ARTS AND SCIENCES FACULTY MEETING

May 10, 2018
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 12:30 p.m.   Debra Liebowitz

APPROVAL OF MINUTES - April13, 2018   Maria Masucci ----------------- pp. 2-9

DEAN'S UPDATES   Debra Liebowitz

ACTION ITEMS:

Resolution on the Conferral of Degrees   Aimee Demarest
Bachelor of Science Proposals
    Chemistry   J. Lokaneeta, R. Hinrichs---- pp. 10-12
    Environmental Science
    Neuroscience
Undergraduate Experience Framework Proposal CRUE/Juliette Lantz--------------------- pp. 13- 24

FOR DISCUSSION

Revision to Academic Integrity Policy   Judy Redling------------------- pp. 25-31

**OLD BUSINESS/
NEW BUSINESS**

ANNOUNCEMENTS:

Domains of One's Own   ----------------------------------- p. 32

Drew University
Minutes of the Arts and Sciences Faculty Meeting
April 13, 2018

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, MaryAnn Baenninger, Lee Arnold, Ed Baring, Brianne Barker, Jim Bazewicz, Marc Boglioli, Lisa Brenner, Sunita Bhargava, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Andrew Elliot, Kimani Fowlin, Jim Hala, Summer Harrison, Ryan Hinrichs, Kathy Juliano, Hilary Kalagher, Jason Karolak, Josh Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Neil Levi, Debra Liebowitz, Yi Lu, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Rebecca Mercuri, Joanna Miller, Scott Morgan, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Olmsted, Jennifer Ostrega, Mary-Ann Pearsall, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Kira Poplowski, Jonathan Porras, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Akan Rosan, Susan Rosenbloom, Maliha Safri, Brian Shelter, Bernard Smith, Leslie Sprout, Raymond Stein, Sharon Sundue. Carol Ueland, Hannah Wells, Trevor Weston, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

Others Attending: Robert Massa, John Vitali, Marti Winer, Margery Ashmun, Jody Caldwell

The meeting was called to order at 3:18 PM by Debra Liebowitz.

Approval of the Minutes: The minutes of the March 2, 2018 meeting were unanimously approved.

Dean's Report – Debra Liebowitz
The Day of Scholars was held on April 6th. Drew University celebrated the talents of students in its Baldwin Honors Program, with scholars performing, talking about their research and exhibiting art. The scholars collaborated with professors on the research, getting a glimpse into where their academic pursuits can take them beyond the classroom. Steve Dunaway and Bjorg Larson were congratulated and thanked by Debra for a very successful event. Feedback from the community was very positive. The Day of Scholars event created sense of community and is an example of the type of event Drew will be doing in the future.

All of the faculty searches are complete with exception for the Art and Media and Communications positions. There is now a very distinguished group of new faculty that will be joining Drew in the Fall 2018 semester. Debra thanked the current faculty for their participation and work on the search committees.

Action Items:
Assessment Committee Charge and Description

A motion was made to approve the creation of the Academic Effectiveness and Assessment Committee (AEAC). This motion was approved with one abstention.

The new committee shall manage the assessment of the efficacy of the undergraduate experience in support of students' learning and development and in alignment with the goals and outcomes of the College. Specific responsibilities include:

- Assess student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff.
- Organize the collection, analysis, and dissemination of evidence of student learning.
- Support the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.

The Academic Effectiveness and Assessment Committee shall consist of:
- The Associate Dean of Curriculum in Arts & Sciences (*ex officio*)
- The Director of Student Learning Assessment with vote
- Four faculty members, one from each division, who have been at Drew in a full-time, tenure-track or tenured position, elected for a two-year term. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first
- the chair, a faculty member appointed by the Dean from the elected members of the committee
- Additional staff members would be invited as appropriate to the issues being discussed.

Attendance Policy Students Rights and Responsibilities

A motion was made to approve the new Absence Policy: Student Responsibilities and Rights. After some discussion the motion was approved with two friendly amendments. See policy below; red bold text indicates the friendly amendment changes.

Some components of the policy were emphasized in discussion:
- The distinction between a planned versus unplanned absence may depend on the reason for the absence.
- Timing of notification from student to faculty for legitimate unplanned absences will rely on documentation.
- Additional and more specific expectations can be stated in the course syllabus.
- The student is responsible for all material covered in missed classes.

- There can be no punitive impact on a student who is missing class due to a religious holiday.

The new approved policy is as follows:

<u>Absence Policy: Student Responsibilities and Rights</u>

Class attendance and participation are integral to the academic experience at Drew University. Missing classes, even for legitimate reasons, negatively impacts the class experience for both the absent student and their classmates. Students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Nonetheless, Drew University realizes there are legitimate reasons for missing class and acknowledges every student's right not to have legitimate absences, as defined by this policy, directly affect their class grade. Students also bear responsibilities for absences, including:

- Students are responsible for all material covered in missed classes.
- Students must promptly notify the course instructor of their absence according to the following:
    - for planned absences, such as religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips (see list and criteria below), students must notify their course instructor during the first week of class;
    - for unplanned absences, such as illness or injury, a death in the family or NCAA-sanctioned post-season competitions (see list and criteria below), students must notify the course instructor **prior to the absence (see below)** and provide appropriate documentation to the Office of Academic Affairs.

This policy defines the minimum number of legitimate absences that every student has the right not to have a direct impact on their class grade, if the criteria and procedures of this Absence Policy are met.

- For legitimate planned absences, students may miss the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week), so long as they inform the faculty member of their planned absences in the first week of the semester.
- For legitimate unplanned absences, students may miss the equivalent of one week of class or less as long as they notify the **instructor prior to the class and as soon as they are aware of the unplanned absence. If extraordinary circumstances prevent a student from providing prior notification, they must notify the instructor within 24 hours of the unplanned absence.** Students must provide appropriate documentation to the Office of Academic Affairs.

In such cases, students can expect reasonable accommodations such that there is no direct impact on their grade. Additional legitimate absences may be granted at the instructor's discretion. Students who feel that the Absence policy has not been fairly implemented may appeal to the CLA Dean's Office.

Planned Absence from Class

Reasons for legitimate planned absences are:

- Observing religious holidays

- Participating as a student-athlete in NCAA-sanctioned competition (but not practices or scrimmages)
- Participating in another Drew sponsored event, such as a class field trip, concert, or theater performance.
- Attending academic conferences

There are times during the semester when a student may need to miss class for an important event that is scheduled or known in advance. The faculty at Drew supports our students in these pursuits. If the student needs to miss **the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week**), they need to inform the faculty member of their planned absences **in the first week of the semester**. If a student is aware of the need to miss *more* than the equivalent of one week of class, they need to inform the faculty member of their planned absences, ideally during registration but no later than the first day of the semester.

Student discussions with the faculty member about planned absences that require missing more than a week's worth of classes should be done as far in advance as possible because there may be cases where the number of planned absences cannot be reasonably accommodated. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered legitimate, although additional legitimate absences may be granted at the instructor's discretion~~, and although the faculty member will work with the student to try to help mitigate the impact of the missed classes~~. In these cases, in close consultation with the faculty member, a student may decide to take the particular course in a different semester.

As long as the guidelines outlined in the previous two paragraphs for informing the faculty member are followed, classes that are missed for the above reasons are considered legitimate absences. If a student fails to notify the faculty member in advance of approved absences, the instructor may consider the absence not legitimate.

Unplanned Absence from Class

Reasons for legitimate unplanned absences are:

- Illness or injury
- Participating as a student-athlete in NCAA-sanctioned post-season competition
- Death in the family

There are times during the semester when a student may need to miss class without advanced notice. **If, during the course of the semester, the student needs to miss, due to unplanned absences, the equivalent of one week of class or less, these absences will be considered legitimate, as long as appropriate documentation has been provided to the Office of Academic Affairs.** In these cases, as with planned absences, the student and the faculty member work together to create a plan to make up course requirements. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered legitimate, although additional legitimate absences may be granted at the instructor's discretion. **Students are expected to contact the faculty member as soon as they are aware of the unplanned legitimate absence. If extraordinary circumstances prevent a student from providing prior notification, they must notify the instructor within 24 hours of the unplanned absence.**

Academic Accommodations for Attendance Flexibility

Students with documented disabilities, who have been approved for flexibility accommodations, will be held to the conditions outlined in their flexibility agreement. It will be the responsibility of the student to present the flexibility agreement to their instructors each semester, ideally during registration, but no later than the first day of class. If the need for flexibility cannot be accommodated in a particular course without compromising the integrity of the course, students should work with faculty and advisors to find a replacement course.

