**ARTS AND SCIENCES FACULTY MEETING**
February 22, 2019
HALL OF SCIENCES 4

**AGENDA**

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

**DEAN'S UPDATES:**                                        Debra Liebowitz

**ACTION ITEMS:**

**REPORTS:**

**FOR DISCUSSION:**

Day of Scholars                                   Jessica Lakin

**OLD BUSINESS/NEW BUSINESS:**

**ANNOUNCEMENTS:**

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

**Lee Arnold**
Art

**Lee Arnold** for the inclusion of his work in the exhibition "Inquiry: Investigation through Abstraction" at the Meyers Gallery, University of Cincinnati, College of Design, Architecture, Art, and Planning from January 28 - March 10, 2019.

**Lisa Brenner**
Theatre Arts and Dance

**Lisa Brenner** for bringing Julian Boal to Drew to conduct workshops on Theatre of the Oppressed. Julian is the son of the late Augusto Boal, a Brazilian theatre director and theorist, who developed the belief that theatre could be a space for "rehearsal for the revolution." Theatre of the Oppressed has spread around the world in the last several decades, capturing the imaginations and energies of activists and artists in drastically varying contexts: cities, villages, schools, theaters, activist collectives, and widespread social movements. Also for follow-up work with Kate Ott's theology students.

**Sandra Jamieson**
English and Writing Program

**Sandra Jamieson** for presenting the paper "Research and Replication: the importance of building on and extending research" and for organizing and chairing the roundtable, "When Digital Meets Information Literacy: What We Can Learn from Following the Research Processes of Individual Students," at the Annual Convention of the Modern Language Association. Chicago, January, 2019.

**Seung-Kee Lee**
Philosophy

**Seung-Kee Lee** for his paper, "What Is Philosophy? What Is Education?", in "Philosophers in the Classroom: Essays on Teaching", eds. Steven M. Cahn, A. Bradner, and A. Mills (Hackett, 2018).

**Neil Levi**
English

**Neil Levi** for the publication of "How To Do Things With Modernism," his contribution to a special online issue on Modernism's Contemporary Affects in the journal Modernism/Modernity, Volume 3, Cycle 4, December 2018: https://modernismmodernity.org/forums/modernisms-contemporary-affects, and for his paper "Abstraction and Racism After Postone," presented as part of a panel on Writing, Race, and Critique at the 15th Annual Historical Materialism Conference, held at SOAS, University of London, November, 2018.

**Yahya Madra**
Economics

**Yahya Madra** for participating in a panel titled "Turkey: Teetering Towards Collapse" organized by Research Institute on Turkey at Columbia University, SIPA, February 1, 2019.

| | |
|---|---|
| **Maria Masucci**<br>Anthropology | **Maria Masucci** for publication of her chapter "Fabric and Culture: Technological Change in Ecuadorian Finger-Painted Pottery" in *Ceramics of the Indigenous Cultures of South America: Studies of Production and Exchange through Compositional Analysis*, University of New Mexico Press, March 2019 |
| **G. Scott Morgan**<br>Psychology | **G. Scott Morgan** for his forthcoming article "Mindfulness and cognitive depletion shape the relationship between moral conviction and intolerance of dissimilar others" along with his co-author (and former student) Jennifer Baumgartner in *Studia Psychologica*. |
| **Rory Mulligan**<br>Art | **Rory Mulligan** for his inclusion in the exhibition Gothic Fictions at Silver Eye Center for Photography in Pittsburgh, PA and for being the interview subject on The Magic Hour Podcast which features one contemporary artist every month. |
| **Emanuele Occhipinti**<br>Italian | **Emanuele Occhipinti** for AAPPL  certification ( ACTFL Assessment of Performance toward Proficiency in Languages) rater of Italian. |
| **Kim Rhodes**<br>Art History | **Kim Rhodes** for serving as discussant, with artist Nadja Verena Marcin, on the panel "Climate Change and British Art" at the College Art Association conference in New York City on February 15th.  The presentation was titled  "Like a Hurricane": John Everett Millais' Ophelia (1852), Nadja Verena Marcin's OPHELIA (2017/2019), and the Hysteria of Nature." |
| **Claire Sherman**<br>Art | **Claire Sherman** for the opening of her exhibition, New Pangaea,  at DC Moore Gallery in NY on March 7th, continuing through April 6 and for conversation with Melissa Messina, who contributed an essay for the exhibition catalogue, at DC Moore on March 30th at 4pm at the gallery. Also, for inclusion in the Arboreal exhibition at Virginia Tech's Moss Arts Center and for receiving a 2019 Artist Fellowship Award from the New Jersey State Council for the Arts. |
| **Nancy Vitalone-Raccaro**<br>Teacher Ed | **Nancy Vitalone-Raccaro** for acceptance of publication of her manuscript entitled "Medical Students' Perceived Knowledge of Children with Disabilities and the Sources of this Information: A Preliminary Scale Development and Pilot Study" in The Journal of the American Osteopathic Association. |

Drew University
Minutes of Arts and Sciences Faculty Meeting
January 25, 2019

**Present:** Erik Anderson, Carolina Arango-Vargas, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill  Cermele, Graham A. Cousens, Alex de Voogt, Stephen Dunaway, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, George-Harold Jennings, Jason Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Minjoon Kouh, Dan LaPenta, Bjorg Larson, John Lenz, Neil Levi, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Yahya Mete Madra, Christina McKittrick, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan,Robert Murawski, Sean Nevin, Nancy Noguera, Akwasi Nti-Addae, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Jonathan A. Porras, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Rebecca Soderholm, Leslie Sprout, Raymond Stein, James Supplee, Kristen Turner, Maria Turrero-Garcia, Carol Ueland, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Trevor Weston, Courtney Zoffness

**Others Attending:** Matthew Beland, Sunita Bhargava, Andrew Bonamici, Barb Bresnahan, Michael Fried, Cordelza Haynes, Colby McCarthy, Frank Merckx, Shawn Spaventa, Greg Townsend, Jody Caldwell, Kathy Juliano, Irina Radeva, Brian Shetler


**The meeting was called to order at 3:19 pm** by Debra Liebowitz.

**Approval of Minutes:** The printed minutes of the December 7, 2018 were approved unanimously with the addition of Jinee Lokaneeta, whose name was not listed in attendance.

**Dean's Update**:   Debra extended thanks and congratulations to Amy Koritz, Amy Sugerman and Amy Hains for the success of the **Martin Luther King, Jr. Day of Service** activities, along with Sari Pascoe and the students who worked to put together the Award Ceremony.  She additionally thanked Lee Arnold, Wendy Kolmar and the faculty who organized and participated in the **Digital Humanities faculty development day.**

Debra informed faculty that **staff reductions** are complete and have been communicated to her direct/indirect reports. She held an open meeting with the Drew community subsequent to the President's meeting and will announce another open meeting to be held early February.

Debra thanked everyone for engagement in the **budget process**. She reported targets have been met for the year and said Jessica Lakin will continue working with departments to review budgets and budget practices, while looking to reduce unnecessary workload.

Judy Redling introduced **Dana Giroux** as the new Director of Accessibility, who replaces Diane Moscaritolo. Andrew Bonamici introduced **Danielle Reay**, Digital Scholarship Technology Manager, who will assist in the integration of the Library with Instructional Technology.

Debra reported that COF and Dean's Council have drafted language that will define service for incorporation into a **Non-Tenure Track Policy**. At the same time, a framework to track workload is in development.  As these are shared, faculty feedback is welcome.

Debra said the building of the infrastructure for **Launch and Immersive Experiences** is well underway. The CRUE website has been updated ([www.drew.edu/cla/crue](www.drew.edu/cla/crue))  and will continue to be a good resource as initiatives progress forward. The initiatives will a) take workload into account, b) require platform technologies, c) require staffing and d) necessitate mentoring.   The goal of CRUE is to present a proposal of the Launch Curriculum for discussion and vote in spring 2019. For a Career Center contact listing, see pages 82 and 83 of the Packet.

