Arts & Sciences Faculty Meeting
Sept. 11th 2020
AGENDA

CALL TO ORDER: 3:15 p.m.   Ryan Hinrichs

APPROVAL OF MINUTES   Maria Masucci ------------------- pp. 5

DEAN'S UPDATES   Ryan Hinrichs

PROVOST'S UPDATES   Jessica Lakin

ACTION ITEMS:
Approval of the Voting List   Ryan Hinrichs ------------------- pp. 17
Elections   Dean's Council
Off-Campus Requirement Substitutions   Hannah Wells -------------------- pp. 18

DISCUSSION:
Faculty Handbook   Dean's Council ------------------- pp. 20
Launch Update and Fall Participation   Juliette Lantz &
                                                         Daniel Pascoe Aguilar ---------- pp. 26

REPORTS:
Committee on Faculty Statement   Sarah Abramowitz -------------- pp. 33
Curricular Report   Hannah Wells -------------------- pp. 34
Enrollment Management   Colby McCarthy
Middle States   Hilary Kalagher ------------------ pp. 37
Center for Academic Excellence Report   Nora Boyer ---------------------- pp. 39
Library Report   Andrew Bonamici --------------- pp. 47

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies
Faculty Meeting | Friday, September 11, 2020

SARAH ABRAMOWITZ *Mathematics | Computer Science*

Sarah Abramowitz for the publication of her book "Statistics Using R: An Integrative Approach," with Sharon Weinberg and Daphna Harel, published by Cambridge University Press.

CHRISTOPHER ANDREWS *Sociology*

Christopher Andrews for being interviewed about self-checkout lanes and shoplifting in a May 29 WIRED article, "Walmart Employees Are Out to Show Its Anti-Theft AI Doesn't Work".

CAROLINA ARANGO-VARGAS *Women's and Gender Studies | Anthropology*

Carolina Arango-Vargas for receiving the Helen Safa Award for the paper, "When Sisterhood is at Stake: The case of a Colombian feminist NGO in times of global neoliberalism," from the Gender and Feminist Studies Section of the Latin American Studies Association, May 2020.

LEE ARNOLD *Art*

Lee Arnold for the inclusion of his work in the public art exhibition YARD WORK, Tiger Strikes Asteroid, Greenville, South Carolina, from June 26 - July 31, 2020.

LISA BRENNER *Theatre Arts and Dance*

Lisa Brenner and Chris Ceraso spent their 2019-2020 sabbaticals on two book projects. The first is an anthology of plays produced at Drew as part of the AdvantageArts program, to be published by Bloomsbury. It includes a foreword by MacArthur "Genius" and Tony-award-winning playwright Dominique Morisseau. The second is an edited collection of essays and round-table discussions on applied theatre with youth to be published by Routledge, with co-editor Evelyn Diaz Cruz. This collaboration has been endorsed by the Association for American Colleges and Universities with a

Multi-Institutional Innovation Project grant entitled, Cross-Country Theatre: A Bi-Coastal Examination of Applied Performance in Universities, A Collaboration between Drew University and the University of San Diego.

MIAO CHI *Economics*

Miao Chi for her forthcoming publication of the paper co-authored with Christine Ngo, "The Political Economy of Small and Medium Enterprise Development: Characteristics, Productive Value, and Market Constraints in Industrial Manufacturing" in the *Journal of Southeast Asian Economies.*

GRAHAM COUSENS *Psychology | Neuroscience*

Graham Cousens published an article, "Characterization of odor-evoked neural activity in the olfactory peduncle", in IBRO Reports.

JINEE LOKANEETA *Political Science and International Relations*

For joining the Editorial Board of American Political Science Review & for the publication of the South Asian Edition of her 2020 University of Michigan Press book- *The Truth Machines: Policing, Violence and Scientific Interrogations in India* by Orient Blackswan.

ROSEMARY MCLAUGHLIN *Theatre Arts and Dance*

Rosemary McLaughlin did a presentation on "Becoming a Playwright" for the Inspire Program, Grace Community Services, Jersey City. Rosemary also played the role of Lord Darlington in a Socially Distant Shakespeare reading of Oscar Wilde's "Lady Windermere's Fan".

G. SCOTT MORGAN *Psychology*

G. Scott Morgan for the acceptance of a manuscript titled, "The psychology of moral conviction" in the Annual Review of Psychology, with co-authors Linda J. Skitka, Brittany E. Hanson, and Daniel

C. Wisneski. And for the acceptance of an empirical report titled "The roles of disgust and harm perception in political attitude moralization" in Politics and Life Sciences with co-authors Daniel C. Wisneski and Brittany E. Hanson.

JOHN D. MUCCIGROSSO *Classics*

John D. Muccigrosso for a Festschrift co-edited with a colleague from the University of Michigan published this summer from Athenaeum Press as part of their Biblioteca series.

EMANUELE OCCHIPINTI *Italian*

Emanuele Occhipinti for publishing: In Italia: Learning Language and Culture Assimilation through a Community-Based Experience, in *Effects of Service-Learning in Foreign and Second Language Courses*, Christine E. Poteau, ed., London and NY: Routledge, 2020, pp. 135-55. Novecento and the Contemporary Period: Narrative and Theatre, in *The Year's Work in Modern Language Studies* 2018, 80 (2020): 591-605.

MALIHA SAFRI *Economics*

Maliha Safri for publishing "Calculating the value of the commons: Generating resilient urban futures" in *Environmental Policy and Governance*, May 31 2020 https://doi.org/10.1002/eet.1890

REBECCA SODERHOLM *Art*

Rebecca Soderholm for receiving a New York Foundation for the Arts "Keep NYS Creating Project Grant," for creative projects that have been interrupted due to the COVID-19 pandemic.

Drew University
Minutes of Arts and Sciences Faculty Meeting
May 7, 2020

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

Others in Attendance: Margery Ashmun, Matthew Beland, Sunita Bhargava, Andrew Bonamici, Nora Boyer, Barb Bresnahan, Jody Caldwell, Stephanie Caldwell, Stacy Fischer, Cordelza Haynes, Bob Herr, Kathy Juliano, Loren Kleinman, Alex McClung, Frank Merckx, Joanne Montross, Daniel Pascoe-Aguilar, Irina Radeva, Danielle Reay, Candace Reilly, Brian Shetler, Shawn Spaventa, Kristen Williams

Prior to the beginning of the faculty meeting, Daniel Pascoe Aguilar presented a sample of Drew 110 student presentations and lead a discussion of the outcomes of the Drew 110 course. It was an optional feature to this faculty meeting. The faculty who attended were in agreement that the work presented by students was exceptional.

The formal meeting was called to order at 1:15pm.

The minutes from the April 24, 2020 were approved.

The Dean's Announcements

Deb thanked the faculty for all the incredible work on behalf of the students during the Spring 2020 semester. She also expressed her appreciation to the Associate Deans for their work on the faculty development programming.

Planning for the Fall – Debra Liebowitz

In discussing the plans for the fall Deb referenced the recent email message from the President. Here is an excerpt from that announcement of May 5th:

Announcement from the President's office:
Many of you have understandably asked about Drew's plans for the fall. Will we be face-to-face, will we be virtual? The short answer for now is that Drew is fully planning for several eventualities: face-to-face and an (almost) return to normal, the continuation of DVT into the fall, and intermediate flexible options. As you know, these decisions do not rest with me, or Drew, alone. Most particularly, Governor Murphy's Executive Orders for the State of New Jersey, and coordinated plans with a coalition that includes New Jersey, New York, Connecticut, Pennsylvania, Rhode Island, Massachusetts, and Delaware, will in large measure drive our decision making. Right now Drew's leadership team is working with faculty and staff to create several planning scenarios intended to cover as many variables as possible.

What I can commit to you is that we will update you regularly moving forward on the progress of this planning, and that we will endeavor to be as flexible as we possibly can to meet the varying needs of our students, both returning and new. Taking the time to consider things carefully and to acquire as much information as possible in this ever-changing environment will help increase the likelihood that the plans we do make will be workable for the fall.

In light of the President's remarks, faculty need to be prepared to for some kind of virtual learning. On Wednesday, May 13th and Friday, May 15th there will be a programmatic assessment session. It is an opportunity to reflect together with colleagues on the spring 2020 teaching. We will discuss ideas on how to improve and be better prepared for Fall 2020.

Over the summer, we hope for more engagement with the faculty:

- Faculty development modules for you to review to address the best pedagogical practices for online learning.
- A working group to be established will focus on a different topical issue such as instruction in pedagogy. What does it look like to teach on campus in a low density classroom? Members of the academic leadership and faculty will be on the working group. If you are interested in serving on this committee, please send an email to provost@drew.edu.
- Frank Merckx leads another working group that will examine how to plan for a safe and socially distanced environment and that will need some faculty representation too. These two groups will ultimately work together. Existing groups are working on insurance submission as claims for the losses and looking at government funding. Additional focus group is APBC on the financial impact of COVID-19. We have a goal to keep you informed. We are proposing a faculty meeting over the summer so that you can check in. We will also hold additional department chair meetings.
- Moodle will be moved to an off-site hosting facility to help with capacity for video upload. Making the shift to a new learning management system would not be possible over this summer. Labs, Visual Arts and Theatre will need to be carefully reviewed for technology and pedagogy to figure out if there is some instruction that would remain face to face with students.
- The library is working on open access resources to be available to faculty. As you plan for your courses please be in touch with them for additional pedagogical materials.

Other General Announcements

Summer Programming: All summer programs have been cancelled or will be offered remotely. DSSI is one program that still needs to be planned for with Deb and Brianne Barker.

Access to buildings: we are waiting to hear the governor's executive order that should be announced the first week of June. Faculty need permission to access labs or offices. If you need instructional materials from your office, please email Jessica Lakin to request permission to schedule an appointment to access the campus.

Greg Townsend has a new position and has left Drew. We will be working on a plan to support the LAUNCH efforts.

Encomiums for Retiring Faculty

The Dean congratulated the retiring Drew faculty; as is the tradition, department representatives presented the following faculty for emeritus status which will be brought to the Board of Trustees for a vote at their meeting on May 13-15, 2020. The faculty unanimously approved the motion.

George Harold Jennings

WHEREAS George-Harold's enthusiasm for teaching Theories of Personalities has inspired generations of students to engage with, and learn to love, the work of Freud, Jung, Alder, and other psychology "greats;"

WHEREAS George-Harold's passionate and rousing lectures captivated the minds and spirits of all who were lucky enough to witness the brilliance of his teaching, including those who might be fortunate enough to be in the hallway or a nearby classroom;

WHEREAS George-Harold's dedication to being a first-rate role model and mentor for all students, but particularly those of color, was recently recognized internationally at the 35th Convention of the International Black Women's Congress, where he was awarded their Elwood R. Clough and James T. Rodgers "Encircle Award" for his support of Diversity, and especially, females of African descent;

WHEREAS George-Harold's dedication to the growth and well-being of our students is not only evidenced by his long-time involvement with the EOS program but also in his decades of service in the Counseling Center, where he has taught, counseled, and mentored hundreds of students; WHEREAS students who had the good judgment and discerning taste to take George-Harold's seminar *On Being Human* frequently commented in their course evaluations how the course fundamentally changed the way they engage with the world. To say that students speak glowingly about this course is an understatement. No one now, or *ever,* will be able to do what George-Harold did in this course - it is quite simply irreplaceable;

WHEREAS George-Harold's commitment to the field of Transpersonal psychology provided our students with a unique and important perspective on the discipline, giving students the opportunity to consider the importance of spirituality in the human experience, to seek enhanced capacity for wisdom, creativity, love, and compassion, and to explore the ways in which we can foster the fulfillment of our highest potential. In a time where a global pandemic has created not only health but also existential crises for so many, George-Harold's work in Transpersonal psychology takes on renewed importance and significance. Indeed, George-Harold's *many* significant contributions to this field, including the publication of his seminar text, *Passages Beyond the Gate,* were recognized internationally with his recent nomination and appointment to the Board of Directors of the Association for Transpersonal Psychology; WHEREAS George-Harold is a recognized leader in the use of technology, inside and outside the classroom, in an era where millennials are considered to have claimed this niche. George-Harold started working at Drew the same year Hilary and Scott were born, and yet he was giving them, and all of us, tips on Zoom during our transition to virtual time;

AND WHEREAS George-Harold's invariably kind spirit and ability to step back and see the larger picture, and to remind us that the world, and our lives, are cyclical, and that crisis creates opportunity for positive growth and change, will be so very much missed at department meetings, where his colleagues secretly, and not so secretly, coveted his extraordinary watches and hats. George-Harold is supportive, genuine, empathic, and wise, and although he will be terribly missed, we wish him the best as he moves onto the next stage of life.

