

**ARTS AND SCIENCES FACULTY MEETING**

December 6, 2019  
HALL OF SCIENCES 4

**AGENDA**

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

Debra Liebowitz

**APPROVAL OF MINUTES**

Maria Masucci ----- pp. 2 -5

**DEAN'S UPDATES**

Debra Liebowitz

**ACTION ITEMS:**

Revised Religion Major

Rita Keane ----- pp.6-15

**REPORTS:**

Committee on Faculty  
Curricular Report  
Enrollment Management  
Library Report

Sarah Abramowitz  
Rita Keane ----- pp.16-22  
Bob Herr ----- p. 23  
Andrew Bonamici ----- pp. 24-25

**FOR DISCUSSION**

Gen Ed Decision Points  
Faculty Handbook  
Committee Survey for AY 2020-21

CAPC ----- pp. 26-31  
Dean's Council  
Dean's Council

**OLD BUSINESS/NEW BUSINESS**

**ANNOUNCEMENTS:**

Launch update--the latest happenings  
Admission Events  
*Drew Review*  
MLK Day of Service  
Launch Announces: Internships of the Week Blog  
Art Department's Student Show

----- pp. 32-33  
----- p. 34  
----- p.35  
----- p.36  
----- p.37  
Michael Peglau

Drew University  
Minutes of Arts and Sciences Faculty Meeting  
November 15, 2019

**Present:** Sarah Abramowitz, Christopher Andrews, Carolina Arango-Vargas, Di Bai, Alex Bajcz, Brianne Barker, Jeremy Blatter, Barry Burd, Timothy Carter, Adam Cassano, Miao Chi, Graham A. Cousens, Alex de Voogt, Stephen Dunaway, Ferdi Eruysal, Christopher Fazen, Sophia Fortune, Jonathan Golden, Seth Harris, Summer Harrison, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Bjorg Larson, Neil Levi, Jens Lloyd, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Ziyuan Meng, Rory Mulligan, Philip Mundo, Robert Murawski, Sean Nevin, Nancy Noguera, Emanuele Occhipinti, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Jason Roberts, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Sharon Sundue, Phoebe Tang, Kristen Turner, Merel Visse, Nancy Vitalone-Raccaro, Courtney Zoffness

**Others Attending:** Matthew Beland, Andrew Bonamici, Michelle Brisson, Michael Fried, Frank Merckx, Candace Reilly, Shawn Spaventa, Greg Townsend, Irina Radeeva, Brian Shetler, Nora Boyer

**Approval of Minutes:** The minutes of the October 18<sup>th</sup> Faculty Meeting were approved unanimously.

**Dean's Updates:** Debra Liebowitz shared a series of accolades as follows:

1. Drew's Teacher Education Program underwent its accreditation review, consisting of a three-day visit by the Council for the Accreditation of Educator Preparation (CAEP). Debra credited the success of the review to the extraordinary efforts of Kristen Turner who led the team which included Brandie Waid, Nancy Vitalone-Raccaro, Leah Owens and Mike Fried. Thanks also went to Melanie Johnson DeBaufre, Ryan Hinrichs, Maria Masucci and Joanne Montross.
2. Drew won the New Jersey Ballot Bowl competition, with 93% of eligible Drew students registered to vote. Debra thanked Tim Carter for his important and significant mentorship of the Drew Student Voter Project and noted that the National Study of Learning, Voting and Engagement, which tracks voter participation by students, shows that our registration and participation levels far outpace the overall increases to participation nationally.
3. Amy Koritz led Civic Engagement's efforts which resulted in receiving the Platinum Seal for the ALL IN Campus Democracy Challenge. This was awarded to Drew for having a 2018 campus voting rate above 50% in the 2018 midterm election.

4. Congratulations were extended to Judy Redling, Michelle Brisson, and every faculty member who uses Beacon, as Drew was recognized as a Campus of Distinction due to the way we use systems across units. The partnership with Academic Affairs and Campus Life has served to increase retention rates and should contribute positively to 4-year retention rates as well.

5. Special recognition of faculty included Lisa Brenner for completing her term as editor of the journal *Theatre Topics*, Chris Andrews for mention of his research in various interviews and *Money* magazine and Courtney Zoffness, whose essay was published on the Paris Review's website.

Other items of note included:

- President MaryAnn Baenninger and Brett Silver will discuss the University's budget and fundraising efforts at a University Faculty Meeting scheduled for Friday, December 13<sup>th</sup> in the Craig Chapel beginning at 4:15 pm.
- Launch efforts currently include work on the "Community" part of the Art & Science recommendations. These efforts include:
  - Understanding why students do or do not enroll at Drew and why students don't always feel connected to the totality of the Drew experience.
  - Reworking the way campus organizations plan the calendar/events by creating a comprehensive calendar that will avoid double booking major events; review the mix of events (large/small; topic, etc.); provide a smarter budget that shares services; raise event visibility and provide links to the Launch website and Launch communities. Debra encouraged comments regarding an approach to a comprehensive calendar. Some suggestions regarding events included perhaps creating a "newsletter" and redesigning Drew Today so it's a page of headlines that can be linked to items of interest.
- Feedback and discussions are underway regarding the Drew 110 pilot experience. Debra acknowledged a better job needs to be done in disseminating the changes that are being made, and in sharing them with the community - particularly upper class students and faculty.
- Verna Holcomb, from Instructional Technology, announced that due to the Windows 10 rollout, faculty and staff need to schedule an appointment to update computers by no later than January 14, 2020. See instructions on page 24 of the Packet.
- Faculty members are asked not to make promises to students who come forward requesting hardship aid or money for books. Instead, all requests should be directed to Colby McCarthy in Financial Aid.
- Stephanie Caldwell announced she will be attending Division Meetings to present new, prioritized lists from the Registrar's Office. She is also interested in hearing from Divisions about "pain points" and what can be done to correct them. Additionally, Stephanie informed the faculty that waitlisted students must drop their names from the waitlist when professors give them a waitlist/cap override and then enroll in the course for the override to function.

**Action Items: 1) Revisions to Associates Degree Transfer Policy - Rita Keane 9--10**

A question arose as to the logic of removing the words “in the state of New Jersey” from the language presented for vote reading: “*If a transfer student has completed the Associate Degree ~~in the state of New Jersey~~, they will be granted junior status upon transfer to Drew*” (page 9 of the Packet). The question asked was does removing the language mean we are confident that all students enrolling in Drew from anywhere in the United States have the appropriate level of courses and rigor to be granted junior status? Ryan Hinrichs shared that after evaluating some benchmarking from states in the area, data points to there being similar breadth-like requirements. Moreover, the policy still requires the equivalent of one four credit course in each of the following course categories: writing intensive, quantitative and diversity. After some discussion, it was determined a friendly amendment will read “*If a transfer student has completed the Associate Degree **in arts or sciences** they will be granted junior status.*” The revision to the Associates degree transfer policy was called for vote and approved unanimously with the friendly amendment.

Rita Keane reported that CAPC is discussing the new Gen Ed curriculum each week and notified faculty that they can read the minutes of these meetings on U-KNOW. She said it is CAPC’s expectation that they will bring discussion points to Divisions by the end of November and then to the December Faculty Meeting.

**2) Faculty Handbook--Divisional Structure** – Dean’s Council began its discussion regarding the votes for Divisional structure. These votes will be electronic to determine what do divisions look like and what do divisions do? The first vote concerns the constitution of the divisions, most importantly the consolidation of Divisions III and IV. The second vote concerns pre-faculty discussion groups.

Depending on the versions garnering the most votes, pages 35 and 36 from the Packet will replace pages 37 and 38 (representing text from the current Faculty Regulations). Faculty members discussed: the pros and cons of smaller division meetings and interdisciplinary meetings; they shared the difficulty of attending meetings which conflict with teaching schedules; highlighted the value of speaking a “common language” within Divisions; asked if Division meeting could be open to those who would like to join and could Chairs host separate meetings? After discussion, Dean’s Council announced that a link to an electronic vote would be shared, with results announced at the next Faculty Meeting. Based on the results of the vote, the Dean’s Council will continue its revisions of additional sections of the Faculty Handbook.