Summer Classes and Half Semester Classes

The policy applies to students enrolled in half semester classes and summer classes, with the absence limits adjusted proportionately.

Syllabus Language:
University Absence Policy: In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the University's Absence Policy. This policy states that students can expect reasonable accommodations for (1) the equivalent of one week of class or less missed for legitimate planned absences (religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips) so long as they inform the faculty member of their planned absences in the first week of the semester; and (2) the equivalent of one week of class or less for legitimate unplanned absences (illness, a death in the family or NCAA-sanctioned post-season competitions) so long as they notify the instructor **prior to the class and as soon as they are aware of the unplanned absence (or within 24 hours of the absence in extraordinary cases),** and provide appropriate documentation to the Office of Academic Affairs. For all legitimate absences, students are responsible for all material covered in missed classes, and students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Please review the complete Absence Policy: Student Responsibilities and Rights at <weblink>.

Reports:
Enrollment Management – Robert Massa
- As of April 8, admission applications for the class of 2022 are up 17.5 percent over last year to 3783
- There are 170 total deposits vs. 132 last year. This is a 29% increase from year to year.
- As of April 13th, there are 230 potential students registered for Inside the Forest 2 versus 187 attendees in 2017.
- The Open House will be held on April 15th. Faculty participation at these events is always appreciated.

Academic Computing Advisory Committee -
The committee has been working on how to strengthen the committee. They anticipate sharing some ideas but would like to have faculty respond to a survey that is currently posted. Faculty is

encouraged to share thoughts, concerns and suggestion regarding Academic Computing at any time.

For Discussion
Finance and Strategy – MaryAnn Baenninger

Taking Stock
We are taking stock to achieve a bright future for Drew by making great strides, giving our all, and knowing what we're up against. We're deep in the hard part of it right now. We've got what it takes and can do this if we are all in it together.

First Steps toward Improvement – Shine 1 and Shine 2
- Reviewing the CLA first time full time student net tuition, we are almost at the high point of 2013.
- If retention continues to improve, enrollment will be where it was four years ago. Our retention rate is that of 75% of our peer institutions.
- If the current trend for the first year admit rate and yield continues, Drew will experience less variation than in previous years.
- It is anticipated that the Nacubo Discount Rate will be lower than our peers in 2019.
- The SAT scores for our incoming students are higher.

Progress has been made on the challenges for enrollment and retention, institutional assessment, marketing, and tuition pricing. Tools we will need to use going forward to maintain this progress are: consistent focus on pricing, retention and optimal staffing for the mission, constant assessment of quality and productivity of operations saving for rainy days by carrying reserves and not using the endowment.

Continued efforts are required to address the operating deficit, major deferred maintenance expenses and the shrinking endowment. Drew is currently operating with a 16 million annual deficit. Our goal is to be free of an operating deficit by the year 2022. The Shine 2 Plan is designed to address these issues by saving money and working smarter. These saving strategies do have an impact of faculty and staff. In some cases staff are doing jobs that 2 or 3 people have done in the past and have not received an across the board pay raise. Administration has had several positions consolidated (most recently, the VP of Student Life with the Dean of Students positions). The 3-3 faculty load will play an essential role in accommodating growth.
Shine 2 addresses deficit reduction using a more strategic approach using debt only for growth and redirecting resources toward that strategy. The redirecting of resources is being done through cash generation, expense reduction, debt restructuring, staff optimization and real estate monetization, a benefits analysis and fundraising. Fundraising has changed fundamentally this year as we focus on budget relieving dollars rather than budget augmenting. We have also significantly increased cash gifts to the Annual Fund.

Be the Best at What We Do by Recognizing our Strengths
- Drew will take advantage of the tuition reset with quality admission practices and directly address the wants of today's undergraduate. The tuition reset is a boost to enrollment that

will effect admissions for short period of time. This action needs to be supplemented with action that will keep students coming here even as tuition starts to rise again. The research about tuition resetting suggests that we can expect only a one or two year increase in enrollment from this decision unless it is paired with initiatives that better respond to what the market wants. The Committee to Reimagine Education (CRUE) Platform was created by listening to hundreds of perspective students, deposited students and alumni. Along with research, months of deliberation, creative thinking and further input from faculty the platform was developed.

- It is our hope that the CRUE Platform will distinguish Drew.   It is a highly researched approach to a sustainable net tuition revenue stream and will resonate with the market. Our current students are continuing to describe the same desirable characteristics when asked the same question. Our goal is to develop a program that responds to that need.
- In addition, we need to use deliberate research and analysis to expand academic programs in the CLA, Theo and Caspersen schools through new programs, joint degrees, and partnerships.

Questions

How successful has fundraising been?
The last three years have been the highest fundraising levels ever. This year the goal was to seek cash gifts for things we are already doing. Restricted funds are challenging to support as they are often for specific individual projects not always in line with what needs to be done. The Gilbert Challenge increased cash and its unrestricted nature gives us more cash to spend on necessary projects.

The 3/3 workload is moving forward, what if the enrollment does not increase despite current trends and efforts, why is it necessary to change faculty workload now?
If enrollment does not continue to increase, there will be on going financial challenges for the University. This will result in other compromises such as hiring fewer non tenure track faculty and there will be greater need for additional courses to be assigned to tenured faculty. A component of the CRUE Platform will attribute the currently unassigned time for student mentoring, research, etc. towards the teaching load. The goal is to develop a formula that helps address the current unevenness of workload.

What are the projected enrollment numbers?
The current model is: 430 students for 2019
475 students for 2020
500 students for 2021

After the final number is determined for 2019, these goals will be assessed and adjusted. Given the demographics here in the northeast, these are very challenging goals so the Admissions Office is working hard with international and other out-of- state areas around the country.

Motion: A motion was made and approved to extend the meeting past 5:00 PM.

Questions – Cont.

Is there a model for expenses; for example, the cost to educate the increased number of students?
Instructional space is of concern and the administration is engaged in a process right now to address this issue. Currently, there is an analysis being done to determine the instructional needs for an increased class size. Once the study of this enormous research is complete, there is funding for construction and renovation of classrooms. We are trying to determine the best use of those funds.

It seems that parts of the CRUE platform have been pushed through without faculty input and there is concern for unintended consequences of moving too quickly? Why?
Drew is up against a timeline. In order to take advantage of the increased interest in Drew because of the tuition reset, we have to have a description and course of action for *Post College Planning*. The incoming class of 2021, expects Drew to deliver on the post-college planning. CRUE has been working on this significant component of the platform.

A suggestion was made that we differentiate between CRUE which is the committee and the platform which is the plan for reorganization. There seems to be two components in the platform that involve the structural reorganization of the University and the curriculum. In order to avoid having one unmanageable document, faculty suggested separating the curricular elements out from the rest of the CRUE proposal.
The President agreed to take this suggestion under consideration.

Different areas have different growth potential in the college. Does the data get that granulated so that is can predict growth areas?
Yes, there is some analysis and ability to predict. Our space planning analysis is looking at general instructional space as well as specialized spaces like labs. We've been working on program development that is thoughtful and strategic to give the Admissions Office the tools they need to meet growth targets. There is urgency for Drew to offer the right strategic mix of programs and for us to offer more programs since we currently offer fewer than the average number of programs at our peer and aspirant institutions.

NOTE: MaryAnn's PowerPoint presentation has been made available on the Dean's U-Know page.

The meeting was adjourned at 5:19 PM.

Respectfully submitted,

Joanne B. Montross

The Department of Chemistry currently offers two majors approved by the American Chemical Society (ACS), Chemistry-ACS and Biochemistry-ACS, as well as a smaller basic major. Benchmarking data shows that Drew's ACS majors are comparable to B.S. majors at peer and aspirant institutions (see table below). The department proposes to have the ACS majors approved as B.S. degrees. SLOs and the Assessment Plan for the ACS majors will remain the same. The current basic chemistry major will remain a B.A. degree.

