

## Arts & Sciences Faculty Meeting

Nov. 5, 2021

### AGENDA

3:15-4:15 pm

via Zoom | <https://drew.zoom.us/j/94094858439>

<b>CALL TO ORDER: 3:15 p.m.</b>	Ryan Hinrichs	
<b>CONSENT AGENDA</b> Approval of Minutes		pp. 4
<b>DEAN'S UPDATES</b>	Ryan Hinrichs	
<b>ACTION ITEMS:</b> PPD and GT proposal	Hannah Wells	pp. 10
<b>DISCUSSION ITEMS:</b>		
<b>REPORTS:</b> Curricular Report Enrollment Management Report Launch Report Library Report Instructional Technology	Hannah Wells Colby McCarthy Daniel Pascoe Aguilar Guy Dobson Shawn Spaventa	pp. 9 pp. 17 pp. 21 pp. 23 pp. 25
<b>OLD BUSINESS/NEW BUSINESS</b>		
<b>ANNOUNCEMENTS</b> University Writing Center (UWC) Announcement <i>Drew Review</i> Call for Papers Specialized Honors	Loren Kleinman Jens Lloyd Brienne Barker	pp. 26 pp. 30
<b>ADJOURNMENT</b>		

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies  
Faculty Meeting | Friday, November 5, 2021

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### LEE ARNOLD

Art

Lee Arnold for the inclusion of his work in the exhibition "This Earth" at the Southern Utah Museum of Art from October 16 - December 23, 2021

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### BRIANNE BARKER

Biochemistry; Biology; Public Health

Brianne Barker for being interviewed and quoted in the Philadelphia Inquirer "Merck's COVID -19 pill and the 'unknown risk of DNA mutation'".

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### SEUNG-KEE LEE

Philosophy

Seung -Kee Lee for "The Synthetic A Priori in Kant and Husserl" published in "The Court of Reason: Proceeding of the 13th International Kant Congress," eds. B. Himmelmann and C. Serck -Hassen (Walter de Gruyter, 2021).

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### JOLIE TONG

Theatre Arts and Dance

Jolie Tong for directing "Men on Boats" by Jacklyn Backhaus, presented live in the Kean Blackbox Theater.

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### MARIA TURRERO -GARCIA

Spanish; Linguistics

María Turrero -García for presenting her work at three conferences: her project "Enriching Lexical Effectiveness: A Pedagogical Proposal for Online Translators" with Dr. Andrea Faber from KSU at the Hispanic Linguistics Symposium; her work on "Minority Language Bilingualism: Proficiency, Identity, and Lexical Fluency" at the

Bilingualism Matters Research Symposium, and "Diferencia ente identidá ya autopercepción nel asturianu y'l castellán de los falantes bilingües" at the first SAnTINA conference.

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### CARLOS L. YORDAN

Political Science; International Relations

Carlos L. Yordan for publishing the following article: "The Donations Gap and the 2017 Atlantic Hurricane Season: Explaining Why Puerto Rico's Disaster Relief Operations Post -Maria Received Fewer Charity Contributions Than Similar Efforts in Texas or Florida," Centro Journal, vol. 33, issue 1 (2021): 154 -193.

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### COURTNEY ZOFFNESS

English

Courtney Zoffness, whose book, "Spilt Milk" was selected by the Jewish Women's Archive as a 2021 Book Shelf pick. She gave her first in -person (!) reading at the Lilian Vernon Creative Writers House at NYU on October 28.

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# Arts & Sciences Faculty Meeting Minutes

10.08.21 Faculty Meeting

3:15-4:15 pm

Via zoom

<https://drew.zoom.us/j/94094858439>

## Faculty Attendees:

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Chris Apelian, Di Bai, Brianne Barker, Jim Bazewicz, Rachelle Belinga, Frances Bernstein, Sunita Bhargava, Jeremy Blatter, Lisa Brenner, Barry Burd, James Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaelae Chappe, M. Chi, Kimberly Choquette, Graham Cousens, Allan Dawson, Alex de Voogt, Cathryn Devereaux, Patrick Dolan, Steve Dunaway, Christopher Fazen, Steven Firestone, Kimani Fowlin, Brian Galderisi, Jonathan Golden, Jonathan Rose, Summer Harrison, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, John Jordan, Lisa Jordan, Jason Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Rita Keane, Roger Knowles, Kevin Koh, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Peggy Kuntz, Jessica Lakin, Juliette Lantz, Andrea Lee, Jeongkyu Lee, Neil Levi, Diane Liporace, Jinee Lokaneeta, Yahya Madra, Maria Masucci, Tina McKittrick, Rosemary McLaughlin, Ziyuan Meng, Joanna Miller, Sangay Mishra, G. Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Jennifer Olmsted, Karen Pechilis, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rakosi Rosenbloom, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, Jim Supplee, Phoebe Tang, Kristen Turner, Maria Turrero, Merel Visse, Phoebe Wang, Hannah Wells, Tammy Windfelder, Carlos Yordan.

## Invited Guests:

Margery Ashmun, Carol Bassie, Matthew Beland, Stephanie Caldwell, Jenna Corrado, Chris Darrell, Stuart Dezenhall, Guy Dobson, Stacy Fischer, Christy Hartigan, Cordelza Haynes, Amy Hester, Nadine Hylton, Colby McCarthy, Joanne Montross, Daniel Pascoe Aguilar, Irina Radeva, Yanira Ramirez, Candace Reilly, Margaret Reynolds, Audra Toner

## DEAN'S UPDATE

Ryan Hinrichs welcomed everyone and acknowledged a great start of the fall semester - in large part the result of the work of the faculty and staff in academic affairs and student life, creating an experience that is familiar and feeling more normal and less like a pandemic. He highlighted some updates since the last faculty meeting:

- The Dean's Office worked closely with facilities and identified classrooms that needed stronger ventilation (e.g., rooms without windows or internal HVAC system with significant filtration and outdoor air exchange), and installed stand alone HEPA filtration units. He offered special thanks to Stephanie McCormick and her facilities team.
- Active COVID cases remain low
  - 1 active case
  - Zero students in quarantine
  - 3 restricted from in person classes
- Dealing with other non-covid illnesses
  - Ryan reminded the faculty of pre-COVID policies that remain in place.