**Reports: Curricular Report** – Rory Mulligan noted that one of the places where ART 320/Digital Animation appears in the Art major (in the Upper Levels credit section) did not have a strike through. Rita Keane responded that since Art 320 is being dissolved as a course and the new course number for Digital Animation is Art 251, all incidences of Art 320 should disappear as the course is renumbered.

**Enrollment Management** – Bob Herr reported that undergraduate applications are trending slightly higher (4%), over last year’s numbers, with early decisions up modestly as well. He said the visit numbers are very strong and feedback from them has been positive. Bob looks to the

numbers as good harbingers and shared his goal of an incoming First Year class of 425, along with 60 transfer students. Bob spoke of several strategic changes that he hopes will contribute to these successful goal of increasing yield:

- 1) Increasing the dollar amounts offered in merit scholarships to be competitive in the marketplace, combined with an adjustment to need based aid and non-merit aid to offset the increase in money offered.
- 2) Early Action notifications will go out earlier to compete with our peers' deadlines
- 3) Regular decisions must go out earlier. Only Lafayette notified students later than we did last year. This year's goal is to send the letters out early March.
- 4) Utilization of a client relationship solution called SLATE, that is considered the industry standard in admissions and advancement. Bob reported that as of this time last year, only 284 applications were designated "completed" in the Admissions' Office. This year, the number is 680, allowing the department to read applications earlier and better communicate with students.
- 5) Students who apply SAT/ACT test optional were previously precluded from consideration for our highest scholarships. This will no longer be the case.

Bob thanked the faculty for all their help with recruitment efforts, particularly on weekends and with outreach to students. In turn, Debra offered her appreciation to him and his staff for their tireless work and new strategic initiatives.

**Announcements: Library** - Andrew Bonamici requested that students be made aware the Library will be open until 2 a.m. starting Saturday December 7th for Reading Days through the end of Final Exams. Due to staffing limitations and low use, he reported the Library will close between 2 am- 8:30 am. The Library's chat service is generally available until 9 pm, and electronic resources are available 24/7.

Andrew also shared that a memorial gathering for Bruce Lancaster will be held on Wednesday Dec 4th from 4:00-7:00pm in Drew's Pub to honor Bruce Lancaster's long and meaningful connection to Drew University, its Library, students, alumni, faculty, and his co-workers. Andrew asked that attendees please bring a favorite Bruce memory and perhaps food to share.

***The Drew Review***- Jens Lloyd requested faculty members stay alert for noteworthy, scholarly writing that could be submitted for publication in the *Drew Review*.

**CIC Teaching Interfaith Understanding:** Debra Liebowitz encouraged faculty members to consider a seminar offered for faculty members by the Council of Independent Colleges (see pages 28-33) for this opportunity. Lodging, most meal and reading materials are provided. The nomination deadline is January 17, 2020.

**The meeting was adjourned at 4:48 pm.**

Minutes respectfully submitted by Trish Turvey

## ***Proposals for Revision of an Existing Major and Minor: Religion***

### **I. Rationale**

What is the rationale for the department's proposal to revise the major at this time? Is there assessment data to support the revision? Are the revisions a response to an external review of the department? How do the revisions relate to the objectives articulated in your five-year plan? Are there external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions which are being used in the revision?

The University Religion Curriculum Committee (URCC) proposes to replace the current Comparative Religion major with a new interdisciplinary Religion major. This design is a result of conversations among multiple faculty across divisions and schools beginning in Spring 2018. The URCC received and incorporated feedback from CAPC in Spring 2019.

**Sustainability:** As the Religion department has been closed and several faculty teaching in religion have left the university, the Comparative Religion major is not sustainable and must be replaced. The 2019-2020 catalog indicates that the Comparative Religion major is not available for entering students.

A number of faculty across CLA divisions as well as in the Caspersen and Theological Schools bring a variety of disciplinary and methodological approaches to religion as an object of study. The interdisciplinary Religion major is designed to build on these strengths and provide fresh and sustainable opportunities for students to study religion at Drew. The major is designed to be flexible so that students can pair it with another major according to their interests and goals.

**Interdisciplinarity:** The interdisciplinary major in Religion provides focused study of religion in a range of contexts and through a diversity of disciplines. Throughout the interdisciplinary core, electives chosen from four focus areas, an experiential learning requirement, and a capstone project, students engage a diversity of methods including historical analysis, cultural studies, social theories of community and identity formation, artistic analysis and expression, and ethical reasoning and practice.

The goal of the major is to strengthen each student's ability to analyze the complex presence and influence of religion in the world in the past and present. The interdisciplinary design also makes it possible for faculty across departments to develop and propose courses within one of the four focus areas.

### **The new major design has the following features:**

The common **Core** emphasizes disciplinary and interdisciplinary study (foundation and capstone) and experiential/engaged learning:

- Disciplinary introduction (REL 101)
- Introduction from another discipline (ANTH 104 OR PHIL 104)
- Engagement among religions and writing in the major (REL 205)
- An immersive learning experience
- A capstone experience

In the **Electives**, students select courses from four areas -- Histories; Media, Art, and Music; Identity, Culture, and Power; and Philosophy, Theology, and Ethics. Students must satisfy a distribution requirement in which they complete at least one course from each focus area.

The faculty group in Spring 2018 did benchmarking research with a broad list of 20 aspirant liberal arts colleges and a shorter list of peer schools. Peer schools show a flexibility in design for coursework coming after the introductory courses and before the capstone. The design of each program depends on faculty size and expertise and mission of the school. The interdisciplinary Religion major for Drew is designed to build on the faculty strength across disciplines, encouraging students to work with faculty in anthropology, classics, history, art history, philosophy, and the two graduate schools. The proposal also coheres with the University's mission statement and the aims of Launch.

**Process:** The interdisciplinary Religion major is the first of a range of curricular initiatives across the University that will be developed by a University Religion Curriculum group, which is a cross-school group of faculty charged by the Provost to govern religion-related curricular efforts across programs in the three schools.

The undergraduate religion major will become a part of the regular care and oversight responsibilities of this group. The learning goals will be reviewed as part of the assessment process. This group will also work to curate and review faculty proposals for courses listed in the four areas.

Additional initiatives include joint degree pathways between the BA and graduate degrees in both the Caspersen and Theological Schools, concentrations in the Arts and Letters and Master of Arts in Religion degrees, and developing further the Religion, Culture, and Conflict certificate program for all degrees.

## II. Learning Objectives

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

The current learning outcomes are based on the current major and emphasize the diversity of religion and its contexts as well as interdisciplinary analysis of religion. Going forward, the learning goals will be reviewed and revised by the University Religion Curriculum Committee through the regular process of annual assessment.

Our program enables students to:

SLO1	Explain concepts, practices and patterns of religion through the interpretation of a variety of sources, including texts, visual arts, media, law, architecture, and performance.
SLO2	Discuss the diversity of religions and religious experiences as informed by such categories as social structure, historical context, cultural and national identity, gender, class, race/ethnicity, sexuality, age, and ability.
SLO3	Analyze interactions among religious people and groups and other areas of human experience using appropriate methodologies.

SLO4	Interpret ethical standards and practices and values-motivated behavior of individuals and groups, historically and in the present.
------	---

A curriculum map for the introduction (I), practice (P), and mastery (M) of learning outcomes:

Student Learning Outcomes	REL 101 Intro to World Religions	ANTH 104 Cultural Anth	PHIL 104 Intro to Ethics	REL 205 Religions in Conversation	Experiential Learning	Elective Distributions*	REL 400 or REL 410
SLO1	I		I			P	M
SLO2	I	I		P	P	P	M
SLO3	I	I		P		P	M
SLO4	I		I	P	P	P	M

\* The distribution requirement in which students must complete at least one course from the four focus areas ensures that students “practice” each learning outcome in the major. Each SLO broadly corresponds to one of the four focus areas.