Chemistry-ACS B.S. Benchmarking.

Drew University (ACS major)	Ursinus (ACS major)	Eckerd (B.S. major)
66 credits (16.5 courses)	**16.5 courses**	**14 courses**
MATH 150 - Calculus I		Calculus I
MATH 151 - Calculus II	Calculus II	Calculus II
PHYS 150 - University Physics I	Physics I	Physics I
PHYS 160 - University Physics II	Physics II	Physics II
CHEM 150/151 - Princ. of Chemistry I	General Chemistry I	General Chemistry I
CHEM 160/161 - Princ. of Chemistry II	General Chemistry II	General Chemistry II
CHEM 250 - Organic Chemistry I	Organic Chemistry I	Organic Chemistry I
CHEM 350 - Organic Chemistry II	Organic Chemistry II	Organic Chemistry II
CHEM 320 - Fundamental of Analytical Chem	Structure and Spectroscopy	Analytical Chemistry
CHEM 321 - Advanced Analytical Chemistry	Instrumental Analysis	Instrumental Analysis
CHEM 330 - Physical Chemistry I	Physical Chemistry I	Physical Chemistry I
	Physical Chemistry II	Physical Chemistry II
CHEM 340 - Intermediate Inorganic Chemistry CHEM 342 - Lab in Advanced Inorganic (1 cr.)	Inorganic Chemistry	Advanced Inorganic Chemistry
CHEM 360 - Foundation in Biochemistry	Fundamentals of Biochemistry	Biochemistry I **or** Advanced Organic Chemistry
CHEM 395 - Research in Chemistry	Research or Internship	
	Effective Communication for Chemists	
Chemistry Elective, with lab		*Note: Eckerd also offers an ACS-approved*
Chemistry Elective	Chemistry Elective	*major that requires two courses beyond*
		the B.S. requirements
Capstone (1 credit)	Chemistry Seminar	
	Chemistry Assessment	
Note: ACS-Biochemistry major requires		
one additional course.		

Benchmarking data shows that Drew's Environmental Science major is comparable to B.S. majors at peer and aspirant institutions (see table below). The Environmental Studies and Sustainability program proposes to have the current Environmental Science approved as a B.S. degree. SLOs for the Environmental Science major will remain the same, and the Assessment Plan is currently under development. The Environmental Studies and Sustainability major will remain a B.A. degree.

Environmental Science B.S. Benchmarking.

Drew University	Gettysburg	Trinity
56 credits (14 courses)	**56 credits (14 courses)**	**15 courses, a mix of "1.0 and 1.25 units"**
ENV 150 – Great Challenges in Environ. Sci.	Environ. Sci. & Soc. (ES 196)	Intro to Environ Science w/ Lab
ENV 160 – Principles of Geology (w Lab)	Earth Systems Science (ES 223)	Intro to Earth Science (2 field trips, no lab)
BIOL 150 – Ecology and Evolution (w Lab)	Prin. of Ecology (ES 211)	Ecology (w Lab)
CHEM 150 – Principles of Chemistry I (w Lab)	BIO/CHEM/PHYS 1	Chemistry (w Lab)
CHEM 160 – Principles of Chemistry II (w Lab)	BIO/CHEM/PHYS 2	Physics (w Lab)
	BIO/CHEM/PHYS 1	
	BIO/CHEM/PHYS 2	
MATH 117 - Statistics	Calc. or Statistics	MATH 107 or 128
ENV 350 – Environmental Science (w Lab)		Two of the following:
		Earth Systems Science
		Environmental Chemistry (w/ Lab)
		BIOL 333L
ESS 210 – Environment, Society & Sustain.	Intro. Environ. Hum. (ES 225)	Soc Sci/Hum Elective
Social Science/Humanities Elective		Soc Sci/Hum Elective
ENV 302 - GIS	GIS (ES 230)	Methods in Environmental Science
Natural Science Elective	Concentration Elective*	Natural Science Elective
Natural Science Elective	Concentration Elective*	Natural Science Elective
Natural Science Elective	Elective	
ENV 400 - Capstone	Environ. Stud. Seminar or Thesis (ES 400)	Advanced Seminar in Environ. Sci.

Benchmarking data shows that Drew's Neurocience major is comparable to B.S. majors at peer and aspirant institutions (see table below). The Neurocience program proposes to have the current Neurocience major approved as a B.S. degree. SLOs and the Assessment Plan for the Neuroscience majors will remain the same.

Neuroscience B.S. Benchmarking.

Drew University	Muhlenberg	Ursinus
56 credits (13.5-14 courses)	**15 courses**	**14 courses**
NEUR 101 - Introduction to Neuroscience		Fundamentals of Neuroscience
NEUR 210 - Neuroscience Research Methods	Mind & Brain	Research Methods & Techniques in Neuro
NEUR 346 - Systems Neurobiology		Behavioral Neurosciences
NEUR - 354 Cognitive Neuroscience	Brain & Behavior	Cognitive Neurosciences
NEUR 356 - Cellular and Molecular Neurobio	Neurons & Networks	
		General Biology I
BIOL 160 - Diversity of Life	Cognate course (bio, chem, stat, psy, phil)	General Biology II
BIOL 250 - Molecular and Cellular Biology	Cognate course (bio, chem, stat, psy, phil)	Molecular Biology
CHEM 150 - Principles of Chemistry I	Cognate course (bio, chem, stat, psy, phil)	General Chemistry I OR Physics I
CHEM 160 -Principles of Chemistry II	Cognate course (bio, chem, stat, psy, phil)	General Chemistry II OR Physics II
MATH 117 - Statistics	Cognate course (bio, chem, stat, psy, phil)	
	Cognate course (bio, chem, stat, psy, phil)	
	Cognate course (bio, chem, stat, psy, phil)	Advanced Research Course in Biology
	Cognate course (bio, chem, stat, psy, phil)	Advanced Research Course in Psychology
Elective, from two departments	Elective, from two categories	Elective, from two departments
Elective, from two departments	Elective, from two categories	Elective, from two departments
Elective, from two departments	Elective, from two categories	Elective, from two departments
Capstone (2-4 credits)	Advanced Seminar in Neuroscience	

A Reimagined Undergraduate Experience

Dear Drew Community Members,

Attached to this message you will find a revised framework for a reimagined undergraduate education that incorporates feedback from the Drew community (faculty, staff, students, and alumni) into the previous version, which was based on research completed by Art & Science Group and the Committee to Reimagine the Undergraduate Experience (CRUE). CRUE members considered each of the points raised by community members carefully; many of your ideas were incorporated into the framework that we are sharing today, and the framework has been improved considerably as a result. However, you will not see evidence of every detail that was raised in these conversations; we have kept records of that input, and we expect that many of those specific thoughts will inform the next stage of planning as we work together to develop implementation plans and details.

Revisions to note

We made a number of clarifications throughout the framework, including additional justification for the directions chosen and greater explanation as to how elements of the framework work together to create a cohesive and distinctive undergraduate experience. Additionally, you'll see extensive changes in the following areas:

- Undergraduate curriculum - The proposed general education program was changed significantly. Specifically, the program now contains four Foundation courses; Culture and Difference courses; and a junior-year Complex Problems course. DREW 200, 300 (independent project) and 399 were removed.
- Network of advisors and mentors - Three types of advising have been identified (academic advising by faculty, career advising, and career mentoring) rather than each student having an individual career mentor.

What's next?

President Baenninger will make the final decision about whether this framework should be adopted and move forward for additional development. CRUE would like to recommend this framework to her with endorsement from faculty and staff members.

This framework is on the agenda for discussion at the May 4th faculty meeting. We anticipate that a vote on whether to move forward with the reimagined undergraduate curriculum outlined in this framework will occur at the extra faculty meeting announced by Dean Liebowitz that is scheduled for May 10th. At that time, we would also seek faculty endorsement of the other aspects of this framework.

Over the next two weeks, staff members will have opportunities to discuss this revised proposal in various unit and team meetings. The leaders of these areas, as well as the DSA Executive Board, will report to CRUE the conclusions of their endorsement discussions.

