

ARTS & SCIENCES FACULTY MEETING

September 13, 2019
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:15 p.m.	Debra Liebowitz
APPROVAL OF MINUTES: May 3, May 9 and August 28	Juliette Lantz ----- pp. 6-22
DEAN’S UPDATES:	Debra Liebowitz
Opening of School Letter	----- pp. 23-25
New Staff Introduction: Stephanie Caldwell, Registrar	
Faculty Survey on Undergraduate Research Opportunities	
https://forms.gle/E5UpDefhaJeYYFMi9	
ACTION ITEMS:	
1. Approval of Voting List	Juliette Lantz ----- p. 26
2. Elections	Peggy Kuntz
REPORTS:	
Curricular Report	Rita Keane ----- pp. 27-33
Enrollment Management	Bob Herr ----- pp. 34-35
Library Report	Andrew Bonamici ---- pp. 36-44
FOR DISCUSSION:	
Middle States Self-Study Design	Hilary Kalagher ----- pp. 45-71
Faculty Handbook (formerly known as Faculty Regs)	Dean’s Council
Two stage approval of new programs	Ryan Hinrichs -----pp. 80-83
OLD BUSINESS/NEW BUSINESS:	
ANNOUNCEMENTS and DOCUMENTS:	
Launch Expo	Daniel Pascoe -----pp. 84-85
Guidelines from OAR	Judy Redling ----- p. 72
Deans’ Office Workflow	----- pp. 73-76
Digital Humanities Workshops and Updates	Wendy Kolmar ----- p. 77
<i>The Drew Review</i>	Jens Lloyd, Scott Morgan --p. 78
Students to the Polls	Amy Koritz ----- p. 79
Art Gallery Reception- Tom Birkner “The Rain Paintings”	Michael Peglau

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Lee Arnold
Art

Lee Arnold for his solo exhibition *Sidereal Messenger* at Grizzly Grizzly, Philadelphia, Pennsylvania, from June 7 - 30, 2019; and *Just Beneath the Surface*, a four-person exhibition at Drawing Rooms, Jersey City, New Jersey, July 11 - August 11, 2019.

Alex Bajcz
Biology,
Environmental
Studies and
sustainability

Alex Bajcz for publishing, along with colleagues at the University of Maine, the article "Demography of a rare orchid, *Isotria Medeoloides* (Orchidaceae) and its response to a canopy thinning treatment" in the journal *Rhodora*. The work describes 20+ years of work studying an endangered orchid and its conservation.

Ed Baring
History, History
and Culture

Ed Baring for the Portuguese translation of his book, *O Jovem Derrida e a Filosofia Francesa, de 1945 a 1968* (Editora UFMG, 2019).

Brianne Barker
Biology

Brianne Barker for speaking on a panel on science communication at the American Society of Microbiology's Microbe 2019 conference in June. Also, for her presentation and membership on two panels on teaching undergraduate virology at the American Society of Virology's Annual meeting in July.

Lisa Brenner
Theatre Arts
and Dance

Lisa Brenner for presenting on two panels at this summer's Association for Theatre in Higher Education [ATHE] conference: "How to Publish an Article in an Academic Journal" and "Collaborative Models of Applied Theatre." Also, for attending the ATHE Dramaturgy debut panel, where her honors thesis advisee, Emily Dzioba, presented on her work with the NY Semester on Theatre. For the review of her book review of "Women, Collective Creation, and Devised Performance", published in *Theatre Survey* (Cambridge University Press). Additionally, for directing Evelyn Diaz Cruz's "Stare and Compare," co-directed and choreographed by **Kimani Fowlin**, as part of this summer's Advantage Arts at Drew program. Together **Chris Ceraso, Lisa Brenner and Kimani Fowlin** produced this and another commissioned play, "Southwestern High," performed by Newark high school students.

Chris Ceraso
Theatre Arts
and Dance

Chris Ceraso for recent concert readings of two new musicals, *Houdini*, *Among the Spirits* (at Sunlight Studios, NYC, produced by the Resonance Ensemble, with Tony nominee Robert Cuccioli as Houdini), and, with colleague **Kimani Fowlin**, for the first reading of *Ella, Reach for Tomorrow*, a musical biography of jazz great, Ella Fitzgerald. The latter was done in the course of a short trek, partnering Drew students with Broadway performers, during which time the Drew students also performed a tribute to Ms. Fitzgerald at the Harlem Jazz Museum. Also, for co-producing two new plays with colleague **Lisa Brenner**, *Southwestern High*, by Cassandra Medley and *Stare and Compare* by Evelyn Diaz Cruz in the course of the Drew/Newark AdvantageArts summer program.

Miao Chi
Economics

Miao Chi for her forthcoming publication of the paper co-authored with Michael Coon, "Variations in Naturalization Premiums by Country of Origin" in the *Eastern Economic Journal*.

Alex de Voogt
Business

Alex de Voogt for the publication of an article in the *Journal of Archaeological Science-Reports* with the title "Cultural Transmission of Architectural Traits: From the Near East to the Meroitic Kingdom." Also for the publication of an article in the *Journal of Language Evolution* with the title: "Clicks in language evolution: a call for clarification."

Rita Keane
Art History

Rita Keane for participating in a roundtable on nature and artifice in medieval culture at the International Medieval Congress in Leeds, UK in July and for publishing an essay *Moving Possessions and Secure Posthumous Reputation: the Gifts of Jeanne of Burgundy (1293-1349)*, in the book *Moving Women, Moving Objects, 400-1500* (Leiden: Brill), in August.

Caitlin Killian
Sociology

Caitlin Killian for presenting at two conferences this summer; "Challenges to Integrating Immigrant Women in the Workforce" at the Metropolis conference in Ottawa in June and in August, with Drew student Emma Thomas "Making Sure Would-be Mothers Don't Drink: Social Control of Women Via Public Health" at the American Sociological Association Meetings in New York.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Wendy Kolmar
English, Women's
and Gender
Studies

Wendy Kolmar for her article, "Filming American Feminisms: Teaching through Time," forthcoming in *Feminist Teacher*, 28:2-3 (University of Illinois Press).

Seung-Kee Lee
Philosophy

Seung-Kee Lee for his paper, "The Synthetic A Priori in Kant and Husserl", presented at the 13th International Kant Congress, University of Oslo, August, 2019.

John Lenz
Classics

John Lenz for presenting his paper, Bertrand Russell on Israel and Palestinians (1917-1970) at UMass, Amherst in June.

Jens Lloyd
English

Jens Lloyd for his chapter "'One Foot on the Bridge and One Foot off the Bridge': Navigating the Geographies of Access and Rhetorical Education at an HSI" published in *Bordered Writers: Latinx Identities and Literacy Practices at Hispanic-Serving Institutions* (eds. Baca, Hinojosa, and Murphy, SUNY Press, July 2019).

Jinee Lokaneeta
Political Science
and
International
Relations

Jineeta Lokaneeta for co-organizing an International Workshop on "The State, Policing, and the Law: Understanding the Genealogies and Nature of Police Violence in India" on July 19 & 20, 2019 in JNU, Delhi and for an invitation to join the Editorial Board of *Politics and Gender*.

Rosemary McLaughlin
Theatre Arts
and Dance

Rosemary McLaughlin for completing her sabbatical projects: a new full-length play ("The Uncontacted/Seven Fishermen"); a feature length screenplay ("The Triumph of Realism") and the voiceover script for a fly fishing video directed by Chris Villano for Marriott.

Emanuele Occhipinti
Italian

Emanuele Occhipinti for serving as an Italian Language Specialist Consultant (created scoring protocol for a test of Italian reading and listening proficiency) at the Defense Language Institute on behalf of the US government, May 6-10, 2019.

Jonathan Rose
History, History
and Culture

Jonathan Rose for publishing his article "Interviewing Silence: In Conversation with the Autism Community", in Participations (May 2019). Also for presenting his paper "A Blind Woman Reads Playboy" at the annual conference of the Society for the History of Authorship, Reading and Publishing (University of Massachusetts at Amherst, July 18). And for reviewing Shlomo Avineri's Karl Marx: Philosophy and Revolution in the Wall Street Journal (August 7).

Maliha Safri
Business,
Economics

Maliha Safri for being invited by the United Nations Inter-Agency Task Force on Social and Solidarity Economy (UNTFSSSE), to present at their conference in Geneva from the 25-26th of June, "Implementing the Sustainable Development Goals: What Role for Social and Solidarity Economy?"

Courtney Zoffness
English

Courtney Zoffness for being selected to judge the James T. Whitehead Fellowship Award in Fiction at the University of Arkansas; and for her essay "Hot for Teacher," which appeared in Longreads on September 10th.

Drew University
Minutes of Arts and Sciences Faculty Meeting
May 3, 2019

Present: Christopher Andrews, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Barry Burd, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Molly Crowther, Allan Dawson, Stephen Dunaway, Christopher Fazen, Kimani Fowlin, Jonathan Golden, Jim Hala, Seth Harris, Summer Harrison, Emily Hill, Ryan Hinrichs, Sandra Jamieson, George-Harold Jennings, Lisa Jordan, Jason Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Juliette Lantz, Bjorg Larson, Neil Levi, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Maria Masucci, Christina McKittrick, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Tomas Morin, Rory Mulligan, Philip Mundo, Robert Murawski, Nancy Noguera, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Sharon Sundue, Kristen Turner, Carol Ueland, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Tammy Windfelder, Courtney Zoffness

Others Attending: Sunita Bhargava, Andrew Bonamici, Michael Fried, Bob Herr, Colby McCarthy, Shawn Spaventa, Jody Caldwell, Irina Radeeva, Brian Shetler, Nora Boyer

The meeting was called to order at 3:46 pm by Debra Liebowitz.

Approval of Minutes: The printed minutes of the March 22, 2019 were approved unanimously.

Dean's Update: Debra Liebowitz' updates included the following:

- Patrick Mahoney, a Drew graduate student, won a Fulbright Fellowship for the 2019-20 school year where he will be studying at the National University of Ireland, Galway.
- Mason Scher won a prestigious Goldwater Scholarship. She is a Chemistry major and Baldwin Honors and Civic Scholar whose work with RISE, the Drew Summer Science Institutes, along with the mentorship of Ryan Hinrichs contributed to her success.
- An electronic ballot will be forthcoming as Dean's Council needs a divisional replacement who can work on the Faculty Regs over the summer. This member will serve in the place of a DC member who is unable to participate over the summer. Debra expressed her gratitude to the Dean's Council for its service over the summer.
- A short survey from the Office of Diversity, Equity and Inclusion will be shared to help inform planning for education initiatives and identify areas of needed faculty support.
- On May 17th from 11-12, DSEM training will offer an active shooter program. All are welcome to attend.
- Self-study design will begin over the summer in preparation for Middle States. To begin some of the work, programmatic assessment reports are needed by June 30th. Mike Fried is available for assistance.

- Please let Judy Redling know if any student discusses leaving or transferring from Drew so her office can reach out and work in collaboration with advisors for retention efforts.
- Bob Herr was introduced as the new VP of Enrollment Management. Debra pointed out his successful past enrollment outreach and market position expertise, particularly in a similar market to Drew's. Bob is warmly welcomed to the Drew Community.
- The Registrar's Office was recently audited and flagged for incomplete or late grades. Please get grades in on time! (May 9th at noon for all seniors)

Encomiums for Retiring Faculty:

James Hala delivered by Neil Levi

WHEREAS Jim Hala's genius brought the medieval universe to the center of the contemporary world for generations of undergraduate and graduate students at Drew; not only did he teach those students about Beowulf, Sir Gawain, and the world of Chaucer, he would begin lectures with a tune on the lyre;

WHEREAS Jim founded "That Medieval Thing" in 1987, the original version of which included pageant wagons, may poles, and stocks in which Jim himself served time;

WHEREAS "That Medieval Thing" remains the second most popular alumni event after the annual reunions;

WHEREAS despite how often people might joke about the job prospects of medievalists, some of Jim's students were so inspired by his teaching that they themselves now teach medieval literature at various colleges and universities across the land;

WHEREAS Jim served on Dean's Council, Off-Campus Programs, CAPC, Provost Search committee, Dean of Students search committee, the committee that came up with the off-campus Drew seminars, among others, was a member and chair of the graduate committee on academic status, and chaired both his department and his division;

WHEREAS he took students to volunteer in orphanages in Honduras, where his own volunteer labor included hauling dung in an ox cart, a cart he also rode in, like Sir Gawain himself, and painting endless window frames to the sound of equally endless reggaeton; took students to Cuba, where he was bathed in jazz and rode antique cars; took students to Spain where he followed the route of the Compostela, and, last but not least, took students to London, where he directed Drew's program for a year and helped to originate the by no means insignificant elements of the program devoted to English and theatre;

WHEREAS Jim still wears a "drug rug" to class and has good hats, especially the beret;

WHEREAS he was responsible for writing the NEH grant that established the Humanities chair, program, and minor, thus gaining for this university the only fully funded NEH grant for that year, then serving as the Humanities Director for four years, and subsequently team-teaching in many of the program's courses;

WHEREAS he appeared onstage for several DUDS productions (and even sat in on acting classes), displaying, for those lucky enough to be paying attention, yet another of his many underappreciated talents;

WHEREAS Jim's publications include a major essay on BEOWULF, significant papers on Middle English lyrics and PIERS PLOWMAN, as well as contributions to our understanding of Stanley Kubrick's film THE SHINING, and, I am not kidding, Adrian Lyne's film FATAL ATTRACTION;

WHEREAS he has been a frequent, highly-regarded presenter at the Kalamazoo Medieval Congress, regional conferences, and the MLA, as well as a speaker who hit the road for the New Jersey Project on Women and Gender Studies, gave numerous talks on language at the Madison Public Library and—apparently the best audience he ever had--the Metro-West Jewish Community Center;

WHEREAS he sustained the linguistics minor for years;

WHEREAS later in his career Jim created Drew's first Literature of Disability class, and in the years since has continued to teach students to see afresh what they thought they knew, thereby expanding their understanding of and appreciation for diversity;

WHEREAS Jim's commitment to the unrecognized, under-served, and too often unseen makes his work at Drew a model for institutional ethics;

WHEREAS his kindness, open door, and dry wit made his office a refuge for junior colleagues in the busiest of times;

WHEREAS Jim wore a neon pink shirt to the office and demonstrated to new arrivals, first to S.W. Bowne and later to Sitterly House, that any day could indeed be casual Friday;

WHEREAS he never showed disrespect to anyone, indeed, could be more patient than Griselde with his willingness to consider bizarre points of view;

WHEREAS Jim unfailingly found something supportive to say to his colleagues in their darkest moments;

WHEREAS he has an extraordinary gift for connecting with students, who sensed that he was deeply humane, not only appreciating their differences but drawing them into the developing conversation so that they blossomed in his care;

AND WHEREAS, as must be abundantly clear by now, the same gift for connection has been shared for many decades with his colleagues, who feel his departure from our ranks as an acute personal loss, and who will miss him profoundly;

Therefore be it moved that Jim Hala be granted the status of Emeritus Professor of this University.

Carol Ueland delivered by Josh Kavaloski

WHEREAS Carol Ueland has been a committed member of the Drew faculty for 29 years, as well as a generous and supportive colleague in the Department of German, Russian, and Chinese;

WHEREAS Carol's 17-page-long, single-spaced CV is a testimony to a rich and productive career (a career, I might add, which is NOT easy to encapsulate in an encomium);

WHEREAS Carol has published two books of translated poems by the central poet of St. Petersburg as well as almost two dozen scholarly essays;

WHEREAS Carol has been invited to give scholarly talks at prestigious institutions such as Cambridge, Oxford, Harvard, Columbia, among many others;

WHEREAS Carol has taught generations of students to love language and literature, in a wide variety of courses both in English and Russian, ranging from Beginning Russian for undergraduates to literature seminars for graduate students;

WHEREAS Carol has inspired us with the intriguing themes of her courses, themes that include the Devil, the Fantastic, Lolita, Banned Books, as well as Love and Death in Russian Literature;

WHEREAS Carol has been a tireless champion of global experiential learning; she was one of the very first faculty members in 1994 to participate in the initial iteration of the international study-tour, known today as the ShortTREK; she has led roughly a dozen trips to Russia which have helped expand the world view of numerous Drew students;

WHEREAS Carol has exemplified faculty shared-governance by providing distinguished service to this institution on numerous committees;

WHEREAS most faculty members might wish to take it easy their final year, but Carol was willing to serve in one of the most demanding positions as chair of the Committee on Faculty;

WHEREAS Carol frequently states that Vladimir Putin is not going anywhere, reminding us not only that the Cold War between the USA and the Soviet Union never really ended and continues today in a different form, but also reminding us that language proficiency plays a critical role in our national strategic interests;

Therefore, BE IT RESOLVED that we 1) congratulate our colleague Carol Ueland, 2) wish her a retirement filled with the joys of family, travel, and literature; and 3) thank her for her service, with a proper expression in Russian: “Bal-shoye spasiba, tovarisch” (thank you, comrade)!

Action Items: 1) Resolution of the conferral of degrees was read by Interim Registrar Aimee Demarest and **unanimously approved** as follows:

Resolution on the Conferral of Degrees

Be it resolved that the Faculty of the Arts and Sciences recommends to the President and to the Board of Trustees of Drew University the conferral of degrees in course upon all students who have successfully completed their courses of study, and who have met all of the requirements for the degree of Bachelor of Arts, and those that have completed their courses of study toward degree programs under the jurisdiction of the Caspersen School of Graduate Studies as certified by the Office of the Registrar, and who have also met their financial obligations to the University, at the one hundred and fifty-first annual Commencement Ceremony of Drew University on Saturday, May 11, 2019.