**ACTION ITEMS: Voting List:** The voting list printed on page 9 was approved unanimously. **Curricular Action Items:** Vote 1 **- Performing Arts Administration** Minor: Rita Keane directed the faculty's attention to the first of several curricular votes (pages 10-22).  Prior to a vote, Rita informed the faculty of revisions to the minor as follows:

- Quantitative Skills (page 18) - CSCI 270 and Math 116 should be removed as these courses are no longer offered. Math 320, CSCI 330, and CSCI 350 are removed and Math 117 is added in place of Math 116. Additionally, course numbers for Organizational Behavior/Public Policy and Advocacy should read BST/ECON/PSCI 287 Applied Analysis of Social Entrepreneurship and BST/ECON/PSCI 387 Social Entrepreneurship: Theorizing Global Trends.

Aside from the changes listed above, the addition of the Performing Arts Administration minor was **approved unanimously**

Vote 2 **- Engineering Physics major** (pages 22–33):   No questions were raised and the **major was approved unanimously.**

Vote 3 – **Changes to Physics major** (pages 34-40) – Rita called for questions regarding the Physics' Department proposal to offer both a B.A. and a B.S. track in Physics. Kristin Turner expressed concern that if the B.A. in Physics will be marketed as appropriate for high school teachers, the State guidelines should be met with respect to credits and course levels. Rita responded that CAPC will consult as needed to ensure compliance.

Jennifer Olmsted asked if we should conclude from the voting at the faculty meeting that B.S. degrees would only be offered in Division I, as there was a cluster of Division I majors offering a B.S.; she asked about Division II majors that might consider offering a B.S., such as Economics. Other faculty members raised concerns about Division II majors that see the B.S. as an appropriate outcome for their majors. Rita said that Ryan Hinrichs intends to follow up with Division II departments with regard to the B.S. and is working already with at least one Division II department to define a B.S. in that major. Deb Liebowitz noted that the Division I majors that

are being voted on at the faculty meeting were the majors that are most typically offered as a B.S. at peer and aspirant schools. Another topic of discussion was the differentiation between a B.A. and a B.S.; how will it be defined at Drew? Rita responded that CAPC has spent a great deal of time considering this issue and they have been analyzing offerings of comparable educational institutions (benchmarking), and considering precedent. Last May the faculty approved Chemistry, Environmental Science, and Neuroscience as B.S. degrees. Rita invited CAPC members to share their thoughts about the CAPC discussion; one person noted that the "focused vs flexible" distinction in the Physics B.S. vs. B.A. is a differentiation that may not transfer well to humanities disciplines. Based on the following concerns, CAPC will continue its dialog in Committee and again with the faculty:

> Are we creating a difference between a BA and a BS degree?
> If yes, what is the distinction?
> Besides the sciences, where else should BS degrees be offered?
> How will students clearly know the difference between the 2 degrees?
> How will double majors be handled?
> Is offering a BS degree more about marketing than content?
> What is the impact on overall programming?

When called to a vote, the change to the Physics major was **approved unanimously.**

Vote 4: **Changes to Biology major** (pages 40–47): Rita asked if there were any questions regarding the Biology Department's proposal to offer both B.A and B.S. tracks in Biology. With regard to the prior question about sufficient upper level courses to market the degree as appropriate for high school teachers, CAPC will verify that there are sufficient upper level courses in the Biology B.A. As with the prior vote (3), the overarching concerns regarding offering both degrees were reiterated, with the further consideration of ensuring that students understand the distinction in the degrees is not about rigor, but content. Rita suggested that students might come to negative conclusions about the rigor of the B.A. vs. B.S. if we do not define it clearly, but if we give students a lot of information about why they might choose a B.A. over a B.S., as Biology has done in their proposal, it will reduce speculation about rigor. Steve Kass noted that the Math and Computer Science department has decided to offer the B.S. in Computer Science to accommodate students on the job market who see ads that ask for a B.S. in Computer Science, but at this time the department will not seek a B.S. in Math.

Vote 4 **passed unanimously.**

Vote 5: **Changes to Biochemistry & Molecular Biology** major (pages 47-48) – the request for the existing major to lead to a B.S. degree was **passed unanimously**, without discussion.

Vote 6: **Changes to Computer Science major** (pages 48-49) – the Drew Computer Science program proposal to offer a B.S. in CS in place of its B.A. was **approved unanimously**, without discussion.

Vote 7: **Academic Integrity Policy** (page49-57)- Judy Redling presented the proposed revisions to the Faculty Regulations. They were **approved unanimously** with the following friendly amendments:

> 1) Page 51 – "Reporting Cases" – The language will make clear that faculty are obligated to report violations of the Academic Integrity Policy, but they don't necessarily have to use the newly developed reporting form.
> 2) Page 52 – 2. "Academic Integrity Hearing", iv. The wording will read "The violation is not the first recorded violation for the student" rather than "The violation is the second recorded violation for the student."
> 3) Page 53 – Language specific to the INTO program will be removed as the provision of a staff advisor includes all staff.

The proposed changes to the Academic Integrity Policy were **approved unanimously**.

Deb expressed her appreciation for the educative changes made to the policy and thanked Judy for her efforts.

Vote 8: **Academic Standing revisions to Faculty Regulations** (pages 57-58) – Scott Morgan (new chair) reported that the suggested changes in the Regulations reflect current practice and called for questions. Chris Ceraso shared a question from Division IV as to whether students should serve on the committee. Scott replied that there is a concern for confidentiality due to the sensitive nature of issues (Title IX, mental/physical health, etc.) in the petitions reviewed. Tina McKittrick said in her experience she found it difficult for students to serve on committees due to continuity challenges related to schedule changes from semester to semester. Debra said a conversation regarding students serving on committees should be part of the Faculty Regulations dialog and said due to FERPA laws, our obligations around privacy have changed.

Steve Kass expressed his concern for some clarity of the suggested changes. After a straw poll to move ahead, the vote was called and seconded and was **approved with 3 abstentions.**

**REPORTS: Curricular Report:** No further questions were raised for Rita Keane regarding the Curricular Report.

**Enrollment Management:** Prior to Bob Massa sharing the Enrollment Management Report, Debra announced the January Faculty Meeting as Bob's last before retirement. She thanked him for his extraordinary leadership and partnership, his professionalism and advocacy for the University. She highlighted his success in increasing enrollment, both in quantity and quality. Faculty members stood in recognition and shared their appreciation in a round of applause.

Bob Massa said he will work part time from home, with Colby McCarthy serving as interim VP of Enrollment until his replacement is identified. He reported an expectation of 120 students (70 to 80 seniors) attending the Discover Drew Day to be held January 26th. He said compared to last year, there were 110 more applications, stating we need 400 to 500 more in order to yield 470 new students. To achieve this goal, Admissions will need the help of all faculty members. He

said his department will email templates for suggested conversations with admitted students (particularly those in the top half) and extended his appreciation to the faculty.

No questions were raised for the **Advancement or Library Reports.**

Maria Masucci announced an **electronic ballot** will be available on Monday for the Division III CAPC position vacated by Chris Taylor.

**For Discussion:  Immersive Experiences:** Juliette Lantz asked faculty to look at pages 84 through 91 outlining the proposed new catalog text. In general, it is proposed that two Immersive Experiences become graduation requirements, replacing the off-campus experience text shown on page 8. Juliette said the document explains the rationale used by the Assessment Committee, provides data and lays out the desired student learning outcomes. She said conversations will continue in department and division meetings, with a goal to vote on the proposal at the next Faculty Meeting.  The changes will be presented to students in the fall of 2019 who will enroll the following year. Juliette encouraged faculty members to use the CRUE website (www.drew.edu/cla/crue) for support in their conversations and review of the proposal, as well as to enter feedback, questions or concerns.