Additionally, you may continue to share feedback via crue@drew.edu, or drew.edu/crue.

Timeline

As you know, we are working on a very tight timeline. Community members are considering the framework now, and CRUE will make a recommendation to the President immediately

before graduation. The goal is to have this framework finalized and approved by mid-May so that Communications can develop marketing strategy and materials over the summer and the program can be used as we continue to recruit the students who will begin their time at Drew in Fall 2019. The framework will also be presented to the Board of Trustees on Thursday, May 17th.

Once a framework has been endorsed by the community and approved by the President, we will turn our attention to implementation plans and details. An effective strategy may be to pilot elements of this plan in academic year 2018-19 so that elements of the reimagined undergraduate experience can be brought online for students who begin their time at Drew in fall 2019.

We look forward to hearing your thoughts on this revised framework.

Juliette Lantz, Associate Dean of Curriculum in Arts & Sciences, Chair
Carol Bassie, Director of Alumni & Parent Relations
Andrew Bonamici, University Librarian
Michelle Brisson, Dean of Student Engagement
Michael Fried, Director of Student Learning Assessment
Ryan Hinrichs, Associate Dean of Curriculum in Arts & Sciences
Wendy Kolmar, Professor of English, Director of Women's and Gender Studies
Jessica Lakin, Associate Provost for Academic Administration
Bjorg Larson, Assistant Professor of Physics
Debra Liebowitz, Provost & Dean of CLA and CSGS
Robert Massa, Senior Vice President for Enrollment and Institutional Planning
Frank Merckx, Interim Vice President for Campus Life and Student Affairs & Dean of Students
Kira Poplowski, Vice President for Communications and Marketing
Judith Redling, Associate Provost and Director of the Center for Academic Excellence
Kimberly Rhodes, Professor of Art History
Raul Rosales, Associate Professor of Spanish
Carlos Yordan, Associate Professor of Political Science and International Relations

A Reimagined Undergraduate Experience

OVERVIEW

The Committee to Reimagine the Undergraduate Experience (CRUE) proposes the following integrated framework for the undergraduate experience at Drew. This conceptual framework is presented for adoption now, with further development of each part of the framework to begin in the next academic year by staff members and the College faculty.

This framework is grounded in the firm belief that a rigorous liberal arts education is the best possible preparation for post-college success and for life as a citizen, a lifelong learner, and someone who participates fully and ethically in family, community, nation, and world. The intention of this proposal is not to change the character or values that ground a Drew liberal arts education, but rather to reimagine the curriculum and co-curriculum in such a way that all students have access to the full range of opportunities that this education has to offer and that all students understand and can articulate the ways in which this education is preparing them for life after graduation.

In particular, the proposed program builds on current offerings and adds a select number of new opportunities focused on enhancing students' skills and capacities in ways that will equip them to think agilely and to meet the challenges of a rapidly changing, 21st-century workplace and world. Importantly, this framework creates some new structural opportunities for ongoing curricular innovation in ways that can be highly responsive to changes in the world, in technology, and in student interest. Drew is uniquely positioned to realize this bold vision as one of a relatively small number of liberal arts colleges located in a vibrant and diverse metropolitan area.

Connecting directly to the University's mission statement, the undergraduate experience outlined in this proposed framework seeks to realize the following overarching principles:

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

This program builds on the existing curricular and co-curricular strengths of the College, affirms the centrality of these strengths to our students' educations, and enhances the quality and coherence of the Drew undergraduate experience through:
- **The Liberal Arts.** Maintaining a rigorous liberal arts education while making more visible to students (and applicants and parents) the ways in which this education provides them with essential knowledge, skills, and capacities that ensure post-college success;
- **Universality.** Ensuring that all of our students participate in high-impact educational and co-curricular experiences by embedding those opportunities into their education;
- **Integration.** Intentionally and strategically linking the academic program, co-curricular experiences, and post-college planning through extensive advising and mentoring, and enhanced post-college planning services;
- **Immersive Experiences.** Providing all students with multiple and varied opportunities to apply and test what they have learned and further develop their knowledge and skills in context;
- **Intentionality and Reflection.** Building into curricular and co-curricular experiences a developmental process that includes reflection and self-assessment through which students learn to better articulate what they have learned and their post-college objectives;

- **Community.** Developing stronger community events and traditions that more visibly celebrate student successes and foster a sense of belonging to a shared Drew community.

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

FRAMEWORK SUMMARY

In the present moment, higher education is being challenged to make undergraduate education more relevant to a rapidly changing society and economy. Specifically, institutions are now expected to produce college graduates who are broadly educated in order to respond to complex problems in new ways and be ready for careers that are not yet even in existence. Recent reports also identify the particular skills, abilities, and capacities that employers seek in recent graduates. Liberal arts institutions successfully develop these skills and capacities, but they are increasingly not seen as providing pragmatic preparation that is relevant to a quickly changing workforce and world.

This reimagined Drew undergraduate education intentionally develops the following broadly transferable liberal arts skills and competencies: information processing, critical thinking, problem solving, ethical thinking, creative thinking, written and oral communication, quantitative reasoning, collaboration, thinking and working across cultures and differences, and technological competence. These elements extend across all dimensions of a Drew undergraduate experience, both curricular and co-curricular. The proposed framework makes development of these skills explicit throughout students' experiences at Drew so that students (and applicants and parents) are far more conscious of this process as the central component of a Drew liberal arts education.
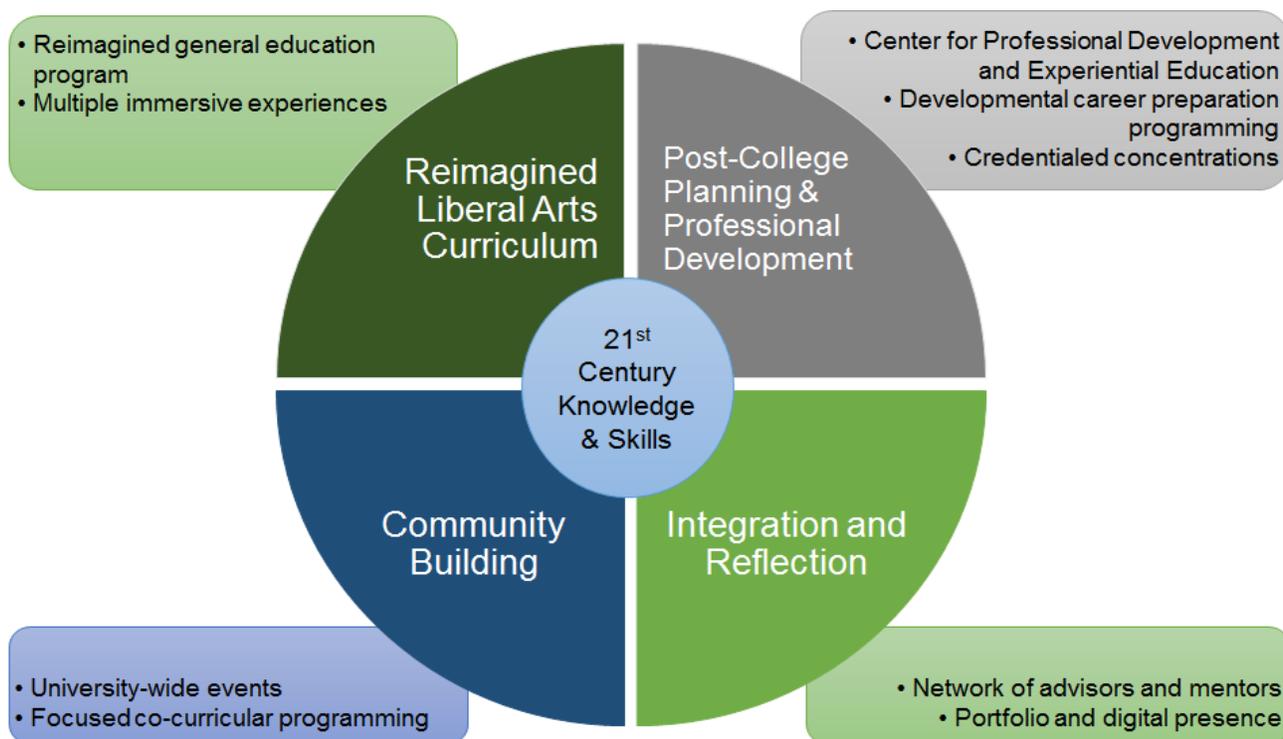
The elements of this framework are deliberately developmental, sequenced, and connected in meaningful ways: each year, students' course work, career exploration and planning activities, and co-curricular experiences work in concert. In their first year or two, students gain a strong academic foundation while simultaneously considering possible majors and career opportunities. Students continue their academic work and begin identifying the immersive experiences, credentialed concentrations, and career preparation activities that will become an integral part of their remaining time at Drew. In subsequent years, students continue to develop their knowledge and skills through integrative general education experiences and gain expertise in at least one chosen field of study. Students move through all their years at Drew in a reflective and intentional way, guided by members of their advising network, who help them explicitly integrate their undergraduate experiences and craft their post-Drew plans.