2) Addition of the promotion policy for non-tenure track faculty to the Committee on Faculty Handbook – Debra directed attention to page 11 in the Packet, noting a vote by A & S faculty and the Theo faculty was needed to clarify which sections of the University Faculty Handbook pertain to tenure-track/tenured faculty and which to non-tenure track. The vote will be electronic and changes are noted in pages 11-22 of the Packet. Debra noted the second vote is to clarify which sections in Appendix I and II of the A & S Faculty Handbook pertain to tenure track faculty. These changes are noted in pages 23-35. Carol Ueland reported a reference to CLA faculty needs to be replaced with A & S faculty in section IV.2.b. She also noted Appendix II & III as the substantive documents and specifically asked faculty to review the date changes on page 26 in Appendix II. Carol said the process outlined in Appendix III for non-tenure track reappointment and promotion reviews parallels the tenure track process.

Debra asked if there were any questions regarding Document I (beginning page 11). Notice was made that the recommended language from the Minutes of the March 22nd Packet (page 8) describing the definition of service that includes “independent studies and tutorials, civic service and experiential learning programs; research and research assistance” still needed to be included in the definition of service for non-tenure track faculty. Maria Masucci concurred the language will be amended.

It was additionally clarified that any language that says “College” with reference to CLA should be replaced with language referencing the University. It was also noted that on page 31, language should be added to say “service and teaching, if appropriate”.

Debra asked for additional comments or questions for Parts II and III. Molly Crowther said her impression is that there is an ambiguity in language that feels non-committal and asked what is the sense of the expectation for salary? Debra shared that she cannot commit specifically to numbers, other than the University is trying to increase salaries but said the pool of salary will be looked at, along with faculty headcount and other variables. She said the goal is to reduce a gap between tenure and non-tenure track faculty but said she feels the Board has committed to a maximum amount at this point in time. With respect to length of term, Tammy Windfelder commented it was Dean’s Council goal to make the length of term equivalent for tenure and non-tenure track faculty. Debra followed up saying at some point there may be room to discuss length of term.

Jinee Lokaneeta expressed her approval of a non-tenure track policy and asked if at the associate teaching level could the University commit to contracts longer than a three-year term. Debra said this can be a next stage conversation but that at this moment she did not feel she could ask more from the Board of Trustees, nor did she feel she would be successful in the negotiation.

Prior to a vote, faculty members asked that the minutes reflect their wish for further conversation in the next academic year regarding length of term for contracts. Debra Liebowitz expressed her commitment to this conversation.

Maria reiterated that a vote on the first section will be electronic.

The non-electronic portion of the promotion policy for the non-tenured track faculty was called to question and unanimously approved. Debra thanked Maria Masucci for leading the efforts with the policy, and expressed thanks to the non-tenure track faculty for their input. She said the next step will be for the Board to vote its approval to change the Personnel Policy, allowing for inclusion of the Non Tenure-track Promotion Policy.

3) Proposal for Drew 110 requirement – Prior to a vote designating Drew 110 as a Gen Ed requirement, Juliette Lantz shared that a Drew 110 course has been approved and is open for registration for 60 students in the fall (“Preparation for Career and Academic Success”). She described it as a great course for academic and career planning as well as self-exploration.

Juliette noted the Drew 110 vote will make the course a Gen Ed requirement for all students who enter in fall 2019. Drew 110 will be a one credit course offered in the spring, designed to introduce students to the Launch experience. She directed attention to pages 41 through 44 for the new catalog copy.

Questions/responses included:

What if a student doesn’t take or doesn’t pass the course? The Launch plan lives in a digital space that the students create, with the goal of embellishing and completing it in four-years. Students will not be held back from graduation, but the plan is for them to complete all the outcomes in four years with strong mentorship and oversight.

What mechanism prevents students from dropping the course? There will be a “batch” look at the class, and as a matter of course it will be reviewed by Maria Masucci. Also, there is a mechanism in Beacon to identify struggling students, who would then take the course in their Sophomore year.

Will students receive a grade for Drew 110? The class will be pass/fail.

Who will teach the courses? Classes will be co-instructed and taught in partnership with staff from the Experiential Education and Career Development Center who are partnering with Campus Life and Student Affairs, CAE, among others. Curriculum development and lesson planning will take place during the summer. In the fall, some of these educators will instruct. In the spring, those teachers will partner with a second instructor.

What are the human resources/personnel implications? The Center for Experiential Education and Career Development will cost effectively deliver mentorship, advising and experiential education to all students in an organized way. The implications are positive for faculty and staff.

A vote was called and the proposal for the Drew 110 requirement passed by majority with one abstention. Debra thanked Juliette, Daniel and the CRUE Committee.

Debra announced that the last two action items (Transferable skill definition for digital proficiency and the Proposal for revisions to Medical Humanities M.A.) will be considered at the May 9th Faculty Meeting in order to allow for the presentations of other items.

Reports: Curricular Report: No questions were raised regarding the Curricular Report. Debra and the faculty thanked CAPC members for their efforts throughout the year.

COF: Carol Ueland announced the Committee on Faculty's promotion and tenure recommendations to the Provost and the Board of Trustees as follows:

Recommended for tenure: Lisa Lynch

Recommended for tenure and promotion to Associate Professor: Christopher Andrews, Brianne Barker and Summer Harrison.

Recommended for promotion to Professor: Lisa Brenner, Jinee Lokaneeta, Emanuele Occhipinti, Raul Rosales and Leslie Sprout

Carol thanked her COF colleagues Roger Knowles, Patrick Dolan, Monica Cantero and Kim Rhodes for their "fine and careful work" and congratulated faculty members nominated for tenure/promotion.

Academic Standing Committee Report: Scott Morgan directed faculty to the report on page 61, thanking Judy Redling and her office for their collaborative work

Enrollment Management: Colby McCarthy thanked faculty members for their invaluable participation in recruiting events. She then reported that the target of 470 first year enrollments was missed, with 399 students enrolled for the Class of 2023; representing a 6% decrease from the previous year. She said we have 27 transfer deposits, which is even with last year; representing a yield of 35%. She said Admissions is carefully watching waitlisted students and are continuing to pursue them for enrollment. Sharon Sundue said she is pleased with the INTO undergraduate Pathway student enrollment, reporting 11 new students who represent a 50% increase and said offers are trending up for direct entry international students as well. She said the international cycle is later than the domestic cycle so there are many months left to continue recruiting efforts.

Debra Liebowitz offered her thanks to Colby and the Admissions' Team for their efforts to improve the enrollment numbers. She shared that the University has been moving very quickly to remediate and adapt; by bringing on new programs, changing our student support structures and investing in key initiatives. However, as the environment external to us has continued to change, we need to continue to innovate. She said innovation will require very thoughtful and strategic investment, and given our situation, must to be balanced with cost savings wherever possible. Our focus, as always, will be to continue to dedicate as many resources as possible to student success.

Debra reported that the most recent budget presented to the Board of Trustees is based on 470 incoming students in CLA in Fall 2019. We are not going to hit that target, and as a result, we have to re-evaluate the budget for next year as well as the 5-year budget model. She said these are going to be very difficult conversations, but are absolutely necessary for us in order to develop a plan to move the institution forward to meet these challenges.

Debra shared that APBC will be the body that takes the lead on these conversations. They will convene regularly over the summer months, and will share updates with the community. The following questions were raised, with responses below:

What is the discount rate? Presently, it is 55 1/2%, but may go up

What might the numbers look like with summer melt: Generally there is a net gain, as we lose students, we gain new students, though this is impossible to predict. The hope is to net between 410 to 420 students.

What is Drew's budget modeling? Although our peer institutions are experiencing a similar decrease in enrollment, we must have a very realistic conversation about where we are and what our numbers should look like. Incorrectly, modeling predicted 460 new students with a 57% discount so it is clearly necessary to undertake data collection and look at where targets were missed. Additionally, enrollment modeling and financial aid modeling will be looked at, along with program offerings. It was suggested that it might be safer to budget with an expectation of 400 enrolled first year students.

What might have caused the drop off in our numbers? As part of the budget modeling process, this will be looked at, but some contributing factors might be the amount of merit scholarships we are offering as compared with other institutions, program offerings that align with what students are looking for along with better communication processes. It was also suggested that we look at campus and social life reviews (niche.com) to identify areas for improvement.

Was there a shift in Baldwin Honors or Civic Scholar enrollments? There are fewer Baldwin Scholars, but Civic Scholars remained flat.

In closing, Debra responded to a question of whether there is a culture of resistance and if so, how do we "move the needle"? Debra said we need to ask some very big questions in order to get to a different financial model. She recognized the tension of trying to make change while adequately owning the governance process and noted that innovation and change can only be achieved with a shared vision for the future. Debra said she is committed to a reorientation of workload as we go to a 3-3, but said we need a speed of engagement in order to innovate and move towards financial security. She said a new workload formula will be applied beginning in Fall 2020 and invited faculty members to be in dialogue with the leadership team. She called for a cultural shift that will leave our "historic inertia" behind.

No questions were raised regarding the **Title IX, Library** or **Advancement Reports**.

Announcements:

Bookstore Reminder: Debra reminded faculty members to turn orders in to the Bookstore so students can use their financial aid to purchase books in the fall.

Ramadan: Jonathan Golden informed faculty members to be mindful of students coming to class on Monday, June 6th who may be fasting due to Ramadan.

Other reminders available in the Packet.

Art Opening: Michael Peglau encouraged faculty members to attend the Senior Art Show immediately following the meeting.

The meeting was adjourned at 5:25 p.m.

Minutes respectfully submitted by Trish Turvey

Drew University
Minutes of Arts and Sciences Faculty Meeting
May 9, 2019

Present: Christopher Andrews, Edward Baring, Brianne Barker, Jeremy Blatter, Lisa Brenner, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Allan Dawson, Patrick Dolan, Stephen Dunaway, Jonathan Golden, Ryan Hinrichs, Sandra Jamieson, George-Harold Jennings, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Juliette Lantz, Bjorg Larson, John Lenz, Jens Lloyd, Jinee Lokaneeta, Lisa Lynch, Caroline Maier, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan, Philip Mundo, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Jonathan Reader, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Claire Sherman, Kristen Turner, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Tammy Windfelder

Others Attending: Andrew Bonamici, Michael Fried, Jody Caldwell

The meeting was called to order at 1:03 pm by Debra Liebowitz.

Dean's Update: Debra Liebowitz' thanked faculty for participating in this added Faculty Meeting in order to assist in providing helpful feedback to committees working over the summer.

Action Items: 1) **Proposal for revisions to the Medical Humanities M.A.** - Rita Keane stated the new proposal is intended to broaden the appeal of the program for students and called for questions, as outlined on pages 2 through 12. When asked, Debra reported that Kate Ott will serve as the Director of the Medical Humanities program until a new director is appointed. This appointment should occur before fall 2019.

The proposal was called to question and passed unanimously.

2) **A Proposal for revisions to Civic Scholars program** – Debra Liebowitz described the proposal as a revision to and expansion of the existing Civic Scholars program, stating it is out of governance order as it had not yet gone to Division review. She notes this will not be the routine course for the approval of programs. Debra stated the Civic Scholars is an excellent program that draws and retains students at a higher rate than some others, thus it was determined the proposal could address issues in the program that need change and would provide the immediate opportunity to begin recruiting and marketing of the new program. The proposed changes are intended to expand “Social Impact Scholars” with tracks for Community Engagement Scholars, Global Civic Scholars and Innovation and Entrepreneurship Scholars and would be offered in the fall of 2020. Bob Massa and Bob Herr both endorse the new program and believe it will help with recruitment efforts, justifying the governance anomaly of bringing it to a vote at this time. A positive vote allows for advertisement of a new structure but will not prevent the needed conversation and curricular work that will occur with affiliates who will be consulted before a

proposal for final approval. The general framework of the program is proposed for approval at the May 9th meeting, with the specifics (the “guts”) to follow at a future faculty meeting.

Questions and responses follow:

Will there be an allowance for transfers or second years? Yes, Civic will be offered in two year modules and the program will be flexible in terms of points of entry.

What is the global articulation and how will “class issues” be addressed? Presently, the Civic Engagement program is sensitive to class issues (upper class students “saving” poorer, less advantaged) and would only move forward expanding the program with a conscious sensitivity to these issues. Further input will be sought and welcomed from the affiliates who will contribute to the three focus areas of the program: Civic/Community Engagement Scholars, Global Civic Scholars, Innovation and Entrepreneurship Scholars.

Do we have the resources for the proposed changes in the program (particularly with the Innovation and Entrepreneurship Scholars “bucket”)? An extensive resource analysis has been done and a grid lays out how faculty will build the work into their loads over the next three years. Debra said it will be a good problem to have when we need more resources due to the demand for the program offerings, but said the Provost Office is mindful that more curriculum work is left to be done and more conversations need to take place. She urged we not lose a year of recruiting waiting to solve the details and assured this vetting will occur and be presented to faculty for approval.

Is this program offering innovative in the market and how will this interface with Launch? As per Amy Koritz, our peers and aspirants have programs touching the three areas the program proposes to offer in fall 2020. She said this is a competitive space we need to be in. Amy stated we need to enter the space in a way that places social benefit at the center, as that will keep us true to our values and makes us both competitive and unique in the market. She said she supports the program as it is crucial to attract more students and the two- year model is more beneficial as it offers the ability to be flexible as to points of entry. Amy assured that conversations have taken place with Daniel Pascoe as to how to integrate this program into Launch and the working group is interacting with enthusiasm for moving ahead with this program. She said the proposed change to the program has her support.

If students’ main concern is Science or Art how could “entrepreneurial” be rearticulated to focus more on innovation over entrepreneurship? Agreed and noted.

Aside from the questions posed above, there was positive reaction to the proposal which included the benefit of the creation of a 2-year program with an option for a junior/senior honors component as well as the removal of the required DSEM. The program change was also praised for providing an outreach opportunity with international students and for providing a structural add on and articulation to the strong programs we presently offer like the UN Semester or Social Entrepreneurship.

Before the question was called for vote, Debra asked if faculty members were ready to move forward with a vote on the framework/curriculum changes for Civic. This vote would occur with the recognition that detailed conversations will continue and will provide catalog copy for the program to be presented for a separate vote in the fall. A vote in favor will be binding for a revision to the program but not the catalog copy. The faculty agreed to move ahead.

The question of revising the Civic Scholars program was called and approved unanimously, with the change of governance procedure noted.

For Discussion: Structure of New Gen Ed Curriculum – Juliette Lantz reported that the intention of her presentation would be to provide a visualization of the proposed Launch Gen Ed curriculum (see attached pages for slide presentation). She noted that throughout the presentation she will collect faculty insights and will close by asking faculty members to work in groups on a Google questionnaire. This information will be used to inform a final curriculum proposal in line with the faculty’s vision that will be presented for vote in the fall.

I. Slide one presented the general progression of how students move through the proposed Launch Curriculum.

First Year – DSEM 100

First Year through Third– 1) Thinking Globally 2) Quantitative Reasoning 3) Creative Practice 4) Power, Privilege and Difference 5) Critical, Ethical and Historical Analysis 6) Scientific Inquiry

Third Year into Fourth – Complex Problems Studio

Fourth Year – Major Capstone

(Note: Foreign Language and Immersive Experiences are completed sometime during the four years.)

II. Slide two presented how writing overlays the curriculum structure.

Foundational writing in DSEM

Writing Enhanced Courses (WE) in the second year

Writing in the Major in the third year

III. Slide three presented how the transferable skills (written communication, oral communication, digital proficiency, interpersonal communication, engaging difference, interpretation, quantitative reasoning, creative thinking, problem solving, collaboration, critical thinking) are taught over the four years.

IV. Slide four presented a mock-up visualization tool of what Ladder *could* look like. It would be proposed that transferrable skills will appear on a syllabus, along with SLOs but not on Ladder.

It was suggested there be more discussion of what the Complex Problems Studio should look like and also a suggestion was made to look at its name (complex problems) so it was something a student looked forward to rather than something intimidating. There was a question as to how students will complete the nine Gen Ed requirements, which was noted for consideration as the Curriculum continues to be prepared for presentation for vote in the fall.

In closing, Juliette asked faculty members to work alone or in small groups to complete a short Google Form (sent from the Associate Dean of Curriculum email) that will ask for suggestions for refinements to the six categories that orient students around the curriculum, refinements to the curriculum implementation rules and finally refinements to address the size and/or

complexity of the Gen Ed curriculum. Juliette encouraged faculty member to feel free to additionally complete the Google form individually.

The meeting was adjourned at 2:10 p.m. as faculty members worked in groups on the Google Form.

Minutes respectfully submitted by Trish Turvey

Drew University
Minutes of Arts and Sciences Faculty Meeting
August 28, 2019

Present: Sarah Abramowitz, Christopher Andrews, Carolina Arango-Vargas, Lee Arnold, Alex Bajcz, Edward Baring, Brianna Barker, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Ferdi Eruysal, Wyatt Evans, Christopher Fazen, Sophia Fortune, Jonathan Golden, Summer Harrison, Ryan Hinrichs, Oleg Ivanets, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Bjorg Larson, Neil Levi, Debra Liebowitz, Jens Lloyd, Yi Lu, Yahya Mete Madra, Maria Masucci, Rosemary McLaughlin, Ziyuan Meng, Scott Morgan, Philip Mundo, Adijat Mustapha, Akwasi Nti-Addae, Emanuele Occhipinti, Jennifer Olmsted, MaryAnn Pearsall, Karen Pechilis, Gerard Pinto, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Jason Roberts, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Claire Sherman, Ellie Small, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, Phoebe Tang, Marc Tomljanovich, Kristen Turner, Nancy Vitalone-Raccaro, Trevor Weston, Tammy Windfelder, Courtney Zoffness

Others Attending: MaryAnn Baenninger, Sunita Bhargava, Andrew Bonamici, Michelle Brisson, Michael Fried, Vincent Gullo, Frank Merckx, Daniel Pascoe Aguilar, Bret Silver, Shawn Spaventa, Jody Caldwell, Irina Radeeva, Brian Shetler, Andrea Woodka, Matt Acosta, Danielle Reay, Leah Owens, Gloria Alisyed-Lewis

The meeting was called to order at 4:03 pm by Dean Debra Liebowitz who welcomed the faculty to the 2019-20 academic school year. She asked faculty to make note of a “Welcome to the 2019 Fall Semester” letter sent to the community from President MaryAnn Baenninger and announced her own Opening of School letter would soon follow.