**New Business:**   Maria Masucci said the Registrar Office asks faculty not to email them for manual entry of students who have been coming to class where there is space and faculty approval. Instead faculty members are asked to go to faculty tools, instructional approval and inform students that approval has been given so they can enroll themselves.

**Announcements and Documents:  Drew Teach –** Kristen Turner announced Saturday, February 2 for Drew Teach, a day-long conference entitled Social Justice in the 21st Century Classroom.

*Drew Review:* Hannah Wells announced February 15th as the final date for submissions to the *Drew Review.*  In order to keep the publication deadline on track, she also asked faculty members to inform the editorial staff if they are unable to assist with any requests made to review papers.

**Academic Reboot:** Judy Redling clarified the timing of the workshop as 12:30 pm on January 26th for a student retreat to "refocus, recharge and rediscover".  First year students are required to attend, while other first year students are welcome. Deb thanked Judy for the efforts from the Center for Academic Excellence to assist our students, while improving student retention.

**Day of Scholars:** Jessica Lakin reminded faculty that Friday April 5th will be the Day of Scholars.  She asked faculty to strongly encourage students to register to present their scholarly work. She said she is working on the schedule and asked faculty members to look for further communication. Jessica said the day will coincide with an Admissions' event.  She reported that last year's Day of Scholars contributed to a positive yield of Baldwin Honors students, so faculty participation in the day is strongly encouraged and needed.

**The meeting was adjourned at 5:03 p.m.**

Minutes respectfully submitted by Trish Turvey

<div align="center">

**Immersive Experiences**
**Feb 13, 2019 Draft Proposal**

</div>

## Introduction

Drew University's Launch program integrates students' academic and career development through mentored Experiential Education, a new approach to higher education designed to facilitate students' readiness for their careers and contributions to the world.

The importance of experiential learning has been touted by many educational researchers as a critical and influential component of an undergraduate experience. Learning is further processed, integrated, and remembered when the learning experience involves application, feedback, and reflection. These Immersive Experiences are a strategic part of the intentional development of our students' identities, our students' career paths and future sense of selves, and in students' satisfaction with their Drew experience overall. (Kolb, Reigeluth)

Drew faculty and staff have already demonstrated their unparalleled commitment to experiential education and have brought many innovative, highly visible, and impactful opportunities to Drew undergraduates. Capitalizing on these outstanding efforts, Drew's excellent location, and Drew's vibrant alumni, Launch will be requiring at least two Immersive Experiences through which students reflectively articulate sought-after transferable skills they have developed, further explore and pursue their career purpose and life path, and learn to draw meaning from their experiences as lifelong learners.

---

*(The statements shown below are the proposed new catalog text. In general, it's proposed that two Immersive Experiences become graduation requirements, replacing the Off-Campus Experience text, which is shown in Appendix B)*

**Immersive Experiences**
All students have two Immersive Experiences as part of their Drew undergraduate education. These Immersive Experiences are concrete, real world applications of students' learning and development designed to help them explore opportunities and prepare for their futures.These experiences might be an internship, a full-semester domestic or international off-campus program, a short TREC (Travel, Rethink, Explore, Connect) experience, a community-based learning course, a mentored research, civic, or creative project, or participating in a mentored leadership position.

Students choose Immersive Experiences in consultation with their advisors; many Immersive Experiences require an application procedure. Immersive Experiences require a minimum of 45 hours to complete all components of the experience. Immersive Experiences may or may not be credit bearing and they may or may not be paid. Students will document their Immersive Experiences in an eportfolio system.

Students may opt to complete additional Immersive Experiences. All Immersive Experiences appear on a student's official academic transcripts.

**Student Learning Outcomes**

As a result of completing two Immersive Experiences, students should be able to:

1. Describe how the Immersive Experience connects to at least two Transferable Skills. <link to skils>
2. Reflect on how the experience helped further their personal goals, professional goals, and ability to contribute in a broader context.
3. Explain to an external audience how the specific knowledge, skills, or abilities learned during the experience are relevant to future endeavors.

**Essential Elements of an Immersive Experience:**

1. An Immersive Experience is an intentionally chosen activity that includes time outside traditional classroom instruction, wherein the student takes an active role in constructing their own knowledge and understanding. An Immersive Experience fosters personal and professional growth by challenging students to learn through experience, expand their skill set, and identify their ability to contribute in a broader context.
2. A student must complete a minimum of 45 hours to fulfill all the components of the Immersive Experience.
3. Mentors guide a student throughout the experience and evaluate how effectively the student has met the learning outcomes.
4. This activity must be in the pre-approved Immersive Experience collection, or a student must seek preapproval for the Immersive Experience through a CAPC application.
5. Students participate in training or mentoring sessions prior to and during the experience, as well as a post-experience reflection, career and purpose clarifying building session.
6. Students document their Immersive Experiences in an eportfolio which
   a) includes a statement of a student's intentionality to embark on this experience and seek opportunities to develop particular skills as well as personal and professional goals.
   b) includes artifacts from the experience itself
   c) includes reflection addressing the manner in which the Student Learning Outcomes were met,
   c) includes a summary for an external audience on how the specific knowledge, skills or abilities gained during the experience are relevant to future endeavors.

*(note that these 12 skills below are also the fundamental elements developed in the rest of Drew's General Education curriculum and co-curriculum)*

**TRANSFERABLE SKILLS:**

1. **Interpretation -** Closely examining material to extract meaning and demonstrate comprehension
2. **Critical Thinking** - Forming an argument or reaching a conclusion supported with evidence by evaluating, analyzing, and/or synthesizing relevant information
3. **Problem Solving** - Analyzing a complex issue and developing a viable strategy to address it.
4. **Ethical Thinking** - Analyzing the ethical implications of actions or decisions, with consideration of sociocultural, professional, political, and/or philosophical perspectives
5. **Creative Thinking** - Responding to existing ideas, images, or expertise to create an innovative or imaginative product
6. **Quantitative Reasoning** - Interpreting quantitative information and critically analyzing quantitative arguments or phenomena
7. **Collaboration** - Interacting with others in a mutually supportive way and building on each other's individual contributions to a common goal
8. **Written Communication** - Conveying information and ideas to an intended audience through written materials
9. **Oral Communication** - Conveying information and ideas to an intended audience through prepared presentation
10. **Interpersonal Communication** - Exchanging information and meaning through verbal and non-verbal expression
11. **Engaging Difference** - inquiring into, analyzing, and reflecting upon one's own and others' place within social, economic, cultural, and political systems, in order to build inclusive and equitable relationships and work effectively with others of different identities and locations.
12. **Technological Competence** - (one or two components of the technological fluency structure, which is under development. This segment will voted upon later in the spring semester.)

*(Catalog copy stops here)*

---

### CATEGORIES OF IMMERSIVE EXPERIENCES

*(This list of experiences is provisional and intended only to illustrate the kinds of experiences that likely will be able to meet the essential elements for Immersive Experiences detailed in this proposal. Once the faculty has approved the essential elements of Immersive Experiences, CAPC will use these criteria to*

*determine a list of experiences that will meet the Immersive Experience requirement automatically. The list shown below is not comprehensive - a range of experiences that are not listed here might routinely fulfill the Immersive Experience requirement. Students may choose among these available "pre-approved experiences" or submit an proposal to CAPC for review and approval of an individual experience.*

*The categories are meant to provide students with an overall coherent picture and sorting structure for the array of Immersive Experiences available, and to allow for tracking mechanisms that are tailored to support each type of experience.  These categories may be expanded as needed.*

*It's expected that students will share their experiences with both a cohort group and the broader Drew community in a number of ways.  Most notably, students will be expected to showcase their experiences during the Career Expo event in the fall semester and the Celebration of Academic Achievement in the spring semester.)*

### Internships
These may be off campus or on campus experiences, but they must be approved by the Center for Professional Development and Experiential Education. Students doing an internship meet before, during, and after the internship in group sessions where they receive training, time for discussion with their peers, and time for reflection and feedback. These sessions would be facilitated by appropriate CPDEE staff, sometimes in conjunction with faculty, alumni and/or community partners.