- Students should not be asked to provide medical notes to verify absences. Please refer to the [Absence Verification](#) policy.
- Students should be in touch with the Office of Accessibility Resources for services related to long term or chronic illnesses.
- Dean's Council is discussing how to identify and deal with student gaps and Ryan encouraged faculty to please utilize services available for:
  - Strategies for boundary setting and managing- classroom behavior at the faculty development workshop on Nov. 5
  - Study habits, time management, transitioning to college (CAE)
- Beacon alerts
  - Please use Beacon alerts to help coordinate the many services available. Please refer to sample language provided in the packet to write to/follow up with students.
- Academic coaching
  - A reminder that Academic Coaching can be invited to your DSEM course to offer training on how to study.
- Student Survey
  - Judy Redling and the CAE have drafted a Student Survey, as done in past pandemic semesters, to get a sense of where our students are and what resources they are using and need.
- INTO pathway
  - A reminder that INTO pathway students who matriculate into CLA are eligible for extended time accommodations and to please direct them to John Jordan for (re)evaluation.
- Bookstore
  - Ryan informed the faculty that the bookstore will begin returning textbooks at the mid-semester mark so if any books ordered are intended for use later in the semester, please ask students to go ahead and purchase them now or they will be returned.
  - A reminder to order spring textbooks by submitting an the online form or email by Oct. 15
- Course Schedule
  - Faculty were reminded to check the draft of the spring course schedule.

## MINUTES

With a quorum having arrived, the minutes were approved via consent agenda.

Ryan concluded by sharing some preliminary data from the census, specifically that the first-to-second year retention for students matriculating in Fall 2020 is at 88% which is a huge win! This outstanding number speaks volumes about the work of faculty and advisors, to the work of the retention committee, and to the academic support staff - to which Ryan offered a sincere thank you.

To that end, Fall Admission Events were announced and faculty were reminded how to support and participate in those events.

### Monday, October 11th - Virtual Faculty Panel

Ryan thanked the faculty serving on this panel! The panel will begin with introductions and then preshared questions that the moderator will ask each faculty member. After that, the moderator will ask questions from prospective families in the Zoom chat.

### Saturday, November 13th -

- Coffee and Donut Mingle  
Faculty members mingle with prospective families as they arrive at Mead Hall.  
Commitment: Approximately 9:15 - 10:15 AM

- Faculty Breakouts  
Still defining exactly what this will be with modifying the schedule.  
Commitment: Likely 90 minutes
- Lunch in the Commons  
Faculty are welcome to join prospective students and families in the Commons for lunch after Discover Drew Day scheduled programming ends.  
Commitment: Approximately 12:30 - 1:30 PM

[Faculty can use THIS sign up sheet to fill the needs of our events!](#)

## PROVOST'S COMMENTS AND Q&A

Jessica Lakin offered her thanks to all who contributed to a very successful Middle States review. It was gratifying to hear the positive reflections of the work that has been done, particularly in Academic Affairs. She reported that seven recommendations and no requirements had been received, with none being unexpected.

She offered some institutional updates:

President Schwarz recently offered a State of the University Address which Jessica noted some takeaways including:

- There is reason to be optimistic but much work remains ahead. The work of building internal dual degrees and external institutional partnerships will continue.
- The University will continue to work toward a balanced budget that includes depreciation expenses and aims to keep student retention high and meet realistic enrollment goals.
- Decisions will continue to be made around the endowment, land analysis and special collections use, but faculty have been invited to contribute to these conversations. Jessica welcomed other faculty to reach out to the Provost's office, all in an effort to continue transparency.
- For those faculty interested in engaging in conversation around the future of Higher Ed, faculty will soon be invited to participate.
- The Budget process for FY23 has begun. APBC (Annual Planning and Budget Committee) Meetings with faculty representation, will be resuming.
- Meetings around the Arts at Drew with faculty are also forthcoming.
- President Schwarz has been hosting donor meetings, with faculty being invited to engage with Trustees.
- The University is working on professional development Anti-Racism programming.
- Planning for a Chief Diversity Officer who will be reporting directly to the President is underway. A consultant will be engaged to support the process. Faculty and students are welcomed to express an interest to engage in this area.
- As of July 1, 2021, University Technology has reported into the Provost's office, which continues to work with UT to identify the needs of and determine how best to deliver technology services across the University.

Cordelza Hayes suggested that the Thurgood Marshall Institute might be an excellent resource during the Chief Diversity Officer conversations and, at the same time, suggested that the position be an independent one that sits on the Board of Trustees.

## ACTION ITEMS:

Proposal for Internal **Dual-Degree Programs** presented by Hannah Wells, a response for the request for pathways from the CLA to Graduate program. These programs do not change the requirements of the

undergraduate degree but allow for dual-enrollment that accelerate the time and reduce the cost to a graduate degree.

Motion to approve the Dual Degree Programs was voted on with the following results:

Yes - 69

No - 0

Abstain - 7

Update to the **Academic Integrity Policy** Discussion

It was asked whether it was possible to consider stating that course policies will be upheld and that advisors, but also those supporting a student, like a coach, be informed. It was explained that expanding the language might require more conversation.

Understanding of cultural and socio-economic definitions, norms and/or lens should be integrated into the discussions of academic integrity, certainly prior to a sanction and perhaps be a faculty development opportunity.

An **Alternate Resolution Document** was also presented, changes reviewed and with no discussion voted on:

Motion to approve the changes in the Academic Integrity Policy was voted upon with the following result:

Yes - 62

No - 0

Abstain - 4

#### **DISCUSSION ITEMS:**

*Brainstorming: The Future of Remote Learning in CLA*

- The Dean's Council reviewed ideas discussed in the Faculty Forums. Some key ideas include:
  - Remote faculty meetings and committee meetings work well.
  - Remote vs. in person office hours are mixed across the University.
  - How to balance the need for an active community presence on campus since we are a residential college with the convenience and greater access of remote learning.
  - Classes during the week of Thanksgiving Break could be online but will not be THIS YEAR. It is an idea that will be explored and needs to be discussed/coordinated with studio and lab faculty.
  - The Dean's Council sees a need for policy clearly defining how in-person courses can use occasional online capability.
  - Summer Term --While on-line summer courses are a way to boost enrollment, advisors and students need to be aware that some schools don't accept online courses for transfer credit.

Faculty raised a number of points to consider:

- As Drew moves to more combined degrees, how do you meet the needs of the traditional residential students and the graduate students who will participate more readily in evening and online courses?
- Offering more online courses must be considered alongside the technology investments required to make those courses available.
- A request for non-covid data that illustrates the need for online courses. Is the need from our international students, commuter students or is the need because of the time of day of the class offered?

- Years from now, what will the CLA student population look like? Understanding that question will help direct what percentage of students might have the needs. What does the workforce look like and need years from now?
- It was recommended to explore January term as an opportunity to offer alternative class programming.
- Online education does open up accessibility to courses, not necessarily available previously.
- Some majors/industries expect online courses, i.e. computer science.
- Drew might want to be careful not to draw students away from residential life to commuter life since revenue will be impacted.
- Consider programmatic and course level modes, rather than majors.
- Consider surveying current students about situational demand.
- Consider the community of the faculty, with few faculty on campus there are fewer reasons to come to campus.

