

Arts & Arts & Sciences Faculty Meeting

January 24, 2020
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:15 p.m.

Debra Liebowitz

APPROVAL OF MINUTES

Maria Masucci ----- pp. 4-10

DEAN'S UPDATES

Debra Liebowitz

ACTION ITEMS:

Approval of Voting List

Maria Masucci ----- p. 11

REPORTS:

Curricular Report

Rita Keane ----- pp. 12-16

Middle States Self-Study Report

Hilary Kalagher ----- p. 17

Enrollment Management

Bob Herr ----- p. 18

Admission Events

B. Herr/H. Robinson ----- pp. 19-22

Library Report

Andrew Bonamici ----- pp. 23-25

DISCUSSION:

Dean's Council - Faculty Handbook - Committee Section

Dean's Council ----- pp. 26-35

Launch Report- Drew 110

Debra Liebowitz ----- pp. 36-38

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

The Drew Review

Jens Lloyd/S. Morgan ----- p. 39

Civic Engagement Awards Nomination Flyer

Amy Koritz ----- p. 40

2020 MLK Awards

----- pp. 41-42

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Eric Anderson
Philosophy

Eric Anderson for publishing "Aesthetic Appreciation of Silence" in Contemporary Aesthetics.

Chris Andrews
Sociology

Chris Andrews for his article "The End of Work or Overworked? Self-Service, Prosumer Capitalism, and Irrational Work" being nominated for the 2020 Distinguished Scholarly Publication Award by the Sociology of Consumers and Consumption Section of the American Sociological Association.

Lisa Brenner
and **Chris**
Ceraso
Theatre Arts
and Dance

Lisa Brenner and Chris Ceraso for leading a successful Jan term - NY Semester on Theatre. Also for receiving a book contract with Routledge for a collection of essays on applied theatre and youth and for a book contract with Methuen's Bloombury Press for an anthology of the plays commissioned and produced by Advantage Arts at Drew--a program in which Drew students mentor high school students in the Newark Public Schools through theatre arts, co-run by Brenner and Ceraso with **Kimani Fowlin** and Newark teaching artists.

Sandra
Jamieson
English

Sandra Jamieson for participating in discussions and workshops on the topic of *Difficult Questions: The Role of Writing and Writing Programs at Small Liberal Arts Colleges* at the SLAC-WPA Conference, Franklin & Marshall College, Lancaster, PA. January 10-11, 2020

John Lenz
Classics

John Lenz for his review of the Off-Broadway play, "Ludwig and Bertie" [Wittgenstein and Russell] by Douglas Lackey, in Bulletin of the Bertrand Russell Society, Autumn 2019

Patrick
McGuinn
Political Science
and
International
Relations

Patrick McGuinn for being named, for the tenth consecutive year, to Education Week's list of the top education policy scholars in the country.

Ziyuan Meng
Mathematics and
Computer
Science

Ziyuan Meng for presenting his paper "A Kantian Prescription to Miscomputing" at the 41st Humanity and Technology Association Annual Conference held at Missouri University of Science and Technology at Rolla, MO.

Kim Rhodes
Art History

Kim Rhodes for contributing the essay "A Haunch of a Countess": John Constable and the Deer Park at Helmingham Hall" to the collection *Ecocriticism and the Anthropocene in Nineteenth-Century Art and Visual Culture*, edited by Maura Coughlin and Emily Gephart, published as part of the series Routledge Advances in Art and Visual Studies (2019).

Jonathan Rose
History, History
and Culture

Jonathan Rose for delivering his paper "Women Uncensored: Playboy's Female Readers" at the annual conference of the American Historical Association.

Kristen Turner
Teacher
Education

Kristen Turner for four presentations at the annual meeting of the National Council of Teachers of English. Topics included ethics of digital literacy, research in reading print/digitally, inquiry in middle schools, and technology in pre-service teacher education. Also for publication of her edited book, *The Ethics of Digital Literacy: Developing Knowledge and Skills across Grade Levels*, Rowman and Littlefield publishers.

Drew University
Minutes of Arts and Sciences Faculty Meeting
December 6, 2019

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Carolina Arango-Vargas, Lee Arnold, Alex Bajcz, Ed Baring, Brianne Barker, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Adam Cassano, Jill Cermele, Miao Chi, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, Ryan Hinrichs, Sandra Jamieson, Jason Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, John Lenz, Neil Levi, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Ziyuan Meng, Joanna Miller, Sangay Mishra, Rory Mulligan, Philip Mundo, Nancy Noguera, Emanuele Occhipinti, Jennifer Olmstead, Mary-Ann Pearsall, Karen Pechilis, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Jason Roberts, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, Phoebe Tang, Marc Tomljanovich, Kristen Turner, Merel Visse, Brandie Waid, Tammy Windfelder, Courtney Zoffness

Others Attending: Matthew Beland, Andrew Bonamici, Barb Bresnahan, Stephanie Caldwell, Bob Herr, Melanie Johnson-DeBaufre, Frank Merckx, Candace Reilly, Shawn Spaventa, Greg Townsend, Irina Radeeva, Brian Shetler, Nora Boyer

Approval of Minutes: The minutes of the November 15th Faculty Meeting were approved unanimously.

Dean Maria Masucci informed the faculty that she would begin and chair the Faculty meeting until Dean Liebowitz arrived.

Announcements:

1) Marie Joyner reminded faculty members to send in their book adoption forms for the spring and announced that books have arrived for those who had already sent in their forms. She asked to additionally be informed of “accessory” needs such as SD cards and said she will order books for approximately 60 – 75% of the books for each class enrollment. Marie asked that students be encouraged to buy books from the bookstore, especially as that will insure they purchase the right edition. She informed faculty members she typically returns unsold books after 6 weeks, so please let her know if books will be used in a particular order so they are not returned if they aren’t purchased at the start of the semester. Marie asked to be contacted at textbook@drew.edu with any questions, updates or concerns.

- 2) Maria Masucci informed faculty members that Stephanie Caldwell had sent a grade entry email indicating that grades must be submitted by December 18th. This deadline must be strictly adhered to in order to ensure timely posting and student evaluations before the start of the Spring semester.
- 3) Maria Masucci advised NTT faculty that COF and Dean's Office are working on the NTT process and promotion reviews will take place in the spring. The Dean's Office will be reaching out to those concerned.
- 4) Launch Update – Juliette Lantz directed faculty to a letter (page 32) that was sent to the Acorn to update the community on what tangible opportunities Launch offers. She also shared that seniors will be receiving an email from Daniel Pascoe, Greg Townsend and herself offering assistance and “on the spot” resources. Daniel informed faculty of the successful end of the Drew 110 classes and said a retreat is planned for next week to prepare for the spring,
- 4) Maria Masucci reminded faculty that the final chairs meeting will be held Wednesday, December 11th from 11-12:30. A Zoom link will be provided.
- 5) Maria Masucci asked faculty members to look at flyers at the end of the Packet for Admissions' dates (Discover Drew and Inside the Forest), as well as updates from *The Drew Review* and from the Center for Civic Engagement regarding the MLK Day of Service.
- 6) Day of Scholars - Jessica Lakin reminded faculty that the Day of Scholars will be held Friday, April 17th. She encouraged faculty members to incorporate the day into their spring syllabus as appropriate.
- 7) Maria Masucci asked faculty members to send in summer courses by Monday, December 9th.

Reports: Committee on Faculty: Sarah Abramowitz announced “The members of the Arts and Sciences Committee on Faculty are delighted to announce that we recommended the following tenure track faculty for contract renewals and that these renewals were approved by the Board of Trustees on December 2, 2019. Please join me in congratulating Alex Bajcz, Jeremy Blatter, Chris Fazen, Yahya Madra, Ziyuan Meng, Sangay Mishra and Brandie Waid.”

Curricular Report: No questions were raised.

Enrollment Report: In addition to his report on page 23, Bob Herr announced that on Friday, December 13th, seventy-five Early Decision letters will be released. He said there is a 10% increase in Early Action applications, and the first wave of those letters will go out on December 19th or 20th. The remainder EA letters will go out mid-January. These letters are going out earlier than in year's past and Bob related that sending out the acceptance letters on this earlier time frame should increase yield. They will allow students plenty of time to attend one of the Into the Forest days and provide more opportunities for conversations with faculty,

administration and potential students. Bob expressed his continued appreciation for faculty involvement, hoping for even stronger engagement in the spring.

Library Report: Andrew Bonamici announced the Library is reviewing collection development policies and procedures with a goal of soliciting materials needed to support curriculum and future academic programs. Among other changes, liaison librarians will purchase books and resources only upon the recommendation of faculty. For other updates, please see the report on pages 24 and 25.

Andrew asked faculty to inform students that the Library will be open until 2 am starting Saturday, December 7th for Reading Days through the end of Final Exams. As shared in his report, the Library will close between 2 am and 8:30 am.

For Discussion: Gen Ed Decision Points – Rita Kean informed faculty that CAPC has been working very hard to bring a “complete Gen Ed proposal” to them, while still allowing for discussion opportunities. She said the Gen Ed proposal is very complex and CAPC has been most grateful for feedback to date shared from Division Meetings and other individual conversations among colleagues. Rita stated the purpose of the Faculty Meeting conversation is to look for substantive feedback regarding **I. Foreign Language and II. Capstone**, with another opportunity for input via a Google Form post-meeting. Rita thanked faculty members for the great conversations and input to date.

