars to apply for the award after admission (as a targeted yield strategy- rather than awarding it to all scholars), and focusing the use of the award on study abroad, internships and civic engagement projects.

We are expanding our fall **"On the Road" programs** from four cities (Philadelphia, Baltimore/DC, Long Island, Boston) to seven - adding LA, Fort Lauderdale and

Hartford. These programs use alumni and parents to interview prospective students followed by a panel discussion and q and a. Several faculty helped us last year with these programs and we will call on you again in the next few weeks.

Well-executed and targeted *events* will be offered on-campus again this year, but with the exception the admitted student days in April, all of our programs will begin in the newly renovated Commons. Our first program is Saturday, September 17, and I am sure you will hear from Jim Skiff about joining us for breakfast that day. Programs are also scheduled for October 29, November 10 and 11, January 21 and March 25. Accepted student programs will be held on April 8 and 23.

Finally, in cooperation with the Communications Department, a thorough *marketing plan* was developed this past summer and is in the process of being implemented along with the recasting of the Drew website. I am delighted with our new look and feel, as well as with the messages that we are consistently sending. My sincere thanks goes to Kira Poplowski and her staff for the extraordinary work they are doing to support our goals.

Total Enrollment

Overall, our first day, fall head-count enrollment (excluding auditors) is 1542 versus 1476 after two weeks last year. The actual enrollment is likely to be a few students less after census is taken on September 12. This includes 115 INTO students versus 98 last year. This is the highest fall enrollment since 2012 when we had 1636 enrolled. While we are moving in the right direction, we do need to increase the size of the incoming classes as well as to increase retention. On that front, I am pleased to report that our first to second year retention is 87.6% this year, versus 85%, 84% and 76% for the three prior years. Thanks to the good work of the CLA Dean's office and the Campus Life staff for this great result.

Welcome to our new colleagues since last fall:

Admissions:

Andy Koneski: Information Services Officer, working primarily in Graduate Admissions, Andy is a graduate of Farleigh Dickinson University and came to us from Merck where he served as an eDiscovery Analyst

Robert Miskura: Admissions Counselor. A class of '16 business major and sociology minor at Drew, Bobby joins the CLA Admissions with responsibility for admissions activity in parts of New Jersey and Pennsylvania and leadership of our student Ambassador and Tour guide programs.

Marisa Portuesi: Transfer and Continuing Education Assistant, graduated magna cum laude from Drew in 2011.

John Witherington: Executive Director of Graduate Admissions, came to us from Philadelphia University to consolidate Caspersen and Theo admissions and to help us improve the marketability of existing programs and to study options for new programs. John is a graduate of Fairfield University.

Financial Assistance

Nick Capodice: Associate Director, came to us from Kean University. He is a graduate of New Jersey City University with a BA in History. He received the MBA degree from Kean University

Registrar

Dan Ostin: Registrar, is a West Virginia Wesleyan graduate who came to us from Rutgers Medical School in January.

Casey Anderson: Administrative Records Assistant is a graduate of Bloomsburg University and came to Drew initially from a Temp Agency. She is now a full-time staff member

Athletics

Maura Ballard: Head Golf Coach and former Big East Coach of the Year during her 15 year tenure at Rutgers.

John Olenowski: Interim Head Women's Basketball Coach, came to Drew after seven years at Division 1 Manhattan College as head coach. John is also a NJ high school hall of fame coach.

A final word:

The results of this past admissions year demonstrate that Drew is making progress in the number of applications received, the quality of the admitted pool, the improved discount and the diversity of the class. There is, however, much work ahead. We must meet our numerical enrollment and discount goals in order to move toward a balanced budget. In spite of significant challenges, I am optimistic about our ability to do so, but we cannot do this without your continued help. Once again, let me express my deep appreciation to the College faculty for all of your support and help during the recruitment season. You have been extremely generous with your time and your commitment, and for that, my staff and I are ever grateful. It will be another very busy year ahead. Once again, it's time to roll up our sleeves and get started!



Center for Global Education

A Report to the Faculty September 2016

Study Abroad Participation Rate Doubles | Drew doubled its study abroad participation rate in 2015/16. A total of 202 students received credit for study abroad in 2015/16. This equates to a 60 percent participation rate compared to a 31 percent participation rate in 2014/15. The study abroad participation rate is calculated by dividing the total number of undergraduates who studied abroad in a given year by the total number of undergraduate completions by U.S. students. Thanks to all faculty who led programs last year to make this increase possible.