**The following REPORTS were provided in the October faculty packet.**

Curricular Report  
 Enrollment Management Report  
 CAE Report  
 Launch Report  
 Library Report

**The following Announcements were provided in the October faculty packet.**

**ANNOUNCEMENTS**

Faculty Development Workshop  
 Adjunct Office Hours  
 Major Advisement for BA/MAT  
*The Drew Review* Call For Papers  
 Frances Sellers Program Updates  
 GEFAC  
 College Alumni Board  
 Digital Humanities News and Updates  
 Title IX survey

**ADJOURNMENT at 5:15pm**

Respectfully submitted,  
 Christy Hartigan



**Curricular Report  
November 2021**

**For Action:**

- **PPD & GT Document and Implementation Plan**

**For Information:**

**New Courses:**

- **ECON 211/Economics in the Real World: Reading, Writing and Researching**
- **EDUC 570/Inquiry Based Learning**
- **EDUC 575/Methods of Teaching and Assessment in Secondary Content Areas**
- **ENV 350L/Advanced Environmental Science Lab**
- **PSCI 263/ESS 261/Environmental Security & Climate Change**

**Changes to Existing Courses:**

- **BST 120/Business and Technology: Perfect Together?**
  - **Changing level of course**
  - **Description change**
  - **Adding Restrictions to Juniors and Seniors only**
- **BST 305/Market Strategy & Marketing**
  - **Prerequisite change**
- **ENGH 384/London Literature**
  - **Description change**
- **PH 360/Health Policy**
  - **Cross-list with PSCI 370**
- **PHYS 104/Physics in Modern Medicine**
  - **Credit change from 4 to 2-4 and removed signature of instructor required**

**Minor Changes to an Existing Major/Minor:**

- **Political Science Major**
  - **Adding cross-list with PH 360/PSCI 370**

**Gen Ed Designations:**

- **PSCI/ESS 263/Environmental Security & Climate Change [BINT]**
- **ECON 211/Economics in the Real World: Reading, Writing and Researching [BINT, WRIT]**
- **PSYC 273/Psychology of Stress & Coping (CRN# 11235), WRTG 111/Writing Studio I (CRN# 11236)-Fall Forward 2 credit courses taken together will satisfy the Drew seminar/college writing requirement**

**New Concentrations in MAT Program:**

- **Teacher Education – Business**
- **Teacher Education – Health**

## **For Action:**

- [PPD & GT Document and Implementation Plan](#)

## **For Information:**

### **New Courses:**

#### **ECON 211/Economics in the Real World: Reading, Writing and Researching**

Introduces main traditions and schools of contemporary economics from a historical perspective. Critically unpacks foundational concepts of growth, division of labor, class conflict, capitalism, institutions, competition, commodification, and inequality. Explores diverse problems and fields of economics and economics, including those that pertain to unemployment, discrimination, environmental degradation, GMOs, and health care provision. Students will have multiple opportunities to write research notes in economics using a variety of qualitative and quantitative methods. CLA-Breadth/Interdisciplinary, CLA-Writing Intensive.

#### **EDUC 570/Inquiry-Based Learning**

This course examines how and why inquiry-based learning ensures that all learners are able to meet New Jersey curriculum standards through student choice and engagement. This course is partially based on field experience in a local school.

#### **EDUC 575/Methods of Teaching and Assessment in Secondary Content Areas**

This course explores key approaches to teaching and assessment in secondary classrooms. Students acquire essential pedagogical content knowledge and skills through the study of research-based best practices and become familiar with the New Jersey Student Learning Standards relevant to their instructional discipline. The course blends university based classes with fieldwork.

#### **ENV 350L/Advanced Environmental Science Lab**

Corresponding lab to ENV 350 Advanced Environmental Science. Corequisite ENV 350.

#### **PSCI 263/ESS 261/Environmental Security & Climate Change**

Provides students with the background and conceptual tools necessary for understanding the relationship between anthropogenic climate change and international conflict. Examines several connected environmental issues and assesses the effectiveness of international efforts to address environmental problems. Explores the social, political, and economic factors that contribute to and result from human security problems linked to climate change. Includes examinations of contemporary intrastate conflicts. Students will have the opportunity to gain the analytical skills necessary to understand the mechanisms and consequences of both historical and contemporary climate change.

## **New Concentrations in MAT Program:**

### **Teacher Education – Business:**

## **I. Rationale**

This concentration is for the Master of Arts in Teaching, Secondary Education program. Currently, we do not offer an opportunity for college graduates who have majored in business to seek certification to teach in public schools. In the last year, we have had several career-changers and at least one interested CLA student inquire about this possibility. Adding this concentration will allow students who have earned at least 30 credits in Business and who have met other state mandated content requirements to earn certification through our MAT program. No major curricular changes are needed to offer this concentration.

## **II. Learning Objectives for the Concentration**

The concentration is aligned with the MAT program learning objectives.

## **III. Curriculum Requirements**

The proposal does not affect the structure of the MAT program. Students in Secondary Education currently take two courses that focus on pedagogy in their content areas. To account for the addition of new content areas, we are proposing two new courses. These courses will be run like those in “the arts,” focusing on each of the content areas of the students enrolled.

### **Catalog Copy – MAT Program**

Degree Requirements, Secondary Education

[http://catalog.drew.edu/preview\\_program.php?catoid=38&poid=2494](http://catalog.drew.edu/preview_program.php?catoid=38&poid=2494)

### **II. Methods course, taken in content area (3 credits)**

Add new course EDUC 575 Methods of Teaching and Assessment in Secondary Content Areas

### **III. Inquiry course, taken in content area (3 credits)**

Add new course EDUC 570 Inquiry-Based Learning

### **Catalog Copy – Combined Degree Programs**

Under Teaching: Bachelor’s/MAT

[http://catalog.drew.edu/preview\\_program.php?catoid=37&poid=2283](http://catalog.drew.edu/preview_program.php?catoid=37&poid=2283)

Students who are successful in the BA/MAT concentration apply formally for the MAT program by February 1 of senior year and complete the remaining requirements of the master’s degree in the 5th year. After the 5th year, students will be eligible for New Jersey teaching certification in either elementary K-6 or a content area (English, math, science, social studies, world language, art, music, health, business). BA/MAT concentration students are eligible to earn a second certification in either Special Education or ESL as part of 5th year programming.

Note: The BA/MATs in this paragraph should be changed to B/MAT.

#### **IV. Impact on and Connections with Other Departments/Programs**

The addition of this concentration will allow students majoring in business to seek certification to teach in NJ through the combined B/MAT program. There is no impact on the Business curriculum.

#### **V. Effective Date/Transition Plan**

The concentration will go into effect May 2022, the start of the new MAT cohort year.

#### **VI. Course Descriptions**

##### **EDUC 570: Inquiry-Based Learning**

This course examines how and why inquiry based learning ensures that all learners are able to meet New Jersey curriculum standards through student choice and engagement. This course is partially based on field experience in a local school.