REIMAGINED UNDERGRADUATE CURRICULUM

The general education program is the backbone of a student's curricular program -- the set of experiences that every student has in common. Therefore, the current general education program has been reimagined here to align tightly with the other elements of this proposed framework; this ensures that students realize a well-defined, connected undergraduate experience. A reimagined general education program must also embody the distinctive and most important elements of a Drew education, and it should be easy for students to articulate that distinction and see the links between these courses, their disciplinary courses, and their co-curricular experiences.

The proposed general education program outlined below moves students around the curriculum to develop a range of approaches and skills that will enhance their ability to work in multi-disciplinary teams and think critically and creatively about the situations they will face as they enter a complex, fast-paced, globalized world. The targeted skills are information processing, critical thinking, problem solving, ethical thinking, creative thinking, written and oral communication, quantitative reasoning, collaboration, thinking and working across cultures and differences, and technological competence.[1] As is the case now, at least one disciplinary or interdisciplinary major will be the anchor of Drew students' education, providing them with depth in the knowledge, methods, skills, and theories of a particular field. Students may add additional majors and minors as desired.

It will be the purposeful and carefully mentored combination of major(s) and minors, coupled with experiences that emphasize 21st century skills and post-college outcomes, that makes a Drew undergraduate education distinctive. Foundational principles of the reimagined general education program include:
- The program should be developmental to help students reach their full academic potential.
- Targeted skills appear as learning goals and are explicitly developed in all courses.
- The program should have culminating, integrative experiences.
- The program should include curricular offerings that address contemporary problems in a multi-disciplinary way.
- The program should be small enough to allow for the additional intensity of integrative experiences.

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[1] Some skills on this list are particularly difficult to define and discuss. We offer these definitions to add clarity:
Information Processing: Evaluating, interpreting, manipulating, or transforming information
Critical Thinking: Analyzing, evaluating, or synthesizing information to form an argument or reach a conclusion supported with evidence
Problem Solving: Identifying, planning and executing a strategy that goes beyond routine action to find a solution to a situation or question
Technological competence is a new Middle States requirement for undergraduate education. We have leeway to define what we mean by this term as we work to build it into the program.

- The program links to career exploration and career development activities, including the creation of academic and professional portfolios.
- Co-curricular activities should be incorporated into and align with the program.
- The program should support the formation of student cohorts (i.e., build community and tradition).

The following is a proposed model for revising the current general education program in order to meaningfully and with integrity meet these principles.

Graduation requirements for Drew students are:
- Completion of 128 credits, of which 64 must be intermediate and upper-level and 32 must be upper-level
- Major
- General Education Program
  - First-Year Seminar
  - Foundation Courses
  - Culture and Difference Courses
  - Integration Experiences

Major:

Major -- emphasizes in-depth study of disciplinary methodologies and content providing sustained and summative inquiry in an area; emphasizes written and oral communication in the discipline; emphasizes technologies relevant to discipline. Includes Writing in the Major course and a disciplinary capstone.

First-Year Seminar:

DREW 100. This is a slightly revised version of the current DSEM 100. DREW 100 is the first-year writing course and a cohort experience with consistent pedagogy across sections; specific content will differ based on the topic of the course as identified by the instructor. Additionally, activities that encourage students to explore are required, including a NYC trip, sample classes, and an experiential fair. Introduction of the portfolio and reflection process as outlined in this framework will be incorporated into the class (expanded from the current treatment). Additional experiences connected to DREW 100 would be organized by other campus units, such as explicit coverage of technology survival skills and introduction of the post-college planning process.
Develops written and oral communication, information processing

Foundation Courses (one course from each of the following categories):

Critical, Ethical, and Historical Inquiry. Emphasizes approaches to historicizing and understanding the genealogies of contemporary problems and questions; emphasizes close reading and the analysis and evaluation of texts and sources
Develops information processing, critical thinking, ethical thinking, and written communication

Scientific Inquiry. Emphasizes the use of the scientific approach to solve complex problems
Develops information processing, problem solving, and written communication

Creative Practice. Emphasizes the creative process and innovative thinking and making
Develops creative thinking and written and oral communication

Quantitative Reasoning. Emphasizes quantitative analysis and making data-driven arguments *Develops quantitative literacy, critical thinking and written communication*

Culture and Difference Courses:

Understanding Power, Privilege and Difference. Emphasizes understanding one's own and others' place within a wider social world, especially within institutions and structures of power and privilege; emphasizes issues of difference, social inequality, and inclusivity
Develops critical thinking, thinking and working across cultures and differences, and written communication

Thinking Globally. Emphasizes understanding of global and transnational phenomena, institutions, and processes; emphasizes the histories, and civic and social structures of specific cultures and nations outside the US
Develops critical thinking, thinking and working across cultures and differences, and written communication

Foreign Language. Develops the ability to communicate through a language other than one's own; emphasizes global citizenship and cross-cultural and intercultural understanding through language.[2]
Develops writing and oral communication, thinking and working across cultures and differences

Integration Experiences:

Complex Problems Studio.[3] This junior-year course, potentially team-taught, creates a setting in which students work in multi-disciplinary teams to solve real-world problems. Requires student teams to bring a project from inception to completion producing a product relevant to the real-world problem. Emphasizes agile and innovative thinking through effective collaboration and problem solving in a real-world context. Potential to connect with partners outside of Drew. This course requires Foundation Courses as prerequisites. Students are expected to present their projects at one of the campus-wide events.
Develops written and oral communication, critical thinking, problem solving, collaboration, ethical thinking, and technological competence

Immersive Experiences. Emphasizes the culmination/integration of foundational skills and requires students to apply knowledge and skills in real-world contexts

All students complete two immersive experiences that extend their academic learning while building and applying their professional skills in the real world. Students thoughtfully select these experiences in consultation with their network of advisors and mentors as part of a coherent educational plan. For particular immersive experiences, students may be asked to participate in Center for Professional Development and Experiential Education programming to prepare them to take full advantage of these experiences. All immersive experiences include some type of paper or project that will be curated into the portfolio and will include reflection on the learning experience, particularly on the skills developed and career insights gained.

Immersive Experiences include:
- Internship
- Community-Based Learning course
- Mentored community service project
- Civic Scholars -- Senior project
- Innovation or entrepreneurial project
- NYC TREC

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[2] Foreign language should be required as part of the general education program (unless otherwise met through placement), but the nature of this requirement will need to be determined.
[3] This is not intended to be the final name for this course; it's a descriptive placeholder for now.

- Short or Long TREC
- Mentored research
- Honors Thesis
- Mentored creative project/performance
- Mentored student employment
- Mentored leadership position

The parameters of what constitutes an immersive experience need to be determined to ensure that each is of sufficient depth and quality. Issues associated with increased demand for these experiences will also need to be addressed more explicitly during planning for implementation of this framework.[4] Ensuring that all students have equitable access to them is crucial.

Further Considerations

This reimagined curriculum provides students with a developmental, intentional sequence to their coursework where the skill-building inherent in a liberal arts program is made explicit and is the subject of frequent reflection. Students' curricular choices and experiences are also meaningfully connected to other elements of this framework and support their career exploration and preparation efforts.

