

**Arts & Sciences Faculty Meeting**  
Dec. 4th 2020  
**AGENDA**

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

Ryan Hinrichs

**APPROVAL OF MINUTES**

Maria Masucci ----- pp. 2

**DEAN'S UPDATES**

Spring restart plan, testing and contact tracing

Ryan Hinrichs

**ACTION ITEMS:**

Committee Elections

Dean's Council ----- pp. 13

**DISCUSSION:**

Undergraduate Research Report

Wendy Kolmar ----- pp. 14

**REPORTS:**

Committee on Faculty

Sarah Abramowitz

Curricular Report

Hannah Wells ----- pp. 20

Launch Report

Daniel Pascoe Aguilar ----- pp. 23

Enrollment Management Report

Colby McCarthy ----- pp. 24

Library Report

Andrew Bonamici ----- pp. 26

**OLD BUSINESS/NEW BUSINESS**

**ANNOUNCEMENTS**

University Faculty Meeting, Monday, Dec. 14, 9:30-11:00 am

*The Drew Review*

Jens Lloyd ----- pp. 31

Digital Humanities January Workshop

Wendy Kolmar ----- pp. 32

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies  
Faculty Meeting | Friday, December 4, 2020

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### BRIANNE BARKER

Biology and Biochemistry and Molecular Biology

Brianne Barker for receiving a \$41,000 award from Novo-Nordisk to support student research and conference travel as part of a Research Cluster to study Blood-related Disorders, for which Dr. Barker also serves as Project Coordinator.

Brianne Barker for being interviewed and quoted in Science News about the Pfizer SARS-CoV2 vaccine: "Pfizer's COVID-19 is 90% effective, preliminary trial data show".

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### BARRY BURD

Computer Science and Mathematics

Barry Burd for being accepted as a member of the worldwide Java Champion program.

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### ALLAN DAWSON

Anthropology

Allan Dawson was elected president of the Northeastern Anthropology Association for a three year term on November 17th, 2020.

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### ALEX DE VOOGT

Business

Alex de Voogt published an article in The Journal of Egyptian Archaeology entitled "The role of graffiti game boards in the understanding of an archaeological site: the Gebel el-Silsila Quarries".

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### JOSHUA KAVALOSKI

German

Joshua Kavaloski for publishing and scholarly essay, "Negotiating the Dichotomies of Memory Culture in a Post-Unification Graphic Narrative about the GDR: Simon Schwartz's Druben!" The German Quarterly, 93.4 (Fall 2020). 484-502.

## G. SCOTT MORGAN

Psychology

G. Scott Morgan for co-authoring, along with Hanson, B. E. and Wisneski, D. C. a chapter titled "The consequences of moral conviction in politics: More negative than positive?" to appear in D. Osborne & C. G. Sibley (Eds.), Handbook of Political Psychology from Cambridge University Press.

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## JONATHAN ROSE

History and History and Culture

Jonathan Rose for organizing and moderating an international Zoom panel, "New Frontier in the of History Reading," cosponsored by Edinburgh University Press and Society for the History of Authorship, Reading and Publishing (November 14.)

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## TREVOR WESTON

Music

Trevor Weston for his performances, recognition, and awards in the US and abroad. He was selected to have his string quartets, Juba and Fudo Myoo, professionally recorded by the JACK Quartet for their Recording Project Studio program. Musiq: A New Music Collective premiered Trevor Weston's commissioned work Stars for soprano, flute, clarinet, violin, cello and piano. The commission was funded by the Chamber Music America Classical Commissioning Program.

Chamber Music Society of Lincoln Center will present Weston's Shape Shifter for Solo cello on their New Milestones I: Transitions (Endurance and Evolution) on December 3, 2020. Shape Shifter received its premiere in Drew University's Concert Hall in 2011, Jason Calloway cellist.

The Oberlin University Chamber Orchestra is streaming Trevor Weston's Gullah inspired Messages on YouTube and the University's website.

The Manhattan School of Music's Camerata Nova is streaming the chamber ensemble version of Trevor Weston's Messages.

The Choir of Girton College, University of Cambridge, will perform Trevor Weston's Responses for their weekly evensong services this semester.

In November, Trevor presented his music in composition symposia at Boston University and East Carolina University.

## November 6, 2020 A&S Faculty Meeting Minutes

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

### *Faculty in Attendance:*

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Carolina Arango-Vargas, Lee Arnold, 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, Stephen Dunaway, Christopher Fazen, Steven Firestone, Kimani Fowlin, Seth Harris, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Poe Johnson, Jason Jordan, John Jordan, Lisa Jordan, Hilary Kalagher, Steve 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, Yahua Madra, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Nancy Noguera, Emanuele Occhipinti, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Judy Redling, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, 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, Barb Bresnahan, michelle brisson, Stephanie Caldwell, Jody Caldwell, Ryman Curtis, Andy Evans, Christy Hartigan, Cordelza Haynes, Jon Kettenring, Jim Mandala, Colby McCarthy, Alex McClung, Frank Merckx, Joanne Montross, Jonathan Morasse, Daniel Pascoe Aguilar, Danielle Reay, Candace Reilly, Brian Shetler, Shawn Spaventa, Kristen Williams

### **CALL TO ORDER:** 3:15 p.m.

Consent Agenda: As announced in the October faculty meeting, based on Sturgis and recommended by Dean Ryan Hinrichs, Consent Agenda was used for the approval of minutes. With no objections, the October 09, 2020 meeting minutes were approved with no revisions.

### **DEAN'S UPDATES**

Before starting the agenda items, Dean Ryan Hinrichs welcomed everyone and explained that the meeting would start with all attendees being invited into smaller breakout rooms so that there is an opportunity to build community, which admittedly, continues to be a challenge while teaching virtually.

Ryan highlighted that a University Faculty meeting will be scheduled before the end of the semester so that faculty have an opportunity to hear directly from the Provost on financial or any other issues of concern. Please be sure to take advantage of that opportunity to engage.

Speaking briefly about plans for the spring, Ryan announced the intention to discuss testing protocols, contact tracing and other related issues at the December faculty meeting. Joan Galbraith has been invited to discuss the many details that will be decided based on the company Drew contracts with for testing and will report on the latest from the Madison Department of Health.