##### **EDUC 575: Methods of Teaching and Assessment in Secondary Content Areas**

This course explores key approaches to teaching and assessment in secondary classrooms. Students acquire essential pedagogical content knowledge and skills through the study of research-based best practices and become familiar with the New Jersey Student Learning Standards relevant to their instructional discipline. The course blends university based classes with fieldwork.

#### **Teacher Education – Health:**

##### **I. Rationale**

This concentration is for the Master of Arts in Teaching, Secondary Education program. Currently, we do not offer an opportunity for college graduates who have majored in public health to seek certification to teach in public schools. In the last year, we have had at least one CLA student inquire about this possibility. Adding this concentration will allow students who have earned at least 30 credits in Public Health and who have met other state mandated content requirements to earn certification through our MAT program. No major curricular changes are needed in order to offer this concentration.

##### **II. Learning Objectives for the Concentration**

The concentration is aligned with the MAT program learning objectives.

##### **III. Curriculum Requirements**

The proposal does not affect the structure of the MAT program. Students in Secondary Education currently take two courses that focus on pedagogy in their content areas. To account for the addition of new content areas, we are proposing two new courses. These courses will be run like those in “the arts,” focusing on each of the content areas of the students enrolled.

#### **Catalog Copy – MAT Program**

Degree Requirements, Secondary Education

[http://catalog.drew.edu/preview\\_program.php?catoid=38&poid=2494](http://catalog.drew.edu/preview_program.php?catoid=38&poid=2494)

## **II. Methods course, taken in content area (3 credits)**

Add new course EDUC 575 Methods of Teaching and Assessment in Secondary Content Areas

## **III. Inquiry course, taken in content area (3 credits)**

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Under Teaching: Bachelor's/MAT

[http://catalog.drew.edu/preview\\_program.php?catoid=37&poid=2283](http://catalog.drew.edu/preview_program.php?catoid=37&poid=2283)

Students who are successful in the BA/MAT concentration apply formally for the MAT program by February 1 of senior year and complete the remaining requirements of the master's degree in the 5th year. After the 5th year, students will be eligible for New Jersey teaching certification in either elementary K-6 or a content area (English, math, science, social studies, world language, art, music, health, business). BA/MAT concentration students are eligible to earn a second certification in either Special Education or ESL as part of 5th year programming.

Note: The BA/MATs in this paragraph should be changed to B/MAT.

## **IV. Impact on and Connections with Other Departments/Programs**

The addition of this concentration will allow students majoring in public health to seek certification to teach in NJ through the combined B/MAT program. There is no impact on the Public Health curriculum.

## **V. Effective Date/Transition Plan**

The concentration will go into effect May 2022, the start of the new MAT cohort year.

## **VI. Course Descriptions**

### **EDUC 570: Inquiry-Based Learning**

This course examines how and why inquiry based learning ensures that all learners are able to meet New Jersey curriculum standards through student choice and engagement. This course is partially based on field experience in a local school.

### **EDUC 575: Methods of Teaching and Assessment in Secondary Content Areas**

This course explores key approaches to teaching and assessment in secondary classrooms. Students acquire essential pedagogical content knowledge and skills through the study of research-based best

practices and become familiar with the New Jersey Student Learning Standards relevant to their instructional discipline. The course blends university based classes with fieldwork.

### **Changes to Existing Courses:**

#### **BST 120/Business and Technology: Perfect Together?**

- Changing level of course
- Description change
- Adding Restrictions to Juniors and Seniors only

### **Current:**

#### **BST 120/Business and Technology: Perfect Together?**

This course relies heavily on a foundation of “experiential learning.” The lecture portion of the class focuses on how technology is integrated into business solutions, with review and discussion of case studies using current topics like the healthcare.gov website design and development problems, the state-of-the-art logistics considerations for Amazon.com, and the technology considerations for broadcasting a Super Bowl at Met-Life Stadium in New Jersey. The concepts covered during these lectures are then integrated into the project work that teams of students will complete as they review specific areas of business on Drew’s campus, and report back to the class on everything from how hardware/software solutions were defined, developed, purchased, implemented, supported and even retired.

The project teams will be required to meet with their Drew “business” contacts at least three times during the semester, as they develop two short presentations to introduce their area of study to the rest of the class and then pull together their final presentation. The final presentations are presented to the class, as well as a panel of guest speakers who have also contributed to the course by discussing their own business and technology experiences throughout the semester. (Some of the guest speakers are also Drew alumni, while others are contacts that the instructor will invite to the class when their area of expertise matches the topics currently being discussed in class.) Offered alternate spring semesters.

### **Proposed:**

#### **BST 320/Business and Technology: Perfect Together?**

Relies heavily on a foundation of “experiential learning.” Lectures focus on how technology is integrated into business solutions, with review and discussion of case studies using current topics and an industry-standard best practices framework. The concepts covered during these lectures are then integrated into the project work that teams of students complete as they review specific business functions on Drew’s campus, analyzing how hardware/software solutions were defined, developed, purchased, implemented, supported and even retired. Guest speakers contribute to the course by discussing their own business and technology experiences throughout the semester. Has a business focus and does not include any technical programming or analytics work. Registration restrictions: Juniors and Seniors only.

#### **BST 305/Market Strategy & Marketing**

- Prerequisite change

### **Current:**

Pre-req: ECON 301 or Instructor permission

**Proposed:**

Pre-req: Restricted to juniors and seniors only

**ENGH 384/London Literature**

- **Description change**

**Current:**

**ENGH 384/London Literature**

For this course, students become London flaneurs, walking the streets and interpreting the signs of the city as if it were a text. Readings include a range of eighteenth-, nineteenth-, and twentieth-century writings, among them Dickens, *Our Mutual Friend*, Woolf's *Mrs. Dalloway*, Waugh's *Vile Bodies*, and Ali's *Brick Lane*. By paying close attention to both text and context, students achieve a lively appreciation of the works in and of themselves and as part of the cultural life of London. CLA-Breadth/Humanities.

**Proposed:**

**ENGH 384/London Literature**

Become a London flâneur, walking the streets and interpreting the signs of the city as if it were a text. We read a wide variety of novels, including classics and lesser known works, from the nineteenth century up to the present. We begin with Dickens in order to recapture the sense of London as the greatest and dirtiest of cities and the focus of aspiration. We explore the significance of class, the changing role of women in the metropolis, London as the center of Empire and as a contemporary world city. In addition to historical context, we consider literary style and narrative technique. By paying close attention to both text and context, students achieve a lively appreciation of these works in and of themselves and as part of the cultural life of London. CLA-Breadth/Humanities.