### Community-Based and Service Learning Courses
Community Based Learning courses courses and service learning courses are credit-bearing courses that are Immersive Experiences, and may also fulfil additional curriculum requirements. The Center staff will work with faculty to design and facilitate pretraining and post-reflection sessions as needed.

### TRECs
Whether short or long, TREC experiences, students may apply the Immersive Experiences. Pre-training and post departure processing and reflection for similar types of TRECS can be amassed efficiently in the CPDEE in coordination with faculty.

### Research, Civic and Creative Projects
Honors Program Theses, Drew Summer Science Institution and Digital Humanities Summer Institute positions and Civic Projects are included in this category. Departmental research courses and research experiences may fit into this category, as might mentored creative projects.

### Student Leadership
Programs in which students receive formal training in leadership, facilitation and mentoring skills, as well oversight and support throughout the leadership experience, may fit into this category.
These might include:
- Resident Assistants
- Orientation Committee

- Writing Fellows
- Summer College Peer Tutors
- EOS summer program ambassadors
- CAE tutors (Level 1, Level 2 and Level 3 training)
- International Ambassadors

*(Note - The Student Leader programs listed above already contain significant pre-training, as well as oversight and accountability throughout the leadership experience. Mentoring for these programs is already in place, and all will surpass the 45 hour requirement. Some may need additional post-reflection/career purpose sessions facilitated in conjunction with the CPDEE staff. If approved, these experiences could become part of the Immersive Experience "pre-approved" list. Teaching assistants in laboratory programs, leadership positions in mentored creative project/performances, certain student government/student activity positions and peer Career Coaches may also have the potential to meet all the essential elements of an Immersive Experience.)*

**Alternative Immersive Experiences:**
Students must apply through CAPC to seek approval for alternative Immersive Experiences. Such experiences must be meet all the essential elements of Immersive Experiences detailed in the Drew catalog. Following approval for a customized Immersive Experience, students must complete all other components of an Immersive Experience under the direction of a mentor(s) and attend CPDEE training and reflection sessions.

## APPENDIX A:  SUPPORTING DATA:

### Theory of Experiential Learning:
Seminal authors have emphasized the value of experience as a critical part of learning, from Dewey's (1938) introduction of Experiential Education and the power of learning through experience, to Kolb's (1984) Experiential Learning model and the impact of experience processing and transformation. Knowles' (1984) Andragogy work expanded on this concept highlighting experience as part of our identity development, and Krumboltz's (2011) Planned Happenstance theory applied it vocationally as intentional development and the potential of designing opportunity through strategic experience.

### Experiential Learning and Career Readiness
Based on AACU (2018) and NACE (2017) data, we know that the top 10 competencies employers are seeking in college graduates are transferable skills, and that 94% of employers are looking for college graduates who have demonstrated these skills as part of meaningful or professional experiences. A clear example of this is how approximately 73% of first time internships and 90% of repeat internships end up in a job offer (NACE, 2016).

We also know from Allen (2008), Underhill (2006), and other meta studies that career mentoring of professional experiences increases meaning at work and job satisfaction, as well as professional skills, adaptation and performance. Research also indicates that mentoring positively impacts college student GPA, credits earned, and retention, facilitates new college students' adjustment to campus, and increases students' satisfaction with their universities (Campbell & Campbell, 2007, Colvin & Ashman, 2010; Pascarella & Terenzini, 2005; Ruthkosky & Castano, 2007; Tenenbaum, Crosby, & Gliner, 2001; Ferrari, 2004).

### Drew's Student Experiential Education data, 2017- 2018:

There are two analyses that follow - a one year snapshot of data of experiences by class level and a multiyear analysis of the two most recent graduation classes (2017, 2018).

The first table below provides a snapshot of the students who were enrolled in an "Immersive Experience" in the 2017-18 academic year. Course registrations provided these data, which includes CBL courses, TRECS, internships facilitated through the Career Center, independent studies, departmental research courses and Honors Theses. This list was meant to encompass many of the types of experiences that fall into one of the first four categories of Immersive experiences outlined above. It does not count student leadership experiences. Note that most students are taking part in these experiences as juniors or seniors.

According to this data from last year, 57% of juniors and seniors completed what would be considered an Immersive Experience. Of that group, 53% completed more than one Immersive Experience in 2017-18. Caveat 1: These numbers might be too high, as some independent

studies that were independent courses rather than independent projects were included in the count. Caveat 2: These numbers are likely too low, as internships not obtained through the career center were not counted, nor were internships completed for no credit. However, it's clear these percentages would be higher if student leadership experiences were included in these counts.

| Class | Had At Least One Experience | | | | Total |
|---|---|---|---|---|---|
| | No | Pct | Yes | Pct | |
| First Year | 364 | 91% | 37 | 9% | 401 |
| Sophomore | 236 | 70% | 101 | 30% | 337 |
| Junior | 183 | 51% | 179 | 49% | 362 |
| Senior | 133 | 36% | 240 | 64% | 373 |
| Total | 916 | 62% | 557 | 38% | 1,473 |

| Class | Among Experienced, Had More than One | | | | Total |
|---|---|---|---|---|---|
| | No | Pct | Yes | Pct | |
| First Year | 29 | 78% | 8 | 22% | 37 |
| Sophomore | 59 | 58% | 42 | 42% | 101 |
| Junior | 91 | 51% | 88 | 49% | 179 |
| Senior | 105 | 44% | 135 | 56% | 240 |
| Total | 284 | 51% | 273 | 49% | 557 |

The table below shows the counted Immersive Experiences of 2017 and 2018 graduates: students are sorted into rows by the number of experiences they had. Overall, this table shows that 85% of students had at least one of the Immersive Experiences counted through registration data. In these two years, 55% of students graduated with two or more experiences. As described above, it's likely that these percentages are lower than the true number of "Immersive experiences" had by students.

**Immersive Experiences by CLA Graduate, FY2017 & FY2018**

| Group | FY2017 | | FY2018 | | TOTAL | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| None | 54 | 15% | 49 | 15% | 103 | 15% |
| 1 Experience | 101 | 29% | 103 | 31% | 204 | 30% |
| 2 Experiences | 88 | 25% | 75 | 23% | 163 | 24% |
| 3 Experiences | 29 | 8% | 42 | 13% | 71 | 10% |
| 4 Experiences | 30 | 8% | 26 | 8% | 56 | 8% |
| 5 or more Experiences | 51 | 14% | 37 | 11% | 88 | 13% |
| ALL | 353 | 100% | 332 | 100% | 685 | 100% |

Note that the "none" category includes students who transfer in with a NJ associates degree (they are exempt from an off-campus experience); it also includes students who use the CAPC petition process to complete off-campus experiences.

## APPENDIX B: OFF-CAMPUS - CATALOG COPY AND OTHER SUPPORTING MATERIAL

*(CURRENT VERSION in 2018-2019 Catalog)*

**Off-Campus Experience**
All students have an off-campus experience as part of their Drew undergraduate education. This experience provides students with the opportunity to practice what they've learned outside the confines of the college campus. This experience might be an internship, a full-semester domestic or international off-campus program, a teaching or language practicum, a community-based learning course, an off-campus research experience, an international summer language program, a service learning program, or a community service project. Students will choose this experience in consultation with their advisers, and it should grow out of academic work that students have completed by the time they begin the off-campus experience. Experiences may be 0-16 credits (i.e., from a non-credit bearing service experience to a semester abroad).

- Students must complete at least 40 hours on-site for a 0-credit bearing experience.
- At the end of the experience, students must complete a process of reflection. This takes the form of formal or informal writing and might include, in addition, group discussions and participation in colloquia or other presentations for the campus community.

FROM THE OFF-CAMPUS APPROVAL FORM:

**Goals of the off-campus experience:**
· Engage in an experience that challenges your expectations and level of comfort.
· Experience different social and cultural norms and interactions.
· Explore your academic pursuits from a different perspective.
   · Gain practical experience in how the theoretical concepts learned on campus are applied in real-world settings.

