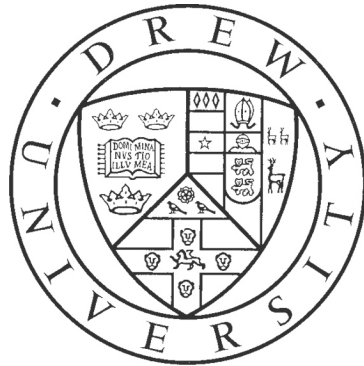


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# **Student Guide of The Graduate Division of Religion**

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**Drew Theological School  
2008**

*Revised September 3, 2010*

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## Preface

Welcome to Drew's Graduate Division of Religion! The purpose of this handbook is to provide you with all the essential information that you need in order to move knowledgeably and efficiently through your academic program. Most of what you will find in this handbook has its ultimate origins in The Regulations of the Graduate Division of Religion (a copy of which is available on the GDR website under "Current Students"). The regulations book is primarily pitched to faculty and administration. The idea behind this handbook was to produce a version of the regulations that would be oriented fully to students, and supplemented with other crucial information that you need to know but that doesn't appear explicitly—or at all—in the regulations. This includes "nuts and bolts" instructions on how to get various important things done and assorted "insider advice" that we hope you will find helpful. Aside from lived student experience, sources for certain of the information provided also includes Daniel's Dictionary. The role of Religion and Society's student handbook (previously the only such handbook in the GDR) should also be acknowledged. It stimulated the idea for the present handbook and provided a partial model for it. The writing of the handbook was conceived at the outset as a student-faculty collaboration. Kristeen Black, a PhD student in Religion and Society, and I worked jointly to produce it. I am deeply grateful to Kris for taking on what must have seemed at times like an overwhelming task. We are both grateful to Rose Ellen Dunn, GDR Director of Admissions and Placement—and also herself a PhD student in the GDR—for her help in conceiving and outlining the scope of the project.

Stephen Moore  
GDR Chair  
August, 2008

## **GDR Office**

### **Phone Contacts**

Drew University	(973) 408-3000
Graduate Division of Religion; <i>Kim Booth</i>	(973) 408-3410
GDR Admissions; <i>Rose Ellen Dunn</i>	(973) 408-3311
Theological School Dean; <i>Maxine Clarke Beach</i>	(973) 408 3258
Associate Academic Dean; <i>Anne Bagnall Yardley</i>	(973) 408-3519
Chair of the Graduate Division of Religion; <i>Virginia Burrus</i>	(973) 408-3099

### **E-mail**

For general inquiries, please contact: <mailto:gdrinfo@drew.edu>

### **Fax**

(973) 408-3592

### **Office Locations**

GDR Administrative Office	Davies House, Room 203
GDR Office of Admission and Placement	Davies House, Room 201

### **Mailing Address**

The Graduate Division of Religion  
Drew University, Davies House  
36 Madison Ave.  
Madison, NJ 07940

## **I. Basics**

*This is a rather informal, but highly important section providing general information and helpful advice.*

### **GDR Resources Online**

Because the Ph.D. program in Drew's Graduate Division of Religion is primarily self-directed, students bear great responsibility for becoming familiar with the policies and procedures that govern their progress through the program. The GDR has built a series of web pages, located at [www.drew.edu/gdr](http://www.drew.edu/gdr), that describe the program and contain the documents and information necessary for successful and efficient completion of the Ph.D. Pay special attention to the resources listed under "Information for Current Students," where you will find a library of administrative forms, links to the Regulations of the GDR and this guide, in addition to many other resources, including information on locating grant and fellowship funding, and materials to guide your professional development. Visit the site often, as information is updated on a regular basis.

### **Advisors**

All GDR students are assigned a faculty advisor when they begin at Drew. The student's first meeting with his or her advisor typically centers on selection of the courses that the student will take during his or her first semester. The advisor's signature approval is needed for course registration, and also on a great many other forms (both paper and electronic) that the student will need to complete during his or her time at Drew.

Know, however, that you may request to change your advisor. You do this by obtaining and filling out a Request for Change of Advisor form from the GDR Administrative Office, or on the GDR web site (most forms are available online through the GDR site). The form does not ask for the reasons for the requested change, nor does it require the signature of your current advisor. Once you have completed the form, the GDR office submits it to the GDR Chair for approval.

The term "advisor" is also frequently used for the first reader of the student's Ph.D. dissertation. Because a faculty advisor is often assigned to an entering GDR student on the basis of his or her research interests, that same faculty member may well go on to become the first reader of the dissertation and chair of the dissertation committee. Know, however, that it is possible, and not uncommon, to have a faculty member other than your academic advisor as first reader or director of your dissertation.

### **Getting to know the "right" faculty**

When the time comes to put your dissertation committee together, the onus will be on you to approach the faculty whom you would like to serve on the committee (typically, three faculty for dissertations). Faculty tend to be more receptive to an invitation to serve on a committee issuing from a student whom they have already had in class, and whose academic abilities and interests they consequently know, than one issuing from a student whom they haven't yet had a chance to get to know. So it is important to take courses with professors whom you think you may eventually want on your committee. Also, taking a course with such a professor will give you a good sense of his or her strengths and weaknesses as a mentor and hence his or her suitability to advise your research.

### **How long should it take you to complete your Ph.D.?**

In recent years, the GDR administration has been cracking down increasingly on students who have been taking too long to get through their degree programs. Most Ph.D. students manage to complete their course work in a timely manner (except when they rack up excessive Incompletes, on which see below). Moving swiftly and steadily through comprehensive exams and dissertation writing, however, requires greater self-motivation and self-discipline, and this is when many students slow down and lose their bearings. Once students begin to bog down, time suddenly begins slipping away with alarming speed and regaining focus can be difficult. The recommended strategy is to treat semesters devoted to comprehensive exam preparation or dissertation writing as much as possible like regular semesters, even though you may have no mentor or advisor breathing down your neck, and to build on the disciplined study habits that, hopefully, you will have developed during your two years of course work. For example, the best strategy for moving swiftly through your dissertation is to approach each chapter as you would a term paper, and not let the size of the overall project paralyze you.

Ph.D. students are allotted seven years to complete the degree. Highly motivated students, however, are regularly able to complete the degree in five years. (Their motivation is often spurred by the fact that occupancy of Drew housing by Ph.D. students is limited to five years!) Ideally, you should aim to finish in five years, and regard the additional two years allowed as a buffer or safety net.

Here is what a typical five-year PhD degree program looks like:

**Year One:** 18 credits of coursework. Pass first language exam.

**Year Two:** 18 credits of coursework. Pass second language exam. If possible, also write comprehensive exam proposals and have them approved, although this could be deferred to the beginning of Year Three.

**Year Three:** Pass comprehensive exams. If possible, also write dissertation prospectus and have it approved, although this could be deferred to the beginning of Year Four.

**Year Four:** Research and write dissertation.

**Year Five:** Complete dissertation, successfully defend dissertation, graduate.

For a more detailed outline of a typical five-year program, see the “Detailed Timetable for Earning Ph.D. (full-time)” in Section III, below.

### **Beware of incompletes!**

At times during your course work you may need to request an Incomplete, that is, seek permission from the instructor of a course to submit required work later than the official deadline. The arrangement is formalized by the Incomplete Request Form that the instructor and advisor sign before you deliver it to the office of the Associate Academic Dean. The form usually includes the new deadline that the student and the professor will have negotiated (although there is also an official default deadline of April 15 for Incompletes from the Fall

Semester and of October 1 for Incompletes from the Spring Semester). Many professors then promptly forget the new deadline that has been set. That does not mean, however, that the indefinite carrying of Incompletes is without consequences. On November 1 and June 1 each year, Incompletes from the previous spring and fall semesters automatically flip to U (= F) . Even one grade of U on a graduate student's transcript can drag his or her GPA down below the required grade point average. Once that happens, the student appears on the radar of the Committee on Academic Standing and his or her case is reviewed. If a student is carrying what the committee deems "excessive Incompletes"—which may be as few as two or three—from semester to semester, the committee may (and now frequently does) place the student on a mandatory leave of absence. That itself can trigger still further problems. In particular, students are not entitled to university housing during leaves of absence, and, by federal regulation, are required to begin repayment on student loans. Carrying Incompletes beyond their deadlines, then, can quickly become a slippery slope, and once one has begun to slide it can be very difficult to recover.

### **Watch Your Language(s)!**

Ph.D. students in the GDR are required to pass exams demonstrating their ability to read scholarly languages relevant to their fields of study. The regulations stipulate that full-time Ph.D. students cannot begin their second year of course work without having satisfied at least one of these language requirements, and cannot be approved to take comprehensive exams until they have satisfied both requirements.

In the past the regulation about passing one language before beginning the second year of course work was not strictly enforced, but the GDR administration now takes a tougher line on it. It is very much in your own interest, however, to ensure that you have fulfilled both language requirements by the time you begin your fifth semester in the doctoral program. Otherwise, most or all of your third year may be taken up with language study when it should be taken up with comprehensive exams, and you may well end up having added an extra year unnecessarily to your program.

### **What is the Academic Standing Committee?**

This is the Theological School committee that impinges most directly on the lives of GDR students. The committee (the name of which is abbreviated as ASC) is chaired by the Associate Academic Dean, and its membership also includes the GDR Chair, the University Registrar, three faculty members, a TS student representative, and a GDR student representative. Many of the petition forms that you will fill out as a GDR student will need the final approval of ASC. Examples of such forms include petitions to take a tutorial or for a time extension to your studies. The committee also monitors the academic progress of GDR students. In addition to its monthly meetings during the semester, ASC meets in January and June for an extended end-of-semester review of student progress. Students who have fallen below the required minimum GPA, or are carrying excessive Incompletes, or have exceeded the time allotted for the completion of their program, or are progressing too slowly through their program (for example, are taking too long to complete their comprehensive exams) are discussed individually, and often at length, by the committee. Following these end-of-semester reviews, a flurry of letters goes out

from ASC placing students on probation, or terminal probation, or issuing other ultimatums, or placing students on a mandatory leave of absence, or withdrawing students from the GDR altogether. In short, although you will need to deal with ASC during your time at Drew, you want to keep those dealings to a minimum!

### **Study buddies**

Develop a study buddy network! The university doesn't have a ready-made "support network" for grad students—you have to create your own. Creating a network of classmates can be one of the best things you do here at Drew, and not just while you're in course work: study buddies can be especially valuable when studying languages or preparing for comp exams. Find people with whom you can meet on a regular basis throughout your degree program to share ideas, anxieties, and hopes, to give and receive emotional and academic support, and to get away from the books once in awhile for dinner or a drink. Talk to classmates, find out who lives near you, and make time to attend Area events and other GDR events as a way to meet other people in and outside your academic Area. You may think it is impossible to make time for a social life while trying to get through a Ph.D. program in five years (or even seven), but trying to do it without a social support network and study buddies is even harder.

### **Advice from the Financial Aid Office**

A common form students overlook is the financial aid supplemental form. They are mailed to returning students' home addresses every January with a letter that says the financial aid deadline each year is April 1st. Students can also pick one up in the Financial Aid office or have it mailed to them upon request. These forms are also available on the Drew website.

The supplemental form allows a student's financial aid package to be based on what the student intends to register for in the next academic year (the financial aid package is adjusted after the add/drop period if necessary). If a student is receiving a scholarship, he or she will not receive it until the supplement is completed. Scholarships are applied to their financial aid when students are in course work and dissertation semester(s). There is no scholarship for maintaining matriculation semesters.

Full time status is 9 or more credit hours per semester or maintaining matriculation full time (all of the registration requirements are listed on the Registrar's Website). Anything less than 9 credits is part time; there is also a maintaining matriculation part time status. In order to receive Federal financial aid, a student must be registered for at least 6 credits per semester and/or maintaining matriculation FULL TIME. Again, scholarships are not applied to a student's financial aid package if he or she is in maintaining matriculation status.

### **Be "present"**

Some GDR students are rarely to be seen on campus other than in class, and once they have completed course work may vanish altogether for long stretches of time. Other students are active in Area seminars, attend public lectures hosted by the GDR, participate in the annual Transdisciplinary Theological Colloquium, attend GDR social events, and are active in the GDR



Student Association. Know that most faculty will be keenly aware of which category you fit into! Students who are involved in many facets of GDR life enjoy a far richer experience at Drew than students who are minimally present.

### **Using library resources for research**

The Theological Librarian is happy to meet with GDR students and is able to help them in many ways, especially with compiling bibliographies.

You can recall books that have been checked out online. If a book you want is checked out, click on “Place a hold” in the complete record, and the book will be recalled after the borrower has had it for thirty days. For more detailed information, check the web site. For general information, visit the home page of the Rose Memorial Library.

When you’re searching through WorldCat and you see something that would aid your research, click on “Borrow this book from another library” (it’s in red), and submit your request to the Drew interlibrary loan office, without having to copy the details of the book into a form.

Retrieve electronic copies of articles more quickly. When you’re searching library databases and see an article that looks interesting, click on “Search for article” to open another window that tells you if Drew has electronic access to that item, and often provides a direct link to it if we do. Find more information on this service here.