One major difference between the current program and this proposed general education framework is how written communication skills are developed: The current general education program includes two Writing Intensive courses, whereas writing and reflection are woven throughout all courses in the proposed model as students contribute artifacts to their portfolios (which will also facilitate assessment of student learning). Some aspects of the current general education program carry over to the proposed model: For example, courses from any place in the college curriculum can be proposed to meet general education requirements as long as they address the articulated, skill-based student learning outcomes.

The faculty will need to approve a detailed structure for this new general education curriculum by December 2018, which will include skill-based student learning outcomes. Additional things that need to be discussed and answered include detailed questions about whether and how courses can double count, how pathway and transfer students enter the program, etc. Implementation of the curriculum will happen progressively over the next few years. Ad hoc task forces, along with the appropriate faculty bodies and governance committees, will share responsibility for these undertakings. The implementation schedule also allows time for the Dean's Office to plan professional development opportunities for faculty who might like assistance in transitioning existing courses into more explicit skill-building opportunities for students.

POST-COLLEGE PLANNING AND PROFESSIONAL DEVELOPMENT

Center for Professional Development and Experiential Education

The new Center for Professional Development and Experiential Education (CPDEE) will serve students in all three schools and will be the nexus of the many distinctive opportunities available to Drew students. Its existence will make clear to both internal and external audiences that a Drew education is defined by connections among academic learning, experiential education, post-college planning, and career and professional development, all of which combine to ensure students are prepared for their lives after graduation. The Center will bring together the current Center for Internships and Career Development (CICD, which includes on-campus student employment), the Center for Civic Engagement, the Center for Global

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[4] In academic year 2016-17, 49% of juniors (179/362) and 64% of seniors (240/373) had at least one experience from this list that was officially documented. Of the 419 juniors and seniors who had at least one of these experiences, 223 (53%) had more than one. These numbers are likely to be underestimates because the last two items are not officially documented right now.

Education, and other bodies that are central to experiential education, including all those that are related to undergraduate student research.[5]

Because the CPDEE is central to the success of Drew and all of our students, this unit will be part of the Office of the Provost and will be led by an associate provost who will begin work at Drew before the next academic year starts. This person will work collaboratively with the directors of each individual unit to support their distinctive areas of excellence, as well as with faculty and staff members across campus to develop and support institutional strategic priorities. Faculty members will retain thought leadership over all curricular matters, but can expect the associate provost and the staff in the CPDEE to support their work through strategic, logistical, and administrative efforts, in addition to partnership development and stewardship. This person will champion the role of experiential education in student learning and professional development, explore new opportunities for immersive experiences (e.g., co-ops), and will take part in fundraising activities to support the Center's efforts.

The physical location and space of the CPDEE is extremely important - it needs to support the mission of the Center and the activities that occur therein, as well as be inviting, exciting, and centrally located. The University has set aside funds from the debt restructuring to begin to support the creation of this space, and discussions about where the Center could be located are beginning. Faculty and staff members are involved in this process in all stages.

The Provost has had multiple conversations with individuals who are in the units that will be brought together to form the core of the CPDEE - both before the work of CRUE started and since the first framework draft was released.[6] There will be challenges in bringing these units together and it will take time to realize the vision of an integrated Center, but this is an exciting opportunity to work more collaboratively and strategically to improve the student experience and students' outcomes.

Developmental Career Preparation Programming

In each year of their academic progression, students participate in developmentally appropriate career and professional preparation activities organized by the CICD. There would be events throughout the year, but as one way to build cohort community, there would be amplified programming for particular cohorts in certain months (e.g., First-year February, Sophomore September, Junior January). In the designated months, multiple programs and workshops will take place for the targeted group (although any student would be able to attend), and students would choose which ones to attend in consultation with members of their network of advisors and mentors and other faculty and staff members.

As is the case for other aspects of this framework, the events are intended to be developmentally sequenced. For example, workshops associated with exploring personal interests and abilities would be appropriate for First-year February, but mock interviews might occur in a subsequent year. Recognizing that some skills need to be introduced and then practiced, some workshops might be repeated with different focuses over time (e.g., Introduction to Networking in First-year February, and then Networking Basics in Sophomore September). Particular events may be required for certain courses or as pre-requisites to immersive experiences, creating explicit connections between multiple elements of this framework. It is also possible to

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[5] Although undergraduate student research programs like RISE or Specialized Honors would be connected to the Center for the purposes of shared strategic planning and support, they are likely not co-located with these other entities. However, some undergraduate research programs could benefit greatly from additional administrative and events support that the CPDEE could provide.

[6] Although, discussion of creating a Center like this began over a year ago, CRUE included it as an element in this proposal because its creation is consistent with the recommendations made to us by Art & Science Group and, due to the particular activities that will be coordinated through it, it will be critical to the success of almost all of the other elements of this framework.

link these workshops and events to the portfolio; for example, junior students could spend time during Junior January thinking about developing the overall reflective components of their portfolios and receiving feedback on aspects of their portfolio from staff members in the CPDEE.

Although not career preparation per se, the popular Adulting 101 events offered now could be expanded as another type of post-Drew programming that students desire. Other co-curricular events and programming for each cohort, including social events, could happen in conjunction with the designated months to facilitate connections between students across major interest areas and sub-groups.

Credentialed Concentrations

Credentialed concentrations provide Drew students with distinctive opportunities to develop specific professional knowledge, credentials, or applied skills while they pursue their undergraduate liberal arts education.[7] These experiences will complement and enhance their academic experience and increase their value and competitiveness in their chosen professional environments. In consultation with their network of advisors and mentors, a students could choose industry/professional certifications, digital badges or micro-certifications, mini-minors, or other equivalent experiences as part of their professional plan. It is expected that these concentrations would be largely managed by the CPDEE, and would be documented officially on a transcript. It's possible that workshops or events that are part of the developmental career preparation programming might be required as activities in certifications or mini-minors as well.

As credentialed concentrations are particularly novel in higher education, elements of this component are described in some detail below.

- Industry / professional certification - Content in these certification programs involve technical competencies and industry or job specific skills. The programs may be offered and certified by industries themselves or other proprietary companies; they can be completed in-person or online, and typically are not credit-bearing. Some certifications can be earned through the continuing and professional education programs at other educational institutions. Drew could identify key industries and jobs that are of high interest to our graduates (e.g., information technology, finance, health care) and partner with providers to offer certifications.
- Digital badge / micro-certification - A digital badge program would allow students to gain and document specific expertise that would serve them well as they make the transition from college to first job or graduate education. Content and skills range from professional to technological to soft skills (e.g., leadership, fitness and athletics, conflict resolution, digital design, entrepreneurship). Generally, digital badges and micro-certifications are not credit-bearing experiences; they are based upon a combination of co-curricular experiences and the kinds of workshops and other events that are a part of career preparation programming.
- Mini-minor - A mini-minor would combine sequences of two or three courses in creative ways to allow students to gain concentrated competency in an area of interest to employers, particularly in areas where there is great need (e.g., cyber and information security, data analysis, cultural competence, business communications, professional writing, ethics). Their size would differentiate them from existing minors, and because they are curricular, they would continue to be proposed and managed by the faculty (although with organizational and logistical support from the CPDEE).

Drew would be among the first institutions to offer these valuable experiences to its students. Moreover, Drew is uniquely positioned to make a number of attractive options available because of our location. Significant additional planning needs to occur to bring a program like this online and ensure access to all interested students. There are proprietary and open source platforms that allow students to earn these kinds of credentials, some of which are very inexpensive and some of which are extremely costly. Other credentials

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[7] For a discussion of these types of opportunities, see this recent report or this article.

might be developed through a combination of existing courses, co-curricular experiences, and focused trainings, which would provide meaningful opportunities for faculty, staff members, coaches, alumni, and other community members to be involved in their creation and delivery. One advantage of creating smaller, targeted options like these for students is that Drew would be able to respond to student interests and/or market demand more nimbly.

INTEGRATION AND REFLECTION

Network of Advisors and Mentors

A critical element of this framework is that student advising and mentoring is comprehensive: Universally, students experience high-quality, developmentally appropriate advising. This network, which includes faculty, student life and academic support professionals, coaches, other staff members, and alumni, helps students develop their academic and co-curricular plans that will lead to a successful and fulfilling undergraduate experience and preparation for their post-college endeavors.