New nycTRECs | Over the next two years we will be piloting two new Semesters in New York. The Semester on Social Entrepreneurship, led by Jennifer Olmstead, will run in the spring of 2017. The Semester on Theatre will be offered beginning fall 2017 and will be directed by Lisa Brenner and Chris Ceraso. These programs are made possible thanks to the generosity of The Mellon Foundation and President Baenninger’s decision to dedicate her Mellon New President’s Grant to catalyze additional New York experiential learning opportunities in the CLA.

Encourage Students to Apply for 2017 shortTRECs | The Center for Global Education will offer 13 shortTRECs in 2017. We invite you to review the complete list and encourage your students to apply.

Seeking Faculty Proposals for 2018 shortTRECs | The Global Education Faculty Advisory Committee invites proposals for shortTRECs to be offered in January, spring break or summer 2018. Faculty interested in proposing a shortTREC should contact Allan Dawson, Chair of GEFAC (ext. 3292) or Stacy Fischer, Director of the Center for Global Education (ext. 3047). Proposals are required for all shortTRECS, including recurring ones. **Proposals are due October 10, 2016.**

Global Education Faculty Advisory Committee (GEFAC) Members 2016/17:

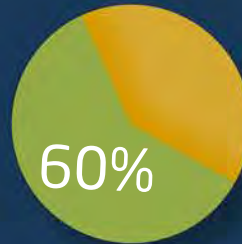
Chair:	Allan Dawson
Div I:	TBD
Div II:	Miao Chi
Div III:	Louis Hamilton
Div IV:	Trevor Weston
Ex-Officio:	Stacy Fischer

DREW

Center for Global Education

2015-16 Academic Year Statistics

Travel • Rethink
Explore • Connect



Drew students who study abroad

students
participated
in a study
abroad **202**

Argentina
Australia
Belize
Chile
China
Cuba
Canada
Ireland
Italy
South Africa
South Korea
Spain
UK



13 different
countries
visited by
students



170
students

12
shortTREC
s

11
different disciplines

Students
Participated in
NYC TREC
s

77



Semester on
Wall Street



Semester on
the UN



Semester on
Contemporary Art



Semester on
Communications and Media



Urbanization in the Developing World

Kesha Moore | Sao Paulo, Brazil | Spring Break 2017

Town and Country: Salvador, State of Bahia, Brazil

Allan Dawson | Salvador, Brazil | Summer 2017

Chinese Language and Culture in Harbin

Bai Di | Beijing and Harbin, China | Summer 2017

Havana: A Tale of Two Cities

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

The French Connection: Language and Culture in Paris

Marie-Pascale Pieretti | Paris, France | Summer 2017

Ancient Greece and Its Relevance Today

John Lenz | Athens, Greece | Summer 2017

Transatlantic Connections: Ireland's History and Culture

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

Tasting the Roots of Western Civilization:

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

Emanuele Occhipinti | Ascea, Italy | Summer 2017

Morocco: Crossroads of Mediterranean Globalization

Jennifer Olmsted | Rabat, Morocco | Summer 2017

City as Showcase: National Identity and Visual Culture in St. Petersburg

Carol Ueland | St. Petersburg, Russia | Summer 2017

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

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

Spanish Language & Culture in Barcelona

Monica Cantero | Barcelona, Spain | Summer 2017

Developing the New Musical

Christopher Ceraso | New York, USA | January 2017

September, 2016 Status Update
INTO Drew

New Staff/Faculty:

ESOL faculty: Maz Nikoui

Chinese Language and Culture Advisor: Max (Yifan) Zhang

Responsibilities:

Assist with communications between students and Drew faculty and administration to foster academic success.

Work with Drew University faculty and administration to develop new events and services to assist with integration of Chinese speakers on campus

Monitor student experience and provide proactive support in response to concerns.

