Arts & Sciences Faculty Meeting
Nov. 6th 2020
AGENDA

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

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

DEAN'S UPDATES   Ryan Hinrichs
        Student climate survey results   Judith Redling ------------------ pp. 12
        Crisis procedures during virtual time   Jim Mandala *

ACTION ITEMS:
Revisions to Psychology Major   Hannah Wells ------------------ pp. 18
Faculty Handbook, Section VI   Dean's Council ------------------ pp. 26
Faculty Handbook, Section VII   Dean's Council ------------------ pp. 27

DISCUSSION:
Faculty Handbook, Sections I-III   Dean's Council ------------------ pp. 31

REPORTS:
Curricular Report   Hannah Wells -------------------- pp. 33
Launch Report   Daniel Pascoe Aguilar ---------- pp. 42
Enrollment Management Report   Colby McCarthy ----------------- pp. 46
Library Report   Andrew Bonamici -------------- pp. 48

OLD BUSINESS/NEW BUSINESS

ANNOUNCEMENTS

ADJOURNMENT

* Student in Crisis Presentation has been added as an addendum at the end of this packet.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies
Faculty Meeting | Friday, November 6, 2020

ALEX BAJCZ
Biology and Environmental Studies and Sustainability

Alex Bajcz for publishing, with colleagues from The University of Wisconsin-Madison, the article "Evaluating a novel faculty development program in teaching at a research-intensive university" in an upcoming addition of the journal *Teacher Development*. The article summarizes the methodology of and lessons learned from a three-stage, mixed-methods assessment of a year-long, early-career faculty development program after its fifth year in operation.

BRIANNE BARKER
Biology, Biochemistry and Molecular Biology; Public Health

Brianne Barker for being interviewed and quoted in two recent articles in Science News about immune responses to coronavirus infections: "Defects in early immune responses underlie some severe COVID-19 cases" and "We still don't know what COVID-19 immunity means or how long it lasts".

ALEX DE VOOGT
Business

Alex de Voogt for publishing an article in the *Journal of the Polynesian Society* on the role of checkers in the Marshall Islands based on fieldwork conducted in 2018. One of his photographs is featured on the cover of the journal.

MINJOON KOUH
Physics and Neuroscience

Minjoon Kouh for publishing a pedagogical article "A Capstone Course Where Students Present Contemporary Neuroscience Research to High School Students" in the *Journal of Undergraduate Neuroscience Education*.

JENS LLOYD
English

Jens Lloyd for publishing "Walk Local, Argue Local: A Campus-Based Prompt for a Basic Writing Course" (with Lance Langdon) in *Prompt: A Journal of Academic Writing Assignments* (4.2, 2020).

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CLAIRE SHERMAN
Art

Claire Sherman, for her inclusion in the book, *Prints and Their Makers,* by Phil Sanders. Published by Princeton Architectural Press.

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LESLIE SPROUT
Music

Leslie Sprout for being invited to serve a 5-year term on the Editorial Board of the *Journal of Musicology*, an international academic journal published by University of California Press.

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HANNAH WELLS
English

Hannah Wells for presenting her paper "The Trouble with Experience: William James and the Politics of Desire" at C19: The Society of Nineteenth-Century Americanists Bi-Annual Conference.

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October 9, 2020 A&S Faculty Meeting Minutes

via zoom: https://drew.zoom.us/j/98132947506

Faculty in Attendance:
Sarah Abramowitz, Erik Anderson, Christopher Andrews, Chris Apelian, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaele Chappe, Miao Chi, Kimberly Choquette, Graham Cousens, Chris Darrell, Alex de Voogt, Patrick Dolan, Steven Dunaway, Wyatt Evans, Christopher Fazen, Steven Firestone, Kimani Fowlin, Jonathan Golden, Seth Harris, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, John Jordan, Lisa Jordan, Jason Jordan, Hilary Kalagher, Jason Karolak, Steven Kass, Joshua Kavaloski, Rita 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 Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi#, Susan Rakosi Rosenbloom, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Jonathan Rose, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, James Supplee, Phoebe Tang, Jolie Tong, Maria Turrero-Garcia, Merel Visse, Nancy Vitalone-Raccaro, Hannah Wells, Trevor Weston, Tammy Windfelder, Carlos Yordan.

Invited Guests:
Mehek Agrawal, Margery Ashmun, Carol Bassie, Matthew Beland, Tanya Linn Bennett, Sunita Bhargava, Andrew Bonamici, Nora Boyer, Michelle Brisson, Jody Caldwell, Stephanie Caldwell, Stacy Fischer, Christy Hartigan, David Iskowitz, Kathy Juliano, Diana Karamourtopoulos, Colby McCarthy, Alex McClung, Frank Merckx, Joanne Montross, Jonathan Morasse, Daniel Pascoe Aguilar, Yanira Ramirez, Danielle Reay, Candace Reilly, Brian Shetler, Kristen Williams.

CALL TO ORDER: 3:15 p.m.

Consent Agenda: Following the recommendations of Sturgis, Dean Ryan Hinrichs announced the intention to use a Consent Agenda for approval of minutes and possibly other straight forward reports. With no objections, items on the Consent Agenda were approved without a vote. There were no revisions to the minutes from the September 11, 2020 meeting.

DEAN'S UPDATES

Ryan thanked those who attended the pre-meeting on how to engage students in meaningful ways both in and outside of the classroom. He added that Communications is very interested in

positive stories around online learning so he asked that any faculty share those stories with himself, the Dean's office and with Communications.

Ryan thanked the faculty for their online engagement and acknowledged that a fully virtual semester is long and feels more time-consuming for both students and faculty and he urged faculty to take the time for self care as the semester continues on.

Ryan reported that the semester has gone well for the majority of our students, however, there is anecdotal evidence that some of our students are expressing heightened levels of stress and mental health issues. He provided some reminders for the faculty to consider including:

- Continue to use Beacon alerts to notify our professional staff of any concerns, even if a concern seems minor or inconsequential. You do not have to include the student on the alert.
- Continue to be in regular contact with students so they understand how they are doing in their work. If the size of your class allows for it, individual check-ins can be productive for your students. Please go beyond the gradebook.
- Continue to be flexible with those students who are showing signs of stress and consider mid-semester course corrections. It will continue to be a challenge to find the balance of keeping expectations high and adapting to student circumstances.

Ryan added that, in an effort to move beyond anecdotal evidence and establish how widespread any one concern may be, a survey to all students has been developed by Judy Redling and her team and the results will help guide any institution-wide adjustments that might need consideration. Ryan asked the faculty to please share the link when possible and encourage students to complete the survey. Results from last springs survey are here: Results

Spring Semester

Ryan briefly reviewed some changes announced in recent communications from the President and Provost regarding the plan for a larger residential population for the spring semester. While all plans are contingent on external factors and subject to change, the current plan for the spring semester would include:

- Required pre-arrival and arrival testing for both residential and commuter students, not for faculty or staff.
- Weekly random surveillance testing for all students and employees on campus.
- A change to the academic calendar with the removal of the week-long spring break for, instead, one-day breaks. Ryan explained this calendar change is intended to minimize the opportunity for long-distance travel away from campus. The calendar will be finalized soon so any additional feedback is welcome.
- A change to the course schedule with the majority of courses being fully online but with some flexible courses that allow for in-person instruction.

Advising and Spring Registration

Given the changes and challenges students face, Ryan reiterated the importance of advising and helping students navigate these changes. He asked that advisors consider the following:

- Reach out to advisees who may have asked for a leave of absence and who may now reconsider that decision.
- Pay special attention to the Meeting Types listed in the Course Schedule including Classroom, In person = in person (the student has to come to campus or be on campus), Online (fully online and available to all students regardless of if they are on campus), = available to in person and online students, but will be held in a classroom)
- .
- All holds will need attention, including Health Holds. There will not be a blanket health hold waiver for the spring semester. Students must resolve their issue and work directly with Health Services and are asked to start the process at least a week before registration begins.

Dates to keep in mind:

October 14 - First day of 2nd half semester courses
Oct. 20 - Last day to add a 2nd half semester course
October 27 - Last day to drop with a W

Questions
The meeting was opened up for questions:

In response to a question around advising international students, Ryan noted a FAQ is under development to help address the many questions and situations for international students.

Alex Bajcz asked for an expanded explanation of the decisions around the calendar changes and clarification of any percentage of online classes that the University has targeted. Ryan explained that the percentage of online classes is being largely driven by faculty preference with consideration of technology and space requirements. There is no target, but currently about 2/3rds of classes are scheduled to be online this spring.

Student Government CLA President, Mehek Agrawal was welcomed to the meeting and asked how students participating in in-person classes would be accommodated if they found themselves having to be quarantined? Ryan shared that plans are still in development but the University has purchased additional technology (OWLS) that would allow an in-person class to include an on-line participant, when required.

Jonathan Rose inquired about the status of access to the gym and pool facilities for staff. Frank Merckx anticipated that those facilities would be scheduled for open access beyond on campus residents in the near future.

As a follow up to the President's timeline of budget cuts shared previously with the faculty, Sarah Abramowitz asked for an update on the budget and specifically the timeline of any budget cuts. Ryan shared that the expected implementation of budget decisions would be in early November.

Ellie Small expressed concern that the undergraduate and graduate calendars do not align. Ryan explained that after some conversation around that issue, there was agreement that the breaks that each calendar allowed for, provided relief but acknowledged it was not in the form

of a full day off. He was open to more off-line conversation with Caspersen faculty around this concern.

<u>FACULTY HANDBOOK</u>

Roger Knowles led the conversation and reviewed the friendly amendments that came out of the Divisional meetings:

<u>SECTION VI - For Vote</u>
Regarding 1E. Faculty Composition and Voting Rights
Recommended to eliminate or modify the Faculty Composition and Voting Rights section because: (1) language about regular attendance at faculty meetings as part of professional responsibility is best situated in other sections of the handbook and (2) Voting eligibility and taking attendance could be addressed elsewhere. Recommended for inclusion in section 1E.: The first meeting of the semester, the voting members of the faculty shall approve the voting list of the faculty meeting for the semester.

Regarding General Rules for Committee Section:
In response to conversation around the regular rotation of members, it was decided to include: Ideally, committees should comprise a balance of continuing and new members. The idea being that the major committees in particular, have members who continue the conversation from years past. With shared governance, the ideal is to rotate new people so that all faculty get the experience of serving in a variety of ways. This revision accomplishes both.

For review as a result of Faculty Forum discussions:
In general, no Standing Committee will include more than one member from any one academic department or program. The desire is to have committees with wide representation of academic backgrounds and interests with different opinions and include college and graduate school perspectives.

Release Time for Committee Service, Section 2D
This section is still under discussion based on feedback already received. Continuing work on this section will be shared as it is completed.

A request for some interim guidance while this section is under revision was made. Ryan reaffirmed the prioritization of the workload conversation and process around it. He noted, however, that implementation would need to be aligned with institutional priorities.

It was further clarified that any black text in the Faculty Handbook document represents items that are going to be brought forward, and not intended to go away. Dean Council members re-stated their intention to move forward on this section.

The intention is to write this section for guidance going forward, not for this current moment.

<u>Vote on Section VI Revisions</u>

Sarah Jaimson moved for a vote with Jennifer Olmstead second.

Ryan explained that the zoom poll is for voting members only. In the case of a close vote, we will move to an alternative method.

With a quorum, the motion passed.
(65) Yes
(1) No
(10) Abstain

<u>*SECTION VII - For Discussion Only*</u>

Section Academic Department and Programs of Instruction
Discussion: 2A Nature and Function of Departments of Instruction and Academic Programs

Ahead of any discussion, Ryan addressed that it is important to note that while there may have been historical differences in status between departments and programs, these no longer exist and many issues have been addressed in recent years. For example, both departments and programs have budgets and participate in contract renewals, promotion and tenure. Faculty lines can also exist in either departments or programs or as joint appointments. Issues involving "joint" hires have been addressed and are now articulated in appointment letters with guidelines for oversight in courses taught, letters and review. Ryan recommends revisions of this section reflect this new, more equal status. This section needs to be revised to clearly articulate that departments and programs have the same status, while also acknowledging that, for example, programs often serve as "stepping stones" for the emergence of new majors that can ultimately grow into departments.