THEREFORE, be it moved that George-Harold Jennings be granted the status of Emeritus Professor of this University.

Daniel LaPenta

Whereas Daniel LaPenta, never a fan of these "whereas encomiums" moves us to prose:

Dan LaPenta has spent his entire career as a teacher. After graduating with an MFA from Catholic University in 1977 he immediately began teaching. He joined the faculty at Drew in the Fall of 1980. At that time the Theatre department had one Full-time faculty and a handful of majors. Dan worked tirelessly with Buzz McLaughlin and continued to build the Theatre Department. When Dan arrived we were doing theatre in the Attic of the Hall of Sciences (loving called the Attic Theatre). With his help, we soon moved to the Commons Theatre which was below the dining Hall, now the bookstore. Dan was paramount in coordinating the communication between the very opinionated Theatre faculty, the University and the Architects during the design and construction of the Dorothy Young Center for the Arts, generating reams of documents in the process. In 2003, Dan shepherded us into our new theatre home.

Whereas Dan had Highlights to his career:

He was instrumental in the reimagination of the London semester back in the late 1980's adding the Literature and Theatre component. He was chair of the Theatre Arts Department for 15 straight years! As he stepped down we celebrated his work with a mock fight ending in shirts coming off to reveal "I'm a Dan Fan" t-shirts, and a full student and faculty audience revealed of the same – even The Honorable Thomas Kean joined in the fun. He oversaw our production seasons in the Theatre department and mentored countless student directors, in addition to directing 35 productions himself. He served and chaired a wide variety of committees, CAPC, Dean's Council, FACIOP, Academic Standing Committee, Faculty Grievance Committee, Faculty Advisory Committee on Admissions and Financial Aid to name a few. He also worked professionally as a Director and Stage Manager for various regional theatres, and has the obligatory publications to his credit. But beyond the CV, Dan is a man of character, dedicated to his students, an open collaborator with his colleagues and a down right nice guy. We will miss Dan, and we wish him well as he moves up North to begin his Golden years. Congratulations Dan for a job well done!

Alan Rosan

Alan Rosan's relationship with the Drew University Chemistry department first began during his time as a senior research scientist at the Allied Corporation when he would provide tours of the research and analytical facilities to the Drew chemistry majors.   After a decade in his position at Allied, Alan leapt at the opportunity to join the Drew faculty in 1986, and we are incredibly fortunate that he chose to follow this new career path.

In his 34 years with the Chemistry department specializing in organic chemistry, Alan has served three terms as Chair and taught 23 different courses and laboratories to over 2000 undergraduates. He has also contributed many courses outside the chemistry curriculum. An early advocate of experiential, off-campus education, he designed and co-lead one of the early, TREK type trial courses taking students to study in Costa Rica. He has taught first-year seminars in their many forms, and for the past seven years he has taught the RISE Honors seminar.

However, Alan's contributions as a teacher cannot be summed up merely as a list of courses. He is a consummate educator and has been a consistent force pushing the chemistry program forward: implementing student-centered pedagogies, developing state of the art laboratory experiences, and bringing green chemistry principles into the curriculum, so that Drew chemistry majors understand that they can be part of the solution to the environmental issues that face us. This includes development of a non-majors Green Chemistry course, and efforts from this class helped lead to the placement of the upcycle bins from Terracycle in the EC.

Alan's scholarship is broad, including organic, organometallic chemistry and chemical education. Drew students have been an integral part of this work, which has been externally funded and yielded over 40 publications, as well as numerous presentations at regional and national meetings. Beyond the academy, he has contributed his expertise in several capacities including a chemistry based mystery novel. He was profiled in 2008 as a "Newsmaker" in Science Magazine when he caught the New York Times taking liberties with the principles of chemistry to produce a splashy image to accompany an article.

Alan has contributed without reserve at all levels across our campus, serving on most major College and University committees, as well as many task forces and advisory groups. This includes serving as Chair of CLA and University Committees on Faculty. He contributed to the Aquinas Series, Summer College and the New Jersey Governor's School in the Sciences. Finally, he has brought his love of Japanese music to our campus with performance and demonstrations of classical and contemporary Koto music to music classes.

Perhaps Alan's most defining characteristic is the passion and enthusiasm he exudes when discussing any topic from organic chemistry to tai chi. This contagious enthusiasm has made Alan a gifted, dedicated, and impactful teacher, as frequently acknowledged by our returning alums. For him, learning, not simply teaching, is the true goal. He recognizes that, properly encouraged and nurtured, learning can occur at any time or place if one is cognizant of the needs and openness of the learner. He has consistently striven to ensure that openness, which permits his students to form and express their own developing understanding, unique insights, and invaluable ideas. As he likes to say,

the material should not be covered, but uncovered. His lasting legacy is to his students, to whom he has freely given his love for chemistry, science, discovery and exploration.

BE IT RESOLVED that Alan's colleagues in the Chemistry department, and the Arts and Sciences Faculty, offer their sincere gratitude for his many contributions, deep regret for his pending departure, and best wishes for his next grand adventure.

Action Items

Conferral of Degrees- Stephanie Caldwell

The faculty unanimously approved the motion to confer the degrees for all qualifying students of the College of Liberal Arts and the Caspersen School of Graduate Studies.

Curricular Action Items -Rita Keane

The faculty approved the Master of Science in Finance degree as presented in the meeting packet with a vote of 78 to 6 in favor for the motion.

The faculty approved the curricular revisions for the Data Analytics Program as presented in the meeting packet with a vote of 80 to 6 in favor for the motion.

Reports

Curricular – Rita Keane - No questions on the curricular report. Thanks to Rita Keane for her service as she concludes her time as the Chair of CAPC.

Dean's Council – Ed Baring

The proposal noting that three changes in the University Faculty Handbook from the divisions meetings as noted in the packet which will be consistently changed throughout the documents was approved with a vote of 78 Yes, 1 No and 8 abstaining.

Committee on Faculty – Sarah Abramowitz

Committee on Faculty Handbook Faculty – Regulations, Rights and Responsibilities
Discussion
- Is there an additional document that addresses what can happen if there is a perceived violation? There is a third piece that addresses the communication structure. There will not be a major change on how that structure operates. The appeals process would still be a jury of peers. For a major violation that could lead to a disciplinary action and revocation of tenure would be handled through the professional conduct process. The Dean can issue a minor sanction and it could be appealed to the grievance committee.
- The Board of Trustees vote on the University Faculty Personnel Policy. Debra will work with Meredith Palmer to get a draft before leaving the University. Ideally, the Provost would like to incorporate some of the AAUP language in this draft. While a review of the policy from the faculty can occur but it is ultimately the Board of Trustees who approve this document. After the changes are made to the University Faculty Personnel Policy, then some changes could be made to the CoF handbook and the faculty could then make a motion and vote for approval.
- The language in this document with regard to conduct seems a little vague. Shouldn't there be a concrete list of behaviors that are and are not permissible. The CoF determined that there is no way to list every possible scenario and therefore we use the general principles from the AAUP in the proposed changes. There are existing policies that we are to follow in FERPA and TITLE IX requirements and other policies addressed in the University Personnel Handbook.

- Is there a similar process for Administration, Staff and Students? Yes, there are but different governing bodies would preside depending on the grievance. For faculty, it will go through the professional conduct committee first.

The faculty approved the changes to the Faculty Handbook Rights and Responsibilities section as presented in the meeting packet with the vote being 69 approving, 1 against and 19 abstaining from the vote.

Committee on Faculty Handbook – Division Structure

So that the Handbooks are consistent in policy, the faculty voted to approve that the same language just previously approved for the University Faculty Handbook as noted on page 75 in the meeting packet will be used for the Committee on Faculty Handbook. The vote cast was 74 in favor and 8 abstaining.

Committee on Faculty Handbook – Teaching Faculty Policy

The faculty approved the changes to the Committee on Faculty Handbook concerning the Teaching Faculty Policy as stated in the meeting packet. The vote was 74 in favor, 2 Nay and 7 abstentions. The policy change effects the internal letter of recommendation requirement for promotion.

Discussion:

Independent Studies Policy – Juliette Lantz

1. Propose to modify all existing independent studies (300) to be set up the same across all subject codes at the course level with a standard title, description, and variable credits.
2. Change the registration process for students taking an existing course as individualized instruction. They will be registered into the existing course with modifications to the section and schedule type to reflect individualized instruction and will not be registered as a generic independent study (300). We need to reflect the actual class taken on the transcript and be able to track how many of these we have a term.
3. Create a new course, Immersive Research/Creative Projects (396), that will carry an immersive experience course attribute. It would have a standard title, description, and variable credits for the departments that opt to offer a version. Note: The above are for the requests that go through the Registrar's Office for manual registration. If a department wants to offer a different version of independent study or research to be scheduled during the call for classes, they can create a new course with a different course number, have it approved through CAPC, and schedule it on the schedule where students register directly.

Expanding the system for Immersive Experiences – Juliette Lantz

Propose a system for adding Immersive Experiences to transcripts: COURSES: Right now, students register for a variety of courses that are tagged as Immersive experiences, indicated by one of the following attributes: Immersive Experience Attributes Currently in the System: IMMX: CLA-Immersive Experience *IMCE: Community-Engaged Proj & Learn *IMIN: Internship *IMRC: UG Research & Creative Project *IMTR: Study Abroad & Domestic Prgms IMML: Peer Mentoring & Leadership The Immersive Experiences with * all exist within the current course structure. Registration for these experiences happens primarily through the course registration system, these courses appear as SUBJ ###. An instructor is assigned, grades (sometimes in the form of a letter grade, sometimes a P/F) are assigned at the end of the term. These courses are shown on transcripts in the semester that they are completed, and the format SUBJ ### (UG) Title remains the same.

If a student receives a U grade on an immersive no credit experience, nothing will appear on the transcript. Off campus experiences do not currently go on a transcript. It will be explored if it is possible to put them on the transcript. The Graduation requirements for an off campus experience is reliant on the Drew Community to offer,

advise and encourage students to plan and register for experiential learning. As the transcript process is refined, there will be more robust tracking of these experiences as a graduation requirement.

Online Graduate Programs – Ryan Hinrichs

There are ongoing conversations for fully online programs in the Caspersen School of Graduate Studies. With Middles States accreditation, Drew can currently offer one fully online program. We have recently submitted a Substantive Change request to MSCHE to offer a second degree (MDiv) fully online. Once this is approved, then Drew can go ahead and offer more online programs without making formal requests. We are looking for CSGS to expand access to its programs for graduate students and are targeting the Medical Humanities Programs to go online. When offered online, this unique program to Drew would enhance enrollment in that program. There are different modalities for online; the synchronous model where some students would meet in person and others to join in remotely would allow for more access around the country to this distinct program. This new approach has been discussed by CAPC and the Director and Convener of CSGS. There are no substantial changes to the curriculum planned. Asynchronous is also a possibility and would be important to attract international students. The Data Analytics program could take advantage of this modality and would have good impact on its enrollment. There is currently no shared governance process for online programs at Drew. Once we no longer need the external approval from MSCHE, we will have to develop an internal process. Should there be some type of proposal or documentation required for these new online programs. Any questions or concerns should be addressed to Ryan Hinrichs.

