Arts & Sciences Faculty Meeting
February 21, 2020
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:15 p.m.   Debra Liebowitz

APPROVAL OF MINUTES   Maria Masucci ------------------ pp. 4-7

DEAN'S UPDATES   Debra Liebowitz

ACTION ITEMS:
1. Committee on Faculty Handbook   Sarah Abramowitz---------------pp. 8-12
2. Faculty Handbook section   Dean's Council -------------------pp. 42
    Faculty Forum vote
3. Psychology Minor Revisions   Rita Keane------------------------ pp. 14-15

REPORTS:
Curricular Report & Gen Ed Revision Update   Rita Keane -------------------- pp. 13-27
Enrollment Management   Bob Herr ---------------------- p. 28
Middle States Self-Study Update   Hilary Kalagher ---------------- p. 29
Library Report   Andrew Bonamici ----------- pp. 30- 32

DISCUSSION:
Survey on program outcomes and transferable skills   Assessment Committee
Faculty Handbook   Dean's Council
Faculty Development on classroom challenges   Judy Redling
Launch Updates   J. Lantz and D. Pascoe -------- pp. 33-37

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:
Launch Career Fair   Daniel Pascoe --------------- p. 38
Major Advisement BA/MAT   Kristen Turner --------------- p. 39
Defeat Coronavirus Outbreak   --------------------------------- p. 40

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Erik Anderson
Philosophy

Erik Anderson for his article "In a Silent Way," which was published in the Journal of Aesthetics and Culture.

Chris Andrews
Sociology

Chris Andrews for an interview with the Society for Human Resource Management (SHRM) regarding how retail managers can help their employees cope with the challenges posed by self-checkout lanes.

Alex Bajcz
Biology, ESS

Alex Bajcz for publishing the article "Novel Determination of Effective Freeze-thaw Cycles as Drivers of Ecosystem Change" in the Journal of Environmental Quality with colleagues from the University of Wisconsin-Madison, which proposes a novel computational toolkit for rapidly quantifying soil freeze-thaw cycles.

Brianne Barker, Stephen Dunaway and Roger Knowles
Biology

Brianne Barker, Stephen Dunaway and **Roger Knowles** for receiving a $41,000 award from Novo-Nordisk to support student research and conference travel as a part of a Research Cluster to Study Blood-related Disorders. **Brianne Barker** will serve as the Project Coordinator for this group.

Jeremy Blatter
Media and Communications

Jeremy Blatter for the publication of his book review essay on "The Early History of Industrial and Organizational Psychology" in the latest issue of the Journal of the History of the Behavioral Sciences

Sandra Jamieson
English

Sandra Jamieson for her presentation "Rhetorical Intertextuality: Teaching after the Citation Project" as part of a panel "LILAC and Citation Project Research: Next Steps" at the Georgia International Conference on Information Literacy, Savannah, GA February 22, 2020

George-Harold Jennings
Psychology

George-Harold Jennings for acknowledgement by D.L. Schacter, D.T. Gilbert, M.K. Nock, & D. M Wegner for his review and contribution to the chapters on Psychological Disorders, Treatment of Psychological Disorders, and Personality in the 5th edition of the textbook Psychology (published in 2020 by Worth Publishers).

Caitlin Killian
Sociology

Caitlin Killian and WGST senior Emma Thomas for their article "Fetal Alcohol Syndrome Warnings: Policing Women's Behavior Distorts Science" published in Volume 14, Issue 1 of Journal of Applied Social Science.

Emanuele Occhipinti
Italian

Emanuele Occhipinti for being chosen as the new editor to the Italian, Latin, Romanian and Rhaeto-Romance language and literature sections of the prestigious bibliographic journal "The Year's Work in Modern Language Studies". Also for continuing as contributing editor to the section "Novecento and the Contemporary Period: Narrative and Theatre".

Drew University
Minutes of Arts and Sciences Faculty Meeting
January 24, 2020

Present: Sarah Abramowitz, Erik Anderson, Christopher Apelian, Carolina Arango-Vargas, Lee Arnold, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Barry Burd, Monica Cantero-Exojo, James Carter, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Stephen Dunaway, Ferdi Eruysal, Wyatt Evans, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, Emily Hill, Shakti Jaising, Sandra Jamieson, Jason Jordan, John Jordan, Hilary Kalagher, Steve Kass, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Neil Levi, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan,Philip Mundo, Emanuele Occhipinti, Karen Pechilis, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Judy Redling, Jason Roberts, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Paris Scarano, Ellie Small, Rebecca Soderholm, Leslie Sprout, Phoebe Tang, Kristen Turner, Nancy Vitalone-Raccaro, Brandie Waid, Tammy Windfelder, Courtney Zoffness

Others Attending: Matthew Beland, Sunita Bhargava, Barb Bresnahan, Michael Fried, Jody Caldwell, Kathy Juliano, Irina Radeva, Brian Shetler, Bob Herr, Heather Robinson

The Dean welcomed the faculty back to campus for the Spring 2020 semester

Approval of Minutes: The minutes of the December 6th Faculty Meeting were approved unanimously.

Approval of the Voting list: The list of the voting faculty members was approved unanimously.

Dean's Updates:

1. The campus electric infrastructure is being upgraded and there is a planned shutdown for May 12-15, 2020. Some of the critical areas of campus will have generators set up to provide power. Our computer systems will be in operation so student grades can be entered in the system. Most staff can work from home and arrangements are underway for those who cannot perform their jobs off-site.
2. It was noted that DSEM faculty training is normally conducted at this time. Drew is in discussion with the College of Saint Elizabeth to host this meeting at their facilities. If there are any other conflicts with the power shutdown dates, please advise the Dean's office and we will make arrangements.
3. There are two critical leadership positions opening up this year. Director of the Drew Summer Science Institute and Director of the Baldwin Scholars Program are the two open positions and require faculty to lead. Anyone interested in either of those positions should notify Debra via email for further discussion.
4. We are also currently looking at our advising system in order to closed identified gaps in our current process. This project is a part of the work to improve the four and six-year

graduation rate as well as transfer advising. Please contact Maria is you are interested in being considered to join an advising team to work on some of these key areas.

5. The Day of Scholars event will be held the afternoon of April 17th. Space on campus is reserved until the actual locations are determined. There will be concurrent poster sessions and verbal student presentations running in several locations but there will be no keynote speaker this year. Faculty will be invited to dinner at the Commons. If there are any questions or feedback, please contact Jessica Lakin. Please let your students know that the poster expense is covered through the Day of Scholars budget. The Library and IT will have the information to process the expense.

6. The Institutional Review Board is simplifying its procedures and now allows proposals to be sent directly to the Chair of the Committee, Alex de Voogt, rather than the division reps. Although division reps may still be contacted for advice or a first reading, this is no longer a requirement. Proposals considered exempt only need approval from the Chair of the IRB, while expedited reviews can now be undertaken anonymously by the division reps where needed. It is noted that work with human participants that is only part of a class project but is not meant for publication or public presentation does not need to be submitted. This is also true for most oral history projects. However, first time applicants and those in doubt are strongly advised to contact the chair of the IRB for confirmation.

7. At the University faculty meeting, the President announced that there is a need to make significant cuts to the budget. These conversations are ongoing, and there will be further discussion with chairs about this next week at the Chair's meeting. In the meantime, be aware of the fact that there is much tighter control over all expenditures. Expenditures will have multiple levels of review, and things will likely take a little more time because of the added scrutiny and manual work currently involved. Systems are being streamlined for the future but as you plan your expenditures for this academic year, do not wait until the last minute to request funds; it should be done much further in advance.

8. We are moving to a 3-3 load starting next year. Schedules have been submitted for the fall and the spring next year, and Maria has already begun reviewing. Conversations about workload are ongoing with Deans Council and there has been a lot of progress. Specifically, we have been revising the way in which we will assign time to faculty who supervise high levels of student credit generating activity this includes student internships. There are some aspects of the implementation of this change that are relevant to planning next year's courses that includes course release for Chairs/Conveners. These conversations have to happen at the individual program/department level because of the variation in responsibilities across areas. In addition, the details of the available support for faculty research are a consideration, which is not independent of student credit generating activity.

9. Active conversation concerning DSEM is ongoing with departments and individual faculty members. This is a shared responsibility. We are a few years in to the current model and are doing some assessment to be used in the planning for next fall. Those who have taught a DSEM will be receiving a survey to help in this endeavor; please fill it out.

Reports: Curricular Report: No questions were raised regarding the report on page 12.

Middle States: No additional info to report on page 17.

Enrollment Report: Bob Herr provided an update to the report on page 18. Applications are currently on track with last year. 3,300 applications submitted and there are approximately 1,600 admitted students with 1,500 having been notified. There are 85 deposited students which is up from 79 at this same time last year. We are very optimistic and now looking to our yield events. Communications has revamped the communication and yield strategy that is going out to students. Admissions will need help from faculty at the "Into the Forest" events and new "Faculty Fridays".

Admissions: Heather Robinson encouraged the faculty to attend Inside the Forest. In preparation for these visit, please order your official Drew nametag. The Meet the Faculty time has been moved to 10:30 am -11:45 am to allow those who commute from NYC to participate. The dates for this recruiting event are February 15th, March 22nd and April 4th. The format for Admitted Students Day has changed to smaller groups in smaller rooms to give the impression Drew is brimming with new students. When attending, please wear your Drew colors and attire. This Sunday is Discover Drew and faculty are invited to attend the breakfast to meet prospective students.