Academic Review:

Matriculation:

27 students completed program in Spring 2016:

25 approved for progression -21 enrolled (84%) – **9.65% discount rate**

Average GPA of those approved: 3.03

Leavers: GWU, Fordham, Hunter and 1 unknown

Engagement:

9 participated in summer Wall Street semester; 4 in Short TRECs

4 completed internships

6 offered peer subject tutoring positions by CAE

Rising Year 2 pathway:

49 students, average cum GPA 3.01

6 on academic warning/probation (12.25%)

Admissions/Enrollment:

Total Enrollment – 13% discount rate	115
New Students: 12 countries represented	46
New Pathway:	29
New Academic English:	17
Continuers: 15 countries represented	69
Year 2 Pathway (90.7% retention from Spring)	49
Progressor from Academic English to Year 1 PW	11
Academic English	7
Short term Study Abroad with English	2

Basic Elements of a Drew Syllabus

General Course Information:

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

University-wide policies:

- Academic accommodations statement:
 - Students who require accommodations are instructed to contact the Office of Accessibility Resources (formerly Office of Disability Services), BC 119C, 973-408-3962, for a private, confidential appointment. Accommodation Request Letters are issued to students after documentation, written by a qualified professional, is reviewed and accommodations are approved by OAR. Accommodations are implemented by faculty only after the student presents the Accommodation Request Letter issued by OAR. Letters should be presented to the faculty at least one week before the accommodation is needed. No accommodation can be implemented retroactively.
 - Students' requests for accommodations should be submitted to OAR within the first two weeks of a course.
- Academic integrity statement:
 - All students are required to uphold the highest academic standards. Any case of academic dishonesty will be dealt with according to the guidelines and procedures outlined in Drew University's "Standards of Academic Integrity: Guidelines and Procedures," which is located in the academic policies section of the catalog.

Course-specific policies:

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

Course Details:

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

Notes:

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

CREDIT HOUR CALCULATION WORKSHEET

COURSE NUMBER:

COURSE NAME:

COURSE CREDITS:

DATE OF PROPOSAL/SUBMISSION:

NAME OF INSTRUCTOR:

INSTRUCTIONAL METHOD (traditional; hybrid; lab; studio; internship; independent study, etc.):

COURSE LENGTH (full semester; half semester; other, please specify):

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

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

Instructional Activity	Learning Hours	Explanation
Total Learning Hours:		

Possible Instructional Activities:

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

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

September 15th- Editor Applications deadline. Please encourage outstanding students to apply. Contact gsarolli@drew.edu or hwells@drew.edu for more information.

October 17th- Fall Semester Submission deadline. Email nominations of outstanding essays to drewreview@drew.edu. Please CC the student you are nominating.

News from the University Library

CLA Faculty Meeting

September 9, 2016

Thanks to faculty and student feedback, the Library has added new resources this fall:

- ScholarSearch
- Swank Digital Campus
- *The Chronicle of Higher Education*
- Social Explorer
- *New York Times* Online / *New York Times in Education* (renewed for a second year)
- *Washington Post* Online
- Endnote

ScholarSearch



We are delighted to announce our new Discovery tool, ScholarSearch, Drew's version of Ebsco Discovery Service (EDS). Replacing Summon, ScholarSearch provides fast, simple access to the Library's full text articles (both electronic and print) through a single search box on the Library web page. ScholarSearch allows users to simultaneously search across content from hundreds of academic publishers, the Drew Library catalog, our electronic databases, streaming video services, and more. Many advanced and customized search options are available.

To access ScholarSearch go to:

<http://ezproxy.drew.edu/login?url=http://search.ebscohost.com/login.aspx?authtype=ip&profile=eds>

Available support and training resources for ScholarSearch:

EBSCO's EDS Support Center, <http://support.ebsco.com/eds/>

More information about ScholarSearch, including a short video introducing the features of the service, will be available soon. We encourage you to give ScholarSearch a try, and encourage your students to use it as well. As with any new service, unexpected glitches are inevitable. We welcome your feedback and hope you will contact us if you experience any issues with ScholarSearch. Please contact Kathy Juliano at kjuliano@drew.edu (973-408-3478), or use the Chat box on the ScholarSearch results screen.

Swank Digital Campus

Following a successful trial last spring, the Library has added Swank Digital Campus to our streaming video options. The streaming film database has been customized for Drew's unique needs. Users can access full length feature motion pictures and documentaries categorized by genre and discipline, and view films from any device, at any time.

To see our holdings on Swank Digital Campus, go to:

<http://digitalcampus.swankmp.net.ezproxy.drew.edu/drewuniversity300127#/browse>

Or, look up a title in our catalog:
<http://walter.drew.edu/solr/keyword.php>

To discover if a film is available to be added to our database, go to:
<http://digitalcampus.swankmp.com/>
You can search by title, director, actor or genre.