Debra thanked committee members and staff who worked over the summer including:

- The Facilities staff; particularly for the spectacular job of updating the lower level of Brothers College in order to make way for the Registrar, Student Accounts, Financial Aid and the Business Office
- The Launch Implementation and website design crew including Justin Jackson, Margaret Kiernan and Kristen Williams; particularly for their terrific work on the website, branding and communications. They joined Daniel Pascoe’s team who had been working on this over the past year and included Tanya Bennett, Andrew Bonamici, Steph Mazzarella, Greg Townsend, Carolyn Parelli and Sari Pascoe.
- The Crew Committee including Daniel Pascoe, Jill Cermele, Juliette Lantz and Sari Pascoe who worked on lesson plans and start up efforts which have resulted in the DREW 110 pilot being fully subscribed

- Dean's Council members Chris Ceraso, Peggy Kuntz, Jennifer Olmstead and Tammy Windfelder for their tireless efforts in developing the Faculty Handbook, soon to be brought forward for discussion and eventual vote
- Kristen Turner, Brandie Waid and Nancy Vitalone-Raccaro for successfully submitting both the CAEP (Council for the Accreditation of Educator Preparation) self-study report and the addendum report in preparation for the accreditation for the Teacher Education Programs. The accreditation team will be holding the site visit in November.
- Faculty members involved with the Masters of Finance degree, which successfully moved its first student cohort through the program, with double the enrollment for this year. Thanks to Sarah Abramowitz and Ferdi Eruysal for efforts in preparing the rollout of the Masters of Data Analytics
- Ryan Hinrichs (Administrative lead) and Hilary Kalagher (Faculty Lead) who have answered the call to head the University's Middle States Accreditation process

Debra asked faculty to put October 11th on their calendars for the Launch Communities Expo, where the Drew Community will be introduced to Launch. More information on the Expo will follow.

Middle States Preliminary Visit: Ryan Hinrichs shared he will be working with a strong team including Jessica Lakin, Alex McClung, Meredith Palmer and Gloria Alisyed-Lewis, towards the University's successful Middle States accreditation. He noted some changes from the accreditation process of 2011, where the original 14 Standards have been consolidated to 7 Standards. Ryan reported that working groups are being formed and the self-study design document is being drafted. In advance, he thanked those who will chair committees and asked faculty members to look for more details regarding the process in the next Faculty Packet. In closing he stated the process is one of *engagement*, encouraged by Middle States, and the participation and contributions of faculty members is greatly appreciated.

Hilary Kallagher shared the following Middle States' timeline with faculty members:

- September 12 at 1:15 in Crawford Hall; Information Session presented by Idna Corbett, Vice President and Drew's liaison to MSCHE.
- Self-Study Design Report will be included in A&S Faculty meeting packet for 9/13 meeting
- AY 2019-20: Working Groups undertake self-study -- draft chapters due June 5, 2020 Steering Committee coordinates efforts, completes Requirements for Affiliation
- Summer 2020: Steering Committee will draft full Self-Study Report; share with community for feedback
- Fall 2020: Revisions of Self-Study Report & Preliminary visit by Evaluation Team chair
- Spring 2021: Final Self-Study Report submitted to MSCHE and Evaluation Team site visit

Debra Liebowitz asked faculty members to please make the September 12th Information Session a priority on their calendars.

Final Announcements included:

1. Debra Liebowitz - Please make every effort to put copies of books on reserves in the library so students have access to them
2. Wendy Kolmar - Free tickets are available for faculty to attend the Merrill Skaggs Lecture presenting Cathy Davidson, who will discuss transforming higher education on September 11th at 7:00
3. Jonathan Rose – The deadline for submitting a nonfiction book published between October 15, 2015 and August 1, 2019 for consideration for the Kornitzer Prize will be September 1st. Please bring submissions to Andrew Bonamici’s Office in the Drew Library.

President MaryAnn Baenninger addressed the faculty, thanking everyone for their contributions towards Drew’s most recent recognition from Washington Monthly. Drew moved on its annual College Guide and Rankings list from 121st to 85th based on its contribution to the public good in the categories of social mobility, research and promoting public service. She also commended the faculty for its contribution in Drew being cited as a top 10 ‘Best Buy’ on Fiske’s national list. President Baenninger noted that while the University has work to do, we have come so far and are in a place where “we are better and we are sustainably strong!”

Following the President’s remarks, Debra asked that Chairs and other Administrators introduce the newest members of faculty and staff.

The following members were introduced (see August Packet for brief bios):

FACULTY

Ferdi Eruysal, Data Analytics

Gerard Pinto, Business

Ellie Small, Mathematics and Computer Science

Merel Visse, Medical Humanities and Public Health

Courtney Zoffness, English

Adijat Mustapha, Psychology

Jason Roberts, Anthropology

Phoebe Tang, Political Science
and International Relations

Andrea Woodka, Chemistry

STAFF

Matthew Acosta, Learning Spaces Coordinator

Gloria Alisyed-Lewis, AVP, Budgeting & Financial Planning

Megan McHugh, Director of Student Activities

Leah Owens, Coordinator of Candidate Assessment, Clinical Partnerships and Inservice Teacher Education

Center Update from the Center For Immersive Learning: Daniel Pascoe introduced the audience to the new Launchpad site at <https://launch.drew.edu/>. He noted the Graphics are still getting updated, but familiarized the faculty with the six essential elements of Launch: Career Communities, Identity/Affinity Communities, Network of Mentors, Immersive Experiences, Transferable Skills and the Launch Plan. He shared a visual walk through of the site and noted filters are continuing to be developed to further customize the site. He showed faculty members how students can explore opportunities; go to a “How To” in order to design a personalized Launch Plan; engage with mentors; explore campus life opportunities; find internships or on-campus employment; identify immersive experiences, etc. Daniel encouraged the use of the feedback forms on the pages to continue to improve the site. He said the site has not yet been opened to all our students, but the hope is to “launch” the site at the October 11th Launch Communities Expo.

In addition to congratulating Daniel for the impressive website that provides a framework for showcasing the best of Drew, Debra extended her appreciation to the entire Launch Team who contributed to this effort.

Debra adjourned the meeting at 4:48, inviting faculty members to Mead Hall for the Opening of School Reception.

Minutes respectfully submitted by Trish Turvey.

Colleagues,

Welcome to the new academic year! I write to share updates about the many things that have been happening on campus over the summer months, and to share with you some of the most important initiatives for the coming academic year.

In reflecting back over two years as Provost, it's clear to me that the new structure for academic affairs has allowed us to achieve a number of goals that we would not have otherwise been able to achieve. These include:

- developing more extensive partnerships with other divisions of the institution to ensure coordination and support for the academic mission;
- creatively and thoughtfully utilizing available resources to support strategic initiatives, increase efficiency, and build toward sustainable operations;
- supporting each school's unique programs while simultaneously developing new programs and curricular connections;
- reinvigorating the career center, instructional technology, and broad support for immersive learning;
- strengthening Drew's commitment to a diverse, equitable, and inclusive environment for faculty, staff, students, and community members, through the creation of an Office of Diversity, Equity and Inclusion;
- developing and implementing a process by which our full-time faculty members who are not on the tenure track can be promoted and recognized for the important contributions that they make to our community;
- providing more comprehensive and integrated support for our graduate students; and
- completing a comprehensive review of the Registrar's Office and creating a roadmap for best practice operations.

Everyone receiving this letter has been involved in these efforts in one way or another. I am grateful that I work with individuals who are so thoughtful and collaborative, and who always put the best interests of our students at the forefront. Thank you.

Because the work of our three schools and the library has become so much more integrated, I am also re-instituting University-wide faculty meetings. We will start by holding one each semester, and we will use this time to discuss issues that are relevant to academic affairs more broadly, share important University updates, etc. The fall meeting is scheduled for November 20th, and the spring meeting is tentatively scheduled for March 18th. The agenda for these meetings will be crafted with representatives of the Theological School and Arts and Sciences Dean's Councils. More information will be announced as these dates near.

Summer Updates

The class of 2023 is the first undergraduate class to experience Launch, and significant work has happened over the summer to prepare for their arrival.

- Preparation for Drew 110 (Launch workshop: Preparation for Career and Academic Success) has been vigorous; the full first-year cohort will take the course in the spring and we are piloting it this fall sophomores and juniors who want to participate in it. We have two full 30 person sections running this semester.
- Launch also now has extensive visual branding, along with content and other tools, that can be used to communicate the Launch approach to education to current and incoming students, the Drew community, and communities well beyond Drew. We have made tremendous progress on a newly designed web space (launch.drew.edu) that integrates the systems that manage mentoring by alumni and community members, job postings, internships, community events, and the full range of immersive experience opportunities. The site also includes the 16 Career and Identity/Affinity communities that are open to participation by all students; overseen by Drew faculty and staff, these curated spaces combine events, mentoring, student clubs, and a range of opportunities and materials aligned with each group. There is still much to be done to continue to develop this tool, but I would like to extend particular thanks to those who have been most involved up to this point: Daniel Pascoe Aguilar, Juliette Lantz, Kristen Williams, Justin Jackson, Margaret Kiernan, Greg Townsend, Sari Pascoe, Steph Mazzarella, Tanya Linn Bennett, and Andrew Bonamici.
- The Launch curricular conversations will continue this semester as we work together to ensure the full development and implementation of this innovative initiative. **A new community wide event, the Launch Communities Expo, will be held on Friday, October 11.** This Drew campus event will introduce Drew and broader communities to Launch, as well as to introduce and engage all community members in Launch's 16 Career & Identity Communities. The Expo will include a showcase of the Launch Communities and Think Tanks, a co-curricular experiences Poster Session, and a networking reception.
- After spending multiple years in their "temporary" spaces in Holloway Hall, the Offices of Financial Aid, the Registrar, and Student Accounts have moved to the lower level of Brothers College. The offices are bright and welcoming, and this space is also fully accessible with a new ramp and entryway to the lower level on the BC circle side of the building. **Please plan to stop by an open house between 2:00 and 4:00 on Tuesday, September 17th, to see this beautiful space.** A special thank you to Greg Smith, Stephanie McCormick, and their entire Facilities team for doing an amazing job overseeing this renovation, as well as many, many other major renovation and campus improvement projects this summer.
- The Theological school faculty completed the first year of their innovative new curriculum with great success and will be continuing to implement it over the next several years. Their work is bolstered by renovations in Seminary Hall, changing selected classrooms into high-flex learning spaces that allow for quality synchronous online meetings and increased accessibility of their programs. Two grants were secured to support faculty development and strategic planning, and five graduate certificates building on the dynamic new curriculum are being launched.

- This fall we rolled out e-portfolios for all Master of Divinity students and entering PhD students in the History and Culture program and the Graduate Division of Religion. Many thanks to the Caspersen and Theological faculty who developed the curriculum and Peter McLellan (Phd, T '19), who expertly led the implementation team.
- In CSGS, the first Master of Science in Finance students just completed their internships and capstone projects and are preparing to graduate while the first cohort of students in the Data Analytics programs are matriculating. The newly revamped History and Culture M.A. program has also seen a significant uptick in enrollment.
- Hundreds of undergraduate students participated in revamped on-campus and distance orientation programs this summer, ensuring they arrived on campus fully prepared for the fall semester; thank you to the Campus Life and Student Affairs team, Maria Masucci, Jill Cermele, John Jordan, Laura Arthur and the INTO student services team, Anna MacLachlan, and the many faculty members who participated for navigating so many first-year students through an excellent orientation program and welcoming them to our community. Our new Theological and Caspersen School classes have also arrived. Many thanks to all who put together excellent orientation programs for those groups, particularly Melanie Johnson-Debaufre, Tanya Linn Bennett, Soren Hessler, Antoine Porter, Beth Babcock, and Joanne Montross.

A quick note that the University will be beginning or completing three different accreditation processes this year. The Council for the Accreditation of Educator Preparation (CAEP), the body that accredits our teacher education program, will be conducting their accreditation site visit this November. Many thanks to Kristen Turner for leading this project and to Brandie Waid and Nancy Vitalone-Raccaro for the tremendous amount of work they did to help get the report submitted. The Middle States and Association of Theological Schools accreditation processes will both begin during the 19-20 academic year and conclude with site visits during the 20-21 academic year. I want to thank Ryan Hinrichs and Hilary Kalagher for agreeing to chair the Middle States steering committee and Kate Ott and Melanie Johnson-Debaufre for chairing the ATS process.

This year promises to be exciting, busy and challenging. There is a lot to accomplish but I am convinced that together we are up to the task. I look forward to continuing our work, and to re-connecting with each of you in this new academic year.

Best,
Deb

VOTING LIST FALL 2019

Abramowitz, Sarah	Fazen, Christopher	Liebowitz, Debra	Redling, Judith
Anderson, Erik	Fortune, Sophia	Lloyd, Jens	Rhodes, Kimberly
Andrews, Christopher	Fowlin, Kimani	Lokaneeta, Jinee	Roberts, Jason
Apelian, Christopher	Golden, Jonathan	Lu, Yi	Rosales, Raul
Arango-Vargas, Carolina	Harris, Seth	Lynch, Lisa	Rosan, Alan
Arnold, Lee	Harrison, Summer	Madra, Yahya	Rose, Jonathan
Baenninger, MaryAnn	Hill, Emily*	Masucci, Maria	Rosenbloom, Susan
Bai, Di	Hinrichs, Ryan	McGuinn, Patrick	Russo, Anthony
Bajcz, Alex	Ivanets, Oleg	McKittrick, Christina	Safri, Maliha
Baring, Ed	Jaising, Shakti	McLaughlin, Rosemary	Scarano, Paris
Barker, Brianna	Jamieson, Sandra	Medvecky, Christopher	Sherman, Claire
Bazewicz, Jim	Jennings, George-Harold	Meng, Ziyuan	Small, Ellie
Bernstein, Frances	Jordan, Jason	Miller, Joanna	Smith, Bernard
Blatter, Jeremy	Jordan, John	Mishra, Sangay	Soderholm, Rebecca
Boglioli, Marc#	Jordan, Lisa Marie	Moore, Kesha	Sprout, Leslie
Brenner, Lisa	Kalagher, Hilary	Morgan, G. Scott	Stein, Raymond
Bresnahan, Barb	Karolak, Jason	Morin, Tomas #	Sundue, Sharon
Burd, Barry	Kass, Steve	Muccigrosso, John#	Supplee, James
Cantero-Exojo, Monica	Kavaloski, Joshua	Mulligan, Rory	Surace, Steve
Carter, James	Keane, Marguerite	Mundo, Philip	Tang, Phoebe
Carter, Timothy	Keyser, Sandra	Murawski, Robert	Tomljanovich, Marc
Cassano, Adam	Killian, Caitlin	Mustapha, Adijat	Turner, Kristen
Ceraso, Chris*	Knowles, Roger	Nevin, Sean	Turreo-Garcia, Maria
Cermele, Jill	Kohn, Jennifer	Noguera, Nancy	Visse, Merel
Chi, Miao	Kolmar, Wendy	Nti-Addae, Akwasi	Vitalone-Raccaro, Nancy
Choquette, Kimberly	Koritz, Amy	Occhipinti, Emanuele	Waid, Brandie
Cole, Darrell R.	Kouh, Minjoon	Olmsted, Jennifer	Wells, Hannah#
Cousens, Graham A.	Kuntz, Margaret	Pearsall, Mary-Ann	Weston, Trevor
Crowther, Molly	Lakin, Jessica	Pechilis, Karen	Windfelder, Tammy
Dawson, Allan	Lantz, Juliette	Peglau, Michael	Yordan, Carlos
de Voogt, Alex	LaPenta, Dan	Pieretti, Marie-Pascale	Zoffness, Courtney
Dolan, Patrick	Larson, Bjorg	Pinto, Gerard	
Dunaway, Stephen	Lee, Seung-Kee	Placet-Kouassi, Muriel	
Eruysal, Ferdi	Lenz, John	Porras, Jonathan	
Evans, Wyatt	Levi, Neil	Reader, Jonathan	

#Sabbatical or Leave AY 2019-20

***Sabbatical or Leave Fall 2019**

Last Update: 09.09.19

Curricular Report

September 2019

For Information:

New Courses:

- ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad
- REL 366/History and Practice of Mindfulness
- CHEM 360LA/Laboratory in Biochemistry

Changes to Existing Courses:

- ANTH 321/Forensic Anthropology
 - Change number, level and description and add Gen Ed designation [BNS]
- AREL 806/Victorians, Visionary Ones, Impossible Ones
 - Description change
- ARWR 910/Fiction Workshop
 - Description change
- EDUC 520, EDUC 530, EDUC 546, EDUC 555, EDUC 565
 - Description Changes
- BIOL 220/Nutrition
 - Prerequisite and co-requisite change
- FIN 501/Financial Accounting
 - Title Change

Gen Ed Designations:

- ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad [BHUM]
- ANTH 321/Forensic Anthropology [BNS]
- HIST 242/Thrones, Theatres, and Witches: Early English History [DVIT]
- REL 366/History and Practice of Mindfulness [BHUM]

Changes to Existing Major/Minor:

- Public Health Major/Minor
 - Changing prerequisite and co-requisite for BIOL 220
- Anthropology Major
 - Adding course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad
- Archaeology Minor
 - Adding course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad
- Middle East Studies Minor
 - Adding course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

Revised Catalog Copy:

- Comparative Religion Major
- Russian Minor
- Nursing: Drew University-Drexel University 4+1 B.A./B.S.N.
- Nutrition: Drew University - Drexel University 3.5+1.5 (or 4+2) B.A. with Master of Science in Human Nutrition

For Information:

New Courses:

ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

This course discusses the history and archaeology of the Middle East from the rise of the Meroitic Kingdom in Sudan around 350 BCE to the founding of Baghdad in Iraq circa 750 CE. The course will use the theory of cultural transmission to discuss the history of states, religions, and material culture. Central to the course are the different methods of archaeology and how they have helped us to understand this region and time period. These include bio-anthropological analyses, archaeological surveys and excavations, inscriptions and written sources, ceramics and other examples of material culture. Students will get acquainted with these different methods to gain a first understanding of the complex relations in the region contrasting the archaeology of Sudanese Meroitic and Christian kingdoms with the historiographical study of the Umayyad Caliphate. CLA-Breadth/Humanities.