Library Report: No questions

For Discussion:

Dean's Council Faculty Handbook Text on Committees -- The purpose of this discussion is to review the text that has been presented in the meeting packet. The goal is to have the handbook reflect the current practices by obtaining feedback. The proposed text will be brought to the February 4th faculty meeting for a vote. There are three areas for discussion; shared governance, longevity for ad-hoc committees and student representation on Arts and Sciences committees.

Student Representation on Arts and Sciences Committees – At the committee's discretion students may be invited to attend and participate on a committee. The timing of this decision should occur once the committee has determined its work for the semester. Owing to privacy for our students, the one exception to permitting student participation is the Academic Standing Committee. Student input for CAPC seems relevant. Some faculty indicated that student input made them think and do things differently than they might otherwise have done without the student feedback. The SGA would identify the student committee participants. There was a general sense that the language in the regulation was acceptable.

Longevity for Ad-hoc Committees –There was no comment on the extension of service from 12 to 24 months.

Function and Membership of the Four Major Committees—Looking for feedback on the text presented for the following committees; Committee on Faulty, Dean's Council, Curriculum and Academic Policy and Academic Standing. The description for each committee is constituted at a high University level. The goal is to have one place for all regulations from Board of Trustees by-laws, Arts and Sciences faculty regs and Theological School faculty regs.

The feedback:
- A request for clarification on membership for Academic Standing and Graduate Academic Standing Committees was provided.
- Suggestion for full divisional representation on ASC.
- Review of COF text on matters involving recusal on page 31. The CoF handbook has different language and it is recommended that it change to the same language in the regs.
- There was a question regarding the election of representatives by the division for these committees. This has not been discussed in Dean's Council. Currently, there is nothing to preclude a division to nominate their representative. A quick polling of the assembled faculty showed that roughly 8-10 individuals would support electing representatives from each division. The balance of those attending had no comment against the matter.

LAUNCH Update

In Fall, 2019 Drew 110 was piloted to CLA Sophomores, Juniors and Seniors. The student feedback from this pilot provided opportunities to make adjustments to the curriculum before a full roll-out, and gave insights as to the role of Drew 110 for students with academic issues.

In Spring, 2020 all first year students are taking the course. In this way, the Launch experience is being made universal to all students, starting in their first year at Drew. Details on what students experienced in the first two sessions of the course were provided in the faculty packet and Deb described these activities and how students were engaged in them. Drew 110 leads students to be much more deliberate in their consideration of their strengths and purpose through a self-assessment exercise which guides them to identify what matters to them. It helps prepare students for what they want to do after college. Faculty and staff can become better acquainted with the Drew 110 curriculum and activities through a series of Launch and Learn lunches.

Faculty reported on the appearance of Launch Center Staff in their capstone courses, and how incredibly useful that experience was for upper level students. The relationship between this interaction and what students are learning in Drew 110 is becoming visible.

Action Items: There were no action items presented.

Final Announcements:

The Drew Review deadline is January 31, 2020.
Please nominate a worthy colleague for the Center for Civic Engagement Awards.
The food/grocery pantry is now ready for students and is housed in Davis House.
The Center for Civic Engagement is in search of male professional clothing for students.
The MLK day awards are on February 6th at 4 PM in Crawford Hall.
The use of the microphone for attendees was very beneficial to all.

The meeting was adjourned at 5:00 pm.

Minutes respectfully submitted by Joanne B. Montross

The Arts and Sciences Committee on Faculty is proposing minor corrections and updates to the A&S Faculty Handbook and the extension of Emeritus status to Retiring Teaching Faculty.

THE RELEVANT SECTIONS ARE PRESENTED BELOW. THE COMPLETE HANDBOOK WITH TRACKED CHANGES CAN BE VIEWED HERE.

UF CoF Handbook with Tracked Changes

#1

Deletion of a statement within Arts and Sciences Appendix II regarding Faculty holding administrative positions. This should only be relevant to the faculty of Arts and Sciences.
  Note: This statement discusses staffing decisions which are not the purview or within the charge of the Arts and Sciences Committee on Faculty.

~~I.4. Statement on Tenured Faculty Holding Administrative Appointments~~

~~The Committee feels that there are a number of strong rationales for such appointments, and will normally encourage them as benefiting both the individual and the institution. The Committee's concern is, however, with the effect on departments of tenured faculty holding administrative appointments for more than two years. Uncertainty regarding a faculty member's return to the department can delay effective departmental staff planning. Therefore, the Committee strongly recommends that the department not be without a tenure-track replacement for more than two years. That is, after one year of employing a full- or part-time substitute, the department should be authorized to seek a tenure-track replacement for the tenured faculty member holding the administrative position for more than two years total. Should the tenured faculty member holding the administrative appointment return to the department, he or she would then be an additional member of the department.~~

~~I.5.~~I.4. EMERITI FACULTY

Recommendation for the conferral of the status of Professor Emeritus for retiring faculty is made by the Arts and Sciences Committee on Faculty in the retiree's final semester. The recommendation will be forwarded to the Dean and the President.

#2 Correction in Appendix II and III regarding the preparation of materials for promotion to Associate Professor for Teaching faculty. Note: This addition provides parallel language and process for all the reappointment and promotion reviews for

Appendix II

Schedules and Procedures for Tenure-Track Faculty Reappointment, Tenure, and Promotion Reviews

II.1. Routine Contract Renewal Decision

Routine contract renewals include pre-tenure reviews for tenure-track faculty (ordinarily in the second and fourth years of service).

Tenure-track candidates for reappointment typically are on a two-year contract cycle. When possible, contracts for tenure- track candidates are scheduled to ensure review two years prior to tenure consideration

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

Schedule and Required Information in Reappointment Process	
On or about: 04/15	**DEAN:** Requests dossier materials from Candidate and recommendation from Chair (deadline for submission of candidate and chair materials is September 15)

| 9/15 | **CANDIDATE:** Provide dossier materials to Dean's Office (these include current curriculum vita; teaching, scholarship and service portfolios, drawn from the annual reports; and a comprehensive reflective self-evaluation, in the case of pre-tenure reviews). |
| | **DEPARTMENT CHAIR:** Provide a recommendation (pro or con) regarding reappointment and reports on all class observations and interviews from the review period. Reports of class observations by non-departmental Drew faculty may be included when the department and/or the candidate has requested a formal observation. The letter must be signed by and reflect the views of all the full-time tenured faculty of the department (both pro and con). The tenured members of the department/program may choose to submit a joint statement as well as or in addition to individual letters. If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program directors and from appropriate tenured faculty. |

Schedule and Required Information in Tenure and Promotion to Associate Professor Process	
8/15	Chair or another designated tenured member of the department, in consultation with the candidate, submits the names of three external reviewers and two alternates able to evaluate aspects of the candidate's scholarship, none of whom has a close professional relationship with the candidate. In addition, the Chair submits the name of one internal reviewer able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. The names of all proposed evaluators should be accompanied by contact information and a brief rationale identifying the reasons why he or she was selected, using the form provided. [See 2.1.2 and 2.1.2.A-B].
	CANDIDATE: provides the name of one internal reviewer able to evaluate aspects of the candidate's performance with particular attention to the candidate's record of service and teaching if appropriate. Candidate should provide a suitable rationale explaining why the proposed evaluator was chosen, using the form provided. In addition, candidates may submit a list of reviewers who should not be asked by the department because of a possible conflict of interest. [See 2.1.2 and 2.1.2.A-B]
	ARTS AND SCIENCES COMMITTEE ON FACULTY: will use its discretion in evaluating the appropriateness of reviewers in each category, selecting reviewers with the necessary qualifications to evaluate the scholarship provided by the candidate. Where the scholarship falls into a less traditional category (see section 1.2.1. "A broad definition of scholarship"), reviewers whose professional status is comparable to traditional academic rank, may be considered.
	No one other than the Dean may contact proposed external reviewers about a possible evaluation.
9/01	**CANDIDATE:** provide the Dean's office with ~~four~~ copies of a current curriculum vitae and scholarship portfolio; ~~two~~ copies of the teaching and service portfolios; [See 1.1.2; 1.2.2; 1.3.2; 2.1; and 2.1.A] and ~~two~~ copies of the reflective self-evaluation [See 2.1.1]. Candidates may request that a copy of the scholarship section of the reflective self-evaluation be provided to external reviewers along with the scholarship portfolio. This request should be made in writing at the time that the scholarship portfolio is submitted.

Schedule and Required Information in Promotion to Full Professor Process	
11/01	**CANDIDATE**: provides the Dean's Office with ~~four copies of~~ a current curriculum vitae and scholarship portfolio; ~~two copies of the~~ teaching and service portfolios [See 1.1.2; 1.2.2; 1.3.2; 2.1; and 2.1.A]; and ~~two copies of~~ the reflective self-evaluation [See 2.1.1]. Candidates may request that a copy of the scholarship section of the reflective self-evaluation be provided to external reviewers along with the scholarship portfolio. This request should be made in writing at the time that the scholarship portfolio is submitted. Additions provided prior to December 1 will be shared with external reviewers, though it should be noted that some reviewers may complete their evaluations prior to that time; other additions may be added to the file as the review is ongoing, but these will not be sent to external evaluators. **DEAN**: sends the scholarship portfolio along with copies of the scholarship section of this Handbook and a copy of the candidates' CV to the external evaluators. In addition, the section of the reflective self-evaluation specifically about scholarship will be included if the candidate has so requested. Deadline for submission of external review letters: January 15

Appendix III
Schedules and Procedures Pertaining to Non-Tenure-Track Faculty Reappointment and Promotion Reviews

III.3.A. Schedule and required information for routine contract renewal process for non-tenure-track faculty when COF review is required.