**Instructions to the Student (**Student application form)
4. *At the completion of your off-campus experience have your on-site supervisor sign this form in approval of your hours.*
5. *Before receiving credit, you must submit to your advisor a reflection paper (7 page minimum) which details how you have met the learning goals listed below before receiving credit.*

**Please answer the following questions:**
1. How will you apply theoretical concepts learned in your course work to your off-campus experience?
2. How will this experience encourage you to explore outside your comfort zone?
3. How will this experience lead you to question your beliefs or force you to consider a new perspective?
4. What are you hoping to gain from this experience?

**For Information:**

**New Courses:**
- **ENGH/MCOM 385/Media and the United Kingdom [BHUM]**

**Changes to Existing Courses:**
- **ENGH 386/Theories and Effects of Media Communication**
    - o **Title, description change and adding MCOM cross list**
- **ENGH 387/New York Semester  on Communications and Media Colloquium**
    - o **Adding MCOM cross-list**
- **HIST 242/History of England to 1714**
    - o **Title change to Thrones, Theatres, and Witches: Early English History**
- **HIST 243/History of Britain since 1715**
    - o **Title change to Victoria, Winston, and Ringo: Modern British History**
- **ARTH/ENGH/HIST/PSCI/THEA 380/London Semester Interdisciplinary Colloquium**
    - o **Adding MCOM cross list**
- **ENGH 346/Blogs, Tweets, and Social Media: The Art of Digital Communication**
    - o **Title and description change, adding MCOM cross-list**

**Changes to Existing Major/Minor:**
- **Media and Communications Major/Minor**
    - o **Adding MCOM 386 and MCOM 387 as cross-listed courses**
    - o **Adding new course ENGH/MCOM 385/Media and the United Kingdom**
    - o **Adding MCOM 346 as a cross-listed course**
- **English Major**
    - o **Adding new course ENGH/MCOM 385/Media and the United Kingdom**

**Gen Ed Designations:**
- **ENGH/MCOM 385/Media and the United Kingdom [BHUM]**
- **ENGH 150/Literary Analysis: African American Literature CRN#30190 [DVUS]**


**New Courses:**
**ENGH/MCOM 385/Media and the United Kingdom [BHUM]**
An overview of the evolution of British media and its relationship with society in the U.K.  The course explores how political, cultural, commercial, regulatory, and editorial issues shape the media manufactured and consumed in Britain. Will include study of the BBC, other broadcasting and entertainment entities, British newspapers and magazines, advertising, and British cinema.  Guest speakers from these industries and several field trips will be part of the course. CLA-Breadth/Humanities.


**Changes to Existing Courses:**

**ENGH 386/Theories and Effects of Media Communication**
- o **Title, description change and adding MCOM cross list**

**Current:**
**ENGH 386: Theories and Effects of Media Communication**

The course offers students an introduction to the critical perspectives, theories, and research methods that are central to the analysis of mass communication policy and programming, traditional and new media, interpersonal communication, and audience reception. The course will provide students with the skills to explain how and why media institutions make messages, how individuals receive and use these messages, and how these messages have typically-widespread and long-term effects on cultural, social, individual, and global levels*.* Enrollment limited to junior or senior standing. CLA-Writing Intensive, CLA-Off Campus Experience.

**Proposed:**
**ENGH/MCOM 386: Introduction to Media Industries**
The course offers students an introduction to the critical perspectives that are central to the analysis of communication industries, including print, broadcast, new media, film, and sound-based media. The course will provide students with the skills to explain how and why media institutions emerge, sustain themselves, grow into monopolies, shift content priorities, and interact with both consumers and their own labor force. We will also look at the financial, ethical and regulatory structures that guide these industries. Given the focus of the semester, particular attention will be paid to media companies based in New York City. Enrollment limited to junior or senior standing. CLA-Writing Intensive, CLA-Off Campus Experience.

**ENGL 387/New York Semester on Communications and Media Colloquium**
- o **Adding MCOM cross-list**

**Current/Proposed:**
**ENGL/MCOM/ 387/New York Semester on Communications and Media Colloquium**
This course offers an overview of the history, technological changes, and cultural and critical significance of contemporary media, including print, electronic media (radio, television, film), and digital ("new") media (internet, social media, mobile media, digital games). We will explore the forms and function of media, media and its relationship to information and communication, and the intersections of media and culture. CLA-Breadth/Interdisciplinary, CLA-Off Campus Experience.

**HIST 242/History of England to 1714**
- o **Title change to Thrones, Theatres, and Witches: Early English History**

**Current/Proposed:**
**HIST 242/Thrones, Theatres, and Witches: Early English History**
A survey of English history from the Roman invasion to Queen Anne. Traces the development of feudalism, the monarchy, parliament, religious conflict, and the pre-industrial economy. Describes the historical background to early English literature. Offered spring semester in alternate years. CLA-Breadth/Humanities.

**HIST 243/History of Britain since 1715**
- o **Title change to Victoria, Winston, and Ringo: Modern British History**

**Current/Proposed:**
**HIST 243/Victoria, Winston, and Ringo: Modern British History**
Traces the rise and decline of British power in modern times. Covers the French wars, the American War of Independence (from the British perspective), the Industrial Revolution, imperialism, Darwinism, the rise and fall of Victorianism, the world wars, the welfare state, immigration, and integration with Europe. The course emphasizes literary and cultural history and provides essential background for students of English literature. Offered spring semester in alternate years. CLA-Breadth/Humanities.

**ARTH/ENGH/HIST/PSCI/THEA 380/London Semester Interdisciplinary Colloquium**

- Adding MCOM cross-list

<u>Current:</u>
**ARTH/ENGH/HIST/PSCI/THEA 380/London Semester Interdisciplinary Colloquium**
The Colloquium, taught by the program director, offers both a collective interdisciplinary exploration of a London topic and an opportunity for each student to complete an individual research project. The project asks students to make use of the resources of London to explore a topic they have chosen in consultation with the program director and perhaps also a campus adviser. Students develop their topics through interviews, site visits, participant/observation, and the use of London libraries. Offered Fall semester. Offered in London program. Instructor permission required. Prerequisite: Acceptance into the London Semester program. Same as: PSCI 380, ARTH 380 , ENGL 380 , HIST 380  Offered fall semester. CLA-Diversity International, CLA-Off Campus Experience, CLA-Breadth/Interdisciplinary.

<u>**Proposed**</u>:
**ARTH/ENGH/HIST/MCOM/PSCI/THEA 380/London Semester Interdisciplinary Colloquium**
The Colloquium, taught by the program director, offers both a collective interdisciplinary exploration of a London topic and an opportunity for each student to complete an individual research project. The project asks students to make use of the resources of London to explore a topic they have chosen in consultation with the program director and perhaps also a campus adviser. Students develop their topics through interviews, site visits, participant/observation, and the use of London libraries. Offered Fall semester. Offered in London program. Instructor permission required. Prerequisite: Acceptance into the London Semester program. Same as: PSCI 380, ARTH 380 , ENGL 380 , HIST 380, MCOM 380. Offered fall semester. CLA-Diversity International, CLA-Off Campus Experience, CLA-Breadth/Interdisciplinary.

**ENGH 346/Blogs, Tweets, and Social Media: The Art of Digital Communication**
- Title and description change

<u>Current:</u>
**ENGH 346 / Blogs, Tweets, and Social Media: The Art of Digital Communication**
This course will explore the relationship between audience, purpose and text in a cross section of electronic formats, including tweets, blogs, Facebook posts, discussion groups, text messages, and various social media and curation sites. Students will develop criteria for evaluating each form of writing, find examples, assess what makes them effective (including questions of ethics and responsibility), consider the decoding skills they demand from readers, and practice the form ourselves. The course will also explore broader social, ethical, and philosophical issues raised by these media and consider the positive and negative aspects of various forms of online communication. Students are not expected to be familiar with all forms of social media before entering the course, although some of the class writing will be in these formats, and students will be asked to develop a coherent online presence (or brand). Equivalent: ENGL 241 CLA-Breadth/Interdisciplinary, CLA-Writing Intensive.