I. Rita referred Faculty members to page 27 regarding the rationale for the **foreign language proficiency level** which was developed with the assistance of Drew’s foreign language colleagues, as well as statistical data.

Rationale for placing the requirement at **201** included:

- Proficiency in a second language at an intermediate proficiency allows students to “do” (communicative tasks, get a reading comprehension, decoding, writing, understand and appreciate cultural diversity, etc).
- A third of our graduating students have taken courses beyond 201, indicating the importance of language study to them. Additionally, at that level students have “traction” in a language.
- Per our Registrar’s Office, more than 90% of our students have completed our current requirement by the beginning of the senior year.

Additional rationale shared from Division Meeting discussions relating to a **201**-level requirement included:

- If Drew is positioning itself as a global institution, and considering our proximity to NYC, what message do we send about our values if we reduce the language proficiency level in Gen Ed?
- A two semester requirement is not sufficient to provide reading and speaking skills that are desirable for the job market
- Is global readiness part of life readiness?
- Our aspirant schools mostly have 201 as the requirement

Rationale for placing the requirement at **102** included:

- 4 of our 15 peer institutions have a language requirement of 201 (charts pages 28/29)
- Data assembled by Intuitional Research suggests 27.4% of our students have to begin at 101, and those students had lower GPAs in language and overall GPAs at graduation than those students who began at 102 or 201.
- Few other courses require students to meet a 201 requirement and the language courses further must be taken sequentially.

Additional rationale shared from Division Meeting discussions relating to a **102**-level requirement included:

- Might we set the requirement at 102 but incentivize the study of language in particular ways? For example, certain majors for which language study is important might require additional language courses beyond the requirement.
- There is an opportunity cost for students who must take two or three semesters of language as their ability to move around the curriculum is diminished, compared to students who test into 201 or who are exempt.
- We plan to reduce the Quantitative requirement from 8 credits to 4 credits for the new Gen Ed; should the language requirement also be reduced?
- If we think about Gen Ed requirements as part of subject areas, the language requirement is more robust than other areas
- There can be scheduling difficulties for students in majors that do not have flexibility in how students can progress through their courses, particularly in majors that have clearly defined or hierarchical paths.

Rita shared that other models proposed at the Division Meetings suggested “take one course at your placement level”, make the requirement 101 or recommend no language requirement at all.

Rita opened the discussion asking if there were other perspectives faculty members wished to share or any points they wished to amplify. Comments included:

- The “doing” part is fundamental for students to attain and is consistent with Launch. Transferrable skills are consistent with where we want to go and consistent with our global and diverse identity.
- It is hard to imagine global thinking without attaining a 201-proficiency level.
- Our students are getting prepared for a global marketplace and will be more competitive with language skills. America may no longer dominate as it has in the past.
- A 201-proficiency level is the only time students truly start understanding the text.
- There are demonstrated cognitive benefits to studying a second language. Moreover, students become better problem solvers.
- Does the higher-level requirement prevent students from looking at Drew?
- Knowing a second language is advantageous for those looking to compete globally, but is this for everyone, particularly for those students who may not be able to achieve the higher level?

- Practical issues for the Science students need to be taken into account.
- Can a decision for the language achievement level be left to advising?

Rita thanked faculty members for their participation and encouraged them to fill out the Google form post-meeting.

II. Wendy Kolmar then addressed the advantages and challenges of continuing a capstone requirement. Considerations included:

- Capstones are a summative experience for the major, are valuable for student learning and provide a site for assessment in majors.
- According to AAC&U, when well-structured, a capstone is a high impact practice that increases rates of student retention and student engagement.
- Capstones may be in a fairly small class and therefore offer an opportunity for mentoring by the professor not possible in larger classes elsewhere in the major.
- Capstones vary across the college considerably in terms of size, credits, goals, content, and in the incorporation of a major writing activity.
- Currently some capstones focus on providing a summative writing experience and some do not.
- Because the size of majors varies across the college, some majors can easily staff and offer a capstone each year, while others, particularly small majors, use independent studies or alternate year structures. Large majors may offer multiple sections or multiple capstone experiences to accommodate their students in a reasonably-sized course. The impact on faculty workload is variable.
- If we keep the capstone requirement, should we revise it so that it is optimized as a high impact practice and/or universalize the capstone experience?
- If we made capstones optional, it would free up faculty time for other teaching priorities.
- Making capstones optional would not mean that departments who offer it successfully could not continue to teach it.

Additional perspectives shared from Division Meeting discussions included:

- Capstones integrate and synthesize students' four years of learning. This integrative experience is important.
- Should the Capstone be dropped or optional?
- Might a student choose an interdisciplinary capstone?
- Might Complex Problems be the capstone for some or all students?
- Instead of a capstone, might some students benefit from a 300 level course that helps them gain knowledge/experience/expertise in another area?
- Is capstone worth the faculty time it requires?

Wendy asked if there were other perspectives faculty members wished to share or any points they wished to amplify. Comments included:

- Capstone could be optional
- It is difficult to support all the capstone projects
- Middle States wants a more rigorous look at our students
- The Capstone provides a great view for assessment

- Capstones may not be easy to offer in all disciplines. Some departments struggle more than others with resources to support students, particularly when departments are short staffed
- There is a benefit to have a culminating experience. This encourages students to branch out and keep learning.

Rita again thanked the faculty for their substantive comments and reminded everyone to fill out the Google form no later than Tuesday, December 10th.

Action Items: Debra Liebowitz asked Rita Keane to introduce the proposal for the revised religion major. Rita reported that due to staffing changes, 18 months ago Debra asked CAPC to rethink the religion major to replace it with one that is interdisciplinary. The first draft went to CAPC in spring 2018 and was approved in fall 2019. Debra said she anticipates the new curriculum will tap into the wealth of the University’s religion resources at the undergraduate level and will create a more sustainable and strong program.

Before opening the discussion, Rita Keane noted an amendment to the Experiential Learning Section of the religion major (page 10) to change as follows: “Other experiential learning opportunities, such as community-based learning courses, may be substituted in consultation with the adviser.” This change was the result of feedback from Divisions.

Prior to a vote, the floor was opened to discussion and a sharing of perspectives regarding the major which included:

- A reasoned discourse on religion – what it is and what it does - is important today. Academic discourse on religion provides space to accurately explore information and provides space to study “what is religion”.
- There is an interest at Drew for these courses and currently, there are a number of courses currently being offered using “religion” in the description or in the title.
- A progressive study of religion makes sense and is current.
- The field is going in an interdisciplinary direction and the proposed major and minor is a vision some at Drew have held for some time.
- It is very current in the field to study how religion interacts with society, culture and identity.
- Is the major too Christian heavy? Is there a plan for how to strengthen non-Christian offerings? What is the threshold for being included in the religion major? (Note: Rita responded majors are constantly being revised so reviewing the appropriateness of courses will be an ongoing. Melanie Johnson-DeBaufre added that a University Religion Curriculum Committee was established and includes members from the Theo School and Arts & Sciences will be meeting regularly. This committee will ensure a wide variety of religious traditions are studied.)
- Do we have the resources for these offerings?

When called to vote, the faculty **unanimously approved the revised religion major**. Debra thanked CAPC, Melanie Johnson-DeBaufre and Karen Pechilis for their direction and work on this revised major.

Dean's Updates: Debra Liebowitz shared that 85% of faculty members had voted to move from four to three divisions, effective fall 2020. She said the vote regarding the structure of divisions was too close to call, so that vote will come back to Divisions for discussions in January. She asked faculty members to be watchful for a committee survey and electronic ballot.

Final Announcements: Lee Arnold shared the happy news of the arrival of Claire Sherman's daughter, Iris and invited faculty members to the Art Department's Student Show, immediately following the Faculty Meeting.

Debra wished the faculty a good end of the semester and enjoyable break before **adjourning the meeting at 4:48 pm**.