If you find a film you want to have included in our database, please submit a request for it as early as possible so the formatting and licensing can be completed before you need to use it.

Use this form to request a film:
<https://www.drew.edu/library/about/forms/media-purchase>

Contact Ginny Palmieri vpalmier@drew.edu (973-408-3475) or Kathy Juliano kjuliano@drew.edu (973-408-3478) for more details.

The Chronicle of Higher Education

In response to the requests of administration and faculty, the Library is pleased to announce campus-wide online access to *The Chronicle of Higher Education*. The site license allows Drew administration, faculty, students and staff to cancel their individual subscriptions and connect through the Library's subscription. While on campus, simply go to <http://www.chronicle.com> for access. If off-campus, you can create an account with your Drew email address. Complete instructions for access are [here](#).

The Chronicle offers news, information and employment opportunities for college and university faculty and administrators. Its digital publications are updated every weekday, while back issues are available from 1995. The print version is also available in the Library's newspaper area on the main floor. [See flyer for all of the resources available through Chronicle.com.](#)

Social Explorer

Social Explorer is an online research tool designed to provide quick and easy access to historical census data and demographic information from 1790 to the present. It creates fast, intuitive, and appealing maps and reports that students can use in research projects and class presentations to help visually analyze and understand demography and social change throughout history.

New York Times and New York Times in Education

The *New York Times* is available to you and your students. If your subscription from last spring has expired, visit nytimes.com/passes to renew it.

To active your online subscription:

- On your mobile device, tablet or computer, go to <http://nytimes.com/passes>
- Click on "Create an Account" and use your drew.edu email address to register.
- You will receive an email from NYTimes.com requesting that you "Confirm Your E-Mail Address". Click on the link in the e-mail to finish the process. If you do not receive the confirmation email, check your spam folder. If it is not there, send an e-mail from your Drew University email address to edu@nytimes.com and ask us to confirm your eligibility.

- Next, you will see a page that states, “Start Your Access”. If your pass has expired or if you lose full access for any reason, re-visit NYTimes.com/Passes and log in with your Drew University email address.
- Visit www.NYTimes.com/Mobile from a mobile device, tablet, computer, or iPad, to download and log in to the *New York Times* app.
- Sign up for email alerts, newsletters, etc. in “My Account”

Also, you can take advantage of the *NY Times in Education*, a site which contains teaching strategies from faculty, outlining how they enhance their courses using the *New York Times*.
<http://nytimesineducation.com/>

Content includes:

- Expert Faculty Contributions linked to 12 subject areas and learning outcomes. New content is added every week:
 - American Government
 - Biology (new)
 - Business
 - Campaigns and Elections (new)
 - Criminal Justice
 - Economics
 - Environmental Sciences
 - International Relations
 - Leadership
 - Psychology
 - Religious Studies (new)
 - Writing and English Composition
- Co-Curricular ideas, discussion prompts and instructional strategies to use *New York Times* content to enrich learning outside of the classroom.
- Article Recommendations
- Additional NYTimes.com topic pages relevant to your area of interest

To register, visit NYTimes.com/edu and click link “Register Now” at the upper right hand corner. Use your Drew email address and create a password to register. (This is a separate account from your *New York Times* online subscription).

The Library will be setting up a webinar for any faculty members interested in learning how to most effectively use *The New York Times in Education* website for instructional resources for classrooms. More information will follow and you may access the session by means of your own laptop.

Please contact Kathy Juliano kjuliano@drew.edu with any questions or concerns, or contact Emily Ryan at the *New York Times* emily.ryan@nytimes.com

Washington Post

The *Washington Post* provides free online access to anyone with an .edu email. To create your account go to <https://account.washingtonpost.com/actmgmt/registration/get-nonpaid-access>.

Endnote

Endnote Web can help you and your students keep track of and cite sources in papers. The application is free to Drew students, faculty and staff. In September, the library will be providing training in the Library/Technology classroom on the main floor of the Library.

Dates/Times:

Monday, September 19th from 5 p.m. to 6 p.m.

Wednesday, September 21st from 1 p.m. to 2 p.m.

Email Jenne Heise jheise@drew.edu for more details or to reserve a space.