Enrollment Management – Bob Herr

 The College of Liberal Arts currently has 285 deposits and they are still coming in until the new deadline of June 1st. There are still on-going efforts to stay in contact with the 1800 uncommitted applicants. We maintain a high level of engagement with them through social media platforms. The original goal of 425 will be challenging given the current situation with COVID-19. Transfer admissions are flat; students are waiting to see what happens and are not looking to leave their current school until they know what Drew is going to do with virtual learning. In addition, some students are thinking about taking a gap year or considering state schools. The students who have enrolled are a high quality class with 58 Action Scholars and 48 Honors Scholars. Working with ICUNJ to mirror the public School program of NJ Scholar Core. Admissions will continue to provide updates to the faculty on enrollment for Fall 2020.

Middle States – Hilary Kalagher - Updates are included in the packet.

Academic Standing Committee – Scott Morgan
Thanks to Judy Redling and Jessica Godoy for all their work on the 660 petitions in AY 2019-2020.

Academic Integrity Report –Judith Redling no questions

Annual Reports – Sarah Abramowitz

 The CoF made some minor changes to the annual report. There is a separate report for Non-Tenure-Track faculty which does not require scholarship. We have removed stating what classes you taught and streamlined some of questions. The question on how many advisees you handle remains on the form. The Registrar is working on the accuracy of the lists. If a student is no longer active, their name should no longer appear on an advisee list. Annual reports should be into Department Chairs by June 1st. The Department Chair has two weeks to respond to go back to the faculty member then a response can be made and finally to the Dean's office by June 30th. Non-Tenure-Track can include information on scholarship but it is not an official part of the evaluation. Information on course evaluations will be available after grades are posted. Grades are due on May 11th. The sooner grades are put in the system the sooner you will have the course evaluations for the annual report.

Announcements

For students who have not completed their work, we are trying to have as few incompletes as possible for the spring 2020 semester. Judy Redling has issued specific instructions in her recent email. Please put in a Beacon alert, get in touch with her and consider the alternate grading of P/LP/U rather than an incomplete for the student.

Please continue to place your textbook order through email and be conscious of the cost of materials to our students next semester. Please work with reference librarians for less costly resources for your course work.

There is no actual date for announcing contingency planning for fall. Deb reiterated that there will be some version of remote learning. Our goal is to make use of the campus but there will be rules for instructional space that will likely include the need for remote learning.

Virtual graduation will be held on Saturday at 10:30. Please join in on this event.

As a part of her final faculty meeting at Drew University, Debra thanked the faculty again for all their work and support.

The meeting was adjourned at 3:40 PM

Respectfully submitted,

Joanne B. Montross

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Drew University
Minutes of Arts and Sciences Faculty Meeting
August 28, 2020

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In Attendance: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Carolina Arango-Vargas, Lee Arnold, Alex Bajcz, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Jospeh Bularzik, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaele Chappe, Miao Chi, Kimberly Choquette, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Christopher Fazen, Steve Firestone, Kimani Fowlin, Jonathan Golden, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Juliette Lantz, Bjorg Larson, John Lenz,Jens Lloyd, Jinee Lokaneeta, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Adijat Mustapha, Nancy Noguera, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Gerard Pinto, Muriel Placet-Kouassi, Judy Redling, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Claire Sherman, Ellie Small, Bernard Smith, Leslie Sprout, James Supplee, Phoebe Tang, Jolie Tong, Kristen Turner, Maria Turrero-Garcia, Trevor Weston, Tammy Windfelder, Hannah Wells

Others in Attendance: Margery Ashmun, Matthew Beland, Sunita Bhargava, Andrew Bonamici, Barb Bresnahan, Michelle Brisson, Jody Caldwell, Stephanie Caldwell, Stacy Fischer, Kathy Juliano, Alex McClung, Frank Merckx, Joanne Montross, Daniel Pascoe-Aguilar, Irina Radeva, Danielle Reay, Brian Shetler, Shawn Spaventa,

Ryan Hinrichs was appointed Dean of the College of Liberal Arts and Caspersen School of Graduate Studies on July 1, 2020. This Arts and Science Faculty meeting is the first for the Fall 2020 semester in his new leadership role. The purpose of the meeting was to welcome everyone back for the new semester.

Called to order at 3:15

Announcements from the Dean – Ryan Hinrichs

1. This is normally an exciting time of year with a lot of energy, especially from the new students' eagerness but at the same time it is a difficult moment in our country. In speaking with several faculty members, it sounds like indeed, our students are excellent and eager to engage and connect. That is good news and something to celebrate. Yet simultaneously, we are faced with some obstacles that are related to both the COVID-19 pandemic and racial injustice.
   - The challenges of online learning for faculty creates barriers to connecting to our students and each other.
   - The awful reminders of racial injustice in this country is painful but it can also fuel our resolve. Drew has a proud tradition of fighting for social justice and it is a reminder of why we are here. It is of critical importance educating this generation in the liberal arts and we have a lot of work to do here, at Drew. We are not immune from this and will have to stay engaged in these issues. To that end, here are some of the efforts planned.
     - Town Hall with Provost and administration on Wednesday, Sept 1st at 7 pm that is an opportunity to see what progress can be made.
     - There are pockets of efforts to address racial injustice. Next Monday, August 31st, all DSEMs will engage with Privilege to Progress, a non-profit focused on desegregating conversations about race and which was started by two witnesses to the arrest of a black man in the Philadelphia Starbucks in 2018 for not buying coffee.
     - It is important that we create a centralized website to share information on these types of events with students and have information collated and advertised. Please email details to cladean@drew.edu. With appreciation to the following faculty for creating these events and speakers around racism and racial injustice, here is what is already planned:

- Sangay Mishra is organizing a series on Black Politics, Black Political Thought, and racial dimensions of the criminal justice system.
- Josh Kavaloski has organized a talk by Drew alumni Dr. Khemani Gibson who will explore white supremacy.
  - Priority for the semester is to revitalize the Pan-African studies program, which must include a new faculty line. Many of you have long commitments to this program and have been part of these conversations. The two Deans for A&S and DTS will be working closely to reconvene this group and invite students in coordination with SGA.
  - The work on the General Education requirements will include including Power, Privilege and Difference.
  - The SGA will be encouraged to engage in the process.
2. There was tragic news that Drew has lost one young member of the community. Vanessa Herron passed away earlier this month. Tanya Lynn Bennett, University Chaplin and the President have been in touch with the family. Although she was not currently enrolled for the fall semester, her loss will undoubtedly be difficult for many in our community, especially the faculty and students in the English Department. If you know of any students struggling with grief, Drew's Counseling Center is aware and available to provide support.
3. A few Fall Semester Updates: Efforts for AY21 include a laser focus on retention and "Across the Porch." Here are the recommendations that we all can work on to achieve this goal:
   - Reach out to students who have already dropped off in terms of attendance. Use *Beacon* alerts right now if a student is totally absent from their course and you can also send a message to CLA Dean.
   - Address course waitlists. Getting students off waitlists and into classes is a help for retention and getting students to full registration. Rosters may not be accurate and classes may not be full even though the roster suggests it. Student withdrawals, deferrals and LOAs are still being processed. Re-share Zoom links with your Rosters or post in *Moodle* as you may have new students.
   - Accommodate international students and students with connectivity issues where possible. These students are facing challenges. We were planning synchronous learning for them based on their request, but some are finding they need the option to watch some classes outside the class times. Please record classes and try accommodating their needs which helps keep them at Drew.
   - Be mindful of continuing problems with access to hardcopy course materials, for both domestic and international students. Shipping delays continue. Digitize materials until you are sure all students have access.
   - CAPC is trying to address the issue of the off-campus requirement for students. They hope to have something to the faculty at the next meeting on Sept 11, 2020.
   - Advisors and chairs need to be flexible and consider substitutions for major requirements.
4. *Zoom* reliability presents another challenge this week. There was a *Zoom* outage on the first day of class. Faculty should have a backup plan that you could post on *Moodle* or email.
   - Bear in mind, there are challenges with *Google Meet* if you have students located in China
   - We suggest you design a "back pocket" asynchronous lesson, video, forum discussion, etc. Plan ahead
   - If you need a location for emergency teaching, there is access to Seminary Hall for this purpose. Facilities typically asks for 48 hour notice, but emergency requests can be accomodated.
5. Strive to build community with your students. One way is to hold departmental office hours. This will connect First-year to upper-level students.
6. The President is forming a faculty advisory committee. Jessica Lakin will send an email with the names of the faculty members who will participate on this committee.
7. At the Drew Staff Association Meeting this week, Tom announced that further staff reductions are imminent. Jessica is involved with the endeavor and will be on the agenda for September 11th faculty meeting to discuss the matter.
8. There is good news to celebrate:

- Everyone survived week One for the Fall 2020 semester
- Drew's 342 first year student class is eager and engaged. Any student melt is because they deferred for the semester and will come back. To support these students, we have established deferral advisors for them to work with until they start back to school.
- We have strong retention: At 87%. This is a source of pride as it is in-line with retention statistics of previous years. In light of the pandemic, this is still a very strong number.
- Positive NSSE data, which we will be sharing at an upcoming meeting. There is very positive data.
- We have hired some incredible new faculty:

  Joseph Bularzik, Chemistry
  Raphaele Chappe, Economics & Business
  Maureen Fadem, Arts and Letters
  Steven Firestone, Finance & Economics
  Yuliya Grinberg, Anthropology & Business
  Poe Johnson, Media and Communications
  Tiago Perez, Math & Computer Science
  Jolie Tong, Theatre & Dance

The meeting went into breakout rooms for 4 minutes to welcome new faculty, reconnect and share week 1 wins.

Updates

Student Engagement and Community Building - Frank Merckx

1. Throughout the summer planning had to be done with many quick pivots. There were a lot of challenges for Student and Campus Life teams as they were regularly responding to the ever changing nature of the requirements to manage the pandemic.
2. Counseling numbers were up with full time summer counseling of students. Mental health issues at this time are prevalent. Health Services and Counseling are up and running and available for virtual appointments.
3. Student conduct office is also open.
4. Drew had to become federally compliant with Title IX with updates and changes that took place on August 14 and the new policy is posted on the website. Drew is a partner with SUNY Student Conduct Institute. Best Consortium of minds on student conduct providing resources free of charge and this is a great resource for Drew.
5. Indoor dining is available on campus and you can dine inside. There are approximately 140 undergrad and 35 grad students using the commons.
6. Ongoing efforts are underway to reach out to students to enhance retention numbers. We want the students to feel connected to Drew.

Student Activities - Michelle Brisson
1. Conducted 100% virtual orientation holding 2 programs per week over the summer. The team has been getting to know the new students and their parents. The main focus for Student Life this year is on wellness, diversity and inclusion. If you have students who want to know where to go to get connected, please direct your students to *Drew Today* on the homepage website.
2. There is a huge effort on providing virtual programming. A brief wellness assessment is providing the data for programming. Programming includes fitness classes, DEI news, mentor program, hot topic on Tuesday evenings virtual event and virtual activities fair. For the virtual activates fair; different clubs will be hosting programs throughout the week including a virtual trivia night along with club events.
3. Club budgets are frozen at this time. Club leaders are learning how to make their program accessible in a virtual manner and then budgets eventually will open again. Programming is planned a year in advance, we want to make sure it is coordinated with a programming calendar. Funds will be made available when the planning is complete.
4. The group of student that remain on campus has been connecting with the others also living in Drew residences.