**PH 360/Health Policy**

- **Cross-list with PSCI 370**

**PHYS 104/Physics in Modern Medicine**

- **Credit change from 4 to 2-4 and removed signature of instructor required**

**Minor Changes to an Existing Minor:**

- **Political Science Major**
  - **Adding cross-list with PH 360/PSCI 370**

**C. International Relations**

- [PSCI 240 - United States Foreign Policy](#)
- [PSCI 241 - Transnational Feminisms](#)
- [PSCI 242 - International Organizations](#)
- [PSCI 243 - Terrorism](#)
- [PSCI 245 - International Relations Theory](#)
- [PSCI 246 - The Political Economy of Development](#)
- [PSCI 247 - International Security](#)

- [PSCI 248 - Special Topics in Human Rights](#)
- [PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration](#)
- [PSCI 257 - Muslims and the West](#)
- [PSCI 259 - Global Governance and Counter-Terrorism](#)
- [PSCI 283 - UN Community Internship](#)
- [PSCI 321 - International Environmental Policy and Politics](#)
- [PSCI 329 - Principles of International Law](#)
- [PSCI 333 - International Human Rights](#)
- [PSCI 343 - Comparative Political Parties](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)
- [PSCI 345 - War and Peace in the Middle East](#)
- [PSCI 346 - Comparative Political Economy](#)
- [PSCI 349 - Global Discourse on Human Rights or WGST 349](#)
- [PSCI 360 - Selected Studies in International Politics](#)
- [PSCI 361 - Latin America and U.S. Foreign Policy](#)
- [PSCI 362 - International Political Economy](#)
- [PSCI 363 - The National Security Council](#)
- [PSCI 364 - Collective Conflict Management](#)
- [PSCI 367 - Seminar on Gender and International Politics](#)
- [PSCI 369 - Strategies of War and Peace](#)
- [PSCI 370 - Health Policy](#)
- [PSCI 371 - Peacemaking and Peacekeeping in the 21st Century](#)
- [PSCI 383 - The United Nations System and the International Community](#)
- [PSCI 384 - Research Seminar on the United Nations](#)
- [PSCI 387 - Social Entrepreneurship: Theorizing Global Trends](#)



# Enrollment Management Arts and Sciences Update

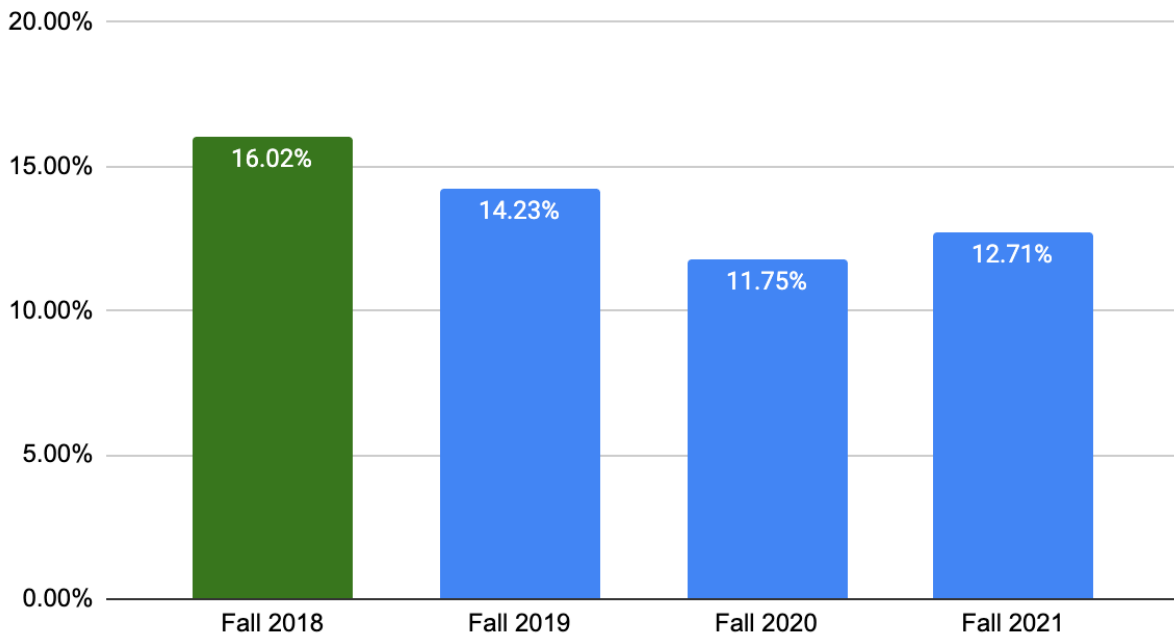
## 10/29/2021

### CLA

#### Deposits

- The cycle ended with 359 first time first-year(FTFY) students and 54 transfer students.
- One focus for the admissions staff was to address the declining yield rate. For this cycle, the yield increased nearly a percentage point. Below is the historical yield and current cycle data. The Fall semester of 2018 was the year of Drew's tuition reset, in which the list price of the CLA degree was reduced 20% or nearly \$10,000.

#### Historical CLA yield



Deposits by App	Early Decision	Early Action	Regular	INTO Direct	Deposits	Yield
Fall 2018	79	194	141	6	420	16.02%
Fall 2019	77	162	155	6	400	14.23%
Fall 2020	65	172	101	5	343	11.75%
Fall 2021	54	175	124	6	359	12.71%

- There was, and remains, some industry-wide trending of less students participating in Early Decision programs at non-highly selective institutions.
- A pilot focus on increasing non-athlete Early Decision applicants is taking place this Fall, and we will evaluate the success of those efforts.

Below, the yield of our incoming Fall 2021 first-year students is broken down into key subcategories.

Yield By Sub Group			
Group	Admitted	Deposited	Yield
Action Scholars	204	52	25.49%
Art Scholars	80	26	32.50%
Athletes	334	127	38.02%
Baldwin Scholars	429	63	14.69%
EOS	90	11	12.22%

- There were 11 admitted as Action, Arts and Baldwin Scholars, with 3 attending Drew.
- Subtracting the above, an additional 75 students were admitted as Action and Baldwin Scholars, of which 13 are in attendance.

### **Historical Trends**

The next three tables show the prior cycles' completed applications, total admitted and total "melt" after deposit by application type. A trend we are watching is the impact of the pandemic on Early Decision applicants, and a hesitance in students to commit so early in a process.

Completed Applications	Early Decision	Early Action	Regular	INTO Direct	Total
Fall 2018	110	1719	1923	36	3788
Fall 2019	104	1675	2105	44	3928
Fall 2020	104	1802	2005	78	3989
Fall 2021	63	1704	1692	84	3543

Admitted	Early Decision	Early Action	Regular	INTO Direct	Total
Fall 2018	90	1340	1161	31	2622
Fall 2019	84	1405	1282	39	2810
Fall 2020	83	1551	1219	65	2918
Fall 2021	62	1494	1199	69	2824

Melt	Early Decision	Early Action	Regular	INTO Direct	Total
Fall 2018	4	19	13	1	37
Fall 2019	4	12	18	0	34
Fall 2020	7	12	29	2	50
Fall 2021	1	14	19	4	38

## **Demographics for First Time, First-Year Students**

While our admittance rate was higher than the previous year, our academic quality was not reduced. As discussed in prior reports, the SAT average is an outlier as fewer than normal students submitted their test scores this year (32% of applicants and 31% of those enrolled).