### **The Writing Center is for grad students too!**

The Writing Center is intended for all levels of writers, and for those whose first language is English as well as those for whom it is a second language. If, as a writer, you struggle with grammar, syntax, and the challenge of setting forth your argument in standard academic prose generally, going over your writing with one of the center’s consultants may prove very helpful.

The challenge from the consultant’s side will be that the subject matter of your writing will be unfamiliar, but he or she should be able to help you with the mechanics of the writing process nonetheless. Located in Brothers College Chapel, the Writing Center is open Mon-Thurs 11:00a.m.—5:00p.m. and Tues/Thurs 6:00p.m.—8:00p.m. Friday hours are 10:00a.m.—3:00p.m., only during the last three weeks of each semester. Schedule an appointment with the center by following the instructions on their web site.

Writing help for GDR students for whom English is a second language is also available in the Theological School from the office of the ESOL Coordinator (Seminary Hall B011; ext. 3397). This office provides excellent service but is frequently overburdened, so it is important to contact it well before the deadline for your work.

### **Presenting Conference Papers**

If you are scheduled to present a paper at a conference, or are merely planning to submit an abstract to an AAR or SBL program unit in response to its “Call for Papers,” be sure to confer

first with your advisor and other faculty mentors. You are representing Drew when you engage in such activities, and you need to ensure that the quality of your work is as high as it should be. You want your mentors to feel pride, not embarrassment, when you deliver a paper. If your Area has a colloquium, seize the opportunity to present your paper-in-progress to it, if possible, so as to obtain critical feedback. With regard to submitting an abstract, remember that many Drew faculty serve on steering committees for AAR or SBL program units, and if a faculty member in your immediate field of study first encounters your abstract in the batch sent to him or her for review, he or she may feel disrespected.

### **Your destiny is in your own hands**

While there are many extremely helpful people ready to be at your service here at Drew, ultimately it is your own responsibility to make sure that all forms, petitions, proposals, etc. be submitted in the correct form and on time. Act as your own best advocate. For example, don't rely on your advisor or the GDR office to tell you when to turn in important paperwork such as comprehensive exam petitions and proposals. Know what is required of you and make sure you submit it on time and that it is received. Follow up and get confirmation that what you have sent (whether by hard copy or electronically) has actually arrived. Stay in touch with your advisor throughout your program.

### **We're all in this together**

Being a student usually means having to think on your feet and perform well under pressure with too little sleep and too little time to adequately prepare. What may or may not surprise you is that faculty and staff frequently work under very similar pressures. In other words, we are all stressed and all only human and, as such, we all have our bad days. Learn patience and practice kindness, with yourself and others.

## **II. GDRSA: Graduate Division of Religion Student Association**

*Student government plays an important role in advocating for student needs.*

### **About the GDRSA**

The Graduate Division of Religion Student Association (GDRSA) is the official organization and representative body for GDR students. It plays a number of important roles. It provides financial support to students attending conferences. It provides a forum for international student concerns. It organizes social events for GDR students (notably, the end-of-year GDR party). It represents GDR students at the Theological School faculty meeting and on certain committees, such as the Academic Standing Committee.

### **Conference travel reimbursement**

Students are encouraged to attend professional conferences throughout their graduate career. They are also to present papers at such conferences, particularly in the latter stages of their studies. Funding is made available through the Drew student activities and theological student

funds to support graduate student travel to professional conferences. Reimbursement is not automatic, however, and not guaranteed.

### **Procedure**

Visit the GDRSA Conference Fund web site to learn how to submit a reimbursement request.

### **Officers**

The GDRSA leadership consists of two Co-Chairs, an Administrative Officer, and a Financial Officer. Elections for these positions are held each spring. Those with an interest in serving are urged to submit themselves as candidates.

Serving as a GDRSA officer is highly recommended, especially for students interested in pursuing an academic career once they obtain their degree. Working in student government will provide you with a window on the “inner workings” of university and faculty life and hence a deeper understanding of both. It will richly complement classroom learning. You will get to know more faculty and administrators than you would otherwise, and they in turn will get to know you. And it will also look very good on your CV!

## **III. Degree Requirements**

*Knowing what will be required of you as you work toward your degree is the first crucial step in obtaining that degree. Be sure you understand all the requirements for your program. Pay very close attention to the regulations concerning time limits and leaves of absence!*

### **General Degree Requirements**

#### ***Master of Philosophy***

Essentially, the M.Phil degree is a milestone on the way to the Ph.D. (It is not a free-standing degree program within the GDR.) It is awarded to Ph.D. candidates who have satisfactorily completed all of the requirements for the Ph.D. except those relating directly to the dissertation. In other words, most Ph.D. students who have passed their comprehensive exams obtain the M.Phil. Note that in some cases, where a student’s performance in the program has not been strong enough to demonstrate the ability to write and defend a dissertation successfully, that student may be awarded a “terminal M.Phil” and exit from the PhD program at that point.

#### ***Doctor of Philosophy***

Completion of two years of course work (12 courses, 36 credits), meeting the minimum grade point average requirement.

Demonstration of a scholar’s reading competence in the foreign languages required by the student’s area.

Passing of comprehensive examinations.

Completion of two semesters of dissertation research (18 credits), an approved scholarly dissertation, and its oral defense. (Translated, what “completion of two semesters of dissertation research” means is that a Ph.D. student will not be allowed to graduate unless he or she has registered for DISST 998 and DISST 999, two semesters at full tuition.)

Full time students carry 3 courses (9 credits) per semester.

Half-time students carry 2 courses (6 credits) per semester.

Part-time students carry 1 course (3 credits) per semester.

**NOTE:** In order to receive Federal financial aid, a student must be registered for at least 6 credits per semester and/or maintaining matriculation FULL TIME. Scholarships are not applied to a student's financial aid package if s/he is in matriculation status.

### Time limits for earning the Ph.D.

Pay very close attention to the regulations concerning time limits and leaves of absence! Serious practical problems begin to arise when students exceed those limits. International students, for example, risk losing their visa status, and all students risk being asked to vacate Drew housing (if living on campus). Students on leaves of absence, meanwhile, even when such leaves are unavoidable, become liable, in the eyes of the U.S. federal government, to begin repayment of student loans. Moving from full-time to part-time status may also make you liable for such repayment. Avoid costly surprises!

Above all, avoid being withdrawn from the PhD program altogether because you have run out of time. All requirements for the Doctor of Philosophy degree must be completed within a period of seven years. It is entirely possible, however, and highly desirable, to complete the degree in five years. Refer to the chart on the following two pages for a closer look at time limits and details.

### Detailed Timetable for Earning the Ph.D. (full-time)

	Fall Semester	Spring Semester	Summer
<b>Year One</b>	Register for three courses (9 credits)	Register for three courses (9 credits)	Prepare for language exam; take exam in August
<i>Must pass one language exam before second year of course work can begin. If necessary, instead of registering for the third semester of course work, students may register for TP01F 001 Maintaining Matriculation, 1st Lang Prep., a semester that may be used for language study. Ideally, however, both language exams would be passed well before the end of the final semester of course work. A good strategy to ensure this is to prepare for the first language examination before matriculating in the program, so that the first language examination might be passed during the first year of study.</i>			
<b>Year Two</b>	Register for three courses (9 credits)	Register for three courses (9 credits)	If not already completed, prepare for second language exam; take exam in August
<i>Must pass second language exam before petition for comprehensive exams can be submitted. If necessary, students may register for TP02F 001 Maintaining Matriculation, 2nd Lang Prep., another semester that may be used for language study. There is still another semester beyond</i>			

*that which may be devoted to language, TP03F 001 Maintaining Matriculation, P.T., Lang Prep., but it entails transferring to part-time status. The latter two options are discouraged, as failure to complete language requirements before the third year of full-time study usually proves to be a significant obstacle to successful completion of the degree. As already indicated, attempt to complete one exam before concluding the first year of study, so that a second language exam can be taken in the second year of full-time study.*

<b>Year Three</b>	Register for TP04F 001 Maintaining Matriculation, Comp. Exam. Prep., 1st semester. Submit the petition form detailing your planned slate of comprehensive exams. Take at least one, but preferably two, exams this fall.	Register for TP05F 001 Maintaining Matriculation, Comp. Exam. Prep., 2nd semester. Take your remaining comp exams this spring.	Begin to put your dissertation prospectus together.
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*Cautionary note: The Academic Standing Committee only meets once a month and not at all between June and September. Plan the submission of your comp exam petition and proposals carefully, therefore, allowing adequate time. If needed, TP06F 001 Maintaining Matriculation, F.T., Comp. Exam Prep, Additional Semester I is available with advisor's approval and written permission from the Associate Academic Dean. In special cases it may be repeated, but only with the approval of the Academic Standing Committee. Beyond even that is TP07P 001 Maintaining Matriculation, P.T., Comp. Exam Prep., Additional Semester II, although it entails transferring to part-time status.*

*Also note that scholarships do not cover maintaining matriculation fees. These fees are only a fraction the cost of full tuition, however.*

<b>Year Four</b>	Register for TP08F 001 Maintaining Matriculation, F.T., Diss. Prosp. Prep., 1st semester. Write your dissertation prospectus and obtain approval from the Prospectus Committee	Register for DISST 998. Begin writing your dissertation in earnest.	Continue to work on your dissertation
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*Two semesters of dissertation prospectus preparation are permitted. Notwithstanding the challenges of producing the prospectus, however, it is a short document (approx. 12 pp.) and students should aim to complete it and obtain approval within one semester. Note that during the "dissertation year" (which begins with DIST 998) students are required to pay full tuition, just as in the two years of coursework. Scholarships extend to this tuition, however.*

<b>Year Five</b>	Register for DISST 999. Continue to work on your dissertation	Register for TP 10F 001 Maintaining Matriculation, F.T., After Dissertation-year Work 1. Complete your dissertation and defend it.	Graduate at the May Commencement!
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#### **IV. Courses**

*Talk to your advisor, be sure you know what courses your degree requires and that you plan your course schedule to accommodate them. Talk to your advisor often!*

##### **Course numbers and what they mean**

In general, courses bearing numbers from 100 to 699 and prefaced with abbreviations for one of the Theological School's five divisions, namely, BIBST, CHIST, THEPH, CHSOC, or PASTH are offered primarily for students in the Theological School's masters degree programs. Courses numbered in the 700s and 800s, and prefaced with BIBST, CHIST, THEPH, RLSOC, or INTEC (the latter reserved for interdisciplinary seminars), are offered primarily for Ph.D. students. Note, however, that some courses have two numbers and so are pitched to both masters and Ph.D. students. In other cases, the number may simply be misleading: perhaps a professor has taught the course at a masters level in the past but now plans to offer it as a doctoral seminar without changing the number. A better indicator of the intended audience of a course is whether it appears on the GDR course listing, the TS course listing, or both. The best indicator of all is the professor's word!

Note that the GDR is increasingly trying to limit the number of Ph.D.-targeted seminars. That may sound like a bad thing, but the goal is to strengthen the doctoral programming, first, by ensuring that there is a critical mass of doctoral students in each of those seminars and, second, by encouraging interdisciplinarity. (If there are three courses offered in your own field each semester, you are much less likely to venture outside that field.) So do try to gravitate toward those doctoral seminars, both in your own Area and in other GDR Areas, when you choose your courses! In particular, check out the interdisciplinary seminars, of which there will usually be one each semester.

Will all fifteen or so seminars that have been identified as primarily for PhD students in a given semester be populated solely by GDR students? No. A few might be. More typically, such seminars will also include a few STM, MA, and/or advanced MDiv students. Seminary students who opt to take 700- or 800-level courses, however, tend to be ones with strong academic interests. Often they are students who themselves have their sights set on a doctoral program. Sometimes a course will be more evenly split, both in numbers and in orientation, between seminary and GDR students, because the professor feels that this kind of diversity will be helpful for the topics being studied. And sometimes a mixed classroom will be the result not of lofty planning but of gritty logistics. The University reserves the right to cancel scheduled courses for which, in its judgment, there is insufficient enrollment, so a professor may have to recruit students from other programs if there are not enough doctoral students signed up for a given course.

What about courses offered primarily for masters students in the TS and not appearing on the GDR course listing? A GDR student wishing to take such a course should consult with his or her advisor, and if the advisor approves the plan, communicate with the faculty member scheduled to teach the course. Different faculty have different ways of incorporating GDR students into courses designed primarily for seminary students. Typically, for example, they require additional reading and a higher level of research and writing from GDR students. Be sure to speak with the

instructor and make sure that both of you are clear on the work that will be expected of you and that it will be appropriate to your degree program.