5. A virtual survival guide is being developed so any events that are planned should be included in the guide.
6. Faculty can get creative to create community among students. For example, develop a zoom coffee hour space from you class. You may not even need to attend.

Academic Support - Judy Redling

1. It is a privilege to be a part of this faculty team and work to improve student retention; the numbers are very good. Since we are not able to see each other in person, there are open Zoom hours posted on the website. In addition, appointments can be made for students and faculty through Jessica Godoy.
2. Please point your student to the remote learning website on the academic page. If you have feedback, please let Judy know.
3. CAE will be conducting a series of check-in surveys. The first short survey focuses on asking the question to our students; "Do you have what you need to be successful this semester?"

Issues and Challenges - Ryan Hinrichs

1. *LiveSave* App
   The buildup for the application is still being finalized between other Drew systems and will serve a variety of functions. On this app, you can report on campus issues from anywhere. It will be used to monitor Covid-19 response. It will also become the alert system as an opt out rather opt in. Any further questions send to Frank. There are still adjustments being made in the App.
2. Can students still apply for on campus? Yes, under the special circumstances their applications would be considered. There are three residence halls currently in use and they can take more students. Students may have issues at home which impede them from completing their education. Anything we can do to assist them would be good to do.
3. There are faculty reports that international students are reporting difficulties with Zoom. Posting recordings on Moodle are the solution. Andrew Bonamici reported that Drew is on the approved list in China (Drew.Zoom.US.) Sharon Sundue confirms that students do find that VPN is their best option.

The Dean thanked the faculty for their dedication and the meeting concluded at 4:15.

Respectfully submitted,
Joanne Montross
Executive Assistant to the Provost

VOTING LIST FALL 2020

Abramowitz, Sarah
Anderson, Erik
Andrews, Christopher
Apelian, Christopher
Arango-Vargas, Carolina
Arnold, Lee
Bai, Di
Bajcz, Alex
Baring, Ed*
Barker, Brianne*
Bazewicz, Jim
Bernstein, Frances
Blatter, Jeremy
Boglioli, Marc
Brenner, Lisa
Bularzik, Joseph
Burd, Barry
Cantero-Exojo, Monica
Carter, James*
Carter, Timothy
Cassano, Adam
Ceraso, Chris
Cermele, Jill
Chappe, Raphaela
Chi, Miao
Choquette, Kimberly
Cole, Darrell R.
Cousens, Graham*
Dawson, Allan
de Voogt, Alex
Dolan, Patrick
Dunaway, Stephen

Evans, Wyatt
Fadem, Maureen
Fazen, Christopher
Firestone, Steven
Fowlin, Kimani
Golden, Jonathan
Grinberg, Yulia
Harris, Seth
Harrison, Summer
Hill, Emily
Hinrichs, Ryan
Ivanets, Oleg
Jaising, Shakti
Jamieson, Sandra
Johnson, Poe
Jordan, Jason
Jordan, John
Jordan, Lisa Marie
Kalagher, Hilary
Karolak, Jason
Kass, Steve
Kavaloski, Joshua
Keane, Marguerite
Killian, Caitlin
Knowles, Roger
Kolmar, Wendy
Koritz, Amy
Kouh, Minjoon
Kuntz, Margaret
Lakin, Jessica
Lantz, Juliette
Larson, Bjorg

Lee, Seung-Kee
Lenz, John
Levi, Neil#
Lloyd, Jens
Lokaneeta, Jinee
Lu, Yi*
Lynch, Lisa
Madra, Yahya
Masucci, Maria
McGuinn, Patrick
McKittrick, Christina
McLaughlin, Rosemary
Medvecky, Christopher
Meng, Ziyuan
Miller, Joanna
Mishra, Sangay
Moore, Kesha#
Morgan, G. Scott
Muccigrosso, John
Mulligan, Rory
Mundo, Philip
Murawski, Robert
Mustapha, Adijat
Noguera, Nancy
Occhipinti, Emanuele
Olmsted, Jennifer
Pearsall, Mary-Ann
Pechilis, Karen
Peglau, Michael
Perez, Tiago
Pieretti, Marie-Pascale
Pinto, Gerard

Placet-Kouassi, Muriel
Reader, Jonathan
Redling, Judith
Rhodes, Kimberly
Rosales, Raul
Rose, Jonathan
Rosenbloom, Susan
Safri, Maliha
Scarano, Paris
Schwarz, Thomas
Sherman, Claire
Small, Ellie
Smith, Bernard
Soderholm, Rebecca
Sprout, Leslie
Stein, Raymond
Sundue, Sharon
Supplee, James
Surace, Steve
Tang, Phoebe
Tong, Jolie
Turner, Kristen*
Turreo-Garcia, Maria
Visse, Merel
Vittalone-Raccaro, Nancy
Waid, Brandie
Wells, Hannah
Weston, Trevor
Windfelder, Tammy
Woodka, Andrea
Yordan, Carlos
Zoffness, Courtney*

#Sabbatical or Leave AY 2020-21
*Sabbatical or Leave Fall 2020

Last Update: 09.14.20

The following paragraph should be added to the document "Fall 2020 academic policies and syllabus statements" to begin to address the difficulty that Drew students have in meeting the off-campus requirement during Drew Virtual Time.

Off-Campus Requirement:

"Students may satisfy their off-campus experience requirement by completing an Immersive Experience. If students have completed experiences that would qualify as an Immersive Experience yet did so prior to the establishment of this designation, they may apply for retroactive approval to count these experiences toward the off-campus requirement."

For Information only: The following experiences have already been approved as Immersive Experiences. A * indicates those that Drew juniors and seniors may have already completed but would not have been audited by Ladder as Off-Campus experiences:

Internships
CBL courses
TRECS, including NY semesters and the London Program
*Drew Summer Science Institute
*Digital Humanities Summer Institution
*Volunteers WIthout Borders
*Resident Assistants
*Creative Practice experiences in courses: several approved Practice of Theater courses
*Research experiences: PSYC312 and 272, PSCI307, ARTH394, CHEM395, BIOL396, NEUR396

These experiences have been identified for rapid consideration this fall:

-Honors Theses
-On Campus Internships
-Summer College
-Additional creative practice and research experiences within programs
-Student Leadership positions

The following statement is proposed as an addendum to the CLA catalog:

"Students entering before Catalog 2019-2020 may use an Immersive Experience to satisfy an Off-Campus Requirement."

2020-2021 Catalog would look like this:

8. Immersive Experiences

All students have two Immersive Experiences as part of their Drew undergraduate education. These Immersive Experiences are concrete, real world applications of students' learning and development designed to help them explore opportunities and prepare for their futures. These experiences might be an internship, a full-semester domestic or international off-campus program, a short TREC (Travel, Rethink, Explore, Connect) experience, a community-based learning course, a mentored research, civic, or creative project, or participating in a mentored leadership position.

Students choose Immersive Experiences in consultation with their advisors; many Immersive Experiences require an application procedure. In order to participate in some Immersive Experiences, students need to meet application and eligibility requirements. Immersive Experiences require a minimum of 45 hours to complete all components of the experience. Immersive Experiences may or may not be credit bearing and they may or may not be paid. Students will document their Immersive Experiences in an eportfolio system. Students may opt to complete additional Immersive Experiences. All Immersive Experiences appear on a student's official academic transcript.

Students entering before Catalog 2019-2020 may use an Immersive Experience to satisfy an Off-Campus Requirement.

Essential Elements of an Immersive Experience:

…

Text in green has been passed by the faculty.

Text in blue is ready for faculty approval.

[Current regs](#)

VI. Shared Governance

1. Faculty Meetings

      1.A   Rules of Procedure

      1.B   Presiding Officer

      1.C.   Faculty Composition and Voting Rights

      1.D. Voting Eligibility

      1.E. Voting Procedures

      1.F   Executive session

      1.G. Special Faculty Meetings

2. Committee Service

      2.A   General Rules *(approved by the faculty in Spring 2020)*

      2.B   Election Procedures when Committee Membership is by Election

      2.C   Procedures when Committee Membership is by Appointment

      2.D   Release Time for Committee Service

3. Standing Committees *(approved by the faculty in Spring 2020)*

      3.A   Arts and Science Representation on University Committees

      3.B   Organization and Functioning of Arts and Sciences Committees

      3.C. The Arts and Sciences Committees

VI. Shared Governance

In accordance with the University ByLaws and Faculty Personnel Policy, each school organizes its own faculty under the direction of the President of the University, and each faculty advises on drafting and the implementation of rules governing its own procedures.

In accordance with the principles of shared governance, the faculty of each school, subject to the authority of the Dean, the Provost and the President, the Charter and By-Laws of the University and the approval of the Board of Trustees, advises on student-related academic matters, including curriculum; academic regulations; teaching procedures and requirements; advisement, co-curricular academic activities, the academic discipline of students; and the recommendation for conferral of degrees on its own students.

The Arts and Sciences faculty (faculty of the College of Liberal Arts [CLA], and the Caspersen School of Graduate Studies), hereafter "the faculty," governs matters delegated to it by the guidelines articulated in key University governing documents. The full faculty have the ability to delegate its authority and jurisdiction to committees of the faculty as enumerated herein.

The University Faculty (consisting of the Arts and Sciences faculty as well as the faculty of the Theological School) has jurisdiction over academic matters as delegated by key University governance documents when those matters are relevant to all schools in the institution.

1. Faculty Meetings

Regular meetings of the Arts and Sciences faculty shall normally be conducted once a month during the academic year. Approved minutes of faculty meetings shall be electronically stored and made available to the University at large.

University Faculty meetings bringing together the faculty from all schools, when called, shall be additional.

1.A. Rules of Procedure

The conduct of faculty meetings shall be governed by the Standard Code of Parliamentary Procedure (formerly known as the Sturgis Standard Code of Parliamentary Procedure), except as specified in these regulations. In any instance where there is a conflict between the Standard Code and these regulations, the latter shall take precedence. The presiding officer of faculty meetings shall be advised by a faculty parliamentarian; this parliamentarian, who is appointed by the Dean, shall have final authority on questions of procedure.

1.B. Presiding Officer

In accordance with the By-Laws of the University, the President of the University presides (According to Article IV, Section 1b of the University By-Laws, edited October 2016) over the meetings, unless the President designates either the Provost or the Dean of Arts and Sciences to preside over meetings of the Arts and Sciences faculty.

1.C. Executive session

When the faculty deems it desirable in order to consider items of a confidential nature, it may, by a simple majority vote, resolve itself into executive session, in which case only voting members may be present. In the event the expertise of someone not a voting member is needed during the executive session, that person may be present at the executive session with voice but no vote if a motion to that effect has been approved by a simple majority of the voting members. The request for an executive session may come at any time from the presiding officer or from any voting member of the faculty meeting. Details of the executive session will not be included in the minutes unless approved by the faculty.

1.D. Special Faculty Meetings

Special meetings of the faculty may be convened at the discretion of the presiding officer, or by the petition of 30% of the voting members of the faculty not currently on sabbatical or leave of absence. Upon the receipt of a duly signed petition, the presiding officer is compelled to convene an official meeting of the faculty within ten business days of the receipt of the petition. The calling of a special meeting requires advance notice to the faculty of at least 48 hours.

1.E. Faculty Composition and Voting Rights

Regular attendance at faculty meetings is expected as a part of the professional responsibility of every faculty member eligible to vote (see Voting Eligibility below). The attendance roll shall be circulated at each faculty meeting, reported in the meeting minutes, and maintained in the Dean's Office.