REL 366/History and Practice of Mindfulness

Everybody's talking about it, from book clubs to business leaders to wellness gurus. What is it, and why is it prominent in American culture now? This course investigates the cultural transformations of the theory and practice of mindfulness from its historical Buddhist roots to its popular currency today in the domains of wellness, neuroscience, education and business management. Key topics of critical exploration include mindfulness as a discipline of body and mind, its promotion as a physical and ethical transformation, and its application to a wide variety of social fields to encourage context-specific creative breakthrough, decision-making acuity and enlightened behavior. CLA-Breadth/Humanities.

CHEM 360LA/Laboratory in Biochemistry

**This course is intended for students who have successfully completed the coursework for CHEM 360 at another institution but who still need to take the lab. Students may take the lab only on the recommendation of the department and the course should not be listed in the catalog.*

This course provides students with a laboratory experience in methods including protein characterization, purification of enzymes, enzyme kinetic measurements, and experimental design. The course is intended for students who transfer a Biochemistry course that does not include a laboratory from another institution. Seats in the Biochemistry Laboratory will be prioritized for students registered for Foundations in Biochemistry (CHEM 360).

Changes to Existing Courses:

ANTH 321/Forensic Anthropology

Current:

ANTH 321/Forensic Anthropology

Forensic anthropology is a specialized field concerned with the application of the techniques of physical anthropology and human osteology to matters dealing with the law and the medico-legal professions. This course will provide students grounding in the specialist skills of a forensic anthropologist, including the identification and recovery of human remains, calculating the death interval, building a biological profile and identifying the cause and manner of death. The role of the forensic anthropologist in mass disasters, military service, and investigation of war crimes and other human rights violations will also be discussed. Labs will apply knowledge in practical scenarios such as identifying animal versus human remains, field search and recovery methods, determining age at death, sex, stature, ancestry, and identifying any antemortem conditions that may contribute towards a positive identification. Students will also learn how to identify any trauma or other pathological Priority given to anthropology and biological anthropology majors, anthropology and archeology minors, juniors, and seniors.

Prerequisite: ANTH 103.

Proposed:

ANTH 214 - Forensic Anthropology

Forensic anthropology is an applied subfield of biological anthropology that provides expert analysis of the skeleton in legal and police-work settings by utilizing methods developed in skeletal biology, archaeology, and the forensic sciences. Forensic anthropologists play critical roles to identify victims of homicides (both historical and recent), mass fatalities resulting from both natural and human-made disasters, human rights abuses, war deaths, and to assist in determining the cause of death. This course is an introduction to Forensic Anthropology. You will be introduced to the underlying theory and the applied techniques that forensic anthropologists use to recover and identify individuals and assess what happened to the individual before and after death. CLA-Breadth/Natural Science.

AREL 806/Victorians, Visionary Ones, Impossible Ones

Current:

AREL 806/Victorians, Visionary Ones, Impossible Ones

This course features some of the outrageous, visionary, irritating and challenging statements of Victorian literature, such as:

- Never encourage the manufacture of any article not absolutely necessary, in the production of which Invention has no share;
- We get no Christ from you;
- Barking, mewling, hissing, mocking,
Tore her gown and soiled her stocking;
- Life imitates Art far more than Art imitates Life;
- King Arthur made new knights to fill the gap
Left by the Holy Quest;
- Sentence first, verdict afterwards;
- A spectre is haunting Europe
Situating these and other pronouncements in their literary, historical, and cultural contexts, these five sessions seek to weather again “the storm-cloud of the nineteenth century.” Among the writers featured are Elizabeth Barrett Browning, John Ruskin, Christina Rossetti, Karl Marx and Friedrich Engels, Alfred, Lord Tennyson, Lewis Carroll, and Oscar Wilde.

Proposed:

AREL 806/Victorians, Visionary Ones, Impossible Ones

This course features some of the outrageous, visionary, irritating and challenging statements of Victorian literature, such as:

- Never encourage the manufacture of any article not absolutely necessary, in the production of which Invention has no share;
- We get no Christ from you;
- Barking, mewling, hissing, mocking,
Tore her gown and soiled her stocking;
- Life imitates Art far more than Art imitates Life;
- King Arthur made new knights to fill the gap
Left by the Holy Quest;
- Sentence first, verdict afterwards;
- A spectre is haunting Europe
Situating these and other pronouncements in their literary, historical, and cultural contexts, this seminar seeks to weather again “the storm-cloud of the nineteenth century.” Among the writers featured are Elizabeth Barrett Browning, John Ruskin, Christina Rossetti, Karl Marx and Friedrich Engels, Alfred, Lord Tennyson, Lewis Carroll, and Oscar Wilde.

ARWR 910/Fiction Workshop

Current:

ARWR 910/Fiction Workshop

No description

Proposed:

ARWR 910/Fiction Workshop

Storytelling: voice, vision, character and yarn. For new and experienced writers, this course offers the chance to create short and long-form fiction. Using what one learns from established fiction writers about the craft of developing dialogue, depicting scene and maintaining narrative momentum is emphasized. A supportive environment to write, discuss and refine.

EDUC 520, EDUC 530, EDUC 546, EDUC 555, EDUC 565

EDUC 520/Literacy for All Students in the Elementary Classroom

This course provides a theoretical understanding of how to use content-area instruction to support literacy development. By the end of the course, teacher candidates will become familiar with **New Jersey Student Learning Standards** ~~Common Core State Standards~~ to understand the importance of incorporating instruction in reading, speaking, listening and writing that is specific to various content areas (i.e., mathematics, science, social studies) and will recognize the developmental spiral of curriculum across K-6 grade levels. Candidates will learn to incorporate reading comprehension strategies and writing activities into content-area instruction to strengthen critical thinking, reading fluency in reading of non-fiction texts, and retention of key concepts for all learners. Assignments will provide teacher candidates with an understanding of literacy challenges, practical ways to use literature to enhance student learning, methods for assessing suitability of texts and other materials, and an overview of how to differentiate instruction.

EDUC 530/Literacy and Learning in Adolescent Classrooms

This course provides an introduction to the teaching of literacy across content areas at the secondary level. Course content includes an overview of reading and writing processes, the importance of literacy in learning, **New Jersey Student Learning Standards** ~~Common Core State Standards~~ and ~~New Jersey Core Curriculum Content Standards~~ in literacy, and the role of content teachers in developing literacy skills. Students will explore strategies for integrating reading and writing activities in content area classrooms and consider how literacy activities can build content knowledge.

EDUC 546/Methods of Teaching and Assessment in Middle and High School Science

This course explores key approaches to teaching science 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: Science (i.e. the Next Generation Science Standards)**. ~~Common Core State Standards and the New Jersey Core Curriculum Content Standards~~. The course blends university based classes with fieldwork and develops **focuses on developing students' understanding of the teaching of science concepts, phenomenon, scientific practices for inquiry, and the use of argumentation and data to explain or make predictions in science.**

EDUC 555/Methods of Teaching and Assessment in Middle and High School English Language Arts

This course explores key approaches to developing literacy skills in secondary English Language Arts classrooms. Students acquire essential pedagogical content knowledge and skills through the study of research-based best practices. The course blends university based classes with fieldwork. A focus on each strand of reading, writing, literature, and digital literacy is complemented by examining the integration of English language arts to meet **New Jersey Student Learning Standards** ~~Common Core State Standards and New Jersey Core Curriculum Content Standards~~.

EDUC 565/Methods of Teaching and Assessment in Middle and High School Social Studies

This course examines the key debates in the field of Social Studies Education and provides students with cutting edge pedagogical content knowledge with an emphasis on hands on constructivist pedagogy and knowledge of **New Jersey Student Learning Standards** ~~content standards~~. Students acquire essential pedagogical content knowledge and skills through the study of research-based best practices. The course blends university based classes with fieldwork. Students

will become skilled at creating inquiry lessons using political cartoons and propaganda. In addition they will learn how to create and assess pedagogies that promote democratic citizenship and deliberation. ~~These include, Socratic Seminar, Structured Academic Controversy, and Town Hall meeting.~~ The emphasis is upon providing candidates with the skills to teach their future students to become active involved global citizens with deep historical understanding and the critical thinking skills to work towards solving the problems facing an increasingly globalized world.

BIOL 220/Nutrition

Current:

BIOL 220/Nutrition

Food is essential for human life. What we eat can have a broad impact biological functioning of an individual, from the level of the individual to the level of the cell. In this course, we will explore how the various micro- and macronutrients are metabolized and used within the body, and how what we eat can affect human health in different ways. Students will develop the skills to conduct nutritional analyses of various diets as well as the ability to use scientific evidence to critically evaluate various food fads and controversies. Prerequisites: BIOL 102 or BIOL 103 or BIOL 120 or BIOL 150 or BIOL 160 or CHEM 150 or PH 101 or PH 201 or NEUR 101 or Instructor Permission CLA-Breadth/Natural Science.

Proposed:

BIOL 220/Nutrition

Food is essential for human life. What we eat can have a broad impact biological functioning of an individual, from the level of the individual to the level of the cell. In this course, we will explore how the various micro- and macronutrients are metabolized and used within the body, and how what we eat can affect human health in different ways. Students will develop the skills to conduct nutritional analyses of various diets as well as the ability to use scientific evidence to critically evaluate various food fads and controversies. **Prerequisites or co-requisites: BIOL 120 or BIOL 160 or Instructor Permission.** CLA-Breadth/Natural Science.

FIN 501/Financial Accounting

Current:

FIN 501/Financial Accounting

This course exposes students to the financial accounting framework and main concepts, including generally accepted accounting principles. The course covers the basic financial statements and the accounting information system reflected in activities and transactions. The main categories of the income statement and balance sheet are explored, as is the statement of cash flows.

Proposed:

FIN 501/Financial Statement Analysis

This course exposes students to the financial accounting framework and main concepts, including generally accepted accounting principles. The course covers the basic financial statements and the accounting information system reflected in activities and transactions. The main categories of the income statement and balance sheet are explored, as is the statement of cash flows.

Change to Existing Major/Minor:

Public Health Major

- Changing prerequisite and co-requisite for BIOL 220/Nutrition

Requirement for the Major (56 credits)

I. Core Courses (36 credits)

- [BIOL 220 - Nutrition](#) (pre/coreq. BIOL 120 or BIOL 160 or permission of instructor)

II. Foundational Electives (20 credits)

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

A. Biosciences Electives (at least 4 credits)

- [BIOL 220 - Nutrition](#) (pre/coreq. BIOL 120 or BIOL 160 or permission of instructor)

Public Health Minor

- Changing prerequisite and co-requisite for BIOL 220/Nutrition

II. Elective Courses (8 credits; 4 credits must be from PH designation)

- [BIOL 220 - Nutrition](#) (pre/coreq. BIOL 120 or BIOL 160 or permission of instructor)

Nursing: Drew University-Drexel University 4+1 B.A./B.S.N.

- Changing prerequisite and co-requisite for BIOL 220/Nutrition

Human Nutrition (3 credits)	BIOL 220	(pre/coreq. BIOL 120 or BIOL 160 or permission of instructor)
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Nutrition: Drew University - Drexel University 3.5+1.5 (or 4+2) B.A. with Master of Science in Human Nutrition

- Changing prerequisite and co-requisite for BIOL 220/Nutrition

Human Nutrition (3 credits)	BIOL 220	(pre/coreq. BIOL 120 or BIOL 160 or permission of instructor)
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Anthropology Major

- Adding new course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

B. Archaeology

ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

Middle East Studies Minor

- Adding new course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

III. Electives (12 credits)

A. Humanities

- ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

Archaeology Minor

- Adding new course ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

II. Topics in Archaeology (4 credits)

- ANTH 222/Archaeology of the Middle East: from Meroe to Baghdad

Revised Catalog Copy (descriptions appended temporarily for AY 19-20):

Note for the top of the Comparative Religion major:

"The Religion major is being revised in the 2019-2020 academic year. Students interested in declaring this major should contact the Associate Dean of Curriculum for advising."

Add note to the Russian minors:

"Declarations of new minors for the Russian Cultural Studies minor are suspended for the 2019-2020 academic year."

"Declarations of new minors for the Russian Language and Literature minor are suspended for the 2019-2020 academic year."

Enrollment Report
Faculty Meeting 9-13-2019

Bob Herr
Vice President for Enrollment Management &
Dean of College Admission

Fall 2019 Admissions:

For the fall 2019 semester Drew has enrolled an entering first year class of 402 students as of the end of the drop/add period. Additionally, we have 55 new traditional transfer students enrolling and 52 transfers from the INTO pathway program. While this final number does not reflect the original targeted goal of 470, there are certainly some positive factors that we can continue to build on for fall 2020. Academically, this class continues to mirror the GPA and SAT averages of previous classes, with a 3.51 GPA and 1214 SAT. Our application pool grew by over 4% in the second year out from the tuition reset. Below is a comparative chart for 2017, 2018, and 2019 showing some of our key data points with our incoming first year classes.

	Fall 2017	Fall 2018	Fall 2019
Applications	3276	3859	4028
Admits	2033	2622	2810
Enrolled	371	420	402
Admit rate	62.0%	67.9%	69.8%
Yield rate	18.2%	16.1%	14.3%
% minority	36.9	33.8	37.3
% NJ	59.3	55.7	66.6

Overall, this was a competitive year against the private college market. Many institutions gave substantially increased financial aid awards in order to attract students. Some institutions that we compete with had discount rates of 65-70%. We are around 56.5% by comparison. With declining demographics of college bound students in our primary recruitment regions, it will continue to be a competitive marketplace with our peers in years to come. Furthermore, anecdotally, we believe our initial merit scholarships were not resonating with our admitted students as much as we had hoped.

We have been reviewing this past admission cycle and there are some changes we are looking to make in our financial aid and scholarship awarding strategy that should help our competitiveness in attracting students. One example is that we will be increasing the annual scholarship amount for the Baldwin Honors program and Drew Action Scholars (formerly Civic Scholars) from \$1500 to \$2500. Moreover, we are reviewing our overall scholarship awarding matrix to see where possible adjustments could result in higher yield of students as well as increased institutional revenue.

As Bob Massa and Colby McCarthy indicated throughout this past cycle, the transfer application funnel was significantly affected by the implementation of a new platform for transfers via the Common Application. Problems with this new version dramatically affected application numbers at Drew, as well as most institutions. They have made some changes that should result in higher completion rates for transfers using the Common App in 2020. Furthermore, we are working to on-board a new transfer

application through our new CRM, Slate, which will provide an additional opportunity to apply to our prospective students.

Fall 2020 Admissions:

Our inquiry pool for fall 2020 remains strong and we feel positively that we will continue to have a robust applicant pool for the upcoming admissions cycle. Also, over the summer we saw in prospective students visiting Drew and that trend is continuing with registrations trending higher for our fall Discover Drew Days on September 22 and October 19. I would like to strongly encourage you to attend either or both of those events in order to engage with our prospective students and their families.

I plan to share additional information regarding the fall 2019 incoming class once we finalize the census data and work with institutional research to analyze statistics for that class.

Thank you for your continued support of our admission and enrollment efforts. I look forward to working with you during the coming year on the fall 2020 incoming class.

UNIVERSITY LIBRARIAN'S REPORT For CLA Meeting of September 13, 2019

Dear Colleagues:

As the new year academic year begins, we'd like to share information about changes that have been made at the Library.

Library Hours

Following last year's staffing reductions and retirements, the library analyzed traffic patterns with the goal of scheduling professional staff and student assistants during times when the building, collections, and services receive the heaviest use. The midnight-2 am study hour period was especially low use. Library hours for the semester may be found [HERE](#) and are listed below.

Day(s)	Full service	Study hours
Sunday	12:00PM-8:00PM	8:00PM-12:00AM
Monday-Thursday	8:30AM-8:00PM	8:00PM-12:00AM
Friday	8:30AM- 7:00PM	7:00PM-9:00PM
Saturday	9:30AM-7:00PM	7:00PM-9:00PM

Note that the library's chat service is generally available until 9 pm, and electronic resources are available 24/7.

Card Access During Study Hours

Currently, faculty I.D. cards are not working for swipe-card access during study hours. We're working on this, but in the meantime, there will always be someone at the Circulation Desk to admit you!