Programmatic assessment will use rubrics to evaluate the final capstone research paper (REL 400) or specialized honors thesis (REL 411) for all majors.

### III. Proposed Changes to the Curriculum

a. Explain each proposed change to the major individually;

Replace the current Comparative Religion major with a new interdisciplinary Religion major

b. Provide comparison between new major and old major;

N/A. This is a curricular replacement not a revision.

c. Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the online catalogue.

## About the Program



Religion majors analyze the presence and influence of religion in the world in the past and present. As the Study of Religion is an interdisciplinary field, students examine religions in diverse contexts and using a range of methods. The program enables students to:

- Explain concepts, practices and patterns of religion through the interpretation of a variety of sources, including texts, visual arts, media, law, architecture, and performance.
- Discuss the diversity of religions and religious experiences as informed by such categories as historical context, cultural and national identity, gender, class, race/ethnicity, sexuality, age, and ability.
- Analyze interactions among religious peoples and groups and other areas of human experience using appropriate methodologies.
- Interpret ethical standards and practices and values-motivated behavior of individuals and groups, historically and in the present.

Throughout the interdisciplinary core, electives chosen from four focus areas, an immersive learning experience, and a capstone project, students engage a diversity of methods including historical analysis, cultural studies, social theories of community and identity formation, artistic analysis and expression, and ethical reasoning and practice.

## Faculty

- **Arts and Sciences:** Darrell Cole, Karen Pechilis, Allan Dawson, Jonathan Golden, Rita Keane, Peggy Kuntz, Seung-Kee Lee, John Lenz, Sangay Mishra
- **Theological School:** Morris Davis, Laurel Kearns, Hyo-Dong Lee, Mark Miller, Kate Ott, Traci West
- The **University Religion Curriculum Committee** made up of faculty from Arts and Sciences and the Theological School provides leadership and planning for religion-focused curricula at Drew

## Programs

### Major

- Religion Major [LINK]

### Minor

- Religion Minor [LINK]

++++++

## Religion Major

### Requirements for the Major (38-44 credits)

## I. Required Courses (14-16 credits)

---

- [REL 101 - Introduction to World Religions](#)
- [ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics](#) OR
- [PHIL 104 - Introduction to Ethics](#)
  
- [REL 205 - Religions in Conversation \[Writing in the Major\]](#)
  
- REL 400 - Capstone Independent Study in Religion OR
- [REL 410 - Specialized Honors I](#)

## II. Experiential Learning (0-4 credits)

---

- INTC 200 - Internship Project

## III. Electives (24 credits)

Students must distribute their electives among the four areas below, choosing at least one course from each area. Only one elective course may be at the introductory-level, and at least three of the courses chosen must be at the upper-level.

### Histories

---

*In these courses, students analyze religion and historical change toward understanding how our world came to be the way it is today*

- [CLAS 302 - Greek and Roman Religions](#)
- [REL 220 - The Jewish Experience: An Introduction to Judaism](#)
- [REL 231 - Introduction to Christianity\\*](#)
- [REL 250 - Introduction to Islam](#)
- [REL 258 - The Sufi Path: Studies in Islamic Mysticism](#)
- [REL 304 - Religion in America\\*](#)
- [HIST 254 - Selected Topics in the History of Religions](#)
- [HIST 256 - History of the Islamic Middle East, 600-1800](#)
- [HIST 257 - History of the Modern Middle East](#)
- [HIST 265 - Introduction to South Asia in Modern History](#)
- [HIST 266 - Introduction to East Asia in Modern History](#)
- [ANTH 208 - Religions of Africa](#)
- [PHIL 210 - History of Ancient and Medieval Philosophy](#)

- [HUM 215 - Forms of Humanism: Renaissance to Enlightenment](#)
- [TPHL 625 - World Christianity\\*\\*](#)

## **Media, Art, and Music**

---

*In these courses, students analyze the presence and influence of religion in various modes of artistic expression and media*

- [CLAS 215 - Classical Mythology](#)
- [ANTH 231 - Native Arts and Archaeology of Latin America](#)
- [ARTH 208 - Islamic Art](#)
- [ARTH 302 - Medieval Art](#)
- [ARTH 303 - Italian Renaissance Art](#)
- [ARTH 304 - Baroque and Rococo Art](#)
- [REL 364 - South Asia Through Art and Text](#)
- [REL 280 - Topics in Religion and Media](#)
- [REL 281 - Spirituality, Gender and the Media](#)
- [TMUS 530 - History of African-American Church Music](#)
- [PSTH 563 - Music of the World's Religions\\*\\*](#)
- [BBST 664 - Bible and Film\\*\\*](#)

## **Identity, Culture, and Power**

---

*In these courses, students examine diverse ways religion informs identity and ways in which it interrelates with other modes of identity in the negotiations of values, practices, and power*

- [ANTH 302 - Anthropology of Religion](#)
- [ANTH 205 - Native North American Cultures](#)
- [ANTH 204 - Society and Social Change in Sub-Saharan Africa](#)
- [PSCI 257 - Muslims and the West](#)
- [REL 206 - Sociology of Religion](#)
- [REL 362 - Women in Asian Traditions](#)
- [WGST 372 - Global Women's History](#)
- [PHIL 304 - Ethics and Society](#)
- [WGST 201 - Transnational Feminisms](#)
- [RLSC 600 - Religion and Society](#)
- [CSOC 620 - Religions and Food: Feast, Fast, Farming and Famine\\*\\*](#)
- [CSOC 619 - The Search for the Good Community\\*\\*](#)
- [CSOC 644 - Ethically Responding to Violence Against Women\\*\\*](#)
- [ARCR 809 - Religious Pluralism in America\\*\\*](#)

## Philosophy, Theology, and Ethics

---

*In these courses, students analyze theological and philosophical thought and the intellectual foundations of ethical order and religious practices*

- [CLAS 312 - Classical Morality & Religious Ethics From Plato to Machiavelli](#)
- [HIST 325 - Utopia and Dystopia](#)
- [PHIL 101 - Introduction to Philosophy](#)
- [PHIL 104 - Introduction to Ethics](#) (if not taken as core requirement)
- [PHIL 328 - Philosophy of Religion](#)
- [PHIL 317 - The Shattering of Reason: From Hegel to Nietzsche](#)
- [PHIL 214 - Business Ethics](#)
- [PHIL 216 - Bio-Medical Ethics](#)
- REL 366 - History and Practice of Mindfulness
- [ETH 530 - Everyday Ethics: How Do We Make a Difference?](#)
- [TPHL 501 - Systematic Theology](#)\*\*
- [TPHL 655 - Confucian and Taoist Religious Thought](#)\*\*
- [BBST 501 - Biblical Literature I: Torah, Prophets, Writings](#)\*\*
- [BBST 511 - Biblical Literature II: Gospels, Epistles, Apocalypse](#)\*
- [ARCR 808 - The Anthropology of Peace and Conflict: World Wisdom for Conflict Resolution](#)\*\*

Comments related to catalog copy: The asterisks above and comments below are provided to help review the curriculum and are not intended to be included in the catalog copy.

\* These two courses will be taught in the CLA by TS faculty

\*\* These courses are being given legible subject codes and appropriate levels (mostly 500-level with select 600 level) as part of a major overhaul of re-leveling graduate level courses.

Where a large number of courses are being changed, dropped or re-numbered, a summary table such as the one below would be useful.

Offerings			Actions			
Current Course	Proposed Course	Title	Add	Drop	Renumber	Change Title or Description
REL 205		Religions in Conversation	x			
	REL 281	Spirituality, Gender, and the Media	x			
	REL 280	Topics in Religion and Media	x			
REL 400		Capstone Independent Study in Religion				(remove the word Comparative from title)
REL 410		REL 410 - Specialized Honors I				(change credits: 2-4)

#### IV. Impact on Other Departments

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

There are no negative impacts or resource implications for other departments. The advantages of this new University-wide initiative are:

- Draws on existing courses so inherently collaborative and interdisciplinary
- Likely small numbers of students, so no impact on courses other than to support enrollment
- Faculty can propose their courses to be added to a focus area list
- Capstone projects can be independent studies at first (will be reviewed as the major grows).