At the first meeting of each semester the voting members of the faculty shall approve the voting list of the faculty meeting for the semester.

1.F. Voting Eligibility

1.D.1. The Voting Faculty

The voting faculty shall consist of full-time tenured, tenure-track, non-tenure-track faculty, and administrators with faculty appointments in Arts and Sciences. Additional voting members shall include the following:

- The President, the Provost, the Deans of Arts and Sciences;
- All full-time faculty who hold joint appointments in the Arts and Sciences and the Theological School;
- The Academic Director of the INTO Center;

and also,

- Other employees of the University who have been accorded the vote by past faculty action, or who are granted membership with vote, upon the recommendation of the Dean and Dean's Council, and who have been approved by a vote of the faculty.

1.D.2. Others Eligible to Attend with Voice but No Vote

Those eligible to attend with voice but without vote shall include:

- The Board of Trustees;
- The President's Cabinet and other members of the University administration;
- Adjunct and part-time faculty appointments who teach students officially matriculated in the Arts and Sciences;
- Emeriti members of the faculty;

- ESL Faculty who are under the supervision of the Academic Director of the INTO Center;
- Librarians with faculty status;
- RISE Fellows.

Directors and key staff from the following offices and areas:
- Admissions (VP, or head of admissions for the CLA and/or Caspersen);
- Alumni Affairs;
- Athletics;
- Center for Counseling and Psychological Services;
- Center for Experiential Education and Career Development;
- Chief Information Officer (CIO);
- Chief Communications Officer (CCO);
- CLA and CSGS Student Government;
- Frances B. Sellers Program;
- Finance and Controller of the University (Associate VP);
- Financial Assistance (Associate VP for Scholarships and Financial Aid);
- Health Center;
- Institutional Research;
- Instructional Technology;
- University Chaplain's Office;
- University Registrar's Office.

and also:
- Members of the University community who are admitted to faculty meetings upon recommendation of the Dean and Dean's Council and approved by the faculty.

When appropriate, the presiding officer may invite additional students or other relevant guests to be present at meetings of the faculty with voice but not vote during the discussion of any item on the agenda.

1.G. Voting Procedures

(i) Routine questions shall be decided by voice or electronic vote. Either at the discretion of the presiding officer or at the request of any voting member, the voice vote shall be confirmed by a show of hands.

(ii) An electronic or secret ballot shall be used under the following conditions:
   a. to select faculty members for any appointment for which the faculty designates its representatives.

      b. to effect any major policy decision when the presiding officer so elects or when requested by any three faculty members.

(iii) The count of such secret or electronic ballots shall be recorded in the minutes. Electronic ballots shall be open for a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting.

2. Committee Service *[approved spring 2020]*

2.A General Rules

2.A.1. Membership on committees is either elected or appointed as specified herein for each committee. All committee assignments, whether elected or appointed, are typically for two years. Terms of service shall normally begin with the start of the fall semester. The Dean's Council in consultation with the Dean's Office shall vet faculty members for eligibility for committee service and then present their selection of candidates to the Dean for the election ballot or for appointment. The usual practice is for a faculty member to serve for one two-year term, although some major committees, ie, COF and Dean's Council, may benefit by a committee member or members serving a second consecutive term so long as at least one half of the overall makeup of the committee rotates regularly.

2.A.2. Full-time faculty in their first year of employment at Drew normally do not serve on committees.

2.A.3. No member of the faculty shall simultaneously hold more than two memberships on standing committees, and shall chair no more than one at a time.

2.A.4. All committees shall be chaired by voting members of the faculty who have full-time teaching responsibility, except as otherwise specified in these regulations.

2.A.5. When new standing committees are established, the faculty votes on whether the committee will be comprised of elected or appointed members. Normally, committees that establish curricular procedures, oversee budgetary matters, or make personnel decisions are elected.

2.A.6. At the committee's discretion, students may be invited to attend and/or be members of a committee.

2.B   Election Procedures when Committee Membership is by Election

2.B.1. Following review of the survey of committee preference, the Dean's Council shall endeavor to identify two candidates to put before the faculty for every open elected position. When it is not possible to identify two candidates to run for an election, the Dean's Council shall identify and place before the faculty one candidate.

2.B.2. Additional nominations will be solicited from the faculty at the Faculty Meeting preceding the start of electronic voting for the position. The nomination period for an individual committee election may be extended until the next faculty meeting if a motion to do so is approved by a simple majority.

2.B.3. Elections for committee memberships will be done electronically over a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting where the proposed slate is presented and additional nominations solicited.

2.B.4. A choice of "abstain" should be included on all election ballots.

2.B.5. When an early vacancy occurs on a committee with elected membership, a special election for a replacement member will be announced at the next scheduled Faculty Meeting followed by a vote. The Dean's Council will present candidates to the faculty for their consideration and will solicit further nominations from the floor of the Faculty Meeting. In cases where only one candidate is identified by the Dean's Council, the candidate may begin attending meetings of the committee with voice but without vote prior to their election by the faculty.

2.B.6. Elections for all major committees for the next academic year shall normally be held-not later than the December faculty meeting, giving departments time to work a member's teaching schedule around assignments on committees that have set meeting times or accompanying release time. Appointments for all remaining committees should normally be made by the February faculty meeting.

2.C. **Procedures when Committee Membership is by Appointment**
Appointments will be made after elections are completed. Following a review of the survey of committee preference, the divisional representatives will put names forward in Dean's Council for appointments. After the Dean's Council discussion, the Dean will make the appointments.

2.D. **Release Time for Committee Service**
Acknowledging that service is a regular expectation of faculty, the faculty also recognizes that in some cases the burden of service work is considerable and exceeds the normal expectations of a faculty member's responsibility (which is normally the equivalent of 2 hours per week or a total of 80 hours over the nine months between late August and late May). In cases where a service obligation or a committee's work is substantially greater, the faculty supports the granting of assigned time by the Dean in consideration of the added workload placed on faculty.

The Dean will maintain and publish a list of committee positions that are to be granted assigned time, which Dean's Council will annually review and, when appropriate, propose modifications.

Launch Distinctiveness: Why come to Drew for Launch?
- **Universality** of the Launch experience through Drew 110, the Launch Plan, and Immersive Experiences, collection of mentors (and an e-portfolio)
- **Integration** of strategic high impact practices facilities student retention, student engagement and student success

Highlights of Launch

Universality and Equity of Launch- ALL students experience all components of Launch, all of which are integrated into students' curriculum and co-curriculum.
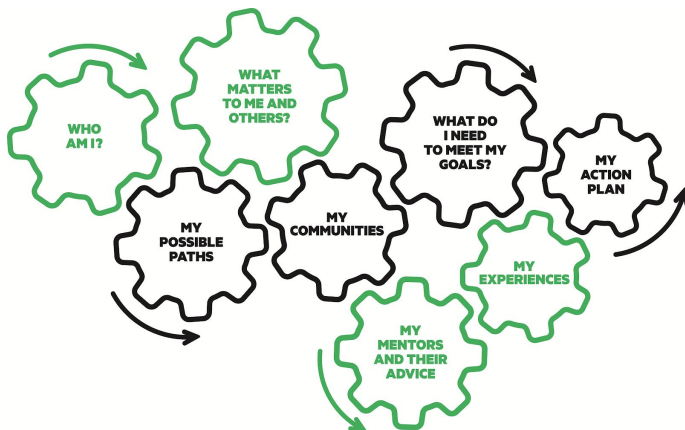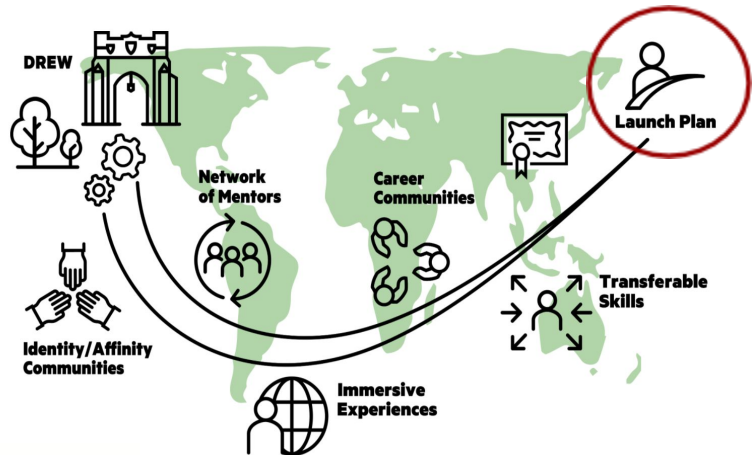
Drew 110, as a course all FY students take, universally brings them into a process of purpose development, career design, and preparation to contribute to society. **The Launch Plan** integrates these efforts in a student's e-portfolio.

Fall 2020 Launch Strategies and Activities
- **Launch Strategic Plan** support and leverage to engage Drew partners in Launch with further clarity and consistency
- **Drew 110 & Launch Plan** running for third semester as a Launch universality and equity strategy with a streamlined syllabus and eportfolio, delivered through online centralized instruction
- **Fall programming** (curricular and co-curricular) **to which all students and faculty are invited!**
  - Launch Communities Fair
  - Immersive Experiences Fair
  - Launch Communities Panel Series
  - Launch Bridges - innovative, virtual Micro-Internships (geared to all students, faculty promotion requested)
- **Launchpad** website and myLaunchpad Newsletter to enhance student and community engagement through an individualized newsletter

Fall Programming, 2020:

Launch Community Panel Series - geared to juniors and seniors	Sept 3 - Dec 8	Faculty expertise and interaction with alums very welcome
Immersive Experiences Fair - Poster session geared to sophomores	Friday, October 3	Faculty presence needed to support students and greet alums
Launch Communities Fair - geared to DSEM students	Friday, October 29 3PM - 6PM	Faculty sign up here to meet students in community zoom rooms
Launch Bridges - micro- internships geared to all students	Ongoing	Faculty need to direct students and advisees to this program

Date	Time	Event
9/3	7PM	Panel Series "Arts, Communications, and Languages"
9/10	7PM	Panel Series "Business, Finance, & Entrepreneurship"
9/15	7PM	Panel Series "International Opportunities"
9/17	7PM	Panel Series "Commuter, Transfer, Non-Traditional"
9/24	7PM	Panel Series "Pre-Law"
10/1	7PM	Panel Series "Science, Technology, Engineering, & Sustainability"
10/2	3-5PM	**Immersive Experience Fair**
10/8	7PM	Panel Series "K12 Education"
10/15	7PM	Panel Series "Gender & Sexuality"
10/20	7PM	Panel Series "Medical & Health Professions"
10/22	7PM	Panel Series "Visible/Invisible Disabilities
10/23	3-6PM	**Launch Communities Fair**
10/29	7PM	Panel Series "Religion, Theology & Ministry
11/5	7PM	Panel Series "Limited Resources"
11/10	7PM	Panel Series "First Generation"
11/12	7PM	Panel Series "Ethnic/Racial Heritage
11/19	7PM	Panel Series "International Student"
12/3	7PM	Panel Series "Social Impact"
12/8	7PM	Panel Series "Exploratory"
12/10	7PM	Panel Series "Faith, Religion & Spirituality"

Launch Strategic Plan

An Implementation strategy that builds upon the CRUE Framework, endorsed in April, 2018:

Drew University Goal for Launch:

Launch is Drew University's strategy to chart the future and relevance of a liberal arts education by preparing students in the real world through immersive learning and explicit transferable skill development. It is Drew's primary tactic to make the Drew undergraduate experience distinctive, coherent, and highly visible and appealing to students. Launch is designed to ensure student academic and post-graduation success, to improve student retention and graduation rates, and to help meet Drew's enrollment targets and secure its financial stability. Launch facilitates students' ability to purposefully and effectively navigate and impact a rapidly evolving and interconnected world.