Ryan explained his desire to talk about the wellbeing of students and faculty as we head toward the end of this semester, but first, he offered some notes about spring advising and registration. Acknowledging that this is a difficult advising period ahead of a complex registration season, Ryan highlighted and clarified the following:

- Commuter students will be allowed on campus and can register for in person classes.
- In person only courses will only be in person and cannot accommodate 100% remote students.
- Online courses have scheduled times. Some students are asking about asynchronous courses. Some instructors can easily accommodate this, while others (e.g., required discussions or other pedagogical reasons) prefer not. Faculty have the right to say “no.” Maria Masucci worked to increase the number of courses in early morning and evening time blocks to accommodate students in different time zones. The Drew experience values a synchronous experience.
- A significant number of students (160) with health holds should be directed to work with Health Services to resolve those holds. Please be sure to bring any holds to the attention of your advisees, especially health ones since those can require more time to clear.
- Ryan asked the faculty’s assistance in messaging to students to expect some, perhaps even the majority of their classes, to be on-line for the spring. Everyone should also be prepared for temporary periods (1-2 weeks) of fully on-line instruction if cases spike. Please assist in setting expectations for a different spring semester and one that is likely not to be fully in person.
- Ryan also spoke to those advising seniors who are missing the off campus requirement or the immersive experience. He announced the intention to offer on-line options in January to fulfill those requirements and thanked Stacy Fischer, Sandra Jaimison and Jens Lloyd for their energies in developing two options. One option will be a one credit and free localTREC. The second option will be a no credit, senior launch initiative that will be a series of workshops to help seniors think about their skills, prepare their portfolio, refine their resume and practice their personal statement as preparation for interviews and life after graduation. Details will be provided to those for whom this is relevant, including information on micro-internships.
- A sophomore advising template has been created by Juliette Lantz which helps transition students from DREW 110 to their sophomore year. Please review that template and reach out with any questions.

Questions were welcomed.

In response to a question about a capstone course already approved as an immersive experience, Ryan confirmed that when a student registers for the course it can be used to satisfy the off-campus experience.

In response to a question of if the localTREC will be open to juniors, Ryan explained that it will be opened up first to students in need of fulfilling the requirement, and then more broadly as there is availability.

In response to a question about whether advisors would be informed of advisees missing the off-campus experience, Ryan indicated that the email was sent only to students. The dean's office will work to pull that list together and share it with faculty advisors.

Colby McCarthy offered to arrange drop in hours so students could meet easily with financial counselors to discuss financial holds impacting their registration.

Stephanie Caldwell reiterated that students on track to graduate (94 earned hours or above) are receiving monthly communications about any missing requirements.

The submission of a thesis will be considered an immersive experience.

Maria Masucci will hold open hours on Monday, November 9th. Otherwise, please email the Dean's office any additional questions.

#### Student Climate Survey and Faculty Well Being

Ryan explained that he wanted to take some time to reflect on the results of the Student Climate Survey, and the Faculty Climate Survey sent out earlier today. Faculty and student well-being is the largest concern of the Dean's office right now. Ryan acknowledged that this is a very challenging semester for faculty and students alike due to the virtual modality of classes. He summarized some observations about students from the survey including:

- Many students are struggling with balancing academic work and their personal life.
- It seems more students are working off-campus jobs
- All students, including seniors and students with strong GPAs, are experiencing this semester as one with more work. Anecdotally, faculty have expressed the same.

Ryan welcomed Judy and thanked her for taking the lead on the surveys. Judy provided some context on the student survey and encouraged everyone to review the details provided in the meeting packet and reach out to herself or Alex McClung with any questions. Judy further explained that at the beginning of the semester, the plan had been to periodically check in with students and to "take their pulse" on how they were doing. Students were invited to complete a brief check in on basic needs, access to technology, books, housing, health and wellness. As time went on and seeing an increase in alerts, the decision was made to move to a broader climate survey touching on health and wellness, the student's academic experience, their awareness and connection to resources, and their feelings about the Drew community. The development of the survey was a collaborative effort across the University and it was sent to all Caspersen, Theo and CLA students. The goal was to measure the cumulative impact of the pandemic and guide any interventions to support students.

#### Student Climate Survey Findings

- About half of the CLA students responded with the average GPA of respondents higher than the general population. Responses received were almost even across all class standings.
- Students are reporting high levels of stress, anxiety and experiencing an increased course workload, whether or not that is the case, students are finding it more difficult to get things done.
- Student difficulties are due to the online learning platform, as well as their financial well being and their health from social and emotional factors.

- Results indicated that while half of the CLA students responded, only one third of those students with alerts have responded so far. So, in fact, some students at highest risk have not responded and therefore, the survey results may under represent the impact of the pandemic on the health, well being and academics of our students.
- Faculty reporting is telling us that missing assignments is the most common reason for an alert, followed by impact on performance which is consistent with what students are saying about increased workload, as well as their expressed concerns about knowing where they stand in the class.
- 46% of the respondents experienced a major life event attributed to COVID including students needing to find a new place to live, losing a loved one and experiencing financial setbacks, which caused them to take on new work responsibilities or additional hours.

#### Responses to Climate Survey Findings:

- The Dean of Students Office is doing outreach to students with comments that call for immediate intervention on health challenges, housing insecurities or trauma, including abuse in home environments so students can be connected with resources.
- The Dean of Students Office will be sending out a personalized email to students who identified themselves as having worsening emotional health and difficulty coping and the message will offer support and an opportunity to meet one on one.
- All the survey respondents will receive an acknowledgment that we have heard their concerns, and that we are sharing the aggregate data with faculty and are in discussion.

Discussion is underway in the Dean's office and Dean's Council about other responses under consideration but any change to alleviate the feeling of increased workload has a consequence. Ryan asked the faculty to consider how best to ease the burden and best navigate the remainder of the semester for everyone -- students and faculty, alike. Ryan asked the faculty to consider modifying the intensity of assignments or allow alternative ways for students to complete assignments such as accepting an outline instead of a full paper or a recorded response rather than a written one. He reiterated the importance of a compassionate approach to individual situations.

#### Student Response

Ryan then welcomed CLA Student Government president Mahek Agrawal who shared student suggestions including:

- Drop lowest assignments.
- Make 10 to 25% of the assessed coursework optional so that those grades could be dropped for students who need to take time away or students could raise their grade by completing the majority of the work.
- Curve final grades.
- Consider group assessments. If Professors are willing to give the option to complete certain projects/papers/lab reports, as a group, rather than individually, that would allow students to have the option to do a little bit less work but still complete the entire assignment and benefit from that learning experience.

Mehek reiterated the request for compassion for those students having a difficult time. She shared that not all students are sharing with their Professors all that is going on in their lives and to trust that students are trying their best. She also asked for the opportunity for students to share their anonymous feedback on how professors are adapting to on-line instruction so that

students can provide feedback without any concern around what impact their feedback might have on their individual classroom performance.

Questions were welcomed:

Stephen Dunaway expressed his concern around modifying class requirements for students in the sciences who are preparing for pre-med or pre-dental careers, acknowledging a risk of leaving students unprepared for standardized testing, for example. He asked for guidelines from the Dean's office that could be applied across all classes. Ryan acknowledged that challenge and the need for pre-requisite knowledge but this moment might allow for development of skills in different areas. CLA student body president suggested providing options and informing students of potential consequences, or focus on quality driven assignments over quantity.

Another question was around student concerns that they will be penalized for their performance this semester when applying for graduate programs. Students understood that there was some leniency given in spring and they are worried about what societal expectations might be of their performance in the fall. After discussion around the P/L/PU grading policy, Ryan acknowledged that the Dean's Office has been trying to get some external feedback on such policies but has not been able to do so to date.

Finally, Ryan asked the faculty to share their ideas with the Dean's office who will look to compile some recommendations and share them in the very near future.