### **Tutorials**

A “tutorial” is the official name at Drew for an independent study. A tutorial is a wonderful opportunity for a student to immerse himself or herself in a particular research area for a semester with a faculty mentor with expertise in that area. Students may only take one tutorial in a given semester, and are limited to a total of two tutorials in their program. In order to take a tutorial, a student must obtain a tutorial petition form from the GDR office or web site, complete it, and get the signature of the proposed instructor and the advisor, after which the petition goes to the Committee on Academic Standing. The petition must be accompanied by a syllabus for the proposed tutorial, indicating the schedule for meeting with the professor (every week or two is typical), the topics to be covered, and the reading and writing assignments. (Note that the type and extent of the work expected for the tutorial varies considerably from professor to professor.) Tutorial petitions for the Spring Semester are due in the GDR Administrative Office by December 1. Petitions for Fall Semester tutorials are due in the Office by April 1. [see Regulations Section X.C]

### **Auditing**

GDR students commonly audit courses, especially after they have completed course work and wish to extend the stimulation and learning entailed in participating in a class. To audit a course officially carries a hefty tuition charge. GDR students, however, are entitled to audit unofficially or informally and without charge any course offered at Drew, with the approval of the instructor (the sole exceptions being Arts and Letters and Medical Humanities courses). Unofficial auditors do not register for courses, nor is audit credit entered in their transcript. Students wishing to audit a particular course should speak with or email the instructor and request his or her permission. Course auditors are not expected to write papers, although if they wish to participate in class discussions they are expected to have completed the assigned readings.

A spouse of a currently enrolled student may unofficially audit courses in the Theological School without charge, with the approval of the instructor and the Associate Academic Dean, and as space allows. Such auditors do not register for courses, nor is audit credit entered in their permanent transcript record.

If the student (or spouse) wishes to have the course recorded on his/her permanent transcript record, he or she must (after gaining permission) register for the course as an audit, have the instructor certify to the Registrar that the requirements for an audit have been satisfied and pay the audit tuition. [see Regulations Section X.D]

### **Course descriptions and credit loads**

The GDR course list posted on the Registrar’s website in advance of registration each fall and spring semester contains few or no course descriptions. Ordinarily for descriptions you will need to consult the course listings in the GDR catalog, which is available in the “Current Students” section of the GDR website. Also, it is standard practice for students to contact professors for further details about the courses they are scheduled to teach.

Credit hours are listed in parentheses following the course titles. For instance, (3) indicates three credits per semester; (3, 3) indicates three credits per semester for a course running through two semesters.

Full-time GDR students carry three courses per semester. In rare instances a student, may with the approval of his or her advisor and the GDR Chair, register for four courses for credit in a given semester.

Half-time students carry two courses per semester, while part-time students carry one course per semester.

### **Choosing courses**

Most of the GDR programs have relatively few required courses. As such, it is largely up to the student, in consultation with his or her advisor, to determine which courses will benefit him or her the most. If you are a Ph.D. student, a major concern as you move through course work should be that of steadily determining, clarifying and refining your eventual dissertation topic.

Once you finish course work and arrive at comprehensive exams, you will need to know, in general terms at least, what your research topic will be. The third comp exam, for example, the interdisciplinary exam, is meant to prepare you for your dissertation research in a general way, while the fourth exam, the topical exam, is meant to prepare you for it in quite a specific way, as its name suggests.

As your research topic clarifies, take courses from professors you think you may want to ask to work with you on comprehensive exams or to serve on your dissertation committee. Taking a course from the professor will enable you to get acquainted with his or her mentoring style, range of expertise, and personality, and will give you a better idea of what it would be like to work with this person on your larger project.

Note also that it is generally considered bad form not to take courses offered by your advisor. If your research interests are very different from those of your advisor, you may need to consider changing advisors.

### **Class schedules**

Seminars and other elective courses in the Theological School, especially those geared to GDR students, normally meet for one 2.5 hour session each week, and generally either on Tuesdays, Wednesdays, or Thursdays.

#### **The Required GDR Interdisciplinary Colloquium**

This GDR-wide colloquium is a yearlong event, spanning both the fall and spring semesters. It meets three times each semester, normally for three-hour sessions. It is a requirement for all first-year and second-year PhD students in the GDR (who must register for it), but is open to all GDR students and faculty. It does not carry course credit, and hence is additional to the normal nine-credit semester load. It entails modest reading assignments but no writing assignments.

Each colloquium session is led or co-led by a GDR faculty member or faculty team.

Presentations are kept relatively brief and a premium is placed on inter-Area discussion.



The colloquium is designed to introduce students to key contemporary theoretical discourses, hermeneutical lenses, and methodologies employed in the study of religion and theology across disciplines. The colloquium is thus intended to equip students for the interdisciplinary ethos of the GDR and membership of the wider academy, and also to contribute toward preparing them to teach outside their specialized subject areas.

### **Frequency of course offerings**

Courses are offered with varying degrees of frequencies. Some are offered annually; others are offered over a two- or three-year cycle. Most GDR faculty teach to at least a loose cycle. If you are eager to work with a particular professor but he or she is not scheduled to offer a suitable seminar while you are in course work, consider asking him or her to work with you in a tutorial (i.e. an independent study).

### **Taking courses at other institutions while at Drew**

Credit for up to three courses for the Ph.D. may be given for courses taken at other graduate schools while you are a student enrolled at Drew, if such courses are deemed essential to your program of study by your Area. You must petition the Committee on Academic Standing to take such courses prior to enrollment. This rule also applies to tutorials to be given by off-campus instructors.

Drew has a cross registration agreement with Union Theological Seminary, New York Theological Seminary and General Theological Seminary, all in Manhattan. This agreement allows students to register for courses at these institutions through Drew (thereby paying Drew the tuition). Download the Cross-Registration Form from the GDR web site in order to register for courses at these institutions. [see Regulations Section X.E]

## **V. Registration**

*Be sure to register by the stipulated deadline to avoid the late registration fee!*

Registration is required of all students each semester during the dates announced in the university calendar, usually during April for the Fall semester and late November for the Spring semester. There is a late registration fee applied to students who do not register during the appropriate time period. Students are responsible for reading their Drew e-mail notices on registration.

*Be aware of the following:*

No registrations will be taken over the telephone.

You need to check with your advisor early to determine when he or she will be available for consultation.

Your account must be clear with the Business Office for your registration to be processed.

Online registration is the norm at Drew, and mandatory for most students.

*To initiate the process:*

Go to CampusWeb (<https://campusweb.drew.edu>)

Enter your network username and password. (If you do not know them, contact the Telecom Office at Ext. 3333.)

Once you have logged in, select the "My Registration" option.

For further information access the Registrar's web site: <http://www.drew.edu/registrar>

Phone: 973-408-3025

Fax: 973-408-3044

E-mail: [regist@drew.edu](mailto:regist@drew.edu)

Address:

Office of the Registrar

Tilghman House

36 Madison Avenue

Madison, New Jersey 07940

## **VI. Maintaining Matriculation**

*Being "matriculated" means that you are officially enrolled in an academic institution. It establishes your status as "student," and this status is important for many practical reasons having to do with such matters as student visas, loans, housing options, health and car insurance.*

### **Maintaining Matriculation Basics**

"Maintaining matriculation" is the official term used for your registration status during all the time in your program when you are not registered either for course work or for your "dissertation year" (the two principal semesters devoted to writing the dissertation).

All students must either be enrolled in courses of study or must pay maintaining matriculation fees in order to be considered students in the Graduate Division of Religion who are proceeding toward a degree. Students who are maintaining matriculation full-time should spend a minimum of 35 hours per week on their doctoral studies.

Your advisor's approval is required for registration for all maintaining matriculation statuses. Additional signatures are also required for certain maintaining matriculation statuses, as detailed in the GDR Regulations. See the GDR Regulations Section IX.A.3 for up-to-date information on maintaining matriculation requirements, and for a complete listing of maintaining matriculation statuses.

### **Financing maintaining matriculation**

Scholarships do not cover the maintaining matriculation fees, but fortunately these fees are only a fraction of the cost of tuition for course work or dissertation year. (Scholarships do apply to the

dissertation year, as to course work.) If you are maintaining matriculation full-time you would, however, still be eligible for financial aid such as Stafford loans.

### **Withdrawal from the Graduate Division of Religion**

Students wishing to withdraw from the Graduate Division of Religion must submit a withdrawal form. The form may be submitted online, but students should have consulted with their advisor before initiating the process. Students wishing to withdraw must also meet with the Associate Academic Dean.

Much more commonly, students are involuntarily withdrawn from the GDR by the Committee on Academic Standing. Most often such withdrawals occur because students have been too long in the program, and even though they have received time extensions have failed to get their dissertation off the ground or complete it.

Refunds are made only upon formal withdrawal and as indicated in the GDR Catalog.

A student who has withdrawn or been withdrawn may petition to be readmitted. When more than three years have elapsed since withdrawal, however, the former student must apply for readmission to the program through the GDR Admissions Office.

A student who wishes to enroll in another degree program at Drew must formally withdraw from the GDR program in which he or she is enrolled and then apply for readmission. [see Regulations Section IX.C]

### **Insider advice**

As stated above, a student who has been withdrawn from his or her program may petition to be readmitted. Unless there is at least one faculty member, however (normally the advisor), willing to go to bat for the student and argue his or her case to the Committee on Academic Standing, there is little or no chance that the committee will readmit the student.

## **VII. Transfer Credit and Student Status**

*Be sure that you have met specific requirement time lines (such as languages). The student status section contains important information on how long a student can be considered full time in various stages of the degree. Failing to meet certain deadlines can stop your progress and change your student status (which affects such things as visa status, ability to register for further courses, housing, loans etc).*

### **Transfer credit**

“Advanced standing” is the official term used for transfer credit at Drew. Ordinarily the Committee on Academic Standing will not consider a student’s request for advanced standing until he or she has completed one year of full-time study (or the equivalent) and passed at least one language exam. See Regulations Section X.F for limits on credits given, stipulations on the type of work that qualifies, and the procedure for seeking advanced standing.

### **Full-time, half-time and part-time Student Status**

While full-time status is strongly recommended, circumstances may make less than full-time study necessary. The following definitions of student status are taken from the GDR Regulations.

Ph.D. candidates registered for courses carry 3 courses per semester for full-time status, 2 courses per semester for half-time status and 1 course per semester for part-time status. Ph.D. candidates registered for dissertation year are full-time students in each of the two semesters, carrying 9 credits per semester.

For part-time Ph.D. students, completion of course work is considered equivalent to two years of full-time status (which allows them five additional years to complete the program). Students who have been less than full-time during course work retain the same status as they maintain matriculation, unless a change of status is approved by the GDR Chair. Such approval may depend on submission of evidence that the circumstances which necessitated less than fulltime study have changed, enabling the student to devote him/herself to a full-time schedule of study.

The visa status of international students may be affected by the above classifications, as may the deferment of required repayment on federal student loans.

Ph.D. students who have been full-time while taking course work, but who cannot proceed with course work or the comprehensive exams because they have not met the language requirements may be considered full-time students for no more than one additional semester while they maintain matriculation for a particular language preparation.

[see Regulations Section IX]

### **VIII. Grade Requirements**

*Be aware that while minimum grade requirements are set, Ph.D. students are actually expected to exceed the minimum GPA requirement. Typically, Ph.D. students who achieve a grade of B or B– in course work are viewed by faculty as underachieving and a cause for concern, which may have unfortunate practical consequences, as detailed in this section.*

Be aware that while minimum grade requirements are set, Ph.D. students are actually expected to exceed the minimum GPA requirement. Typically, Ph.D. students who achieve a grade of B or B– in course work are viewed by faculty as underachieving and a cause for concern, which may have unfortunate practical consequences, as detailed in this section.

Ph.D. candidates must have a GPA of at least 3.4 and must manifest excellence at certain points in course work in order to sit for the comprehensive exams and undertake the dissertation.

\*\*\*Students entering the GDR in or after Fall 2009 will be required to meet the minimum GPA requirement and manifest excellence at certain points in course work in order to (a) sit for the comprehensive examinations, and (b) undertake the dissertation.\*\*\*

Areas may review a student's academic performance before approving the petition for the comprehensive examinations. The maintenance of the minimum GPA, therefore, does not automatically qualify the student to complete the doctoral degree, inasmuch as the doctorate is intended to represent something more than an overall minimal performance.

### **Failure to maintain required GPA**

At the conclusion of the first semester in which a student's average falls below the minimum GPA, a letter of warning is issued. If the GPA is deemed seriously deficient, more stringent action may be taken. Should this occur in the semester in which the student would normally complete the course work for the degree, the Committee on Academic Standing must grant permission before additional course work is undertaken.

A student who fails to secure the required minimum average, or to demonstrate promise of excellence in some area of study, by the end of the semester following the warning letter, may be withdrawn from the program.

[see Regulations Section XIII]

## **IX. Incompletes and Review of Candidacy**

*Carrying Incompletes for more than one semester can have serious consequences, which students are not always aware of. Notably, grades of I automatically flip to U within six months of the semester in which the Incomplete was granted.*

### **Incompletes**

Students are expected to complete and submit all assigned work for a course no later than the end of the semester in which the course is taken.

In special circumstances, a student may request from the course instructor an extension of time for the completion of the work. If the instructor concurs, he or she normally sets an appropriate date for completion. The student then fills out the Incomplete Request Form, has it countersigned by the instructor, and delivers it to the office of the Associate Academic Dean.