Caitlin Killian led this discussion adding that based on feedback already received, this section text will be changed to reflect that fact that new departments or programs may be developed up through students and faculty or down from administration.

Commentary included:
If programs and departments have the same status, then both need enhanced governance structures.

The current document implies some difference between Programs and Departments including size (of faculty), and that a program will grow into a Department. The new language needs to reflect a different, more equal relationship.

The difference between programs and departments is also not just a matter of size and interdisciplinarity. Two of the largest units in the college are programs.

There should be recognition of the variations among Programs since some programs are different in the way they are administered from others.

Do we want to define departments different from programs and would that then require the faculty regulations to make a clear distinction between the two?

Should faculty be hired to a department and then teach in programs? Would appointment letters need to be revised? Some faculty are hired into programs and don't fit in a department and therefore could not be tenured.

How to deal with the power inequities between programs? How to deal with the problems with programs? Interdisciplinary programs require more stability.

Will there be any language included to address modifications within programs or departments?

What is the general legislative intent knowing that Higher Ed is urging more merging, more flex and fewer silos moving forward. Consider how to free up departments to create and innovate.

Reviews need to be aligned with any of the changes made here.

Discussion: 2B Department Chairs, Program Directors, and Program Conveners
Ahead of the discussion, Maria Masucci provided some context by sharing that the documents provided for review are intended to start the conversation of what is the best nature and format of content to be included in this section of the Faculty Handbook.

If chair responsibilities are not specifically outlined in the Faculty Handbook, who would be responsible for refining existing needs or defining new responsibilities?

Use of guidelines as the recommended language might be preferred over responsibilities or obligations.

In reviewing the responsibilities, please review the list for responsibilities that can be offloaded and centralized in the Dean's office or elsewhere in the University.

A list that is voted on by the faculty is important to have as a tool to name and quantify possible expansion of a Chair's position but a list is also important so that those new to a Chair position are aware of what is, and is not, part of that position.

REPORTS

Curriculum Report provided a report in the Faculty Meeting packet.

Steven Kass inquired about whether the Mathematics department was consulted regarding possible prerequisites for a new PoliSci course approved and announced in the Curricular Report. When it was explained that the department making the request typically consults other relevant departments and that, in this instance, the Mathematics department was not, it was additionally asked if CAPC can ensure that consultation takes place, ahead of approval?

Questions and discussion continued, not around the value of the class, but about the coordination of classes like this with prerequisite math courses designed to serve larger audiences, including, possibly this Political Science population and the value, or not, of the effort put forth by both departments designing each respective course. There was a recommendation for, perhaps, two tracks of the statistics prerequisite so that each track could serve a more targeted audience. Some expressed the need for departments to continue to address the curricular needs of their students, without interference from other departments

while others asked for cooperation and consideration of resources in these areas, without the intention or suggesting permission must be granted.

Ryan asked that this conversation around PoliSci 220 as well as the larger discussion around the process for course approval though faculty forums or CAPC be taken off-line for further discussion.

It was additionally pointed out that the major changes to the Psychology major included in the Curricular Report should be brought to the next faculty meeting as an action item.

At 5:00pm, Ryan accepted by consent agenda with no objections to extend the meeting to 5:20pm.

Launch Report
Daniel Pascoe-Aguilar highlighted some Launch initiatives outlined in the Faculty Meeting packet including the Launch Community Fair. He welcomed everyone's participation in the Career, Community or Affinity Group meetings as part of the Fair. Those faculty, who have already dedicated much time and energy to this initiative, were thanked.

President's Advisory Committee
Committee members have been working on identifying those things that are distinctive about Drew, with an eye toward increased enrollment. A working list of ideas was shared and Sarah Abramowitz asked faculty to please be in touch with ideas and feedback on those ideas.

Feedback included the following:
- Drew's NYC proximity and the safety of Drew's campus is a compelling narrative.
- Our Launch vision is a distinctive framework that Drew has committed to and the work of the Complex Problems Group is a unique idea among liberal art schools that should not be lost to an alternative list of new ideas.
- A focus on sustainability and environmental in our curriculum, coupled with marketing Drew as "The school in the Forest", is something we can and should continue to leverage.

Faculty asked that the Committee bring back the following concerns to the President:
- Discussion of and communication to the faculty around urgent issues facing the University, including budgetary ones, should be part of the committee's charge.
- Issues around faculty compensation.

Middle States Report
A report was provided and Middle States Town Hall meeting dates were highlighted. (Zoom invites requested)

Enrollment Report
A report was provided reporting most recent numbers and new projects planned.

Library Report
A report was provided with a special thanks to Guy Dobson and those who worked on a new Library Services platform recently completed that will result in substantial improvements and financial savings. Andrew Bonamici asked all to please manage their zoom video storage. And a

special thank you to Jody Caldwell who will be retiring at the end of the year, who has been a wonderful contributor to the library and campus community for 29 years at Drew. Please be sure to review and use the one page resource provided in the packet.

Old/New Business

Student Government CLA Class President, Mehek Agrawal thanked the faculty for all their efforts during this semester and raised the following items for consideration:
-   Schedule common hours so students can arrange meetings more easily, host events and allow time for commuters to join and build community.
-   Allow for workload accommodations or course adjustments, if students are struggling.
-   Allow open book exams.
-   Allow students to be off camera for exams.
-   Plan for attendance flexibility on Voting Day so students are free to spend time voting and/or working the polls.
-   Provide a PanAf Department course offering for next semester, even if cross listed with another department.
-   Plan for all sophomores to map their future classes and systematize those course selections so that the data and insight can help shape course schedules that better meet the needs of upperclassmen, in particular.

Meeting was adjourned at 5:30 p.m.

Respectfully submitted,
Christy Hartigan

Fall 2020 Student Climate Survey Results

Nov. 2, 2020

survey respondents: 881, 779 CLA (84%)

Key points:

- Students report experiencing high levels of stress and anxiety due to a global impact of the pandemic on their lives;
- Students report experiencing an increased course workload that is difficult to manage due to the online learning platform AND due the personal impacts of the pandemic;
- Results indicate that lack of engagement is largely due to financial, health, and social/emotional factors;
- Results indicate that while approximately half of CLA students have responded, only one third of students with academic alerts have responded.

Fall Beacon Alerts:
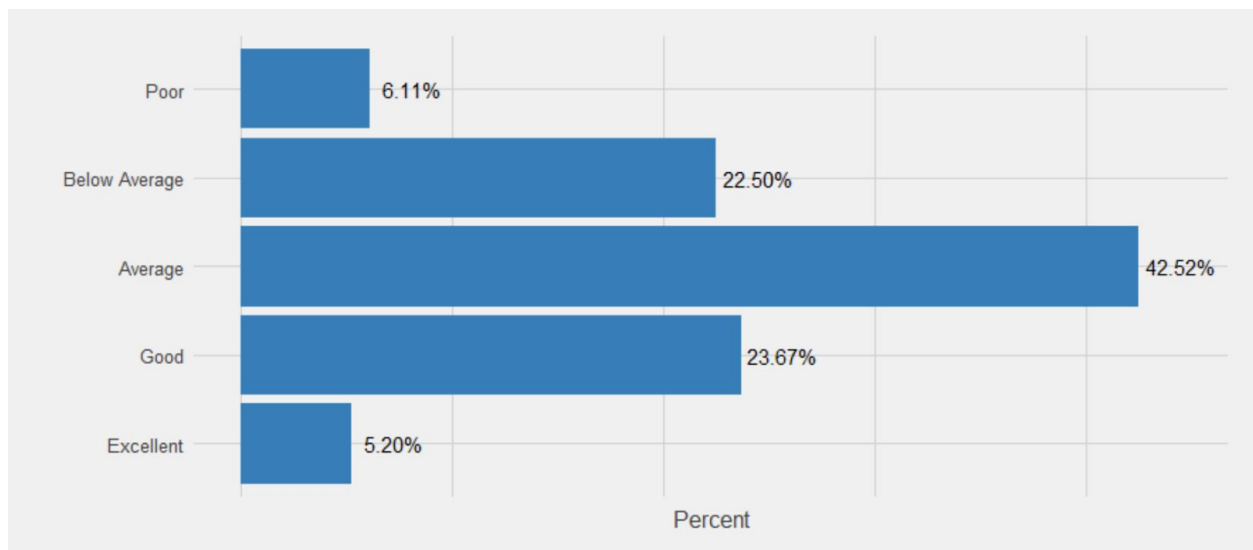
500+ alerts for 339 unique students

Top categories:

- Missing assignments
- Academic Performance
- Absences

106/339 students with alerts have responded to the survey suggesting that the survey data may under represent the academic impacts.
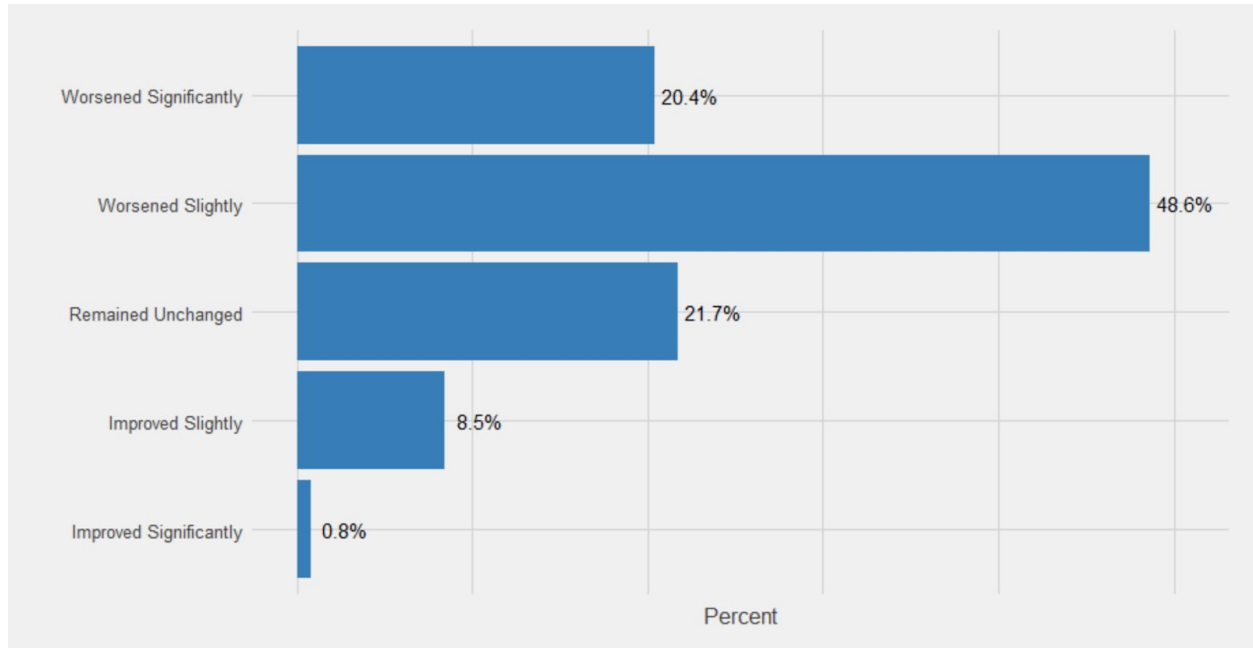
How would you rate the quality of your life right now?

29% "below average" or "poor"

Over the course of the semester, how has your mental and emotional health changed?