### **Counseling Center**

The Director of the Counseling Center, Jim Mandala, shared how the Counseling Center can help students who may be in crisis. A powerpoint presentation was reviewed and will be added to a revised faculty packet available online. Jim shared the following:

- All services are virtual now including the initial assessments and case management.
- The Counseling Center does provide individual psychotherapy, mostly short term work. Group psychotherapy is also available and, in fact, utilized more in our virtual semesters than in a typical in-person semester, perhaps signaling that students are longing for an authentic connection with each other instead of the superficial contact that students have electronically.
- The Counseling Center has started offering the option to sign up for fifteen minute consultations so students can work through, for example, stress around the presidential election.
- The Counseling Center will refer students for outside treatment, but that option is a challenge for international students located in another country so case management is provided in those cases.
- The Counseling Center is available to consult with faculty about any student. They can offer professional training. They will visit a class or club to conduct any of the workshops listed on the Counseling Center website. Please reach out.
- The Counseling Center has seen approximately 10% of the student body to date, which rises to around 25-30% by the end of the year, which is in line with our peer schools, but our numbers are lower than last year. The Counseling Center is providing more services to fewer students. Some students in need are not coming in.
- One concern is how few men are being seen, so please be aware of that during advising sessions.
- Another concern is the finding that 30-40% of our students admit to thinking about self harm, with counselors concluding that 12% of that population are of particular concern.



- Jim reviewed how to mobilize help for psychiatric emergencies (Counseling Center during the day and Campus Security in the evening) but explained the difficulty of identifying a student’s deteriorating emotional state while in a virtual mode.
- Jim explained the levels of response available to faculty including the willingness of the counselors to join a zoom session to assist with a student, a Beacon alert and a Student of Concern Form that prompts a more private and urgent response.

Some guidance on how to screen for suicide was offered. If a faculty member finds themselves in a situation where a student is talking about suicide, there are some specific things that need to be done.

- Faculty need to question them, then refer them.
- In regards to questioning, Jim explained it is absolutely fine to ask a student, who hints in any way about wanting to hurt themselves, directly about their feelings. Research has shown that asking directly does not give people ideas but actually makes them less likely to be suicidal.
- In regards to the process once referred internally, the Counseling Center will assess the student for risk and then arrange for transport. The hospital determines if a student is admitted but the Counseling Center will usually assist with the appropriate notifications.
- Additional training for faculty is forthcoming.
- Campus Security is available, particularly after hours, for those on campus and 911 should be called for those not on campus.

In response to a question about confidentiality, Jim suggested calling the Counseling Center but reiterated the level of privacy associated with the Student of Concern Form. He also reaffirmed that anything shared by the student with the center will not be shared back to faculty, in order to create a safe space for the student.

## **ACTION ITEMS**

### Psychology Major Revisions

Hannah Wells reviewed the changes to Psychology major provided in the meeting packet, asked if there were any questions and with none asked, the vote was initiated. Ryan reiterated that only those with voting rights participate in the zoom poll vote.

Vote Result | Approved

Yes - 69

No - 0

Abstain - 6

### Revisions to the Faculty Handbook

As a result of discussions in Faculty Forms and the Dean’s Council, the vote scheduled for revisions to Section VI, and Section VII will be postponed and, instead, discussion on these items continued.

### Section VI - Faculty Committee Release Time

Roger Knowles led the conversation and thanked everyone for their constructive feedback, noting the importance of clearly articulating in the handbook how the faculty are to regulate themselves. He summarized some of the recent feedback. One point of discussion is whether or not to list in the handbook the committees that are going to be given assigned time so that department chairs and directors are better able to plan for the upcoming year. The second discussion is around consideration of including a new section in the handbook around faculty rights that would deal with faculty rights and responsibilities, including language that outlines a faculty member's right to ask for assigned time for work that is being done outside the classroom, like scholarship, pedagogy, and advising.

In response to a question asking what the current list of assigned time for committee service is and what is the plan for next year, Ryan explained that the Committee on Faculty (COF) members have 1 course of assigned time, the COF Chair has 2 courses of assigned time and the CAPC Chair also has assigned time. He explained that those will continue for next year and that Dean's Council has discussed if there is other service committee work that is meritorious of assigned time. The challenge, in this moment, is a budgetary one. It is unlikely additional ones could be put in place for next year.

### Section VII, 2A and 2B - Academic Departments and Programs of Instruction

Jason Jordan led the discussion explaining first that Section 2A discusses the difference between programs and departments and how they are made and unmade. Section 2B is about the responsibility of chairs and is not ready for discussion just yet. The main issue in 2A is that the distinction between programs and departments has more or less evaporated over the last several years, which is reflected in the handbook, but there is a question about whether the difference exists in the bylaws. Both sections will be clarified before being put up for vote.

### Sections I-III, Faculty Handbook Introduction, Governing Documents and History, Mission and Structure of the University and Faculty of Arts and Sciences.

Sandra Jaimson led this discussion and first summarized feedback from the recent faculty forums. One concern expressed by some faculty was that this section seemed less robust than one might expect if this is the document that describes "who we are", the role of the handbook, and the relationship between the faculty and the institution. Sandra shared that the feedback received from faculty was consistent with Dean's Councils' observations after reviewing peer institution handbooks and the substance of Middle States reporting. Faculty also raised the concern that the section does not speak to the relationship between faculty and the administration as fully as it should, that it would be useful to say more about the governance structure of the institution. As a result, this section is open for further discussion. Sandra suggested that feedback be through the lens that this information would be provided to a new faculty member as if to say, this is Drew. She further clarified that this section is not up for a vote now and will not be up in December.

It was asked that, at the same time of considering the language of the statement of institutional values, that there should be discussion around how faculty support those values, integrate them into courses and ensure faculty are teaching to those values - what actions hold up the statement?

Cordelza Haynes concurred that Ethics, specifically, needs to be at the beginning of the statement and then be linked to everything going forward. Further clarifying examples of actions that would hold up

our statement on Ethics, Cordelza suggested that faculty and staff be trained in anti-racism (different from diversity), asked that curriculum be structured to reflect our ethics, asked that we evaluate outcomes and if we are meeting our goal and what happens if we fall short?

With no further discussion, it was confirmed that, with this input, the sections will be revised and brought back for further discussion.

## **REPORTS**

### Curriculum Report

The faculty were referred to the Curriculum Report in the faculty packet with the only note being a correction on Page 33 of PE330 to PH330.

### Launch Report

Daniel Pascoe announced that presentations of Drew 110 are scheduled on Nov 17th and 20th. All faculty are welcomed to participate again, or for the first time. Please see the packet for spring plans for Drew 110.

Juliette Lantz shared a new template that is part of the Launch Sophomore Step. Use of the template is intended to expand the sophomore advising moment and provide a link from their Drew 110 experience for their launch plan synthesis. She explained that students received the template download via email, and social media with instructions to complete and share it with their advisors as a way to focus their advising discussion. Retaining the template in their portfolio will also assist with follow up advising meetings or future advisor transitions. Any support in introducing this tool of the Sophomore Step would be much appreciated.