Requests for Incompletes must be initiated and settled before the end of the grading period (three weeks after the end of the semester). Exceptions must be approved by the Academic Standing Committee.

Work left incomplete from the Fall Semester must be completed by April 15th. Work left incomplete from the Spring Semester must be completed by October 1st. Where work for a course has not been completed by those final dates, the instructor may submit a grade based on whatever work is in hand, with due deduction made for the work outstanding. In extraordinary circumstances, however, he or she may record a permanent I (Incomplete). After November 1st and June 1st respectively, any grades registered as Incomplete from the previous semester convert automatically to U. Subsequent change of the grade requires the permission of the Academic Standing Committee.

Students shall be limited to one incomplete per semester.  
[see Regulations Section XIII.F]

### **Review of candidacy**

*By the Areas:*

Reviews of first and second year students in the Graduate Division of Religion shall be conducted by Area faculty and put in writing for communication with the student and entry in the GDR records. It shall be noted whether the student's progress is excellent, satisfactory or not satisfactory, and specific areas of strength and weakness shall be identified.

*By the Academic Standing Committee:*

Any student whose record falls below the required average GPA or who fails to meet other standards of progress (such as completing their degree in the time allotted) is reviewed by the Academic Standing Committee.

The following actions may be taken by the committee: it may issue letters of warning (probation), recommend or require a leave of absence, or recommend or require withdrawal from the program. A letter of warning or probation serves as a warning to the student that unless the deficiencies noted in the letter are corrected, involuntary withdrawal from the program may result. It is not entered into the student's transcript and it expires immediately upon the successful correction of the specific academic deficiency (such as low GPA or excessive Incompletes).

[see Regulations Section XIII.C]

### **X. Language Requirements**

*Problems with the language requirements are a common reason why students falter in their program or grind to a halt altogether. Not meeting your language requirement deadlines, if you are a Ph.D. student, can mean not being able to register for your second year of course work, or not being able to petition to take comprehensive exams. This in turn may affect your student status.*

The GDR Regulations contain the language requirements, listed according to each Area of Study, in addition to complete details on language substitution, deadlines for completion, examination procedures, and what happens when an exam is failed. Read Regulations Section XIV carefully.

Don't forget, Ph.D. candidates cannot begin a second year of full-time study without having satisfied at least one of the language requirements. In exceptional cases (so say the Regulations), a student may take two additional courses (without petition), but no further exceptions are allowed.

One sitting of foreign language examinations will be administered four times a year, spaced so that there are no less than six weeks between sittings to allow for grading and further student preparation (normally August, October, January and April). Lists of suitable texts for translation practice may be provided by individual Areas, at their own discretion. Sources from which examination passages are taken will not, however, be identified in advance.

Certification of successful completion, with a grade of B or higher, of language courses offered through the Princeton University Graduate School Summer Language Program or the CUNY Graduate Center Language Reading Program will be accepted as demonstration of a scholar's reading competence in lieu of the examinations administered by the GDR. This certification should come directly to the GDR Administrative Office from the certifying institution. Students may petition their Area and the Academic Standing Committee for acceptance of certification from similar programs.

### **Insider advice**

Some students may opt to work independently with private tutors. They may also take language courses at other institutions. They may even take their language exam at another institution, with permission (contact the GDR Chair in the first instance).

Show up for the exam well prepared, well rested, well fed, and armed with a good dictionary (e.g., German-English or French-Korean). You are allowed to bring food, water, coffee, etc., and printed translation aids (such as dictionary, verb book, grammar sheets, etc. ). Previously translated texts or electronic devices (including cell phones) are not permitted in the exam room.

Remember, accuracy counts more than speed. Write legibly, and, most importantly, don't forget to breathe (both in AND out)!

Be sure to get the language exams behind you as soon as possible. The first language must be passed prior to beginning second-year coursework. You must have passed both languages before you can schedule your comprehensive exams.

Students are actually encouraged to prepare to take one language exam at the beginning of their very first semester of coursework. Students may register for Drew language courses in the summer before beginning their program.

## **XI. Comprehensive Examinations**

*The GDR Regulations contain all requirements for eligibility to take the comprehensive examinations, petitioning to take the exams, time limits for passing the exams, and procedures for administration, grading, and re-taking of exams. See Regulations Section XV for general regulations, and Section XVI for requirements specific to each Area of Study.*

Guidelines for the examinations, and the petition form, can be downloaded from the Administrative Forms & Documents page of the GDR web site (Drew login required).

## **Insider advice**

### *Preparing for exams*

Copies of sample proposals and exams are available in the GDR Office. Students say that looking through these samples is one of the most helpful tools in preparing their own proposals and preparing for their own exams.

Being a Ph.D. student can be rather solitary and isolating at times—especially during the comp and dissertation phases. Some students have found it helpful to form online discussion groups where they can stay in touch with each other, especially if they have moved away to do their comp and dissertation work. Staying connected to others who are also preparing to take comps can help you to keep motivated, focused and on track. And sometimes it is nice just to have someone to talk to who understands exactly what kind of stress you are under!

### *Taking exams*

A thirty minute extension is added to all exams in order to allow you time to eat, rest, take bathroom breaks etc.

Exam veterans offer the following advice:

- Bring plenty of snacks and liquids.
- After you read through the exam and before you begin writing, make an outline and work from this rather than purely from memory.
- Divide the time allowed evenly over the number of questions you have to answer.
- Watch your time closely and be sure to give all answers equal attention.
- Breathe!

## **XII. The Doctoral Dissertation**

Consult the GDR Regulations for instructions and requirements for formation of the dissertation committee, formatting and submission of the dissertation prospectus, and defense of the completed dissertation. See Regulations Section XVII.

Guidelines for the prospectus and dissertation, as well as the required forms and sample dissertation pages, can be downloaded from the Administrative Forms & Documents page of the GDR web site (Drew login required).

### **Doctor of Philosophy dissertation**

A dissertation demonstrating the student's ability to perform and creatively to interpret advanced research is an essential requirement of the doctorate. It will take at least a year of full-time work to research and write the dissertation. The student must register for two semesters of dissertation research (18 credits total).



### **Insider Advice**

Realistically, most students will need more than two semesters to complete the dissertation. Even completing it in three semesters is regarded as excellent progress by the GDR faculty and administration.

### **Formation of the Dissertation Committee**

The selection of a dissertation topic and preliminary definition and exploration of that topic may commence at any time in the student's graduate program.

After all comprehensive exams have been passed, the student should discuss the proposed dissertation project with the faculty member (not necessarily the student's academic advisor) likely to be the Dissertation Committee Chair. The Chair must be a full-time member of the Graduate Division of Religion faculty.

The Dissertation Committee will normally have three faculty members. Committees with four faculty members, while less common at Drew, are also perfectly acceptable. After the student and probable Dissertation Committee Chair have mutually chosen the other potential members of the committee, the student should ask those who are members of the GDR whether they are willing to serve. In the case where a scholar from outside Drew is proposed for membership of the committee, the committee Chair may initiate contact with that person but the GDR Chair must issue the official letter of invitation once the committee is approved.

The student submits a completed Dissertation Committee form to the GDR Office, from which it is sent to the Area for action.

If the Area approves the proposed committee, it is sent to the Dean for final approval. If the Area does not approve the proposed committee, it recommends further discussion among the relevant parties. If problems arise at any point in the process, the student, or members of the committee, may bring the matter to the attention of the Area or the GDR Chair and request assistance in solving the matter. Should such negotiations fail to bring about a resolution satisfactory to all parties, the Dean makes the final decision on the membership of the Dissertation Committee. If, for any reason, a faculty member leaves a Dissertation Committee, the GDR Chair, in consultation with the Area and the student, will make arrangements for a new reader.

### **The Dissertation Prospectus**

The dissertation prospectus is developed by the student in consultation with the Dissertation Committee. The prospectus must follow the format outlined in the "Guide for Writing the Prospectus," available from the Administrative Forms & Documents page of the GDR web site (Drew login required).

Prior to submitting the prospectus, the student is required to meet with his or her entire Dissertation Committee (as distinct from meetings with individual members of the committee) to discuss a full draft of the prospectus. This draft should be submitted to the Committee at least two weeks prior to the proposed meeting. The student is responsible for bringing a Prospectus Approval Form from the GDR office to that meeting which the Dissertation Committee members will sign to verify that the meeting has taken place and if they are satisfied that the prospectus is

ready for submission. In cases where it is impossible for a Dissertation Committee member to be physically present at the meeting, his or her participation or input should be secured by other means (he or she should be invited to participate by conference call, or to submit comments to be a part of the discussion at the meeting). An e-mail from the absent member approving the prospectus shall suffice in lieu of a signature on the form.

If possible, it is advisable to use this first meeting of the Dissertation Committee also to discuss what kind of interaction the committee members would like to have during the dissertation writing phase. Should drafts go first to the chair for initial revisions, and subsequently to other committee members, or to all of the committee members at once? Do all of the committee members want to see drafts chapter by chapter, or do some want to wait until a full draft has been produced? Do they prefer hard copies or electronic files? Should you expect to get written comments or to arrange meetings to discuss drafts? Etc.

### **Insider Advice**

How long should it take to prepare the prospectus? Students regularly underestimate the amount of time that will be needed to prepare an acceptable prospectus, misled, perhaps, by the fact that it is a document of only around a dozen pages. Exceedingly few students manage to complete the prospectus in a matter of weeks; for most it is a matter of months. And for a minority of students it can take a year or more. But that is a situation that it is crucial to avoid. The prospectus should be written and approved in no more than one semester, if you are going to graduate in a timely fashion.

Students should continue working on their dissertation as their prospectus moves through its approval process. Rarely does the committee reject the entire topic that a student has proposed. Therefore, students should continue reading appropriate materials and making notes for writing the dissertation.

Despite the headaches, crafting the prospectus is an eminently worthwhile task. Major weaknesses in the argument of the dissertation can be anticipated and corrected in the process of hammering out the prospectus, thereby preventing time-consuming problems in the writing of the dissertation later on. A well-crafted prospectus will serve as a blueprint and outline for the dissertation, and can help make the writing of the latter a more efficient and less stressful process.

### **Prospectus Committee**

The Prospectus Committee of the GDR is composed of faculty representatives elected by the Areas. The purpose of the committee is to review dissertation prospectuses submitted by Ph.D. students.

The committee provides an assessment of the prospectus, with a formal evaluation of either “Approved” or “Resubmit.” All assessments may contain suggestions for further development of the research. Suggested revisions of the prospectus are required in the case of a mandatory resubmission. The Prospectus Committee Chair returns the completed evaluation form to the GDR Office, which then sends copies to the student and the Dissertation Committee Chair. If the committee does not approve a resubmitted prospectus, the prospectus will be referred to the

student's Area. The Area will formally review the prospectus and request further revisions if it deems it necessary. The student may proceed with the dissertation only if or when the Area has approved the prospectus. The Area then reports its decision to the GDR office so that it may be entered into the student's record.

The committee meets once a month during the Fall and Spring Semesters with the first meeting ordinarily held in September and the last one in May. Students wishing to have their prospectus reviewed by the committee in a given month must submit it to the GDR Office for circulation to the committee no later than the first of the month.

Prior to submitting the prospectus, the student is required to meet with his or her entire Dissertation Committee (as distinct from meetings with individual members of the committee) to discuss a full draft of the prospectus. This draft should be submitted to the Committee at least two weeks prior to the proposed meeting. The student is responsible for bringing a Prospectus Approval Form from the GDR office to that meeting which the Dissertation Committee members will sign to verify that the meeting has taken place and if they are satisfied that the prospectus is ready for submission. In cases where it is impossible for a Dissertation Committee member to be physically present at the meeting, his or her participation or input should be secured by other means (he or she should be invited to participate by conference call, or to submit comments to be a part of the discussion at the meeting). An e-mail from the absent member approving the prospectus shall suffice in lieu of a signature on the form.

Doctor of Philosophy dissertation oral exam

### **Final reading and oral examination of the dissertation**

Visit the GDR Administrative Assistant two to three months out from the date when you hope to graduate to be briefed on preparing and submitting the defense copies and final copies of your dissertation and other such practical matters.

Three copies of the dissertation, contained in spring binders (which can be borrowed from the Drew library), must be submitted by the Ph.D. candidate to the GDR Administrative Assistant for the purpose of final reading and oral examination. These are known as the "defense copies." The deadlines for their submission are set in the GDR calendar. The GDR Administrative Assistant will forward them to the Dissertation Committee.

A ballot will be attached to each of the defense copies. Each member of the Dissertation Committee must mark and return the ballot, stating whether or not the dissertation is ready for examination. If the Dissertation Committee reports two negative judgments, the dissertation will be considered not ready for examination. If the three members of the Dissertation Committee agree that the dissertation is ready for examination, then the student proceeds to arrange a day and time for an oral defense through the GDR Administrative Assistant. Once the day and time is established with the Committee members, the Administrative Assistant reserves a room where the defense will take place. If conference call technology is required to enable participation by an external reader, the Administrative Assistant will make the necessary arrangements. The student also prepares a 350-word abstract of the dissertation and submits five copies to the GDR Office no later than the time of the oral defense.