Minutes respectfully submitted by Trish Turvey

VOTING LIST SPRING 2020

Abramowitz, Sarah	Evans, Wyatt	Liebowitz, Debra	Redling, Judith
Anderson, Erik	Fazen, Christopher	Lloyd, Jens	Rhodes, Kimberly*
Andrews, Christopher*	Fortune, Sophia	Lokaneeta, Jinee	Roberts, Jason
Apelian, Christopher	Fowlin, Kimani	Lu, Yi	Rosales, Raul
Arango-Vargas, Carolina	Golden, Jonathan	Lynch, Lisa	Rosan, Alan
Arnold, Lee	Harris, Seth	Madra, Yahya	Rose, Jonathan
Baenninger, MaryAnn	Harrison, Summer	Masucci, Maria	Rosenbloom, Susan
Bai, Di	Hill, Emily	McGuinn, Patrick	Russo, Anthony
Bajcz, Alex	Hinrichs, Ryan	McKittrick, Christina	Safri, Maliha
Baring, Ed	Ivanets, Oleg	McLaughlin, Rosemary	Scarano, Paris
Barker, Brianne	Jaising, Shakti	Medvecky, Christopher	Sherman, Claire
Barnum, Timothy	Jamieson, Sandra	Meng, Ziyuan	Small, Ellie
Bazewicz, Jim	Jennings, George-Harold	Miller, Joanna	Smith, Bernard
Blatter, Jeremy	Jordan, Jason	Mishra, Sangay	Soderholm, Rebecca
Boglioli, Marc#	Jordan, John	Moore, Keshan#	Sprout, Leslie
Brenner, Lisa*	Jordan, Lisa Marie	Morgan, G. Scott	Stein, Raymond
Bresnahan, Barb	Kalagher, Hilary	Morin, Tomas #	Sundue, Sharon
Burd, Barry	Karolak, Jason	Muccigrosso, John#	Supplee, James
Cantero-Exojo, Monica	Kass, Steve	Mulligan, Rory	Surace, Steve
Carter, James	Kavaloski, Joshua	Mundo, Philip	Tang, Phoebe
Carter, Timothy	Keane, Marguerite	Murawski, Robert	Tomljanovich, Marc
Cassano, Adam	Killian, Caitlin	Mustapha, Adijat	Turner, Kristen
Ceraso, Chris	Knowles, Roger	Nevin, Sean	Turreo-Garcia, Maria
Cermele, Jill	Kolmar, Wendy	Noguera, Nancy	Visse, Merel
Chi, Miao	Koritz, Amy	Occhipinti, Emanuele	Vitalone-Raccaro, Nancy
Choquette, Kimberly	Kouh, Minjoon	Olmsted, Jennifer	Waid, Brandie
Cole, Darrell R.	Kuntz, Margaret	Pearsall, Mary-Ann	Wells, Hannah#
Cousens, Graham A.	Lakin, Jessica	Pechilis, Karen	Weston, Trevor
Dawson, Allan	Lantz, Juliette	Peglau, Michael*	Windfelder, Tammy
de Voogt, Alex	Larson, Bjorg*	Pieretti, Marie-Pascale	Woodka, Andrea
Dolan, Patrick	Lee, Seung-Kee	Pinto, Gerard	Yordan, Carlos
Dunaway, Stephen	Lenz, John	Placet-Kouassi, Muriel	Zoffness, Courtney
Eruysal, Ferdi	Levi, Neil	Reader, Jonathan	

#Sabbatical or Leave AY 2019-20

*Sabbatical or Leave Spring 2020

Last Update: 01.17.20

Curricular Report

January 2020

For Information:

New Courses:

- ANTH 225/American Folklore [BSS, DVUS]
- BIOL 109/Understanding Cancer [BNS]
- EDUC 638/Advanced Inquiry: Institute in Innovative Education
- FIN 683/Special Topics in Finance
- HIST 331/History of Socialism [BHUM]
- REL 205/Religions in Conversation [BHUM, WRMJ]

Changes to Existing Courses:

- ANTH 312/Human Osteology
 - Description and frequency change
- HC 814/The American West in Myth and History
 - Number change to HIST 721/The American West in Myth and History

Changes to Existing Major/Minor:

- Media & Communications
 - Adding ARTH 140/Visual Culture and ARTH 240/History of Graphic Design to the MCOM major and minor electives list

Gen Ed Designations:

- ANTH 225/American Folklore [BSS, DVUS]
- BIOL 109/Understanding Cancer [BNS]
- ANTH 312/Human Osteology [QUAN]
- HIST 331/History of Socialism [BHUM]
- PH 352/Global and International Health [DVIT] CRN#10828 only
- PSCI 307/Research Methods in Political Science [IMRC]
- REL 205/Religions in Conversation [BHUM, WRMJ]
- Volunteer without Borders Alternative Spring Break: New Orleans [IMCE; IMML; IMTR]

New Courses:

ANTH 225/American Folklore

This course examines expressive, ritual and performative culture in modern America. This includes, but is not limited to, popular stories and narratives, modern American myth, music and social media, foodways, religion and supernatural beliefs, public celebrations, and material culture—all of which reflect both the history of the US and the changing pathways of diversity in America. Folklore—as a specific subfield of Anthropology—is the unofficial or popular stories which are located beneath and interwoven into official histories and institutions of power in a society. Folklore can be seen as the hidden texts of a society, the stories, beliefs and practices that happen without our awareness; they are unseen. Some of the topics that this course will engage include:

Native American folklore; campus folklore; ghost stories; urban legends; myths such as trickster stories and hero legends—both classic and novel; body modification and adornment; public celebrations and rituals; and the incorporation of folk culture in popular media. CLA-Breadth/Social Science, CLA-Diversity US.

BIOL 109/Understanding Cancer

Cancer is a group of diseases that kills one out of every four individuals world-wide. The mere mention of the word “cancer” has a chilling psychological impact. It arises when normal cells misbehave and divide uncontrollably, eventually forming tumors that distort the tissue and function of vital organs, leading to patient death. In this course, we cover the science behind the molecular and cellular processes behind the mysterious transition that causes a normal cell to become a cancer cell at an introductory level. We will also learn about the basic diagnostic and treatment strategies that physicians use to treat patients, as well as discuss the financial and psychological impacts of this group of diseases so we can all be better at “Understanding Cancer.” CLA-Breadth/Natural Science.

EDUC 638/Advanced Inquiry: Institute in Innovative Education

This course is designed according to professional development standards of the National Writing Project that encourage teachers to engage in hands-on, reflective practice. The institute offers the opportunity for teachers to deepen understandings of contemporary topics in education. Topics vary by semester. Institute completers are eligible to earn badges toward leadership in the Drew Writing project and Digital Literacies Collaborative.

FIN 683/Special Topics in Finance

Topics selected by instructor. Course may be repeated.

HIST 331/History of Socialism

Equality or tyranny? Freedom or slavery? The future or a failure? Decades after its supposed death and discrediting, socialism remains a topic of heated debate. Attempting to better understand the enduring controversy surrounding the much discussed and misunderstood concept(s) of socialism, this course examines their history from the eighteenth century to the present. Students will analyze the key texts associated with various schools of socialism along with histories of their contexts and consequences in order to understand their origins, ideas, enduring appeal, and infamy. CLA-Breadth/Humanities.

REL 205/Religions in Conversation

Religions emerge and evolve in relation to each other. In this course, we explore questions concerning the relationships between and among people of different religious communities. We begin by examining theoretical models for explaining interactions between faith groups, including religions that are in tension and conflict as well as models for positive, synergistic interreligious encounters and cooperation. We then “test” our theoretical models using a series of case studies while also learning about the cultural contexts in which ethno-religious conflicts occur. The course includes case studies from South Asia, the Middle East, Africa and the Americas with a focus on Buddhism, Hinduism, Sikhism, Islam, Judaism, Christianity, Bahai, and indigenous forms of religion. CLA-Breadth/Humanities, CLA-Writing in the Major.

Changes to Existing Courses:

ANTH 312/Human Osteology

- **Description and frequency change**

This course provides an overview of skeletal anatomy, current concepts in bone biology (macroscopic and microscopic perspectives), skeletal biomechanics, skeletal growth, development, maturation and variation. By analyzing theories and advanced methods of interpretation of human skeletal and dental remains, which are fundamental to the disciplines of paleoanthropology, bioarcheology, and forensic anthropology, this course highlights the interpretation of the human skeleton to infer about behavior, health, diet, and lifestyle of past populations, in a bicultural perspective. This course is designed to include hands-on exercises (in determining age-at-death, biological sex, geographic ancestry, stature, and assessing pathological conditions, ante and postmortem bone modifications and taphonomy) and analysis of skeletal datasets to develop proficiency in solving scientific problems and in descriptive and inferential statistics. Prerequisite: [ANTH 103](#) or permission of instructor. Corequisite: ANTH 312L. Offered every other spring semester in even numbered years. CLA-Quantitative, CLA-Writing in the Major.

HC 814/The American West in Myth and History

- **Number change to HIST 721/The American West in Myth and History**

Change to Existing Major/Minor:

Media & Communications

- **Adding ARTH 140/Visual Culture and ARTH 240/History of Graphic Design to the MCOM major and minor electives list**

III. Electives (20 credits)

Students must distribute their electives among the three areas below, choosing at least **one** course from each area. At least **three** of the courses chosen must be at the upper-level. See semester course listing for additional course offerings.

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](#)
- **ARTH 140 – Visual Culture**
- [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](#)
- [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](#)

Forms

In these courses, students learn the structural elements, patterns, and formal systems that define digital, textual, and aural media, developing a critical vocabulary that informs their own media practice.