Schedule and Required Information in Contract Renewal Process	
On or about: 04/15	**DEAN:** Notifies the Candidate and Chair of scheduled Contract Renewal. Requests materials from Candidate and recommendation from Chair (deadline for submission of candidate and chair materials is September 15)

9/15	**CANDIDATE:** Provide materials to Dean's Office (these include current curriculum vita; and annual report with discussion of teaching, service and integrity).
	CHAIR/DEPARTMENT: submits letter of recommendation. The letter must be signed by and reflect the views of all the full-time tenured faculty of the department (both pro and con). The tenured members of the department/program may choose to submit a joint statement as well as or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, and contributions to the life and task of the University as defined in the Drew University Faculty Handbook for SERVICE for non-tenure-track faculty in *Section 1.3.1.A. Definition of Service* and what role they see the candidate playing in meeting the present and future needs of the department and/or university. If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program directors and from appropriate tenured faculty.
	~~**DEPARTMENT CHAIR:** Provide a recommendation (pro or con) regarding reappointment and reports on class observations from the review period.~~
	DEAN: shall make available the cumulative record of student evaluations and annual reports from the review period; evaluations from previous reviews (if applicable); and candidate and department Chair's materials for Arts and Sciences Committee on Faculty review.
On or about: 11/15	**ARTS AND SCIENCES COMMITTEE ON FACULTY:** deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.
	DEAN: makes his or her recommendation and transmits the recommendations of the Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.

III. 6 EMERITI TEACHING FACULTY

Recommendation for the conferral of the status of Teaching Professor Emeritus for retiring faculty is made by the Arts and Sciences Committee on Faculty in the retiree's final semester. The recommendation will be forwarded to the Dean and the President.

Curricular Report

February 2020

For Action:

- **Psychology Minor**

For Information:

New Courses:
- **FREN 3XX**/My word! Creative Writing and Translation Practice [BART, BHUM]
- HIST 388/HIST 739/The History of Writing Systems [BINT, BHUM, DVIT, WRIT]
- HIST 718/ARGS 829 History through Literature
- HIST 722/ARHI 895-Conspiracy Theory, Manipulation, and Fake News in the Post-Truth Era
- MCOM 205/Public Relations
- PSCI 387/On Democracy [BSS]

Changes to Existing Courses:
- **ARGS 829/ History of Modern India through the Novel**
  - Title and description change
- **HC 801/Archives: History and Methods**
  - Change number to HIST 741
- **HIST 611/19th Century Europe**
  - Description and title change
- **PH 320/Environmental Health**
  - Number, frequency and prerequisite change
- **PH 352 Global and International Health**
  - Title and course description change
- **PSYC 353/Cognition**
  - Course number, level and prerequisite changes
- **PSYC/NEUR 354/Cognitive Neuroscience**
  - Change in prerequisites
- **PSYC 396/Independent Research in Psychology**
  - Description and prerequisite change
- **WRTG 120/Academic Writing**
  - Description change and [WRIT] designation removed

Changes to Existing Major/Minor:
- **Humanities Minor**

  - Reducing the number of credits in the minor from 22 to 20, reducing the credit requirement in each section of electives, revising the title in one the elective sections, and adding a course to one of the electives list
- **International Relations Major**
  - Adding course PSCI 387/On Democracy

- **Media & Communications Major/Minor**
  - MCOM 205-making course a permanent course offering and not a special topics course
  - Removing MCOM 202 cross-list from SOC 290
  - Adding PSCI 322/Public Opinion and Survey Research to electives list
- **Medieval Studies**
  - Updating course offerings
- **Neuroscience Major/Minor**
  - Revising course PSYC 353/Cognition to PSYC 253/Cognition
- **Psychology Major/Minor**
  - Revising course PSYC 353/Cognition to PSYC 253/Cognition
- **Political Science**
  - Adding new course PSCI 387/On Democracy
- **Public Health Major/Minor**
  - Replacing PH 320/Environmental Health with PH 220/Environmental Health

Gen Ed Designations:
- ==FREN 3XX==/My word! Creative Writing and Translation Practice [BART, BHUM]
- HIST 388/HIST 739/The History of Writing Systems [BINT, BHUM, DVIT, WRIT]
- PSCI 387/On Democracy [BSS]

For Action:
Psychology minor revisions

Requirements for the minor (~~26~~ 20 credits)

I. Core (~~16~~ 4 credits)

- PSYC 101 - Introduction to Psychology
- ~~PSYC 110 - Psychology Preceptorial~~
- ~~PSYC 211 - Research Methods in Psychology~~
- ~~MATH 117 - Introductory Statistics~~ *C- or higher*

II. Electives (~~8~~ 16 credits)

- PSYC 110- Psychology Preceptorial
- PSYC 211- Research Methods in Psychology
- PSYC 231 - Infancy, Childhood and Adolescence
- ~~OR~~
- PSYC 232 - Adulthood
- PSYC 220 - Biological Psychology
- PSYC 222 - Sensation and Perception
- PSYC 253- Cognition
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 299/399 ShortTREC
- PSYC 333 - Aviation Psychology and Management
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology

- PSYC 342 - Social Psychology
- PSYC 350 - Laboratory in Psychology
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience
- PSYC 360- Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361- Gender Violence and Women's Resistance
- PSYC 362- Seminar in the Psychology of Women
- PSYC 363- Seminar in Developmental Psychology
- PSYC 364- Seminar in Biopsychology
- PSYC 365- Seminar in Social Psychology
- PSYC 366- Seminar in Cognition
- PSYC 367- Seminar in Social Issues of Psychology
- PSYC 368- Seminar in Psychotherapy
- PSYC 369- Seminar in Industrial Organizational Psychology
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology

III. Additional (2 credits)

Students must complete an additional course or laboratory experience in Psychology, excluding PSYC 394 and PSYC 396 cannot be used to fulfill the requirements of the minor.

For Information:

New Courses:
FREN 3XX/My word! Creative Writing and Translation Practice
Not lost in translation, students will embark on a creative writing journey through the practice of translation and the production of their own poetry and prose. French and Francophone texts from print and visual materials tailored to students' interests and specialties (literature, film, journalism, sciences, arts, etc.) both inspire students' creativity and provide sources for translation analysis and translation practice. A core list of creative, critical and theoretical readings will be enhanced by customized workshops that could include how to compose a personal poem or a bracing story with memorable characters, how to produce film subtitles, or how to perform oral translation. This back and forth between English and French provides techniques and strategies that make students stronger writers and communicators in both languages. Highly experiential through hands-on projects, this course includes the publication of students' creative writing in a web-based volume as well as the publication of the entries students contribute to the Encyclopedia of Diderot & D'Alembert Collaborative Translation Project http://quod.lib.umich.edu/d/did/. Prerequisite: FREN 310 or instructor's approval. Offered triennially. CLA Breadth/Arts, CLA- Breadth/Humanities.

HIST 388/HIST 739/The History of Writing Systems
This course discusses histories of writing systems across time and space. Spanning a history of five millennia with independent developments of script in Asia, the Americas as well as Africa and the Mediterranean, the historical understanding of script is complex and convoluted. The course focuses on the relevance of writing systems for our understanding of history by critically assessing controversial ideas such as the superiority of the alphabet, the functional impetus for script development and its role in state formation, the need for standardization, the presence of literacy, and the link of script design and target language. There are no prerequisites to this course, allowing students with different cultural and disciplinary backgrounds to contribute to the

classroom. CLA-Breadth/Humanities. CLA-Breadth/Humanities, CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive.

HIST 718/ARGS 829/History through Literature

The course explores the imagined experience of history through the creative writing of literature, especially its affective dimensions. The case study is India's modern history from colonialism to Independence to postcolonialism through bestselling novels written in English by Indian authors. Readings and discussion focus on modern Indian perspectives in fiction that define people and their relationships to one another in a changing society. The early 20th century was a period of both high colonialism and organized resistance to it: Where did people stand and why? Mid-century was the triumph of Independence, devastatingly coupled with the violence of Partition: Where were the lines of disunity? In postcolonial times, fiction writers take various stances on what India's past means to its future, especially in a globalizing context. Prior knowledge of Indian history is desirable, but not required for this course.

HIST 722/ARHI 895-Conspiracy Theory, Manipulation, and Fake News in the Post-Truth Era

The proliferation of online conspiracy theories, fake news, and manipulation of public opinion through data analytics and behavioral software have been held up as evidence of the "post-truth" world, a place where values matter more than facts and shared standards of truth have disappeared. Do they represent the decline of Enlightenment rationality, or in the words of some scholars "crippled epistemologies" and "a poor person's cognitive mapping" of the complexities of global society? Or is there more intentionality to them? Did Cambridge Analytica's activities during the 2016 election and Brexit vote represent the latest manifestation of political dirty tricks? Do Russian hacking activities, fake social media accounts, and planted stories represent a concerted part of a "hybrid warfare" strategy against the West? This seminar explores present cases and historical examples to develop a better understanding of how these phenomena impact knowledge and the functioning of democratic society.