Academic advising is handled by a first-year advisor and then transitions to a major advisor when a major is chosen. This component of advising is overseen by the Dean's Office, through an associate dean or by a faculty member who has dedicated release time to serve in this role (akin to the director of the First-Year Experience position).

Career advising programs are made available and coordinated by staff in CPDEE. To support the work of academic advisors, staff members in the CICD are available to work with students who are undecided about their major interest area, or who are interested in exploring ways that different majors might align with different types of careers.

Career mentors (alumni, Drew staff members, industry or similar professionals) become a part of the network of advisors and mentors, typically in students' sophomore or junior years. These professionals advise students about immersive experiences and other career development opportunities, and help them plan effectively for life after Drew. Alumni have been serving some students in this capacity already, and recent efforts have been initiated by Alumni Relations to expand and formalize this process through the use of Drew Connect.

An advising and mentoring task force will need to determine the specific components of this program, the linkages among those components, and the ways in which members of the network communicate with each other. Additionally, the best approach to motivating students to participate actively and thoughtfully in the advising and mentoring process will need to be determined.

Portfolio and Digital Presence

A portfolio is a structured digital space into which students put artifacts from significant curricular and co-curricular experiences. The portfolio is first introduced in DREW 100, and builds throughout the undergraduate experience. Students contribute work to their portfolio from all of their general education experiences and selected major courses, as well as important experiential, co-curricular and career development activities. They reflect on and integrate their educational experiences, creating a coherent narrative for their education. Elements of the portfolio that students would like to incorporate into a website could be captured in Drew Domains. Additionally, students could select achievements and artifacts that they would like to present to different audiences. For instance, students could make a professional resume, a personal statement, and a digital profile for viewing by employers or graduate admissions committees.

Oversight of the portfolio would be a joint effort of students and their network of advisors and mentors, along with other faculty and staff members with whom students engage during their time at Drew. Faculty who are

teaching courses that meet general education requirements would be expected to help students curate at least one product from those courses into the portfolio (which then become the basis for assessment of student learning in the general education program). Academic advisors would be expected to check in with students about their portfolios, and encourage them to be actively developing them. Faculty, staff members, and coaches who are supervising immersive experiences would work with students to reflect on those experiences and bring those reflections into their portfolios. Staff in the CPDEE would offer workshops and events that help students think about their portfolios, develop them in ways that will prepare them for their post-Drew lives (including writing and revising metacognitive reflective statements about the entirety of the portfolio), and be ready to utilize them in the search for post-college opportunities.

COMMUNITY BUILDING

University-Wide Events

Two new University-wide events would be planned - a Drew Expo in the fall and a Showcase/Celebration of Achievement in the spring. The Drew Expo would be a University-wide career and professionally focused conference for current students, alumni mentors, community and business partners, parents, donors, and recruiters. It would be a tightly organized and creatively programmed exposition conference that could include presentations, speakers, and other career preparation activities (e.g., workshops, speed mentoring). The Showcase of Achievement would be a University-wide celebration of student achievement for current students and those who would like to celebrate their work. There would be presentations, productions, and other similar kinds of events, and the Showcase could be linked to existing events that are happening around the same time of year (e.g., honor society inductions, the College Awards event). An event of this nature would also serve as an opportunity for students to present segments of their portfolios, and presentations could be archived for later use in demonstrating student outcomes or recruiting new students.

Both events would be scheduled for maximum visibility to internal and external constituents, and would support other elements of this framework by using experiential learning and career preparation activities to bring the campus community together. The events would also provide opportunities for the entire community to celebrate achievements and socialize. All faculty, staff, and current students would be expected to attend, and students would present or participate directly at points at which it makes sense in their educational trajectory (e.g., returning from a TREC, completing a major project as part of their on-campus student employment, completing a thesis).

Focused Co-Curricular Programming

Co-curricular programming and experiences are incorporated into many of these individual components. Additionally, after approval of a proposed framework, Campus Life and Student Affairs will conduct an assessment of the value and relevance of current programming and develop a detailed plan for how to incorporate framework-specific concepts into co-curricular programming and experiences (e.g., revisions to the current summer orientation program) in order to direct resources toward the greatest impact. Programming will support elements of the framework, ensure that our students gain an understanding and appreciation of community values, and develop community both within students' natural groups and between current and former Drew students.

Academic Integrity Policy

Standards

Standards of honesty in the academic world are the basis of the academic enterprise itself. The academic community creates knowledge, and students are invited into the academic enterprise through an intellectual conversation. Through contributing to this academic conversation, students develop their intellectual skills. Since academic dishonesty violates the basic principles of the conversation, it cannot be tolerated under any circumstances. Accordingly, Drew University has established principles and standards of academic integrity and procedures governing violations of them.

Students are expected to understand the principles of integrity and comply with the university's standards. A statement with a link to the Academic Integrity Policy appears on every course syllabus.

Together with faculty, the University administration shares the responsibility for fostering the academic and ethical development of students, by providing access to educational programs that promote an understanding of and commitment to academic integrity and by maintaining equitable and effective procedures to address allegations of violations of academic integrity.

All members of the academic community are expected to report instances of presumed dishonesty to the appropriate officials.

The principles of academic integrity apply to all work at Drew and require that a student:

• acknowledge and cite all use of the ideas, results, or words of others.
• acknowledge all contributors to a given piece of work.
• submit work without the aid of unsanctioned materials or unsanctioned collaboration.
• report data or results by ethical means, without suppressing any results inconsistent with his or her interpretation or conclusions.
• treat all other students in an ethical manner, and neither facilitate academic dishonesty by others nor obstruct their academic progress.

The course of action in response to reported violations will be decided by the Academic Integrity Committee. Depending on the nature of the presumed violation and/or prior record of violation, the committee will advise an Alternate Resolution or an Academic Integrity Hearing.

Mission of the Academic Integrity Committee

The Dean of Arts & Sciences or designee from the Dean's or Provost's office convenes an Academic Integrity Committee made up of faculty members from each division of the College. The committee's mission is to promote a culture of honesty and adherence to academic standards of integrity, by providing guidance to the community in fulfilling its responsibilities under the Academic Integrity Policy, and by supporting student engagement in educational opportunities and intellectual growth.

Categories of Academic Dishonesty

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a computer program or a formal research paper. These standards apply to source material gathered from other people, from written texts, from computer programs, from the Internet, or from any other location.

1. **Plagiarism**: Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes
   - submitting a paper or part of a paper written by another person as one's own, whether that material was stolen, purchased, or shared freely.
   - submitting a paper containing insufficient citation or misuse of source material.
   - submitting work with unacknowledged inclusion of language, ideas, or thoughts taken from another individual or information source.
   - Knowingly allowing one's work to be used by other student(s) without prior approval of the instructor. Unless explicitly permitted or prescribed by the faculty member, students should not engage in collaboration on graded assignments, including but not limited to homework, projects, papers, laboratory work, and take-home exams.

2. **Unethical data reporting**: Suppressing results inconsistent with one's interpretation or conclusions, fabricating or falsifying lab or research data.

3. **Duplicate Submission**: Submitting one work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using a paper for more than one course or submitting material previously used to meet another requirement.

4. **Cheating on Examinations**: Copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the

permission of the instructor is a breach of academic integrity. Knowingly providing answers to another students during an exam also constitutes cheating. These standards apply to take-home examinations as well.

5. **False Citation**: Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. This includes attributing fabricated material to a real or fictitious source.

6. **Unintentional Plagiarism**: Unintentional plagiarism, also known as patch writing, may occur when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. In such cases, students cite the sources they have used, but do not correctly paraphrase the source material. They often also fail to indicate where paraphrased source material begins and ends. Unintentional plagiarism can also result from excessive collaboration when students fail to give adequate credit to others with whom they have worked. In all cases, unintentional plagiarism leaves the reader unsure of whose ideas are being presented, or leads them to assume that the words and ideas of others are those of the author.