Department of Special Collections and University Archives

Out of the Vault: The Zuck Collection of Botanical Books

Tuesday, October 4, 2016, 4 p.m.

Speakers: Brian Shetler and Cassie Brand

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

Attendees are invited to view the collection and to explore historical and contemporary botanical art and illustrations, plant exploration and discovery, herbals, florilegia, reference works, field guides, how-to books and technical studies.

We invite professors who are interested in using Special Collections and University Archives in their classes to contact Cassie Brand at cbrand@drew.edu

The United Methodist Archives and History Center has special late night hours on Tuesdays. Throughout the semester, we will be open until 9pm Tuesday nights. Archival services may be limited after 5pm.

Respectfully submitted,

Christopher J. Anderson
Associate Dean of Libraries

CLA Department Chairs - Fall 2016

Department	Chairperson	Ext	Location	Email
Anthropology	Marc Boglioli	3363	FLK	mbogliol@drew.edu
Art	Lee Arnold	3932	ARTS	larnold@drew.edu
Art History	Rita Keane	3331	ARTS	mkeane@drew.edu
Biology	Steve Dunaway	3119	HS	sdunaway@drew.edu
Chemistry	Ryan Hinrichs	3853	HS	rhinrich@drew.edu
Classics	John Muccigrosso	3029	BC	jmuccigr@drew.edu
Economics and Business	Maliha Safri	3202	LEW	msafri@drew.edu
English	Wendy Kolmar	3632	SIT	wkolmar@drew.edu
French/Italian	Marie-Pascale Pieretti	3506	EMB	mpierett@drew.edu
German/Russian/Chinese	Josh Kavaloski	3549	BC	jkavalos@drew.edu
Italian	Emanuele Occhipinti (Coordinator)	3831	BC	eocchipi@drew.edu
Chinese	Bai Di (Coordinator)	3503	BC	dbai@drew.edu
Arabic	Jennifer Olmsted (Coordinator)	3417	LEW	jolmsted@drew.edu
History	James Carter	3411	GIL	jcarter1@drew.edu
Math/Computer Science	Sarah Abramowitz	3346	HS	sabramow@drew.edu
Music	Leslie Sprout	3950	ARTS	lsprout@drew.edu
Philosophy	Erik Anderson	3871	SWB	eanderso@drew.edu
Physical Education	Christa Racine	3650	SIMON	cracine@drew.edu
Physics	Robert Murawski	3834	HS	rmurawsk@drew.edu
Political Science and International Relations	Carlos Yordan	3365	SMITH	cyordan@drew.edu
Psychology	Graham Cousens	3353	HAN	gcousens@drew.edu
Comparative Religion	Louis Hamilton	3623	FLK	lhamilto@drew.edu
Russian	Carol Ueland (Coordinator)	3507	BC	cueland@drew.edu
Sociology	Roxanne Friedenfels	3642	GIL	rfrieden@drew.edu
Spanish	Raul Rosales	3751	BC	rrosales@drew.edu
Theatre Arts and Dance	Chris Ceraso	3326	ARTS	cceraso@drew.edu

CLA Division Lists - Fall 2016

Div I - Juliette Lantz, Chair		
<u>Biology</u>	<u>Chemistry</u>	
Stephen Dunaway, Chair	Ryan Hinrichs, Chair	
Brianne Barker (SABB FA16)	Adam Cassano	
Roger Knowles	Molly Crowther	
Lisa Marie Jordan (ESS)	Pamela Kaiser	
Caroline Maier	Sandra Keyser	
Tina McKittrick	Juliette Lantz	
Joanna Miller	Mary-Ann Pearsall	
Nicolas Nelson	Alan Rosan	
Paris Scarano	Kimberly Choquette	
Sara Webb		
Tammy Windfelder (SABB FA16)		
<ul style="list-style-type: none"> Elena Tartaglia 		
<u>Physics</u>	<u>Mathematics/Comp Science</u>	
Robert Murawski, Chair	Sarah Abramowitz, Chair	
Minjoon Kouh	Chris Apelian	
Bjorg Larson	Barry Burd	
Judy Redling	Seth Harris	
James Supplee	Emily Hill	
<ul style="list-style-type: none"> Petra Sauer 	Brad Isaacson	
	Steve Kass	
	Steve Surace	