- Courses from the graduate schools in the major builds ground for more collaboration on religion initiatives across schools and encourages students to consider moving to graduate programs in CSGS and TS.
- Graduate faculty already have parameters in place for undergraduates taking graduate courses.

## **V. Transition Plan**

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

There is one student in the current Comparative Religion major. Karen Pechilis is working with this student to complete the program using existing course offerings each semester and independent studies.

## **VI. Revision of Minor**

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

The minor draws on the elective courses and thus can serve as a pathway toward the major:

## **Requirements for the Minor (20 credits)**

---

### **I. Introduction to Religion (4 credits)**

---

- [REL 101 - Introduction to World Religions](#)

### **II. Electives (16 credits)**

---

Students select two courses each from any two focus areas in the major. No more than one course can be at the 100-level.

## VII. Course Proposals

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

The following courses are planned to be added/revised (see also chart above):

REL 205 -- Religions in Conversation (*modified from a previously taught at Topics course*)  
Religions emerge and evolve in relation to each other. In this course, we explore questions concerning the relationships between and among people of different religious communities. We begin by examining theoretical models for explaining interactions between faith groups, including religions that are in tension and conflict as well as models for positive, synergistic inter-religious encounters and cooperation. We then “test” our theoretical models using a series of case studies while also learning about the historical particularisms of religiously diverse cultures from South Asia, the Middle East, Africa and the Americas with a focus on Buddhism, Hinduism, Sikhism, Islam, Judaism, Christianity, Bahai, and indigenous forms of religion.

REL 280 -- Topics in Religion and Media

An in-depth study of a selected topic pertaining to religion and media, considered either comparatively or specific to one genre or context. Topics vary from year to year. May be repeated for credit as topic changes.

REL 281 -- Spirituality, Gender, and the Media

The course examines the intersections of gender analysis, alternative spirituality movements and mass media in late Western modernity (1960s-present), focusing on the historical context of their rise to prominence and the ways they influenced and continue to shape contemporary ideas of identity. Of particular focus is the multiplicity of alternatives towards the ethical construction of self and society promoted by groups connecting gender awareness, spirituality and new avenues of media.

## Curricular Report

December 2019

### For Action:

### For Information:

#### New Courses:

- ARTH 140/Visual Culture
- ARTH 240/History of Graphic Design
- ARTH 340/History of Art Markets
- REL/WGST 281/Spirituality, Gender and the Media

#### Changes to Existing Courses:

#### Gen Ed Designations:

- ARTH 140/Visual Culture [BART, BHUM]
- ARTH 240/History of Graphic Design [BART, BHUM]
- CHIN 299/ShortTREC [BINT]
- Digital Humanities Summer Institute [IMRC]
- PSCI 341/Selected Topics in Political Science: Comparative Politics: Contentious Politics & Social Movements [WRIT]- for CRN 31119 (Spring 2020 iteration of the course)
- REL/WGST 281/Spirituality, Gender and the Media [BHUM, DVUS]

#### Changes to Existing Major/Minor:

- International Relations minor
  - Remove PSCI 242/International Organizations from a list of required courses
- Media & Communications Major/Minor
  - Add REL/WGST 281/Spirituality, Gender and the Media to an electives list
- Women's and Gender Studies Major
  - Add REL/WGST 281/Spirituality, Gender and the Media to an electives list
- Music Major/Minor
  - Add placement tests as an option to place out of MUS 102, 103, and 252 in major and minor; revise the number of minimum credits required for the major/minor to reflect scenarios in which students place out of one or more of these classes.

### For Action:

### For Information:

#### New Courses:

##### **ARTH 140/Visual Culture**

The study of visual culture considers the design, technology, and meaning of the visual images that saturate our everyday lives. Visual images shape our experiences; they teach, inspire, communicate ideas, display identity, reinforce or disrupt power structures, and promote commerce. New visual technologies circulate these ideas on a global scale. The course develops students' critical engagement with the visual world, analyzing cultural and representational issues related to the self and community, such as power, surveillance, desire, the body, sexuality, and ethnicity. The course will include study of paintings, prints, photographs, video, advertisements,



digital media, urban design, and representational practices in medicine and science.

### **ARTH 240/History of Graphic Design**

A historical survey of graphic design from its origins to the present day, with focus on developments in design from the late 19th century to the present. Topics covered may include art posters; type, typography and book design; Arts & Crafts and the private press; the Bauhaus; and digital design. Thematic considerations may include information design theory, politics and propaganda, and the relationship of commerce and technology to the history of graphic design.

### **ARTH 340/History of Art Markets**

The course is structured as the study of a set of concepts or institutions relevant to the art world today, including the art market, the auction house, the art gallery, and the museum. We will consider the historical origins of each concept or institution as well as its evolution to the present day, rooting the study of each one in the history of art and its markets, from ancient Greece to Renaissance Italy to contemporary New York City, from Old Masters to Banksy. Among our subjects of study will be competition between artists, guild organization, export and repatriation, and art market bubbles.

### **REL/WGST 281/Spirituality, Gender, and the Media**

The course examines the intersections of gender analysis, alternative spirituality movements and mass media in late Western modernity (1960s-present), focusing on the historical context of their rise to prominence and the ways they influenced and continue to shape contemporary ideas of identity. Of particular focus is the multiplicity of alternatives towards the ethical construction of self and society promoted by groups connecting gender awareness, spirituality and new avenues of media.

## **Changes to Existing Courses:**

## **Change to Existing Major/Minor:**

### **International Relations Minor**

#### I. Introductory (4 credits)

- PSCI 104 - International Relations

#### II. Intermediate and Upper-Level (16 credits)

8 of these credits must be at the upper-level and ~~students must take TWO of the following four courses: PSCI 242: International Organizations, PSCI 247: International Security, PSCI 362: International Political Economy, and a course in Human Rights (from the approved menu of courses below).~~ **students must take TWO of the following THREE courses: [PSCI 247: International Security](#), [PSCI 362: International Political Economy](#), and a course in Human Rights (from the approved menu of courses below).**

- The following menu of courses can satisfy the Human Rights requirement:
- PSCI 241 - Transnational Feminisms
- PSCI 248 - Special Topics in Human Rights
- PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration
- PSCI 333 - International Human Rights
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 365 - Seminar on Human Rights

### **Note**

Students may count a maximum of 4 credits of a departmental internship related to International Relations toward the Minor.

## Media and Communications Major

### III. Electives (20 credits)

#### Systems and Contexts

*In these courses, students examine media institutions and the larger structures and frameworks - social, cultural, economic, and political - that shape media and communications.*

- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
- CSCI 270 - Computing Technology, Society and Culture
- ECON 315 - Political Economy of Race, Class, and Gender
- ENGH 220 - Contemporary Transnational Cinema
- ENGH 242 - Gender and Communication
- ENGH 243 - Intercultural Communication
- ENGH 248 - History of Rhetoric
- ENGH 298 - Community Language and Literacy [CBL]
- ENGH 344 - Rhetorics of the Workplace/Professional Communication
- ENGH 386 - Theories and Effects of Media Communication
- ENGH 387 - New York Semester on Communications and Media Colloquium
- HIST 317 - Advertising in American History
- HIST 326 - Popular Culture and Its Critics
- MCOM 202 - Systems and Contexts: Selected Topics in Media
- MCOM 302 - Systems and Contexts: Advanced Selected Topics in Media
- MCOM 385 - Media in the United Kingdom **OR** ENGH 385 - Media in the United Kingdom
- **REL/WGST 281- Spirituality, Gender and the Media**
- SOC 202 - Sociology of Inequality
- SOC 226 - Sociology of Race and Ethnicity
- SOC 309 - Sociology of Mass Communications
- WGST 301 - Filming American Feminisms **OR** ENGH 324 - Filming American Feminisms