Interlibrary Loan, Course Reserves and other services

Services remain essentially the same, but plan to allow extra time for interlibrary loans, reserves, and any other services managed by the Circulation Department. With recent retirements and personnel changes, our current staff is being redeployed to manage tasks as efficiently as possible.

Collection Development

In partnership with the Finance Office, the Library has consolidated separate departmental budget lines for books and journals into broader subject categories. The new fund structure will better accommodate interdisciplinary purchases and will ease fiscal reporting and tracking. Information about specific orders and purchases will still be available.

Kornitzer Prize Competition

We had an excellent response to this year's call for non-fiction works authored by Drew faculty and alumni. As of the September 1 deadline, the committee received nominations for six new works by faculty and 20 from alumni. Many thanks to the committee members, subject librarians and colleagues in Alumni Affairs for spreading the word. The selection committee (Jesse Mann, Jonathan Rose, Ed Baring, Andrew Bonamici) is currently reviewing works, with the goal of identifying a winner in each category later in the fall.

INSTRUCTIONAL TECHNOLOGY UPDATES

Staffing: As you may be aware, the Instructional Technology Group recently lost two staff positions to resignations, Jenna Corrado (Instructional Designer) and Nicole Pinto-Creazzo (Senior Instructional Technologist). We are actively developing plans to replace their expertise. In the meantime, we are continuing to support the university's key educational technology platforms, including the Moodle Learning Management System and the new digitization ePortfolio platform. If you or your students need assistance, send email to helpdesk@drew.edu, fill out a ticket at help.drew.edu or call x3457. Please be patient as responses may require some extra time.

Phone Contacts for Classroom Support: For the past 15 years, IITS (x1487) has been used by faculty to connect to Instructional Technology (and the MRC) to respond to classroom technology emergencies. Because x1487 was an internal number within the Drew phone system, it couldn't be reached by cell phone. With the switch to VOIP this past spring, we're happy to announce that we've moved x1487 to **973-408-3001**, which can be reached via cellphone. The classroom landlines remain active and dialing either x1487 or x3001 will get you connected to Instructional Technology staff. We have placed green stickers on the classroom phones as a reminder of the new x3001 extension.

UNIVERSITY LIBRARY COMMITTEE

The ULC is scheduling this semester's meetings. If you have items for the committee's attention, please contact Jonathan Rose, ULC Chair, or me.

With all best wishes,

Andrew Bonamici
University Librarian
abonamici@drew.edu
x3322

(continued)

New in the Library this fall

HeinOnline

The Library has replaced Nexis Uni (Lexis-Nexis) with [HeinOnline](#), a database containing historical and government documents, law-related periodicals, the entire Congressional Record, Federal Register, and Code of Federal Regulations, complete coverage of the U.S. Reports back to 1754, treaties, constitutions, case law, world trials, classic treatises, international trade, foreign relations, U.S. Presidents, and much more. An online live chat feature is available for assistance with searching and browsing.

Sage Research methods

The Library is happy to announce our subscription to [Sage Research Methods](#), which includes access to Business cases, Datasets and Videos. See the [LibGuide](#) for further information. A training webinar was held on August 19; a recording is available and was sent to all faculty via email. Another training webinar could be scheduled later in the semester; please contact Kathy Juliano if interested.

Sage and Springer ebook packages

We have extended these Ebook packages for another year. Check out the content on [Sage Knowledge](#) and [SpringerLink](#) sites. All books are also available through the Library [catalog](#).

Gale Archival collections

We have purchased five primary source collections in various subject areas:

- [Archives of Sexuality and Gender: LGBTQ History and Culture Since 1940, Parts 1 and 2](#)
- [Nineteenth Century US Newspapers Digital Archive](#)
- [Slavery and Anti Slavery, Parts I - IV](#)
- [Women's Studies Archive: Women's Issues and Identities](#)
- [World Scholar: Latin America and the Caribbean](#)

Reminders

NY times sign up and NYT in education - Don't forget to encourage your students to sign up for their free academic pass to the NY Times. See [Libguide](#) for details. Also take advantage of [NY Times in Education](#), a site featuring Instructional Strategies and Co-curricular activities by subject.

Kanopy mediation - Our Kanopy streaming video site is now fully mediated, meaning that films must be requested unless they have been previously licensed. See the [LibGuide](#) for more information. Please provide adequate notice for film requests.

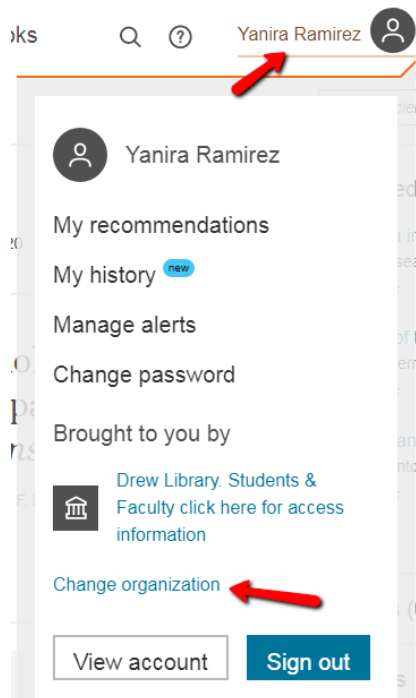
Find all the Library's resources [here](#) and in the [Catalog](#)

Questions? Contact Kathy Juliano kjuliano@drew.edu, x 3478 or reference@drew.edu.

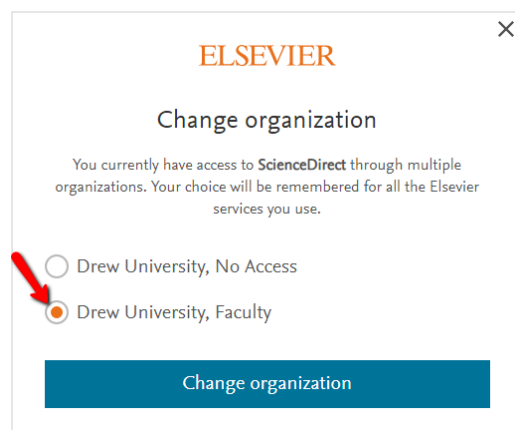
IMPORTANT NEWS FOR FACULTY ABOUT ACCESSING ScienceDirect ARTICLES **Fall 2019**

ScienceDirect has changed the procedures for downloading articles. It is now necessary to ***change your organization to "faculty"*** before downloading. Please follow the steps below:

1. Sign in to your ScienceDirect account (See our [LibGuide](#) if you have not yet registered for a ScienceDirect account)
2. Click on your name in upper right of screen. Click on "Change Organization".



3. Click on "Drew University Faculty"



4. To access an article:

- After locating desired article, click on "Get access"



- Click on Download PDF



- **Save the PDF! Drew pays for each article purchased**

NOTE: YOU MAY HAVE TO REPEAT THIS PROCESS WITH EVERY SIGN-IN

(continued)

1. “On Dress”: Form and Fashion Exhibit

Dates: September 30th - January 3rd

Location: Methodist Archives

Description: Curated by Candace Reilly and Brian Shetler, this exhibit traces the history of fashion from the 19th century to the present. It explores the way we dress, from head to toe and from ordinary to extraordinary!

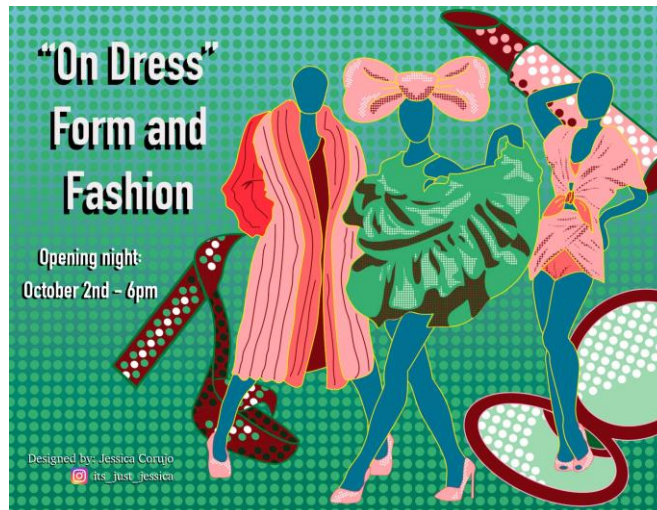


2. “On Dress”: Form and Fashion Exhibit Opening Night

Date: October 2nd | 6pm

Location: Methodist Archives

Description: Celebrate the opening of our fashion exhibit. The exhibit curators will be joined by a special guest from *The Shakespeare Theatre of New Jersey* to share their insights about fashion, art, history, and theater.

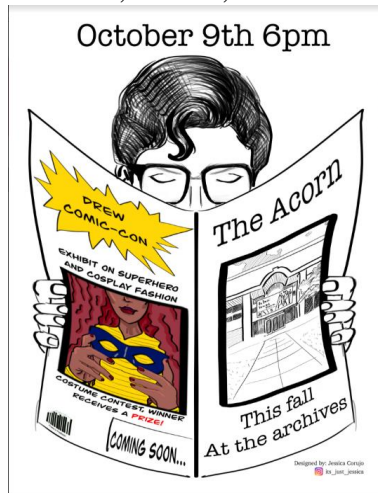


3. Special Collections Comic Con

Date: October 9th | 6pm

Location: Methodist Archives

Description: Featuring guest speakers discussing superheroes and the fashion they inspire, this convention welcomes cosplayers, comic-enthusiasts, and all who are enthralled by heroes who wear capes. Artists, editors, and creators will be on hand to share their work and experiences.

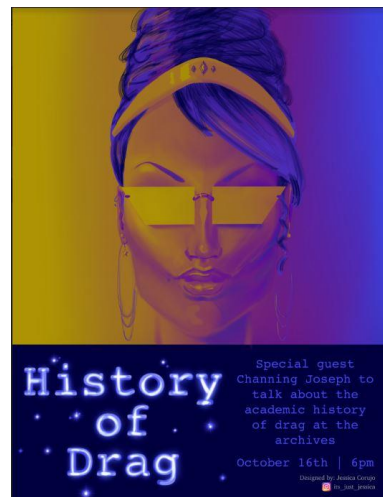


4. Sex, Subversion, and Stolen Underwear: Fashion as a Tool of Resistance in 19th-Century D.C.'s Underground Queer Balls

Date: October 16th | 6pm

Location: Methodist Archives

Description: Author, journalist and LGBTQ historian Channing Joseph discusses his upcoming book, *House of Swann*, exploring the life of the first self-identified drag queen in U.S. history, William Dorsey Swann. Joseph's talk will examine the under-explored history of drag and LGBTQ+ subcultures, providing context for the fashion exhibit and the subversive act of queering fashion.



5. Drag Panel on Fashion and Camp!

Date: October 22nd | 6:30pm

Location: Methodist Archives

Description: The theatrics of drag are back at the Methodist Archives! Drag queens use the elements of irony, camp, humor, gaudiness, and pageantry in their fashion and performance. Returning drag queen Pissi Myles and photographer David Ayllon are joined by opera-trained drag performer Jasmine Rice Labeija as they discuss what fashion means to the art of drag.

RSVP required: speccol@drew.edu



6. Local Lore of Ghosts and Monsters

Date: October 30th | 6pm

Location: Methodist Archives

Description: Who or what haunts the campus of Drew University, and what roams the Pine Barrens of New Jersey? University Archivist Matthew Beland, and guest speaker Dr. Brian Regal share strange tales and oddities such as the legend of the Jersey Devil and the ghosts who haunt the Forest!



7. The Art of Paper Dolls: A Fashionable Stroll Down Memory Lane!

Date: November 6th | 4:30pm

Location: Drew University Library Kean Room

Description: In conjunction with *“On Dress”: Form and Fashion*, this paper doll fashion show will feature uniquely designed attire by Drew University students and demonstrate the merging of modern-day fashion with the classic template of the vintage paper doll.



8. Student Showcase: Watercolor Art Inspired by the Archives

Date: November 20th | 6pm

Location: Methodist Archives

Description: This showcase will highlight the work of students in Prof. Liana Piehler's Watercolorist's Craft class who have used special collections material to influence their work and inspire their imaginations. This event, conceived by student Bruce Dalziel, will show the works in a gallery setting and give students a chance to show off their archives-inspired creations!



DREW

DREW UNIVERSITY / MADISON NJ

Self-Study Design

for the
Middle States Commission on Higher Education
August 2019

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I. Institutional Overview

This section provides contextual information about the institution, including a brief relevant history, the institution’s mission statement and institutional goals, and descriptions of the student populations served by the institution.

Drew University is an independent liberal arts university located in Madison, New Jersey, 30 miles west of New York City. The University includes the Drew Theological School (DTS), which was founded in 1867; the College of Liberal Arts (CLA), which was established in 1928 and became co-educational during the 1940s; and the Caspersen School of Graduate Studies (CSGS), which was established in 1955. The University has 147 full-time faculty members, 99% of whom hold the terminal degree in their field. At its core, Drew is dedicated to exceptional faculty mentorship, connecting the campus with the community, and immersive learning. In the CLA, these core values are embodied by Launch, a leading edge approach to undergraduate education that integrates career development within a rigorous liberal arts curriculum and powerful community. The Theological School’s recently redesigned degree programs include interdisciplinary courses that demand out-of-the-box thinking, apprenticeship training that addresses real-world issues, and modes of learning that promote adaptability and innovation.

During the 2018-19 Academic Year (AY), Drew University had a total enrollment of 1,668 (1,651 FTE) undergraduate students, 347 (276 FTE) DTS graduate students, and 248 (151 FTE) CSGS graduate students. CLA students come from 35 states and 47 countries; 18% are international students and 28% are racial and ethnic minorities. DTS students are 26% international and 37% racial and ethnic minorities. With such a diverse student population, Drew University is proud to be ranked 10th nationally in “having lots of race/class interaction,” according to the annual survey of undergraduates conducted by The Princeton Review (2019).

Academic offerings at Drew include over 30 programs of study at the bachelor’s level (B.A. and B.S.), 12 Master’s degree programs, and five Doctoral programs. In May 2018, Drew awarded a total of 304 Bachelor’s degrees, 89 Master’s degrees, and 57 Doctoral degrees (of which 12 were PhDs).

Mission

Drew University’s mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and

professionally as they add to the world's good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

Major Developments since 2011 Decennial Review

Drew has faced significant challenges since our last Middle States' Decennial Review. In 2012, President Robert Weisbuch resigned (2005-2012). Vivian Bull, retired president of Linfield College and former Drew faculty member, was appointed interim president for the years 2012-2014. In 2013, the Dean of the College, the Dean of the Theological School, and the Provost resigned. The Provost position, which was new at Drew, was intentionally not re-filled. Multiple senior leadership changes in Enrollment Management, including at the Vice Presidential and Director levels, also occurred. The turnover in the University's most senior administrative positions led to a lack of strategic planning, a shortage of internal consistency, and extreme volatility in the size and academic quality of incoming classes that ultimately led to compromised selectivity, a decline in the University's reputation, and serious financial challenges. During this period, a series of cost-cutting measures, including a hiring freeze, a salary freeze, a reduction in benefits, and administrative personnel and program cuts, were poorly communicated to the community and led to additional employee attrition and extremely low morale among the faculty and staff who remained. In combination with the aftermath of the 2008 economic recession, and the fact that information was not readily shared with the Board of Trustees, the University was ill-equipped to respond to significant challenges at a moment when it was critical for small liberal arts colleges to innovate. In aggregate, the tumultuous years between 2005 and 2014 created a large and persistent structural deficit, severe enrollment and retention challenges, an administration with compromised effectiveness, subpar operational functions, and considerable deferred maintenance and facilities infrastructure problems.

In July 2014, MaryAnn Baenninger began as Drew's 13th president. She brought to Drew 10 years of experience as a successful liberal arts college president and three years of experience as an executive associate director (institutional liaison) at Middle States. Dr. Baenninger assumed the presidency in what can only be described as a crisis situation. She was greeted by a more than \$11 million operating deficit, an incoming CLA class that was 25% below the budgeted target, a 58% tuition discount rate and considerable disarray in the upper administration. Since her arrival, she has led the University through a systematic review and reorganization that included the development and execution of a series of short-term strategic plans, known as SHINE 1, 2 and 3. She has entirely reshaped the senior leadership team, both academic and administrative, and has charged them with implementing a revised mission, realizing shared goals, developing coherent and efficient processes, assessing current staffing situations in their respective areas, and making data-driven decisions. She also worked closely with Dean Criares (CLA '85), Chair of the Board of Trustees from 2012 to 2019, to

professionalize the work of the Board and to ensure that trustees not only have the information and data they need to make decisions that are in the best interests of the University, but that they are conversant with the external higher education environment as well. Criares’s capable leadership has strengthened two important aspects of the Board: the functioning of the Board itself, and the relationship between the Board of Trustees and the campus community.

Table 1. Timeline of University Strategic Initiatives.

	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
SHINE 1	Enrollment revenue augmentation							
SHINE 2			Cost savings implementation, cash conservation					
SHINE 3				Consolidation and growth				
Strategic Plan						Drew 2020 and Beyond*		

*Drew 2020 and Beyond is a placeholder name for the strategic plan to be developed.

Beginning in 2015, institutional strategic priorities focused on a complete revamping of enrollment processes, communications, and strategy, which included a 20% reduction (i.e., a “reset”) in tuition pricing for the CLA in fall 2018. Additional attention to recruitment and retention included the establishment of a Retention Committee to monitor and address student success, and the creation of new mission- and market-driven academic programs in all three schools. These efforts have been successful, as the number of undergraduate students has increased steadily since the fall 2015.