At Census	Female	Male	Students of Color	Non-SOC	Average GPA	Average SAT
2019	62.50%	37.50%	41.30%	58.70%	3.51	1208
2020	57.10%	42.90%	39.10%	60.90%	3.66	1197
2021	59.30%	40.70%	41.70%	58.30%	3.69	1243

## **Transfers - Historical Fall Data**

Our transfer population continues to be strong, and an additional 15 students are anticipated this January.

	Completed Applications	Admitted	Deposited	Yield
Fall 2018	185	150	63	42.00%
Fall 2019	142	121	55	45.45%
Fall 2020	157	131	50	38.17%
Fall 2021	140	123	54	43.90%

## **INTO Data**

### Undergraduate

12 - students in Academic English

23 - students in Pathway Year 1

52 - students in Pathway Year 2

### Graduate

2 - students in Pathway

2 - students in Integrated Masters

These numbers continue to be impacted by COVID-19, access to visas, and other factors often out of recruitment control.

### **Cycle for CLA Class of 2026**

- The FTFY student goal is 390, and the transfer goal is 70.
- The staff have all been assigned their territory with application and deposit goals based upon review of the past and current marketplace data and projections.
- Targets for the specialized program populations have been established.

### **Current numbers**

10/29/2021	Early Decision	Early Action	Regular
Fall 2018	Start Tracking on Nov 21		
Fall 2019			
Fall 2020	22	435	82
Fall 2021	29	326	96
Fall 2022	37	449	81

- Historical data sets begin tracking in late November.
- Application deadlines for Programs are:
  - Spring: January 2
  - Early Decision: November 1
  - Early Action: December 1
  - Early Decision II: January 15
  - Regular Decision: February 1
  - Fall Transfer: July 25

### **Fall Forward**

The program was highlighted in a prior report. The website can be found at:

<https://drew.edu/admissions-aid/undergraduate-admissions/fall-forward/>

- There were 10 students who applied with 8 attending orientation. 1 student did not attend courses.
- Of the 7 remaining students 6 were new applicants to Drew. 3 are in housing.
- We anticipate that a strong number of these students will apply for entrance into Drew in the Spring.
- To date, this program has been well received and has provided a positive word of mouth about Drew through our marketing and relationship building efforts.

### **Discover Drew Day on November 13, 2021**



## LAUNCH UPDATES - November, 2021

### New Center for Internships & Professional Development Staff

We are thrilled to share that the Drew University Center for Internships & Professional Development has hired three Assistant Directors. The three of them are starting their new roles in the next couple of weeks. Please join us in welcoming them to the Drew Community.

- **David Belson** joins Drew with expertise serving students in health professions, science, technology, engineering, mathematics. Prior to Drew, David worked as a Career Counselor at Manhattan College, where he delivered comprehensive career services to students and alums from the School of Engineering and School of Science. David has a BA in Psychology from Lycoming College and a M.Ed. in professional Counseling from William Paterson University.
- **Gwen DeBenedetto** joins Drew with expertise in communications, social sciences, government and law. Prior to Drew, Gwen served as a Career Advisor and Counselor at Rutgers University and as Director of Marketing and Communications at Seton Hall's School of Diplomacy and International Relations. Gwen has a BA in Psychology & Communications from Villanova and a MA and Ed.S. in Counseling from Seton Hall University.
- **Daniel Loughrey** is transitioning from his role as Program Manager in the Launch Center to Assistant Director in CIPD with expertise in business, finance and entrepreneurship. Prior to Drew, he worked as a commodities trader before managing the education and marketing efforts of a coffee and tea importing business. He also served as a Program Manager at Rutgers University. Dan has a BA in International Studies from Ramapo College of New Jersey and a MA in International and Comparative Education from the SIT Graduate Institute.

### Daniel Pascoe's Departure

For about 10 years now I have strongly believed in the preparation of our next generation of leaders as a form of social justice. I have therefore prepared progressively for a potential transition to JEDI leadership and have recently accepted a position as Founding Director of the Center for Social Justice & Chief Diversity Officer of a college in upstate NY. This was a challenging decision due to my ongoing passion for our Launch efforts and based on the privilege I have of working with each one of you. My last day at Drew is until January 2, so we have time to connect before my departure.

### Changes to Drew 110: The Launch Workshop

In response to student need for flexibility in their scheduling, Drew 110 will now be offered in 7 consecutive week sessions, and all sections will meet in person. Additionally, first year students have the option to take Drew 110 in the spring semester of their first year, or the fall semester of their sophomore year. Four sections of Drew 110 (200 enrollment slots) are offered in the first half of the Spring 2022 semester, on Tuesday, Thursday, or Friday afternoons. Next fall, an additional 200 Drew 110 slots will be available in the second half of the semester. Students should discuss their readiness and scheduling needs with their advisors. They should be encouraged to get on a wait list if slots become unavailable.

Drew 110 has recently undergone significant curriculum reformulation. Students engage in workshop activities in small teams guided by facilitators and peer leaders. Students produce an eportfolio to display and communicate key elements of their self-assessment, as well as their career horizons, strategic planning steps and tangible career building blocks - this eportfolio is largely completed during the course meeting times. Flexibility in the Drew 110 curriculum now gives students options to delve deeper into the types of opportunities they want to explore, and develop the types of networking tools that best fit their needs.

### Survey Reminder: Building AY21-22 Launch Communities programs to meet your needs

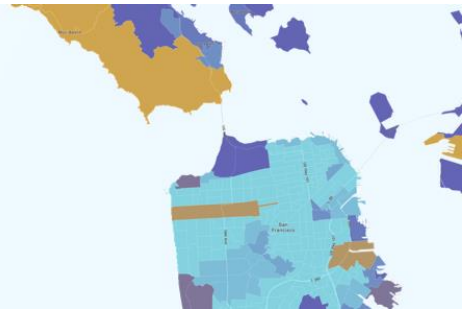
You are still on time to help us plan late fall and spring's programming for the Launch Communities. We are very interested in tapping into your ideas and needs so that we can best support your work at Drew. Partnering in this way will ensure our responsiveness to students' and your needs or opportunities. If you haven't, please take a few minutes to complete the [survey](#) if you have not had the chance to do so yet.

**Please help us ask 2021 alums to complete their Drew First Destination Survey**

We continue collecting career outcomes data from 2021 graduates through the Drew First Destination Survey. The cycle will be completed 12 months after their graduation. **Please help us share the First Destination Survey to recent alums of your departments whether for completion of the survey or for career outcomes updates. To access the survey, alums need to go to <https://drew.joinhandshake.com/schools/880> and click on the First Destination Survey button** to complete the survey.