Launch Mission:

Drew students experience a rigorous and distinctive education that melds the joy of exploring and learning with the development of key skills and competencies that further academic and personal growth, and ensure post-graduate success. Drew graduates are intellectually nimble, ethically grounded, and professionally prepared so they can engage with their communities and add to the world's good by responding to the urgent challenges of our time.

Launch Vision:

Drew University is a place where learning is central to all its members, and is a key component of all experiences. It's both a campus and a community where people care for each other and the institution, where group obligations and self-responsibility drive behavior, where diversity and inclusion are core strengths of the community, and where each individual has a sense of belonging to Drew.

All Drew students will feel that they have curated, with support from a network of advisors and mentors, a unique and meaningful undergraduate experience that has developed their knowledge, talents, skills, and passions. Their carefully chosen courses and academic paths, immersive experiences, credentialed concentrations, and other co-curricular experiences will give them a distinctive profile that makes them particularly well-equipped for and competitive in whatever they pursue immediately after graduation, whether it be a job or a graduate program. They will recognize that their choices were intentional rather than a result of happenstance, and will be confident that they will be successful in career and community.

Launch and the Graduate Schools:

Launch is an approach to holistic education, with strategic emphases on purpose, intercultural and transferable skill development, immersive experiences, meaningful interactions with mentors, and student engagement in and with the community for applied learning and social/global impact. Although Launch was conceptualized for the College of Liberal Arts undergraduate experience, these emphases are powerful markers of a Drew graduate education as well. The Theological School curriculum transformation--which was an early conversation partner with the Launch process--emphasizes vocationally-relevant degree pathways, problem-based and immersive

learning, and cross-degree reflection and integration. The Caspersen School of Graduate Studies features strong faculty mentoring as well as real-world internships in all of its professional programs. Thus there is a great deal of organic resonance and overlap between the graduate schools and Launch. A next step in the process of developing Launch-like curriculum and services in and for the graduate schools would be to articulate school-specific framing goals and operational objectives; these can be further organized into a larger University-wide strategic plan.

GOALS of the LAUNCH Initiative

1) **Value of a Drew Education.** Maintain a rigorous liberal arts education while making more explicit to students (and applicants and parents) in real time the ways in which a Drew education provides them with applicable and essential knowledge, skills, networks, and experiences that ensure their post-college success and impact.

2) **Universal Preparation for Post-Graduate Success.** Ensure that all Drew students participate in multiple high-impact practices by directly embedding immersive experiences, intentionality and reflection, structured career design, and mentoring into their curriculum and co-curriculum.

3) **Community Development.** Develop stronger community engagement, events, and traditions that more visibly celebrate student successes. Foster a sense of belonging to an inclusive and vibrant Drew community which promotes dialogue, civility, empathy and respect for others and honors and leverages diversity in all its forms. Establish partnerships that generate further opportunities for students and engage Drew in the development of joint solutions for the greater good.

4) **Institutional Structure** Build the infrastructure, systemic and institutional staffing efficiencies, and communication pathways across the university that support and sustain these goals for Drew's undergraduate and graduate programs.

OBJECTIVES:

Developmental Curriculum

1. **Transferable skills** are developed across the curriculum and co-curriculum; evidence of this development and reflection on this development are collected by students and curated over time into a showcase ePortfolio.

2. The Drew undergraduate curriculum is structured around transferable skills, and includes integrative, multi-disciplinary **problem solving experiences** in which collaborating across difference is a key transferable skill.

3. **Immersive Experiences** are guaranteed to all students, accessible to them through a curated online database; students choose these experiences supported by a team of advisors and mentors. Students collect evidence of and reflect on the development of skills through these experiences.

4. A cohesive and highly visible **purpose development and career design curriculum** is integrated into the entirety of the undergraduate experience.

   New curricular elements are designed (**badges, certificates or credentials**) providing students with opportunities to nimbly expand their skill bases and align their career aspirations and professional focus with their educational foundation

Mentoring and Intentionality

5. Students experience a **network of advisors and mentors** composed of faculty, staff, alums, peers, community members, and employers.

6. Students use an **ePortfolio** to reflect on and integrate their educational experiences, creating a coherent narrative for their education. Students contribute work to their portfolio from all of their educational experiences, including selected core courses as well as important experiential, networking, co-curricular and career development activities.

Community

7. Campus-wide **community building** and traditions are deliberate and focused. Curricular and co-curricular efforts are aligned with these efforts, and all community members contribute to Drew students' education and preparation.

8. **Launch Communities** support student activities, opportunities, interactions, mentoring and advising. Student organizations, faculty efforts, and other campus activities are clustered and highlighted through these communities. Drew forms partnerships and alliances with the greater community of localities, employers, and organizations to generate active networking and collaboration opportunities for Drew students.

9. Launch efforts and events, curricular and co-curricular, are designed to foster **diversity, equity and inclusion**, and to provide development surrounding engaging difference.

Institutional Focus and Infrastructure

10. **Coherent Institutional Reorganization** is developed to engage all key Drew University entities in the collaborative design, implementation, leadership, and communication of Launch, aligning all Drew staff, faculty and student efforts with Launch goals and objectives. Efficiencies in staffing, workflows and programs across all schools are developed to ensure the cohesiveness and sustainability of Launch.

11. **The Launch Center for Immersive Learning and Career Design** is structured and staffed to include the Career Center, the Center for Civic Engagement, the Center for Global Education, and an Operations Team. The Launch Center leads all Launch campus efforts to ensure the post-graduate success of all Drew graduates, and help them prepare for lives of purpose and impact.

12. A **Launch Center space** in which the dynamic interactions and activities of the Launch Center staff and partnership with all community members are supported and made visible and accessible.

13. A **LaunchPad** integrated online website seamlessly surrounds students with the experiential learning, mentoring and community opportunities, and makes visible the activities of Launch and the Drew Community.

OUTCOMES

Below is a selection of institutional outcomes categorized by the objectives above. Unit level outcomes will be added in collaboration with Launch Center and partner areas.

Outcomes for Developmental Curriculum
- Transferable skills definitions have been identified and shared with the community.
- The Launch Workshop: Preparation for Academic & Career Success (Drew 110) now has a curriculum designed to guide students in self/needs-assessment, purpose-development and initial steps in career design; students capture these insights in their Launch Plan.
- Drew 110 was completed by all FY students (class of 2023), 36 upper level students also have experienced this course.
- *An array of immersive experiences is being built out, and displayed in LaunchPad, optimizing the accessibility to all students.*

Outcomes for Intentionality and Mentoring
- All students (Class of 2023) have a Launch Plan that captures their Identity and Purpose Development, the paths that interest them, what they've learned from their community/mentor/experience engagement, and the action plan they are setting in motion. Through Drew 110, students engage in initial mentoring opportunities through informational interviews and Launch Plan mentor support.
- Networking opportunities are developed for juniors and seniors, and students are prepared for these by a series of workshops, mentoring sessions and other supporting activities.
- *Drew faculty and staff undergo development in advising around Launch and its components.*

Outcomes for Community
- Career communities are established, staffed and populated with resources, opportunities, mentors and events. Each community has leaders, periodic meetings, partnerships with student organizations, and an online and actual presence. Community events are integrated into these communities.
- Identity/Affinity communities are established, staffed and populated with resources, opportunities, mentors and events. Each community has leaders, periodic meetings, student organizations, and an online and actual presence. Community events are integrated into these communities.
- *Career and Identity/Affinity Communities will be introduced and joined by first year students through Drew 110 and DSEM activities, as well as other orientation and campus event programming.*
- *2020 Launch EXPO (Family Weekend) programming is being designed.*

Outcomes for Infrastructure
- The online LaunchPad contains integrated systems that bring all Launch opportunities and resources seamlessly to students.
  - It links students effectively with mentors and networking opportunities.
  - It provides students with an array of employment opportunities in an easily accessible way.
- *The Launch Center is fully staffed and the Launch goals, objectives, and outcomes, and their applications to staff efforts are clear and operational.*
- *LaunchPad will contain an extensive, searchable, and continually updated database of immersive experiences and other Experiential Learning opportunities.*

Initial metrics to begin to track outcomes:
(May be tracked in collaboration with units and key partners)

Retention rate (FY fall to FY spring, FY to Soph, Soph to Jr, Jr to Graduation)

Rates of completion of Immersive Experiences

Inquiry, application and enrollment numbers

Number of students who participate in workshops, events, experiences, and programs through the Launch Center

Number of Launch Center student support outputs: (e.g.,
- Number of résumés, cover letters, personal statements reviewed
- Number number of students engaging with mentors
- Number of students completing off and on-campus internships, CBL courses, civic engagement experiences, TRECs, student leadership experiences, undergraduate research
- Number of employers actively recruiting Drew students and graduates
- Number of Action Scholars

First Destination Survey, National Alumni Career Mobility Survey, and Strada National Outcomes Survey trends

NSSE and similar data on student attitudes, engagements and professional readiness

Activity on Drew connect - student mentor activity, mentor volunteer activity

**Further assessment metrics needed that focus on a) holistic measures such as students' identification of a purpose or meaningful paths, or connections across schools, and b) additional mid-level metrics that give a clear picture of progress under the Launch strategic plan, as well as c) elements of specific ongoing data sets (SSI and NSSE) that may provide particular insight as to how Launch might be seen as successful.

COF Report
A&S Faculty Meeting 9/11/2020

A second statement to the faculty from the members of the Arts and Sciences Committee on Faculty

At the faculty meeting on March 27, 2020, the Chair of the Committee on Faculty read a statement about the impact of COVID on course evaluations, renewals, and tenure clocks. Course evaluations were to be administered, but would be interpreted with empathy and would be only part of what would be used to evaluate teaching. Untenured faculty on the tenure track were informed that they would be granted an irrevocable year-long extension on their tenure clocks after requesting one in writing by September 1, 2020.

At that time, we did not know the length and extent of the disruption. Nor could we have predicted that we would have to change our fall reopening plans at the start of August. We write now to reconfirm our commitment to doing what we can to minimize the impact on renewals, tenure, and promotion. To start, we are extending the deadline to request a year-long extension on the tenure clock to September 1, 2021. We will re-evaluate that deadline as we get closer to the date. We realize that delaying tenure and promotion applications by a year is not an ideal solution, especially because of the salary and job security implications. We also have sympathy for faculty who are trying to work from home with young children who have been displaced from school or daycare. We plan to have additional discussions of ways that we can try to mitigate the effects of COVID on our renewal, tenure, and promotion decisions. Please reach out to any member of the committee or to Ryan if you have suggestions.

In the spring, we suspended the requirement for written course observation reports as everyone was adjusting to teaching online and we didn't want to add to that pressure by having written observations that would go into people's reappointment, tenure, and promotion files. However, we are restoring that practice starting in the fall. We find these observations an essential component of these files, because without them we need to rely too heavily on student course evaluations. Please make sure that your chair or program director arranges an observation of your teaching in the fall semester for any faculty member in their first year or all continuing tenure track faculty, or in this year for continuing non-tenure track faculty, continuing Adjuncts or Associate or Full Professors. We are working on adapting our classroom observations template on U-Know for an online observation and hope to have that posted by the end of the month.

Thank you for continuing to do your best in these extraordinary circumstances.