In 2017, the academic leadership team was reorganized with the re-establishment of a Provost position and consolidation of academic deans. Under the leadership of Provost Debra Liebowitz, the academic leadership has increased student support structures, reorganized academic support units to serve all Drew students, and expanded cross-school collaborations while achieving efficiencies (including combining the CLA and CSGS faculties into a single faculty of Arts & Sciences). The combined initiatives in Academic Affairs and the enrollment area resulted in additional enrollment increases for fall 2018. In the CLA, first-year enrollment increased to 420, up significantly from our smallest class of 302 in fall 2014, while simultaneously achieving increases in the students’ academic preparedness. Our relationship with INTO University Partnerships, formalized in March 2014, has further supported CLA enrollment by recruiting qualified international undergraduate students to Drew. In fall 2018, 40 INTO pathway students matriculated in the CLA.

Reorganization of the academic leadership and revitalization of curricula also improved graduate enrollment. In DTS, revised enrollment plans along with a completely reimagined curriculum, implemented in fall 2018, increased first-time matriculants from a low of 78 in 2015 to 113 in 2018. In CSGS, programmatic revitalization included major revisions to four programs and closing one underperforming program. These efforts have stabilized enrollment in CSGS, and the creation of two new high-demand programs in finance (AY 2019) and data analytics (AY 2020) are projected to result in enrollment growth in the near future.

With significant progress achieved in student recruitment and retention, Drew leadership shifted strategic focus to expense reductions and cash conservation (Shine 2), including a voluntary retirement program, restructuring medical plans, debt restructuring, profit and loss review of all major units and programs, and real estate sales. Following a review of non-instructional staffing levels at peer institutions, non-student-facing staffing reductions were implemented in fall 2018 and spring 2019. On the instructional side, an analysis of faculty workload resulted in teaching load increases in all three schools. An in-house model for assessment of full-time faculty FTE needs was also developed. This model has been used to make all faculty hiring decisions for the past four years, and has allowed for strategic redeployment of instructional resources to support new program development while simultaneously realizing an overall decrease in full-time FTE. Additional consolidation efforts are being pursued through partnerships for shared technology services with Marist College and shared operational services with the College of St. Elizabeth.

Despite progress in both enrollment growth and cost reductions, the University still faces significant financial challenges in the form of a structural deficit and pressing capital needs in the physical plant area. The University continues to operate under a carefully designed deficit spending plan, understood and approved by the Board of Trustees, and financed by the endowment. In fall 2019, Drew experienced a setback in planned enrollment *growth*, despite enrolling its second first year undergraduate class over 400 FTE in many years. The unplanned slowdown in growth will thwart the progress of the financial plan if the drop in forecasted revenue is not immediately addressed. To that end, in summer 2019, the President's Cabinet and appointed and elected members of the Annual Planning and Budgeting Council (APBC) began additional budget planning processes, including further assessment and realignment of expenditures and plan development for new earned and contributed revenue. This planning process will ensure we meet the goal of a balanced budget in FY 2022 and will form the building blocks of a University strategic plan that will follow the SHINE plans.

II. Institutional Priorities to be Addressed in the Self-Study

After providing the institutional overview, the institution provides a brief narrative about processes the institution employed to identify 3 to 5 specific institutional priorities. This section should include information about how:

- Institutional stakeholders were consulted in identifying the priorities
- Selected priorities align with the institution's mission and goals
- How Commission Standards align (or map to) the selected priorities.

Tectonic shifts in higher education and demographic changes in the northeast, coupled with internal operational inadequacies in the past, have challenged Drew University, leading to repeated operating budget deficits. In response to these pressures, President Baenninger has led Drew through several major institutional initiatives to (1) evaluate and improve the University's financial sustainability; (2) encourage use of best practices in all units; (3) reinvigorate the curricula in all three schools; (4) enhance student support services to improve student success; (5) restructure academic leadership under a Provost to encourage cross-discipline and cross-school collaborations; and (6) optimize academic offerings by sunseting struggling programs as necessary, growing successful existing programs, and creating a limited number of rigorous, mission-relevant new programs.

As we engage in long-term strategic planning, Drew University strives to be an exemplar for independent education with a sustainable financial model born of educational and operational best practice and visionary ideas. Strategic planning and curricula redesign initiatives center on the following institutional priorities:

- Achieve financial sustainability.
- Deliver meaningful, compelling, and relevant educational experiences for all Drew students that ensure post-graduation success.
- Continue to create processes that support efficiency and use of best practices in all institutional units while simultaneously allowing for innovation and agility.

The 2021 Decennial Self-Study provides an opportunity to systematically evaluate the results of these major institutional initiatives, and to identify institutional areas and systems where additional work is required and/or further efficiencies can be achieved. Institutional priorities are aligned with the MSCHE Standards for Accreditation in Table 2. The working groups established for the self-study process are broadly representative of faculty and staff members, and include representatives from the trustees and alumni, in order to ensure all stakeholders are involved in this institutional planning. Students will also be engaged at regular touchpoints throughout the self-study process.

III. Intended Outcomes of the Self-Study

The institution provides a list of outcomes the institution intends to achieve as the result of engaging in the self-study process, considering ways the self-study process can help the institution's meet its mission, can assist it in meeting key institutional goals, and can enhance its overall effectiveness.

1. Document compliance with the MSCHE Standards for Accreditation and Requirements of Affiliation.
2. Recommend ways to ensure the successful implementation and assessment of strategic curricular initiatives that are underway in all three schools.
3. Recommend ways to increase efficiencies, implement best practices, and strengthen the culture of assessment in institutional units.
4. Create an institutional framework for the development of the University's next long-term strategic plan.

IV. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report (check one box):

- Standards-Based Approach
- Priorities-Based Approach

Provide a brief rationale for using either of the two approaches.

The Steering Committee has selected the Standards-Based Approach to structure Drew's Self-Study. The scope of each Standard provides reasonable alignment with specific academic and administrative units. We have configured six Working Groups that align with the seven Standards for Accreditation. The first Working Group will review both Standards I and VII (rationale discussed below), while the other Working Groups are each tasked with a single Standard.

V. Organizational Structure of the Steering Committee and Working Groups

This section of the Design provides information about the membership of the Steering Committee and Working Groups.

5.1 Steering Committee Structure and Responsibilities

Information in this section should include the following about the Steering Committee:

- Names and titles of chairpersons of the Steering Committee and its members, with their positions of responsibility at the institution;

- Information about strategies the Steering Committee will use to encourage Working Groups to interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort; and,
- A description of how the Steering Committee will provide oversight to ensure that Working Groups will receive appropriate support for evaluation and assessment of Commission Standards and the priorities selected for analysis in the self-study document.
- An initial description for how the Steering Committee will ensure that institutional mission, the 3 to 5 selected priorities, and the Commission’s Standards will be analyzed in the Self-Study Report utilizing the institution’s existing evaluation and assessment information.

Co-Chairs:

- Ryan Hinrichs, Ph.D., Associate Dean of Curriculum of Arts & Sciences and Professor of Chemistry.
- Hilary Kalagher, Ph.D., Chair and Associate Professor of Psychology.

Members:

- Jessica Lakin, Ph.D., Associate Provost for Academic Administration and Professor of Psychology.
- Melanie Johnson-DeBaufre, Th.D., Associate Dean for the Theological School and Professor of New Testament and Early Christianity. *Liaison from Theological School Steering Committee for ATS Accreditation.*
- Alex McClung, Ph.D., Director of Institutional Research. *Charged with oversight of Evidence Inventory and Requirements of Affiliation.*
- Meredith Palmer, Special Assistant to the President for Legal Affairs and University Policy. *Charged with oversight of Document Roadmap, Institutional Policies and Requirements of Affiliation.*
- Gloria Alisyed-Lewis, Assistant Vice President for University Budgeting and Financial Planning.

Liaison:

- Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences. *MSCHE Accreditation Liaison Officer.*

The Steering Committee includes: (1) administrative and faculty co-chairs; (2) the Director of Institutional Research and the Special Assistant to the President for Legal Affairs and University Policy, who together are charged with maintaining the Evidence Inventory and Document Roadmap; (3) the Associate Provost for Academic Administration; (4) the Associate Vice President for Budgeting; and (5) the Associate Dean for the Theological School, who is charged with coordinating the MSCHE and ATS accreditation processes. The MSCHE Accreditation Liaison Officer will also support the Steering Committee’s work. This composition ensures faculty and staff participation in guiding the Self-Study process and is constituted to provide

institutional data, and policy and procedure documents in support of evaluating compliance with the Standards.

Regular meetings between the Steering Committee and the President and her Cabinet will ensure institutional mission and priorities drive the Self-Study. These meetings began with a two-day retreat in summer 2019, which included President Baenninger, the Cabinet, APBC members, and the Steering Committee co-chairs, to begin visioning conversations focused on big ideas for revenue generation and immediate cost saving opportunities. As the Self-Study begins in earnest during the Fall 2019 semester, the Steering Committee will meet regularly to monitor overall progress and coordinate and disseminate institutional data and documents to Working Groups. Monthly meetings between the Steering Committee and Working Group Chairs will ensure that all groups are making sufficient progress on their Self-Study tasks. These meetings will also provide an opportunity to discuss overall alignment of institutional priorities with the Standards and coordinate common areas of inquiry. Self-Study update reports will be shared with the community following these monthly meetings. The Steering Committee will also engage once a semester with the current student population by meeting with each school's student government bodies and through open Town Hall meetings.

5.2 Structure of Working Groups

- For each Working Group, this section should include the following:
- Names and title of chairperson(s) and members of the Working Group with their positions of responsibility at the institution;
- A description of which institutional priorities will be addressed (if it is a standards-based design); or, a description of which Standards will be addressed by each Working Group (if it is a priorities-based design);
- Descriptions of the charge and specific lines of inquiry;
- A brief discussion about how relevant assessment information that will be gathered, reviewed, summarized, and used by the Working Group to accomplish its work; and,
- If not discussed above, initial strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort.

Six Working Groups are aligned with the seven Standards for Accreditation; one Working Group will review Standards I and VII while the other Working Groups are each tasked with a single Standard. Working Groups are comprised of 5-6 faculty and staff members, with one member appointed as the Working Group Chair. Each working group is assigned at least two cabinet-level liaisons from whom they can request support obtaining institutional data and documents. Working groups assigned to Standards III, IV, and V will also create structures and mechanisms

to engage students in their self-study process. The structure of the specific Working Groups are detailed below.

Table 2. Alignment of institutional priorities with Standards and Working Groups.

Standard \ Priority	Achieve financial sustainability	Deliver relevant educational experiences	Efficiencies and use of best practices.
I - Mission & Goals VII - Governance	Strong alignment	Strong alignment	Strong alignment
II - Ethics & Integrity	Alignment	Alignment	Alignment
III - Student Learning Experience	Alignment	Strong alignment	Strong alignment
IV - Support of Student Experience	Alignment	Strong alignment	Strong alignment
V - Assessment	Alignment	Strong alignment	Strong alignment
VI- Planning, Resources & Improv.	Strong alignment	Alignment	Strong alignment

Working Group for Standard I: Mission and Goals and Standard VII: Governance, Leadership, and Administration

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Rationale for combining Standards I & VII: Criteria for these two Standards require a working group with strong representation from faculty, staff, and administration, and also benefit from contributions from the Board of Trustees. To optimize efficiencies in the Self-Study, this working group is charged with addressing both Standards, which will be reported in a single chapter.

Chair: Barbara Bresnahan, Chief of Staff, President’s Office.

Members:

Judith Campbell (P ‘94, CSGC ‘10, ‘16), Trustee.

Sarah Abramowitz, Ph.D., Professor of Mathematics.

Angella Son, Ph.D., Associate Professor of Psychology and Religion.

Carol Bassie, Director of Alumni and Parent Relations.

Cabinet Liaisons:

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Working Group for Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Chair: Meredith Palmer, Special Assistant to the President for Legal Affairs and University Policy.

Members:

Seung-Kee Lee, Ph.D., Professor of Philosophy.

Colby McCarthy, Associate Vice President for Scholarships and Financial Aid.

Sari Pascoe, Ph.D., Director of the Office of Diversity, Equity, and Inclusion.

Kristen Williams, Interim Executive Director of Communications.

Cabinet Liaisons:

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

John Vitali, Vice President and Chief Financial Officer.

Working Group for Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

Chair: Christina McKittrick, Ph.D., Associate Professor of Biology.

Members:

Shakti Jaising, Ph.D., Associate Professor of English.

Philip Mundo, Ph.D., Professor of Political Science.

Kate Ott, Ph.D., Associate Professor of Christian Social Ethics.

Shawn Spaventa, Director of Instructional Technology.

Cabinet Liaisons:

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Working Group for Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Chair: William Petrick, Associate Dean of Students.

Members:

Nora Boyer (CLA '79), Associate Director, Center for Academic Excellence.

Kestin Gussoff (CLA '12), Registration Specialist.

Soren Hessler, Director of Graduate Academic Services.

Minjoon Kouh, Ph.D., Associate Professor of Physics.

Marybeth Tamburro, Senior Associate Director of Admissions for the College of Liberal Arts.

Cabinet Liaisons:

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

Frank Merckx, Vice President of Campus Life and Student Affairs and Dean of Students.

Working Group for Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Chair: Sandra Jamieson, Ph.D., Professor of English.

Members:

Michael Fried, Ph.D., Director of Student Learning Assessment.

Rosemary McLaughlin, Ph.D., Professor of Theatre.

Margery Ashmun, Reference Librarian.

John Jordan, Academic Director, INTO Drew University.

Cabinet Liaisons:

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Working Group for Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Chair: Jessica Lakin, Ph.D., Associate Provost for Academic Administration and Professor of Psychology.

Members:

Maria Force, Director of Human Resources.

Renee Lischin, Assistant Vice President for Finance and Treasurer.

Greg Smith, Assistant Vice President for Facilities and Campus Operations.

Rebecca Soderholm, M.F.A., Associate Professor of Art.

Cabinet Liaisons:

MaryAnn Baenninger, Ph.D., President.

Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.

John Vitali, Vice President and Chief Financial Officer.

Bret Silver, Vice President of Advancement.

5.3 General Charge to all Working Groups

- Descriptions of the charge and specific lines of inquiry;

- A brief discussion about how relevant assessment information that will be gathered, reviewed, summarized, and used by the Working Group to accomplish its work; and,
- If not discussed above, initial strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort.

Working Groups will form in the Fall 2019 semester and will meet once or twice a month during the 2019-20 academic year and may continue through the Fall 2020 semester. Working Group chairs will meet with the Steering Committee monthly during AY 19-20 and will be consulted in Fall 2020 as the Self-Study Report is being revised. Working group members should plan to be available during the Middle States Evaluation Team visit during the Spring 2021 semester.

Each Working Groups is charged with engaging “in a process of active and open inquiry, to identify institutional strengths and challenges” related to the Standards of Accreditation (MSCHE, 2014). Each Working Group should consider how institutional priorities align with the Standard(s) they are assigned, and the self-study should explore how pursuit of these institutional priorities enhance fulfillment of the Standards for Accreditation. Self-study inquiry will rely on institutional data and evidence-based texts that reference university documents, policies, and procedures. Working groups will complete the Document Roadmap template linking all relevant institutional documents, which will be housed in the Evidence Inventory, to the criteria of their Standard(s). Workings Groups should also engage with relevant university units and community members to gain additional data.

Each Working Group will submit to the Steering Committee a draft chapter summarizing their findings and a complete Document Roadmap for their Standard(s). Chapter drafts should be approximately 15 pages double-spaced and include a description of the lines of inquiry pursued by the Working Group, an analysis of findings including evidence demonstrating university compliance with the Standard, and a description of gaps identified in the analysis leading to a list of “areas for improvement” related to their findings. The Steering Committee will share the identified areas for improvement as appropriate with relevant individuals in the university who will be able to address them. Some of these items may be incorporated into specific recommendations within the full Self-Study Report. The Steering Committee will incorporate these Working Group draft chapters into the full Self-Study Report, which will be shared with the university community for feedback. Working Groups will revise their chapters based on this information.

Timeline of Responsibilities for Working Groups

	<p>Each Working Group will review the Self-Study Design document and then meet with the Self-Study co-chairs to gain an understanding of their roles and responsibilities through Spring 2021.</p> <p>Working groups will meet once or twice a month to describe the alignment of their Standard with institutional priorities, develop lines of inquiry to begin gathering information, and develop a detailed outline for their draft chapter including a list of data and documents to be included (due January 6, 2020). Chairs will bring initial plans, questions, and requests for data to the Steering Committee. There will be some work outside of the meetings.</p>
	<p>Working groups continue their analysis and draft their Self-Study chapter (due by June 5, 2020). Chairs will consult with the Steering Committee on progress with drafts and incorporation of supporting evidence. There will be some work outside of the meetings.</p>
	<p>Working groups will meet as needed to revise drafts of their Self-Study chapter. Chairs will work with the Steering Committee on the revision process. There may be some work outside of the meetings.</p>
	<p>Working groups will complete revisions of their chapters by September 18, 2020. Before this date there may be some work outside of the meetings.</p> <p>Working Group chairs may continue their work through the fall semester.</p> <p>The Steering Committee will compile all chapters into a full Self-Study report that will be shared with the university community. The Steering Committee will finalize revisions based on community feedback.</p>
	<p>A complete Self-Study report will be sent to the chair of the review team. The Steering Committee in collaboration with Working Group chairs will finalize revisions after receiving feedback from the chair of the review</p>

	<p>8 4 0 2 1</p> <p>team. A complete Self-Study report will be sent to the review team several weeks before their visit.</p>
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VI. Guidelines for Reporting

To guide the efforts of the Working Groups, this section of the Design includes a description of the processes the Steering Committee will use to ensure that they stay on task, such as scheduled discussions and updates within the Working Groups, with the Steering Committee, and among the Working Groups; the form and frequency of such interactions, and the format of interim and final reports. At a minimum, the information in this section of the Design should include the following:

- A list or description of all products to be completed by the Working Groups and Steering Committee, such as initial outlines, Working Group reports, preliminary drafts, and final reports.
- Deadlines for the submission of various draft documents and reports
- A template for the preparation of Working Group Reports.