# ANCHOR YALE BIBLE DICTIONARY

**New trial available:** The [Anchor Yale Bible Dictionary](#) is a state-of-the-art dictionary of the Bible offering the most up-to-date and comprehensive treatment of biblical subjects and topics. The first major Bible dictionary to be published in America in 30 years it has more than 6,000 entries, 7,000,000 words, and nearly 1,000 contributors.

 **Social Explorer**

**Featured resource:** [Social Explorer](#) is an award-winning, easy-to-use data visualization and mapping tool that includes hundreds of important datasets. Social Explorer enhances social science, health science, business, and history courses, among others. With the release of the 2020 U.S. Census data, there is a tremendous opportunity to teach students how to think critically using real-world datasets. Sign up for a brief, 45-minute demonstration of Social Explorer. We will show you how to use our datasets, visualization capabilities, [Teach and Learn Modules](#), and assessment and LMS tools at this meeting. You can choose from numerous meeting times every week. Please [Click Here](#) to sign up for a brief webinar to learn more about great ways to use the 2020 U.S. Census in your courses.

Access these and all our databases on the library's [A-Z list](#).

## Reference & Research

### As the semester winds down...

- please encourage your students to contact the library for research support. Librarians can help students focus their research project, formulate a search strategy, or find resources. Librarians can work with students face-to-face or remotely. Encourage them to contact a librarian via [reference@drew.edu](mailto:reference@drew.edu), Library CHAT, or through the ["Ask a Librarian"](#) page.
- Students looking for a place to study or do group work are welcome to use the library. Please encourage them to check [library hours](#) for the most up-to-date information.

## Textbook Lending Library

The Student Textbook Lending Library is a collection of donated textbooks from current students enrolled in a diverse course load. The goal is to assist students who have financial constraints take advantage of their liberal arts education in the same way as students who do not have these obstacles. The collection is housed in the University Library and texts are loaned for a semester at a time. Please consider assisting this initiative by:

- Sharing this resource with your students prior to the end of the semester so they know they can donate their books to this initiative.
- Donating any extra copies of texts that you may have.
- Letting us know if there are any specific texts you think would be helpful for us to seek out.

You can learn more @ <https://drew.edu/library...the-student-textbook-lending-library>

Please let me know if you have any questions about, or need my help with, anything.  
~ Guy Dobson, Interim Director of the University Library



# Instructional Technology News/Notes

Jenna Corraro, Drew's Instructional Designer, will be hosting an evening mini-workshop geared for adjunct and new faculty. It will be 30-minute information session with the opportunity to stay and chat with Jenna about how to implement these ideas into your own courses. They are:

**The Neuroscience of Learning | Thursday, November 18 |  
7:00–7:30**

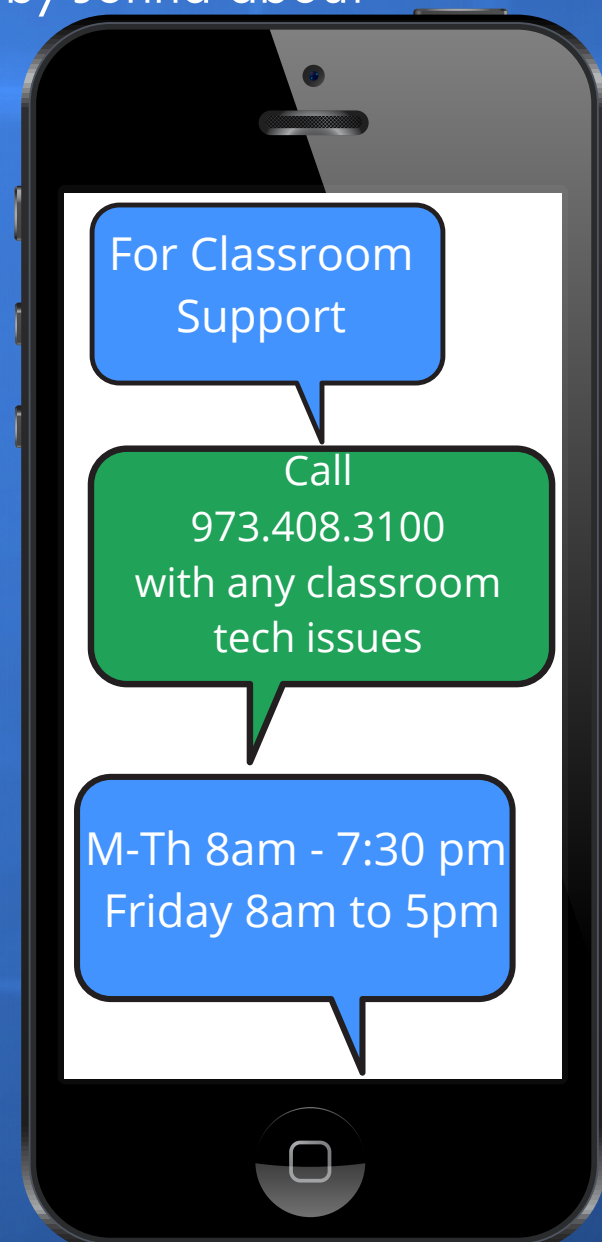
**[Workshop Zoom Link](#)**

Jenna is planning more sessions for the spring semester on: best practice in course design, syllabus design, Moodle and online instruction. Please email [jcorraro@drew.edu](mailto:jcorraro@drew.edu) if there is something you would like to see or talk with her about.

Here is an excellent infographic created by Jenna about **[Gamification Design](#)**.



Drew University has brought on Kaltura as the University's video repository. If you'd like to see more about Kaltura and their MediaSpace product [watch the video](#) here. If you'd like a walk-thru of how it works please email [its@drew.edu](mailto:its@drew.edu) to set up a day and time.





Loren Kleinman | Assoc Dir, CAE & Dir, University Writing Center

Dear University Community:

The [University Writing Center](#) (UWC) through the [Center for Academic Excellence](#) (CAE) invites you to the following remote writing workshops via Zoom. **These workshops are geared towards helping you write those final papers this semester!**

*Please Note THE FOLLOWING:* 1) You may attend one or both of these workshops. 2) These are university-wide workshops for all students, faculty, and staff at Drew University.

**The writing workshops listed below require registration at <https://forms.gle/mypB5QZvP42oKHa9A>.**

### ***READING, WRITING, AND THINKING WORKSHOP***

- **Date and Time:** Thursday, November 4th from 4:00 pm-5:30 pm
- **Attend using this Zoom link:** <https://drew.zoom.us/j/95339824923>
- **About this Workshop:** Join this roundtable conversation and practical workshop if you need practical advice about how to read more effectively and efficiently or if you're looking for tips on how to become a better thinker and writer! **This workshop joins experienced readers and writers from the Drew faculty and the UWC for a conversation about how to read, think, and write well.** Faculty and tutors will give guidance and advice about how to develop the skills needed to be a good reader in your discipline and how to turn your good reading into good thinking and good writing.
- **What to bring:** Students should bring at least one book or essay that they plan to use in a final paper.