COF Representatives
Sarah Abramowitz, Chair
Christina McKittrick, Division 1
Patrick Dolan, Division 2
Monica Cantero-Exojo, Division 3
Kimberly Rhodes, Division 4

Curricular Report
September 2020

For Action:

      Academic Policy: Off Campus Requirement

For Information:

      Changes to Existing Courses:
            ENGH 210/Writing in the Discipline of English
            Prerequisite Change

      Gen Ed Designations:
            ARTH 140/Visual Culture **[DVUS]**
            MCOM 373/Race, Media and Representation **for CRN#11405 [DVUS]**

For Action:

      Academic Policy: Off Campus Requirement
      The following paragraph should be added to the document "Fall 2020 academic policies and syllabus statements" to begin to address the difficulty that Drew students have in meeting the off-campus requirement during Drew Virtual Time.

Off-Campus Requirement:

"Students may satisfy their off-campus experience requirement by completing an Immersive Experience. If students have completed experiences that would qualify as an Immersive Experience yet did so prior to the establishment of this designation, they may apply for retroactive approval to count these experiences toward the off-campus requirement."

For Information only: The following experiences have already been approved as Immersive Experiences. A * indicates those that Drew juniors and seniors may have already completed but would not have been audited by Ladder as Off-Campus experiences:

Internships
CBL courses
TRECS, including NY semesters and the London Program
*Drew Summer Science Institute
*Digital Humanities Summer Institution
*Volunteers WIthout Borders

*Resident Assistants
*Creative Practice experiences in courses: several approved Practice of Theater courses
*Research experiences: PSYC312 and 272, PSCI307, ARTH394, CHEM395, BIOL396, NEUR396

These experiences have been identified for rapid consideration this fall:

-Honors Theses
-On Campus Internships
-Summer College
-Additional creative practice and research experiences within programs
-Student Leadership positions

The following statement is proposed as an addendum to the CLA catalog:

"Students entering before Catalog 2019-2020 may use an Immersive Experience to satisfy an Off-Campus Requirement."

2020-2021 Catalog would look like this:

8. Immersive Experiences

All students have two Immersive Experiences as part of their Drew undergraduate education. These Immersive Experiences are concrete, real world applications of students' learning and development designed to help them explore opportunities and prepare for their futures. These experiences might be an internship, a full-semester domestic or international off-campus program, a short TREC (Travel, Rethink, Explore, Connect) experience, a community-based learning course, a mentored research, civic, or creative project, or participating in a mentored leadership position.

Students choose Immersive Experiences in consultation with their advisors; many Immersive Experiences require an application procedure. In order to participate in some Immersive Experiences, students need to meet application and eligibility requirements. Immersive Experiences require a minimum of 45 hours to complete all components of the experience. Immersive Experiences may or may not be credit bearing and they may or may not be paid. Students will document their Immersive Experiences in an eportfolio system. Students may opt to complete additional Immersive Experiences. All Immersive Experiences appear on a student's official academic transcript.

Students entering before Catalog 2019-2020 may use an Immersive Experience to satisfy an Off-Campus Requirement.

For Information:
    Changes to Existing Courses:

    ENGH 210/Writing in the Discipline of English
        Prerequisite Change
    Current: None
    Proposed: C- or better in ENGH 150

MSCHE Self-Study Update Report
September 2020

Status of Middle States Self-Study

The Steering Committee is finalizing the first draft of Drew's Self-Study Report. However, the Middle States Commission on Higher Education is now allowing for a six month delay in ongoing accreditation processes due to Covid-19, and Drew University has requested and been approved this delay. The Self-Study Report is now due in spring 2021 with the Evaluation Team site visit planned for fall 2021.

Updated Self-Study Timetable	
September 2020	● MSCHE selects a new Evaluation Team Chair and Drew University reviews the selection. Dates for preliminary Team Chair visit (spring 2021) and Evaluation Team site visit (fall 2021) selected. ● Draft of Drew Self-Study Report: Part I, which covers Standards I, III, IV and V, shared with the community. Comments collected via online anonymous survey.
October 2020	● Town Hall meeting to discuss Part I draft. ● Report revised based on community feedback.
November 2020	● Steering Committee completes compliance verification documentation. ● Evidence for Standards I, III, IV, and V are finalized.
January 2021	● Draft of Drew Self-Study Report: Part II, which covers Standards II, VI, and VII, shared with the community. Comments collected via online anonymous survey.
February 2021	● Town Hall meeting to discuss Part II draft. ● Report revised based on community feedback.
Spring 2021	● Steering Committee revises Self-Study Report based on community feedback. ● Evidence for Standards II, VI and VII are finalized. ● Preliminary visit from the Evaluation Team Chair. At least two weeks prior to visit, the following documents are shared with the chair: University catalog and Self-Study Report, which includes Evidence citations. ● Steering Committee responds to feedback from Evaluation Team Chair.
Fall 2021	● In June, Steering Committee makes final revisions to the Self-Study Report, which is then sent to the President's Office and Board of Trustees for their support. ● Schedule for site visit is arranged and invitations are sent to the community for participation. ● Approved Self-Study Report is sent to Evaluation Team at least six weeks prior to their visit. ● Compliance verification report is submitted to MSCHE. ● Evaluation Team completes site visit and writes an exit report. ● University responds to the exit report.

Winter 2021	● MSCHE determines accreditation action.

<p style="text-align: center;">**CAE Update/Summary: Faculty Meeting FALL 9.11.20**</p>

This summary contains academic support updates for the Center for Academic Excellence (CAE), including: Tutoring Policies Update; CAE Looking Ahead to Fall 2020; Additional Academic Support Resources; Opportunities for Academic Support Collaboration; CAE Administrative Office Open Hours; and Accessibility Resources Update.

As a reminder, the Success for Remote Learning website includes information and links to many resources: http://www.drew.edu/academics/success-for-remote-learning/

1) **Tutoring Policies Update:** Following the University's decision to pivot to online, distance learning, the CAE is actively providing academic support using remote tutoring sessions via WCOnline and Zoom. Please note that CAE support resources are offered at no extra cost to all Drew students, faculty, and staff.
   - Please review our tutoring policies here with updates to drop-in session policies under "Individual Tutoring Schedule."
   - All appointments are synchronous, meaning the tutor and student are tutoring live in real-time using a video chat in WCOnline or via Zoom. Review some tutoring updates below based on our synchronous support:
     - Some consultants use ZOOM instead of the consultation screen in WCOnline. Students should read the tutor's profile carefully when they make an appointment for support.
     - Encourage your students to reach out to cae@drew.edu if there are Time Zone issues; we may be able to help!
     - If students have issues with the online appointment system (WCOnline), they should contact cae@drew.edu.
     - If your students do not see a course offered or have schedule conflicts via WCOnline, please complete a **Tutor Request Form Here**.
     - Writing support will now be offered during the week of finals, December 7-11, 2020

2) **CAE Looking Ahead to Fall 2020:**
   - *Student Employment:*
     - Potential tutors (i.e., current Drew students) might ask for a reference in support of their employment application. Complete the Faculty Reference Form here
     - Continue to nominate tutors using our Tutor Nomination Form here
   - *Beacon Reminders:*
     - Add in Course information (i.e., PHIL 101, etc.)
     - Add any DVT related academic concerns and how the CAE can help/take action
   - *CAE Openings and Closures:*
     - The CAE opened fully on August 30th; 80+ staff actively working to provide online academic support

- The CAE is open Eastern Standard Time (EST): Mon.–Thurs.: Noon–10 p.m.; Fri.: 11 a.m.–5 p.m.; and Sun.: 4 p.m.–10 p.m. (Check availability at WCOnline, our online reservation system at https://drew.mywconline.com.)
- The CAE is closed for Fall Break beginning 5:00 pm on Friday, September 25, 2020, through Tuesday, September 29, 2020.
- The CAE is closed for Thanksgiving Break beginning 5.00 p.m. on Tuesday, November 24, 2020, through Sunday, November 29, 2020.
- The last day to make an appointment with a writing specialist OR a subject tutor will be Friday, December 11, 2020.

3) Additional Academic Support Resources:

- Share the Writing Center LibGuide with your students for helpful writing resources: https://libguides.drew.edu/writingresources/home
- Encourage students to use the Success for Remote Learning page, a central place for information about remote learning strategies, resources to support their academic success, and additional resources for adjusting their study habits at http://www.drew.edu/academics/success-for-remote-learning/
- Citation assistance can be utilized through the University Library. Please locate your librarian as per your program HERE and request an appointment to review citation formats. You can also chat with a librarian on this page HERE.

4) Opportunities for Academic Support Collaboration:

Contact cae@drew.edu to work with a CAE Director on embedded writing and/or study skills workshops, arranging for alternative formats (i.e., targeted drop-in sessions specific to your course or repeat individual tutoring sessions for students), assistance with assignment design, Beacon refreshers and/or following up on submitted Alerts and/or Updates, etc.

- Math and Science Support: Nora Boyer, nboyer@drew.edu
- Writing, Languages, and Humanities Support: Loren Kleinman, lkleinman@drew.edu
- General CAE tutoring mailbox: cae@drew.edu

5) CAE Administrative Office Open Hours: As needed, please feel free to direct students to the Administrative office of the Center for Academic Excellence (CAE).

Weekly drop-in hours this fall:

- Mondays 4-5 PM EST https://drew.zoom.us/j/96641922979 (Starting August 24, 2020)
- Tuesdays 2:30-3:30 PM EST https://drew.zoom.us/j/91395311809
- Wednesdays 3:30-4:30 PM EST https://drew.zoom.us/j/96346322636

We will meet with one person at a time and have enabled a waiting room for privacy. Students can also schedule an appointment by emailing us at cae-admin@drew.edu.

6) Accessibility Resources Updates

Accommodation Letters: Students will be submitting accommodation letters to you electronically and my signature will not be on them as it usually is. If you would like to confirm that the letter you received is valid, please reach out to me. **All students are encouraged to schedule virtual appointments with their instructors to deliver accommodation letters and to discuss their accommodations.** If you have any questions or concerns about the implementation of a certain accommodation, please do not hesitate to contact me.

Referring Students: When referring students, please let them know the best way to communicate with me at this time is through email. I will not be working from my office at all this semester and so email is the best form of communication. My email address is dgiroux@drew.edu.

Exam Accommodations: If students are looking to use their approved accommodation of extra time on any test/exam/quiz, they have been asked to submit a Testing Accommodation Request Form with our office. Once they submit their request, the Accessibility Resources test proctors will reach out to notify you. You can then adjust the time onto the assessment accordingly. Students have been asked to submit these requests **3 days in advance**, which I believe will give our proctor's enough time to communicate with you and assist with any logistics.

Breaks during testing: If a student in your class is entitled to occasional breaks during testing, please be sure to factor in this accommodation by adding additional time to their exam clock.

Distraction Reduced Environment for Testing: Given that students will not have the constraints of the classroom setting during online assessments, I have advised them to choose a location that will offer reduced distractions. If they are having difficulty accessing a distraction reduced environment, I have asked them to reach out to me directly to discuss. If a student communicates challenges to you, please refer them to me.

Accessible Electronic Course Materials: If you have a student who needs material to be sent in an accessible electronic format and you have questions or need assistance with having something converted to a different format, please reach out to me.

Note-taking: Note-taking accommodations, at this time, consist of a student being provided a peer note-taker or having the ability to record lectures. If a student qualifies for a peer note-taker, I will be reaching out to inform you of this and ask for your assistance in identifying a candidate for the position. If a student is approved for and is requesting to record lectures, please be sure to record the session through zoom and make it available to the student. This is not negotiable. If you have concerns about your lectures being recorded, please reach out to me to discuss.

Use of a Scribe/Reader for Tests/Exams/Quizzes: If a student needs a scribe/reader for assessments, please have the student reach out to me to discuss. The Accessibility Resources test proctors are available and able to assist with implementing this accommodation.

To the degree that you can, please provide patience and flexibility to your students with disabilities. Please be in touch with me if any concerns arise. I want to support you and our students during this challenging time.