Div II - Jill Cermele, Chair		
<u>Anthropology</u>	<u>Economics</u>	<u>Psychology</u>
Marc Boglioli, Chair	Maliha Safri, Chair	Graham Cousens, Chair
Allan Dawson	Miao Chi	Jill Cermele
Maria Masucci	Fred Curtis (LOA AY17)	Janet Davis (LOA AY17)
Linda Van Blerkom	Jennifer Kohn (SABB FA16)	Patrick Dolan
	Yahya Madra	George-Harold Jennings
	Maha Mourad	Hilary Kalagher
	Jennifer Olmsted	Jessica Lakin
	Gian Domenico Sarolli	Christopher Medvecky
	Bernard Smith	G. Scott Morgan
	Marc Tomljanovich (LOA AY17)	Erica Schneid
	<ul style="list-style-type: none"> • David Anderson 	
	<ul style="list-style-type: none"> • Karen Crisonino 	
	<ul style="list-style-type: none"> • Brian Hirschberg 	
	<ul style="list-style-type: none"> • Andreas Panayi 	
<u>Political Science and International Relations</u>	<u>Sociology</u>	
Carlos Yordan, Chair	Roxanne Friedenfels, Chair	
Timothy Carter	Christopher Andrews	
Jason Jordan (SABB FA16)	Scott Bonn (LOA FA16)	
Catherine Keyser	Caitlin Killian	
Debra Liebowitz	Kesha Moore	
Jinee Lokaneeta	Jonathan Reader	
Patrick McGuinn	Susan Rosenbloom	
Sangay Mishra	<ul style="list-style-type: none"> • Annette Jacoby 	
Phil Mundo	<ul style="list-style-type: none"> • Maggie Ussery 	
	<ul style="list-style-type: none"> • George Van Orden (PH) 	
Div III - Joshua Kavaloski, Chair		

<u>Classics</u>	<u>Philosophy</u>	-
John Muccigrosso	Erik Anderson, Chair	
John Lenz	Seung-Kee Lee (SABB FA16)	
	Thomas Magnell	
	<ul style="list-style-type: none"> Jesse James Atencio 	
	<ul style="list-style-type: none"> George Pollack 	
	<ul style="list-style-type: none"> Denise Vigani 	
<u>French & Italian</u>	<u>Comparative Religion</u>	
Marie-Pascale Pieretti, Chair	Louis Hamilton, Chair	
Deborah Hess	Darrell Cole	
Sophia Khadraoui	Allan Nadler	
Muriel Placet-Kouassi	Karen Pechilis	
Emanuele Occhipinti	Chris Taylor	
<ul style="list-style-type: none"> Stefania Britt 		
<ul style="list-style-type: none"> Timothy Curcio 		
<ul style="list-style-type: none"> Carla Mastropierro 		
<u>German/Russian/Chinese</u>	<u>Spanish</u>	<u>History</u>
Joshua Kavaloski, Chair	Raul Rosales, Chair	James Carter, Chair
Bai Di	Monica Cantero-Exojo	Ed Baring (LOA/SABB AY17)
Carol Ueland	Nancy Noguera	Fran Bernstein
<ul style="list-style-type: none"> Ping Li 	Ada Ortuzar-Young	Wyatt Evans#
<ul style="list-style-type: none"> Sabine Mann 	Maria Turreo-Garcia	Jonathan Rose
<ul style="list-style-type: none"> Alison Price-Rom 	<ul style="list-style-type: none"> Felicidad Obregon 	Sharon Sundue
<ul style="list-style-type: none"> Qiao Hong 	<ul style="list-style-type: none"> Mercedes Solana-Aspinall 	<ul style="list-style-type: none"> Obiri Addo (Pan African Studies)
	<ul style="list-style-type: none"> Raul Ramos 	<ul style="list-style-type: none"> Angie Calder
		<ul style="list-style-type: none"> Elias Ortega-Aponte &
<u>Arabic (Middle East Studies)</u>		
<ul style="list-style-type: none"> Huda Shanawani 		
<ul style="list-style-type: none"> Housam Kotob 		
Div IV - Rosemary McLaughlin, Chair		
<u>Art</u>	<u>Music</u>	<u>English</u>