Daniel added that the first Launch News was received by all students on October 22nd and asked for faculty support in introducing this feature that allows students to customize the content they receive from the Launch platform.

Launch Expo information is also provided in the faculty packet including recordings of the panel series presentations and the immersive experiences fair.

Ryan asked and received a motion and second to extend the meeting and with no objections, the meeting was extended to 5:15 pm.

### Enrollment Report

Colby McCarthy reported on the Admissions report included in the meeting packet highlighting the following:

- As of the last report, Fall applications for next year had been running behind but they are now 10% ahead which is positive given the challenges of the current environment.
- Given our virtual environment, Enrollment would like to connect select, prospective students with the Drew community in a more meaningful way so Admission counselors are reviewing Drew Today for appropriate events or presentations and may contact faculty to discuss the possibility of a prospect participating, with permission. Enrollment asked faculty to please be in touch with them with any opportunities.

### Library Report

Andrew Bonomici referred the faculty to the meeting packet for the full report but offered some highlights including:

- Please reach out early if you want to plan any instruction sessions with the librarians, as the library is still working through staff transitions. Planning ahead will help the library better meet the needs of everyone.
- Please retrieve all course materials out of the Moodle 2 environment which is being sunsetted by the end of the semester.
- Zoom cloud storage will be updated, so more information to come.
- The library has been working on some inclusivity and accessibility goals, so please take a look at their flyer and consider if there are ways to reshape information on the Moodle site that might be more accessible to those who might need it while, at the same time, providing a clearer, simpler way of communicating information that assists all students.
- There will be a reach out effort to faculty who have students who identified as having a resource need, to work with them to make their class fully accessible to those students.
- The library has agreed to schedule some open time on the main floor of the library for graduate students on a reservation basis only and is a pilot initiative at this time.

### Announcements

Political Science is putting together a series of events around the election. Please look for the details.

Meeting adjourned at 5:15 pm.

Respectfully submitted,  
Christy Hartigan

This ballot is for terms beginning FALL 2021. Nominations from the floor of the December 4 Faculty Meeting will be accepted along with nominations through Monday, December 7 to Dean's Council representatives. An electronic ballot will be available from Tuesday, Dec. 8, 2020 through Friday, Dec. 11, 2020.

4-Dec-20

## BALLOT FOR TERMS BEGINNING FALL 2021

Div I	Div II	Div III/IV	Div III/IV	At-Large
<b>01 Committee on Academic Policy and Curriculum (CAPC)</b>				
vote for 1				
<input type="radio"/> BURD	<input type="radio"/>	<input type="radio"/> CANTERO	<input type="radio"/> KOLMAR	<input type="radio"/>
<input type="radio"/> MURAWSKI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>02 Committee on Faculty (COF)</b>				
<input type="radio"/>	<input type="radio"/> MCGUINN	<input type="radio"/> SPROUT	<input type="radio"/>	<input type="radio"/> DOLAN (CHAIR)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>03 Dean's Council</b>				
vote for 1				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> SODERHOLM	<input type="radio"/> ABRAMOWITZ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> MORGAN
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>04 Global Education Faculty Advisory Committee (GEFAC)</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> TURRERO-GARCIA	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>05 ASSESSMENT (AEAC)</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> KEANE	<input type="radio"/> LLOYD '22	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>06 University Faculty Grievance Committee</b>				
vote for 2				
<input type="radio"/> SURACE	<input type="radio"/> ANDREWS	<input type="radio"/> HARRISON	<input type="radio"/> KORITZ	<input type="radio"/> CERMELE
<input type="radio"/>	<input type="radio"/> SAFRI	<input type="radio"/> OCCHIPINTI	<input type="radio"/> J. CARTER (CSGS)	<input type="radio"/> JAMIESON
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>07 University Faculty Professional Conduct Committee</b>				
vote for 2				
<input type="radio"/> CASSANO	<input type="radio"/> READER	<input type="radio"/> KAVALOSKI	<input type="radio"/> KUNTZ	<input type="radio"/> EVANS (CSGS)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ANDERSON	<input type="radio"/> MCLAUGHLIN	<input type="radio"/> BRENNER
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **REVISED DRAFT Report of the Working Group on Undergraduate Research**

Members: Brianne Barker, Neal Connors, Wendy Kolmar (chair), Scott Morgan, Kim Rhodes

*The working group wishes to thank Alex McClung, Stephanie Caldwell, and Steve Kass for their assistance with the data in this report, as well as all of the chairs and program directors who provided data in response to our survey.*

The Working Group on Undergraduate Research, formed in the fall of 2019, was charged with evaluating the current state of undergraduate research opportunities at Drew and making recommendations for how to expand these opportunities and ensure equal access to them for all undergraduates. The availability of such experiences in all disciplines has become increasingly important with the implementation of the new Launch program and the Immersive Experience requirement.

### **Context**

AACU, the American Association of Colleges and Universities, identifies Undergraduate Research as one of 11 high impact educational practices that enhance both student engagement and student retention. They define the goal of undergraduate research as “involving students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.” In a Winter 2006 article in AACU’s *Peer Review*, Tim Elgren and Nancy Henzel note that undergraduate research experiences help students develop independence and deep relationships with faculty and that they can be “particularly meaningful to students deemed ‘at risk,’ including first-generation college students and minorities.” Henzel and Elgren further assert that “inviting students to invest intellectually in a project gives them the opportunity to help shape its direction, exert some of their own creativity, and experience the joy of intellectual ‘ownership’ of the products resulting from the effort” (*Peer Review*, Winter 2006, vol 8, no 1). In recent years, small liberal arts colleges among our peers and aspirants – including The College of Wooster, Hamilton, Moravian, Elon, and Muhlenberg – have been developing innovative undergraduate research programs and expanding existing programs to students from all disciplines.

### **What Exists at Drew**

Drew currently offers undergraduate research opportunities through a variety of programs including Specialized Honors, the Drew Summer Science Institute, the Digital Humanities Summer Institute, as well as through some departmentally based research, creative practice, and capstone courses and some community-based learning courses. The first task of the working group was to gather data from departments and programs to try to define more clearly the scope and availability of these opportunities and the number of students who participate in them each year. Please note that the data below are preliminary and do not include reports from a few departments and programs, which did not provide data even after follow-up. Nonetheless, we believe that they provide a broad picture of the current state of undergraduate research at Drew.

After looking at the data we collected from department chairs and program directors, we divided the existing research experiences into four sub-categories:

**Course-Based Directed Research.** Courses which help students to develop research skills through papers and projects that pursue a question that is framed by the instructor and stays within the boundaries of the course material/questions, for example a course research paper. In such courses, the

research project represents only a portion of the semester’s assignments and of the graded work of the course.

**Course-Based Independent Research.** Research or creative projects pursued in the context of a seminar, studio, or capstone course in which each student identifies a project, frames the question, defines the approach, and pursues the work under the mentorship of the course instructor. In such courses, the research is the course content. The project takes up the majority of the semester and accounts for the bulk of the grade in the course.