<u>**Proposed**</u>:
**ENGH 346: Blogs, Tweets, and Social Media: The Practice of Digital Communication**
From a grounding in rhetoric and discourse community theory, this course will explore the relationship between audience, purpose and text in a cross section of electronic formats, including tweets, blogs, websites, and various social media and curation sites. Students will develop criteria for evaluating each form of writing, find examples, and assess what makes them effective (including questions of ethics and responsibility). They will also consider the ways individuals and organizations use social media to create and maintain their brand and reach specific audiences.  Using these skills, students will shape and curate their own online identities by designing and creating or revising a personal website (using Wordpress), LinkedIn Profile, and blog, and using Twitter and Instagram to build a following. Students will also work in teams to design social media campaigns for selected campus clubs and organizations, learning how to identify and create appropriate voice, tone, and content and how to use available software (including Hootsuite) to schedule posts that maximize outreach, and track performance. Fall semesters. CLA-Breadth/Interdisciplinary, CLA-Writing Intensive.

**Changes to Existing Major/Minor:**

**Media and Communications**
- o **adding MCOM 386 and MCOM 387 as cross-listed courses**
- o **adding MCOM 346 as a cross-listed course**

**ENGH/MCOM 385/Media and the United Kingdom**
- o **Adding new course ENGH/MCOM 385/Media and the United Kingdom**

## Media and Communications Major/Minor

### 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
- 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
- MCOM 385 Media in the United Kingdom (London Semester)

### Practice

*In these courses, students become producers of digital, textual, and/or aural media; they also reflect on their practice, applying the theoretical frameworks they have learned elsewhere in the major.*
- ART 104 - Digital Design
- ART 120 - Digital Imaging
- ART 130 - Photography I
- ART 220 - Digital Video
- ART 230 - Photography II
- ART 320 - Digital Animation
- ART 330 - Photography III

- BST 287 - Applied Analysis of Social Entrepreneurship **OR**
- ECON 287 - Applied Analysis of Social Entrepreneurship **OR**
- PSCI 287 - Applied Analysis of Social Entrepreneurship
- CSCI 149 - Introduction to Computer Science in JavaScript
- CSCI 150 - Introduction to Computer Science in Python
- CSCI 190 - Introductory Topics in Information Technology
- CSCI 340 - Software Engineering
- ENGH 242 - Gender and Communication
- ENGH 244 - Introduction to Journalism
- ENGH 246 - Business Communications
- ENGH 331 - Nonfiction Writing Workshop: Articles
- ENGH 342 - Theory and Practice of Media Communication
- ENGH 343 - Advanced Journalism
- ENGH 346 - Blogs, Tweets, and Social Media: The Art of Digital Communication
- ESS 302 - Geographic Information Systems
- MCOM 204 - Practice: Selected Topics in Media
- MCOM 304 - Practice: Advanced Selected Topics in Media
- MUS 337 - Electronic Music Composition
- SPCH 101 - Speech Fundamentals
- SPCH 301 - Advanced Speech
- THEA 135 - Acting and Directing
- THEA 255 - Playwriting
- THEA 355 - Advanced Playwriting

MINOR:

## 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
- 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
- MCOM 385 Media in the United Kingdom (London Semester)


**English Major**

**ENGH/MCOM 385/Media and the United Kingdom**
  - **Adding new course ENGH/MCOM 385/Media and the United Kingdom**


**c. Writing and Communication Studies**

At least one course in the emphasis must include consideration of texts written before 1900.

- ENGH 240 - Introduction to Writing and Communication Studies

2 courses (8 credits) of electives, at least one course (4 credits) of which is upper-level

4 intermediate and upper-level writing studies courses (16 credits)

- ENGH 121 - Introduction to Media Studies /
- MCOM 101 - Introduction to Media Studies
-  ENGH 141 - Language, Communication and Culture /
- LING 101 - Language, Communication, and Culture
-  ENGH 202 - American Prose
- ENGH 204 - Environmental Writing and Eco-Criticism
- ENGH 206 - Nature Writing
- ENGH 231 - Travel Writing
- ENGH 232 - Food Writing
- ENGH 233 - Literary Translation
- ENGH 240 - Introduction to Writing and Communication Studies
- ENGH 242 - Gender and Communication
- ENGH 243 - Intercultural Communication
- ENGH 244 - Introduction to Journalism
- ENGH 246 - Business Communications
- ENGH 248 - History of Rhetoric
- ENGH 249 - Theory and Practice of Writing Center Tutoring
- ENGH 298 - Community Language and Literacy [CBL]
- ENGH 300 - Independent Study
- ENGH 306 - Writers on Writing
- ENGH 307 - Essays, Letters, Memoirs, and Meditations: Reading Nonfiction Prose
- ENGH 309 - Food, Justice, and U.S. Literature
- ENGH 318 - Old English
- ENGH 330 - Creative Nonfiction Workshop
- ENGH 331 - Nonfiction Writing Workshop: Articles
- ENGH 340 - Topics in Rhetoric, Writing, and Communication
- ENGH 341 - Theories of Authorship
- ENGH 342 - Theory and Practice of Media Communication
- ENGH 343 - Advanced Journalism
- ENGH 344 - Rhetorics of the Workplace/Professional Communication
- ENGH 345 - 19th-Century Rhetorics from the Margins
- ENGH 346 - Blogs, Tweets, and Social Media: The Art of Digital Communication
- ENGH 347 - Interpreting and Making the News
- ENGH 349 - Writing across the Curriculum and Peer-to-Peer Mentoring: Theory and Practice
- ENGH 360 - Comparative Critical Theory and Practice
- ENGH 361 - Marx, Nietzsche, Freud

- ENGH 380 - London Semester, Interdisciplinary Colloquium
- ENGH 385 - Media in the United Kingdom
- ENGH 386 - Theories and Effects of Media Communication
- ENGH 387 - New York Semester on Communications and Media Colloquium

# DREW UNIVERSITY
# COLLEGE ADMISSIONS REPORT TO FACULTY

**Robert J. Massa**
**Senior Vice President for Enrollment**
**February 15, 2019**

This will be a brief report just to bring you up to date on our progress thus far.  It does look very likely that we will break 4000 applications for the first time since 2013.  From last year at this date through the middle of August, we received 196 more applications.  We need 155 more to break the 4000 mark at this point.

This is important not only for the optics of it, but for selectivity.  Our models are suggesting that we need to admit 2750-2800 to enroll 470 first year students, making an admit rate of between 69% and 70%. The pool is strong enough to do this, but with that strength comes the increased challenge of yield.  You will hear Colby and Jim talk about yield a lot in the coming weeks, and I will do all I can, from the sidelines, to help.  But we will need you in several different areas to make the difference. Opening up classes to admitted students, writing some targeted emails and being available at the admitted student days on April 6 and 13 will be important ways you can help move students toward Drew.

Just as a reminder, there is also an open house (Discover Drew Day) on March 23, and although that is primarily for sophomores and juniors, some admitted students will be there.  Again, Jim will reach out on this.  And from March 15 through April 26, our "Make Your Day" programs on Mondays and Fridays give students exactly what they want in order to make their decision – sitting in on a class, speaking to you and your students, attending an athletic practice or choral rehearsal, having lunch in the Commons…. the list goes on.  Your availability on these days will be important, and staff from the admissions office will be in touch when we need your help.  I can't tell you how important it is to have faculty available to speak with prospective students.  It makes all the difference.