69% worsened

**Impacts of Covid-19 on your life.**

Off-Campus Work
- 56% of respondents said they now find it "difficult to balance academic and off campus work responsibilities"
- Even among first-time first-year respondents, 39% reported experiencing this effect
- Compare this to the Spring 2020 administration of the National Survey of Student Engagement (NSSE), where only 25% of first-time first-year respondents reported working for pay off campus and 28% on campus
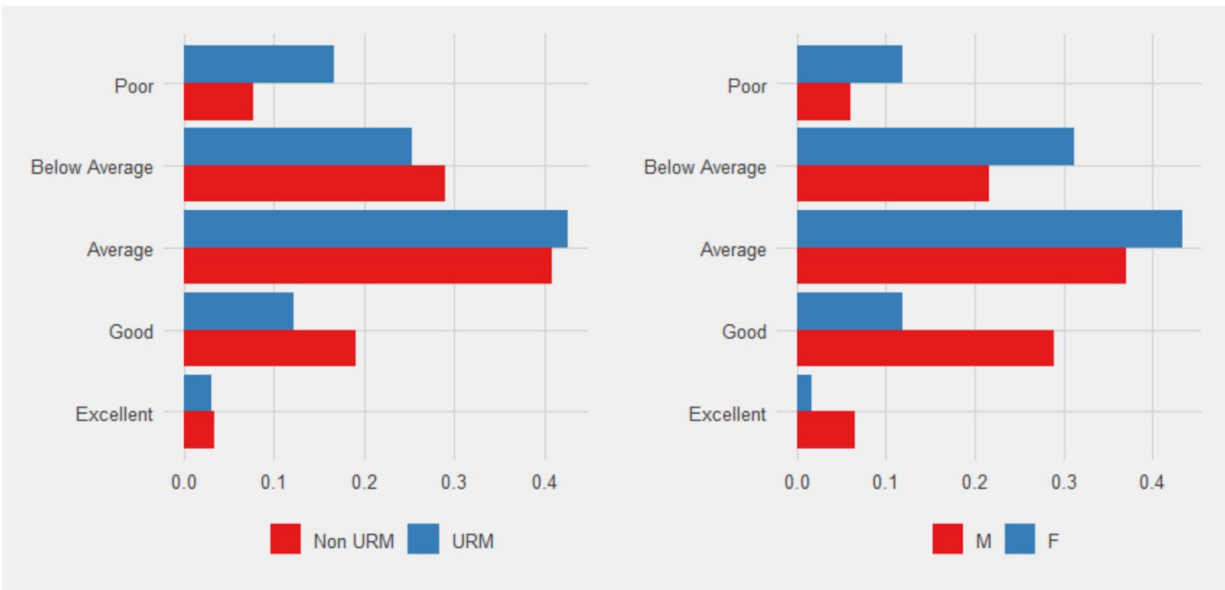
Finances
- The apparent increase in off-campus work is most likely related to the following:
- 42% of respondents reported that "[their] family or I have experienced a setback in finances"

How do you rate your current ability to cope with stress in your life?

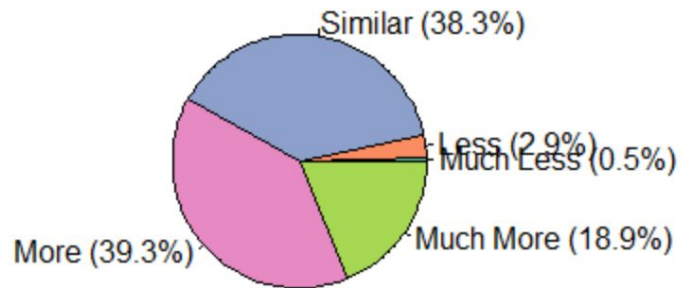38% "below average" or "poor"
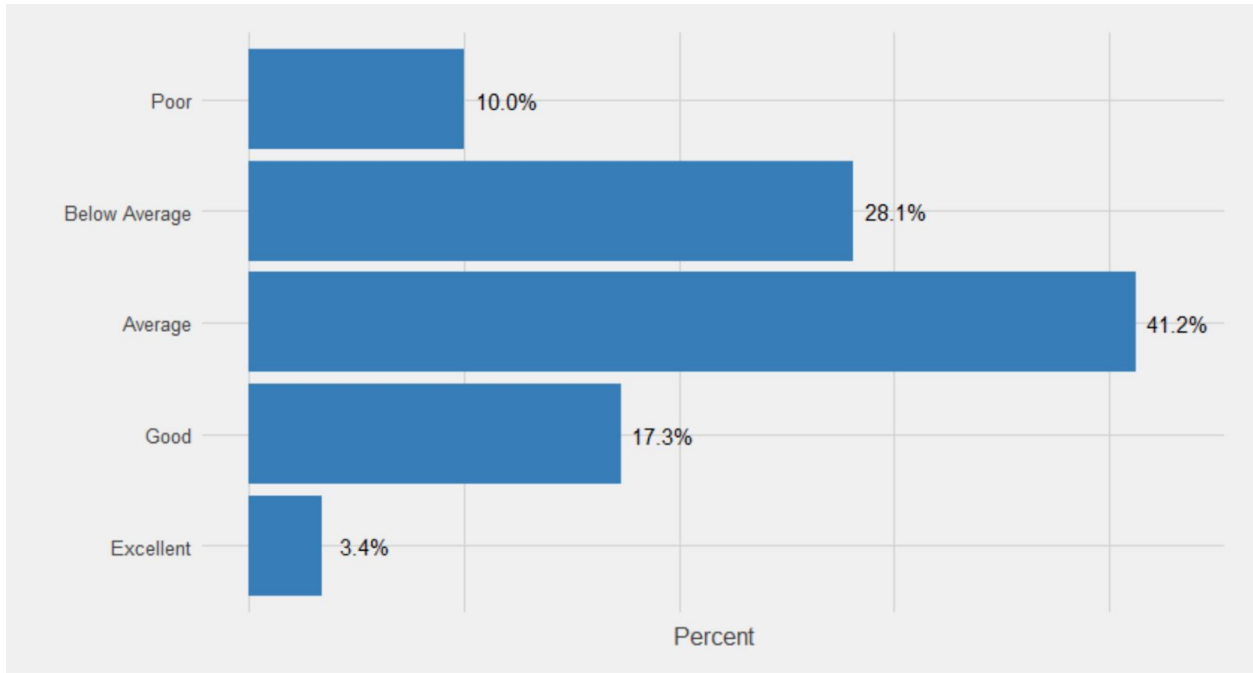
Responses by Subgroup

URM: Students who identified as Black, Hispanic, Native American, Native Hawaiian/Alaskan. Does not include Asian, Multiracial, or International students.

In comparison to previous semesters, how would you describe the work required?
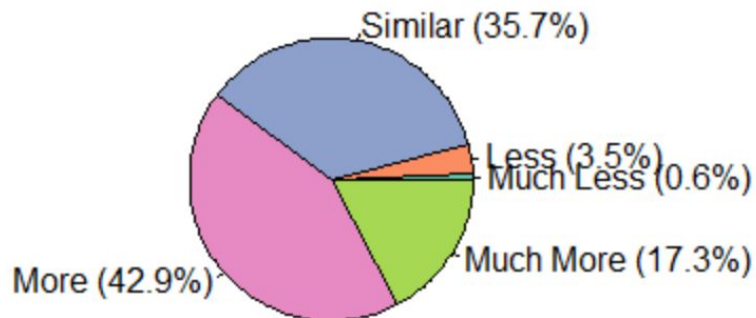
For all CLA students beyond their 1st year in college, 58% responded "more" or "much more."

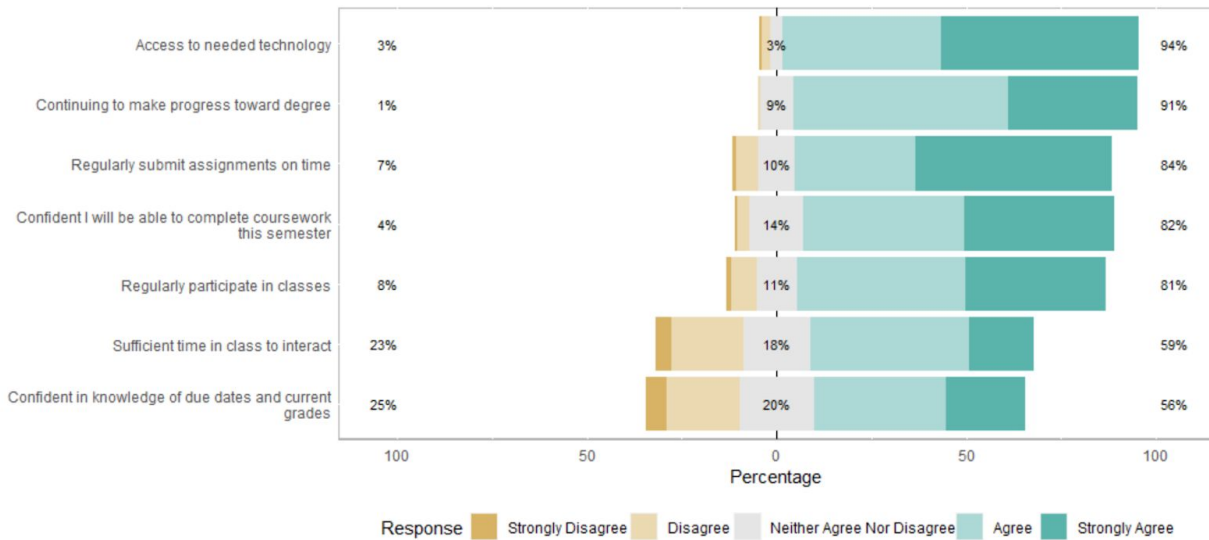For those who began the year as Seniors, 53% responded "more" or "much more."
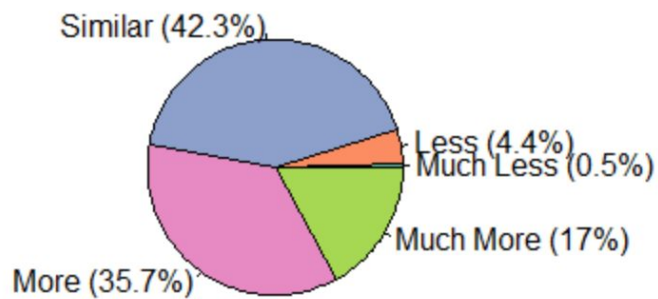
For students beyond their 1st year with a GPA average above 3.4, 60% responded "more" or "much more."

**Academic Experience: First-time first-year students.**

25% of first-time first-year students "Disagreed" or "Strongly Disagreed" that they were confident in their knowledge of due dates or current grades.

Academic Experience: Students beyond their 1st year.

34% of first-time first-year students "Disagreed" or "Strongly Disagreed" that they were confident in their knowledge of due dates or current grades.
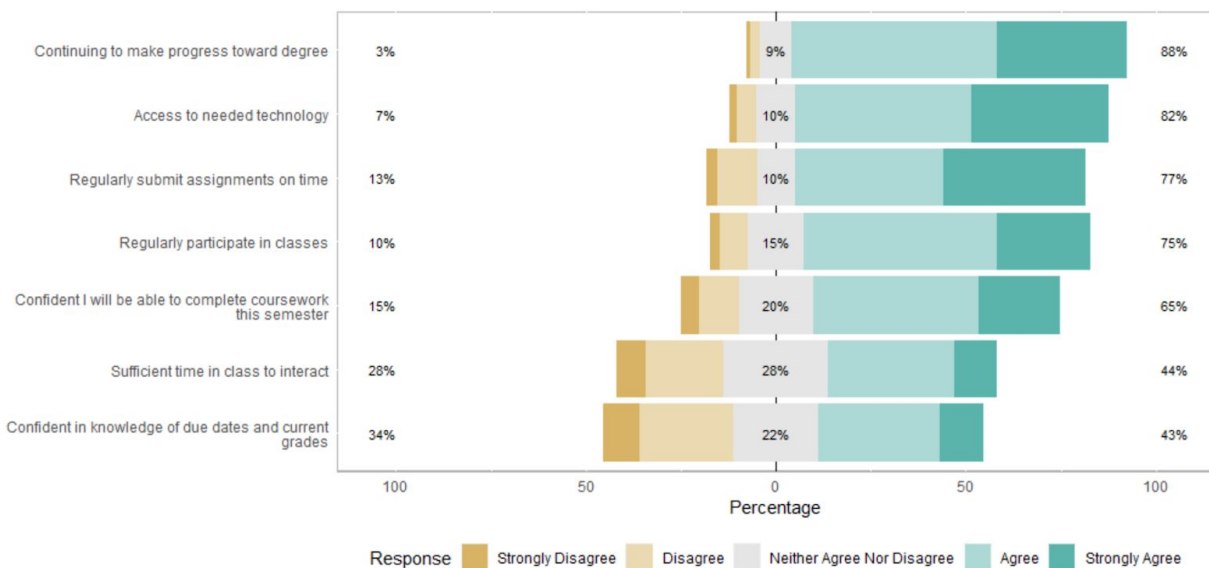
Student Comments

- 280 CLA students submitted comments related to concerns about their academic experience

Examples:

A keystone of a Drew education is the ability to engage and interact with peers and professors on campus. As a senior, this year has felt incredibly difficult, as I am transitioning towards post-grad without being able to engage with the community at Drew in a meaningful way. I am balancing writing an Honors thesis, taking classes, remotely tutoring, applying to graduate programs, and dealing with the mental health impact of a horrible pandemic. This is an experience so many of my peers are facing, and it is becoming increasingly upsetting and destabilizing to be faced with the uncertainties of day-to-day life while also being expected to do well in class.