- **ARTH 240 – History of Graphic Design**
- [ARTH 243 - History of Photography](#)
- [CHIN 350 - Selected Topics in Modern Chinese Literature and Film](#)
- [ENGH 120 - Introduction to Film Analysis](#)
- [ENGH 221 - Film History and Theory](#)
- [ENGH 240 - Introduction to Writing and Communication Studies](#)
- [ENGH 322 - Thinking about Genre through Film](#)
- [ENGH 347 - Interpreting and Making the News](#)
- [FREN 304 - Contemporary Francophone Cinema](#)
- [FREN 362 - Fantasy and Reality in French Cinema \(1895-present\)](#)
- [FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France](#)
- [GERM 256 - German Film in English](#)
- [HIST 350 - History of American Journalism](#)
- [ITAL 302 - Contemporary Italian Cinema](#)
- [ITAL 308 - From Book to Screen](#)
- [LING 101 - Language, Communication, and Culture](#)
- [MCOM 203 - Forms: Selected Topics in Media](#)
- [MCOM 303 - Forms: Advanced Selected Topics in Media](#)
- [MUS 232 - Music and the Soundscape of Film](#)
- [PHIL 334 - Aesthetics](#)
- [RUSS 255 - Russian, Soviet and Post-Soviet Cinema](#)
- [SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse](#)
- [SPAN 354 - Gender in Contemporary Hispanic Fiction and Film](#)
- [THEA 323 - Graphic Communication for the Theatre](#)

Draft CAPC Workflow for new General Education design, for January 2020 faculty meeting

Date	Topic	Comments
	Complex Problems: Assemble Complex Problems design team	
	Digital Proficiency: working from a draft developed by Assessment, define skills and structure of this requirement, establish Learning Goals	
	Writing: working from the Design Team draft, define structure of this requirement, establish Learning Goals, identify the resources needed. Forward proposed structure to Design Team for review.	
	Transferable Skills: Discuss layout of skills in Gen Ed overall	
	Foundational Categories: Establish final names of categories, review assigned Transferable Skills in each category. Review category descriptions and SLOs generated previously, suggest further edits, and return to Design Teams	
	Complex Problems: Finalize general goals and principles of Complex Problems, and any other key design parameters. Turn over to a Design Team with a series of questions/detailed tasks.	
March	Draft Framework of Gen Ed to faculty, laying out its size and structure	
	Implementation policies: Establish general rules for double counting, overlap with majors and minors, substitutions.	
	Implementation policies - transfer: establish general rules for transfer students	
	ePortfolio and Gen Ed interactions: establish expectations for interaction of Gen Ed courses with the ePortfolio system and outline overall Gen Ed assessment plan	
April	Final Gen Ed Proposal to faculty	

MSCHE Self-Study Update Report

January 2020

Status of Middle States Self-Study

Working groups have been meeting regularly to review the criteria associated with their assigned Standard(s) and began collecting and organizing institutional evidence aligned with each criterium. Working groups have been discussing the guiding questions included in the Self-Study Design document and drafting their initial assessment of institutional strengths and recommendations. The Self-Study Steering Committee has been meeting monthly to review progress of working groups.

Co-chairs Hilary Kalagher and Ryan Hinrichs attended the Middle States workshop and conference Dec. 9-11. One important takeaway from the workshop is that the self-study report should be "focused on the now." While context is important, MSCHE is not interested in reading a history of the past ten years.

Next Steps

- Institutional documents and evidence will be reviewed using a Middle State's rubric to evaluate which documents best demonstrate compliance with each criterium.
- Working groups will finalize initial drafts of institutional strengths and recommendations associated with their Standard(s). We will seek broad community feedback once these drafts are finalized.
- Working groups will continue drafting their self-study chapters.
- In early February, MSCHE will submit to Drew potential candidates to serve as the Chair of their Evaluation Team.

Documentation

A U-KNOW Middle States site has been created and 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.

Enrollment Report
Faculty Meeting 1-24-2020

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

Upcoming Admissions events:

Sunday, January 26 – Discover Drew Day
Saturday, February 15 – Into the Forest (yield event)
Monday, February 17 – Experience Drew Day
Sunday, March 22 – Into the Forest (yield event)
Saturday, April 4 – Into the Forest (yield event)
Friday, April 17 – Day of Scholars & Discover Drew Day

Faculty Fridays: 2/7, 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:

Spring 2020 traditional transfer numbers were nearly identical to Spring 2019: 19 (SP20) v. 18 (SP19).

We completed the majority of our Early Action (EA) review and released decisions for EA on 12/20 and 1/17. Thus far we have admitted over 1200 students for fall 2020. Below is a comparison year to date of applications, admits, and deposits as of January 17.

	Fall 2018	Fall 2019	Fall 2020
Applications	3084	3204	3210
Admits	544	1622	1380
Admits Notified	68	78	1219
Deposits	66	76	69

We continue to track even with last year on first-time, first year applications for the fall 2020. The main change I wanted to share is that we have notified nearly all of our EA students regarding their admission, which is approximately 2 weeks sooner than in 2019 (and for the December group it was 5 weeks

Our regular decision deadline is approaching on February 1st. We expect applications to continue at the same pace as 2019. Our target date for releasing Regular Decision notifications is March 6th.

We continue to rely on you to assist us with our upcoming events. Our ability to connect you and current Drew students with our admitted students is essential to yielding this fall's class. We definitely need your assistance at the "Into The Forest" events and Faculty Fridays. Heather Robinson and I will be reaching out as we get closer to each event.

As always, thank you for your continued support of the admissions efforts at Drew.

Saturday February 15, 2020, Sunday March 22, 2020, Saturday April 4, 2020

Inside the Forest

8:00 a.m - 1:00 p.m.

8:00- 8:55 a.m.

Register and join us in the Forest with the first years for breakfast

Drew 101

The Commons

Join us for a continental breakfast and q&a with our first year students (student panel will begin at 8:25am)

Meet our current Drew first year students - ask them questions about their journey from high school senior to becoming a first-year college student, how they decided on Drew, and what they discovered about themselves in their first year in the Forest.

9:05-9:30 a.m.

Distinctively Drew

Dorothy Young Center for the Arts, Concert Hall

President MaryAnn Baenninger welcomes the Class of 2024, sharing suggestions that will help you make the right college choice, while looking specifically at how Drew can prepare you to launch your life. Gabriel Lima and Isabella

Kudas, members of the Class of 2020, will discuss their college journey, why they “Declared Drew” four years ago, and what their plans are after graduation.

President Baenninger will announce the prize winner for.....

9:30-10:20 a.m.

Let’s Drew This - GAME ON!

(For Students Only)

Spend the morning playing ADMITTED STUDENT BINGO with The Mighty OC

Meet your fellow 2024’s: Find your study buddy, your roommate, your best friend ... AND win Drew swag!

9:30-10:20 a.m.

Launching Your Child at Drew

(Parents Only)

The Dorothy Young Center the Arts, Concert Hall

Meet our senior staff from financial aid, student engagement, athletics and LAUNCH as they help you at the start of your student’s college journey.

10:30 a.m.- 12 p.m.

Come meet your Drew faculty and Drew students

Arts, Music, Theatre and Dance

Dorothy Young Center for the Arts, The Concert Hall

If you want to draw, dance, direct, act and play music, if want to learn more about art history and cultural management come speak to the arts, music and theatre faculty. Tour our beloved “DoYo” (arts building) and meet Drew students who are Drawing it all, including in our NYC programs in Theatre and in Contemporary Arts.

(Art History, Arts Administration, Fine Arts, Music, Museum Studies, Theatre Arts & Dance)

The Humanities

Dorothy Young Center for the Arts, Rotunda

The study of humanities is, in part, about literature and expression. But the humanities are also essential to the development of skills for life: ethical reasoning and writing and speaking with persuasion, creativity and clarity. An understanding of the role of compassion in our society and an appreciation of the human plight can help us be better at whatever we decide to do after graduation. Meet our humanities faculty and about humanities at work in the world.

(Classics, English, Foreign Languages (Chinese, French, Italian, German, Spanish, Russian), History, Philosophy, and Medical Humanities)

The Social Sciences

Brothers College - Peet's Coffee, Peet's Lounge, lobby

Learn more about anthropology, business, communications, economics, education, media, political science, psychology, sociology. Meet the social sciences faculty, learn more about field work, internships, psych labs, our combined MAT program and learn about our other NYC programs (at the UN, on Wall Street and in Social Entrepreneurism) and meet students who are networking their way to success at and after Drew.

(Accounting, Anthropology, Business, Economics, Education, Environmental Studies, International Relations, Political Science, Psychology and Sociology)

The Sciences

Brothers College - Peet's Coffee, Peet's Lounge, lobby

If you are interested in the sciences and mathematics, including pursuing a career in medicine, the health professions or engineering, come meet our science faculty and RISE research fellows. Learn how you could be researching a cure for Alzheimer's, learning about the science of the mind, helping the environment, probing atomic interactions, working with lasers or diving into the field of data science. Tour our science facility and learn about the many research projects across the sciences that you have the opportunity to pursue one-on-one with a faculty mentor.

(Biology, Chemistry, Computer Science, Data Analytics, Environmental Science, Math, Physics and Physics/Engineering)

11:45- 12:30 pm

BY INVITATION ONLY FOR BALDWIN HONORS & Drew ACTION SCHOLARS

Baldwin Honors and Drew Action Scholars

Mead Hall, Founders Room

If you were invited to be part of the Baldwin Honors Program or the Civic Scholars Program, please join us for a special gathering to meet Dr. Stephen Dunaway, Director, Baldwin Honors Program and Dr. Amy Koritz, Director, Action Scholars Program along with Drew students currently participating in these programs.

Starts at 12 noon (ongoing)

Enjoy lunch on us in The Commons

Grab a bite to eat just like our Drew students do.

12 pm - 1:30 pm (ongoing)

Campus and Residence Hall Tours

Leaving from Mead Hall lobby

For those parents and students wanting to take a tour of the first year student residence hall and/or the full campus tour, join us for a look Inside the Forest.