The members of the Dissertation Committee questions the candidate on the dissertation, hear his or her defense, and reaches a judgment by majority vote in accordance with the following schedule of evaluations:

**a. Pass**

Certain minor typographical and/or stylistic changes to the dissertation may be required.

**b. Pass with Major Revisions**

The dissertation is essentially sound and the candidate shows strength in its defense, but portions of it may need to be recast or more extensively elaborated. Such revisions must be approved by the Dissertation Committee.

**c. Pass with Distinction**

The Dissertation Committee may recommend to the GDR faculty that "Distinction" be recorded on the student's transcript.

**d. Fail**

Submission of a rewritten or new dissertation is permissible. This is a clear failure; however, the committee will advise the student how this judgment is to be construed in his or her case.

**e. Final Fail**

No provision for resubmission is permitted.

Following a successful defense, the candidate meets with the Administrative Assistant regarding the final submission of the dissertation on at least 25% cotton fiber content or acid-free paper. The student must sign the standard contract with University Microfilms for microfilming the dissertation and including the abstract in Dissertation Abstracts and pay the fee for this service in order for the degree to be conferred.

[see Regulations Section XVII.C.6]

**Insider advice**

Clear and consistent communication with your dissertation committee is essential! Be sure you and your committee are clear, not only about your dissertation topic, but also about the proper procedure for submitting drafts and defense copies.

The oral defense typically lasts around two hours, although about thirty minutes of that time can be taken up with the committee conferring in private. The defense of a doctoral dissertation is open to members of the faculty of Drew University, to students of the Graduate Division of Religion of Drew University, and to whichever appropriate members of the public the candidate chooses to invite. With regard to invitations extended to the public, consultation with the dissertation advisor is strongly recommended. The committee members come with lists of questions that have emerged as they worked their way through the dissertation. Ordinarily,

however, there will only be time for each committee member to pose about three major questions to the candidate.

Students are frequently nervous at the defense, and faculty expect that and make allowances for it. The defense is a rigorous exercise, yet it is extremely rare for a dissertation to be failed on the basis of the student's performance at the defense. Try to approach the defense as a unique opportunity to engage in fruitful discussion of your work with expert readers who are intensely interested in it.

You should also be aware, however, that it is standard for further revisions of the dissertation to be required by the committee at the conclusion of the defense. These will normally be revisions that the committee believes may realistically be completed in the weeks that remain before the final copy of the dissertation must be submitted. Most often, these will be further weeks of intense hard work for the student. Normally the student will not meet again formally with the entire committee, and frequently the committee chair will take sole responsibility for reading and approving the final revisions.

#### **Further customs of the Doctoral defense**

The defense of a doctoral dissertation is open to members of the faculty of Drew University, to GDR students, and to whichever appropriate members of the public the candidate chooses to invite.

Under very special circumstances, on written recommendation of a Dissertation or Thesis Committee, the Dean is empowered to declare an oral defense private, in which case only the candidate and the Committee are permitted to attend.

The examining committee meets privately before and after the public defense—before, to review the candidate's academic record and to discuss the main questions to be put to the candidate and other matters of procedure; after, to determine the outcome of the defense. The candidate is not present at either of those meetings.

#### **XIV. Academic Integrity**

Standards of honesty in the academic world derive from the nature of the academic enterprise itself. Scholars use writing both to record and create knowledge, and students are invited into the academic enterprise through an intellectual conversation that occurs primarily in writing. Through contributing to this academic conversation, students develop their intellectual skills. Since academic dishonesty violates the basic principles of the conversation, it cannot be tolerated under any circumstances. Accordingly, Drew University has established standards of academic integrity and procedures governing violations of them. These basic standards apply to all work done at Drew. Students are expected to study and comply with these principles as stated in the GDR Regulations, Section XXI.

## **XV. Prizes and Awards**

### **GDR prizes and awards**

The prizes listed below are available each year to GDR students. Surprisingly few students, however, apply for them, even of those most qualified to do so. Prize recipients are honored at the Dean's Reception, normally held in early May. The prizes also come with monetary awards.

The GDR administration hopes to establish further prizes and awards. Inquire from the GDR Office for an updated list.

**Priscilla Patten Benham Prize in Biblical Studies:** Established in 2001 by Leary Anna Murphy in memory of Priscilla Patten Benham (G'76). To be awarded to a Ph.D. candidate for expenses associated with dissertation research in Biblical Studies. Apply by April 1 to the GDR Chair outlining the research for which you would use the award. Include a tentative budget.

**Edwards-Mercer Prize:** Endowed in 1998 by Juanita Edwards Mercer and her family to honor Mrs. Mercer's mother, Alpha Duncan Edwards. Awarded to a Ph.D. candidate for travel expenses associated with religion-related dissertation research. Apply by April 1 to the GDR Chair outlining the research for which you would use the award. Include a tentative budget.

**Rabbi Dr. Sheldon J. Weltman Prize for Excellence in Biblical Studies:** Endowed in 1992 by the estate of Rabbi Weltman (G'80, '90). Awarded for the M.A. thesis or Ph.D. dissertation in Biblical Studies that is singularly distinguished by creative thought and prose style. All dissertations are automatically considered for this prize. The decision is made by the Dean in consultation with the Biblical Studies faculty.

**Edward D. Zinbarg Prize:** Established in 1999 by Barbara Zinbarg to honor her husband upon the completion of his Doctor of Letters degree at Drew. Awarded annually to a student in any of the University's schools who has creatively linked Jewish studies and the study of other religious traditions. Faculty should nominate students by April 1.

## **XV. Housing**

[This section retrieved from Drew University's Housing, Conferences and Hospitality web site on February 26, 2010. <http://www.drew.edu/depts/hch.aspx>]

### **Graduate and Theological Housing**

A limited amount of housing is provided for full-time Graduate and Theological School students. Single students usually reside in single or double rooms located in suites or houses that have shared common areas, kitchens, and bathrooms. Small efficiency, large efficiency, one-, two-, and three-bedroom apartments are available for families and married couples. Student housing is not guaranteed for graduate or theological school students.

### **Coordinator**

Mette Gomez

mgomez@drew.edu, (973) 408-3037

### **Living On Campus**

Drew University provides a limited amount of housing for graduate and theological students in three different facilities; Green Villa suites, Tipple Hall and Wendel Hall. Since housing is limited, it is not guaranteed. Housing is available for both single and married students. The University will make every effort to satisfy the needs of each applicant within our policies but reserves the right to make final decisions regarding housing assignments. Do not plan to arrive on campus without a confirmed housing assignment!

### **How to Apply**

Housing is available for:

- Students who have officially accepted admission into the University;
- Students who have paid an enrollment deposit and housing deposit;
- Students who are full-time and degree-seeking. A minimum of nine (9) credits per semester or maintenance and matriculation are required to qualify a student as full-time for the academic year.

To apply for housing, a student needs to submit a completed Housing Application and a \$250 housing deposit to the Housing Office. There is no deadline for the application, but those received by mid-May for the fall semester and mid-November for the spring semester have a better chance of receiving an assignment than later applicants. Applicants will be matched to units according to University policies and capacity guidelines.

### **Housing Assignments**

Housing assignments are made in conjunction with the Dean's Office of the appropriate school. Such factors as scholarship, date the application is received, degree program, and availability of space are considered in assigning incoming students. Most housing decisions are made in June for the fall semester and in December for the spring semester. Most notifications are sent to students by July 15 for the fall semester and January 15 for the spring semester. If no housing is available by July 15 for the fall semester and January 15 for the spring semester, housing deposits will be returned to the students and applications withdrawn. If a student wishes to remain on the waiting list, he or she needs to re-submit an application and deposit after July 15.

### **2009/10 Rates**

Unit: Academic Year, Semester, Month\*  
(9 months) (4½Months)

*Single Student Housing* (does not include telephone service, cable or internet connection)

Single Room \$7,048, \$3,524, \$783

Double Room \$6,664, \$3,332, \$740

Commuter Room \$3,632, \$1,816, \$404

*Family Housing* (includes basic telephone service, cable and internet connection)

Wendel Small Efficiency \$7,864, \$3,932, \$874

Wendel/Tipple 1BR \$9,550, \$4,775, \$1,061

Wendel/Tipple 2BR \$11,892, \$5,946, \$1,321  
Wendel/Tipple 3BR \$13,806, \$6,903, \$1,534

*Summer 2009 Rates*

Weekly: Single- \$194, Double- \$183, Commuter- \$100  
Entire Summer: Single- \$2,320, Double- \$2,193

\*Monthly figures are presented for comparison only. Housing is charged by the semester.

**Single Student Housing Units**

Furnished rooms for single students are available for either 9 or 12 months of the year. Students staying over the summer are charged a weekly rate. Drew also offers commuter space (at a commuter rate) for a maximum of three nights a week in 1 bedroom apartments shared with up to 3 students.

Bedrooms are furnished with a bed, dresser, desk, and chair for each student. In GreenVilla, common areas have dining and lounge furniture. Students must make individual arrangements for internet connection and telephone service (see “Telephones” section in Daniel’s Directory for details). In GreenVilla, internet, telephone, and cable tv service is provided in singles in Tipple and Wendel (2 single units).

**Family Housing Units**

Apartments are available for couples and families. Single students needing special accommodations may apply for small efficiencies as available. All apartments are unfurnished. Housing is very limited for families of four or more people. All units are assigned based on family size and the University's policy on capacity limitations. Basic telephone service, cable tv, and internet service are provided through Drew University. Family housing is available for the full year.

Only spouses, partners or dependents under age 18 may live in University housing with a student. No more than two children may share a bedroom in a two- or three-bedroom housing unit. If two children sharing a bedroom are under the age of ten, then they may be of the opposite sex. If one child is ten or older, then he or she may only share a bedroom with another child of the same sex. Children who reach their tenth birthday before July 1 will be affected by this policy for the start of the academic year.

**XVI. Students with Disabilities**

[This section retrieved from Drew University’s Disability Services web site on February 26, 2010. <http://www.drew.edu/depts/StudentAffairs.aspx?id=8009>]

**General Policy**

Drew University, in accord with the policies underlying Section 504 of the Rehabilitation Act of 1973, the Americans Disability Act of 1990, and in compliance with the Association of Higher Education and Disability guidelines, works to ensure that reasonable accommodations are implemented for enrolled students with documented disability to function in the academic environment. All admitted students are judged by the appropriate admissions officer to have the ability to succeed academically, and all students are required to meet the same academic



standards. At the same time, the University recognizes that documented disability and potential learning differences may require accommodations. We are committed to helping all students develop fully and complete successfully their degree requirements.

### **Self-Identification**

The University acknowledges that the decision to self-identify is a personal matter and makes no pre-admission inquiry about candidate's disability.

If a candidate wishes to inquire about disability services offered by the University, a confidential meeting with the Office of Educational Affairs may be arranged by contacting the office at 973/408-3327.

Upon acceptance to a degree program and a minimum of one month prior to enrollment in classes, admitted students are encouraged to discuss the nature of their disability with and to submit documentation of their disability to the Office of Educational Affairs. Accommodations can then be determined, thereby allowing students the appropriate resources to assist them in achieving their academic potential at the start of their program of study. Admitted students requesting accommodations are required to complete and submit a Self-identification form (along with appropriate documentation) to the Office of Educational Affairs.

**Please note:** *It is the student's responsibility to initiate contact with the Office of Educational Affairs. Accommodations are not permitted on a retroactive basis.*

### **Confidentiality**

Information is released to University staff and/or faculty strictly on a need to know basis.

**Please note:** *Any documentation voluntarily submitted to an admissions officer is not forwarded to the Office of Educational Affairs. No action on documentation is taken until the student requesting accommodations meets with the Office of Educational Affairs.*

### **Support Services**

The Office of Educational Affairs works to provide reasonable accommodations for students with disabilities so they can achieve their academic potential. The Office of Educational Affairs is available to meet with self-identified students on an as needed basis. Appropriate accommodations are determined and course instructors are informed accordingly. At the student's request, a meeting with course instructors will be scheduled on an as needed basis to discuss appropriate accommodations.

Among the reasonable accommodations provided to help enrolled students with disabilities meet the degree requirements are:

- Counseling services
- Peer tutoring
- Services of the Writing Center, staffed by peer tutors
- Note takers
- Examination accommodations
- Tape recorders
- Lap-top computers for in class use
- There are no charges for the aforementioned support services.

### **Guidelines for Documentation of Disability**

The Office of Educational Affairs requires self-identified students to submit disability-

related documentation from the appropriate licensed professional both to verify a self-identified student as having a disability and to determine reasonable disability related accommodations. The student is responsible for any costs associated with obtaining appropriate documentation of disability. If documentation submitted is deemed inadequate or incomplete to determine the extent of the disability and/or reasonable accommodations, additional documentation may be requested at the discretion of the Office of Educational Affairs. The student is also responsible for any costs associated with obtaining additional documentation.