Lots of my classes used to be more performance based and now they're a lot more essays and reading and I have so much work to do constantly now. On top of that I am responsible for taking care of my mom and work 20 plus hours a week. It's very hard to balance all of that.

I am completely burnt out. I feel like I am not learning anything at all- rather, I am simply completing tasks and handing in assignments. It is exhausting, and I no longer enjoy school.

I am very stressed due to finances and due to health problems in my family that make them more at risk from dying from COVID-19. This stress has affected my psychological state very negatively and leads to me having trouble focusing in class and on work outside of class.

My environment makes it difficult to focus as it is generally hectic. On occasion I lose access to quality internet connection and often have other responsibilities barring me from participating more actively and readily. I find I have more assignments but less time to complete them as well.

From FY students:

My personal experience of online classes has been more focusing on getting the work done than receiving any interactions to clear any confusion. While this isn't 100%, I find it difficult that this environment chooses to have people work independently rather than as a collective whole, meaning it's hard for me to contact classmates when I'm confused about an assignment.

I rarely have the opportunity to interact with my classmates, especially during class which is mostly where I see them.

I don't feel connected to anyone.

Proposals for Revision of an Existing Major

Proposals for significant revisions to existing majors must be submitted for CAPC review 4 weeks before the CLA faculty meeting at which the department hopes to have the major revisions presented. Earlier submission allows for more time for comments and questions before a proposal is finalized for presentation to the faculty. Before presenting a proposal to the CAPC, Departments are expected to consult with the other departments in their division and with any other departments whose offerings or majors will be affected by the revisions.

Proposals should include all of the sections outlined below and should be introduced by the Major Proposal Submission Cover Sheet.

I. Rationale

Although our reviews of our recent assessment data suggest that we are meeting our learning objectives for our students, we feel strongly that the proposed revisions to the major will allow us to continue to, if not better, meet these learning objectives and shephard students more seamlessly through required core courses, while offering them increased flexibility to choose topics and content that address their interests and goals. In addition, we are significantly understaffed for the number of majors and minors we serve; increased flexibility in our course offerings will help our staffing needs as well. Both our current major and our proposed major are in line with the standards outlined by the American Psychological Association's Guidelines for the Undergraduate Psychology Major (see Appendix). However, the changes we are proposing for the Psychology major will bring our major more clearly in line with Psychology programs at comparable institutions, in terms of specific requirements and choice/flexibility of course offerings for students.

II. Learning Objectives

How has the department defined its learning objectives? How do the major revisions address these objectives and more fully implement them?

The Psychology Department has identified 4 learning objectives, and believe that students who complete the psychology major should be able to do the following:

1. **Apply psychological principles to real-world problems and issues**
2. **Use scientific reasoning to interpret psychological phenomena**
3. **Demonstrate effective oral presentation skills**
4. **Demonstrate effective written communication skill**

We expect that our proposed revisions to the major will maintain, and enhance, our ability to address and implement our learning objectives. The increased flexibility regarding how students can complete the major will allow students to pursue areas of specific/individual interest, which should facilitate their ability to make connections

between the course material and the real world. Moreover, the flexibility in the proposed major for students to choose particular topics and subfields in Psychology dovetails nicely with the work students will have done in DREW 110 in identifying specific interests and passions. The specific courses we will offer in our curriculum, in conjunction with the number of courses that are required for students to complete the major, will ensure sufficient breadth of knowledge of the subfields of Psychology while providing opportunities for deeper exploration in particular areas of interest. <u>In addition, the increased flexibility in course offerings will allow us to better offer courses for our students at a time when the department is significantly understaffed.</u>

We have been deliberate in our categorizing of courses as 200- and 300-level, in order to make more consistent department-level decisions about what constitutes an intermediate- vs an upper-level course, and to more deliberately tie particular departmental learning objectives to the course level. While our SLOs are deliberately threaded through our curriculum, all 200-level and 300-level courses will include assignments and artifacts that allow for the development, practice and assessment of a number of transferable skills. The change to making our upper-level seminar courses serve as the Writing in the Major, rather than an introductory-level course, will give us the opportunity to build on the skills students gain in 200- and 300-level courses, with research methodology, academic writing, and empirical sources, and to really focus on what psychological/scientific writing looks like at an advanced level, rather than an introductory one. Finally, our capstone course will continue to include material and artifacts that reflect each of our learning objectives.

III. Proposed Changes to the Curriculum
      a. Explain each proposed change to the major individually;
      b. Provide comparison between new major and old major;
      c. Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.

    a. **Summary of proposed changes**
        i. **Dropping PSYC 110 (WM) course; seminars (PSYC 36X) will instead serve as the WM course**
        PSYC 110 has served as a stand-alone WM course in our department for a number of years, and we deliberately had it designated as an introductory level course that was a prerequisite for our Research Methods course, with the goal of preparing students in advance for the scientific writing that is critical for research writing in our discipline. However, the challenge has been that students are reading and using empirical sources in the PSYC 110 course without having the knowledge of research methods that would better inform their writing and use of sources. In addition, our transfer students, who often come in with the course equivalent of our Research Methods course, then have to "backtrack" and take an introductory-level course. In revisiting our major and curriculum, we decided to shift our Writing in the Major course to a more advanced level course, when students have had 200- and 300-level courses, including but not limited to

Research Methods, where they have had exposure to the empirical sources that ground the literature and writing in our discipline. The seminars, which students take typically in their junior or senior year, will be by no means the first time where they are practicing and developing their skills in scientific writing, but instead will be where we have the opportunity to work with students to further their understanding of the ways in which sources are used in our discipline and to refine their grasp of our scholarly discourse at a time when they are better able to work with the sources and the rhetorical style.

ii.   Move from "content" clusters to "level" clusters

Our current version of the major had students take 8 credits across two particular "content' areas, loosely reflecting the social and biological subfields in our discipline. However, to some extent, that distinction was fairly arbitrary; most of our courses, even those that seem more firmly grounded in one area or the other, cover the intersection of these two subfields, and many of our courses could just as easily be placed in either cluster. In addition, in our review of the major requirements for other schools, most do not make this distinction as part of the requirements for their Psychology major, nor do they require these particular courses for their major.

Our reorganization for our proposed changes would require students to take a minimum 12 credits of our 200-level offerings, and 12 credits of our 300-level offerings (excluding seminars); these new clusters reflect our departmental conversation about what constitutes an intermediate or upper level course in our major, in terms of the development and furthering of particular skills in scientific inquiry and research methods, the types of source materials and research to which students will be exposed, and the types of assignments and artifacts that faculty will assign. The range of 200- and 300-level in our courses are such that by completing these two clusters, students will naturally end up with courses that address the social and biological subfields of our discipline.

iii.   Move from 2 additional courses to 2-4 credits additional coursework

The shift to 2 credits of additional coursework allows us to maintain the current number of credits required to complete the major, and allows students to take either a 1, 2 credit or 4 credit psychology course(s) to meet this requirement.

b. **Comparison chart of existing and proposed major:**

	Existing Major	**Proposed Major**
Total # credits	42-46	44-46
Core Requirements	**(16 credits)** PSYC 101 (BSS) MATH 117 (Q) (C- or higher) PSYC 110 (WM) PSYC 211 (Q)	**(12 credits)** PSYC 101 (BSS) MATH 117 (Q) (C- or higher) PSYC 211 (Q)

Cluster 1	**Choose 2 (8 credits)** PSYC 231 OR PSYC 232 PSYC 342 PSYC 345 PSYC 348	**Choose 3 200-level courses (12 credits)** PSYC 231 PSYC 232 PSYC 220 PSYC 222 PSYC 253 PSYC 270 PSYC 272 (BSS, immersive) PSYC 299 (pending approval)
Cluster 2	**Choose 2 (8 credits)** PSYC 220 PSYC 222 PSYC 253 PSYC 351 PSYC 354	**Choose 3 300-level courses (12 credits)** PSYC 312 (immersive, WI) PSYC 333 (WI) PSYC 342 PSYC 345 PSYC 348 PSYC 350 (WI) PSYC 351 PSYC 354 PSYC 370 PSYC 372 (WI) PSYC 374
Seminar (WM)	**(4 credits)** PSYC 360 PSYC 361 PSYC 362 PSYC 363 PSYC 364 PSYC 365 PSYC 366 PSYC 367 PSYC 368 PSYC 369	**(4 credits)** PSYC 360 (WM) PSYC 361 (WM) PSYC 362 (WM) PSYC 363 (WM) PSYC 364 (WM) PSYC 365 (WM) PSYC 366 (WM) PSYC 367 (WM) PSYC 368 (WM) PSYC 369 (WM)
Additional coursework	**(2 courses) TCC**	**(2-4 credits)**
Capstone	**(2 credits)** PSYC 400	**(2 credits)** **PSYC 400**

c. **Revised Catalog Copy: See linked Google doc here**

Requirements for the Major (44 credits)

I. Core (12 credits)

- PSYC 101 - Introduction to Psychology
- PSYC 211 - Research Methods in Psychology
- MATH 117 - Introductory Statistics *(C- or higher)*

II. Electives I (12 credits)

- PSYC 220 - Biological Psychology
- PSYC 222 - Sensation and Perception
- PSYC 231 - Infancy, Childhood and Adolescence
- PSYC 232 - Adulthood
- PSYC 253 - Cognition
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 299 - Short Trec: Intermediate Level (pending approval)

III. Electives II (12 credits)

- PSYC 333 - Aviation Psychology and Management
- PSYC 342 - Social Psychology
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology
- PSYC 351 - Learning and Behavior

- PSYC 354 - Cognitive Neuroscience
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology
- PSYC 399 - ShortTrec: Upper Level

IV. Seminar (4 credits)

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women's Resistance
- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology
- PSYC 368 - Seminar in Psychotherapy
- PSYC 369 - Seminar in Industrial Organizational Psychology

V. Additional 2-4 credits in Psychology

Students must complete additional 2-4 credits in courses or laboratory experiences in Psychology.

VI. Capstone (2 credits)

- PSYC 400 - Capstone Experience in Psychology

Note

The following courses are recommended:

- PSYC 312 - Advanced Research Project in Psychology
- INTC 200 - Internship Project *in Psychology*

IV. Impact on Other Departments

How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs? Have you consulted with these departments and worked with them to ensure that their programs will not be adversely affected but this major revision? Does the proposed major offer increased possibilities for interdisciplinary collaboration?

We anticipate no impact on other departments in our revision to the major. There are no courses from other departments (except MATH 117) which count toward our major requirements. While there are a number of our courses that are cross-listed with or count toward other majors (e.g., PSYC 361, PSYC 333, PSYC 354), these will still be offered regularly, and as the new major structure allows for increased flexibility in course offerings, we may be able to expand the number of courses that count toward the interdisciplinary majors we have historically supported, including Women's and Gender Studies, Public Health, Neuroscience, and Business.

V. Transition Plan

Provide a detailed transition plan indicating how juniors and seniors enrolled in the current major will be able to complete the requirements for the current major.