### ***PLAGIARISM AND CITATION WORKSHOP***

- **Date and Time:** Thursday, November 11th from 4:00 pm-5:30 pm
- **Attend using this Zoom link:** <https://drew.zoom.us/j/95339824923>
- In conjunction with the [University Library](#), this workshop will teach students about the importance of properly attributing their ideas to sources and how to avoid plagiarism. **Librarian Dr. Jesse Mann will join UWC Writing Specialist and Academic Coach Hunter Bragg to discuss questions like,** "What is plagiarism?", "What are the consequences of plagiarism?", "Can I plagiarize without knowing it?" and "How can I avoid plagiarism?"
- **What to bring:** Students should bring 2-3 sources that they intend to use on a final paper this semester.

**Can't make it to a workshop? No problem. Make an appointment with a Writing Specialist, Academic Coach, or University Librarian:**

If you can not attend these workshops and would like to schedule an appointment to review these topics, please make and/or attend an appointment for writing, academic coaching, or research help via [www.drew.mywconline.com](http://www.drew.mywconline.com), the CAE's tutoring appointment scheduling system. If you do not currently have an account, please [review these instructions](#) or **register for an account**. **Please Note:** In addition to using the WConline system to schedule Research help. Students may also continue to seek Research Help by contacting an individual Librarian, using [Library CHAT](#), or by emailing the Library at [reference@drew.edu](mailto:reference@drew.edu).

Thank you and we look forward to seeing you at the workshops this semester!

### Step 1: Make an Online Appointment on WCONLINE

1. Log into <https://drew.mywconline.com>.
2. Click on the "Individual Tutoring" schedule.
3. Select the time slot for the appointment you wish to book. Appointments should not exceed 1 hour.

Follow the same steps as when creating a face-to-face appointment here.

### Step 2: Join an Online Appointment on WCONLINE

Online sessions are done through WCONLINE in real time, meaning you will join the appointment at the scheduled time and work with the tutor through live chat. **For writing appointments**, be sure to have a digital version of your writing project on hand to upload to the system.

1. A few minutes before your appointment, **go to <https://drew.mywconline.com>**.
2. **Find your appointment and click on it** to open the appointment form.

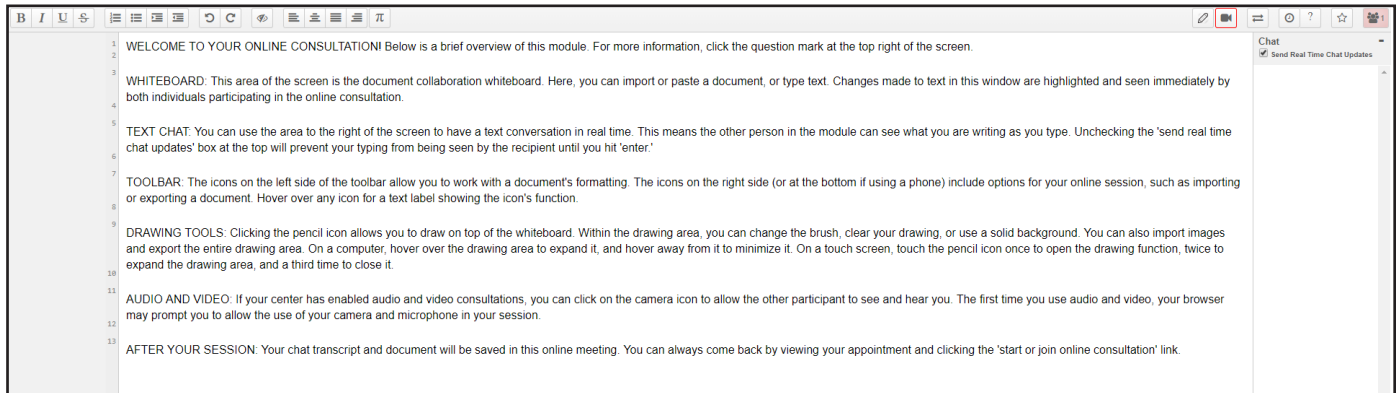
Jun. 14: Friday	9:00am	10:00am	11:00am	12:00pm
<b>Marina</b> FACE-TO-FACE & ONLINE				
<b>Raven</b> FACE-TO-FACE & ONLINE				
<b>Henry</b>				

3. **Scroll to "Meet Tutor Online?" and click "Start or Join Online Consultation."** This will open the "Consultation" screen.

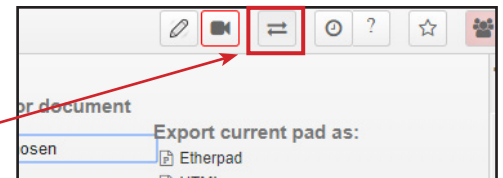
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## Step 2: Join an Online Appointment on WCONLINE *(continued)*

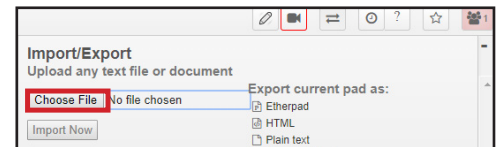
4. The "Consultation" screen has a live chat area on the right side, a document collaboration space or "whiteboard" area in the middle and a toolbar at the top. There are instructions in the whiteboard space for how to use each section.



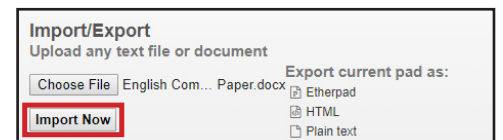
5. To upload your paper or assignment, you can either **copy and paste** your document directly into the whiteboard space or **upload a file**. Either method may impact the formatting of your document as WCONLINE converts the document to simple text. To **upload a file**, click the "two arrows" button in the upper right hand corner of the screen above the chat box.



6. A pop up message will appear giving you the option to import or export a file. To import a file, **click "Choose File"** and use the file navigator to select and open the file you want to upload.



7. Once the document is selected, **click "Import Now."** When another box pops up asking you to confirm the import, **click "OK,"** and your paper will populate the whiteboard space.



8. You will chat with your tutor using the chat bar in the bottom right corner. Your typing will be color coded in the chat box. To change the color of your typing, click the colored icon in the top right corner. You and the tutor can also type directly into the document on the whiteboard space, making comments and revising as you go. Your comments will also be color coded. After your appointment is complete, you can return to your document in WCONLINE at any time to refer to the comments or use the import/export function to download a copy.

9. Close the window to exit the session.

If you have issues with the online appointment system, try closing and restarting or changing your browser. If issues persist, please contact [cae@drew.edu](mailto:cae@drew.edu).



# *The Drew Review*

## **CALL FOR PAPERS**



**We are looking for  
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