## Media and Communications Minor

### A. Systems and Contexts

*In these courses, students examine media institutions and the larger structures and frameworks - social, cultural, economic, and political - that shape media and communications.*

- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
- CSCI 270 - Computing Technology, Society and Culture
- ECON 315 - Political Economy of Race, Class, and Gender
- ENGH 220 - Contemporary Transnational Cinema
- ENGH 242 - Gender and Communication
- ENGH 243 - Intercultural Communication
- ENGH 248 - History of Rhetoric
- ENGH 298 - Community Language and Literacy [CBL]
- ENGH 344 - Rhetorics of the Workplace/Professional Communication
- ENGH 386 - Theories and Effects of Media Communication
- ENGH 387 - New York Semester on Communications and Media Colloquium
- HIST 317 - Advertising in American History

- HIST 326 - Popular Culture and Its Critics
- MCOM 202 - Systems and Contexts: Selected Topics in Media
- MCOM 302 - Systems and Contexts: Advanced Selected Topics in Media
- MCOM 385 - Media in the United Kingdom **OR** ENGH 385 - Media in the United Kingdom
- **REL/WGST 281- Spirituality, Gender and the Media**
- SOC 202 - Sociology of Inequality
- SOC 226 - Sociology of Race and Ethnicity
- SOC 309 - Sociology of Mass Communications
- WGST 301 - Filming American Feminisms **OR** ENGH 324 - Filming American Feminisms

## Women's and Gender Studies Major

### II. Intermediate and Upper-Level (20 credits)

Five elective courses (20 credits), chosen in consultation with the adviser, of which at least three courses (12 credits) must be at the upper-level. No more than 2 courses (8 credits) from any single department; no more than two courses (8 credits) may be completed in a study abroad program. Students may choose from the following but should also consult the list published each semester by the department for additional courses.

- WGST 103 - Gender and Literature
- WGST 104 - Sexuality and Literature
- WGST 207 - Women and Religion
- WGST 211 - Interdisciplinary Topics in Women's Studies
- WGST 212 - Anthropology of Gender
- WGST 225 - Sociology of Gender
- WGST 233 - Policing and the Rule of Law: Gender, Race, and Citizenship
- WGST 235 - Women's Voices Through the Ages
- WGST 236 - Women in Music
- WGST 253 - Gender, Sexuality and Performance in Spanish Theater
- WGST 265 - Women in Theater
- WGST 301 - Filming American Feminisms
- WGST 311 - Advanced Topics in Women's and Gender Studies
- WGST 303 - Gender and Contemporary Anglophone Literature
- WGST 304 - Sexuality and Gender in 19th Century Literature and Culture
- WGST 313 - Gender and US Politics
- WGST 314 - Engendering Prisons
- WGST 315 - Political Economy of Race, Class, and Gender
- WGST 318 - Gender and Globalization
- WGST 321 - American Women's History
- WGST 324 - Sociology of Reproduction
- WGST 331 - Advanced Topics in Gender and Culture
- WGST 332 - Reading Nation, Gender, and Ethnicity in Latin American Culture
- WGST 338 - Women in Modern European History
- WGST 354 - Gender in Contemporary Hispanic Fiction and Film
- WGST 361 - Seminar in Gender Violence and Women's Resistance
- WGST 362 - Seminar in the Psych of Women
- WGST 363 - Women in Asian Traditions
- WGST 367 - Seminar on Gender and International Politics
- WGST 370 - History of Sexuality
- WGST 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance
- WGST 390 - Advanced Seminar in Women's and Gender Studies

- HIST 338 - Women in Modern European History
- MUS 236 - Women and Music
- PAST 240 - Philosophy of Race and Gender
- REL/WGST 281 - Spirituality, Gender and the Media
- THEA 265 - Women in Theatre
- THEA 367 - Enter Laughing: On Women, Men and Comedy

## Music Major

Requirements for the Major (~~46-52~~ 40-50 credits)

### I. Required Courses (~~18-24~~ 16-26 credits)

- MUS 102 - Music Fundamentals *or pass placement test*
- MUS 103 - Music in Context *or pass placement test*
- MUS 227 - Music Theory II; *co-requisite MUS 227L*
- MUS 228 - Music Theory II ; *co-requisite MUS 228L*
- MUS 252 - Keyboard Studies *or pass placement test*
- MUS 400 - Music Capstone Fall Semester
- MUS 401 - Music Capstone Spring Semester

### II. Music and Culture (8 credits)

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film
- MUS 233 - Music of the Whole Earth
- MUS 234 - History of Jazz
- MUS 236 - Women and Music
- MUS 238 - African American Music History
- MUS 240 - Music in the American Century
- MUS 250 - Special Topics in Music

### III. Western Music History (8 credits)

- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras
- MUS 303 - Music of the Classic and Romantic Eras
- MUS 311 - Music of the Twentieth and Twenty-First Centuries
- MUS 341 - Topics in Music History

### IV. Composition/Theory (8 credits)

- MUS 101 - Music: Imagination and Technique
- MUS 223 - Introduction to Conducting
- MUS 246 - Counterpoint
- MUS 260 - Music Composition (*may be repeated for credit*)
- MUS 324 - Techniques of 20th- and 21st-Century Composition
- MUS 334 - Orchestration
- MUS 337 - Electronic Music Composition

V. At least four semesters of private lessons at the introductory or advanced level

- MUS 109 - Introductory Vocal Instruction
- MUS 111 - Introductory Keyboard Instruction
- MUS 112 - Introductory Guitar Instruction
- MUS 113 - Introductory Strings Instruction
- MUS 114 - Introductory Woodwinds Instruction
- MUS 115 - Introductory Brass Instruction
- MUS 116 - Instrumental Percussion Instruction
- MUS 325 - Advanced Vocal Instruction
- MUS 326 - Advanced Keyboard Instruction
- MUS 327 - Advanced Guitar Instruction
- MUS 328 - Advanced Strings Instruction
- MUS 329 - Advanced Woodwinds Instruction
- MUS 330 - Advanced Brass Instruction
- MUS 331 - Advanced Percussion Instruction

#### **VI. Membership in at least one ensemble for at least four semesters**

- MUS 105 - Improvisation Ensemble
- MUS 110 - Choral Union
- MUS 215 - Chorale
- MUS 217 - Madrigal Singers
- MUS 220 - Pan-African Choral Performance
- MUS 222 - University Orchestra
- MUS 224 - Wind Ensemble
- MUS 225 - Flute Ensemble
- MUS 226 - Jazz Ensemble
- MUS 229 - Chamber Music

#### **VII. Meeting/Concert Attendance**

Majors are expected to support all department events, but are required to attend all Works in Progress recitals, all majors/minors meetings, and designated concerts/department events.

### **Music Minor**

#### **Requirements for the Minor (~~21-25~~ 20-30 credits)**

##### **I. Required Courses (~~9-13~~ 6-14 credits)**

- MUS 102 - Music Fundamentals **or pass placement test**
- MUS 103 - Music in Context **or pass placement test**
- MUS 227 - Music Theory I; **co-requisite MUS 227L**

**Note:** Students who place out of MUS 102 and MUS 103 need to take two additional credits in MUS to ensure that the minimum number of credits met in the minor is 20; the department recommends that students in this case take their two semesters of ensembles for credit.