Steering Committee Products	
	<p>5 4 1 1 6 1 2 0</p> <p>Charge to Working Groups, a document that clearly articulates the responsibilities and deadlines for all Working Groups provided to member when invited to participate.</p> <p>Evidence Inventory and Document Roadmap Template, initial collection of institutional data and documents to support inquiry and evaluation of Standards by all Working Groups.</p>

	<p>Monthly Self-Study Update Reports, to document and communicate Self-Study progress to the Drew community.</p> <p>Feedback on Working Group Self-Study Chapter Drafts</p>
	<p>Draft: Full Self-Study, completed by December 2020 and provided to chair of the Evaluation Team by January 5, 2021.</p> <p>Final Drew University Self-Study, incorporating feedback from the chair of the review team and submitted to MSCHE at least six weeks prior to the Evaluation Team visit.</p>

Working Group Products	
	<p>Working Group Progress Report, briefly describing for the university community the alignment of their Standard with institutional priorities and the lines of inquiry and evidence to be used in the Self-Study.</p> <p>Self-Study Chapter Outline and Document Roadmap, with links to data and documents to be included to support Standards, due by January 6, 2020.</p>
	<p>Self-Study Chapter Draft, due by June 5, 2020.</p>

	Revised Self-Study Chapter Draft, due by September 18, 2020.

Each Working Group chapter should include:

- Overview of Standard of Accreditation and alignment with institutional priorities;
- Explanation of how the University complies with the Standard;
- Data, policies, and/or procedures that document compliance with the Standard;
- Description of the University’s strengths and challenges in meeting the Standard;
- Recommendations for achieving the University’s institutional priorities and improving our ability to meet the requirements of the Standard.

Working groups will also complete the Document Roadmap template associated with their Standard’s criteria.

VII. Organization of the Final Self-Study Report

This section includes an outline of the organization, format and structure of the final Self-Study Report, including information that will be found in the document’s introduction and conclusion, and initial indications of the focus of each chapter. In cases where the institution employs the priorities-based approach, this section contains a description of which Commission Standards will be addressed in a separate chapter of the Self-Study Report.

The Self-Study report will have the following Structure:

Executive Summary: This section will summarize the lines of inquiry pursued in the institutional analysis and will include main recommendations of the Self-Study briefly placed in context.

I. Introduction: This section will provide an institutional overview emphasizing significant changes since the 2016 Periodic Review Report to provide context for Drew’s institutional priorities and outcomes of the Self-Study.

II - VIII. MSCHE Standards for Accreditation: The first chapter will address Standards I & VII, as described above, and each subsequent chapter will address one MSCHE Standard of Accreditation.

IX. Conclusion: This section will summarize major findings of each Working Group analysis and make final institutional recommendations.

Appendix: Supporting documents.

7.1 Editorial Style and Format

Each Working Group chapter will address one of the Standards for Accreditation and should be approximately 15 pages double spaced. The final Self-Study report is limited to 200 pages, double spaced.

Formatting instructions:

- Margins: 1 inch
- Spacing: Double spaced
- Font: Calibri 12
- Tables: Number tables using the format chapter number, table number (e.g., “Table 3.1” for the first table in chapter 3).

Voice: When possible write in active voice and in third person.

Software: All chapter drafts must be submitted to the Steering Committee in Microsoft Word format, although Working Groups may find the use of Google Docs convenient for sharing information during the Self-Study.

Supporting data and documentation: Reference and link to documents included in the Evidence Inventory. Institutional data directly relevant to the Standard, when of reasonable size, may be included in table or graph format in the chapter.

Acronyms: Define acronyms during their first use within each chapter by including the affiliated acronym in parentheses, and use the acronym in all subsequent references in the chapter. Acronyms from all chapters will be included after the Table of Contents in the full Self-Study report. Below are common institutional acronyms, which were used in the 2016 Periodic Review Report (PRR):

Acronym	Definition
APBC	Annual Planning and Budgeting Council
ATS	Association of Theological Schools
CAE	Center for Academic Excellence
CAEP	Council for the Accreditation of Educator Preparation

CAPC	Curriculum and Academic Policy Committee
CLA	College of Liberal Arts
CLSA	Campus Life and Student Affairs
CSGS	Caspersen School of Graduate Studies
CWE	Center for Writing Excellence
DMin	Doctor of Ministry
DSA	Drew Staff Association
DSEM	Drew Seminar
DTS	Theological School
ERM	Enterprise Risk Management
FYE	First-year Experience
IR	Institutional Research
LLC	Living Learning Community
MAT	Master of Arts in Teaching
MDiv	Master of Divinity
MSCHE	Middle States Commission on Higher Education
MSRC	Math and Science Resource Center
PRR	Periodic Review Report
SLO	Student Learning Outcomes
SPEC	Special Committee on Endowment
TEAC	Teacher Education Accreditation Council
USLAC	University Student Learning Assessment Committee
WDF	Withdraw or earn a D or F

VIII. Verification of Compliance Strategy

Each institution is required to complete a Verification of Compliance process. The Design includes a description of what strategy(ies) the institution will employ to successfully complete this process, including:

- What groups, offices or individuals will be responsible for the process. In cases where a separate Working Group has been organized to lead the institution through this process, the Design should contain a listing of these.
- How those responsible for the Verification of Compliance process will communicate with the Working Groups and Steering Committee.

The Steering Committee will be responsible for completing the Verification of Compliance process, with primary responsibility assigned to the Director of Institutional Research and the Special Assistant to the President for Legal Affairs and University Policy. Communication of this process will be shared with Working Group Chairs during monthly meetings.

IX. Self-Study Timetable

Institutions include in the Design a timeline for each major step in the process, beginning with early preparation to completion of the process. In this section, institutions indicate whether they prefer a Fall or Spring visit by the Evaluation Team, list major milestones in the self-study process and when they will be achieved.

Self-Study Timetable	
S u m m e r 2 0 1 9	<ul style="list-style-type: none"> ● Self-Study Design and Working Group membership and charges. ● Begin building Evidence Inventory and Document Roadmap.
F a l l 2 0 1 9	<ul style="list-style-type: none"> ● Steering Committee presentations to faculty and staff meetings. ● Sept. 12: MSCHE Vice President liaison visit and open Town Hall meeting. ● Steering Committee responds to MSCHE feedback on Self-Study Design. ● Working Groups convene, reviewing alignment of priorities and Standards and identifying data and documentation needs to support their self-study. ● Steering Committee meets monthly with Working Group Chairs to support data collection and facilitate cross-group coordination. ● Steering Committee meets weekly to oversee Self-Study process and begin compliance verification. ● Working Groups submit outlines/initial drafts to Steering Committee.
S p r i n g 2 0 2 0	<ul style="list-style-type: none"> ● Steering Committee provides feedback and recommendations for Chapter drafts. ● MSCHE selects the Evaluation Team Chair and Drew University reviews the selection. Self-Study Design document shared with Team Chair. ● Working Groups respond to feedback and continue drafting chapters. Drafts are completed by June 5, 2020. ● Steering Committee continues work on compliance verification.

2 0	
9 U r r e r 2 0 2 0	<ul style="list-style-type: none"> ● MSCHE selects Evaluation Team members and Drew University reviews the selections. ● Steering Committee revises chapters and drafts the full Self-Study document. ● Complete draft is shared with the campus community and Board of Trustees. Feedback is collected by the Steering Committee.
F a l l 2 0 2 0	<ul style="list-style-type: none"> ● Steering Committee revises Self-Study Report based on community feedback. ● Preliminary visit from the Evaluation Team Chair is scheduled. At least two weeks prior to visit, the following documents are shared with the chair: University catalog, Self-Study Design, current draft of Self-Study Report and Document Roadmap, and Evidence Inventory. ● Steering Committee responds to feedback from Evaluation Team Chair. ● Compliance verification report is submitted to MSCHE.
9 F e b r u a r y 2 0 2 1	<ul style="list-style-type: none"> ● In January, Steering Committee makes final revisions to Self-Study Report, which is sent to the President's Office and Board of Trustees for their support. ● Schedule for site visit is arranged and invitations are sent to community for participation. ● Approved Self-Study is sent to Evaluation Team at least six weeks prior to their visit. ● Evaluation Team completes site visit and writes an exit report. ● University responds to exit report.
9 U n i v e r s i t y 2 0 2 1	<ul style="list-style-type: none"> ● MSCHE determines accreditation action.

X. Communication Plan

An initial Communication Plan with a listing of intended audiences, communication methods, and timing. This plan is used to guide the Steering Committee and its Working Groups in gathering feedback from institutional stakeholders and updating them about major developments related to the self-study process. This may be integrated with the Self-Study Timetable (Section IX) if desired.

Communication Plan and Timeline	
September	<ul style="list-style-type: none"> Self-study co-chairs meet with President and Cabinet. Drew self-study website is created to house regular updates on the progress of the Self-Study and provide an online form for community members to submit feedback.
Fall	<ul style="list-style-type: none"> September 12, Town Hall meeting with MSCHE Vice President liaison. Steering Committee members present process information and progress reports at Faculty meetings, Staff Association meetings, Student Government meetings, and APBC and Cabinet meetings Monthly reports from Steering Committee + Working Group Chair meetings posted on Drew self-study website. Self-Study progress report sent to Board of Trustees for their December meeting.
Spring	<ul style="list-style-type: none"> Steering Committee members present progress reports at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings Monthly reports from Steering Committee + Working Group Chair meetings posted on Drew self-study website. Self-Study progress report sent to Board of Trustees for their May meeting.

<p>S U r r e r 2 0 2 0</p>	<ul style="list-style-type: none"> ● Updates posted on Drew self-study website. ● Draft of Self-Study Report is shared electronically with community for feedback.
<p>F a l l 2 0 2 0</p>	<ul style="list-style-type: none"> ● Steering Committee members present progress reports at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings ● Town Hall meeting scheduled to discuss draft Self-Study Report with community. ● Updates posted on Drew self-study website. ● Self-Study progress report sent to Board of Trustees for their December meeting.
<p>S p r i n g 2 0 2 1</p>	<ul style="list-style-type: none"> ● Revised Self-Study Report sent to Board of Trustees for review at February meeting. ● Revised Self-Study Report posted on Drew self-study website and discussed at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings.

XI. Evaluation Team Profile

It is important that the Commission obtain sufficient information about the institution to organize an Evaluation Team that can evaluate the institution’s compliance with Commission standards and give meaningful feedback to the institution relating to the institution’s selected priorities. Along these lines, provide the following information:

- Team Chair: Indicate the specific expertise desired in the Team Chair, such as experience at similar institutions, experience with the identified institutional priorities, or expertise in a program or process. The Team Chairs are usually chief executive officers, presidents, or

chief academic officers. A preference for any of these will be helpful in identifying the appropriate person.

- Peer Evaluators: The team usually includes evaluators that have expertise/experience with academic affairs, assessment, student affairs, faculty issues, and financial issues. As with the Team Chair, outlining specific expertise desired in the evaluators, such as expertise in a discipline or process, or a background working with a certain type of institution, will be helpful in identifying appropriate potential team members. If the institution has distance education programs, a team member will be identified with that expertise.
- Institutions that are considered comparable peers, preferably within the Middle States region;
- Institutions that are considered aspirational peers, preferable within the Middle States region; and,
- If necessary, institutions whose representatives might present conflicts of interest should they serve on the self-study evaluation team, as outlined in the Commission's policy [Conflict of Interest: Commission Representatives](#).
- A listing of the institution's top programs by enrollment would be helpful as well.
- Although the institution's expressed preferences will be given careful consideration, the final decision about team membership remains with the Commission and its staff.

Characteristics of the Evaluation Team Chair:

- A broad institutional perspective and experience with major institutional reorganization.
- Recent experience responding to major challenges to higher education, including enrollment and financial challenges.
- Senior leadership experience, preferably at the level of a President.

Specific areas of expertise for Evaluation Team members should include:

- Experience using data-driven decision making to optimize institutional efficiencies.
- Experience with innovations in higher education, especially with respect to integrating the liberal arts with career and professional preparation and programming.

Types of institutions to include:

- Private, independent colleges and universities with total enrollment between 1,500-3,000.
- Institutions with a strong undergraduate liberal arts college and graduate programs.
- Tuition and enrollment-driven institutions with small endowments.

Types of institutions to avoid:

- Public institutions (because they have a different perspective on finances).

Peer Institutions accredited by MSCHE:

- Allegheny College
- Goucher College
- Juniata College
- Susquehanna University
- Ursinus College
- Washington & Jefferson

Aspirational Institutions accredited by MSCHE:

- Dickinson College
- Gettysburg College
- Skidmore College
- St. Lawrence University

Regional Institutions with graduate programs:

- Moravian College
- Lebanon Valley College
- St. Bonaventure

The biggest majors in the CLA are as follows:

- Business
- Psychology
- Political Science & International Relations
- Biology

XII. Evidence Inventory

This section contains a description of the institution’s strategies for populating and managing the Evidence Inventory, from the beginning of the self-study process forward. Strategies might include designating a separate Working Group, assigning the refinement of the Evidence Inventory to members of the Steering Committee, among others.

The Director of Institutional Research, who is a member of the Steering Committee, will have primary responsibility for the Evidence Inventory. Inclusion of institutional policies and the correct alignment with right-to-privacy regulations will be further supported by the Special Assistant to the President for Legal Affairs and University Policy, who is also a member of the Steering Committee. An enterprise-level online document sharing service will be used to host the inventory (GSuite), with appropriate support from staff members in University and Instructional Technology. This online solution, already in use at Drew, offers many tools for collaboration and organization, as well as document version control. As Working Group chairs bring requests for additional data and documents to the Steering Committee, decisions will be

made as to whether additional materials should be added to the Evidence Inventory. In cases where information is duplicative or embedded in lengthy source documents, members will aggregate information into summary charts or create annotated document extracts. Ongoing refinement of the inventory at the Steering Committee level will encourage the best possible alignment with Accreditation Standards.

XIII. Document Roadmap Template

The Special Assistant to the President for Legal Affairs and University Policy, who is a member of the Steering Committee, will have primary responsibility for the Document Roadmap. As discussed in section 5.3 above, Working Groups will complete the Document Roadmap template linking all relevant institutional documents, which will be housed in the Evidence Inventory, to the criteria of their Standard(s).

XIV. References

MSCHE (2014). *Standards for Accreditation and Requirements of Affiliation*. Thirteenth Edition.

“Lots of Race/Class Interaction.” *The Princeton Review: the best 385 colleges 2020 edition: in-depth profiles & ranking lists to help find the right college for you*, by Robert Franek et al. , Princeton Review, 2019.

Guidelines from OAR

- Faculty and staff should never assume that a student has a disability if, for example, they are not doing well in a class, they are not finishing assessments on time, they are having a difficult time focusing in the classroom, etc.
- Recommendation in these situations:
 - Sit down with the student and have a conversation with them about the things you are noticing.
 - The student may end up disclosing to you during this process and, in that case, you can refer them directly to the Office of Accessibility Resources.
- If the student does not disclose and you still suspect, they either have a disability or could benefit from speaking with me:
 - Inform them of ALL of the resources on campus
 - Offer a brief overview of what each resource provides as well as contact information for each. (Tutoring, Writing Center, Peer Academic Coaching, Counseling and Accessibility Resources).
 - Be sure not to single out just Accessibility Resources as a resource as this makes it look like you are assuming the student falls into that category.
 - For Accessibility Resources you can say something like: Accessibility Resources works with students who have temporary or permanent disabilities that require accommodations. Conditions include, but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts.

Examples of what not to say/ask:

Have you ever been tested (for a learning disability)?
I think you need accommodations...

Faculty Forms and Reports	Submission	Contact	Deadline
Annual Reports and CVs (Form found on UKNOW - CLADean)	cladean@drew.edu	Maria Masucci	August 1 (to chair) September 15 (cladean@drew.edu)
New Course Proposal Forms or Changes to Course Forms (Form found on UKNOW - CLADean)	Submit through department chair and then to capc@drew.edu	Ryan Hinrichs Chair of CAPC	Sept. 12 for Spring 2018 courses February 1 for Fall courses
General Education Forms	Submit through department chair and then to capc@drew.edu	Ryan Hinrichs, Chair of CAPC	Sept. 12 for Spring 2018 courses Feb. 1 for Fall courses
Syllabi & Credit Hour Calc Worksheets (Fall2019_SUBJ101_InstructorName)	Submitted by department chairs to Google Drive Departmental Folders	Juliette Lantz Assessment Director, Mike Fried	Oct. 1 - Fall courses March - 1 Spring courses
Academic Integrity Violations (Alternate Resolution Forms found on UKNOW - CLADean)	jredling@drew.edu acservices@drew.edu	Judy Redling Jessica Godoy, Admin to Redling	Form submitted promptly
Experiential Learning Mini-Grants	jlantz@drew.edu	Juliette Lantz	3 weeks before trip
Faculty Development Grants	jlantz@drew.edu	Juliette Lantz	Nov. 1 for Jan. & Spring March 15 for summer & fall
Faculty Research Grants	mmasucci@drew.edu	Maria Masucci	Nov. 1 for Jan. & Spring March 15 for summer & fall
Faculty Research Grant Reports		Maria Masucci	To be included in faculty Annual Report

Faculty Forms and Reports	Submission	Contact	Deadline
Faculty Travel Grant Requests	Hard copy with original signatures to the Dean's office.	Maria Masucci	1 month before date of travel
Travel and Expense Voucher (Found on Treehouse, Employee tab, Travel)	Hard copy with original receipts and signatures to the Dean's office. (not-submittable via email)	Trish Turvey Maria Masucci	Within 30 days of expenditure or 30 days of T-card statement.
Sabbatical Applications	cladean@drew.edu	Maria Masucci	Oct. 15, the year prior to the Sabbatical
Sabbatical Reports		Maria Masucci	To be included in faculty Annual Reports
Stipend, Check and Wire Transfer Requests	Hard copy with original signatures to the Dean's office	Jessica Lakin	
Petty Cash Reimbursements (Found on Treehouse, search Petty Cash Reimbursements)	Hard copy with original receipts and signatures to Dean's office. (not-submittable via email)	Trish Turvey Maria Masucci	Within 30 days of expenditure or 30 days of T-card statement.