The following should be considered when submitting documentation:

- Documentation must be from a licensed professional, qualified in the appropriate specialty area for which accommodations are being requested. Documentation for learning disabilities or AD/HD must include submission of raw test score data which may be needed if the University seeks a second professional opinion.
- Documentation must be less than three years old. However, the University may use discretion in the following cases: (a) documentation greater than three years old when it involves a permanent condition, or (b) conditions that will warrant more current documentation and/or more frequent updates in order to reflect a student's level of functioning most accurately.
- Documentation must include specific diagnostic information (e.g., DSM-IV multi-axial diagnosis, ICD diagnosis).
- Documentation must provide clear explanations of the current impact of disability on the student's ability to function in an academic environment. All functional limitations in such an environment must be clearly stated.
- Documentation must clearly state the reasonable accommodations being requested. In addition, the documentation must provide a clear rationale for each accommodation being requested. All accommodations are determined based upon the impact of disability on a student's academic performance.
- Documentation, as appropriate, must include investigation and discussion of the possibility of dual diagnoses, behavioral, neurological, and/or personality disorders, which may confound a diagnosis.
- As indicated, documentation should discuss the impact of medication on the student's ability to function in an academic environment.
- As indicated, documentation should discuss the impact of other treatments on the student's ability to function in an academic environment.
- In some circumstances it may be warranted to provide accommodations on a provisional basis; for example, if adequate documentation has not been received and it has been established that a student has a disability but more current information on functioning is needed. Such decisions are made at the discretion of the Office of Educational Affairs on a case-by-case basis.

Some information adopted from:

Gordon, M. & Keiser, S. (1998). *Accommodations in Higher Education under the Americans with Disabilities Act (ADA)*. New York: The Guilford Press.

Backlock, B., & Cooper, L. (2000, July). *Psychiatric Disabilities: Obtaining Adequate Documentation and using it Effectively*. Paper presented at the meeting of the Association on Higher Education and Disability, Kansas City, Missouri.

## **Contact Information**

Allison Leddy, Disability Specialist

Phone: 973/408-3962

email: [aleddy@drew.edu](mailto:aleddy@drew.edu)

Fax: 973/408-3768

## **XVII. Theological School Grievance Policy**

[This section retrieved from the online edition of *Daniel's Dictionary* for Drew Theological School on February 26, 2010.

<https://uknow.drew.edu/confluence/display/Handbook/Grievance+Policy>]

### **Introduction**

Drew Theological School has established the following grievance procedures to give the community a process with which to deal with matters perceived as unfair or discriminatory between individuals within the community. This policy is to be used in settling grievances involving faculty members, students, staff, and/or administrators who are part of the Theological School community. These procedures assume the principle that ways should be found to work out our differences fairly and amicably within our community and when possible without resorting to University procedures for dealing with misconduct or abuse of human rights. (Violations of the Sexual Harassment Policy are specifically excluded from this policy. That policy offers both an informal and a formal procedure already. The specific appeal of a grade is already cared for in our regulations.) In no case do the procedures listed below preclude the possibility that the grievant will take more formal action through University channels.

Individuals within the Theological School community who perceive that another member of the community has acted in an unfair or discriminatory way should request a meeting with that colleague in order to discuss the matter and express their concern. All members of the community are encouraged to attempt to resolve differences between themselves and others in this manner.

### **Informal procedure**

If the grievant has not reached a resolution through a direct conversation he/she may invite a third person into the conversation for an informal procedure of resolution. If a student or a staff person is involved, that person might be a dean. If both parties are faculty members the third party might be another faculty member--possibly someone from the Committee on Faculty. If either person is an administrator, the third person might be a faculty member or a dean. All parties to this conversation should agree to keep the conversation confidential. If either or both of the parties is not a native speaker of English, it may be helpful to have someone who speaks the native language present to help avoid miscommunication.

If a resolution cannot be achieved through this informal process, the grievant may decide not to proceed with the complaint or may begin the more formal grievance procedures below.

### **Formal procedures**

While this is called the formal procedures, it does not move the situation out of the Theological School community into University policy. All people participating in these procedures are required to keep the information presented and the content of the conversations

confidential.

First, both parties are asked to put in writing their own interpretation of the grievance. After the Dean of the Theological School has read these reports, the dean will request the two parties to sit together with the dean and attempt reconciliation. The goal of this meeting is to try to find the truth within the remembrance and through this rehearing of the details help the individuals reach reconciliation. Written material will not be saved from this meeting.

If reconciliation is not reached, the next step will be to gather a group of peers to hear the individuals involved. Again, the goal will be to resolve the issue within the community. While the group will have no authority to penalize anyone it is hoped that the wisdom of the group will help all to reach reconciliation. The group might include five people with two chosen by each of the two individuals involved. The fifth person could be a dean or a member of the Committee on Faculty at the request of the grievant.

This process does not exclude the grievant from access to University procedures at any time along the process, or at this stage, when these steps have been completed without an acceptable resolution. Nor is this policy to be construed to inhibit or prevent the grievant from reconsidering an informal resolution with the individual at any time in the process.

### **XVIII. University Human Rights Policy**

[This section retrieved from the Drew University web site on February 26, 2010.  
<http://www.drew.edu/default-content-drewonly.aspx?id=52706>]

#### ***Drew University Human Rights Policy: Policy on Discrimination, Harassment and Assault***

#### **PURPOSE OF THE POLICY**

The purpose of this policy is to guarantee to all members of the university community and their guests and visitors equal educational and employment opportunity, access and benefits in an environment free from harassment, assault, intimidation, and discrimination of all kinds. The policy seeks to protect the atmosphere of trust and collegiality in the university community, to educate the community, and to provide students, faculty and staff who believe that they have been subject to harassment, discrimination or sexual assault with an effective and reliable process for seeking a remedy, while affording those accused of violations a fair opportunity to be heard.

#### **POLICY**

Discrimination in education or employment on the basis of any dimension of diversity as defined in the University Diversity Statement is prohibited. Therefore, each member of the University community is expressly prohibited from verbal or physical conduct that has the intent or effect of creating an intimidating, hostile, or offensive environment for living, working or learning. Sexual assault and attempted sexual assault are also prohibited. This policy applies to all members of the Drew community whether on campus or participating in a Drew-sponsored program off campus. Complaints of discrimination or bias against university policies and/or practices should be referred to the Affirmative Action/ Equal Employment Officer.

## **DEFINITIONS**

### **Diversity**

Diversity encompasses multiple dimensions, including, but not limited to, race, culture, nationality, ethnicity, geographic origin, class, sexual orientation, gender, disability, age, and religion.

### **Harassment**

Verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual's work or academic performance or that creates an intimidating, hostile, or offensive working or educational environment.

### **Hostile Environment Harassment**

Includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive that it alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim's mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the conduct unreasonably interfered with the alleged victim's educational or work performance; or
- whether the statement is a mere utterance of an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;
- whether the speech or conduct deserves the protections of academic freedom.

### **Retaliation**

Because this policy seeks to empower students, staff, and faculty to report and pursue a complaint whenever there is a violation of the policy, the University will sanction any member of the community who harasses or intimidates a person because of her/his participation in a complaint. Retaliation includes acts of reprisal, interference, restraint, penalty, discrimination, coercion or harassment--overtly or covertly--by a University employee or student against a person who uses the policy, including retaliation at any point during or after the process against a complainant or her/his friends or supporters, retaliation against a person complained against or her/his friends or supporters, or retaliation against a member of the Committee or a witness.

### **Sexual Misconduct**

- **Nonconsensual sexual intercourse.** Sexual intercourse or penetration (anal, oral or vaginal) however slight with any object without effective consent;
- **Nonconsensual sexual activity.** Any actual or attempted non-consensual sexual activity, such as attempted rape, fondling, kissing, groping, touching another person's intimate

parts or compelling a person to touch his or her own or another person's intimate parts without effective consent. Any previous social relationship between the perpetrator and the recipient of the unwanted sexual act, including a dating relationship or previous sexual involvement, does not diminish the severity of the act.

### **Effective Consent**

Effective consent is informed, freely and actively given mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent may never be given by minors, mentally disabled persons and those who are incapacitated as a result of alcohol or other drug consumption (voluntary or involuntary) or those who are unconscious, unaware or otherwise physically helpless. Consent as a result of coercion, intimidation, threat of force or force is not effective consent.

### **Alcohol**

If you have sexual activity with someone you know to be--or should know to be—mentally or physically incapacitated due to alcohol or other drug use, unconsciousness or blackout, you are in violation of this policy.

- Any time sexual activity takes place between individuals, those individuals must be capable of controlling their physical actions and be capable of making rational, reasonable decisions about their sexual behavior.
- This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called “date-rape” drug. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student for the purpose of inducing incapacity is a violation of this policy.
- Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

### **PRIVACY**

All proceedings, documents, activities and meetings related to a specific complaint before the human rights Committee are private. Disclosure of any information related to a complaint by the complainant, person complained against, a Committee member or a witness in a complaint will be considered a violation of the human rights policy and will be subject to sanction.

### **FRIVOLOUS OR MALICIOUS COMPLAINTS**

This policy will not be used to bring frivolous or malicious complaints against students, faculty or staff members. Disciplinary action under the appropriate university policy may be taken against any person bringing a complaint in bad faith.

### **FREE ACADEMIC INQUIRY**

Academic freedom is central to the University's educational mission. All language and conduct that are pedagogically appropriate are protected by academic freedom and are not subject to sanction under this policy.

### **PROCEDURES**

This policy provides both an informal process, designed for mediation and education, and a

formal process which can lead to a recommendation of a sanction. Both processes are outlined below. A complainant who pursues the informal process may not, at the end of that process, decide to take the same complaint through the formal process except in two instances: 1) when no agreement can be reached, a complaint may be referred to a formal hearing; 2) if the agreement reached at the end of an informal process or mediation is violated, the complaint may file a formal complaint if she/he chooses.

## **PROCEDURES**

### **1) Initial Interview**

Someone who believes that she/he has been the object of a violation may request an interview with one of the co-chairs or with any member of the Committee. In that interview, the Committee member will:

- listen to the account of what occurred;
- give the person information about the Committee's policies and procedures;
- outline the person's options beyond that interview;
- if appropriate, set a second interview within five days.

### **2) Fact Finding**

If the committee member first contacted is not a co-chair, that member contacts one of the co-chairs immediately after the first meeting with the complainant. The co-chair conduct an investigation to confirm the basic facts of the complaint as presented by the complainant (e.g. the student is enrolled in the course about which the complaint is brought or lives where and with whom he/she claims; an incident report was in fact filed as the student asserts; the staff members is supervised by the person complained against etc.) and to establish that there is reasonable cause to believe that a violation of the policy occurred. If further investigation is required later in the process of the complaint, the co-chair involved at this point, along with another co-chair will be responsible for that investigative process. Co-chairs who are involved in fact-finding and investigation cannot later chair a formal hearing on the same case.

### **3) Second Meeting: Determination of How to Proceed**

A) The committee member originally contacted holds a second meeting with the complainant to hear how she/he wants to proceed. The committee member is prepared to present one of the following three assessments of the complaint to the complainant:

- A formal complaint would be appropriate;
- An informal procedure which aims at mediation or education would be appropriate; an informal process is never recommended for complaints of sexual assault or other forms of assault, attempted assault or physical violence.
- Pursuing a complaint is not recommended for one of several reasons: basic facts could not be verified; something clearly occurred but it doesn't fall under the purview of this policy; the university does not have jurisdiction over the person complained against. In some complaints, the committee member might refer someone to another process or body within the university (e.g. Academic Standing, Judicial Board)

B) The complainant decides what course she/he wishes to pursue. She/he can take up to five days to consider this decision unless an extension is granted. Before she/he decides whether to proceed, the complainant will be informed by committee member that her/his

name will be revealed to the person complained against unless extraordinary circumstances of the complaint indicate that it would be dangerous to the complainant to do so.

- C) At this point, the complainant decides whether to go forward with an informal or formal process. If the complainant decides to pursue a complaint, the Committee member gets a statement of the facts of the complaint from her/him. The statement is most often a narrative written by the complainant but it may be taped by the complainant or responses to questions recorded by the Committee member. The complainant chooses the means of recording the statement. By the end of this step, the Committee member will have a written statement signed by the complainant. If he/she chooses the informal process, he/she decides whether the complaint will be pursued through a mediation or through separate meetings between the co-chair and both the complainant and person complained against.

### **Absence of a Complainant**

In the absence of a complainant or when the University sees a clear danger to the community at large, the University may act as the complainant in a formal process and is represented by the appropriate university officer.

### **INFORMAL PROCESS**

The objective of the informal process is education about community standards of conduct, mediation, resolution of misunderstandings or cross-cultural misperceptions, and changed behavior. The informal process will not be used for complaints of sexual assault or other forms of assault, attempted assault or physical violence. The informal process does not lead to the imposition of a sanction. If no resolution can be reached at the end of an informal hearing or if the resolution agreed upon at the end of an informal process is violated, the complaint may be referred to the formal process. These are the only two instances in which an informal complaint may become a formal one.

**4) Contact Person Complained Against** The co-chair contacts the person complained against, tells her/him the nature of the complaint and then arranges sequential meetings or mediation.