MCOM 205/Public Relations

This course is a survey of the history, principles and practices of public relations. Students gain an understanding of the development and globalization of PR, the impact of PR on the news media, and the techniques and tactics of PR practitioners. They learn the concepts of "publics" and professionalism. Students gain an understanding of the craft of public relations by writing a news release and conceiving, researching and creating a multimedia PR plan for a client.

PSCI 387/On Democracy

Explores the fundamental principles and theories of democracy and democratization. The course examines core issues in modern democracies including democratic political theory, causes of democratization, the effects of variations in democratic institutions on democratic performance, and democratic erosion. Students will study much of the classic political science literature on democracy and democratization. CLA-Breadth/Social Science.

Changes to Existing Courses:

ARGS 829/ History of Modern India through the Novel
  o **Title and description change**

Current:

ARGS 829/History of Modern India through the Novel

The course traces India's modern history from colonialism to postcolonialism to globalization through bestselling novels. Readings and discussion focus on modern Indian perspectives in fiction that define people and their relationships to one another in society. Often these stories transform tradition, in the interest of

highlighting and challenging traditional aspects of Indian culture. In particular, the course explores times of transition and changes and continuity in the social fabric at those moments, including colonialism/British Raj, Independence and Partition in 1947, Postcolonial India, and Globalized India. The majority of the course readings were originally written in English; a running theme through the course is the significance of English in India from colonial times to the present day, and how Indian authors have distinctively used and created `English.' Prior knowledge of Indian culture is desirable, but not required for this course.

Proposed:
ARGS 829/History through Literature
The course explores the imagined experience of history through the creative writing of literature, especially its affective dimensions. The case study is India's modern history from colonialism to Independence to postcolonialism through bestselling novels written in English by Indian authors. Readings and discussion focus on modern Indian perspectives in fiction that define people and their relationships to one another in a changing society. The early 20th century was a period of both high colonialism and organized resistance to it: Where did people stand and why? Mid-century was the triumph of Independence, devastatingly coupled with the violence of Partition: Where were the lines of disunity? In postcolonial times, fiction writers take various stances on what India's past means to its future, especially in a globalizing context. Prior knowledge of Indian history is desirable, but not required for this course. Same as HIST 718.

HC 801/Archives: History and Methods
o **Course number change**

Current:
HC 801/Archives: History and Methods
A study of the theory and practice of archival management, arranging, describing, evaluating, and using primary source documents in the collections of the United Methodist Archives and History Center. Focuses on the place of archives in the history of institutions along with such issues as preservation and description.

Proposed:
HIST 741/Archives: History and Methods
A study of the theory and practice of archival management, arranging, describing, evaluating, and using primary source documents in the collections of the United Methodist Archives and History Center. Focuses on the place of archives in the history of institutions along with such issues as preservation and description.

HIST 611/19th Century Europe
o **Description and title change**

Current:
HIST 611/19th Century Europe
This is a seminar on modern European historiography, 1789-1900. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of modern Europe. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues in the period 1789-1900. Students will complete a final historiographical paper. This course, in conjunction with one other Europe historiography course, constitutes the major preparation for the capstone essays in Europe history.

Proposed:
HIST 611/Europe and the World Historiography

This is a seminar on modern European historiography focusing on the literature examing the relationship between Europe and the rest of the World. The course will expose the students to numerous historical approaches over a variety of subjects and time periods concerning European Empire, colonization, and de-colonization, as opposed to providing a comprehensive history. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues concerning Europe and its relationship with the rest of the World. Students will complete a final historiographical paper. This course, in conjunction with one other Europe historiography course, constitutes the major preparation for the capstone essays in European history.

PH 320/Environmental Health
o **Number, frequency and prerequisite change**

Current:
PH 320/Environmental Health

A comprehensive study of the environmental and occupational factors that contribute to the development of healthproblems. Topics dealing with disease prevention and control, health education and promotion, safety rules and regulations at all levels, and policy issues will be examined. This course will include field trips to local and state institutions. Prerequisite: PH 201 or permission of instructor. Offered fall Semester.

Proposed:
PH 220/Environmental Health

A comprehensive study of the environmental and occupational factors that contribute to the development of health problems. Topics dealing with disease prevention and control, health education and promotion, safety rules and regulations at all levels, and policy issues will be examined. This course will include field trips to local and state institutions. Prerequisite: PH 201, PH 101 or permission of instructor.

PH 352 Global and International Health
o **Title and course description change**

Current:
PH 352 Global and International Health

Public health concerns the prevention of disease and the promotion of health and well-being of populations through an understanding that human health is impacted by social, cultural and physical environments. This course provides an introduction to the concepts and basic principles that are fundamental for the study and practice of public, international and global health. Critical examination of contemporary public, international and global health challenges and current approaches to the management of these issues will provide students with a practical understanding of the complexities underpinning challenges to the health of populations.

Proposed:
PH 352 Global Health

Global health concerns the prevention of disease, the promotion of health, and well-being of populations beyond national borders through a understanding of human health that integrates many sectors, including

socioeconomic, political, cultural, geographical, and environmental. The course will help students explore the definition, evolution, and determinants of global public health with a specific focus on infectious diseases and disasters. It will critically examine historical and contemporary approaches to international management of these issues and emphasize their impact on vulnerable populations or disadvantaged social groups. Particularly, students will be provided with an equity-oriented perspective in analyzing the complexities of health disparity and accommodations – due to factors like race, ethnicity, class, disability, gender, and religion in a wider variety of countries – and how they underpin future challenges to global health improvement

PSYC 353/Cognition
o **Course number, level and prerequisite changes**

Current:
PSYC 353/Cognition
An examination of both the data and theory of cognition including such topics as: attention, perception, memory, imagery, language, problem solving, reasoning, and decision making. Prerequisite: PSYC 211, NEUR 210 or permission of instructor. Offered annually.

Proposed:
PSYC 253/Cognition
An examination of both the data and theory of cognition including such topics as: attention, perception, memory, imagery, language, problem solving, reasoning, and decision making. Prerequisite: PSYC 101, NEUR 210 or permission of instructor. Offered annually.

PSYC/NEUR 354/Cognitive Neuroscience
o **Change in prerequisites**

Current:
PSYC 354/NEUR 354 Cognitive Neuroscience
This course examines the mechanisms by which the nervous system supports higher mental functions, with a focus on how neural structures represent and transform information. The course draws on a variety of disciplines including cognitive psychology, neurobiology, computer science, linguistics, and philosophy. Discussion topics include perception, attention, memory, language, executive function, emotion, development, social cognition, consciousness, and neuroethics. Course activities will expose students to a variety of empirical research techniques, such as functional neuroimaging, single-neuron electrophysiology, and electroencephalography, commonly employed in cognitive neuroscience research. Prerequisite: PSYC 211, NEUR 210 or permission of instructor. Same as: NEUR 354.

Proposed:
PSYC 354/NEUR 354 Cognitive Neuroscience
This course examines the mechanisms by which the nervous system supports higher mental functions, with a focus on how neural structures represent and transform information. The course draws on a variety of disciplines including cognitive psychology, neurobiology, computer science, linguistics, and philosophy. Discussion topics include perception, attention, memory, language, executive function, emotion, development, social cognition, consciousness, and neuroethics. Course activities will expose students to a variety of empirical research techniques, such as functional neuroimaging, single-neuron electrophysiology, and electroencephalography, commonly employed in cognitive neuroscience research. Prerequisite: PSYC 220 or PSYC 222 or NEUR 101 or permission of instructor. Same as: NEUR 354.

PSYC 396/Independent Research in Psychology
o **Description and prerequisite change**

<u>Current:</u>
PSYC 396/Independent Research in Psychology
Independent laboratory or field research in psychology on a topic chosen in consultation with a faculty sponsor. A final research report is required. An approved research proposal is required prior to the beginning of the research project. Amount of credit established at time of registration. Prerequisite: PSYC 101, PSYC 211, and PSYC 312. Signature of instructor is required for registration.

<u>Proposed:</u>
Independent laboratory or field research in psychology on a topic chosen in consultation with a faculty sponsor. A final research report is required. An approved research proposal is required prior to the beginning of the research project. Amount of credit established at time of registration. Signature of instructor is required for registration.

WRTG 120/Academic Writing
o **Description change**

<u>Current:</u>
WRTG 120/Academic Writing
The Academic Writing course is meant for students who wish to develop their academic writing beyond the Drew Seminar and other writing courses in the disciplines. This course will be directly devoted to writing as a practice, craft, and skill. Rather than writing about some thematic content, students will learn about writing more directly through readings that examine, for instance, the cognitive dimensions of writing, the practices of professional writers, and the characteristics of academic discourse. They will explore how arguments are constructed, including evidence and rationality, appeals to audience, and establishing the writer's ethos. Regular reflective writing will help students develop a metacognitive awareness of their own writing practices and how they intersect with the expectations of an academic readership, a chief learning goal of the course. Students will develop an extended writing project of their own. For first year students or by permission of the instructor. Offered in Spring term. CLA-Writing Intensive.