Reporting Cases

Commented [JDR4]: New section of policy

Instructors shall report alleged cases of violations of the Academic Integrity Policy using the Academic Integrity Reporting Form. The following guidelines apply to reporting alleged cases:

- In cases where there is question as to whether a preponderance of evidence exists, instructors may wish to consult with the convenor for guidance in choosing the appropriate course of action.
- New faculty may wish to consult with their department chair to review suspected violations and to assist in moving a viable case forward.
- Students are expected to maintain the standards of the college by reporting to the instructor any violations of the policy they observe in their classes.

The following constitute two potential courses of action in response to the Academic Integrity Reporting Form:

1. **Alternate Resolution** Procedure (ARP): The ARP applies to first offenses that are minor or unintentional for a student who admits responsibility for the violation. Details on the **ARP** follow below.

2. **Academic Integrity Hearing:** If the evidence suggests that the violation is more serious, was intentional, and/or the charged student is unwilling to admit to wrong doing, the Academic Integrity Committee may determine that an Alternate Resolution is inappropriate. When at least one of the following conditions apply, the Integrity committee convenor will schedule an Academic Integrity Hearing:

    i)   The nature of the case is more serious than would be warranted by an Alternate Resolution or
    ii)   The student refuses to admit to a first offense that could otherwise be resolved through the Alternate Resolution procedure or
    iii)   The student fails to complete Sanction(s) articulated in the Alternate Resolution form or
    iv)   The violation is the second recorded violation for the student.

Details on the **Hearing** procedures follow below.

Alternative Resolution Procedure

For cases in which the Academic Integrity Committee advises an Alternate Resolution with concomitant sanctions, the instructor and student are required to complete and sign the Alternative Resolution form; the Academic Integrity Committee convenor signs the form upon successful completion of all designated sanctions. The form, placed on file in the Office of the Dean of Arts & Science, documents the violation, the student's admission of responsibility, and the sanctions that apply. Failure to complete all sanctions will prompt the convening of an Academic Integrity Hearing.

The form will be used as evidence of a first offense if the student is accused of another breach of academic integrity.

The form, together with all documentary material from the case, will remain on file until one year after the student graduates, at which time the file is destroyed.

Academic Integrity Hearings

The Academic Integrity Committee convenor notifies the following individuals of the intent to schedule a hearing based on a reported offense: the accused student, two faculty members from the Academic Integrity Committee, and one student from the CLA Judicial Board. Before the hearing is scheduled, each individual is provided the opportunity to report a potential conflict of interest. As appropriate, alternative Committee or Judicial Board members will be scheduled such that no potential conflict of interest is reported.

The accused student may request the presence of a faculty member of his or her choosing at the hearing. This faculty member's presence is intended for moral support only and not for student advocacy; this faculty member is expected to communicate to the convenor in advance of the hearing any information that he or she intends to share with the committee. The convenor will confirm whether or not the information is relevant and should be shared.

For students with documented disabilities: Upon request, the University can provide disability-related assistance to be present at the hearing. As appropriate, the assistance may be provided by the Director of Accessibility Resources. Disability-related support may include assistance with communication and clarification of any and all aspects of the hearing.

For INTO students: Students may request the presence of a staff adviser from the INTO program to attend the hearing to assist with communication and clarification of any and all aspects of the hearing.

Hearing Process

All those in attendance of the hearing are afforded at least one week's notice of the hearing. All evidentiary documentation to be presented at the hearing must be made available for review by the hearing attendees at least one week prior to the hearing. All documents are shared in a secure setting.

If a student fails to attend the scheduled hearing and has not provided prior notification of a valid reason for absence, the hearing will proceed and the committee will deliberate in the student's absence.

In the first stage of the hearing, the faculty member bringing the charge, the accused student, and faculty or staff (disability-related or INTO) supports will be present. The faculty member will be asked to explain the assignment and the violation, and then the student will be asked to make an oral statement regarding their work. Both may be asked questions by members of the committee, and each will make an oral statement to the Committee and answer any questions. At this stage, either the faculty or the student

Commented [JDR5]: Newly added text

may ask to address the Committee without the others being present, and will be granted the right to do so.

The accused student, the accusing faculty member, and faculty or staff attending for support (if present), will be asked to leave the room while the Committee deliberates. The accused student or the accusing faculty may be called back into the room to answer follow up questions should any arise. At the end of the Committee's deliberations on the case, the convenor will inform the instructor and support faculty or staff that they are now dismissed from the proceedings, while the student is expected to wait to be called back in to the hearing to hear the outcome. The convenor, the two committee members, and the CLA Judicial Board student will vote on the matter. A decision of guilt or innocence will be based on a preponderance of the evidence in the case. It is at this stage in the process that previous findings of guilt and/or mitigating circumstanced are introduced in determining sanctions.

Shortly thereafter the convenor will convey the decision in writing to the student and the instructor.

In all cases, both the accused student and the faculty member bringing the charge may **appeal** the decision as described below.

All documents relating to the case will be placed on file in the office of the Dean of the College, where they will remain until the student's file is destroyed one year after the student graduates. If the student is found guilty of any further integrity violation, the sanction is permanent expulsion from the university.

Sanctions

The individual merits of each case are weighed by the Academic Integrity Committee member attending to the case. Overall, the processes underscore the importance of integrity in the academic setting and is mindful of the role of education in the remediation process.

Minor offenses:: Penalties may include, but are not limited to,

Participation in and achievement of a passing score in an educational tutorial

No credit for the assignment

A failing grade on the assignment

A re-write of the assignment with grade penalty

An assigned paper or project related to academic integrity

More serious violations: Penalties may include, but are not limited to,

Failing grade in course

Dismissal or denied entry to departmental/university honors or merit-based program

Suspension for one or more semesters

In rare or extreme cases, or for multiple offenses, permanent expulsion from the University.

Appeals Process

a) Decisions of the Academic Integrity Committee may be appealed only if the original hearing overlooked specific evidence or committed procedural errors.

b) The Dean's Council is the final appeals board for cases of violations of the academic integrity policy. The appeal, whether sought by the faculty member who brought the charge or by the accused student, must be submitted in writing to the Council. On the basis of the written appeal, the Council may decide to hear the case or to uphold the original decision if no evidence has been shown to have been overlooked and/or if no procedural errors have been shown to have occurred. Whatever its decision, the Council must provide reasons in writing to both parties. If the Council agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

c) Only the five faculty members of the Dean's Council will vote on such appeals. The Dean of Arts & Sciences or designee will remain in attendance during such hearings, and will have a voice but no vote.

d) When any member of the Council believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused. In this event, the Dean of Arts & Science will appoint a temporary faculty replacement. The student is granted the same provision of faculty, disability-related support, or staff support (INTO only) as for an integrity hearing.

e) During the hearing of the appeal, both the faculty member who brought the original charge and the student may be asked questions by members of the committee. and each will make an oral statement to the Committee and answer any questions.

f) Decisions will be based on a preponderance of the evidence and will be provided in writing to both parties.

Domains of One's Own – Summer 2018

Funded by a Mellon Digital Humanities Grant

Set up a Domain this summer. Consider using Domains with your students next year.

What Are Domains of One's Own. The Domains project allows students, staff, and faculty to register a domain name of their own and to be allocated hosting space to develop a web site which can be used for sharing coursework, scholarship, a personal or professional blog, activist or community work – or really anything you want. The hosting of these Domains is supported by the Mellon grant, so they are free to faculty and to students while they are at Drew.

Why Have a Domain: Faculty are encouraged to create a Domain both for their own personal/professional use and for use in their courses. Domains are intended to create space for faculty to:

- Collaborate with students on digital course and research projects;
- Develop their own on-line projects, blogs etc;
- Showcase their own research and teaching activities;
- Curate their on-line presence;

How do I get a Domain: To request a Domain, fill out the form at: https://goo.gl/JfQRzC
Attend a workshop in which you'll set up your Domain. So far, summer workshops are scheduled for the dates below

Register for one of the sessions at: https://goo.gl/forms/kg4HnyirW6XmBwNk2

- Tue May 15 11AM-12PM
- Thur May 17 3:30PM-4:30PM
- Wed May 23 10:30AM-11:30AM

Additional dates will be added throughout the summer based on demand.

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

Common Motions in Order of Precedence:

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

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

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

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

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