DREW
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Adjusting Your Study Habits During COVID-19
We'll Get Through This Together

Things may feel out of control right now. You may be facing a lot of unknowns and disruptions. Try to be patient with yourself, your classmates, and your instructors during this time. Take care of your well-being first. Making a plan and adjusting your studying may help you feel even a little sense of control.

Use this resource as a starting point:

In this guide, we'll talk about:

- Staying organized
- Avoiding multitasking
- Making the most of video lectures
- Setting a schedule
- Trading your strategies for new ones
- Working with a group or team
- Staying connected to other people

Your study habits may need to change.

While more of your coursework and teamwork have to be online and remote, here are some strategies to keep in mind:

1. Staying Organized

With so many things changing in your courses, you might be reliving that first-week-of-class confusion at finals-week pace.

Here are some things you might want to keep track of for each class:
Are in-person parts of the class changing?

- What are the in-person parts of the course (lecture, lab, etc.)?
- Where can you find it or how do you access it (live-stream, lecture capture, etc.)?
- Is it at a specific time or can you watch it anytime?

Are assignments changing?

- Are there new due dates?
- Is how you're submitting your assignments changing?
- Are any quizzes or exams being offered virtually?

What should you do if you need help?

- Is your course offering virtual office hours? When and on what platform?
- Is there an online forum for asking questions?

One example of a way you could keep track:

	Class 1	Class 2	Class 3
Important dates			Paper due Friday
Big changes	No lab Live lecture	Discussion optional Recorded lecture	May do paper instead of a group project
Important links	Lecture link Office hours link	Discussion link Lecture link	Group paper folder

2. **Avoiding multitasking**

   If you're doing more work on your own and your time is less structured, you might be more tempted to multitask. Many people think they can do multiple things at once. But research shows us that only about 2% of the population can multitask. Even if you feel like you're multitasking, you're probably not…really, you're switching between tasks very quickly (some call this "micro-tasking").

   The downside of multitasking and micro-tasking:

   - **Assignments take longer.** Each time you come back to an assignment (from Instagram, for example), you have to get familiar with it, find your spot, remember what you were going to do next, etc.
   - **You're more likely to make mistakes.** Distractions and switching between tasks tires out the brain.
   - **You'll remember less.** When your brain is divided, you're less able to commit what you're learning to long-term memory because it doesn't get encoded properly in your brain.

   What to do instead

   When you need to study something important, consider <u>*The Magic of Monotasking*</u>.

   - Focus on one thing at a time.
   - Take breaks between tasks.

   - Consider the "pomodoro method" to help you focus for 25- or 50-minute periods and then reward yourself with 5- or 10- minute breaks.

3. **Making the most of video lectures**
   - **Stick to your instructor's schedule as much as you can.** Staying on a schedule will help you have a feeling of normalcy and prevent you from falling way behind.
   - **Find out how to ask questions.** Is there a chat feature? Is there a discussion forum?
   - **Close distracting tabs and apps.** Humans are not as good at multitasking as they think! (See #2 above.)
   - **Continue to take notes as you would if you were there in person.**
   - **Watch recordings at normal speed.** Research shows that playback speed of 1.5x can lower your retention and can result in lower scores on assessments. Faster playback speeds are worse for complex, multi-step material (which most of your lectures probably are). Remember: this is all about 1.5x. There hasn't even been any research on 2x playback speed, which is probably even worse.

4. **Setting a schedule**
   As the situation unfolds, you may have fewer social commitments, group meetings, or work hours. Setting a schedule for yourself can help provide

structure and keep you motivated. If you don't already keep a weekly or daily calendar, try something like the example below to organize your time. Include time for exercise and self-care.

	Scheduled Activity	Course Tasks	Personal/Self Care
8am			Shower, breakfast
9am	Call in for remote lecture		
10am		Read chapter 3	
11am			Break – video call with friend
12pm			lunch
1pm		Read chapter 4	
2pm	Recap lecture with classmate		

5. Trading your strategies for new ones

Your routines may have to adjust during this time. Look for ways to adapt your usual habits or form new ones.

For example:

- **If you usually study in a coffee shop or library**, ask yourself what kind of environment helps you study. See if you can recreate that at home. Maybe it's studying in a chair, rather than on your bed or couch, or moving to a new spot when you change tasks. If you feel you need background noise, consider a white noise app.

- **If you always study in groups**, try a virtual or even phone-based study session with your group.
- **If you thrive on tight timelines**, but now have a more open schedule, think about how working with others or setting up a schedule can recreate that for you. When that gets hard, see if you can even do fifteen minutes at a time.

6. Working with a group or team

Remote collaboration will look a little different, but it is definitely possible.

- **Try not to procrastinate**. That group project may be out-of-sight, out-of-mind if you aren't seeing each other regularly. Resist the urge to put it off. Make small progress and stay in touch.
- **Meet regularly**, especially if you usually touch base during class or lab. Consider a quick text on your group chat about progress every couple of days. Ideally, have real conversations over video any week you're working together.
- **Set a purpose for meetings and use a shared notes doc**. Meetings might feel different when using video, even if your team was really good at working informally in the past. Try to set the purpose of your meeting in advance. Take notes in a shared doc so you can all contribute and follow along.
- **Keep videos open when you can**. As long as you can see whatever you need to collaborate, aim to keep the

video visible on your computer screen. It will help you see the expressions of your teammates and stay connected to each other.

- **Check on each other and ask for backup**: If someone has been absent from your group meetings or chat, ask them directly if they're still able to participate in the project. If you aren't getting responses within a day or two, let your instructor know. Know it isn't being petty, it's your team's responsibility.
- **Stay connected to other people** Even if we limit how much face-to-face time we spend with others on campus, connecting with family and friends might be more important than ever. And staying in touch with instructors, classmates, and group mates is still important for continued classwork.

    Here are a few ideas:
- **Schedule video calls with family and friends.** Talking with loved ones is often really helpful when you're stressed or nervous about something. Taking a break to have a laugh is also important. Use Microsoft Teams, Google Hangouts, Zoom, FaceTime, or similar platforms to connect.
- **Attend virtual office hours** or study groups so that you can stay up on your coursework.

Please remember, this will pass. If COVID has disrupted your travel plans, ended something you were excited about, or for any reason feels like it came at the worst possible time, remember: this is temporary. You will find your way when it settles down. You'll get back on track, and things will get back to normal. We don't know when, but it will happen.

Until then, take a deep breath, do your best, get some rest, and wash your hands.
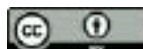
UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of September 11, 2020

Dear Colleagues:

Welcome back! Although the buildings remain closed, your colleagues in the library, archives, and instructional technology continue to support teaching and learning.

Library Services

During fall semester, your library and instructional technology colleagues continue to provide a range of services for remote teaching and learning. These include but are not limited to consultations (email, chat, Zoom), remote office hours for drop-in research help (Zoom), and help identifying and acquiring digital resources (articles, e-books, films, Open Educational Resources, open access collections, etc.) available to remote students. Refer to the COVID-19 Library Services page for details. Other important resources include Library A-Z List (which includes new and trail databases), and Subject Guides.

New service from Access Services: For Drew-owned materials not already available in digital form, the library can provide a scan or can retrieve items from the stacks for contact-free pickup by appointment.

For research with archives and other primary sources, Special Collections and University Archives offer virtual consultations by appointment, research assistance via email, and scanning.

Reserves and Media

Reserves: To support remote students with access to course materials, all reserves for Fall 2020 are digital. This also aligns with COVID-19 protocols and guidance on handling and quarantine of physical materials.

1. Use the book purchase request form to request eBook equivalents of any print books you would normally put on reserve. Indicate on the form that the book is being used by an entire class.

2. Alternatively, request scans of particular chapters of a library book that you can place on your Moodle coursesite

Media (Films, Videos)

1. Use the Media purchase request form to request streaming access of any film that you would normally put on reserve. Alternatively, send your film requests to liborders@drew.edu.

2. Check the Media at the Drew Library LibGuide for updates and information policies and information.

3. The Library has added to our collection of streaming media sites to increase the availability of films. Digital Theatre + and Academic Video Online are available for the fall semester.

For questions about reserves or scanning, please contact Lauren Levinson, llevinson@drew.edu. For questions about eBooks or media, contact Kathy Juliano, kjuliano@drew.edu

Books by Faculty and Alumni Authors: Please let us know of recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives.

Instructional Technology

We are thrilled to have Jenna Corraro return to Drew as Instructional Designer. Welcome back, Jenna!

We continue to support the university's key educational technology platforms, including the upgraded Moodle Learning Management System and the digication ePortfolio platform. If you or your students need assistance, send email to helpdesk@drew.edu, fill out a ticket at help.drew.edu or call x3457.

Books by Faculty and Alumni Authors: Please let us know of recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives.

Please share this information with other colleagues as appropriate, and don't hesitate to contact me with any questions. With all best wishes,

Andrew Bonamici, University Librarian
107 Library
abonamici@drew.edu
x3322

Kornitzer Prize for Non-Fiction

Congratulations to Chris Andrews (Assistant Professor of Sociology, CLA), and Traci West (Professor of Christian Ethics and African American Studies, Theo), faculty winners of the 2019 Kornitzer Prize for Non-Fiction. Winners in the Alumni category are Betty Livingston Adams (T'05) and Daniel Moran (G'14). A virtual celebration will be scheduled later in the semester.

For the 2019 awards, books published between 2015 and 2019 were accepted for consideration and reviewed by a committee comprised of two past winners, Jonathan Rose, Drew's William R. Kenan Jr. Professor of History, and Associate Professor Ed Baring, as well as Drew Theological School Librarian Dr. Jesse Mann and Drew University Librarian Andrew Bonamici.

The award winners each receive $2,000 as a prize. Again, congratulations!

FACULTY CATEGORY
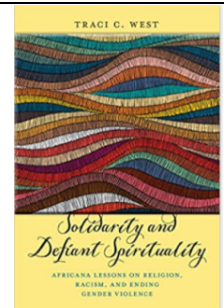
CHRISTOPHER ANDREWS, Assistant Professor of Sociology, Drew University College of Liberal Arts
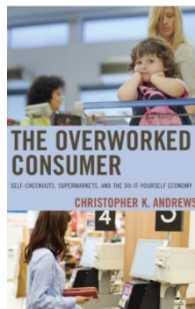
The Overworked Consumer: Self-Checkouts, Supermarkets, and the Do-It-Yourself Economy (Lexington Books, 2018)

REV. TRACI C. WEST, Professor of Christian Ethics and African American Studies, Drew University Theological School

Solidarity and Defiant Spirituality: Africana Lessons on Religion, Racism, and Ending Gender Violence (New York University Press, 2019)
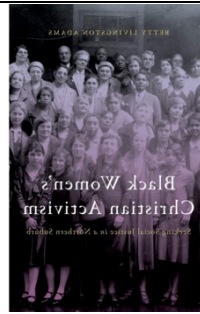
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(Kornitzer Prize, continued)

ALUMNI CATEGORY

BETTY LIVINGSTON ADAMS (T'05) is an Independent scholar whose work focuses on American/ African American religious history.

Black Christian Women's Activism: Seeking Social Justice in a Northern Suburb **(**New York University Press, 2016)

DANIEL MORAN (G'14) teaches writing at Rutgers University and history at Monmouth University.

Creating Flannery O'Connor: Her Critics, Her Publishers, Her Readers *(University of Georgia Press, 2016)*

The Bela Kornitzer Award was established by Alicia Karpati and her late husband, George Karpati, in honor of Bela Kornitzer, Mrs. Karpati's brother. The Award recognizes the achievements in Hungary and in the United States of Hungarian-born journalist and author Bela Kornitzer (1910-1964). Mr. Kornitzer's archives are housed in the Drew University Library.