<u>Proposed:</u>
WRTG 120/Academic Writing
Devoted to writing as a practice, craft, and skill, Academic Writing is for students who have not fulfilled their first-year writing requirement through the Drew Seminar, and those who completed the seminar but want to continue to strengthen their writing skills. The assignments in this course will engage students in an intensive study of scholarly communication. From scrutinizing how arguments are constructed and organized to understanding how writers establish their ethos and use sources effectively, students will both learn about and practice the conventions of academic writing. Content and assignments will vary by instructor, but students can expect to read and write in a range of genres. Regular reflective writing will help students develop a metacognitive awareness of their own writing practices and how they intersect with the expectations of an academic readership, a chief learning goal for all WRTG courses. For first year students or by permission of the instructor. Offered in Spring term.

<u>Change to Existing Major/Minor</u>:
Humanities Minor

Humanities minor (~~22~~ 20 credits)

The minor requires 20 credits in Humanities with at least 4 credits from each category.

I. Western Humanities (~~12~~ at least 4 credits)
~~Preferably taken in sequence.~~
HUM 211 - Classical Antiquity
HUM 213 - The European Middle Ages
HUM 215 - Forms of Humanism: Renaissance to Enlightenment
HUM 217 - The Modern Age in the West: Self and Society in the West, 1848 to the Present

II. Comparative Humanities (~~8~~ at least 4 credits)
HUM 230 - The Humanities and Islam
HUM 232 - The Humanities and Africa
HUM 234 - The Humanities and Asia
HUM 236 - The Humanities and Latin America

III. ~~Issues (2 credits)~~ Contemporary and Experimental Humanities (at least 4 credits)
HUM 201- Culture and Exchange
HUM 203- Current Issues in the Humanities

Note

In consultation with the Humanities Director, students may substitute one four-credit intermediate- or upper-level course in a specific humanities discipline — Literature, Religion, Classics, History, Art History, Philosophy, Music, interdisciplinary programs, social science disciplines and programs, etc. — for one of the Western or Comparative Humanities courses.

International Relations Major
- **Adding new course PSCI 387/On Democracy**

III. Intermediate or Upper-Level (24 credits)

In addition to the required core, language and capstone courses, students must take 24 credits (total) in the intermediate (200) and upper level (300) level courses. At least half of these credits (12) must be at the upper level. A minimum of 16 of these intermediate and upper level credits must be taken on campus.

PSCI 200 - Internship in Political Science
PSCI 225 - European Politics
PSCI 226 - Russian Politics
PSCI 228 - Chinese Politics
PSCI 229 - Middle East Politics
PSCI 230 - East Asian Politics
PSCI 240 - United States Foreign Policy
PSCI 241 - Transnational Feminisms
PSCI 242 - International Organizations
PSCI 243 - Terrorism
PSCI 246 - The Political Economy of Development

PSCI 247 - International Security
PSCI 248 - Special Topics in Human Rights
PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration
PSCI 256 - Selected Studies in Political Science
PSCI 257 - Muslims and the West
PSCI 259 - Global Governance and Counter-Terrorism
PSCI 283 - UN Community Internship
PSCI 285 - Internship Project in Washington
PSCI 307 - Research Methods in Political Science
PSCI 314 - American Political Economy
PSCI 321 - International Environmental Policy and Politics
PSCI 329 - Principles of International Law
PSCI 333 - International Human Rights
PSCI 341 - Selected Topics: Comparative Politics
PSCI 344 - Torture: Pain, Body, and Truth
PSCI 345 - War and Peace in the Middle East
PSCI 346 - Comparative Political Economy
PSCI 347 - Seminar in Comparative Revolutions
PSCI 360 - Selected Studies in International Politics
PSCI 361 - Latin America and U.S. Foreign Policy
PSCI 362 - International Political Economy
PSCI 363 - The National Security Council
PSCI 364 - Collective Conflict Management
PSCI 365 - Seminar on Human Rights
PSCI 367 - Seminar on Gender and International Politics
PSCI 369 - Strategies of War and Peace
PSCI 371 - Peacemaking and Peacekeeping in the 21st Century
PSCI 380 - London Semester Interdisciplinary Colloquium
PSCI 381 - Contemporary British Politics
PSCI 382 - The History of Modern Britain
PSCI 383 - The United Nations System and the International Community
PSCI 384 - Research Seminar on the United Nations
PSCI 385 - Elections and Policy Making in Washington
PSCI 386 - Research Practicum in Washington
PSCI 387 – On Democracy

Media & Communications Major/Minor
    o   **MCOM 205-making course a permanent course offering and not a special topics course**

III. Electives (20 credits)

Practice

In these courses, students become producers of digital, textual, and/or aural media; they also reflect on their practice, applying the theoretical frameworks they have learned elsewhere in the major.
- ART 104 - Digital Design
- ART 120 - Digital Imaging
- ART 130 - Photography I
- ART 220 - Digital Video

- ART 230 - Photography II
- ART 320 - Digital Animation
- ART 330 - Photography III
- BST 287 - Applied Analysis of Social Entrepreneurship
  - OR
- ECON 287 - Applied Analysis of Social Entrepreneurship
  - OR
- PSCI 287 - Applied Analysis of Social Entrepreneurship
- CSCI 149 - Introduction to Computer Science in JavaScript
- CSCI 150 - Introduction to Computer Science in Python
- CSCI 190 - Introductory Topics in Information Technology
- CSCI 340 - Software Engineering
- ENGH 242 - Gender and Communication
- ENGH 244 - Introduction to Journalism
- ENGH 246 - Business Communications
- ENGH 331 - Nonfiction Writing Workshop: Articles
- ENGH 343 - Advanced Journalism
- MCOM 205: Public Relations
- MCOM 346 - Blogs, Tweets, and Social Media: The Practice of Digital Communication
- ESS 302 - Geographic Information Systems
- MCOM 204 - Practice: Selected Topics in Media
- MCOM 304 - Practice: Advanced Selected Topics in Media
- MUS 337 - Electronic Music Composition
- SPCH 101 - Speech Fundamentals
- SPCH 301 - Advanced Speech
- THEA 135 - Acting and Directing
- THEA 255 - Playwriting
- THEA 355 - Advanced Playwriting

III. Electives (20 credits)

Systems and Contexts

In these courses, students examine media institutions and the larger structures and frameworks - social, cultural, economic, and political - that shape media and communications.

- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
- CSCI 270 - Computing Technology, Society and Culture
- ECON 315 - Political Economy of Race, Class, and Gender
- ENGH 220 - Contemporary Transnational Cinema
- ENGH 242 - Gender and Communication
- ENGH 243 - Intercultural Communication
- ENGH 248 - History of Rhetoric
- ENGH 298 - Community Language and Literacy [CBL]
- ENGH 344 - Rhetorics of the Workplace/Professional Communication
- ENGH 386 - Theories and Effects of Media Communication
- ENGH 387 - New York Semester on Communications and Media Colloquium
- HIST 317 - Advertising in American History

- HIST 326 - Popular Culture and Its Critics
- MCOM 202 - Systems and Contexts: Selected Topics in Media
- MCOM 302 - Systems and Contexts: Advanced Selected Topics in Media
- MCOM 385 - Media in the United Kingdom
  OR
- ENGH 385 - Media in the United Kingdom
- PSCI 322 - Public Opinion and Survey Research
- SOC 202 - Sociology of Inequality
- SOC 226 - Sociology of Race and Ethnicity
- SOC 309 - Sociology of Mass Communications
- WGST 301 - Filming American Feminisms
  OR
- ENGH 324 - Filming American Feminisms

Medieval Studies Minor
o **Updating course offerings**

I. Core (16-20 credits)

- ARTH 101 - Survey of Western Art: Ancient and Medieval
- ARTH 208 - Islamic Art
- ARTH 302 - Medieval Art
- ARTH 303 - Italian Renaissance Art
- ~~ARTH 310 - Colloquium in Art History~~
- ~~ARTH 400 - Research Seminar Capstone~~
- ~~ENGL 250 - Mapping the Anglo-American Literary Tradition: The Medieval Period~~
- ~~ENGL 320 - Advanced Studies in History of the Language~~
- ~~ENGL 350 - Advanced Studies in Medieval or Renaissance Literature~~
- HIST 236 - Medieval Europe
- HIST 242 - Thrones, Theatres, and Witches: Early English History
- HIST 256 - History of the Islamic Middle East, 600-1800
- HIST/REL 365 History of India: Medieval to Modern
- HUM 213 - The European Middle Ages
- HUM 230 - The Humanities and Islam
- HUM 234 - The Humanities and Asia
- PHIL 210 - History of Ancient and Medieval Philosophy
- REL 235 - Introduction to Medieval Christianity
- ~~REL 238 - Crusade and Jihad Then and Now~~
- ~~REL 240 - Dante: Hell, Heaven & Florence~~
- REL 264 - Topics in Asian Religions
- REL 290 - Comparative Religion
- REL 377 - Studies in Mysticism
- ~~THEA 365 - Selected Topics in Dramatic Literature~~

II. Electives (0-4 credits)

- CLAS 232 - History of Ancient Rome
- CLAS 336 - Foundations of the European Intellectual Tradition
- HIST 232 - History of Ancient Rome
- HIST 336 - Foundations of the European Intellectual Tradition
- ~~ENGL 220 - History and Structure of the English Language~~
- ENGH 248- History of Rhetoric
- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras
- REL 130 - Introduction to the New Testament
- REL 234 - Introduction to Early Christianity
- REL 250 - Introduction to Islam
- ~~REL 260 - History and Culture of South Asia: Tradition & Today~~
- REL 332 - The Reformation: Theology, Society, and Devotion

Note:

Independent Study or Honors theses may count towards the Minor when appropriate with advance approval.