### **5) Meeting or Mediation**

A) Meetings:

- Having read her/his statement and other information, one of the co-chairs of The Committee meets with the complainant to discuss the resolution of the complaint that she/he seeks (e.g. no further contact, no phone calls, no e-mails, stopping comments or harassment).
- The co-chair then meets with the person complained against and:
  - reports the complaint and explains that this is an informal process;
  - outlines the policies and procedures of the Committee and explains why the reported behavior could be a violation of the policy;
  - asks for a response from the person complained against, giving her/him the option of responding immediately or within five days.
- The co-chair seeks an appropriate resolution or change in behavior by the person complained against.



## B) Mediation

- The co-chair arranges a mediation process for which the complainant and the person complained against are present.
- The co-chair seeks an appropriate resolution or change in behavior by the person complained against.

## 6) Resolution

The Committee co-chair records the resolution of the informal procedure and includes as part of this record the complainant's statement and any statement the person complained against wishes to include. The co-chair writes a letter documenting the resolution of the mediation to the person complained against and the complainant. If no resolution can be reached, the complainant has the option of requesting that the complaint be referred to a formal hearing.

## 7) Non-compliance

Non-compliance with the procedures of the Committee is in itself a violation of the policy. If the person complained against, refuses to respond to the informal hearing co-chair, that person may be referred to the appropriate sanctioning officer for his/her constituency for disciplinary action.

## FORMAL PROCEDURE

**4) Contact the person complained against** The co-chair contacts the person complained against and tells her/him the nature of the complaint, sets up a meeting within five working days, and follows up immediately with a letter which states the complaint (including names) and summarizes the complainant's statement. The letter should also include information on the policies and procedures of the Committee, the range of possible sanctions that can be recommended by the Committee, and a copy of the policy.

**5) Investigation** All five co-chairs will be trained as investigators. Two of them will be jointly responsible for conducting an investigation before the formal hearing. A co-chair involved in investigating a case may be not later serve as chair of the formal hearing but may be called as a witness.

**6) Meeting** The co-chair meets with the person complained against and:

- outlines the specifics of the complaint;
- outlines the policies and procedures of the Committee;
- asks for a written response and a list of witnesses from the person complained against, within five days;
- discusses a hearing date.

**7) Preparation for Hearing** The co-chair first identifies a hearing chair and, in consultation with that chair, sets a hearing date within twenty one working days of his/her meeting with the person complained against (i.e., the meeting in step 6). The co-chair confirms the date with the complainant and the person complained against and requests the names of both parties' witnesses. Within one day, the co-chair has a letter delivered to both parties to confirm the hearing date and the request for names of witnesses. Within five days, both parties should provide the co-chair with the names and contact information of the witnesses they wish to have contacted.

Each party may bring to the hearing a supporter; the supporter will be a member of the university community, though exceptions may be granted at the discretion of the co-chair and hearing chair. The function of this supporter is to provide support for the person not advocacy. The name of the supporter should be provided to co-chair along with the names of witnesses. The co-chair and/or hearing Committee may also designate witnesses they wish to have present.

The co-chair prepares files for the hearing, including both parties' statements and any other relevant information, which will be available to the hearing committee one day before the hearing. The co-chair contacts all witnesses and informs them of the time and date of the hearing and of their obligation, as members of the university community, to attend. Witnesses who for good reason (no longer at the university, away from the university on leave) are not able to attend may, at the discretion of the hearing chair, provide a written statement or, preferably, participate by phone. All witnesses will be informed that only information relevant to the complaint is sought not statements about the character of the person complained against or the complainant.

**8) Hearing Committee Selection** The hearing committee will be composed of five members and a non-voting hearing chair, i.e. one of the Committee co-chair. The co-chair selects, by rotation through the list of members of the full Committee, the members of the hearing committee for the complaint. The co-chair will make every effort to guarantee the impartiality of the hearing committee. Members of the Committee whose close connection to either the person complained against or the complaint suggest that they will not be able to serve impartially will be skipped in the selection process. Once the hearing committee members have been selected, both the complainant and the person complained against are shown the list; each may request, on the basis of demonstrable bias, that a member or members be removed from the hearing committee and replaced with another member of the same constituency.

**9) Hearing Committee Membership** Hearing committees consist of five voting members and a non-voting hearing chair: two members each from the constituency of the complainant and the person complained against and one member selected from the third constituency. In the case of faculty-faculty complaints or staff-staff complaints, either party may request a committee composed entirely of members of their own constituency. In the case of student-student complaints, either party may request a hearing committee that does not include students.

**10) Hearing** The purpose of the hearing is for the members of the hearing committee, by listening to the parties and witnesses, to determine what happened and to make a recommendation on the basis of that finding. The hearing is an investigation by the hearing committee, not a trial; therefore, the hearing committee asks the questions etc. not the parties involved. The hearing committee has the right to limit witnesses, to ask for written statements instead of appearances. The hearing will be taped.

Present: Hearing committee 5 members + hearing chair); complainant and supporter; person complained against and supporter; witnesses (witnesses are only present for their own statements). Lawyers may not be present at the hearing; supporters of either party may not also be witnesses and may not speak in the hearing.

**Hearing Procedures** A) At the beginning of the hearing, both the complainant and the person

complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The hearing committee may ask questions of both parties. Both parties may submit questions in writing to the hearing committee.

B) The committee members ask the questions and interview witnesses; each witness is in the hearing room only while she/he is being questioned by the hearing committee.

C) Both the complainant and the person complained against make a final statement. No further questions are asked after the two statements are completed; the chair has the discretion to allow the committee to ask further questions for clarification at this point.

D) Once the final statements are completed, the hearing committee deliberates. Only the hearing committee and the chair are present during the deliberations. The deliberations are not taped. The committee members have the option of asking witnesses to be available during deliberations or of dismissing witnesses, complainant and person complained against.

E) Formal rules of evidence will not apply to the committee deliberations. Information considered must, however, be relevant to the complaint; no character witnesses will be heard. Decisions will be based on a preponderance of evidence.

**11) Recommendations** The hearing committee can reach one of two conclusions:

A) The complaint is substantiated; events occurred substantially as the complaint describes them;

B) There is no basis for the complaint; events did not occur as described in the complaint; If the hearing committee substantiates the complaint, the members agree on the level of sanction they wish to recommend to the appropriate sanctioning officer of the university. The committee should strive for unanimity both in findings and recommendation of sanctions, but where unanimity cannot be achieved a simple majority will decide. The vote should be reported with the recommendation. The committee may also recommend appropriate redress for the complainant. **12) Notice of Findings** The complainant and person complained against should be notified of the hearing committee's findings orally at the end of the deliberations. Within two days, the committee also reports its findings and recommendation for sanctions by letter to the appropriate sanctioning officer of the university, a dean, or a vice president. Recommendations for sanctions against staff members should be made to the cabinet-level supervisor. A letter reporting the recommendation is also delivered to the person complained against and, where appropriate, to the complainant.

**13) Imposition of Sanctions** The hearing committee has the power to recommend but not to impose sanctions. Sanctions will be imposed by the appropriate sanctioning body. For faculty, the dean of the appropriate school will act on recommendations for further education or reprimands; for recommendations of severe sanctions, the Professional Conduct Committee will be convened; the Committee will confine its deliberations to assessing the appropriateness of the sanction. For students, the Dean of Campus Life will act on recommendations. For staff, recommendations will be acted on by the cabinet-level supervisor. The sanctioning officer will inform the hearing committee chair of what action was taken on the hearing committee's recommendation.

#### **14) Appeal of Committee Findings**

- A) An appeal by either the complainant or the person complained against will be allowed within seven days of the notice on findings on two grounds: procedural errors that could be outcome determining or significant new information that could have an impact on the outcome and that was unavailable at the time of the hearing.
- B) Appeals are filed with the Academic Vice President who will determine the validity of the appeal. If the Academic Vice President finds that the appeal is justified, a new hearing committee will be convened, chaired by a co-chair who did not chair the original hearing.

#### **COMPOSITION OF THE HUMAN RIGHTS COMMITTEE**

The Committee will be composed of up to 45 members chosen by the constituencies they represent (e.g. CLA divisions, SGA) in consultation with the Committee members. The Committee will have 5 co-chairs, 16 student members (4 CLA plus 4 CLA alternates, 2 graduate students (GDR or CSGS) plus 2 alternates, and 2 theological students plus 2 alternates), 15 faculty members (8 CLA, 2 from each division, 5 theological school faculty and 2 library faculty), and 9 staff members (representing a diversity of staff positions). Members will serve for two year terms; half the membership will change each year. Members can serve consecutive terms.

Committee members can be dismissed by the constituency that elected them on the recommendation of a two-thirds vote of the entire Committee. Grounds for dismissal are: failure to fulfill obligations as a Committee member or to maintain privacy; being found to have violated the policy.

**Co-Chairs** The Policy will be administered and the Committee led by a committee of five co-chairs. Co-chairs serve for four-year terms and are selected from among faculty and staff members who have served a two-year term on the Committee in the last five years. Co-chairs terms should be staggered; co-chairs may also serve more than one term but no more than three consecutive terms. A five member Committee is required so that a chair can always be found for a hearing even when conflicts of interest require a chair(s) to recuse her/himself from serving on a hearing. All co-chairs will be trained as investigators.

New co-chairs will be nominated by the committee of co-chairs. The nominee must be endorsed by a vote of a majority of the full Committee. At least two co-chairs should be faculty members.

**TRAINING OF THE COMMITTEE** All Committee members will be expected to attend a minimum of 8-10 hours of training annually. Committee members who have not been trained may not serve on a hearing Committee. If Committee members consistently fail to appear for training, their constituency will be notified and given the option of replacing them.

**RESPONSIBILITIES OF THE COMMITTEE** The Committee is responsible for: administering the policy; pursuing all complaints brought to the attention of any member of the Committee; maintaining records of all complaints; developing and implementing on-going educational programs for the entire campus community; developing and distributing educational materials related to the policy; reviewing and updating the policy as needed.

## **RECORDKEEPING AND REPORTING**

The Committee files are private and are kept by the co-chairs and they alone have access to them. Files of the Committee are kept for seven years. Files should contain:

- All letters, documents and tapes from formal procedures;
- Final letter and statements from informal procedures;
- Minutes of business meetings (not confidential);
- Log maintained by co-chair of all contacts; Committee members report each contact to a co-chair even if no action results.
- Log by co-chair of calls;
- Yearly specific record of complaints including:
  - Person involved
  - Sanctions
  - Who served on the hearing committee

At the end of the year, the Committee should compile a report of its activity which is presented to the University Senate and made available to the university community. The report includes the number of complaints heard, the nature of the hearing (formal or informal), and the resolution recommended. All data are reported anonymously.

## **XIX. University sexual harassment policy**

[This section retrieved from the web site for the Dean of Drew University's College of Liberal Arts on February 26, 2010. <http://depts.drew.edu/cladean/SHP.htm#FOR>]

The committee shall determine whether there has been discrimination as alleged, and be submitted in writing within five working days of the close of the hearing to the president and (if appropriate) the Affirmative Action Review Board (for staff) or the full Professional Policies and Conduct Committee (for faculty). These bodies shall recommend sanctions to the president.

A student who believes himself or herself discriminated against by the University itself or believes that the University or some office, program, procedures or faculty thereof is not in compliance with the University's human rights policy or applicable state or federal laws may lodge a complaint with the University Senate Affirmative Action Committee, the University Senate Committee on Student Affairs or the Affirmative Action Officer.

Sexual harassment, which has been considered tantamount to sexual discrimination under state and federal law, undermines the education and employment of the University. The purpose of this policy is to guarantee all students equal educational access and all employees equal employment opportunity in an environment free from sexual harassment of all kinds. This policy seeks to protect the atmosphere of trust and collegiality in the University community, to educate the community about sexual harassment, and to provide students, faculty and staff who believe that they have been sexually harassed with a reliable and effective process for seeking a remedy, while affording those accused of a violation a fair opportunity to be heard.

## **DEFINITION**

Sexual harassment is physical or verbal conduct of a sexual nature which has the intent or effect of creating an intimidating or hostile educational or employment environment. Sexual

harassment includes a range of behaviors specified below. Common to all of these is that non-compliance or objection by the person(s) being harassed carries with it an implied threat to an individual's employment or academic status or access and/or compliance carries an implicit or explicit offer of advantage or preference.

**1) Overt Sexual Advances** Demands for sexual favors; pressure for sexual activity; physical molestation; sexual assault; coerced sexual intercourse or attempted rape.

**2) Other Verbal and Physical Conduct** Behaviors in these categories are most often sexual harassment when they are frequent and repeated or when they continue after someone has asked that they stop.

**A) Harassment of an Individual** Pinching and other inappropriate touching; rubbing and brushing against the body; remarks about an individual's body, sexuality or sexual preference; sexist remarks or humor directed at an individual.

**B) Harassment of a Group** Sexist humor or jokes; use of derogatory, denigrating or belittling terms or stereotypic generalizations of a sexual nature; repeated differential treatment based on gender or sexual preference.