**Fully Independent Research.** Research experiences that are a semester long or longer (honors theses, independent studies, independent creative projects) which are student initiated, in which the student identifies the question, defines the approach, and pursues the project independently with mentorship from a faculty member.

**Non-credit bearing research activities.** Research experiences pursued as part of DSSI, DHSI, or a similar program. These generally involve independent research or collaborative research mentored by a faculty member.

**Please note:** The data below are preliminary and partial data. Not all departments and not all faculty responded to our requests for information. We believe that the data we were able to collect gave us a good initial idea of the nature and distribution across the curriculum of research opportunities for undergraduates. Clearly, the next step is to collect more complete data.

For the five-year period from Fall 2015 through Spring 2020, the number of each of these courses offered is shown in the table below.

Table 1.

	Total Courses/Experiences	Per Year
<i>Course-Based Directed Research</i>	70	15
<i>Course-Based Independent Research</i>	11	2-3
<i>Fully Independent Research</i>	136*	27
<i>Non-Credit Bearing Research</i>	25	5**

\* Note: Counts each departmental honors 410/411 as a separate course.

\*\* Includes DHSI, DSSI, *Insanity’s Horse/Drew Review*, Conference presentations, some Civic Scholar projects

The number of students completing each type of course in the same 5-year period is shown in the table below. Again please note that these data are based on self-reporting by departments and do not include all departments. For non-credit bearing experiences, we had the least complete information for experiences other than DHSI and DSSI. For experiences other than DHSI and DSSI, we’ve included a rough estimate here, which does not include Civic Scholars whose civic projects might have a research component. The area of non-credit bearing research being done by students clearly needs further investigation.

Table 2.

	Total Students	Per Semester
<i>Course-Based Directed Research</i>	3580	358
<i>Course-Based Independent Research</i>	362	36
<i>Fully Independent Research</i>	1862	186
<i>Non-Credit Bearing Research</i>	344	Avg. 64 per summer in DHSI & DSSI. Estimated another 7 or 8 per semester*

Table 3

	CBDR	CBIR	FIR
1 Research Exp	661	250	314
2 Research Exp	422	53	257
3 Research Exp	267	2	113
4 Research Exp	168	0	65
5 Research Exp	57	0	29
More than 5	46	0	42

\* Some student ID numbers are missing from the data, so they are included in prior tables but could not be counted in this table.

As the Tables 1 & 2 indicate, the largest number of research experiences of any sort are in the CBDR courses which do not, in most cases, represent full-semester independent research experiences. A significantly smaller number of students participates each semester in fully-independent research experiences (FIR) including honors theses, independent studies, and independent research courses in the sciences. The smallest category is the course-based independent research courses, with only 2 or 3 of those offered per year, serving between 30 and 40 students per semester. The FIR experiences are the most demanding of faculty time as they involve one-on-one interactions with students in most cases, whereas course-based independent research makes more efficient use of faculty time, since one



faculty member mentors a group of students in a seminar, workshop, or studio setting. Increasing the number of CBIR courses might then be the most efficient way to increase substantial research opportunities for students. As table 3 shows, the number of individual students participating in these experiences is overestimated by the data above, as many students participate in more than one experience.

Table 4

<b>Student Demographics: All Undergraduates vs. those enrolling in Research Courses</b>						
Federal Race/Ethnicity	All Undergrad*		Research Courses		410 & 411 Courses	
	N	Pct	N	Pct	N	Pct
American Indian or Alaskan Native	5	0.1%	0	0.0%	0	0.0%
Asian	168	4.3%	110	5.1%	18	7.0%
Black or African American	299	7.7%	155	7.2%	5	1.9%
Hispanic	471	12.1%	264	12.2%	15	5.8%
More Than One Race	117	3.0%	69	3.2%	10	3.9%
Native Hawaiian or Other Pacific Islander	2	0.1%	1	0.0%	0	0.0%
Non-Resident Alien	533	13.7%	251	11.6%	28	10.9%
Unknown	473	12.2%	169	7.8%	13	5.0%
White	1,825	46.9%	1,138	52.8%	169	65.5%
TOTAL	3,893	100%	2,157	100%	258	100%
Gender	All Undergrad		Research Courses		410 & 411 Courses	
	N	Pct	N	Pct	N	Pct
Female	2,297	59.0%	1,324	61.4%	182	70.5%
Male	1,532	39.4%	824	38.2%	76	29.5%
Neither	13	0.3%	4	0.2%	0	0.0%
Unknown/Undisclosed	51	1.3%	5	0.2%	0	0.0%
TOTAL	3,893	100%	2,157	100%	258	100%
First Generation	All Undergrad		Research Courses		410 & 411 Courses	
	N	Pct	N	Pct	N	Pct
Non FirstGen	3,164	81.3%	1,716	79.6%	214	82.9%
FirstGen	729	18.7%	441	20.4%	44	17.1%
TOTAL	3,893	100%	2,157	100%	258	100%
* Includes anyone in college credit-bearing courses, even those not matriculated into the bachelor's degree program (e.g., IPATH)						

As Table 4 shows, when we look at all research courses, there is little disparity between the percentage of students of color, women, or first gen students in the overall student population and in the population of students enrolled in all research courses. However, when we look at Specialized Honors, as a proxy for FIR experiences, that is no longer true. African American students are only 1.95% of the students completing honors thesis, while they are 7.7% of the overall population; Hispanic/Latino students represent 5.8 percent of the students completing honors theses, but 12.1% of the student population. So, the two largest groups of students of color on campus are significantly underrepresented among students completing the most selective research experiences on campus. That example makes it clear that we have substantial work to do to achieve equity in undergraduate research at Drew.

The data we have provided above are preliminary, though we believe that they give a good initial picture of the state of undergraduate research at Drew. The next task would be to fill out the picture we have been able to develop through more detailed conversations with every department and program. When surveyed by the working group, faculty members offered innovative and creative ideas for expanding research opportunities for students in their departments and programs. Many of their suggestions are reflected in the recommendations below. We hope that a Center for Undergraduate Research and Creative Practice, as we propose it below, would begin its work by filling out the picture we present here.

## **Recommendations**

### **Guiding Principles that Inform Our Recommendations**

- Make a variety of appropriate research experiences accessible to all undergraduates
- Ensure equity of access to these experiences
  - across race, ethnicity, gender, socioeconomic status
  - across departments and divisions
- Balance high impact research experiences for students with demands on faculty workload and university resources. Find scalable strategies.

**OVERARCHING GOAL: Create a university-wide Center for Undergraduate Research and Creative Practice, including a faculty director (with release time) to manage recommendations outlined below.**

### **Recommendations That May Be Possible with Few and/or Existing Resources**

1. Gather complete data from departments and programs in order to have a full and complete picture of research opportunities available and areas of need.
2. Look further at other institutional models for supporting undergraduate research and also at national benchmarking data.
3. Based on the data collected, create a directory of research opportunities
  - Off-campus (e.g., REUs)
  - On-campus (e.g., courses, DSSI, DHSI, theses, labs, creative projects etc.)
4. Create a course attribute in BANNER/Treehouse for courses that involve independent research (including traditional “independent research” courses as well as other courses that have a substantial focus on independent research, i.e., those designated as CBIR and FIR above).