The biggest change to our major will be the phasing out of PSYC 110, the Writing in the Major course. We plan to continue to offer sections of this course in the Fall 2020 and Spring 2021 semester, in order to maintain this offering for our currently declared majors. This is a course that students take in their first or second year, and so we should not have any currently declared majors who would be unable to take this course. In the new major, our seminars (PSYC 3XX) will serve as the Writing in the Major requirement and students in both the current and proposed new major are required to take a seminar. In addition, we anticipate continuing to offer the courses in our current content-based clusters regularly, and so students should have no difficulty completing the "old" major as we staff the "new" one. Current majors would also have the option of switching to the new major.

VI. Revision of Minor

Outline any changes to minor requirements necessitated by the revision of the major.

Our proposed revisions to the major will not impact minor requirements. There are no changes to the minor requirements. The only course that will no longer be offered is PSYC 110; currently, that course is an option students could take to fulfill minor requirements, but is not required.

VII. Course Proposals

Attach complete course proposal forms for each new and revised course included in the revised major.

See attached proposal form for PSYC 299- Short Trec: Intermediate Level

Arts and Science Faculty Handbook, Section VI 2.2.D Vote

[Current Handbook](#)

Text in green has been passed by the faculty.
Text in blue is ready for faculty approval.

VI. Shared Governance

1. Faculty Meetings

1.A   Rules of Procedure

1.B   Presiding Officer

1.C   Executive session

1.D   Special Faculty Meetings

1.E   Faculty Composition and Voting Rights

1.F   Voting Eligibility

1.G   Voting Procedures

1.H   Quorum

2. Committee Service

2.A   General Rules

2.B   Election Procedures when Committee Membership is by Election

2.C   Procedures when Committee Membership is by Appointment

2.D   Assigned Time for Committee Service

3. Standing Committees

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

2.D.   Assigned Time for Committee Service

Service is a regular expectation of faculty. At times the burden of service work is considerable and exceeds the normal expectations of a faculty member's responsibility. In these cases the Dean may reassign faculty time from teaching to service. The Dean maintains and publishes a list of committee positions that are to be granted assigned time, which Dean's Council will annually review and, when appropriate, propose modifications.

Arts and Science Faculty Handbook, Section VII 2.2.A Vote

[Current Handbook](#)

Text in green has been passed by the faculty.
Text in blue is ready for faculty endorsement.

VII. Departments of Instruction and Divisions
1. Divisions of the College: Their Nature and Function
1.A Departments included in divisions
1.B The Faculty Forum
1.C Responsibilities and Duties of Forum Chairs
1.D Constitution of the Faculty Forums
2. Academic Departments and Programs of Instruction
2.A Nature and Function of Departments of Instruction and Academic Programs
2.B Department Chairs, Program Directors, and Program Conveners

VII. Departments of Instruction and Divisions

1. Divisions of the College: Their Nature and Function

The division is an educational and quasi-administrative unit intended to provide an electoral pool of broadly related disciplinary subjects for the purpose of election to the following faculty committees: Committee on Faculty, Dean's Council, Curriculum and Academic Policy Committee, and Assessment. The Dean's Council representative for each division will serve as chair of that division and as Coordinator for purposes of nominations to the above four committees.

The organization of the divisions shall be determined by the faculty. Changes in divisional organization may be made by the faculty after consideration of such proposals by the Dean's Council.

1.A. Departments included in divisions:
- Division I: Biology, Chemistry, Mathematics and Computer Science, and Physics
- Division II: Anthropology, Business, Economics, Education, Political Science and International Relations, Psychology and Sociology

- Division III: Art, Art History, Chinese and German, Classics, English, French and Italian, History, Media and Communications, Music, Theatre and Dance, Philosophy, and Spanish

1.B The Faculty Forum

Faculty Forums have the following specific responsibilities:

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

1.C Responsibilities and Duties of Forum Chairs

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

1.D. Constitution of the Faculty Forums

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

2. Academic Departments and Programs of Instruction

2.A Nature and Function of Departments of Instruction and Academic Programs

2.A.i **Nature**

Departments of Instruction and Academic Programs are organizational units that represent and administer subject matter areas of the College and Caspersen School curricula. Departments and programs consist of a chair/director/ or convenor and faculty. A department or program usually corresponds to one or more majors or related fields of academic study. Departments and programs have the same statuses in the governance structure of the university in terms of budgeting, hiring, faculty evaluation, and teaching assignments, but differ in that the Bylaws require Board approval for the creation of Departments.

2.A.ii **Function**

Departments and programs are responsible for overseeing their curricula, effectively delivering the respective majors and/or minors, assessment of that curricula, providing guidance to students, and in some cases overseeing staff, equipment, and/or facilities. Departments and programs are also responsible for making hiring recommendations; mentoring faculty; and guiding faculty through the renewal, tenure, and promotion processes.

2.A.iii **Creation of Departments and Programs**

Proposals for new departments or programs are developed either by a committee of core faculty appointed by the Dean or by interested members of the university community; submitted to the Dean's Council, in conversation with CAPC who reviews associated curriculum; and if approved are brought to a vote before the full Faculty. Departments must also be approved by the Board of Trustees. Programs may propose changing their status to a department by the same process, which also requires approval by the Board of Trustees.

2.A.iv. Modification, Consolidation and Elimination of Departments and Programs

Proposals to modify, consolidate or eliminate departments or programs follow the same process as creation of departments or programs.

2.B Department Chairs, Program Directors, and Program Conveners

Section still under discussion.

Arts and Science Faculty Handbook, Sections I-III Discussion

[Current Handbook](#)

Text in green has been passed by the faculty.
Text in blue is ready for faculty discussion.

I. Introduction

II. Governing Documents

III. History, Mission, and Structure of the University and the Faculty of Arts and Sciences

I. Introduction

The Arts and Sciences Faculty Handbook (hereafter referred to as "the Handbook") is a guide for the Faculty of the College of Liberal Arts and the Caspersen School of Graduate Studies, known together as the Faculty of Arts & Sciences. It also provides general information about the respective schools and outlines some essential university, administrative, and academic policies, procedures and practices pertaining to the faculty of these schools.

As authorized by the University's Board of Trustees under the University Bylaws, revising and/or amending the Handbook requires a vote of the faculty. Suggested changes in policy, procedure and/or practice falling within the scope of this Handbook shall be referred to the Dean's Council for appropriate action. The provisions of the Handbook shall be binding on the Arts and Sciences Faculty and Administration as per Article IV, Section 2a of the University Bylaws. Other University and unit policies and procedures listed in the University Policy Library supplement, but do not supersede or replace, the policies discussed in the Handbook.

In accordance with the information discussed herein, the Faculty Personnel Policy, and the University Bylaws, this Handbook is reviewed and approved by the Offices of the University President and Provost, the Arts & Sciences Dean's Office, the Arts & Sciences Dean's Council and the Arts and Sciences Faculty.

II. Governing Documents

The Handbook is written in accordance with other governing documents of the University and maintained by the Office of the Provost, in consultation with the Arts & Sciences Dean. The Handbook, as well as the documents discussed and referenced herein, shall serve as a description of the rights, responsibilities,, and performance expectations of Drew University's Arts & Sciences faculty, and the relationship between the faculty and the administration. Other important materials relevant to the Arts and Science Faculty, of which all members should become familiar, include Drew University's Bylaws, University Faculty Personnel Policy, University Committee on Faculty Handbook and University Employee Handbook.

III. History, Mission, and Structure of the University and the Faculty of Arts and Sciences

Drew University is an independent liberal arts university located in Madison, New Jersey, 30 miles west of New York City. The University includes the Drew Theological School (DTS), which was founded in 1867; the College of Liberal Arts (CLA), which was established in 1928; and the Caspersen School of Graduate Studies (CSGS), which was established in 1955. In 2017, the faculties of the College of Liberal Arts and Caspersen School of Graduate Studies were combined into a faculty of Arts and Sciences, although the schools retain their distinct identities.

Drew University's mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and professionally as they add to the world's good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

For Action:
Psychology Major/Minor
- **Credit Changes**

For Information:

New Courses:
ECON 281/Wall Street Program: Wall Street and the Economy [OFFC]
ECON 381/Wall Street Program: Analysis of U.S. Financial Markets [WRIT, WRMJ]
PH 330/Emerging Infectious Disease [WRIT]
TREC 399/LocalTREC: Wandering, Exploring, and Discovering (Transforming the Ordinary; Wandering in Your World)
WRTG 220/Writing for Wikipedia: Sources, Sentences & Style [WRIT]

Changes to Existing Courses:
BIOL 330/Emerging Infectious Disease
- **Prerequisite change**
BST 304/Finance
- **Prerequisite Change**
ECON 281/Wall Street Program: Wall Street and the Economy
- **credit, corequisite and prerequisite change**
PSYC 270/Selected Topics in Psychology
- **Changing course number to PSYC 273 and credit change from 4 credits to 0-4 variable credits**
PSYC 370/Advanced Topics in Psychology
- **Changing course number to PSYC 373 and credit change from 4 credits to 0-4 variable credits**
REL 366/Mindfulness: History and Practice
- **Resubject REL 366/Mindfulness: History and Practice as HIST366/Mindfulness: History and Practice**

Changes to Existing Major/Minor:
Economics Major
- **Adding new course ECON 381/Wall Street Program: Analysis of U.S. Financial Markets**
Public Health Major and Minor
- **adding new course PE 330/Emerging Infectious Disease**

Gen Ed Designations:
ECON 281/Wall Street Program: Wall Street and the Economy [OFFC]
ECON 381/Wall Street Program: Analysis of U.S. Financial Markets [WRMJ, WRIT]

WRTG 220/Writing for Wikipedia: Sources, Sentences & Style [WRIT]

For Action:
[Psychology Major/Minor](#)
- **Credit Changes**

Requirements for the Major (44-46~~42-46~~ credits)

I. Core (12~~6~~ credits)
- PSYC 101 - Introduction to Psychology
- ~~PSYC 110 - Psychology Preceptorial~~
- PSYC 211 - Research Methods in Psychology
- MATH 117 - Introductory Statistics *(C- or higher)*

II. Electives I (12~~8~~ credits)
- PSYC 220 - Biological Psychology
- PSYC 222 - Sensation and Perception
- PSYC 231 - Infancy, Childhood and Adolescence
- PSYC 232 - Adulthood
- PSYC 253 - Cognition
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 299 - Short Trec: Intermediate Level
- ~~PSYC 342 - Social Psychology~~
- ~~PSYC 345 - Theories of Personality~~
- ~~PSYC 348 - Abnormal Psychology~~

III. Electives II (12~~8~~ credits)
- ~~PSYC 220 - Biological Psychology~~
- ~~PSYC 222 - Sensation and Perception~~
- ~~PSYC 253 - Cognition~~
- PSYC 333 - Aviation Psychology and Management
- PSYC 342 - Social Psychology
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology
- PSYC 351 - Learning and Behavior
- PSYC 354 - Cognitive Neuroscience
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology
- PSYC 399 - ShortTrec: Upper Level

IV. Seminar (4 credits)

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women's Resistance

- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology

- PSYC 368 - Seminar in Psychotherapy
- PSYC 369 - Seminar in Industrial Organizational Psychology

V. Additional 2-4 credits in Psychology (~~2 courses~~)

Students must complete additional 2 credits in courses or laboratory experiences in Psychology, ~~excluding PSYC 394, PSYC 396, PSYC 410, PSYC 411~~.

- ~~PSYC 270 - Selected Topics in Psychology~~
- ~~PSYC 272 - Stress and Coping~~
- ~~PSYC 333 - Aviation Psychology and Management~~
- ~~PSYC 370 - Advanced Topics in Psychology~~
- ~~PSYC 372 - Organizational Psychology & Leadership~~
- ~~PSYC 374 - Health Psychology~~
- ~~PSYC 399 - ShortTrec: Upper Level~~

VI. Capstone (2 credits)

- PSYC 400 - Capstone Experience in Psychology

Note

The following courses are recommended:

- PSYC 312 - Advanced Research Project in Psychology

- INTC 200 - Internship Project *in Psychology*

For Information:

New Courses:

ECON 281/Wall Street Program: Wall Street and the Economy

Focusing on the institutions and operations of financial markets located on Wall Street (and more generally New York City), this course offers students a solid background on Wall Street and its relationship to the rest of the economy, centering on finance but also including macroeconomic, historical, and ethical dimensions. The impact of the financial sector on the U.S. economy is considered at all levels (local, state, national, and global). Students spend two days per week in New York City, attending presentations and discussions by prominent executives, government officials, institutional shareholders, economists, academics and

other members of the financial community. Students also participate in a course offered by the program director where they are exposed to the major theoretical concepts of modern finance. Sophomore, Junior, or Senior standing with permission of the instructor. Prerequisite: ECON 101 and ECON 102 and acceptance into the Wall Street Semester. Corequisite: ECON 381. Signature of instructor required for registration. CLA-Off Campus Experience.