Lee Arnold, Chair	Leslie Sprout, Chair	Wendy Kolmar, Chair
Jason Karolak	Jason Bishop	Jim Hala
Michael Peglau	Norman Lowrey	Summer Harrison
Claire Sherman (SABB AY 17)	Trevor Weston	Shatki Jaising
Rebecca Soderholm	<ul style="list-style-type: none"> • Michael Avagliano 	Sandra Jamieson
Raymond Stein	<ul style="list-style-type: none"> • Elise Carter 	Elizabeth Kimball
<ul style="list-style-type: none"> • Janne Hoeltermann 	<ul style="list-style-type: none"> • David Iskowitz 	Amy Koritz
<ul style="list-style-type: none"> • Ahni Kruger 	<ul style="list-style-type: none"> • James Saltzman 	Neil Levi
<ul style="list-style-type: none"> • Rory Mulligan 	<ul style="list-style-type: none"> • Ana Berchadsky (lessons) 	Lisa Lynch
<ul style="list-style-type: none"> • William Mutter 	<ul style="list-style-type: none"> • Anthony Cecere (lessons) 	Patrick Philips
<u>Art History</u>	<ul style="list-style-type: none"> • Carl della Peruti (lessons) 	Robert Ready
Marguerite Keane, Chair	<ul style="list-style-type: none"> • Guy Dobson (lessons) 	Peggy Samuels (LOA AY17)
Peggy Kuntz	<ul style="list-style-type: none"> • Andrew Eulau (lessons) 	Hannah Wells
Kimberly Rhodes	<ul style="list-style-type: none"> • Gerall Heiser (lessons) 	Courtney Zoffness
	<ul style="list-style-type: none"> • Karl Latham (lessons) 	<ul style="list-style-type: none"> • Theodore Hart
<u>Theatre Arts and Dance</u>	<ul style="list-style-type: none"> • Angelika Nair (lessons) 	<ul style="list-style-type: none"> • Linnea Hasegawa
Chris Ceraso, Chair	<ul style="list-style-type: none"> • Jennifer Pomeroy (lessons) 	<ul style="list-style-type: none"> • Nathan McClain
Jim Bazewicz	<ul style="list-style-type: none"> • William Riffel (lessons) 	<ul style="list-style-type: none"> • Elizabeth Moore
Lisa Brenner	<u>Physical Education</u>	<ul style="list-style-type: none"> • Kelly Morgan
Andrew Elliott	Jason Fein, Director of Athletics	<ul style="list-style-type: none"> • Diane Moscaritolo
Kimani Fowlin	Christa Racine, Chair	<ul style="list-style-type: none"> • Christine Mulcahy
Daniel LaPenta	<ul style="list-style-type: none"> • Lenny Armuth 	<ul style="list-style-type: none"> • Max Orsini
Rosemary McLaughlin	<ul style="list-style-type: none"> • Brittany Gaetano 	<ul style="list-style-type: none"> • Elizabeth Myers
<ul style="list-style-type: none"> • Barbara Angeline 	<ul style="list-style-type: none"> • Christopher Goedecke 	<ul style="list-style-type: none"> • Cam Terwilliger
<ul style="list-style-type: none"> • Rodney Gilbert 	<ul style="list-style-type: none"> • Brian Hirschberg 	<ul style="list-style-type: none"> • Julia Lichtblau
<ul style="list-style-type: none"> • Jessica del Vecchio 	<ul style="list-style-type: none"> • Daryl Keckler 	
<ul style="list-style-type: none"> • Olivia Harris 	<ul style="list-style-type: none"> • Charlotte Labate 	
<ul style="list-style-type: none"> • Annie McAdams 	<ul style="list-style-type: none"> • Jennifer Rockett 	
<ul style="list-style-type: none"> • Jamie Richards 	<ul style="list-style-type: none"> • Julia Steier 	
	<ul style="list-style-type: none"> • Filipa Giao * Marcio Pereira 	

<u>Civic Engagement</u>		
Amy Koritz		
<ul style="list-style-type: none"> • Tracy Andrews 		
<u>Interdisciplinary</u>	<u>Director</u>	