##### **II. Music and Culture (4 credits)**

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film

- [MUS 233 - Music of the Whole Earth](#)
- [MUS 234 - History of Jazz](#)
- [MUS 236 - Women and Music](#)
- [MUS 238 - African American Music History](#)
- [MUS 240 - Music in the American Century](#)

### **III. Western Music History (4 credits)**

- [MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras](#)
- [MUS 303 - Music of the Classic and Romantic Eras](#)
- [MUS 311 - Music of the Twentieth and Twenty-First Centuries](#)
- [MUS 341 - Topics in Music History](#)

### **IV. Composition/Theory (4 credits)**

- [MUS 101 - Music: Imagination and Technique](#)
- [MUS 223 - Introduction to Conducting](#)
- [MUS 246 - Counterpoint](#)
- [MUS 260 - Music Composition](#)
- [MUS 324 - Techniques of 20th- and 21st-Century Composition](#)
- [MUS 334 - Orchestration](#)
- [MUS 337 - Electronic Music Composition](#)

### **V. Membership in at least one ensemble for at least two semesters**

- [MUS 105 - Improvisation Ensemble](#)
- [MUS 110 - Choral Union](#)
- [MUS 215 - Chorale](#)
- [MUS 217 - Madrigal Singers](#)
- [MUS 220 - Pan-African Choral Performance](#)
- [MUS 222 - University Orchestra](#)
- [MUS 224 - Wind Ensemble](#)
- [MUS 225 - Flute Ensemble](#)
- [MUS 226 - Jazz Ensemble](#)
- [MUS 229 - Chamber Music](#)

### **VI. Meeting/Concert Attendance**

Minors are expected to support all department events but are required to attend all Works in Progress recitals, all majors/minors meetings, and designated concerts/department events.

Enrollment Report  
Faculty Meeting 12-6-2019

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

Upcoming Admissions events:

Sunday, January 26 – Discover Drew Day  
Saturday, February 15 – Into the Forest (yield event)  
Monday, February 17 – Experience Drew Day  
Sunday, March 22 – Into the Forest (yield event)  
Saturday, April 4 – Into the Forest (yield event)  
Friday, April 17 – Day of Scholars  
Saturday, April 18 – Discover Drew Day

Our yield strategy for the fall 2020 entering class will have a focus on connecting admitted students to their academic program of choice. Subsequently, attending the spring semester yield events will go a long way in making those connections and positive impressions with admitted students looking to potentially choose Drew. Heather Robinson will be reaching out soon to make sure we have representation from each major at the events.

2020 Admissions Update:

We remain 2% ahead in undergraduate applications compared to fall 2019 as of 12/2/2019. We have received 74 Early Decision applications (vs. 73 on this date last year). Our Early Action deadline is December 15, and we are tracking 11% ahead in EA apps compared to last year at this time.

Our application review has begun in earnest, and we intend to notify Early Decision applicants regarding their decisions next week. Some Early Action applicants will also be notified before the holiday break as well.

As always, thank you for your continued support of the admissions efforts at Drew.

**UNIVERSITY LIBRARIAN'S REPORT**  
**For CLA Meeting of December 6, 2019**

Dear Colleagues:

**Memorial gatherings for Bruce Lancaster:** Thanks to all of you who joined us in the Pub on Wednesday to celebrate and acknowledge Bruce's long and meaningful connection to Drew University, its Library, students, alumni, faculty, and his co-workers. An additional service will be held for Bruce at the [First Baptist Church of Millburn 386 Millburn Ave, Millburn, NJ](#) on Saturday, December 7, 2019 at 11 a.m. Visitors are welcome to come starting at 10 a.m.

**Library Hours during Reading Days and Final Exams:** Please encourage your students to take note that the Library will be open until 2 a.m. starting Saturday December 7th for Reading Days through the end of Final Exams. Due to staffing limitations and low use, we will close between 2 am- 8:30 am this year. Current service hours are posted on the library website at <https://www.drew.edu/library/2019/08/02/drew-library-hours/>. The library's chat service is generally available until 9 pm, and electronic resources are available 24/7.

**Changes in Collection Development Procedures:** As part of the university's zero based budgeting process, the library is reviewing and updating collection development policies and procedures. Like other academic libraries, Drew uses circulation data as a means of assessing the impact of our collections over time, and an initial ten-year study shows that a number of print items added to the collection in some disciplines have never circulated during the period under review. Therefore, we are making the following changes on a trial basis for FY20 with the goal of directing funds toward resources that are likely to be used by students and faculty in the university's current and future academic programs:

- Liaison librarians will purchase books and resources *only* upon the recommendation of faculty. We will continue to send Choice cards and offer suggestions, but no proactive purchases will be made. All book selections should be made to support the current and future curriculum.
- We have already implemented Evidence based E-book purchasing and will soon pilot a Demand Driven E-book purchase program (e-books are purchased based on usage)
- We will be monitoring Interlibrary Loan requests for possible purchase vs. borrowing.

As part of a holistic review of our entire library collection, in the next few months we hope to meet with departments to review the resources we currently have, listen to your needs, and solicit feedback regarding what Library resources would be most beneficial to each department.

Please feel free to contact your [subject librarian](#) or Kathy Juliano (Director of Collection Development and E-Resources Librarian) with your questions, requests or feedback. You may also submit book requests directly [with this form](#).

**Instructional Technology Update:** Shawn Spaventa and I are working with the Provost's office on plans for replacing support provided by the two recently-vacated positions of Instructional Technologist and Instructional Designer.

**Events: "On Dress": Form and Fashion continues until January 3<sup>rd</sup>** in the Methodist Archives. 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. Don't miss it!

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

(continued)



## **New / Trial Databases**

The following databases are newly added or being evaluated for a future subscription.

### [American Historical Periodicals Series 1-5](#)

(NEW) American Historical Periodicals is a collection from the American Antiquarian Society, which has the single largest collection of American periodicals from the colonial period through the twenties. The periodicals focused on American concerns and were predominantly published in the United States or Canada, though some were published overseas by Americans living abroad.

### [Chronicling America - Historic American Newspapers, from Library of Congress](#)

(NEW) Search America's historic newspaper pages from 1789-1963 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress.

### [Climate Change StarterBrain](#)

(NEW) The Climate Change Starter Brain includes key books and reports (some as links, some as PDFs), videos, websites of climate think tanks and NGOs, climate news and opinion websites, climate-relevant social media links to Facebook, LinkedIn, Wikipedia, and Quora, climate reference sources — and much more!

### [Europeana Newspapers](#)

(NEW) Europeana Newspapers is a European Commission-funded project which has provided online access to around 12 million pages of historical newspapers from 23 European libraries and metadata relating to more than 20 million newspaper pages. The content made available by the project is available both through Europeana and also via a dedicated newspaper browser hosted on The European Library which gives the possibility to perform full-text search or explore the newspapers in various ways (e.g. by date, country, title)

### [SIPRI Yearbook Online - Armaments, Disarmament and International Security](#)

(TRIAL) The SIPRI Yearbook, written by authors who are experts in their field, is an essential and independent source for issues on armaments and arms control, conflicts and resolutions, security arrangements and disarmament, as well as longer-term trends in international security.

### [Theology and Religion Online](#)

(NEW TRIAL) This opens a pop-up window to share the URL for this database  
The digital home to resources designed for students and scholars of Theology, Biblical Studies, Religious Studies and related fields. Includes digital reference products and thematic collections comprised of audio-visual content, monographs and scholarly reference. It includes the T&T Clark Theology Library.

## **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](mailto:kjuliano@drew.edu), x 3478 or [reference@drew.edu](mailto:reference@drew.edu).

## **Gen Ed Decision Points for December 2019 division meetings and faculty meeting**

Presented to the faculty by the members of CAPC: Rita Keane, Wendy Kolmar, Sangay Mishra, Emanuele Occhipinti, and Mary Ann Pearsall, in collaboration with the Associate Deans for Curriculum, Juliette Lantz and Ryan Hinrichs

The members of CAPC discussed the new Gen Ed proposal in fall semester 2019, with the goal of bringing a proposal to the faculty for a vote early in the spring semester of 2020. As we began our deliberations, we found it valuable to restate our grounding assumptions for developing a new Gen Ed (listed below). In doing so we tried to take into account both Launch goals and strategic concerns that were brought to us from the May 2019 faculty meeting feedback and the deans' discussions in summer 2019. Thinking about these assumptions helped us move forward with our conversation and with our consideration of the April 2019 proposal.