ECON 381/Wall Street Program: Analysis of U.S. Financial Markets

Using comparative, critical, and/or historical perspectives, this course explores topical events in U.S. and global financial markets. An integral component of the Wall Street semester program, this experience allows students to intertwine classroom theory, information obtained from experts throughout the financial industry, and economic and financial data. At the end of semester, students will have an opportunity to deliver their analyses, findings and recommendations in oral and written forms to their peers, financial practitioners, and program director. Students produce their own research paper on a financial topic of their choice. Sophomore, Junior, or Senior standing with permission of the instructor. Prerequisite: MATH 117 and acceptance into the Wall Street Semester. Corequisite: ECON 281. Signature of instructor required for registration. CLA-Writing Intensive, CLA-Writing in the Major.

PH 330/Emerging Infectious Disease

Scientific advances in the late 19th and early 20th centuries resulted in the prevention and control of many infectious diseases, particularly in industrialized nations. Despite these improvements in health, outbreaks of infectious diseases continue to occur and new infections continue to emerge, some with devastating effects. This course will address trends in infectious diseases, analyze factors contributing to disease emergence, and discuss the development and implementation of prevention and control measures. Relevant topics in microbial pathogenesis and transmission, as well as important aspects of international health will also be addressed. Same as BIOL 330. Prerequisite: BIOL 103 OR BIOL 252. CLA-Writing Intensive

TREC 399/LocalTREC: Wandering, Exploring, and Discovering (Transforming the Ordinary; Wandering in Your World)

Travel is about the journey, not the destination. And the richest form of travel involves wandering, exploring, making connections, and understanding one's place in the world in new and different ways. While quarantine and physical distancing have seemingly limited the possibilities for wandering and exploring, the expert traveler can make any place newly meaningful by transforming their ordinary surroundings into lively and profound landscapes. We invite students to TREC (Travel/Rethink/Explore/Connect) wherever they are through physical, virtual, or imaginative immersion in their community. Participants will record their explorations via photography, writing, sound, and other means, and then, in consultation with faculty experts, apply economic, environmental, psychological, historical, and other frameworks to develop projects that convey their new found knowledge about their communities with others.

WRTG 220/Writing for Wikipedia: Sources, Sentences & Style

In partnership with the nonprofit WikiEdu, this course trains students to be Wikipedia editors and identifies entries that need to be written to help to correct Wikipedia's race and gender imbalance, or revised to include reliable citations. Students consider the responsibility of those who have access to information, and learn to evaluate crowd-sourced information, pay attention to what is missing, and conduct research to correct it. The public writing in this course develops information literacy, summary, synthesis, and sentence-level writing skills necessary for success in college and the workplace. Feedback from Wikipedia editors provides a real-world editing experience. The goal of this Communitybased learning course is to provide accurate and reliable information that people may be unable to find if they do not have access to academic databases or college libraries. CLA-Writing Intensive

Changes to Existing Courses:

BIOL 330/Emerging Infectious Disease

- **Prerequisite change**
  Current:
  BIOL 330/Emerging Infectious Disease
  Prerequisite: MATH 117 or permission of Instructor

Proposed:

BIOL 330/Emerging Infectious Disease
Prerequisite: MATH 117 and PH 101

BST 304/Finance

- **Prerequisite Change**

Current:

BST 304/Finance

This course introduces students to the fundamental concepts in business that are also influenced by political, sociological, psychological, economic, and environmental factors. Students study the effects of entrepreneurial and global activities on financial decisions. Topics include financial analysis and planning, financial investments and institutions, financial assets and pricing, and corporate investment decisions. Pre-requisites: ECON 101 and ECON 102 and MATH 117.

Proposed:

This course introduces students to the fundamental concepts in business that are also influenced by political, sociological, psychological, economic, and environmental factors. Students study the effects of entrepreneurial and global activities on financial decisions. Topics include financial analysis and planning, financial investments and institutions, financial assets and pricing, and corporate investment decisions. Pre-requisites: ECON 101, ECON 102, MATH 117, and BST 215.

ECON 281/Wall Street Program: Wall Street and the Economy

- **credit, corequisite and prerequisite change**

ECON 281/Wall Street Program: Wall Street and the Economy

8 credits

The operations and institutions of financial markets; their role in financing new investments, pensions, etc. ; their impact on local, national, and global economies. The economic history and ethical dimensions of Wall Street and its relation to macroeconomic policy. Prerequisite: ECON 101and ECON 102 and acceptance into the Wall Street Semester. Signature of instructor required for registration. CLA-Off Campus Experience

Proposed:

4 credits

This course compliments ECON 381. Focusing on the institutions and operations of financial markets located on Wall Street (and more generally New York City), this course offers students a solid background on Wall Street and its relationship to the rest of the economy, centering on finance but also including macroeconomic, historical, and ethical dimensions. The impact of the financial sector on the U.S. economy is considered at all levels (local, state, national, and global). Students spend two days per week in New York City, attending presentations and discussions by prominent executives, government officials, institutional shareholders, economists, academics and other members of the financial community. Students also participate in a course offered by the program director where they are exposed to the major theoretical concepts of modern finance. Co-requisite: ECON 381. Prerequisites: ECON 101andECON 102and acceptance into the Wall Street Semester. Offered every Spring semester. Signature of instructor required for registration. CLA-Off Campus Experience

PSYC 270/Selected Topics in Psychology

- Changing course number to PSYC 273 and credit change from 4 credits to 0-4 variable credits

Current:

PSYC 270/Selected Topics in Psychology

4 credits

Proposed:

PSYC 273/Selected Topics in Psychology

0-4 variable credits

PSYC 370/Advanced Topics in Psychology

- Changing course number to PSYC 373 and credit change from 4 credits to 0-4 variable credits

Current:

PSYC 370/Advanced Topics in Psychology

4 credits

Proposed:

PSYC 373/Selected Topics in Psychology

0-4 variable credits

Changes to Existing Major/Minor:

Economics Major
- **Adding course ECON 381/ Wall Street Program: Analysis of U.S. Financial Markets**

Requirements for the Major (46 credits)

I. Core (24 credits)

ECON 101 - Economic Principles: Microeconomics
ECON 102 - Economic Principles: Macroeconomics
ECON 301 - Intermediate Microeconomic Theory
ECON 302 - Intermediate Macroeconomic Analysis
ECON 303 - Economic Methodology And Introductory Econometrics
MATH 117 - Introductory Statistics

Note

Students must pass ECON 301, ECON 302 and ECON 303 with a grade of C- or better in order for these courses to satisfy requirements for the Economics major.

II. Electives (20 credits)

8 upper-level credits, plus in the area of critical or historical perspectives (A).

A. Critical and Historical Perspectives (4-20 credits)

ECON 314 - American Economic Development
ECON 315 - Political Economy of Race, Class, and Gender
ECON 316 - History of Economic Thought
ECON 317 - Contemporary Political Economy
ECON 350 - Selected Topics in Economics*(as appropriate and with the approval of the department chair)*

B. Other Electives (0-16 credits)

ECON 230 - The Economics of Health and Health Care
ECON 238 - Economics of Labor and Trade Unions
ECON 240 - Economics of the Third World
ECON 241 - Global Economy
ECON 242 - International Business
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
ECON 250 - Selected Topics in Economics
ECON 251 - Intermediate Open Topics: US Topics
ECON 252 - Intermediate Open Topics: International
ECON 253 - Intermediate Open Topics
ECON 254 - Intermediate Open Topics
ECON 255 - Intermediate Open Topics: US Topics

ECON 256 - Intermediate Open Topics: International
ECON 262 - Poverty and Policy
ECON 281 - Wall Street and the Economy
ECON 287 - Applied Analysis of Social Entrepreneurship
ECON 311 - Public Finance Economics
ECON 318 - Gender and Globalization
ECON 320 - Money and Banking
ECON 321 - Corporate Finance
ECON 323 - International Economics
ECON 324 - International Trade
ECON 325 - International Finance
ECON 330 - Topics in Economics and the Environment
ECON 337 - Seminar in Labor Economics
ECON 338 - Industrial Organization and Public Policy Toward Business
ECON 381 - Analysis of U.S. Financial Markets
ECON 387 - Social Entrepreneurship: Theorizing Global Trends
ECON 410 - Specialized Honors I
ECON 411 - Specialized Honors II
   III. Capstone (2 credits)

ECON 400 - Economics Capstone Seminar

Public Health Major/Minor
- **adding new course PE 330/Emerging Infectious Disease**

   Public Health Major

   II. Foundational Electives (20 credits)

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

   A. Biosciences Electives (at least 4 credits)

   PH 270 - Topics in Public Health: Biosciences
   PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
   PH 305 - Medical Geography
   PH 330-Emerging Infectious Disease

Public Health Minor

I. Electives (8 credits)

4 credits <u>must</u> be from the PH designation.

<u>PH 270 - Topics in Public Health: Biosciences</u>
<u>PH 271 - Topics in Public Health: Social Sciences</u>
<u>PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience</u>
<u>PH 220 - Environmental Health</u>
PH 330-Emerging Infectious Disease

Launch Updates:

Drew 110
- **This Fall:** Participate in 11/17 at 2:40PM and/or 11/20 at 1:15PM Launch Plan Synthesis student presentations. Please email dlomauro@drew.edu if interested.
- **Spring 2021:**
  - Simultaneous sections every other Tue. a 2:40PM, Wed. at 7:05PM, and Fri. at 1:15PM.
  - Streamlined syllabus (e.g., focus of sessions on student individual/interactive processing of key content; only the Launch Plan Synthesis and its presentation as the strategic, comprehensive required assignment of the course).

Launch Sophomore Step
- Sophomores and advisors together complete the Sophomore Step of their Launch Plan Synthesis in advising meetings (Fall and Spring).
- Sophomore Step - involves academic planning for subsequent semesters to meet the requirements of a major or potential major, to sketch out Immersive Experiences plans, and to consider additional co-curricular experiences and networking opportunities.
- SOPHOMORE STEP TEMPLATE

Proposed Senior Launch Week
- January 8-14 Senior Launch Week Intensive.
- Brief sessions, guided experiences, and ePortfolio presentation for alum feedback.
- Focused on:
  - Seniors' interactive preparation for their next step.
  - Their development of an ePortfolio that synthesizes, makes meaning of, and articulates their collection of experiences and post-graduation readiness.

Launch Newsletter
- First issue of curated Newsletter disseminated on October 22.
- Students' and your ability to set preferences and receive a customized, curated Launch Newsletter with Launchpad content of your interest as often as you want.
- You can find instructions to set your Launch Newsletter preferences here.
- Please help us promote it among students.

2020 Launch Expo
- Thank you for your participation in the Launch Communities Fair.
- 180 students and 100 Community guests/moderators, 1,418 Launch Newsletter opens and 561 Fair page visitors.
- Help us promote and consider joining or watching the recordings of:
  - The Launch Communities Panel Series.
  - The recording of the Immersive Experience Fair.

Sophomore Step: Build out your sophomore academic strategy, expanding upon your Drew 110 Launch Plan Synthesis (LPS)

Instructions for students: Use this template to prepare for your sophomore advising meeting. Fill in this template with (as much as you can!) before you meet with your adviser. You and your adviser can fill it out further during your advising session. After your meeting, follow the steps on the last page to make sure that you successfully link this to your Digication ePortfolio, so you can access this throughout your sophomore year.