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

CLA Program Directors - Fall 2016

Major	Director	Ext	Location	Email
BioChem and Molecular Biology	Adam Cassano Stephen Dunaway	3341 3119	HS HS	acassano@drew.edu sdunaway@drew.edu
Business Studies	Gian Domenico Sarolli	3065	LEW	gsarolli@drew.edu
Environmental Studies & Sustainability	Lisa Jordan	3740	HS	ljordan@drew.edu
Neuroscience	Graham Cousens	3353	HAN	gcousens@drew.edu
Pan-African Studies	Ebenezer Addo	3173	GIL	eaddo@drew.edu
Women's & Gender Studies	Wendy Kolmar	3632	SIT	wkolmar@drew.edu
Minor or Program	Director/Contact	Ext	Location	Email
American Studies	TBD			
Archaeology	Maria Masucci	3496	FLK	mmasucci@drew.edu
Arts Administration	James Bazewicz	3059	ARTS	jbazewic@drew.edu
Asian Studies	Bai Di	3427	BC	dbai@drew.edu
Computer Science	Emily Hill	3198	HS	ehill1@drew.edu
Dance	Rosemary McLaughlin	3249	ARTS	mclaugh@drew.edu
European Studies	Monica Cantero-Exojo	3662	EMB	mcantero@drew.edu
Holocaust Studies	Joshua Kavaloski	3549	HAN	jkavalos@drew.edu
Humanities	Marie-Pascale Pieretti	3506	EMB	mpierett@drew.edu
Italian	Emanuele Occhipinti	3831	EMB	eocchipi@drew.edu
Jewish Studies / Modern Hebrew	Allan Nadler	3222	FLK	anadler@drew.edu
Latin American Studies	Allan Dawson	3292	FLK	adawson@drew.edu
Law, Justice and Society	Jinee Lokaneeta	3430	SMITH	jlokanee@drew.edu
Linguistic Studies	TBD		BC	@drew.edu
Medieval Studies	Rita Keane	3331	FLK	mkeane@drew.edu
Middle East Studies	Jennifer Olmsted	3417	LEW	jolmsted@drew.edu
Photography	Rebecca Soderholm	3105	ARTS	rsoderholm@drew.edu
Public Health	Jonathan Reader	3408	FLK	jreader@drew.edu
Russian	Carol Ueland	3507	BC	cueland
Western Heritage	John Lenz	3275	EMB	jlenz@drew.edu
Writing	Patrick Phillips	3954	SIT	pphillip@drew.edu
World Literature	John Lenz Carol Ueland	3275 3507	EMB BC	jlenz@drew.edu cueland@drew.edu
Programs	Director	Ext	Location	Email
Civic Engagement	Amy Koritz	3208	SWB	akoritz@drew.edu
Composition/College Writing	Liz Kimball	8829	SIT	lkimball@drew.edu
ESL (English as a Second Language)	Susan Beddes	4973	COM	sbeddes@drew.edu
EOS (Educational Opportunity Scholars)	Cordelza Haynes	3399	ROSE	chaynes@drew.edu
Honors	Louis Hamilton	3623	FLK	lhamilito@drew.edu
Specialized Honors	Kimberly Rhodes	3757	ARTS	krhodes@drew.edu
Writing Across the Curriculum	Sandra Jamieson	3499	SIT	sjamieso@drew.edu

Korn Gallery Schedule Fall 2016

here

Sangram Majumdar

Curator: Margaret Kuntz

August 30 – October 6, 2016

Reception: September 9, 5:30 – 7:30 p.m.

Additional Gallery hours: September 17, 10 a.m. – 4 p.m.; October 1 and 2, 10 a.m. – 4 p.m.;

SOUNDINGS:

Singing Masks/Automata/Multimedia

Norman Lowrey

Curator: Michael Peglau

October 20 – November 18, 2016

Reception: November 4, 5:30 – 7:30 p.m.

Performance dates:

Oct. 20, 4 – 6 p.m., Oct. 29, 10:30 – 11:00 a.m.

Nov. 11, and 18, 4 – 6 p.m.

Additional Gallery hours: October 29, 10 a.m. – 4 p.m.;

*Drawing, Painting, Ceramic Sculpture,
Printmaking, Photography (digital and film),
Digital Imaging, Digital Video, and Senior Studio*
Student Show

December 2 – December 14, 2016

Opening Reception: December 2, 5:30 – 7:30 p.m.

Gallery Hours:

Tuesday – Friday 12:30 – 4 p.m., selected weekends and by appointment.

For more information, please call 973.408.3758 or go to drew.edu/korngallery.

Sturgis Standard Code of Parliamentary Procedure

Summary:

Basic Rules of Precedence:

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

Common Motions in Order of Precedence:

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

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

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

*Can be amended

**Debatable if no other motion is pending.

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