As of February 15, this is where we stand vs February 15 last year (which was an 18% increase over the year before):

|                                      | Fall '19 | Fall'18 | % difference |
| ------------------------------------ | -------- | ------- | ------------ |
| First Year Applications              | 3845     | 3663    | 5.0%         |
| Early Deposits                       | 95       | 88      | 8.0%         |
| Discount Rate for ED                 | 50.6%    | 57.9%   | 7.3 pts.     |
| Discount Rate for all early deposits | 48.5%    | 56.4%   | 7.9%         |

We continue to run ahead in interviews with our video interviewing strategy helping to significantly increase our contact with prospective students.  Our January Discover Drew Day had participation from about 120 families, and our President's Day program, set for Monday February 18, has about 90 total registrants for the two half-day programs we are offering.  These are significantly ahead of last year's record numbers.

The one area where we are seeing declines – though I believe it to be temporary – is in transfer applications.  Along with just about every college in the region, we are down significantly in transfer applications (27 thus far vs 63 last year), BUT we believe this is due to a brand new Common Application process for transfers. We have far more applications started in the Common App platform than last year, and we are reaching out to move those students along.  In the end, I believe we will be able to reach our transfer goal of 65 (Plus 45 INTO).

I thought last month's report was to be my final, but here I am again – so a brief thank you again for all of your support.  Colby will be at the faculty meeting to answer any questions and fill in any blanks as today is my final day as Sr. VP at Drew.

My very best wishes to you all.

Bob Massa

**UNIVERSITY LIBRARIAN'S REPORT**
**For CLA Meeting of February 22, 2019**

Dear Colleagues:

**University Library Committee (ULC):** The ULC met on February 11 and will be meeting several more times this semester. Topics under consideration include

- Implications of LAUNCH on library and technology programs and services
- Role of library and archives in fulfilling Drew's instruction and research mission
- Open Educational Resources and Open Access Publishing (more on this below)
- Future of library space and potential for additional labs, classrooms, etc.
- Collections management
- Assessment and benchmarking against comparator institutions
- Role of the ULC in advocacy for library programs and resources

If you have questions or suggestions for the ULC, please contact Jonathan Rose (ULC Chair) or me.

**Open Educational Resources (OER):** T

> *Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization.*
> *https://open.umn.edu/opentextbooks/ (Center for Open Education, College of Education and Human Development, University of Minnesota)*

The VALE Library Consortium is working with the the the Open Textbook Network (OTN) on an initiative to build statewide expertise in support of Open Educational Resources (OER). Later this month, representatives of the library and instructional technology will participate in a workshop to build expertise in the issues around open textbook adoption, strengthen presentation capacity for future open textbook workshops, and enhance open textbook program development. Faculty participation in this effort will be essential, so please let us know if you are using OERs in your courses now, have experience with OER from other institutions, or simply want to learn more.

**Books by Faculty and Alumni Authors:** Please let us know of your recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives. We are also glad to feature current works in the LC Lobby exhibit case. Thanks to those who have made recent contributions.

With all best wishes,

Andrew Bonamici, University Librarian
107 Library
abonamici@drew.edu
x3322

## RESOURCES

### New Resources

We encourage you to review trial databases listed on the library website at http://libguides.drew.edu/az.php. Please try them out and provide any feedback to Kathy Juliano (kjuliano@drew.edu) or any librarian. Current trials:

**Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940 Part 1**
A significant collection of primary sources for the historical study of sex, sexuality, and gender. With material dating back to the sixteenth century, researchers and scholars can examine how sexual norms have changed over time, health and hygiene, the development of sex education, the rise of sexology, changing gender roles, social movements and activism, erotica, and many other interesting topical areas.

**Slavery And Anti-Slavery A transnational archive, Parts 1-4**
Part I: Debates over Slavery and Abolition, Part II: Slave Trade in the Atlantic World, Part III: The Institution of Slavery, and Part IV: The Age of Emancipation. Slavery and Anti-Slavery includes collections on the transatlantic slave trade, the global movement for the abolition of slavery, the legal, personal, and economic

aspects of the slavery system, and the dynamics of emancipation in the U.S. as well as in Latin America, the Caribbean, and other regions.
This database contains:
5.4 million cross-searchable pages: 12049 books, 170 serials, 71 manuscript collections, 377 supreme court records and briefs and 194 reference articles from Macmillan, Charles Scribner's Sons and Gale encyclopedias.

## Important notice about requesting films for classes

Because some of the films requested and licensed on Kanopy in 2018 were never viewed, the Library would like to clarify the options for obtaining films for classes.

You may request a license from Kanopy and Swank, with a cost of $100-$120. (covered by the Library). Certain Kanopy films (from the 5 most popular suppliers) are available to view on demand. The 4th play triggers an automatic purchase for $120.

Kanopy Films from all other suppliers must be requested on the Kanopy site, (you will see a form for requesting it) and the Library checks all options before purchasing the license.

If the video you request is already available on DVD at the Library, or can be purchased for minimal cost, we suggest using the DVD if at all possible. Many films are also available from other streaming services (Netflix, Amazon Prime, Google Play, ITunes) for a minimal cost (usually $1.99 - $5.99 per film)

We strongly encourage you to use other options whenever possible, before requesting Kanopy or Swank films. The Library can help you determine access options via the Media Purchase Request form or by requesting a film directly on the Kanopy or Swank site.

See more details here. Thank you for your cooperation.

# INSTRUCTIONAL TECHNOLOGY

# Alan Candiotti Fund for Innovation in Technology and Education
# CALL FOR PROPOSALS
# Deadline March 31, 2019
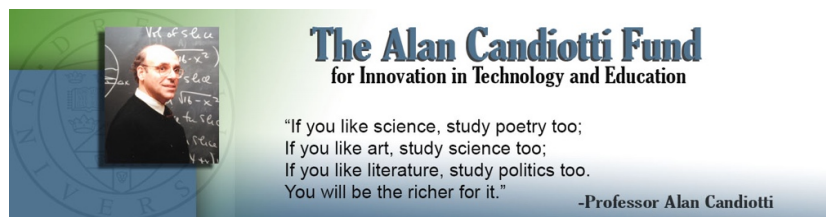


The Alan Candiotti Fund for Innovation in Technology and Education is established in memory of Dr. Alan Candiotti, in recognition of his legacy of leadership at Drew, his enthusiastic commitment to innovation in the integration of technology and the liberal arts, and his longstanding dedication to his students and colleagues. The Fund is distributed to faculty and staff members in support of innovative technology projects that improve the quality of instruction and enhance learning opportunities and experiences for Drew students.

The Candiotti Fund committee is accepting applications for grants to be distributed for projects in academic year 2019-2020. Improvement of the quality of instruction and/or enhancement of learning opportunities for Drew students must be the basis of each project. Ideas can encompass curricular or co-curricular activities, and in some cases be related to administrative areas. Fund budgets can be used for hardware, software, services, student employment, and a stipend/honorarium for the applicant. Grants are expected to be up to about $1750.

See **http://www.drew.edu/university-technology/the-alan-candiotti-fund/** for further information, including past projects, eligibility, evaluation criteria, proposal instructions, and a link to the submission form.

# WORKSHOPS

All Instructional Technology workshops will be held in the Media-Tech Classroom (Academic Commons on main floor of Library/Learning Center). Let us know if you are interested in other workshop topics, and watch the website for new additions to the schedule: https://www.drew.edu/itus/itc/workshops/

### VOICETHREAD

*Monday, February 18, 2019 at 2:00pm*

Spice up your lecture notes, recordings, PowerPoints, documents, and more with VoiceThread. This tool allows you to add discussion around a static document, webpage, or piece of media. You can add various types of comments such as voice, webcam, text, or even call in a voice comment from your phone.

### ZOOM BASICS

*Tuesday, February 19, 2019 at 10:00am*

Join us to learn more about scheduling Zoom meetings, as well as for tips to run a successful web conference.

### GAMIFICATION IN MOODLE

*Wednesday, February 20, 2019 at 10:30am*

One of the strategies to motivate 21st century learners is adding elements of games to "serious" contexts like academia. Moodle has mechanisms such as restrict access, activity completion, progressive scoring, badging, and more to assist in (easily) adding game-like elements to your course.