Individual meetings with financial aid officers

Brothers College - Garden level

Financial Aid officers will also be available at this time to meet with families individually. *We advise you to arrange an appointment time at the morning registration to assure that you will be able to meet with a counselor.*

**Faculty Fridays for Admitted Students
Ehinger Center - The Space**

Feb 7, March 13, 20, April 3

Event schedule:

2:00-2:15 pm Check-in with Admissions Staff

2:20-3:00 pm Faculty and Student Panel

3:15-4:00 pm Mix and Mingle with Faculty and Students, Student Engagement, Global Education

4:00-5:00 pm Campus or Residence Hall Tours Available

Join us for the afternoon and connect with our distinguished faculty who share your interests. Hear from Drew students who are pursuing the majors and minors you are considering, take a deep dive into the research our faculty & students are doing here on campus, learn more about our Launch program and how it will complement your academic areas of interest.

Friday February 7th

The Humanities

(London semester, TREK to Barcelona. Paris, Italy, China)

English and Creative Writing

Languages, History, Classics

Friday March 13th

The Sciences

(RISE, Research labs, DSSI, TREK to Korea)

Biology, Chemistry, Physics, Engineering, Math, Computer Science, Data Analytics

Friday March 20th

The Social Sciences

(Shark Tank, NYC semesters (Communications, Wall Street, Social Entrepreneurship, UN)

The Fund, TREK to London)

Anthropology, Psychology and Sociology, Education, Business, Economics, Marketing

Accounting and Media & Communications

Political Science and International Relations

Friday April 3rd

The Arts

(Rehearsal from theatre students, London semester)

(Art portfolio review, student shows at Korn Gallery, NYC semesters in Modern Art, Museum Studies)

Theatre, Fine Arts, Music, Art History

UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of January 24, 2020

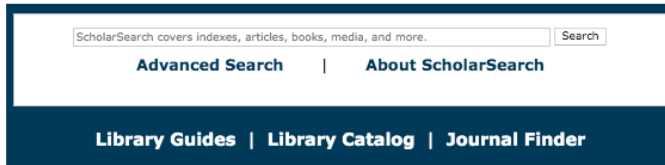
Dear Colleagues:

New Head of Access Services

Lauren Levinson joined the Drew Library on January 2 as Head of Access Services. This is a newly-defined position that brings together management of the library's circulation and reserve functions (formerly led by Johanna Edge) with interlibrary loan. Lauren comes to us with prior resource sharing and circulation experience at Princeton and Dartmouth, cataloging experience at the Mariposa Museum (NH), and volunteer work in public libraries. She holds a BA in Anthropology from Dickinson, as well as an MLIS from Florida State. You can reach Lauren at x3875 or by e-mail at levinson@drew.edu. Welcome, Lauren!

Website Changes

Over the break, Guy Dobson (Director of Technical Services and Systems) and the Reference and Research Department updated the main search section of the website:



In addition to improved clarity for researchers, the new design incorporates standard Drew colors and fonts for a more consistent user experience. An additional change is the inclusion of "Today's Hours" on every page of the site and an improved table view of all hours and holidays. Please let us know if you or your students have feedback on these new features, or on other sections of the website.

Reminder of Changes in Collection Development Procedures

As mentioned in last month's report 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.
- We have implemented Evidence based E-book purchasing and will soon pilot a Demand Driven E-book purchase program (e-books are purchased based on usage)
- We are monitoring Interlibrary Loan requests for possible purchase vs. borrowing.

During the next few months we hope 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. Also, Acquisitions Associate Ginny Palmieri has retired, so please direct all book and media purchase-related questions to liborders@drew.edu.

Instructional Technology

Over the holiday break, the classroom team upgraded several classrooms and learning spaces, including BC13A, 120, and 204; SEM 116, 212, 213, and 215; and EC Space. The team also performed cleaning and maintenance in all classrooms. Per earlier mention, we've moved x1487 to **973-408-3001**, which can be reached via cellphone. The classroom landlines remain active and dialing either x1487 or x3001 will get you connected to Instructional Technology staff.

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 digitization 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.

Events and Exhibits

Around the World in 80 Days: A Travel Exhibit

Curated by Brian Shetler and Candace Reilly, this semester's exhibit features rare books, manuscripts, archival documents, photographs and artifacts related to the history of world travel and exploration. From high seas to highways, plains to planes, and everything in-between, the exhibit will explore the ways in which we have traveled the globe.

Respectfully submitted,

Andrew Bonamici, University Librarian

(continued)

New Databases at the Drew Library

Here are some of the new databases featured on the [A-Z Database Guide](#):

[American Historical Periodicals Series 1-5](#)

(NEW) American Historical Periodicals is a collection from the American Antiquarian Society, which has the single largest collection of American periodicals from the colonial period through the twenties. The periodicals focused on American concerns and were predominantly published in the United States or Canada, though some were published overseas by Americans living abroad.

[Chronicling America - Historic American Newspapers, from Library of Congress](#)

(NEW) Search America's historic newspaper pages from 1789-1963 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress.

[Climate Change StarterBrain](#)

(NEW) The Climate Change Starter Brain includes key books and reports (some as links, some as PDFs), videos, websites of climate think tanks and NGOs, climate news and opinion websites, climate-relevant social media links to Facebook, LinkedIn, Wikipedia, and Quora, climate reference sources — and much more!

[Europeana Newspapers](#)

(NEW) Europeana Newspapers is a European Commission-funded project which has provided online access to around 12 million pages of historical newspapers from 23 European libraries and metadata relating to more than 20 million newspaper pages. The content made available by the project is available both through Europeana and also via a dedicated newspaper browser hosted on The European Library which gives the possibility to perform full- text search or explore the newspapers in various ways (e.g. by date, country, title)

[SIPRI Yearbook Online - Armaments, Disarmament and International Security](#)

(NEW) The SIPRI Yearbook, written by authors who are experts in their field, is an essential and independent source for issues on armaments and arms control, conflicts and resolutions, security arrangements and disarmament, as well as longer-term trends in international security.

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.

NOTE TO THE FACULTY FROM DEAN'S COUNCIL:

These sections of the Faculty Handbook will be brought to division in February with the intention of voting on it at the February Faculty Meeting. It does not include the remaining standing committees. The Handbook sections concerning them will be brought to the faculty later. For reference, here is a link to the Current College Faculty Regulations: <https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations>

Main questions for discussion in January Faculty meeting.

1. **We are looking for feedback about the function and membership of the committees to make sure that we haven't missed something important.**

2. **3.2 a ii. Longevity of Ad-Hoc committees**
 We are proposing a change from 12 to 24 months for ad hoc committees to complete their assignment before requesting an extension or converting to a standing committee. For reference, here is the relevant language from the current faculty regulations:

e) The faculty may authorize ad hoc committees for specific purposes. Such ad hoc committees shall terminate automatically within 12 months of their creation unless they request and the faculty approves an extension of time to complete the assignment.

3. **2.1 f) Student representation on Arts and Sciences Committees.**

Arts and Science Faculty Handbook - Section VI.3: Standing Committees
 (draft 1/22/20).

IV. Shared Governance

2. Committee Service

2.1 General Rules

- a) Membership on committees is either elected or appointed as specified herein for each committee. All committee assignments, whether elected or appointed, are typically for two years. Terms of service shall normally begin with the start of the fall semester. The Dean's Council in consultation with the Dean's Office shall vet faculty members for eligibility for committee service and then present their selection of candidates to the Dean for the election ballot or for appointment. The usual practice is for a faculty member to serve for one two-year term, although some major committees, ie, COF and Dean's Council, may benefit by a

committee member or members serving a second consecutive term so long as at least one half of the overall makeup of the committee rotates regularly.

- b) Full-time faculty in their first year of employment at Drew normally do not serve on committees.
- c) No member of the faculty shall simultaneously hold more than two memberships on standing committees, and shall chair no more than one at a time.
- d) All committees shall be chaired by voting members of the faculty who have full-time teaching responsibility, except as otherwise specified in these regulations.
- e) When new standing committees are established, the faculty votes on whether the committee will be comprised of elected or appointment members. Normally, committees that establish curricular procedures, oversee budgetary matters, or make personnel decisions are elected.
- f) At the committee's discretion, students may be invited to attend and/or be members of a committee.

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3. Standing Committees

3.1 Arts and Science Representation on University Committees

Academic Computing Advisory Committee (appointed)

Function: The Academic Computing Advisory Committee is a University committee which offers faculty insight on all aspects of Academic technology and computing at Drew.

Membership: Arts and Sciences membership on ACAC shall consist of three divisional representatives appointed by the Dean.

Academic Standing -- Graduate (appointed)

Function: The Academic Standing Committee--Graduate Is concerned with the academic performance of graduate students. It shall decide all matters relating to the standing and retention of students. It shall grant or deny individual student requests for modifications of or exceptions to academic regulations. It shall advise the faculty regarding related academic policies and regulations.

Membership: The Arts and Sciences faculty is represented on the committee by two faculty members appointed by the Dean's Council in consultation in the Dean.

Compensation Monitoring (appointed)

Function: The Compensation Monitoring Committee is a University body that monitors Drew's compensation in relation to peer and aspirant institutions, and advises the President and the Annual Planning and Budgeting Council on matters related to compensation.

Membership: The Arts and Sciences faculty is represented on the committee by two faculty members appointed by the Dean's Council in consultation with the Dean.

Library Committee (appointed)

Function: The University Library Committee advises the Library administration on its services, policies, and projects.

Membership: The Arts and Sciences faculty is represented on the committee by three representatives appointed by the Dean's Council in consultation with the Dean.