**Assumptions and concerns**, identified by CAPC members, that informed the CAPC discussion:

- Gen ed should contribute to students' developing narrative of who they are and what they want to do -- how they want to articulate the value of their Drew experiences to employers, graduate schools, professional programs etc., i.e. it should be designed with attention to post-college planning
- Gen ed should be clearly interconnected with and aligned with the other elements of Launch through transferable skills
- Structure and labelling of gen ed should help students understand the skills they are acquiring through their liberal arts education.
- Gen ed should be flexible and sized so that students have space in their four years for other opportunities -- off-campus experiences, micro-credentials, double majors etc.
- Gen ed should take account of Middle States requirements for student learning;
- Gen ed should be efficient in terms of the use of faculty resources
- Gen ed should not deter students from coming to Drew either because of size or because of complexity;
- Gen ed should not be a barrier for transfer students.
- Gen ed should be clear, simple, workable in Banner, and easily explained to students and understood by advisers.
- While a gen ed curriculum is not the major reason students choose a college, gen ed might include signature experiences that would be a draw for students.

### **CAPC recommendations**

Based on discussion of the April 2019 proposal and comparison with peer schools' Gen Ed programs, CAPC anticipates that we will propose a Gen Ed program that ranges from 11 to 13 courses. Below we list elements on which we have agreement and two decision points on which we would particularly like faculty feedback at this moment.

In the next iteration of the draft we will seek your feedback on additional elements, particularly Writing and the Complex Problems course.

## Agreed-upon elements

DSEM

Drew 110

2 Immersive Experiences

6 Modes of Inquiry (easily mapped to key transferable skills)

1. Scientific Inquiry
2. Creative Thinking
3. Analyzing Power, Privilege, and Difference
4. Historicizing and Interpretation
5. Quantitative Reasoning
6. Global Thinking

CAPC would like feedback on two elements, what we are calling Decision Points:

1. Foreign Language proficiency level
2. Capstone requirement

We have not included the transferable skills in this document in order to reduce complexity for our discussion at this point, but the transferable skills will be mapped onto Gen Ed requirements.

## Decision Points

### 1. Foreign Language proficiency level

What proficiency level might we require (102 or 201) for the foreign language requirement? We present some evidence for placing the requirement at 201 and at 102.

#### **Rationale for placing the requirement at 201** (intermediate-low proficiency)<sup>1</sup>

- Proficiency in a second language is valuable for student learning and to employers, and setting the requirement at 102 is insufficient to create proficiency. According to our Drew language colleagues: “This intermediate proficiency is what allows students to “do” with the language. For instance, it allows them to interact successfully in concrete communicative tasks and social situations in foreign languages; to get a reading comprehension at least adequate to deal with basic personal and social needs; to decode authentic cultural documents, and in some cases literary texts; to meet a number of practical writing needs; to become more aware of one’s own cultural and linguistic identity by experiencing the contrast between English and foreign languages; to understand and to appreciate cultural diversity in order to function successfully in communities where the target language is spoken; and to maintain and to build upon prior knowledge of a foreign language.”<sup>2</sup>
- A third of our graduating students (31%) have taken courses beyond 201; this data indicates that language study is important to our students and perhaps that a 201 level requirement may encourage students to pursue language study. It is at the 201 level that

---

<sup>1</sup> Levels established by the American Council on the Teaching of Foreign Languages

<sup>2</sup> “Reimagining and Strengthening Language Instruction and Engagement at Drew,” Spring 2019

students begin to have traction in a language and perhaps then see the possibilities of pursuing it further. On the other hand, it may also indicate that a large subset of students will continue with language courses no matter what the requirement is.

- Based on analysis by the Registrar’s office, more than 90% of our students have completed our current requirement by the beginning of the senior year.

**Rationale for placing the requirement at 102** (Novice-high proficiency)

- 4 of our 15 peer institutions have a language requirement of 201 (see charts below), with another three having 201 as one possibility for fulfilling the language requirement.
- Based on data assembled by Institutional Research in September 2019, about 27.4% of our students (an average over three years) have to begin at 101, and those students had lower GPAs in language and lower overall GPAs at graduation than students who began at 102 or 201
- Students have to meet this requirement in a fairly limited number of courses, especially at the 201 level, and the courses must be taken sequentially (unlike other Gen Ed requirements which are broadly available across the curriculum without prerequisites, you must progress through 101 to take 102, and 102 to take 201).

**Data to support our discussion of the Foreign Language proficiency requirement at Drew**

Language requirement at peer institutions

No requirement	FL in Culture/Diff/Glob	proficiency at 102-level	101+102 OR 201	proficiency at 201-level
Allegheny	Hampshire	Susquehanna	Puget Sound	Illinois Wesleyan
Lake Forest	Juniata	Eckerd	Wash & Jeff	Lewis and Clark
		Ohio Wesleyan	Ursinus	Southwestern
		Augustana		Goucher*

\*For students placing in first semester of a language, only 10 credits are required, not 12

How Drew students encounter the foreign language requirement at Drew:

Data provided by the Office of Institutional Research, Sept 2019	2017 Grads (n = 353)	2018 Grads (n = 304)	2019 Grads (n = 345)	3 Year Average
Exempt from current requirement	73 (21%)	82 (27%)	88 (26%)	24%
Stopped after completing 201*	172 (49%)	124 (41%)	157 (46%)	45%
Took courses beyond 201	108 (31%)	98 (32%)	100 (29%)	31%

\*Among the students who stopped at 201, the group that was required to begin at the 101 level had lower language course GPAs (3.06) and graduation GPAs (3.17) than those who began at 102 (3.40 language course, 3.37 GPA) and 201 (3.29 language course, 3.43 GPA).

Of the students who stopped at FL 201 (those who appear to be taking foreign language classes simply to meet the foreign language requirement) here is the way they meet this requirement:

Data provided by the Office of Institutional Research, Sept 2019	2017 Grads (n = 172)	2018 Grads (n = 124)	2019 Grads (n = 157)	3 Year Average
Students taking 101, 102, 201	110 (64%)	75 (60%)	90 (57%)	61%
Students taking 102, 201	39 (23%)	27 (22%)	42 (27%)	24%
Students taking 201	23 (13%)	22 (18%)	25 (16%)	15%

Additional Foreign Language Benchmarking is attached at the end of this document.

## 2. Capstone<sup>3</sup>

Should we keep capstone as a requirement?

### To consider:

- A summative experience for the major is valuable for student learning
- When well-structured, it is a high impact practice, according to AAC&U. (High impact educational practices increase rates of student retention and student engagement).<sup>4</sup>
- It is often a site for assessment in majors.
- It may be a fairly small class and therefore an opportunity for mentoring by the professor not possible in larger classes elsewhere in the major.
- Capstones vary across the college considerably in terms of size, credits, goals, content, and in the incorporation of a major writing activity.
- Currently some capstones focus on providing a summative writing experience and some do not.
- Because the size of majors varies across the college, some majors can easily staff and offer a capstone each year, while others, particularly small majors, use independent studies or alternate year structures. Large majors may offer multiple sections or multiple capstone experiences to accommodate their students in a reasonably-sized course. The impact on faculty workload is variable.
- If we keep the capstone requirement, should we revise it so that it is optimized as a high impact practice and/or universalize the capstone experience?
- If we made capstones optional, it would free up faculty time for other teaching priorities.
- Making capstones optional would not mean that departments who offer it successfully could not continue to teach it.
- What is it about your capstone that has the most impact on your students? (another way to frame this question: if you had to change everything about your capstone except for one element, what element would you keep? If you had to keep everything except for one element that could be changed, what would you change?)