Neuroscience Major/Minor
- **Revising course PSYC 353/Cognition to PSYC 253/Cognition**

  Neuroscience Major
  III. Electives (12 credits)
  - PSYC 253 - Cognition
  - PSYC 351 - Learning and Behavior

  Neuroscience Minor
  III. Additional Intermediate and Upper-Level (12 credits)
  - PSYC 253/Cognition

Political Science Major/Minor
- **Adding course PSCI 387/On Democracy**

  B. Comparative Politics and Government

  PSCI 225 - European Politics
  PSCI 226 - Russian Politics
  PSCI 228 - Chinese Politics
  PSCI 229 - Middle East Politics
  PSCI 230 - East Asian Politics
  PSCI 341 - Selected Topics: Comparative Politics
  PSCI 343 - Comparative Political Parties
  PSCI 346 - Comparative Political Economy
  PSCI 380 - London Semester Interdisciplinary Colloquium
  PSCI 381 - Contemporary British Politics
  PSCI 382 - The History of Modern Britain
  PSCI 387 – On Democracy

  Political Science Minor

Psychology Major/Minor
- o **Revising course PSYC 353/Cognition to PSYC 253/Cognition**

Psychology Major
III. Electives II (8 credits)
- PSYC 222 - Sensation and Perception
- ==PSYC 253 - Cognition==
- PSYC 351 - Learning and Behavior
- PSYC 354 - Cognitive Neuroscience

Psychology Minor
II. Electives (8 credits)
- PSYC 231 - Infancy, Childhood and Adolescence
  - OR
- PSYC 232 – Adulthood
- PSYC 220 - Biological Psychology
- PSYC 222 - Sensation and Perception
- ==PSYC 253 – Cognition==

Public Health Major/Minor
- o **Replacing PH 320/Environmental Health with PH 220/Environmental Health**

I. Core Courses (34-36 credits)

- PH 101 - Principles of Public Health
- **OR**
- PH 201 - Public Health (Gateway Course)
- MATH 117 - Introductory Statistics
- BIOL 120 - Human Health and Disease
- **OR**
- BIOL 103 - Microbes in Health and Disease
- **OR**
- BIOL 252 - Microbiology *(Pre-reqs: BIOL 160, BIOL 250, CHEM 150, CHEM 160)*
- PH 340 - Epidemiology *(Pre-req: MATH 117)*
- PH 341 - Research Methods in Population Health *(Pre-reqs: MATH 117, PH 101 or PH 201)*
- PH 352 - Global and International Health
- PH 360 - Health Policy
- **OR**
- ==PH **220** ~~320~~- Environmental Health==
- **OR**
- BIOL 220 - Nutrition *(Pre-req: BIOL 120 or BIOL 160)*
- ANTH 301 - Medical Anthropology *(Pre-req: ANTH 104 **or** PH 201 **or** PH 101 **or** permission of Instructor)*
  - **OR**
- SOC 311 - Sociology of Health and Illness *(Pre-req: SOC 101 **or** permission of instructor)*
- PH 400 - Capstone in Public Health
- **OR**

- PH 402 - Independent Capstone Project

II. Foundational Electives (20 credits)

Proper training in population health necessitates a broad understanding of the life and social sciences. Public Health majors must, therefore, choose from 20 elective credits. These courses will provide them with foundational knowledge about the biophysical environment and the sociocultural environment. **Specifically, PH majors are required to take at least one elective course in the sciences category and two elective courses in the sociocultural category. An additional requirement is that PH majors must take a minimum of two elective courses that carry the PH designation. These two PH elective courses may be taken from either biosceinces category or the sociocultural category.**

A. Biosciences Electives (at least 4 credits)

- PH 270 - Topics in Public Health: Biosciences
- PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
- PH 305 - Medical Geography
- PH **220** ~~320~~- Environmental Health
- PH 370 - Advanced Topics in Public Health: Biosciences

Enrollment Report
Faculty Meeting 2-21-2020

Bob Herr
Vice President for Enrollment Management &
  Dean of College Admission

Upcoming Admissions events:
Sunday, March 22 – Inside the Forest (yield event)
Saturday, April 4 – Inside the Forest (yield event)
Friday, April 17 – Day of Scholars & Discover Drew Day

Faculty Fridays: 3/13, 3/20, & 4/3.
> These will be smaller afternoon events for students to connect with faculty and current students in their respective majors.

2020 Admissions Update:
Below is a char with the current admissions numbers for applications, admitted students, and deposited students as of Feb. 15th.

1st year	Fall 2018	Fall 2019	Fall 2020
Applications	3663	3845	3875
Admits	1276	2250	2076
Deposits	88	96	100

Our regular decision deadline was February 1st. However, we extended the deadline until Feb. 14th which resulted in over 100 additional applications. At the moment we are about 1% ahead in applications, and expect to mirror 2019 in final application numbers. Our target date for releasing Regular Decision notifications remains March 6th.

Transfer numbers are also looking better than in 2019. Some of this is due to the fixes employed by the Common Application after they changed platforms last year. It's a smoother process now to apply as a transfer via the Common App. We also continue to work on partnerships and agreements with Westchester Community College (NY) and Union County College (NJ).

Transfers	Fall 2018	Fall 2019	Fall 2020
Applications	67	28	51
Admits	8	10	14
Deposits	1	3	0

Thanks for the wonderful assistance at the Feb. 15th Inside the Forest event. We had 68 admitted students on campus on Saturday. The energy and enthusiasm were strong, and we already received a few deposits from students that day! We continue to rely on you to assist us with our upcoming events, and I encourage you and your departmental peers to coordinate attendance with Heather Robinson. Our ability to connect you and current Drew students with our admitted students is essential to yielding this fall's class. As always, thank you for your continued support of the admissions efforts at Drew.

MSCHE Self-Study Update Report
February 2020

Status of Middle States Self-Study

Working groups continue to discuss the guiding questions included in the Self-Study Design document and have drafted their initial assessments of institutional strengths, recent accomplishments, and suggestions. The Self-Study Steering Committee has begun to review these strengths and suggestions, which we plan to share with the Drew community in March and April 2020.

President Baenninger and the co-chairs have approved an Evaluation Team Chair candidate recommended by Middle States. MSCHE is in the process of inviting this candidate to serve as the Chair for Drew's self-study. Once finalized, we will share this information with the Drew community.

Next Steps
- Working groups will finalize drafts of institutional strengths, recent accomplishments, and suggestions associated with each Standard. We will seek broad community feedback in March and April once these drafts are finalized.
- The Steering Committee will sketch an outline for the self-study report.
- Working groups will continue drafting their self-study chapters using the outline.

Documentation

The UKNOW Middle States site contains the approved Self-Study Design document, copies of PowerPoint presentations related to the self-study, and minutes from Steering Committee meetings. Working group drafts, when available, will be posted on this site.

Please send any questions or comments to middlestates@drew.edu.

UNIVERSITY LIBRARIAN'S REPORT
For CLA Meeting of February 21, 2020

Dear Colleagues:

Library Guides (LibGuides)
In 2017, the Drew Library adopted the LibGuides system to collate and link to research materials and library services. The guides are excellent places to get started with a research assignment. Guides can be quickly accessed from the main search section on the library home page:
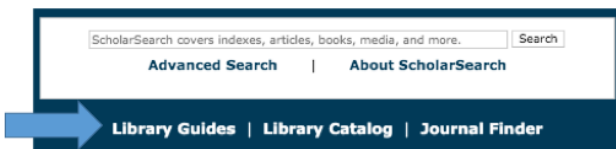
Guides are organized in three main categories:

- **Subject Guides:** Curated for academic departments and programs at Drew, with links and instructions for finding articles, books, media resources, web resources, and more.
- **Course Guides:** Tailored for the specific needs of current course offerings.
- **Topic Guides:** Include a variety of tools and tips, how-to resources, overviews of information categories, and more.

Please encourage your students to explore Drew's LibGuides at https://libguides.drew.edu/Main, and bookmark subject and course guides relevant to their studies. If you have suggestions for LibGuides or are interested in developing a guide specific to your course, contact your subject librarian.

Reminder of Changes in Collection Development Procedures
As mentioned in past reports and in a recent memo to department heads, program directors, and conveners, the library is testing several new procedures with the goal of directing funds toward resources that are likely to be used by students and faculty:

- Liaison librarians will purchase books and resources primarily upon the recommendation of faculty. We will continue to send Choice cards and offer suggestions, but no proactive purchases will be made by the Library. All book selections should support the current and future curriculum.
- In addition to evidence-based E-book purchasing, we now have added a Demand Driven E-book purchase program, with e-books purchased based on usage. Be aware that purchases are triggered by any of the following:
    - Browsing the eBook for 10 minutes
    - Turning 10 pages in the eBook
    - Downloading any portion of the eBook
    - Emailing any portion of the eBook
    - Printing any portion of the eBook
  For more information, please review the EBSCO eBook LibGuide at https://ebsco.libguides.com/ebooks.
- We are monitoring Interlibrary Loan requests for possible purchase vs. borrowing.