Chair & Program Director Forms and Reports	Email	Contact	Deadline
Course schedules (Chairs & Program Directors)	mmasucci@drew.edu	Maria Masucci	Sept. 22 for Spring 2018 courses
Line Requests	cladean@drew.edu	Maria Masucci	TBA
Teaching Observations	mmasucci@drew.edu	Maria Masucci	
COF documents	cladean@drew.edu	Maria Masucci Chair of COF	Due dates appear in University Faculty CLA Handbook (Link on UKNOW - CLADean)
Major & minor proposals	capc@drew.edu	Ryan Hinrichs, Chair of CAPC	
Adjunct Request to Hire	Online form, link in U-Know	Maria Masucci	Oct. 15

Administrator	Contact info	Administrative support	
Debra Liebowitz Provost/Dean Mead Hall 223 BC108	jmontros@drew.edu tturvey@drew.edu provost@drew.edu cladean@drew.edu gsdean@drew.edu	Joanne Montross x 3611 (for scheduling and Caspersen School related) Trish Turvey x 3321 (for CLA related)	
Jessica Lakin , Associate Provost Mead Hall 228	jlakin@drew.edu x 3263	Joanne Montross, jmontros@drew.edu x 3611	
Judy Redling , Associate Provost and Director of Academic Excellence	jredling@drew.edu x 3290	Jessica Godoy jgodoy@drew.edu x 3327	
Ryan Hinrichs , Associate Dean-Curriculum Mead Hall 103 and HS 210	rhinrichs@drew.edu x 3803	Patrice Vogt, pvoigt@drew.edu x 3587	
Juliette Lantz , Associate Dean Curriculum BC104A	jlantz@drew.edu x 3803	Patrice Vogt, pvoigt@drew.edu x 3587	
Maria Masucci , Associate Dean-Faculty BC110	mmasucci@drew.edu x 3496	Ellen Whiteman, ewhiteman@drew.edu x 3293	
Daniel Pascoe Aguilar Associate Provost, Experiential Education and Career Development Sycamore 107	dpascoeaguilar@drew.edu x 3462	Dawn LoMauro Dlomauro@drew.edu x 3257	

Digital Humanities Fall 2019

Fall Workshops

All DH Workshops will be held in the DH Space in the Library

Thursday, Sept. 12 at 4:15

Hypothesis – tool for collaboratively annotating documents in PDF format.

Thursday, Sept. 19 at 4:15

Setting up a Domain and Basic WordPress – Learn the basics of setting up a Domain, choosing templates, the basic of C-panel, and WordPress basics for editing your Domain.

Friday, Oct. 18 at 1:15

Carto – a tool for mapping and spatial analysis

Friday, Nov 8 at 1:15

Scalar – Open source web authoring and publishing tool

Digital Humanities Summer Institute Showcase

Friday, Oct. 4, 2:00 pm – BC-218

Student-Faculty project teams will present their work on the following:

“Defining Characteristics of Gun Advertising through Social Media: Opportunities for Intervention”; “Urban Anthropology of Newark”; “The Drew Acorn Archives”; “The Growth of Rock Music Culture”; “Topic Modeling of Science Textbooks”; “Hermeneutics of Cybersecurity”; “Neighbors in Need” [Homelessness in Morris County]; “Re-Animating Experimental Psychology”

Applications for Spring 2020 DH Funding

Deadline: October 1, 2019

Faculty are invited to apply for course release grants, course development grants, and travel grants for projects related to the digital humanities and projects which incorporate Domains of One’s Own. Faculty who have not received DH funding are particularly encouraged to apply

Applications can be found at:

<http://www.drew.edu/digital-humanities/about-us/apply-for-grant-funds/>

Check the DH web site for additional information:

<http://www.drew.edu/digital-humanities/>

Request a Technology Fellow

Technology fellows are trained undergraduates who can support students in your class who are working on digital projects. They can be assigned to your class for the semester, much like a writing fellow; they can come to your class to assist your students with a project during a limited number of classes, or students can meet with them during their office hours in the DH Space in the Library.

Request a Tech Fellow at: <http://www.drew.edu/digital-humanities/about-us/technology-fellows/>

Thanks to the following faculty reviewers
for participating in the rigorous peer review process for
Volume 12 of *The Drew Review* (AY 2018-2019):

Carolina Arango-Vargas
Barry Burd
Mónica Cantero-Exojo
Timothy Carter
Wendy Kolmar

Minjoon Kouh
Margaret Kuntz
Lisa Lynch
Patrick McGuinn
Christina McKittrick

Chris Medvecky
Sangay Mishra
Philip Mundo
Maliha Safri
Hannah Wells



The Call for Papers
for Volume 13 will be
circulated shortly!

**We want to get
more Drew
students to the
polls.**

Want to help us?

Please share our upcoming events with students!

CONSTITUTION DAY

Celebrate the founding document of our Democracy!

Tuesday, September 17th

NATIONAL VOTER REGISTRATION DAY

Register to vote or apply for vote
by mail!

Tuesday, September 24th

ELECTION DAY

Come vote and celebrate democracy!

Tuesday, November 5th



Interested in volunteering or spreading the word?

Page 79

Contact dkaramourtopoul@drew.edu

Discussion Item: Two-Stage Process for Approval of New Majors/Programs

The creation of high-demand programs remains a top institutional priority to increase enrollment and revenue in the College of Liberal Arts. To have a significant impact on enrollment in the next academic year it is critical to increase the total number of applicants, which requires Admissions to begin marketing and recruiting for new programs no later than the end of October. The approval of new programs beyond that point could moderately impact yield, but would have limited impact on increasing the total number of applicants. Once prospective students cross Drew off their list because we don't offer their major of interest, we have little chance of converting them to applicants.

The thorough review of New Program Proposals by CAPC, Dean's Council, and the Arts & Sciences faculty requires deliberate consideration, dialog, and revision, which is difficult to complete prior to the October faculty meeting goal determined by the recruitment cycle. Therefore, we would like to open a discussion to consider whether we can formalize a two-stage process that involves an initial vote by the Arts & Sciences faculty for the intent to offer a new major in the following academic year, which would allow us to start advertising and recruiting prospective students for a new program, followed by a second vote on the specific structure of the new major curriculum. We envision that both processes would follow the standard review by CAPC, Dean's Council, and the full Arts & Sciences faculty (see timeline below). If the intent to offer a new major were to be approved by the Arts & Sciences faculty, recruitment marketing for a new major would begin following budgetary approval by the Board of Trustees. The first vote would commit Drew to offering this major, and the second vote would be restricted to specific elements of the curriculum. We envision the initial review and approval process would require a modified New Program Proposal, described in detail below. The second review and approval process would require the full New Program Proposal.

Timeline for approval of high-demand new majors/programs.

Action	Deadline
Modified New Program Proposal (see details below) is submitted to CAPC	One month prior to October faculty meeting (9/17 in 2019)
Review of modified proposal by CAPC followed by Dean's Council	3-4 weeks
Arts & Sciences faculty vote on the intent to offer a new major	October faculty meeting
Board of Trustees reviews modified proposal and financial analysis	October Board meeting
Program designs curriculum, submits full proposal to CAPC	Before end of November
Review of full proposal by CAPC followed by Dean's Council	Fall & early spring semester*
Arts & Sciences faculty vote on curriculum	By February faculty meeting*

*These actions may occur earlier depending on the date of CAPC submission and the normal pace of committee review. The February faculty meeting deadline allows for a one month buffer if the Arts & Sciences faculty determine that further revisions to the proposed curriculum are required. The March faculty meeting is the deadline for inclusion of new programs in the following academic year catalog.

We recommend that a two-stage review and approval process be used in circumstances where (1) the new major/program would have significant impact on recruitment and (2) the timing in relation to the recruitment cycle necessitates an accelerated process.

In order to provide sufficient information for review and approval of the intent to offer a new major, faculty must be provided some level of detail about the curriculum including (1) estimated number of credits and key requirements, (2) estimate of the number of new courses, and (3) thorough consideration of the impact on other courses, programs, and departments. To provide this level of detail, we are proposing that the New Program Proposal form be only slightly modified. The two modifications are:

1. The program would submit Program Goals, but would not have to develop Student Learning Outcomes and assessment mapping at this time. These would be developed for the full curricular proposal.
2. The program would not provide the full major curriculum nor catalog copy with requirements at this time. New course titles and description would also not be included in the first proposal. They would, however, have to describe key elements of the curriculum and estimate the total number of credits (based on peer programs and accreditation standards) and the number of existing courses to be included versus new courses versus modified existing courses. The initial proposal should also identify innovative curricular elements that would be included. Programs would need to include accurate information on staffing implications of the new major, which must also be incorporated into the budgetary analysis.

Below are the complete list of questions that would be included in the modified New Program Proposal. Strike through elements would not be required for the initial review and approval proposal but would be included in the subsequent full proposal.

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

2. Program goals, ~~objectives and student learning outcomes.~~

~~Student learning outcomes describe the knowledge and skills students should be able to demonstrate upon completion of the major/program. Please consult with the Director of Student Assessment in writing SLOs for your major/program. Please describe the goals of the major.~~

3. Major/Program curriculum and requirements.

- a. Outline the requirements for the major and provide a rationale for the proposed major structure and courses.
- b. ~~Provide complete catalog copy for the major/program as you want it to appear in the on-line catalog and the next print catalog. For CLA majors, please clearly indicate the Writing in the Major (WMJR) course(s).~~

- c. Provide an Assessment Map showing where each SLO is Introduced, Practiced, and Mastered in the curriculum.
- d. Provide a table showing a course-by-course comparison with similar programs at other institution. For CLA, please use Peer, Aspirant and Competitor schools if possible. Provide an explanation for major differences between proposed curriculum and comparison institutions. Provide a table listing peer and competitor programs that you intend to review in designing the new major. Include total number of credits and brief description of key curricular elements.
- e. Provide a complete term-by-term, 3-year projection of courses and other offerings. Be specific. Include course titles and faculty names, and indicate where new courses or hires are proposed. Provide an estimate of the number of existing courses that would contribute to this program along with an estimate of the number of new courses that would need to be developed.
- f. ~~Course Descriptions: Attach complete course proposal forms for each new or revised course included in the major/program. Also attach the Writing in the Major form for that course. If there are more than 6 new or revised courses, you may compile this information in a single spreadsheet –contact the Associate Dean of Curriculum for more information. List all new/revised courses below:~~

Please explain how any new courses will be staffed. Do they require additional staffing either to directly offer the course or replace? Will currently offered courses be cut or taught less often?

Note: Full curricular proposals will be submitted to CAPC by the end of the Fall 2019 semester and will include answers to all these eliminated questions. It is expected that specific courses in the final curriculum must be consistent with the key curricular elements presented in the provisional proposal.

4. Impact on and connection with other departments and programs.

Does the proposed major/program offer possibilities for interdisciplinary collaboration? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs?

5. Provide the names of any relevant certifying or disciplinary/interdisciplinary organizations, along with links to relevant information from them.

Please explain how the proposed curriculum meets the goals and outcomes defined by external organizations. It may be helpful to attach any relevant documents from these organizations in an Appendix.

6. Explain how the major / program meets the strategic goals of the university and the school:

7. Describe and comment on the expected market for the proposed major / program:

8. Provide evidence of market demand, including national, state, local, disciplinary or other sources:

9. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

10. Anticipated start-up costs:

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

Context: Summary of Data Identifying New Program Considerations for Fall 2020.

During the 2019 Academic Year, the Associate Dean of Curriculum in Arts & Sciences, with support from Institutional Research, completed an analysis of external program demand for potential new majors. This analysis began with a review of IPEDS data for all peer and aspirant institutions. The size and growth trends for majors not offered at Drew was used to generate a list of potential new programs. Subsequent analysis focused on “high applicant” (i.e., > 4,000) peer and competitor institutions as well as several institutions that worked with Art & Science. A gap analysis compared the number of Drew graduates in each major to a select set of six “high applicant” peer and competitor institutions with total undergraduate enrollments between 2,000 and 2,700. These analyses suggested that an expansion of business and health science programs would have the strongest potential to increase applicant and enrollment numbers at Drew. New business programs have been identified as the top priority since they require less investment in facilities compared to new health science programs. For fall 2020, we should consider using the two-stage process for a select number of new business programs, including marketing, accounting, and possibly business analytics. Summary of new program recommendations are:

- Expand undergraduate business offerings to include high-demand areas like Accounting, Marketing, and Finance. For example, Accounting is a significant program at 4 out of the 6 high applicant institutions analyzed graduating an average of 28 students per institution annually. Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business, and Susquehanna graduates 32 in Marketing with a comparable number of business majors as Drew. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 *additional* majors at four high app schools. Growth in each area would require investment in faculty resources to accommodate capacity and, in the cases of Accounting and Marketing, to expand faculty expertise.
- Build undergraduate programs in Health Professions and/or Exercise Science. A Pre-Medicine major could be created with minimal resources connecting the sciences, pre-med requirements, and medical humanities, although it is unlikely that such a major would have a significant impact on recruitment unless distinctive curricular features were established. Augustana graduates 37 majors in Pre-Medicine annually, while Furman graduates 71 in Health Professions and Clinical Sciences. Kinesiology and Exercise Science at Univ. of Puget Sound graduates 32 majors annually but would require new faculty lines and investments in laboratory space and equipment. The gap analysis also suggests that Biology could grow (average of 47 *additional* majors at four high app institutions) and building programs in the area of health sciences could help stimulate this growth. However, significant growth in Biology would also require additional staffing and laboratory investments.

SAVE THE DATE

FAMILY WEEKEND

**LAUNCH
COMMUNITIES**

EXPO

**OCTOBER 11, 2019 | 11 AM-6PM
DREW UNIVERISTY | MADISON NJ**

**LAUNCH INTRO • POSTER SESSIONS • NETWORKING
LAUNCH COMMUNITIES SHOWCASE • RECEPTION**

MORE INFORMATION TO FOLLOW.

The Launch Communities Expo is a Drew event designed to introduce the Drew and broader community to Launch and its 16 Career & Identity Communities. It will include a Welcome Reception for community members, blocks of Launch Community Showcases / Think Tanks, a student experience Poster Session, and a Networking Reception. Expo is an official part of Drew's Family Weekend.

What are the goals of the Drew Launch Community Expo?

- A. To introduce students and community members to Launch and its 16 Career and Identity/Affinity Communities, and the opportunities, networks and resources these communities offer.
- B. To inform students and community members about the diversity of ways in which they could become involved in the Communities of their preference, and to begin their involvement by inviting them to share their perspectives through interactive event experiences.

Launch Communities Expo Itinerary at the Ehinger Center:

11:00-11:30 Registration & Refreshments - 1867 Lounge
 11:30-12:15 Welcome & Launch/Communities/Expo Intro (for community members) - Crawford
 12:30-1:10 Block 1: 4 Launch Communities Showcase - EC 109, EC 145, Space & Crawford
 1:25-2:05 Block 2: 4 Launch Communities Showcase - EC 109, EC 145, Space & Crawford
 2:20-3:10 Poster Session (includes light refreshments) - 1867 Lounge
 3:20-4:00 Block 3: 4 Launch Communities Showcase - EC 109, EC 145, Space & Crawford
 4:15-4:55 Block 4: 4 Launch Communities Showcase - EC 109, EC 145, Space & Crawford
 5:00-6:00 Networking Reception - 1867 Lounge

Who is invited to the mix and mingle Reception? FACULTY, alums, family members, employers, staff. Attendees will move to the welcome and introduction session in Crawford, with more mingling.

Should faculty attend the blocks of Community Showcases / Think Tanks? Can one attend more than one? Yes! You should participate in the community showcases where which you have an affinity or could be a resource. You will learn about and contribute to the community. Here's the schedule.

Time	Community (Crawford Hall)	Community (Space)	Community (EC145)	Community (EC 109)
12:30-1:10	International Opportunities	Science, Technology, Engineering & Sustainability	Commuter / Transfer / Non-Traditional	First Generation
1:25-2:05	Social Impact, Education, Law, & Government	Arts, Communications, & Languages	Ethnic / Racial Heritage	International Student
Student Experience POSTER SESSION and REFRESHMENTS				
3:20-4:00	Theology, Religion, & Ministry	Exploratory	Visible / Invisible Disabilities	Limited Resources
4:15-4:55	Business, Finance, & Entrepreneurship	Medicine & Health Professions	Gender & Sexuality	Faith, Religion & Spirituality

Should faculty attend the student experiences Poster Session? Yes! Your students will showcase their co-curricular experiences like civic and creative projects, internships, on-campus employment, student leadership, TREC's, and undergraduate research and be looking for your feedback.

Should you attend and direct your students to Expo? Yes! This is a big Drew community event, on par with the Day of Scholars in the spring. Make it a course expectation, if you can. Direct your students to present a poster and take part in the communities that were built for them!

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