5. Encourage departments to create courses that fit the course-based independent research (CBIR) attribute (including discipline-appropriate scaffolding of research experiences as determined by the department).
6. Consider Navigating Complexity courses as a site for course-based independent research experience.
7. Provide low-cost faculty development for mentoring independent research (e.g., peer-to-peer, cohort-building, workshops).
8. Clarify how mentoring of student research is valued in annual reports as well as processes related to tenure and promotion.
9. Identify existing available funds for undergraduate research and create a centralized directory of resources to maximize use of funds.
10. Create training for students to foster a better understanding of research ethics.
11. Engage library faculty and staff to identify resources to support research (especially electronic) in collaboration with the library and the Methodist archives.
12. Work with Advancement to identify, pursue, and procure funding opportunities for independent student research (e.g., individual faculty grants, institutional grants, individual donors).

#### **Recommendations That Will Require Additional Resources and/or Funding**

1. Expand faculty development for mentoring independent research (e.g., conference attendance, outside speakers, multiple-day workshops with stipends).
2. Incentivize faculty mentorship of independent student research (e.g., course release, grants from institution for student research, appropriate compensation).
3. Fully establish a Center for Undergraduate Research and Creative Practice
  - Appoint a faculty director;
  - Establish a student research clearing house;
  - Identify and pursue funding opportunities;
  - Create a centralized funding pool for undergraduate research;
  - Establish and fund a multi-disciplinary summer research institute modeled on DHSI and DSSI.

Curricular Report  
December 2020

For Information:

**New Courses:**

THEA 316/Theatre Practice: Applied Performance

**Changes to Existing Courses:**

EDUC 556/Methods of Teaching and Assessment in Language Classrooms

- Description change

REL/HIST/WGST 372/Global Women's History

- Description change

**Gen Ed Designations:**

ART 270/Special Topics [BART]

CE 275/Refugees and Resettlement [DVIT for CRN#30186]

ECON 318/WGST 318/Gender Globalization [WRMJ]

HIST 255/Global History [DVIT]

HIST 351/Writing History as Fact and Fiction [BINT, WRIT]

PH 352/PSCI360 Global and International Health [DVIT]

THEA 316/Theatre Practice: Applied Performance [IMRC]

For Information:

**New Courses:**

**THEA 316/Theatre Practice: Applied Performance**

This course is a hands-on learning experience, wherein the student takes an active role in constructing their own knowledge and understanding. Students experience the field of applied theatre by putting skills into practice. They work together as a team with a mentor to design and implement workshops/events where they use theatre to address problems, promote social justice, or celebrate heritage. Students meet regularly with a mentor (faculty member or guest teaching artist), who facilitates the initial training, meets regularly with students to prepare, and supervises the workshop(s).

**HIST 351/Writing History as Fact and Fiction**

The premise of nonfiction is 'that it happened'. The field of history has much to say about how we know and write about what happened. Issues include the nature and status of facts, narrative as creating perceptions of accuracy and realism, and the accessibility of historical analysis to a wider public audience. This course examines these issues at the intersection of historical and creative nonfiction via comparative study of a variety of media, such as novels, magazine articles, traditional historical writing and film, as well as

through writing exercises for students to develop their own craft. CLA Breadth/Interdisciplinary, CLA-Writing Intensive.

**Changes to Existing Courses:**

**EDUC 556/Methods of Teaching and Assessment in Language Classrooms**

- Description change

**Current:**

**EDUC 556/Methods of Teaching and Assessment in Language Classrooms**

This course explores key approaches to developing language skills in secondary classrooms, specifically in teaching language through content. Students acquire essential pedagogical content knowledge and skills through the study of research-based best practices and become familiar with content standards. The course blends university based classes with fieldwork.

**Proposed:**

**EDUC 556/Methods of Teaching and Assessment in Language Classrooms**

This course explores key approaches, methods, and strategies for the effective teaching and learning of world languages, as well as English for speakers of other languages in elementary and secondary classrooms. It is designed for both certified teachers seeking the ESL endorsement certificate and non-certified teachers seeking New Jersey certification in World Languages. Through the study of research-based best practices for effective language teaching, learning, and skill development for students with varying instructional needs, students acquire essential pedagogical knowledge and skills. Specific attention is also focused on standards of instruction for language learners as defined by the State of New Jersey Board of Education, professional language organizations, and agencies committed to incorporating essential values and skills related to language instruction and assessment in the classroom. Course assignments allow for practical application.

**REL/HIST/WGST 372/Global Women's History**

- Description change

**Current:**

**REL/HIST/WGST 372/Global Women's History**

This course considers global patterns in women's history, prioritizing Africa, Asia and the Middle East to explore women's experiences as they are both distinctively cultural and resonant across cultures. A topical framework will enable comparative analysis, and will always include gender as a central mode of analysis, analysis of historiographical issues in constructing global women's history and analysis of religion's role in generating, maintaining and critiquing cultural definitions of gender. Specific topics within this framework may include women's participation in revolutions, religious movements, feminism, politics and the workforce, among other possibilities. A focus of the study is a variety of primary sources, films and field research studies. Same as REL 372. Same as WGST 372. CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive.

**Proposed:**

**REL/HIST/WGST 372/Global Women's History**

**This course considers global patterns in women's history, prioritizing Africa, Asia, Latin America and the Middle East to explore women's experiences as they are both distinctively cultural and resonant across cultures. A topical framework will enable comparative analysis, and will always include gender as a central mode of analysis, analysis of historiographical issues in constructing global women's history and analysis of religion's role in generating, maintaining and critiquing cultural definitions of gender. Specific topics within this framework may include women's participation in revolutions, religious movements, feminism, politics and the workforce, among other possibilities. A focus of the study is a variety of primary sources, films and field research studies. Same as REL 372. Same as WGST 372. CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive.**



## Launch Updates:

### Senior Launch Week

- January 8-14: Senior Launch Week Intensive
- 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.
- **Invitation** to participate in Senior Launch ePortfolio presentations: 1/14, 10AM. Please email [dlomauro@drew.edu](mailto:dlomauro@drew.edu) if you are interested.

### Spring Launch / Career Center In-Class Session Opportunities (ideal for Capstones, or other advanced courses)

- Recommended Topics:
  - Résumé design
  - Cover letter design
  - Exploring Immersive Experiences
  - Finding Mentors
  - Internship/Job Search
  - Applying to Grad School
  - Interview preparation
  - Launch Communities and other Launch resources
- **Please email** [dlomauro@drew.edu](mailto:dlomauro@drew.edu) if you are interested.

### First Destination Knowledge Rate Support

- Drew's First Destination survey collects career outcomes data from recent alums
- **We are eliciting career outcomes knowledge from faculty**
  - On C'20 alums who have not responded to the survey
  - Please share knowledge you may have [in this spreadsheet](#)

### Launch Newsletter

- You and your students have the 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.
- If you don't set any preferences, you will continue to receive monthly newsletters with general information.