During the next few months we plan to meet with departments to review the resources we currently have, listen to your needs, and solicit feedback regarding what Library resources would be most beneficial to

each program. These policies and processes will continue to evolve and improve as we engage with you, and as we learn from practices of other academic libraries.

Please contact your subject librarian or Kathy Juliano (Director of Collection Development and E-Resources Librarian) with any questions, requests or feedback. You may also submit book requests directly with this form and media requests with this form (or through Kanopy and Swank). Please submit orders as far in advance as possible. If you have further questions about book and media purchases, please send questions to liborders@drew.edu.

Instructional Technology

Planning continues for replacement of support provided by the vacated positions of Instructional Technologist and Instructional Designer. In the meantime, we continue to support the university's key educational technology platforms, including the Moodle Learning Management System and the digication ePortfolio platform. If you or your students need assistance, send email to helpdesk@drew.edu, fill out a ticket at help.drew.edu or call x3457. Please be patient as responses may require some extra time.

Respectfully submitted,

Andrew Bonamici
University Librarian

New Databases and Resources at the Drew Library

Check the A-Z Database Guide for new and trial resources.

Ebsco E-books (new)
As mentioned above, we now have access to a wide selection of e-books from top publishers and presses. Books may be viewed online or checked out for up to 7 days. EBSCO's online eBook viewer is browser-based and supports reading on desktop or laptop computers and tablet devices, without downloading special software or hardware. eBooks may also be downloaded to your mobile device and read with the free Adobe Digital Editions app. See our LibGuide for more information:
https://ebsco.libguides.com/ebooks

NY Times sign up and NYT in education - Don't forget to encourage your students to sign up for their free academic pass to the NY Times. See Libguide for details. Also take advantage of NY Times in Education, a site featuring Instructional Strategies and Co-curricular activities by subject.

Kanopy mediation - Our Kanopy streaming video site is now fully mediated, meaning that films must be requested unless they have been previously licensed. See the LibGuide for more information. Please provide adequate notice for film requests.

Find all the Library's resources here and in the Catalog. Questions? Contact Kathy Juliano kjuliano@drew.edu, x3478 or reference@drew.edu.

Upcoming Events and Exhibits

LIBRARY EXHIBIT, SPRING 2020

Around the World in 80 Days: A Travel Exhibition

January 15 – April 1, 2020 | Methodist Archives; Learning Center

Curated by Brian Shetler and Candace Reilly, this exhibit features rare books, antique maps, original manuscripts, archival documents, and artifacts related to the history of world travel and exploration. The exhibit displays the ways in which the world has been mapped and traveled from the 16th century to modern day. This exhibit features many items that are rarely on display in the archives, so come see them while you can!
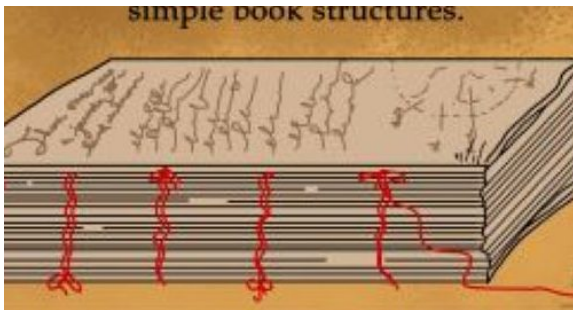
EVENT

Bookmaking with Danielle Reay

February 20, 2020 | 4:00pm | Methodist Archives

This workshop will introduce students to a variety of stitch practices and journal making techniques including simple book structures.

Registration encouraged. Please email dreay@drew.edu

![Morris County Chamber of Commerce logo — We Help Businesses Grow — Launch Your Life](image)

Networking Night with Morris County Chamber of Commerce

Tuesday, February 25
5:30 –7:30PM
Mead Hall

Make connections with local business leaders.

Sharpen your networking skills.

Find out more about career opportunities in Morris County and beyond.

RSVP to launch@drew.edu

The Morris County Chamber of Commerce will hold their next monthly Networking Night at Drew University on Tuesday, February 25 from 5:30 to 7:30 pm in Mead Hall. More than 100 local business leaders will connect and explore opportunities to grow their companies. With networking being a central component of Launch, students will be able to meet these leaders and sharpen their networking skills, expand their professional circles and learn more about jobs and internships in the county.

The Morris County Chamber of Commerce and Economic Development Corporation provides a platform for members to connect, collaborate and succeed. They promote the advancement of Morris County's businesses and community by providing services, information and advocacy.

REGISTRATION REQUIRED   Business casual attire is recommended. Refreshments will be served.

|	
	Faculty and staff - please help to promote this powerful networking opportunity among students you teach or advise

Tips to help prepare your students for this networking event	• **Please remind students about this being a professional event:**
	  ○ Dress professionally, arrive early, and interact attentively and intentionally.
	
	• **Please also remind them that 85% of jobs are filled via networking and that this is a powerful opportunity to position themselves for next steps in their internship or job search:**
	  ○ Design and practice a message about what interests you, the transferable skills you offer, and the experiences through which you have demonstrated them.
	  ○ Prepare to focus your interaction on engaging the other person through a professional and motivating approach, asking meaningful questions, and following up with responsive content.
	  ○ Most importantly, always find a way to connect their interests or their organization's purpose with your purpose or passion.
	
	• **Please remind them that very seldom are internships or jobs offered after 5-minute interactions:**
	  ○ Engage in meaningful and memorable conversation and find a way to leave the interaction having opened the door for or having scheduled a next step (e.g., an informational interview, a résumé review, a job shadow opportunity, etc.).
	
	• **Please refer students to the Career Center for further preparation, practice or with questions they may have.**

Sponsored by the Launch Center for Immersive Learning and Career Design, uConnect, and Allergan.

Drew 110 - Launch Workshop: Preparation for Career and Academic Success

Drew 110 involves a series of seven sessions on the themes shown in the gears below, with each student generating a Launch Plan (which lives in a student's ePortfolio) throughout the semester. Here's the graphic that guides students through Drew 110 and their Launch Plan:
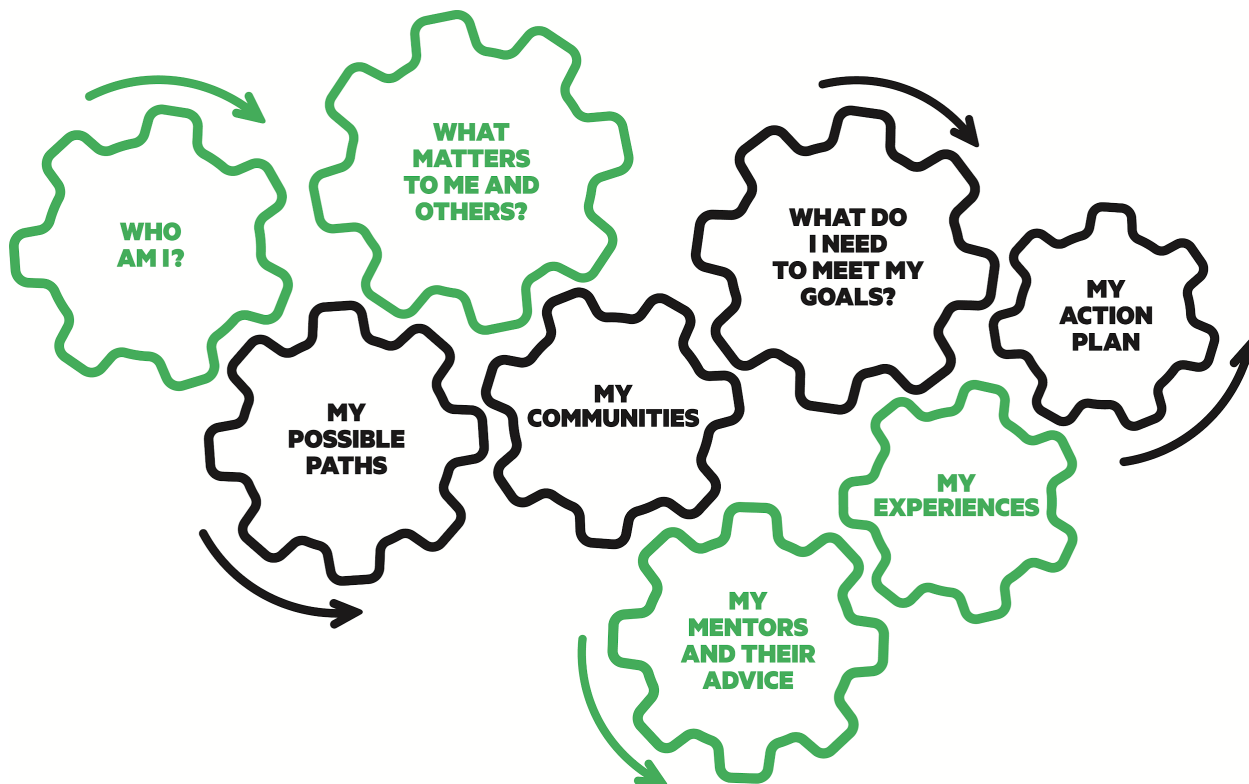
Since our last faculty meeting, all Drew first-year students continued their "Who Am I?" and "What Matters to Me and Others?" exploration as part of their Drew 110 experience facilitated by instructor teams of CLSA, Launch Center, Library, IT, CAE, and INTO staff.