Major or potential majors to explore - - -	Minor or potential minors - - -	NOTES:
Immersive Experiences ideas that will help you further explore your paths, gain critical skills, or expand your network - - - -	Next steps in setting up Imm Ex - - -	NOTES:
Transferable skills that I want to target - -	Additional activities (curr or co-curr) that might help me develop my targeted skills - -	NOTES:
Are there mentors (beyond my advisor) who could help me think through my plans forward? - - -	Ideas or next steps suggested by mentors - - -	NOTES:

Potential Courses and Immersive Experiences:

Schedule parameters (athletics, job, commute, etc):	Spring 2021 - - - - -	Summer '21	Gen Ed requirements to consider:
Fall 2021 - - - - -	Spring 2022 - - - - -	Summer '22	Gen Ed requirements to consider:
Fall 2022 - - - - -	Spring 2023 - - - - -		Gen Ed requirements to consider:

AFTER YOUR ADVISING MEETING, TAKE THESE STEPS TO LINK YOUR SOPHOMORE STEP TO YOUR LAUNCH PLAN SYNTHESIS IN YOUR ePORTFOLIO

1) Find your Launch Plan Synthesis in your GOOGLE Drive and open it (you can probably search for this quickly)

2) Copy and paste this step to the end of your Launch Plan Synthesis (LPS)

3) Embed your newly expanded Launch Plan Synthesis into your Digitation Launch Plan ePortfolio by logging into Digication and locating the LPS page within your Launch Pad ePortfolio. Add an embedded item, and then copy and paste the link to your Launch Plan Synthesis to this embedded item.

To view a how-to video for embedding your LPS in Digication:

[Click here for YouTube Student Tutorial: Embedding LPS in Digication](#)

DREW UNIVERSITY
ENROLLMENT REPORT TO FACULTY

Colby McCarthy
Dean of Enrollment Management
November 6, 2020

Application Update – Spring 2021-as of 10/29/20

Spring 2021 - First Year

	Spring 2021	Spring 2020
Applied	25	15
Admitted	21	0
Enrolled	13	0

Spring 2021 - Transfer

Applied	17	18
Admitted	6	0
Enrolled	6	0

We are up for Spring 2021 because of deferred enrollments from the fall. But because the normal application cycle for spring does not start until later, we anticipate enrolling 18 to 20 transfer students and 14 to 17 first year students as spring starts.

Application Update – Fall 2021-as of 10/29/20

Fall 2021 - First Year

	Fall 2021	Fall 2020
Applied	548	580
Admitted	42	7
Enrolled	12	7

Fall 2021 - Transfer

Applied	9	2
Admitted	4	0
Enrolled	2	0

Applications are down for first year students, but the cycle had a late start due to COVID-19. The virtual/hybrid school year for high school seniors has affected their ability to get recommendations and potentially meet with their guidance/college counselor. Some good news is that we are up 55% in Early Decision applicants (34 vs. 22 last year).

Upcoming Events
November 11th – Webcast Wednesday – Fine Arts
November 15th – Virtual Discover Drew Day

We appreciate that so many faculty members are welcoming prospective students into their virtual classes. These interactions are key in developing relationships with students and getting them excited about the academic environment at Drew.

We would like to extend limited invitations for prospective students to attend academic events such as panels, guest speakers, informational events as advertised on Drew Today. We would like to identify the best way to gain permission from the sponsoring department or faculty member so that we are inviting students to events that are appropriate and where they are welcome.

We are continually seeking ways to engage prospective students in the virtual environment and will be requesting faculty participation for specific events and recruitment efforts.

UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of November 6, 2020

Dear Colleagues:

Although the buildings remain closed, your colleagues in the library, archives, and instructional technology continue to support remote teaching and learning during the fall semester, and we are actively planning and preparing for spring.

LIBRARY SERVICES

Planning for Spring 2021: We are planning to reopen the library for spring semester, subject to state and campus requirements and protocols for seating capacity, social distancing, face coverings (masks), and cleaning. Remote access to library services and information resources will remain available for faculty and students working from a distance. The Methodist Archives and History Center and Wilson Reading Room will be open by appointment only.

Instruction and Research Consultations for Spring: As announced last month, Dr. Jody Caldwell is retiring from her position as Head of Research and Reference Services and Director of Library Public Services in January 2021. As a result, the Reference and Research Department (R&R) will have a significant reduction in capacity to provide classroom instruction and private research consultations. Although we will do all we can to compensate by redistributing responsibilities within the department and library-wide, this will nevertheless impact our ability to provide the same level of service and subject expertise as in past semesters, especially on short notice. Please take this situation into account as you prepare your courses and syllabi for Spring 2021. The more advance notice you provide, the likelier it will be that we will be able to accommodate your Library instruction and consultation requests. Should you wish to schedule such instruction or consultations, please contact us via **reference@drew.edu**. Thank you for your understanding, cooperation, and collaboration during this time of transition.

Fall Semester: During the remainder of 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 the Library A-Z List (which includes new and trial databases), and Subject Guides.

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.

Collection Development
The Library encourages faculty to submit book purchase requests using this form or by contacting your subject Librarian or Kathy Juliano. In keeping with our new policy, we are purchasing books only upon the recommendation of faculty. All book selections should be made to support the current and future curriculum. We have also implemented evidence-based and demand-driven e-book purchase programs, with e-books discoverable in the catalog and purchased based on actual usage. Contact your subject librarian or Kathy Juliano with any questions, or to arrange a time to visit with your department to review current resources and anticipated needs.

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

Moodle 2.0 Sunset

Faculty were notified on October 15 that we are shutting down Moodle 2.0 on December 31, 2020. In most cases, courses have already been brought over to Moodle 3 in our new cloud hosted environment. However, if you think you may need us to retrieve a course, please go to Moodle 2 to find the course you're looking for and submit a course restore ticket.

Zoom Updates and New Features

If you haven't already done so, please upgrade to the newest version of Zoom (5.3.1). The quickest way to do that is to go to https://zoom.us/download and click download.

New features

- Multiple people can be spotlighted at the same time. Perfect for panel discussions or group projects.
- Customized gallery view. As a host, this allows you to move the videos of your participants in any order you prefer and then push that view onto your participants so they see the room the same way.
- Self-selecting Breakout Rooms. The host can now create breakout rooms with the option for participants to self-select which breakout room they would like to join. If enabled, participants can move freely between breakout rooms, without needing the host's help. Both the meeting host and participants need to be on *Client 5.3.0* or later to self-select Breakout Rooms. Here is a really good video on ways to use this feature in class.

Reminder about Zoom cloud storage

If you have been saving Zoom recordings to the cloud, please go to your recordings tab at drew.zoom.us and review what you can delete.

• Consider *deleting* (examples): recordings of regular meetings from completed Spring classes; recordings of routine departmental meetings with completed minutes

• Consider *downloading and storing locally or on Drive*: recordings or transcripts needed for ongoing work. Examples: audio and chat transcripts from a routine meeting; recordings of meetings or events that may have historic archival value, such as commencement events, guest lectures, or major campus announcements. (Note that many events are already available on the Drew YouTube channel: https://www.youtube.com/drewuniversity

• Consider *keeping on Zoom*: recordings in active use that are linked from other websites. Examples: faculty development sessions linked from shared faculty Moodle pages.

As indicated in previous emails, we are clearing out recordings from 2018. By the end of the calendar year we'll be asking people to evaluate their recordings from 2019.

With all best wishes,

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

(continued)

E-Resource News

Go to https://libguides.drew.edu/az.php to access these resources, and contact your subject librarian or Kathy Juliano with questions and feedback.

Expanded access to JSTOR Archive Collections
We are pleased to report that Ithaka is providing expanded access to JSTOR resources through June 30, 2021 at no additional cost to participating libraries. This includes full text of over 1,600 journals. Most titles lack the last several years, but holdings are very deep, with many journals running back more than a hundred years.

NYT Academic Pass
This is a reminder that the **New York Times Academic Pass** provides each Drew student, faculty and staff member an online subscription to the nytimes.com site, including full access to NYTimes.com and NYTimes mobile apps for any device, as well as international editions. Individual registration and account activation is required for access - go to https://libguides.drew.edu/newyorktimes and follow the directions under How To Register. Each registered user has unlimited archival access to all years before 1923 and after 1980, and five articles per day for the years 1923-1980. Users can discover and share content on social networks, save articles, subscribe to email newsletters of areas of interest and receive news alerts, either on predefined topics or through a keyword search the user designates. The share button allows you to post articles to a Moodle site.

Open Access Videos
Check out Open Access Video sites on our Media LibGuide, including freely available.

New / Trial Databases

The following databases are newly acquired or being evaluated for a future subscription. Please contact your subject librarian or Kathy Juliano with questions and feedback.

Academic Video Online (AVON)
Academic Video Online delivers more than 71,000 titles spanning a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Highlighted publishers include CNN, BBC, PBS, Sony Pictures Classics, BroadwayHD, Royal Shakespeare Company, National Geographic, and more...
New / Trial Databases, continued

BAS Library (Biblical Archaeology Society Online Archive)
Trial available until March 2021. A Biblical archaeology resource, contains a wealth of material by world-renowned scholars, including:

- Over 9,000 searchable articles by renowned experts
- Over 21,000 lavish color photographs, maps, diagrams, and drawings
- Every issue of Biblical Archaeology Review (1975–present), Bible Review (1985–2005), and Archaeology Odyssey (1998–2006)
- Access to New Encyclopedia of Archaeological Excavations in the Holy Land, Vol. 5
- Video lectures from world-renowned scholars and archaeologists
- Special Collections

New **Brown Judaic Studies** is a peer-reviewed series that publishes high quality, specialized books aimed primarily at a scholarly audience. They publish monographs, collections of essays, and translations of original sources in all fields of Judaic studies. 53 Open Access titles are now available
.

Digital Theatre+

Unlimited access to over 1000+ full-length productions and educational resources,
from over 50 world-class theatre companies, industry associations, practitioners, teachers, examination
boards and scholars.

DSM-5 Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, 2013

Access to the DSM Library from the American Psychiatric Association, Includes the DSM - 5, plus:
- DSM-5 Handbook on the Cultural Formulation Interview
- DSM-5 Handbook of Differential Diagnosis
- DSM-5 Clinical Cases
- Spanish Edition of the Desk Reference to the Diagnostic Criteria From DSM-5

New EBSCO e-books.
A wide selection of e-books from top publishers and presses. Books may be viewed online or checked out
for up to 7 days. See our LibGuide for more information: https://ebsco.libguides.com/ebooks

New Flipster is an app that provides digital access to magazines. Flipster users can download magazines
to read offline. Drew has access to the following titles, replacing print versions:
American Poetry Review, Artforum International, ARTnews, The Atlantic, Bloomberg Businessweek, New
Statesman, Time

New JAMA and related AMA journals with COVID-19 related information is now open access at:
https://jamanetwork.com/journals/jama/pages/coronavirus-alert

Library of Congress Open Access E-Book Collection

Anyone anywhere can now access a growing online collection of contemporary open access eBooks from
the Library of Congress website.

Inclusivity and Accessibility at DREW

BENEFITS OF UDL

Give your students flexible ways to navigate content AND save yourself time!

Benefits of UDL Video

EASY & QUICK CAPTIONING

An Easy Way to Caption Video
Use a Google Slide during a lecture or when creating a recording. Click "Presenter view" and then the "Caption" icon and start speaking.
OR
Auto Captioning and Subtitles File with YouTube to generate a subtitles file, automatically.

EASY ACCESSIBLE SYLLABUS

Syllabi formats do not have to be complicated. Lose the tables, use built-in headings to format for a much more navigable document.

Easy Syllabus Accessibility

Accessible Syllabus Template

CREATE A "CLASS RECORD"

Interesting article on LinkedIn by Rick Reis talks about his experience teaching a visually impaired student, that ultimately made his teaching better and saved him time.

Video summarizing the article:
Accessibility Soliloquy: "How Making My Teaching Accessible Made It Better"

IMAGE ALT TEXT

Adding Image Alt-text is helpful for every student and the device they may be using to view course content. Students with accommodations may require alt-text to help them to understand what is being shown in the image or figure.

How to Write Alt Text and Image Descriptions for the visually impaired

BE MINDFUL OF COLOR

Adding color to emphasize important dates is beneficial only to students who are not visually impaired.
When creating a visual. make sure there is enough contrast for viewers with visual impairments to navigate the page.