Annual Planning and Budgeting Council (APBC)

Function: The Annual Planning and Budgeting Council is the primary University body responsible for the annual planning and budgeting cycle. It makes recommendations to the president and cabinet on all aspects of planning, budgeting, and institutional assessment. A faculty representative on APBC will attend at least one Dean's Council Meeting a year.

Membership: The Arts and Sciences faculty is represented by two faculty members who are elected by the faculty.

Institutional Review Board (appointed)

Function: The Institutional Review Board is the University body that oversees research conducted at Drew University on living human subjects covered by the Code of Federal Regulations, Title 45, Part 46, which ensures that all ethical and legal protections for human subjects are observed.

Membership: Two Arts and Sciences faculty members appointed by the Provost or Chief Academic Officer shall serve on the IRB. When the Chair of the IRB is a member of the Arts and Sciences faculty, the Provost or Chief Academic Officer shall appoint three members to serve on the IRB.

Title IX/EEO/AA (appointed)

Function: The Title IX/EEO/AA committee is formally charged with advising the Title IX/EEO/A Coordinator on matters relating to the University's compliance with Title IX Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, as well as state of New Jersey civil rights laws and Drew's sexual misconduct and human rights policies and related procedures. These deal with nondiscrimination on the basis of sex and other EEO categories in education programs and activities receiving or benefiting from federal financial assistance. Specifically, the committee is charged with monitoring, evaluating, and determining if equity exists in the in areas related to sex discrimination such as: Sexual Harassment, Stalking, Domestic Violence, and Dating Violence or

discrimination based on an EEO category. This committee will monitor prevention programming related to these areas and make recommendations for programming to the Title IX/EEO/AA Coordinator.

Membership: The appointment to this committee is done by the University Title IX/EEO/AA Coordinator. At least two members will be selected from the Arts and Sciences faculty.

Risk Management Committee

Function: This committee is designed to provide university-wide governance to the enterprise risk program for Drew. The goals of this committee include:

1. Establish and maintain processes and policies by which risk is evaluated and prioritized for the University.
2. Provide accountability to the risk owners associated with the risks requiring mitigation plans.
3. Provide a continuous feedback loop to the CFO who is accountable to the President's Cabinet and the Board Audit Committee for reports on the status of Drew's enterprise risk program.

Membership: Arts and Sciences is represented by one faculty member and one academic staff member appointed by the Dean in consultation with Dean's Council.

3.2. Organization and Functioning of Arts and Sciences Committees

a) General Principles

All committees are agents of the faculty, and they are established by the faculty for the effective discharge of responsibilities assigned to it under the University's By-Laws. The role of a committee is to consider, whether by referral or on its own initiative, matters that are appropriate under its assigned responsibility.

There shall be two types of committees: Standing Committees and Ad Hoc Committees:

- i. Standing Committees of the Faculty are created by vote of the faculty as permanent committees. The function of Standing Committees is to assist the faculty in the accomplishment of its duties in critical areas of its responsibility, to oversee the operations of specific academic programs or opportunities for students, or to offer advice to University offices critical to the operations and life of the College, the Caspersen School of Graduate Studies, and/or the University. Standing Committees may only be dissolved by vote of the appropriate faculty body. There shall be no standing subcommittees. Any standing committee may, if it wishes, establish ad hoc subcommittees or task forces to advise and assist it on specific matters.

- ii. Ad-Hoc committees are short-term bodies created as needed, with clearly defined objectives and clearly stated sunset provisions. They are appointed by the Dean, with the advice of the Dean's Council, or may also be elected by the faculty for specific purposes. Such Ad-Hoc committees shall terminate automatically within 24 months of their creation unless the faculty approves an extension of time to complete the assignment, or transform the ad hoc or select committee into a standing committee of the faculty.

b) Committee Charges

- i. The charge of each Arts and Sciences standing committee is delineated in sections V and VI. Committees may also be asked to consider and make recommendations on matters that affect the College and the Caspersen School of Graduate Studies, but which are not subject to decision by its faculty. Advice may be given, but specific recommendations shall not be made without also informing the faculty whose agent the committee remains. No committee shall make final decisions for the faculty unless it has been authorized by the faculty to act in its name. If the faculty has granted to a committee the power to act in its name, the committee will, either through the chair of the committee or through the Dean's Office, advise the faculty of decisions taken under that authority. Such decisions will not be put into effect less than five academic days after such notice has reached the faculty. If any two voting members of the faculty advise the committee and the Dean of the College that they object to a specific decision, it shall not take effect until the matter has been considered by the whole faculty at either the next regular meeting or at a duly called special meeting of the faculty. This restriction shall not apply to the decisions of the Committee on Faculty, the Committee on Academic Integrity, the Committee on Academic Standing, or other committees that routinely make decisions that only affect individual faculty members or students.
- ii) Committees may also be authorized to act on routine matters that are appropriate and necessary for the faculty to continuously monitor and oversee.
- iii) Committees will not be expected or required to act as agents of bodies other than the faculty.
- iv) Committees will keep and post minutes, except as specified below, to record deliberations and actions taken. After each set of minutes are approved, the chair shall send an electronic copy of the minutes to the Dean's Office to be posted online.
- v) All committees will keep the faculty regularly informed of their agenda. Insofar as possible, their chairs will, either by circulation of memoranda or through the faculty meeting agenda, indicate the nature of recommendations the committee is developing, thus permitting faculty members to voice concerns

and to offer opinions before a formal recommendation shall be ready or submitted.

- vi) When committees are bringing major policy decisions to the faculty for action, they will first report their recommendations to and solicit feedback from the Dean's Council and/or the Convenors as appropriate, and present proposals to Forum meetings for further discussion prior to the Faculty Meeting at which the formal proposals are to be discussed or acted upon by the faculty.
- vii) Any committee report requesting specific action or formal faculty decision shall be in writing and shall include specific wording for the motion of the proposed faculty action, and a summary of the reasons for the requested action. Such a report shall normally be sent to voting members of the faculty at least 72 hours prior to the meeting at which the proposed motion is to be considered.
- viii) Each committee should make a written or oral report to the faculty at least once each academic year. If the report is oral it should include a brief summary in written form.
- ix) No committee will be responsible to any other committee, except as otherwise provided for in these regulations, though any committee may request an opinion or advice from any other committee. If any committee feels that an item has been inappropriately referred to it, its chair shall forward it to the appropriate committee, advising the item's originator of this referral. Disputes over committee responsibilities will be referred to the Dean's Office and Dean's Council or Convenors for resolution, which shall be binding.

3.3. *The Arts and Sciences Committees*

Committee on Faculty (elected)

Function: The Committee on Faculty considers all matters related to the review, promotion and tenure of full-time faculty and all matters related to academic freedom on behalf of the faculty. On or before the date required by the University By-Laws, the Committee shall consider each full-time member of the faculty who is eligible for reappointment, promotion or tenure, and report its recommendations to the Dean, the President and the Academic Affairs Committee of the Board of Trustees.

- During deliberations on contract renewals, tenure decisions or promotions, COF members shall recuse themselves from any discussion or vote on a colleague in their department or program, or whenever the COF member is in other ways intimately connected with a candidate under review, by leaving the room. When a recusal occurs, and the remaining members of the Committee are divided, another faculty member from the division affected, who has previously served on the COF, will participate in the candidate's review with voice and vote if any member of the COF requests it.

- The minutes of the COF shall be confidential and are not posted or made public.

Membership:

- Consists of one member from divisions I and II, two members from division III, and a chairperson, all elected by the entire faculty. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division. In exceptional circumstances, if the committee's work cannot proceed due to the lack of a faculty member from a division, a second at-large member may be nominated and elected by the faculty to serve.
- Only full professors and associate professors with tenure. Associate professors must have served either as department chair or have served on a standing or permanent committee to be eligible for election to the COF.
- No more than two faculty at the associate rank may serve on the committee simultaneously.
- No current member of the Committee on Faculty may be considered for promotion by the Committee.
- The Dean of Arts and Sciences shall have *ex officio* status on the COF, and meet with the Committee with voice but without vote.

Dean's Council (elected)

Function: The Dean's Council advises the Dean of Arts and Sciences, and, on occasion, the President, the Provost, other senior administrative officers and/or the Board of Trustees, on shared governance, faculty appointments and workload, strategic planning, budgeting, curricular issues, and other matters related to the College of Liberal Arts and the Caspersen School of Graduate Studies. It considers all matters of concern to Arts and Sciences faculty having to do with membership, faculty responsibilities, and the quality of faculty life. Dean's Council makes recommendations on these matters to the Dean of Arts and Sciences, the faculty, the Provost, the President, the Board of Trustees, or other appropriate University entities.

Specifically the Dean's Council:

- considers proposals for new programs, evaluating them in light of existing strategic priorities, existing or potential student demand, the budget and staffing limitations for Arts and Sciences and University.
- reviews and discusses the final reports of external reviews of departments and programs.
- reviews and offers advice on sabbatical applications and release-time grants. Members of the Council must also recuse themselves from consideration of their own sabbatical applications or leave of absence applications.