### DOMAIN OF ONE'S OWN

*Thursday, February 21, 2019 at 1:30pm*

The Domains of One's Own project allows students, staff, and faculty to register their own domain name and associate it with a hosted web space and other internet services. Within this space, users can share coursework, scholarship, a personal or professional blog, activist or community work or create various other digital projects. Learn more about the Domains initiative.

### WHERE DO I PUT MY STUFF: MANAGING AND ORGANIZING DATA AND FILES

*Wednesday, February 27, 2019 at 10:30am*

Learn some tips and techniques for organizing the documents and data you work with, as well as suggestions about what platform to use for different situations and purposes.

As always, if you have any technology or Moodle related questions please contact the Service Center at **973-408-4357** or create a support ticket at help.drew.edu.

## EXHIBITS AND EVENTS

**January 14, 2019 – March 15, 2019**

**New York Semester on Contemporary Art: The First Decade, 1967-1977**
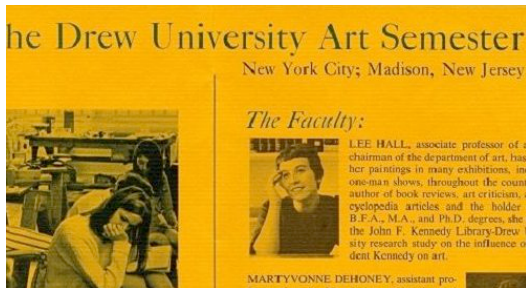


Curated by Prof. Kim Rhodes and Shayna Miller, this exhibition traces the early history of Drew's pathbreaking New York Semester on Contemporary Art. Founded in 1967 by artist and writer Lee Hall (1934-2017), the program is currently co-directed and taught by Kimberly Rhodes (art history) and Lee Arnold (studio art). Archival materials, photographs, and ephemera in the exhibit will trace the genesis of the program and its unique use of New York City museums, galleries, and artists' studios as experiential learning venues alongside the development of SoHo as an important site for the creation and exhibition of contemporary art.

## George and Alicia Karpati Lecture
March 14, 2019   8:00 p.m.
Dorothy Young Concert Hall



Dr. Omer Bartov, the John P. Birkelund Distinguished Professor of European History and a professor of German Studies at Brown University, will be the guest speaker for Drew's 2019 George and Alicia Karpati Lecture. A book signing will follow Dr. Bartov's talk. The program was established in 2005 by Michael and Noemi Neidorff in honor of Noemi's parents, bringing outstanding authors and scholars to Drew in the fields of Jewish/holocaust studies and Eastern European history. Prior speakers have included Elie Wiesel, Daniel Mendelsohn and Robert Fisch.

Tickets are available in the Shakespeare Festival Ticket Office. Proceeds benefit the library's book endowment fund.

**CommonsCon 2019**
March 15th 11am-3 pm
Academic Commons (Main Floor Library)

Interested in finding new ways to enhance your courses and engage students? Come check out Instructional Technology's yearly event, where faculty, students and staff show the community the most innovative ways they have been using technology on campus. Talk with Instructional Technology staff about different classroom strategies and demos on how you can use technology in your courses.

**OUT OF THE VAULT SERIES, SPRING 2019**

The Out of the Vault series is sponsored by the Department of Special Collections and University Archives of the Drew University Library. Each interactive session introduces participants to a particular collection or set of materials while providing opportunities for engagement with the materials. The sessions take place in the Wilson Reading Room of the United Methodist Archives and History Center and are free and open to the Drew community and general public. For additional information please email speccol@drew.edu or call 973-408-3590.

---

Tuesday, March 5, 2019 l 4 pm

**Folklore and Superstition in the Archives**

**United Methodist Archives and History Center**

Did you know the Drew University Special Collections houses a collection of books on witchcraft? Books concerning folklore, superstition, and magic are shelved throughout the collections including prayers to ward off the plague, a book owned by a cannibalistic witch doctor, and a book of ancient charms. Come and see what these mysterious volumes have to offer!

---

Tuesday, April 2, 2019 l 4 pm

**DC VERSUS MARVEL!**

**United Methodist Archives and History Center**

Come explore one of the greatest rivalries in comic book history: DC vs. Marvel! This tumultuous competition goes back 80 years, and has played itself out in the pages of comics and graphic novels. Fans of both publishers will find lots to fight over at this event! On display will be new donations of comic books accompanied by a discussion of comic adaptations and an exploration of the worlds of Marvel and DC!!

**DREW**

# CIVIC ENGAGEMENT AWARDS
## CALLING ALL NOMINATIONS

The Center for Civic Engagement invites nominations for the 2018-2019 annual Civic Engagement Awards. These awards recognize and honor Drew's contributions to our communities beyond the university. Nominate a person or group that deserves special recognition for their work and commitment to making the world a better place.

**Award Categories:**

- The **Collaborative Action Award** is awarded to a student organization or community partner that leads an effective collaboration with the university to accomplish a community service project outside the university.

- The **Faculty Leadership Award** will be given to a full-time faculty member in any school of Drew University who has demonstrated commitment to civic engagement through advocacy, teaching, or project development.

- The **Staff Leadership Award** will be given to a full-time staff member who has developed or supported opportunities for the Drew community to participate in activities that benefit others.

- The **Graduate Student Community Action Award** will be given to a student enrolled in the Theological School or the Caspersen School of Graduate Studies who has benefited a community outside of Drew by integrating an academic or creative endeavor with community engagement.

- The **Thomas D. Sayles Jr. Student Award for Outstanding Service to the Community** is awarded annually to a junior undergraduate student, who, like the award's namesake, has demonstrated an exceptional commitment and unselfish dedication to the Drew family and to the larger community through exemplary volunteer service.

Note: Individuals or groups may be nominated for more than one award, but a separate nomination form must be submitted for each award. Students receiving awards must be in good academic and social standing with the university.

**For additional information contact engage@drew.edu or ext. 8827**

## Deadline for nominations:  Monday, March 11, 2019
## Apply at drew.edu/cce/awards

**SAVE THE DATE: 2019 CIVIC ENGAGEMENT AWARDS & SHOWCASE
Tuesday April 23 *  4:00-5:30 PM  *  Ehinger Center, Crawford Hall**

**COMMUNITY ACTION WEEK**

A recent review of health care services showed greater demand for [psychological and counseling services](). In fall 2018, the Counseling Center saw 308 unique CLA students for a total of 1,723 individual sessions, which is up 12% from the prior fall. Likewise, our psychiatric nurse practitioner had over 181 visits from 51 unique students during her first full semester at Drew.

Accordingly, additional psychiatric nurse practitioner hours were added in the early evenings to our [Health Center](), when demand for services tends to be the highest overall. In addition to the services offered at the Health Center, [The McClintock Center for Counseling and Psychological Services]() provides therapeutic workshops and seminars, group counseling, short-term individual counseling and referrals for more intensive or specialized treatment. It is located in the Holloway Annex and appointments can be made by stopping by, calling 973-408-3398 or emailing counseling@drew.edu. The McClintock Center is open from 9am to 5pm Monday through Friday.

Additionally, the psychological and counseling satellite space currently located in Brothers College will move to **Commons 101** on Monday, March 11th to accommodate the relocation of the Registrar, Financial Aid and Student Account offices. The services provided and hours remain the same.

Please contact\ any of us with any questions.

Best,
Frank Merckx
Vice President for Campus Life and Student Affairs
fcmerckx@drew.edu

Joan Galbraith, MSN, APN-C
Director of Health Services
jgalbrai@drew.edu

James Mandala, PhD
Director of the James A. McClintock Center for Counseling and Psychological Services
jmandala@drew.edu

Could custom software transform
student learning in any of your classes?



Drew computer science students are looking to deliver in AY 2019-20!

Interested? Contact Emily Hill @ emhill@drew.edu.

**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