NoCoffee Vision Simulator- Chrome Extension

Accessibility Resource List

The Drew Review

DID YOU WRITE A GREAT
RESEARCH PAPER
LAST SPRING OR THIS SEMESTER?

Consider submitting it to be **published** in *The Drew Review*, Drew's own peer-reviewed research journal!

Students must approach their professor for a **faculty nomination** in order to submit a paper. Professors can send submissions as an email attachment to drewreview@drew.edu

Law, Justice, and Society Program
and
Dept of Political Science and International Relations

Series of Conversations on Race and Justice

Speaker: Professor Shatema Threadcraft

Black Death's Public/Private Divide and Normative Black Feminine Embodiment
Black women are not the targets of most lethal police violence; they are much more likely to be exposed to death as part of a black feminine gendering project and to have that exposure increased by the same institution that all too frequently ends the lives of black men. The circumstances of their infrequent deaths reveal the aims of this power formation and "make die" and exposure to death come together as part of a black feminine gendering project in the sphere of black intimate relations. This power punishes failures of conformity to normative feminine gender roles and is aimed at the production of a specific black feminine subject.

on November 20, 2020, Friday from 7-8:30 pm

Bio
Shatema Threadcraft is an Associate Professor of Women's and Gender Studies and Political Science at Vanderbilt University. She is the author of *Intimate Justice: The Black Female Body and the Body Politic* (Oxford University Press, 2016), winner of the National Women's Studies Association's 2017 Sara A. Whaley Award for the best book on women and labor, the 2017 W.E.B. Du Bois Distinguished Book Award from the National Conference of Black Political Scientists and the 2017 Best Book Award from the American Political Science Association's Race, Ethnicity and Politics Organized Section (Best Book in Race and Political Theory). Her article "Intimate Justice, Political Obligation and the Dark Ghetto" (*Signs,* 2014) was awarded the American Political Science Association's 2015 Okin-Young Award, which recognizes the best paper on feminist political theory published in an English language academic journal in 2014. She was the 2017-2018 Ralph E. and Doris M. Hansmann Member at the Institute for Advanced Study and a Visiting Research Associate in the Department of Political Studies at University of the Witwatersrand in Johannesburg from 2009-2012. Her research has been supported by Harvard's Charles Warren Center for Studies in American History, the Ford Foundation, the American Association of University Women and the Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition.

https://news.vanderbilt.edu/2020/09/28/new-faculty-shatema-threadcraft-political-bodies/

Co sponsored by Womens and Gender Studies, Roosevelt institute, Black Students Unions, BIPOC Peer Mentoring Program, Theological School Dean's Office, and Religion and Global Health Forum

Zoom Link: https://drew.zoom.us/j/99938001405

VIRTUAL SERVICES PROVIDED

- Clinical Services
  - Initial Assessment
  - Case management
  - Individual Psychotherapy
  - Group Psychotherapy
  - Brief Consultations – 15 minutes
  - Referrals for Outside Treatment

counseling@drew.edu

VIRTUAL SERVICES PROVIDED

- Community Services

  - Consultation about students for staff and faculty

  - CIRT Committee

  - Training – professional and paraprofessional staff

- Outreach Services

  - Wellness Committee

  - Workshops – *Invite us to your class or club*

  - Instagram – 881 Followers

  - Web Resources – Check out website

CURRENT COUNSELING SERVICES

	2020	2019
Unique students seen since graduation	156	218
Number of counseling sessions	1153	1113
International Students	12%	10%
Gender Identity: Woman	73%	75%
Gender Identity: Man	17%	20%
Gender Identity: All other	7.5%	4.5%
Non-White Identified	47%	45%

CURRENT STUDENT PROBLEMS
(MOST COMMON 2020)

Anxiety	75
Depression	64.7
Family	60.3
Anxiety: Generalized	51.5
Stress	45.6
Social isolation	41.2
Academic performance	32.4
Adjustment to new environment	29.4
Anxiety: Social	23.5
Relationship problem (specific)	22.1

CURRENT STUDENT PROBLEMS
(MOST COMMON 2020)

Relationship problem (specific)	22.1
Interpersonal functioning	22.1
Self-esteem/confidence	22.1
Trauma	22.1
Eating/body image	19.1
Anxiety: Panic attack(s)	17.6
Sleep	17.6
Attention/concentration difficulties	16.2

NATIONAL PANDEMIC TRENDS

- Mental Health America report from January to June 2020
  - Online anxiety screenings went up 406%
  - Online depression screenings went up 457%
  - "At risk" for psychosis increase 400%
  - Most pronounced in young people <25 years old
  - In June 2020, 25,498 depression screeners reported thinking of suicide or self-harm on more than half of days to nearly every day, with 14,607 reporting these thoughts nearly every day.
  - For thousands of positive screeners, racism and current events are cited as factors in their screening results.
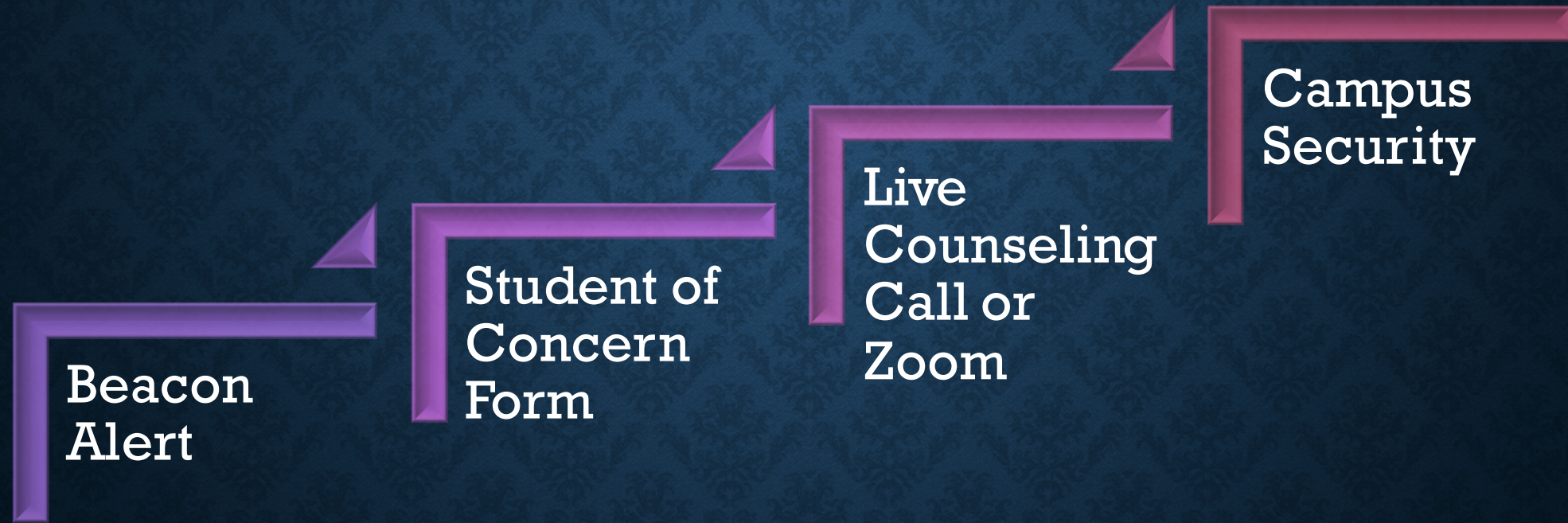
NOTIFICATIONS FOR PSYCHIATRIC EMERGENCIES

- Counseling and Psychological Services – (973) 408-3398 –

- Campus Security (973) 408-3379

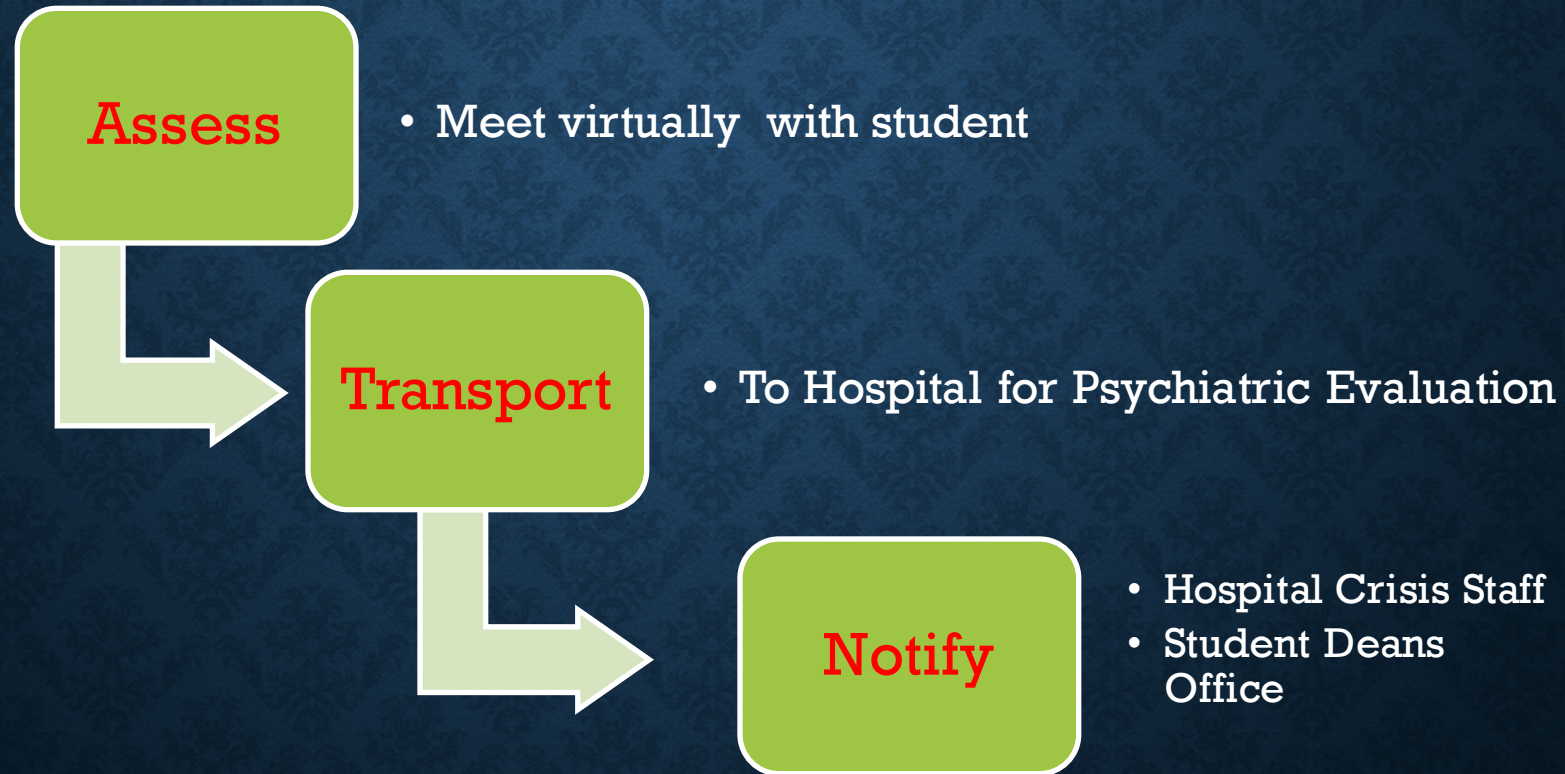- Dean of Students Office at (973) 408-3390

WHAT IS A MENTAL HEALTH CRISIS?

- Require immediate intervention
  - Immediate risk to self or others
  - Loss of contact with reality
  - Gravely disabled – unable to feed self, take care of hygiene, etc.

- Tricky cases
  - People are allowed to be crazy – but they can't be disruptive
  - Crying or intense emotional expression can be uncomfortable, but normal, or…

RESPONSE LEVELS

COUNSELING ACTIONS FOR STUDENT IN CRISIS

Assess

- Meet virtually with student

Transport

- To Hospital for Psychiatric Evaluation

Notify

- Hospital Crisis Staff
- Student Deans Office

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

Common Motions in Order of Precedence:

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

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

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

*Can be amended
**Debatable if no other motion is pending.

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