- consults with and advises University bodies concerned with budgets, planning and programs.
- considers and advises CAPC on new programs or major revisions of existing programs before faculty approval is sought.
- proposes to the faculty policies designed to implement long-range strategic plans of the Schools and the University.
- Is in regular communication with key University and Arts and Sciences committees, as well as student governing bodies.
- forwards recommendations to the faculty for changes to the governance structure of Arts and Sciences.
- advises the Dean on annual line requests. During deliberations of line requests, however, a member must recuse her or himself from any discussion of a faculty line request coming from her or his department or program by leaving the room during discussion of the merits of the proposal.
- solicits preferences of faculty members for committee assignments, confirms availability, and draws up ballots for committee elections based on faculty preferences and committee needs.
- Whenever possible, elections for the Dean's Council shall be held in such a way that two or three faculty members shall be in the second year of service and two or three in the first year of service in any given year.
- The minutes are posted to and made available to the University at large.

Membership:

The Dean's Council shall consist of:

- Four tenured faculty members, one from each of divisions I and II, and two from division III, elected by the entire faculty for a two-year term. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division.
- One additional tenured faculty member, elected by the entire faculty at-large for a two-year term.

Curriculum and Academic Policy Committee (elected)

Function: Exclusive power to create and change academic policy resides in the faculty, as stipulated in the University's By-Laws. The faculty of Arts and Sciences exercises this responsibility through its elected representatives on the Committee on Academic Policy and Curriculum (CAPC), which brings policy proposals forward to the full faculty of the College, after consultation with the Dean's Council, for the faculty's consideration and vote.

CAPC:

- Shall be concerned with the current instructional operation of Arts and Sciences, in order that curricula, requirements for majors, assessment and other programmatic matters are consistent with educational policies and academic standards approved by the faculty. Subject to the limitations and procedures specified in the academic regulations of Arts and Sciences, CAPC is empowered to approve courses and requirements for majors as proposed by departments. It may not approve creation or discontinuance of majors or programs, or make academic policy, but it may make recommendations to the faculty and the Dean's Council on such proposals. It shall also receive and act upon requests for special majors;
- shall arrange for adequate and regular consultation with and input from departments and divisions concerning those issues which are of concern to them regarding curricular matters, including assessment issues, the cross listing of courses and courses required in other programs;
- shall oversee the development of articulation agreements with other institutions of higher learning, which it will review with the Dean's Council and bring to the full faculty for approval.
- shall keep and post regular minutes.

Membership:

- Five full-time faculty members, either tenure-track or non-tenure-track, who have taught full-time at Drew for at least three years, one from each of divisions I and II, and two from division III, as well as one additional at-large faculty member. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division.
- Associate Dean of Arts and Sciences for Curriculum (ex officio)
- The Registrar (ex officio)
- The chairperson shall be elected by the committee from among its full-time faculty members each year.
- Whenever possible, elections shall be held in such a way that two or three faculty members shall be in the first year of service and two or three faculty members shall be in the second year of service.

Assessment Committee

Function: The Assessment Committee manages the assessment of the efficacy of the undergraduate experience in support of students' learning and development and in alignment with the goals and outcomes of the College.

Specific responsibilities include:

- Assessing student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff.

- Organizing the collection, analysis, and dissemination of evidence of student learning.
- Supporting the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.

Membership:

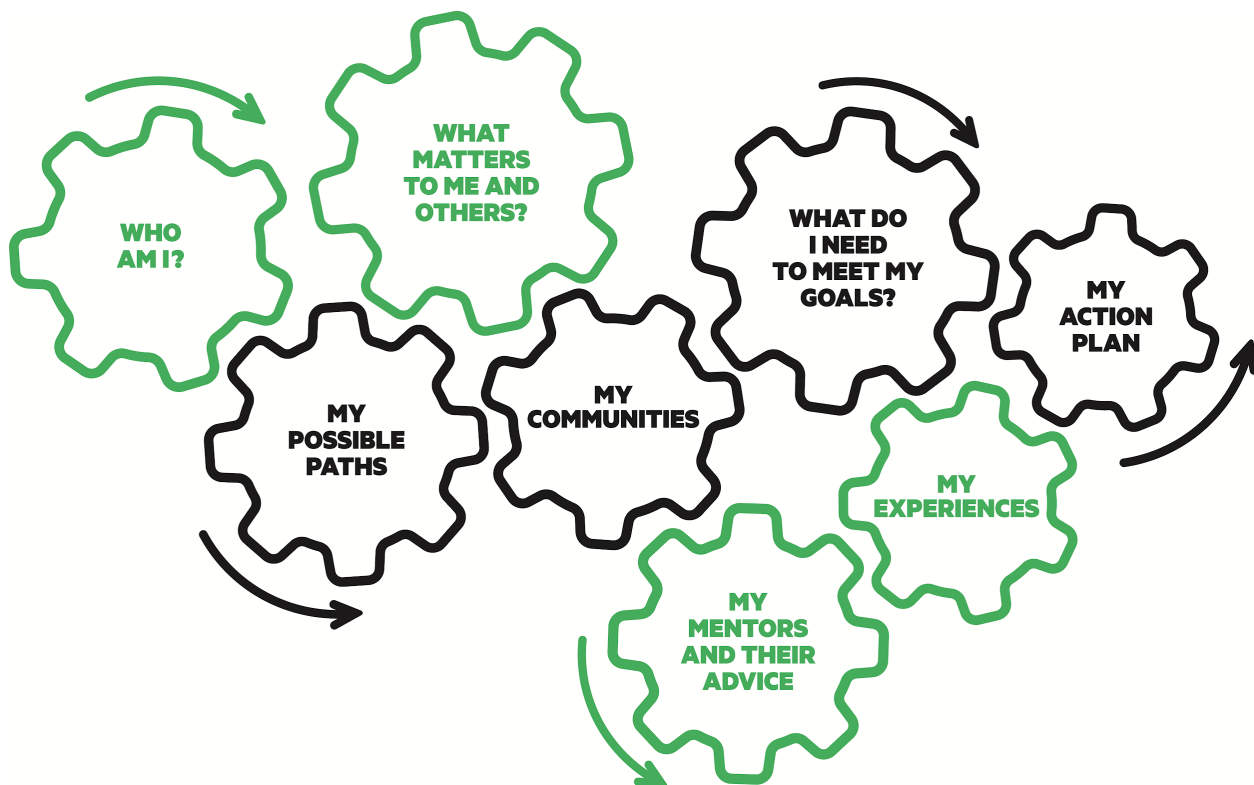
- The Associate Dean of Curriculum in Arts and Sciences (*ex officio*)
- The Director of Student Learning Assessment (*ex officio*)
- Four faculty members, one from each of divisions I and II, and two from division III, elected for a two-year term. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first.
- The chair, a faculty member appointed by the Dean in consultation with the Dean's Council from the elected members of the committee

DREW

LAUNCH YOUR LIFE

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

In January, all Drew first-year students began experiencing Drew 110. This 1-credit course has 14 sections facilitated by teams of CLSA, Launch Center, Library, IT, CAE, and INTO staff. The course 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:



On the next page, we bring you the content and activities of the two Drew 110 sessions that students are experiencing this month, followed by some talking points that you can use when chatting with students about the course, either in advising meetings or other conversations.

SESSION 1	
WHO AM I?	<p>Students are introduced to Launch and their MyLaunch Plan in their ePortfolio</p> <p>Students work to determine their Dependable Strengths¹ through an interactive (small group? Dynamic? Whole class?) exercise:</p> <ul style="list-style-type: none"> • They start by identifying good experiences, and focus on the strengths they demonstrated in them. • They share a series of these experiences with peers for feedback on their strengths as well as community building • They identify themes among their strengths, prioritize them, and look for alignment of these with academic, career and service opportunities. <p>Students enter their findings in their Launch Plan within their ePortfolio</p>
SESSION 2	
WHO AM I?	<p>Students work on a session on Purpose & Strategy Development²</p> <p>In a facilitated, interactive class session:</p> <ul style="list-style-type: none"> • Students listen to descriptions of Holland's Interest Themes, identify the themes that motivated their good experiences, and walk to the corresponding theme postings in the room. • They discuss their findings in small groups and then individually prioritize these themes as their "purpose", "strategy", and "tool". • Students then identify academic, career and service opportunities that align with their purpose and strategy. <p>Students enter their findings in their Launch Plan within their ePortfolio</p>

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 encounters help you succeed at Drew or prepare for your life after Drew?**
- **What Dependable Strengths did you identify in your first Drew 110 session? How do you think these could help you make meaningful academic or career decisions?**
- **What Purpose & Strategy did you identify in your second Drew 110 session? How do you think these could help you make meaningful academic or career decisions now or in the future?**

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 & Learn" on January 31 at noon in SEM101. Please contact Dawn LoMauro at dlomauro@drew.edu if you are interested in participating.

¹ Haldane, 1981

² Holland, 1987

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)
Session 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 ePortfolio, along with a Launch Plan Synthesis Video. Ask a student to share these with you!

LAUNCH BY THE NUMBERS:

Students enrolled in Drew 110	401
Trained facilitators for Drew 110	22
Students who have created a Launch Plan ePortfolio	430
Student organizations collaborating with Launch Communities	70
Students who participated in Expo	154
Immersive Experiences 2019/20 - Global Education opportunities	24
Immersive Experiences available in January 2020 - Internships	479
On-campus jobs available - January 2020 in Launchpad/Handshake	63
Off-campus jobs available - January 2020 in Launchpad/Handshake:	501
Employers available - January 2020 in Launchpad/Handshake:	1871

The Drew Review

Submit your students' research papers to be published in the '19-'20 edition of Drew's double-blind, peer-reviewed journal

Nominate a paper by sending it to **drewreview@drew.edu**, and cc the author

All submissions due by
January 31

CIVIC ENGAGEMENT AWARDS

CALLING ALL NOMINATIONS

The Center for Civic Engagement invites nominations for the 2019-2020 annual Civic Engagement Awards. These awards recognize and honor Drew's contributions to our communities beyond the university. Nominate a person or group that deserves special recognition for their work and commitment to making the world a better place.