---

<sup>3</sup> From the Capstone CAPC form: Upon completion of the Capstone course, students will be able to do the following at a level appropriate for an advanced undergraduate: Demonstrate a working competency in the content, terminology, skills, practices, methods, questions and core principles of the major field; Communicate effectively in the discourse of the major field; Evaluate their own and other's work in the field; Place their major field in relation to a broader context

<sup>4</sup> Capstones: "Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well. "High Impact Educational Practices," <https://www.aacu.org/leap/hips>

Foreign Language Benchmarking

	No requirement	FL in Culture/Diff/Glob	Proficiency requirement at			All students take X based on placement	
			102-level	Hybrid*	201-level	1 course	2 courses
<b>PEER</b>	Allegheny	Hampshire	Susquehanna	Univ Puget Sound	Illinois Wesleyan		
	Lake Forest		Eckerd	Wash & Jeff	Lewis and Clark		
	Juniata		Ohio Wesleyan	Ursinus	Southwestern		
			Augustana		Goucher**		
					<b>DREW</b>		
<b>OVERLAP</b>	TCNJ – business, nursing, others	Monmouth*	TCNJ – most sciences	Muhlenberg	TCNJ – Humanities		
	Fordham (BS)	FDU*	Drexel	Drexel	Seton Hall		
	NJIT (bio, hist)	Rowan		RU – A&S	Drexel		
	Ramapo			Montclair	Penn State (BA)		
					RU - honors		
					NYU		
				Fordham + (BA)			
				Ramapo			
<b>CRUE</b>			Hendrix		Agnes Scott		
			Elon				
<b>ASPIRANT</b>	Sarah Lawrence	St. Lawrence	Occidental	Trinity	Dickinson	Skidmore	Connecticut
			DePauw	Denison	Sewanee		Gettysburg
			Lafayette		Franklin & Marshall		
					Rhodes		
					Furman		
				Lawrence (202)			

**Hybrid:** often require two semesters at the introductory level OR one course at 200-level; another model depends on years of a language taken in high school.

\*FL courses fulfill other requirements, such as Global or Cultural. Or, they are choices in a larger category.

\*\*Students starting at the 101 level may take 101, 102 and a 2-credit course, for a total of 10 credits.

## **This is Launch. It's for you.**

Acorn 11/19

As a college student in the age of technological change and globalization, you are faced with incredible challenges, such as 87% of the world's current workforce struggling to find meaning in what they do, or your generation being expected to change jobs or industries 11.9 times, and 86% these changes most likely to be in careers that don't exist yet. You need a Drew experience that prepares you to not just face these challenges, but to thrive amid them, and Drew is leading the way.

A design team was formed at Drew - administrators, faculty, staff, students - to think about how to enhance the undergraduate experience to meet these needs. Many students shared stories of tremendously impactful experiences (classes, NYC semesters, TRECs, clubs, student leadership, etc.) or named fabulous mentors (Drew faculty, advisors, staff, coaches, alums, etc.), but not all of them had come across these opportunities or knew how to best take advantage of them.

We want every Drew student to navigate their college to career transition meaningfully and feeling confident, prepared, and connected. So as quickly as possible, a new undergraduate experience is being built around you, designed to bring to *all* Drew students what many Drew students have named as most impactful to them - to make these experiences universal and accessible. This newly designed and integrated experience:

- Includes greatly extending the mentoring network at Drew and giving all students the tools to network effectively.
- Involves a totally redesigned and newly staffed career center, with career preparation built right into all four years of the undergraduate experience, so you always feel ready for your next steps.
- Builds into your curricular and co-curricular experiences sought-after transferable skills, like problem solving, engaging difference, critical thinking, communication and collaboration.
- Provides opportunities to showcase these skills in person and online to potential employers, graduate programs and your community.
- Expands the potential of high impact opportunities such as internships, research, TRECS, helps you locate and plan for them more readily, and helps you optimize each experience for maximum benefit.
- Builds communities around your career interests and your identity affinities, each one of these bringing you targeted mentoring, events, career planning, immersive experience opportunities, etc.

Many of the pieces of Launch are now just being rolled out, while others are still in development. In others, we have unveiled a framework or only the first stage of the design. The building of Launch involves faculty, staff, alums and most importantly, you, Drew's students. And so, we need you, your ideas, and your continual feedback to make it as useful and meaningful as possible.



Below are upcoming Launch events and recommendations for you. Don't miss them! Juniors and Seniors, this is your time to take advantage of all these opportunities. Sophomores, engage in these programs to begin exploring and preparing for your possible paths. First year students, this is coming to you during your Drew 110 experience this spring.

The following will take place before the end of the semester:

- **“911: Career Prep Open Hours”**: Visit the Career Center between 1PM and 4PM on November 15 or 22, or on December 6 or 13, and prepare for your next steps (networking, résumés, cover letters, internships, job search, etc.). Don't leave for break without having at least the start of a plan!

The following will take place in the spring semester:

- **Coffee Hours for each Launch Career Community and Identity/Affinity Community of your interest**: Meet with other students and community members who share your career interests or identity affinities, learn more about the Launch Community and its many resources, and discuss how this Community could reach its potential and further meet your needs.
- **Mentor Panels**: Visit one of Launch's mentor panels and learn about their post-Drew paths, how they navigated from their Drew degree to their current success, and what challenges and opportunities they encountered along the way.
- **Launch Networking Event**: 85% of jobs are filled through networking, so meet alums, employers, and members of the Chamber of Commerce in a diversity of industries and paths of life and engage with them to develop your network and explore opportunities.
- **Internship Fair**: Engage with employers and explore internship opportunities in a diversity of industries to identify and pursue internships of interest to you.
- **Career Prep Month** (All February Fridays from 1PM to 4PM): Sophomores, Juniors and/or Seniors, visit the Career Center between 1PM and 4PM and prepare for your next step (networking, résumés, cover letters, internships, job search, etc.).

As more LAUNCH elements are being designed and implemented we want your help, ideas, and feedback.

- Every page in the Launchpad website has a feedback space at the bottom. If you have thoughts, feedback or ideas, we would love to hear them.
- If you would like to provide us with your input or feedback outside of the Launchpad site, please email us at [launch@drew.edu](mailto:launch@drew.edu). We would also be thrilled to meet with you if you'd like to share your feedback or ideas in person.
- Provost Liebowitz will hold a Launch conversation at the November 20th Student Government Meeting to answer questions and listen to recommendations about Launch. We would love to see you there!



# SAVE THE DATE

**DISCOVER DREW DAY:  
SUNDAY, JANUARY 26TH**

**INSIDE THE FOREST DAYS:  
SATURDAY, FEBRUARY 15  
SUNDAY, MARCH 22  
SATURDAY, APRIL 4TH**

**THANK YOU!**



# The Drew Review

Submit your research paper to be published in the 19'-20' edition of Drew University's double-blind peer-reviewed journal!

Only one professor nomination necessary, sent via email to:

**[drewreview@drew.edu](mailto:drewreview@drew.edu)**



**DREW**

Center for Civic Engagement

**MARTIN  
LUTHER  
KING, JR.**

**DAY OF  
SERVICE**



**MONDAY  
JAN. 20  
3-4:30 PM**



## Launch Pad Announces . . . . .

### *Internships of the Week*

Be on the look-out for another great tool for our Drew students as Launchpad announces a *Launch Career Communities Internships of the Week* blog, posted every Tuesday at noon in every career community. Here is a link to the December 3<sup>rd</sup> blog in [Social Impact](#); presenting 5 opportunities in the Social Impact, Education, Law & Government Career Community. Each week, students will find internships and other opportunities that warrant special attention in each community. As there is overlap in interests, encourage your students to check out the blogs in other communities as well.

Please make note -

1. The communities are really coming alive now, so encourage your students to consistently check the Launchpad site. Share this with your colleagues.
2. The blog will provide a centralized location for students to begin their search for internships, fellowships, jobs, etc.
3. *Internships of the Week* will provide a place for you to share opportunities that come your way as well! Please feel free to share anything you think should be included in the weekly post.

Please contact your Community Co-coordinator or Greg Townsend, Director for the Center for Internships and Career Development at [gtownsen@drew.edu](mailto:gtownsen@drew.edu) with any questions, suggestions or ideas and thank you all for your support!

## 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?
<b>Privileged Motions:</b> 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
<b>Subsidiary Motion:</b> 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
<b>Main Motions:</b> 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?
<b>Incidental Motions:</b> 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