**DREW UNIVERSITY  
ENROLLMENT REPORT TO FACULTY**

**Colby McCarthy  
Dean of Enrollment Management  
December 4, 2020**

**Application Update – Spring 2021-as of 11/30**

Spring 2021 - First Year

	Spring 2021	Spring 2020
Applied	29	20
Admitted	21	15
Enrolled	16	4

Spring 2021 - Transfer

Applied	24	32
Admitted	18	19
Enrolled	9	7

**Application Update – Fall 2021-as of 11/30**

Fall 2021 - First Year

	Fall 2021	Fall 2020
Applied	1664	1684
Admitted	531	8
Enrolled	24	8

Fall 2021 - Transfer

Applied	10	7
Admitted	9	2
Enrolled	2	0

Early Decision I admission decisions have been released (11/24) and our first round of Early Action admission decisions will be released on December 11<sup>th</sup>.

**Spring Events**

We are working on developing a schedule of events for spring to accommodate both in-person and virtual delivery. Please see the list of tentative dates below. We are planning to deliver most in-person events for admitted students segmented by academic area to keep the number of guests to campus to a minimum. We will share specific details as they become available.

Sunday, January 24: **\*\*Virtual\*\*** Inside the Forest Day (All Programs)

- 10-11:30am

Saturday, February 6: **\*\*Virtual\*\*** Inside the Forest Day (All Programs)

- 10-11:30am



Saturday, February 13: Inside the Forest Day (Humanities/Social Sciences)

- 8:30am-12pm

Sunday, February 28: Inside the Forest Day (Business/ECON)

- 8:30am-12pm

Wednesday, March 10: **\*\*Virtual\*\*** Inside the Forest Day (All Programs)

- 7-8:30pm

Saturday, March 13th: Inside the Forest Day (Science/Research/Pre-Med)

- 8:30am-12pm

Sunday, March 21: Inside the Forest Day (The Arts)

- 8:30am-12pm

Saturday, April 10: Inside the Forest Day (All Programs)

- 8:30am-12pm

### **Prospective Student Events SP2020:**

Monday, February 15: Discover Drew Day

- 8:30am-12pm

Tuesday, April 6: **\*\*Virtual\*\*** Discover Drew Day

- 7-8:30pm

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 December 4, 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

*DVT Finals Guide for Students:* The Library has prepared a guide to help your students prepare for finals, DVT style. The guide includes links to library research support for remote study, CAE tutoring and writing help, activities for wellness and relaxation breaks, and quiet library videos for ambience. Take a look and share with your students:

<https://libguides.drew.edu/finalsguide-DVTedition/home>

*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. These services **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.)**. For Drew-owned materials not already available in digital form, the library will continue to offer scans or retrieve items from the stacks for [contact-free pickup by appointment](#). The Methodist Archives and History Center and Wilson Reading Room will be open by appointment only, with virtual consultations by appointment, research assistance via email, and scanning.

*Instruction and Research Consultations for Spring:* As announced earlier, 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](mailto:reference@drew.edu). Thank you for your understanding, cooperation, and collaboration during this time of transition.

*Library Reserves for Spring 2021:* To support remote as well as on-campus students with access to course materials, all reserves for Spring 2021 will be digital. This also aligns with COVID-19 protocols and guidance on handling and quarantine of physical materials. Should the protocols change, we will notify you. We ask faculty to provide the library with the following:

1. Use the [book purchase request form](#) to request ebook equivalents of any print books you would normally put on reserve. Indicate on the form that the book is being used by an entire class.
2. Alternatively, [request scans](#) of particular chapters of a library book that you can place on Moodle.

*Media and eBook Requests for Spring 2021:* For films and videos, please refer to the [Media Request page](#) for search tips and instructions for your Spring 2021 media requests.

For questions about reserves or scanning, contact Judy Ahlers, [jahlers@drew.edu](mailto:jahlers@drew.edu). For questions about media and ebooks, contact Kathy Juliano, [kjuliano@drew.edu](mailto:kjuliano@drew.edu).

*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 course shells for Spring 2021:* Course shells in Moodle have been created. In order to ensure that your Spring Moodle classes will be ready to go for the first day of classes, we are asking that all requests be made no later than December 18th.

- If you're interested in getting started early and you're reusing content from a previous semester please fill out a [Course Restore](#) ticket.
- If you're teaching multiple sections of the same course and wish to have them combined so you will only need to maintain one page for all sections, please fill out a [Combine Course](#) ticket.

As always if you have any technology or Moodle related questions please create a support ticket at [help.drew.edu](http://help.drew.edu) or email [helpdesk@drew.edu](mailto:helpdesk@drew.edu)

*Reminder: Moodle 2.0 Sunset is December 31, 2020:* As noted in earlier e-mails and announcements, Moodle 2 courses are on a locally hosted server that will be **decommissioned** in early 2021. To prepare for the server going offline, we are shutting down Moodle 2.0 on December 31, 2020. Therefore, we need all faculty to check to see if any Moodle courses you may still have in Moodle 2 need to be moved to our current version, Moodle 3 by December 31, 2020.

Please note that these are classes **that have not been taught since Spring 2017**. In Summer of 2017, Drew moved from Moodle 2 to 3, and we restored the upcoming courses for Fall 2017 to Moodle 3. Every semester since then, we have moved classes manually from Moodle 2 to Moodle 3 upon request by faculty. In August 2020 we moved all of our Moodle 3 classes to a cloud hosted provider.

If you think you may need us to retrieve a course, go to [Moodle 2](#) to find the course you're looking for and place a [course restore ticket](#) for us to restore the course for you. If you have further questions please place a [helpdesk ticket](#) and someone from our staff will get back to you.

*Digication ePortfolio Policy Updates Effective January 1, 2021:* The provider of Drew's ePortfolio platform, Digication, has announced several policy updates taking effect January 1, 2021. These updates strengthen user privacy and make user rights more explicit and transparent. Existing users will receive a notification of these changes around December 1, and will be prompted to accept the updates when they log in after January 1, 2021. New users created after January 1st, 2021 will be prompted to accept these new policies when they sign in for the first time. More information is available on the Digication support site at <https://support.digication.com/hc/en-us/articles/360052722131-Digication-Policy-updates-coming-in-January-2021>

*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 include

- [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](https://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.

### **PERSONNEL UPDATES**

This is the final regular CLA meeting for Dr. Jody Caldwell, who will retire on January 4, 2021, following 29 years of service to the Drew University community as Associate Librarian and Head of Research and Reference Services and Director of Library Public Services. Please join me in thanking Jody for her many accomplishments and contributions to the Drew community.