Award Categories:

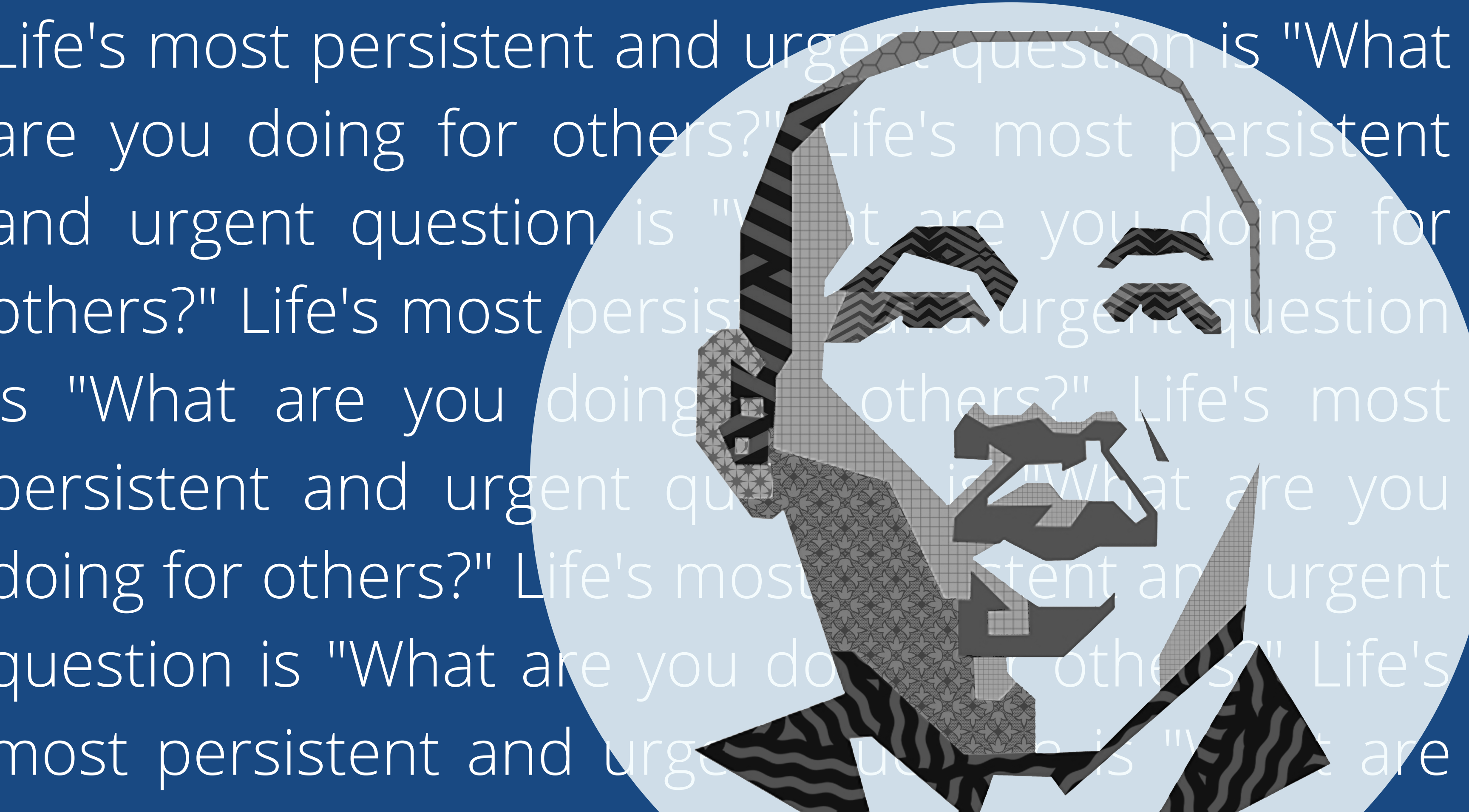
- The **Collaborative Action Award** is a student organization or community partner that leads an effective collaboration between the university and an external community to accomplish a community service or advocacy project.
- The **Faculty Leadership Award** will be given to a full-time faculty member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

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

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

Deadline for nominations: Monday, March 11, 2020
Apply at drew.edu/cce/awards

SAVE THE DATE: CIVIC ENGAGEMENT SHOWCASE & AWARDS
Tuesday April 14, 2020
4:00-5:30 PM
Ehinger Center, Crawford Hall



**THE OFFICE OF DIVERSITY, EQUITY, AND INCLUSION INVITES
YOU TO PARTICIPATE IN THE**

2020 MLK AWARDS

**A STUDENT-LED AFTERNOON OF DIALOGUE & NETWORKING
SPONSORED BY THE OFFICE OF THE PROVOST AND THE LAUNCH CENTER**

Thursday, Feb 6

4:00 to 6:00 pm

Crawford Hall, EC

Scan or follow link to RSVP

<https://tinyurl.com/RSVP-2020-MLK-Awards>

LAUNCH



DREW

Office of Diversity, Equity & Inclusion

MEMO

TO: Provost and Faculty Members
FROM: Dr. Sari Pascoe, Drew Office of Diversity, Equity, and Inclusion
RE: 2020 MLK Awards Celebration
DATE: February 6, 2020 from 4:00pm to 6:00pm at the Ehinger Center
cc: President

The Office of Diversity, Equity, and Inclusion

With the sponsorship of the Office of the Provost and the Launch Center

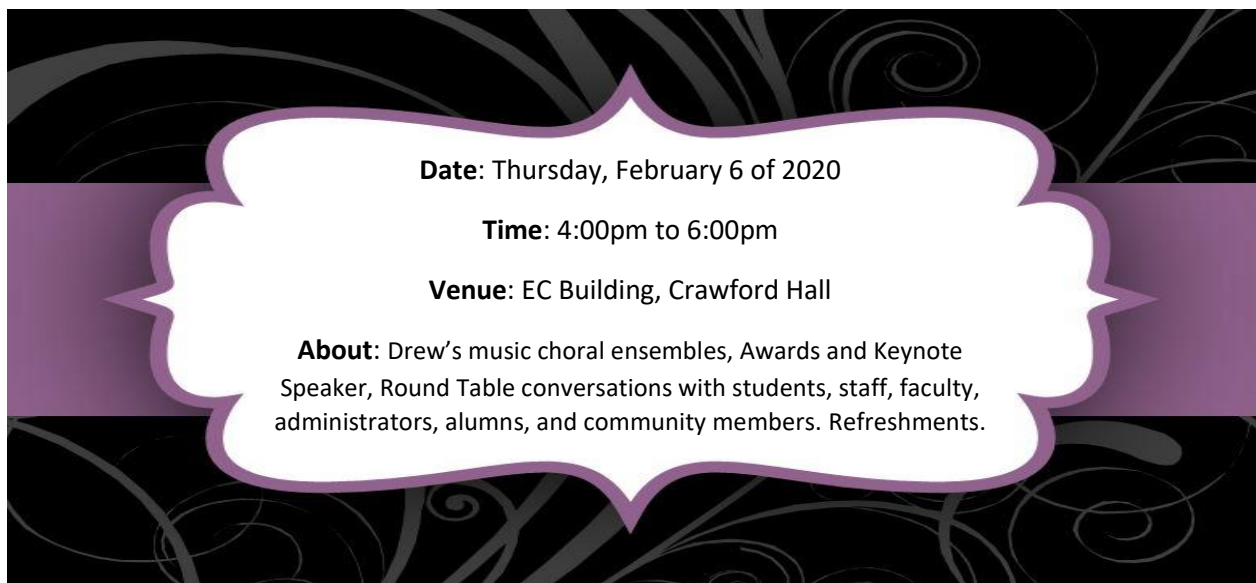
And in collaboration with Launch Identity/Affinity Communities, Alumni and Parent Communities, Office of Student Development and Student Leaders, Freedom Schools, Music Department, Conferences and Events, and Drew Bookstore

**Invite you to become an active participant in
shaping the culture that we all experience at Drew University**

As a goal of this event, we invite you to become an active participant in shaping Drew's culture in the following ways:

- 1) Attend the event and engage in action-oriented opportunities with students, staff, faculty, administrators, alumns, and community members at your round table
 - 2) Include this annual Drew event in your syllabus and encourage students to attend (maybe offer extra credit for engagement in social justice and service to Drew)
 - 3) Nominate a student, staff, and/or faculty member to receive the Drew University 2020 MLK award (*nomination forms will be released in January*)
 - 4) Can you offer other ways in which students and faculty could actively participate in this annual event and celebration?
- ➔ **The RSVP digital registration will open in January. Please mark your calendars.**

We look forward to further developing our Drew community with you!



Date: Thursday, February 6 of 2020

Time: 4:00pm to 6:00pm

Venue: EC Building, Crawford Hall

About: Drew's music choral ensembles, Awards and Keynote Speaker, Round Table conversations with students, staff, faculty, administrators, alumns, and community members. Refreshments.

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