On the next page you can find additional detail on what these sessions included, followed by some talking points that you can use when chatting with students about the course at this point in the semester, either in advising meetings or other conversations.

SESSION 3	
Who Am I? **What Matters to Me & Others?**	**Students are guided to explore their Social Identity and its impact in their lives and choices. Students are led through guided interpersonal dialogue to engage with differences respectfully and inclusively.** **In a facilitated, interactive session, students are guided to:** ● Explore their Social Identity ● List the values, interests, passions, and/or responsibilities their Social Identity has generated in them ● Identify academic, career or service paths that align with these values, interests, passions, and/or responsibilities ● Use the LARA (Listen, Affirm, Respond, Add) intergroup dialogue method to engage with differences respectfully and inclusively **Students enter their findings in their Launch Plan within their ePortfolio**
SESSION 4	
My Action Plan	**Students interact with a panel of Experiential Learning experts to learn about opportunities and their intended impact on their development. Students are guided through a mid-course debriefing and feedback session.** **Through their interaction with a panel of experts, students:** ● Learn about the types of Career Community, Identity/Affinity Community, Academic, and Student Life Experiential Learning opportunities they have available ● Learn how to access resources and support to engage in the Experiential Learning of their interest ● Begin to envision their Launch Action Plan in preparation for the academic, career and/or service paths they are considering **Through a guided mid-course debriefing and feedback session, students:** ● Reflect on their Drew 110 experience so far ● Clarify and organize expectations and next steps for their Drew 110 success ● Share feedback on what works and what could improve in Drew 110's curriculum and instruction **Students enter their findings in their Launch Plan within their ePortfolio**

Here's some talking points you can use to engage with first year students about what they are discovering in Drew 110 in advising meetings, in your classrooms, or anywhere on campus.

- **What component(s) of Launch or Drew 110 have captured your attention? How will these help you succeed at Drew or prepare for your life after Drew?**
- **As part of your Drew 110 exploration, what have you learned about yourself or about what matters to you and others so far?**
- **What academic, career or service paths have you found aligning with what you've learned about yourself and what matters to you and others in the course? Why?**

If you are interested in learning more or experiencing portions of the content and exercises of these sessions, we will hold a "Drew 110 Launch, Lunch & Learn" on February 28 from 11:45AM to 1PM in TBD. Please contact Dawn LoMauro at dlomauro@drew.edu if you are interested in participating.

LAUNCH BY THE NUMBERS:

Number of Launch-managed or co-managed Spring 2020 events	39
Number of students who have participated in Launch events during Spring 2020	407
Number of mentors available in Launchpad/Drew Connect	1,476
Number of applicants for Drew Action Scholars:	96
Final number of students enrolled in Drew 110 Spring 2020 sections	406

Immersive Experiences

TREC Immersive Experiences available during Spring 2020	11
Number of students registered for Spring 2020 TRECs	90
Community Based Learning Immersive Experiences available during Spring 2020	6
Number of students currently participating in CBL courses	81
Undergraduate Research Immersive Experiences available during Spring 2020	59
Number of students currently participating in research experiences	669
Internship Immersive Experiences currently available	203
Number of students currently completing an internship for credit	61
Number of students currently employed on campus	562

Here's how the Drew 110 unfolds for students throughout the spring semester:

Session	Month	Activity
Session 1	**January**	**Who am I?** (**Dependable Strengths** exercise)
Session 2	**January**	**Who am I?** (**Purpose & Strategy Development** exercise)
Session 3	**February**	**Who am I?** (**Social Identity**) What matters to me and others? (**Community needs** exercise)
Season 4	**February**	**My Communities, My Experiences, What do I Need to Meet my Goals** (**Academic, Student Engagement, Career Community Opportunities**)
Session 5	**March**	**My Possible Paths** (**Self-Synthesis** from "Who Am I" and "What Matters To Me & Others")
Session 6	**April**	**What do I Need to Meet my Goals and My Mentors & their Advice** (**Group Mock Interviews, action planning Résumé development**)
Session 7	**April**	**My Action Plan and My Mentors & their Advice** (**Video Presentations of Launch Plan Synthesis, feedback session**)
Launch Plan Synthesis		A **Launch Plan** now appears in every student's ePorftolio, along with a **Launch Plan Synthesis** Video. Ask a student to share these with you!

THIS IS NOT YOUR USUAL CAREER FAIR

LAUNCH CAREER OPPORTUNITIES FAIR
TUESDAY MARCH 17, 2020
1-3 P.M.
EHINGER CENTER

Connect with employers that are actively recruiting for jobs and internships. Build your network, practice your elevator pitch, and land the internship or job you're seeking, all in one place.

EVERY employer in attendance is hiring.

Questions? career@drew.edu

DREW

LAUNCH YOUR LIFE

Interested in Teaching?

Consider these requirements when planning your major, minor, and other coursework.

Art	• Major or 30 credits with 12 credits at the advanced level • Study of drawing, painting, sculpture/ceramics
English	Major or 30 credits with 12 credits at the advanced level
Math	Major or 30 credits with 12 credits at the advanced level
Music	Major or 30 credits with 12 credits at the advanced level
Psychology	Major or 30 credits with 12 credits at the advanced level
Science (biology, chemistry, earth science, physics, physical science)	• Major or 30 credits with 12 credits at the advanced level within each certificate • 15 credits in ancillary subject for physical science
Social Studies • Anthropology • Economics • History • Political Science • Sociology • Psychology	• Major or 30 credits with 12 credits at the advanced level in a social studies discipline • Minimum of 15 credits in history • At least one course in American history • At least one course in World history
World Languages	• Major or 30 credits with 12 credits at the advanced level • Pass Language Proficiency Tests
All other CLA majors are eligible to become elementary (K-6) teachers	Consider a middle school endorsement in a content area - 15 credits in history, math, science, English, or a World Language

Contact Kristen Turner, kturner3@drew.edu with questions or see http://drewteachereducation.drewteach.org/ for information on the BA/MAT program.

YOU CAN HELP DEFEAT CORONAVIRUS OUTBREAK

GO TO

WWW.INTO-GIVING.COM/SUPPORT-US

OR SCAN BELOW TO DONATE

Donation will be topped up by 20% by INTO Giving and sent to Charity Organizations to buy medical supplies for people in need in China

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

In the February faculty meeting we will vote on the following text to finalize how meetings prior to the Arts and Sciences faculty meetings will be organized. We are deciding between two versions of the faculty forum:
Version I *follows current practice (though with three rather than four divisions, as decided in the December vote);*
Version II *provides five possible meetings, the three newly constituted divisional meetings and two interdisciplinary meetings to be held at different times.*
NOTE: this vote only concerns the composition of the meetings of faculty prior to the full faculty meeting (currently known as Division meetings); this is not related to committee representation.

1.2 The Faculty Forum

Faculty Forums have the following specific responsibilities:

- To provide an opportunity for faculty in the Forum to discuss amongst themselves important policy and major curricular changes coming before the Faculty Meeting.
- To forward to the Dean's Council any proposals the Forum considers desirable and that need the approval of the full faculty to become effective.
- To consider and make recommendations concerning any other matter which it deems important to the effective achievement of the educational purposes, either of its curricular area or of the faculty as a whole. Such consideration may be initiated either by the Forum itself or at the recommendation of any of its constituent departments.
- To discuss proposed policy and programmatic changes, and to provide CAPC and the Faculty Meeting with the benefit of the Forum's deliberations and perspectives. (Note that a Forum may not, by itself, approve and implement a policy or programmatic proposal or recommendation initiated by a department or individual faculty member).

1.3 Responsibilities and Duties of Forum Chairs

- Call Forum meetings on a regular basis (normally at least three times per semester) or when needed;
- set and circulate the agenda for Forum meetings in advance of those meetings;
- chair Forum meetings;
- represent the discussions of the Forum to the Dean's Council before the Faculty Meeting; and,
- participate actively on the Dean's Council.

There will be an electronic vote following the faculty meeting. ==Vote for either version I or II or below.==

1.4 Constitution of the Faculty Forums

==**VERSION I:**== *(NOTE: IN THIS VERSION DIVISIONAL MEMBERSHIP IS BY DEPARTMENT)*:
The Dean's Council representative from each division will serve as chair for a "Faculty Forum," as described below.

Faculty members should go to the Forum led by their division chair, which meets at a predetermined time before each faculty meeting. If they have a scheduling conflict, they may attend another Faculty Forum.

==**VERSION II:**== (*NOTE: IN THIS VERSION DIVISIONAL MEMBERSHIP IN THREE OF THE FIVE FORUMS IS BY DEPARTMENT)*:

The members of Dean's Council will chair one of five Faculty Forum meetings, each held at a different, non-overlapping time (advertised before the semester begins). ~~Three of the faculty forums are chaired by the representatives of each division, and are intended for members of that division; the other two are cross-disciplinary groupings with free-flowing membership~~. Any faculty member can attend any one of the **FIVE** Forums in preparation for the full faculty meeting.

REPLACEMENT LANGUAGE (NOTE, LAST SENTENCE REMAINS UNCHANGED ASIDE FROM ADDING "FIVE"):
Three of the faculty forums are divisional, chaired by the appropriate Dean's Council representative, and intended for members of that division; the other two are cross-divisional. Any faculty member can attend any one of the five Forums in preparation for the full faculty meeting.