As an additional bittersweet announcement, this is also the last CLA meeting for Dr. Brian Shetler, Head of Special Collections and Methodist Librarian, who has accepted a position as Head of Special Collections at the Princeton Theological Seminary beginning in January. Among his many accomplishments, Brian has been instrumental in expanding the Special Collections program, increasing visibility, advancing digitization, and encouraging exposure to primary sources throughout the curriculum. Please join me in congratulating Brian, thanking him for his many contributions to the Drew community, and wishing him well in his new endeavors.

With all best wishes,

Andrew Bonamici, University Librarian  
 107 Library  
[abonamici@drew.edu](mailto:abonamici@drew.edu)  
 x3322

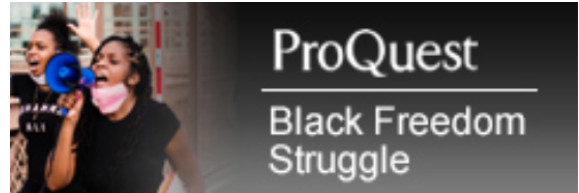
## E-Resource News

Go to <https://libguides.drew.edu/az.php> to access these resources, and contact your subject librarian or [Kathy Juliano](#) with questions and feedback.

NEW

### **Black Freedom Struggle Website**

A selection of approximately 1,600 primary source documents focused on six different phases of Black Freedom. Sources include historical newspaper articles, pamphlets, diaries, FBI files, and correspondence from specific time periods in history.



1. Slavery and the Abolitionist Movement (1790-1860)
2. The Civil War and the Reconstruction Era (1861-1877)
3. Jim Crow Era from 1878 to the Great Depression (1878-1932)
4. The New Deal and World War II (1933-1945)
5. The Civil Rights and Black Power Movements (1946-1975)
6. The Contemporary Era (1976-2000)

The site includes teaching tips and homework samples. For more information, see <https://blackfreedom.proquest.com/about/>

## REMINDERS

### **Expanded access to JSTOR Archive Collections**

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. Although most titles lack the last several years, holdings are very deep, with many journals running back more than a hundred years.

### **NYT Academic Pass**

Please remind your students to take advantage of the [New York Times Academic Pass](#), an online subscription with full access to NYTimes.com, NYTimes mobile apps, and 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. Registered users have 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](#).

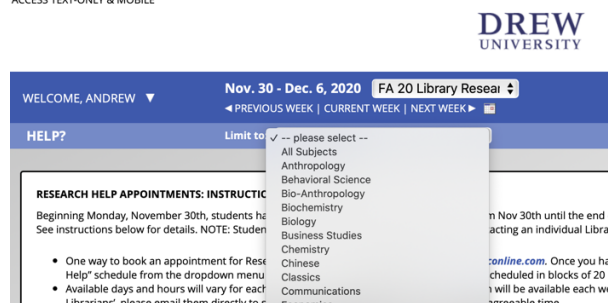
**(continued)**

## PLEASE ANNOUNCE TO YOUR STUDENTS

As Finals approach, be sure to make use of any of the available tools for Research Help — we're ready to help you find the tools and resources you need to finish the semester strong!

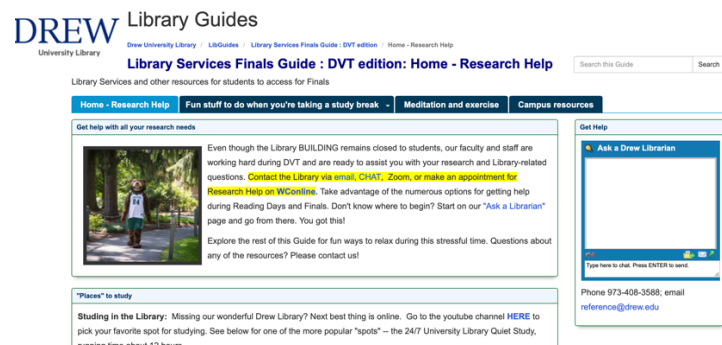
## Schedule Library Research Help through WOnline

ACCESS TEXT-ONLY & MOBILE



In addition to Library CHAT and email, students may now use the CAE's [WOnline](#) scheduling system to reserve a Research Help session via Zoom. It's simple: log onto [WOnline](#) (you'll need to create an account if you don't have one), select **FA20 Research Help** from the drop down menu, find a day and time that works for you, and reserve that time slot. Your schedule doesn't sync with the posted times? Email the Library at [reference@drew.edu](mailto:reference@drew.edu) to find a time for Research Help "off schedule."

## DVT Finals Guide for Students



The Library has prepared a guide to help your students prepare for finals, DVT style. The guide includes links to library research support for remote study, CAE tutoring and writing help, activities for wellness and relaxation breaks, and quiet library videos for ambience. Take a look and share with your students: <https://libguides.drew.edu/finalsguide-DVTedition/home>

# *The Drew Review*

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Consider submitting it to be **published** in  
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# Digital Humanities January Workshop -- January 12 & 13, 2021

Sponsored by a grant from the Andrew W. Mellon Foundation

Link for the Zoom sessions will be provided before the workshops in January

## Tuesday, January 12

### **10:30 -- Image Annotation Tools**

This session will review tools and techniques for image annotation. We will look at Storiies: <https://storiies.cogapp.com/>, an app that allows users to craft annotations guiding the user through the viewing experience, and Recogito: <https://recogito.pelagios.org/> which provides a “workspace where you can upload, collect and organize your source materials - texts, images and tabular data - and collaborate in their annotation and interpretation.”

### **1:15 -- Introduction to Hypothesis**

[Hypothes.is](https://hypothes.is) is an open-source, standards-based collaborative PDF annotation tool for use in hybrid and online classrooms for close reading and in-text group discussion. This workshop will include an introduction to the tool and its installation in Moodle by Danielle Reay, followed by examples from faculty who have used Hypothesis in their courses.

### **3:00 -- Hypothesis 2**

This workshop provides an opportunity for faculty who have been using Hypothesis in their courses to share strategies, successes, and failures -- what they did, what worked, and what didn't. Faculty interested in using Hypothesis are welcome to attend. We hope this session will be the basis of an ongoing Hypothesis working group.

## Wednesday, January 13

### **10:30 -- Domains of One's Own**

Danielle Reay, Marie-Pascale (French), Lee Arnold (Art) & Bree Scotti (tech fellow)

By enabling them to develop their own websites, Domains of One's Own allows students to create a robust ecosystem in which they can productively explore the creation of knowledge, sharing of ideas, and participation in larger, interdisciplinary conversations. This workshop will include an introduction to Domains and WordPress, followed by two faculty members talking about how they used Domains in their fall courses.

### **1:15 -- An Introduction to Python for Humanities Research**

Danielle Reay & Minjoon Kouh (Physics)

This session will provide an overview of using Python, a programming language, for humanities research including techniques for web scraping, data cleaning, and text analysis.

### **3:00 -- Digital Exhibits -- Omeka, Tru Collector**

Danielle Reay, Maria Masucci (Anthropology) & Amy Zavec (tech fellow), Wendy Kolmar (English/WGST)

This session will give an overview of incorporating digital collection building and exhibits into coursework using Tru Collector, a simple and collaborative media collection tool built on Wordpress, and Omeka, a digital exhibit platform.