#### **CONFIDENTIALITY**

All proceedings, documents, activities and meetings related to a specific case before the sexual harassment committee are confidential. Disclosure of any information related to a case by the complainant, person complained against, a committee member or a witness in a case will be considered a violation of the sexual harassment policy and will be subject to disciplinary action.

#### **RETALIATION**

This policy seeks to encourage students, staff, and faculty to express freely and responsibly their opinions and feelings about any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, penalty, discrimination, coercion or harassment--overtly or covertly--by a University employee or student against a person who uses the policy and procedures responsibly interferes with free expression and openness. This includes both retaliation against a complainant at any point during or after the process and retaliation against a person complained against at any point during or after the process. Accordingly, such acts violate this policy and require appropriate and prompt disciplinary action.

#### **FRIVOLOUS OR MALICIOUS CHARGES**

This policy shall not be used to bring frivolous or malicious charges against students, faculty or staff members. Disciplinary action under the appropriate university policy may be taken against any person bringing a charge of sexual harassment in bad faith.

#### **FREE ACADEMIC INQUIRY**

Academic freedom is central to the university's educational mission. Charges that would undermine free academic inquiry or expression will not be considered under this policy.

#### **PROCEDURES**

### **1) Initial Interview**

Someone who believes that she/he has been sexually harassed may request an interview with any member of the sexual harassment committee. In that interview, the committee member will:

- listen to the account of what occurred;
- give the person information about the committee's policies and procedures;
- outline the person's options beyond that interview;
- if appropriate, set an appointment to talk again within five days.

### **2) Fact Finding and Consultation**

- A)** Committee member calls one of the co-chairs and informs her/him that an interview has occurred and repeats the person's account.
- B)** The co-chair attempts to verify basic facts reported. No one checks at this point with the person complained against or with his/her department chair or supervisor.
- C)** The committee member and co-chair discuss the case and agree on the recommendation to be made to the person at the second meeting.

### **3) Second Meeting: Determination of How to Proceed**

- A)** The committee member first approached holds a second meeting with the person and presents one of the following three assessments of the case:
  - A formal complaint is appropriate;
  - An informal procedure which aims at education is appropriate;
  - Pursuing a complaint is not recommended for one of several reasons: basic facts could not be verified; something clearly occurred but it doesn't fall under the sexual harassment definition; not enough evidence to pursue a charge. In some cases, the committee member might refer someone to another process or body within the university (e.g. Academic Standing, Judicial Board)
- B)** Before she/he decides whether to proceed, the committee member will inform the complainant that her/his name will be revealed to the person complained against unless extraordinary circumstances of the complaint indicate that it would be dangerous to the complainant. The complainant decides what course she/he wishes to pursue. She/he can take several days to consider.
- C)** If the complainant decides to pursue a complaint, the committee member gets a statement of the facts of the case from her/him. The statement may be written or taped by the person or responses to questions recorded by the committee member. The complainant chooses the means of recording the statement. By the end of this step, the committee will have a written statement signed by the complainant.

## ***INFORMAL PROCEDURE***

### **4) Contact Person Complained Against**

The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee and makes it clear that this is an informal procedure; --asks for a response from the person complained against, giving her/him the option of responding immediately or within several days.

## **5) Meeting**

The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee and makes it clear that this is an informal procedure; --asks for a response from the person complained against, giving her/him the option of responding immediately or within several days.

## **6) Resolution of Informal Procedure**

### **A) Resolution by Agreement**

**6A)** The person complained against agrees with the complainant's report of what occurred and says she/he was unaware of its impact and will modify the language or behavior complained about. At this point, even if the two accounts of events differ, the parties may agree that the complaint arose from a misunderstanding and that it need go no further.

**7A)** The committee co-chair records the resolution of the informal procedure and includes as part of this record the complainant's statement and any statement the person complained against wishes to include. Letters are sent to both complainant and person complained against informing them of the resolution of the procedure.

### **B) Resolution with a Committee Review**

**6B)** The account of the person complained against does not agree with that of the complainant; they offer two different versions or interpretations of the occurrence. The committee member refers the complaint to an informal committee review. At this point, the person complained against should be cautioned/requested not to contact the complainant.

**7B)** The committee co-chair convenes a review committee of three members not previously involved in the case. The complainant and the person complained against are expected to attend. If the person complained against refuses to cooperate with the committee in any way, the co-chair may ask a dean or supervisor to intervene. The committee may look at evidence but witnesses should not be brought in. Minutes will be taken at the hearing.

**8B)** Both the complainant and the person complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The review committee may ask questions of both parties. In its deliberation, the committee agrees on one of the following findings: --that the report has foundation. The committee recommends that the person complained against modify language or behavior or seek some further education in this area. --that the report is unfounded, or that there is insufficient evidence to confirm it, and that the conduct of the person complained against was acceptable professional conduct.

**9B)** After the hearing, the committee reports its finding to the person complained against and the complainant. The records are filed in the committee's files only. No appeal of the findings of an informal procedure is possible.

## ***FORMAL PROCEDURE***

### **4) Contact Person Complained Against**

The committee co-chair contacts the person complained against; The chair tells her/him the nature of the complaint, sets up a meeting within 5 working days, and follows up immediately



with a letter which states the complaint (including names) and summarizes the complainant's statement. The letter should also include information on the policies and procedures of the committee.

### **5) Meeting**

The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee; --asks for a written response from the person complained against, within several days; --discusses a hearing date.

### **6) Preparation for a Hearing**

The co-chair sets a hearing date within seven working days of his/her meeting with the person complained against (i.e., the meeting in step 5). The co-chair confirms the date with the complainant and, then, within one day, delivers a letter to both parties to confirm the hearing date. At least four days before the hearing, both parties should provide the co-chair with the names of any witnesses they wish to have con-tacted. Each party may bring a supporter who is a member of the university community. The function of this supporter is to provide support for the person, not advocacy. The name of the supporter should be provided to the committee along with the names of witnesses. The hearing committee may also designate witnesses it wishes to have present. Documentation is available in a file for committee members to read.

### **7) Committee Selection**

The hearing committee will be composed of five members and a non-vot-ing chair. The co-chair of the sexual harassment committee who has not been involved in the proceedings to this point serves as chair of the hearing committee. The co-chair selects, by rotation through the list of members of the full committee, the members of the hearing committee for the case and informs them of the background of the case.

In all cases, both the complainant and the person complained against may request that one person be removed from the committee and replaced with another member of the same constituency. In the event that the complainant does not want her/his constituency represented on the hearing committee, the chair should replace those members with members of the uninvolved constituency. Members of the sexual harassment committee with connections to the complainant (e.g. in their department) or the person complained against will be skipped in the selection process. The chair will make every effort to guarantee the impartiality of the committee.

#### **A) Complaints against Faculty**

When a faculty member is the person complained against, the hearing committee will consist of five voting faculty members. The hearing committee will also include two members of the constituency of the complainant (staff or students) who will have no vote but will be present, with voice, throughout the hearing and the committee deliberations. If both the complainant and the person complained against are faculty, the hearing committee will consist of five voting faculty members only.

#### **B) Complaints against Staff Members**

When a staff member is the person complained against, the hearing committee will consist of five voting staff members. The hearing committee will also include two members of the constituency of the complainant (faculty or students) who will have no vote but will be present,

with voice, throughout the hearing and the committee deliberations. If both the complainant and the person complained against are staff, the hearing committee will consist of five voting staff members only.

### **C) Complaints against Students**

When a student is the person complained against, the hearing committee will consist of three students, and two members selected from the two other constituencies. If both parties are students, four members of the hearing committee will be students and one is selected from another constituency.

## **8) Hearing**

The purpose of the hearing is for the members of the committee, by listening to the parties and witnesses, to determine what happened and to make a recommendation on the basis of that finding. The hearing is an investigation by the committee, not a trial; therefore, the hearing committee asks the questions etc. not the parties involved. The committee has the right to limit witnesses, to ask for written statements instead of appearances. The hearing will be taped.

**Present:** Hearing committee; complainant and supporter; person complained against and supporter; witnesses (witnesses are only present for their own statement). Lawyers may not be present at the hearing; supporters of either party should not also be witnesses.

## **Hearing Procedures**

- A)** Supporting documentation. Written statements are preferred; however if person complained against makes an oral statement, the complainant may respond.
- B)** At the hearing, both the complainant and the person complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The hearing committee may ask questions of both parties. Both parties may submit questions to the hearing committee.
- C)** The committee members ask the questions and interview witnesses; witnesses are not all in the room at the same time.
- D)** Each person can make a final statement.
- E)** Everyone except the hearing committee members leaves for the deliberations. The committee members have the option of asking witnesses to be available during deliberations or dismissing witnesses, complainant and person complained against.
- F)** Formal rules of evidence will not apply to the committee deliberations. Evidence considered must, however, be relevant to the charge.

## **9) Recommendations**

The committee can reach one of four conclusions:

- A)** It can substantiate the complaint finding that events occurred substantially as the complaint describes them;
- B)** It can find that there is no basis for the complaint and that events did not occur as described in the complaint;
- C)** It can find that there is insufficient information to substantiate or to refute the complaint;  
or
- D)** It can find that the complaint is malicious or frivolous.

If the committee determines that sexual harassment has occurred, the members agree on the level of sanction they wish to recommend to the appropriate sanctioning officer of the university. The committee should strive for unanimity both in findings and recommendation of sanctions, but where unanimity cannot be achieved a majority of 4-1 can decide. The vote should be reported with the recommendation. Unanimity is required for a recommendation of severe sanctions. The committee should also recommend appropriate redress for the complainant.

### **10) Notice of Findings**

Complainant and person complained against should be notified of the committee's findings orally at the end of the deliberations. Within two days they should each receive a letter reporting the committee's findings. The committee also reports its findings and recommendation for sanctions by letter to the appropriate sanctioning officer of the university, a dean, or a vice president. Recommendations for sanctions against staff members should be made to the cabinet-level supervisor.

### **11) Imposition of Sanctions**

The committee has the power to recommend but not to impose sanctions. Sanctions will be imposed by the appropriate sanctioning body. For faculty the dean will act on recommendations for further education or reprimands; for recommendations of severe sanctions, the professional conduct committee will be convened. For students, the dean of students will act on recommendations for further education or reprimand; for recommendations to suspend or dismiss, a judicial board will be convened. For staff recommendations will be acted on by the cabinet-level supervisor. The sanctioning officer will inform the committee chair of what action was taken on the committee's recommendation.

### **12) Appeal of Committee Findings**

- A) An appeal by either the complainant or the person complained against will be allowed within seven days of the notice on findings on two grounds: procedural errors or significant new information.
- B) Appeals are filed with the Academic Vice President who will determine the validity of the appeal. If the Academic Vice President finds that the appeal is justified, a new hearing committee will be convened, chaired by the co-chair who did not chair the original hearing.

**COMPOSITION OF THE SEXUAL HARASSMENT COMMITTEE** The Sexual Harassment Committee will be composed of up to 42 members chosen by the constituencies they represent (e.g. CLA divisions, SGA) in consultation with the committee members. The committee will have two co-chairs, 16 student members (4 CLA plus 4 CLA alternates, 2 graduate students plus 2 alternates, and 2 theological students plus 2 alternates), 15 faculty members (8 CLA, 2 from each division, 5 theological school faculty and 2 library faculty), and 9 staff members (representing diversity of staff positions). Members will serve for two year terms; half the membership will change each year. Members can serve consecutive terms. Co-chairs serve for two years and are selected from among faculty and staff members who have already served a two-year term on the committee in the last five years; one co-chair is selected each year;

co-chairs may also serve more than one term but no more than three consecutive terms. Co-chairs will be nominated by a nominating committee composed of the current co-chairs and one representative each of faculty, staff and students; these nominating committee representatives will be chosen by the representatives of each constituency currently serving on the sexual harassment committee. The nominee must be endorsed by a vote of a majority of the Sexual Harassment Committee. At least one co-chair should be a faculty member. Committee members can be dismissed by the constituency that elected them on the recommendation of a two-thirds vote of the entire committee. Grounds for dismissal are: failure to fulfill obligations as a committee member or to maintain confidentiality; being found to have sexually harassed a member of the community.

### **RESPONSIBILITIES OF THE COMMITTEE**

The Sexual Harassment Committee is responsible for: administering the sexual harassment policy; pursuing all complaints brought to the attention of any member of the committee; maintaining records of all complaints; developing and implementing on-going educational programs for the entire campus community; developing and distributing educational materials on sexual harassment; reviewing and updating the policy as needed.

### **RECORDKEEPING**

The committee files are confidential and are kept by the co-chairs and they alone have access to them. Files should contain:

- All letters and documents from formal procedures;
- Final letter and statements from informal procedures;
- Minutes of business meetings (not confidential);
- Minutes of informal hearings (confidential);
- Log maintained by co-chair of all contacts; committee members report each contact to chair even if no action results.
- Log by co-chair of calls;
- Yearly specific record of cases including:
  - Person involved
  - Sanctions
  - Who sits on case

At the end of the year, the committee should compile a report for the cabinet, without names or specifics, of the number of cases heard and the resolutions recommended.