

Arts & Sciences Faculty Meeting
March 22, 2019
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:15 p.m.	Debra Liebowitz
APPROVAL OF MINUTES	Maria Masucci ----- pp. 4-10
DEAN'S UPDATES	Debra Liebowitz
BUILDINGS AND GROUNDS PRESENTATION	John Vitali and Greg Smith --- pp. 11-48

ACTION ITEMS:

Curricular Action Items:

1. Media and Communications Major Revision	Adam Cassano ----- pp. 49-54
--	------------------------------

REPORTS:

Curricular Report	Adam Cassano----- pp. 49-56
Enrollment Management	Colby McCarthy----- p. 57
Advancement Report	Bret Silver ----- p. 58
Library Report	Andrew Bonamici ----- pp. 59-63
APBC	Rebecca Soderholm -----p. 64

DISCUSSION:

Day of Scholars Updates/Questions	Jessica Lakin
Launch 100	J. Lantz and D. Pascoe ----- pp. 72-79
Draft policy--promotion of non-tenure track faculty	Debra Liebowitz ----- pp. 80-84
Faculty Handbook Excerpt	Debra Liebowitz ----- pp. 85-86

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

"Discover Drew" Admissions Event - Faculty Participation Needed - Sat., March 23 at 8:15-----	p. 65
Faculty Research Series - March 22 and May 3	Flyers ----- pp. 66-67
Civic Engagements Showcase and Award Ceremony	Amy Koritz ----- p. 68
Specialized Honors	Bjorg Larson ----- p. 69
Monument Quilt Display	Flyer ----- p. 70
Drew Teacher Ed Summer Enrichment	Flyer ----- p. 71
Art Show and Reception	Michael Peglau

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Ed Baring
History, History
and Culture

Ed Baring for participating in a workshop on Daniel Herskowitz's book manuscript, *Which God Will Save Us? Jewish Receptions of Martin Heidegger's Philosophy*, at Columbia University, March 2019

Lisa Brenner
Theatre Arts
and Dance

Lisa Brenner for editing issue 29.1 of the journal *Theatre Topics*. The issue is being published this month and includes a key note address by Pulitzer prize-winning playwright Quiara Alegría Hudes. Additional essays address subjects of theatre practice and pedagogy by international authors.

**Chris Ceraso
and Lisa
Brenner**
Theatre Arts
and Dance

Chris Ceraso and Lisa Brenner for shepherding the second New York Theatre Initiative, Stillwater. Created collaboratively by 18 Drew Theatre and Dance majors under the guidance of Lisa, Chris and artists from New York's Tectonic Theater Project, performed both at the Dorothy Young Center for the Arts on Drew's campus, and at the Helen Mills Theater in New York City.

**Sandra
Jamieson**
English

Sandra Jamieson for co-presenting the session, with Janice Walker, "How The LILAC Project and The Citation Project are collaborating to further our understanding of student research and writing," at the 7th International Conference on Writing Analytics. Clearwater, Florida. January 25, 2019

**George-Harold
Jennings**
Psychology

George-Harold Jennings for his recent election to the Association of Transpersonal Psychology Board of Directors. The ATP, founded by Abraham Maslow and others, is a membership supported international coordinating organization for scientific, social, and clinical transpersonal work that serves the global community

Caitlin Killian
Sociology

Caitlin Killian for her article with Nikki Khanna, "Beyond Color-Blind and Color-Conscious: Approaches to Racial Socialization Among Parents of Transracially Adopted Children," published in *Family Relations: Interdisciplinary Journal of Applied Family Science*, Vol. 68:260-274.

Jens Lloyd
English

Jens Lloyd for participating in the "Methods for Emerging Researchers in Rhetoric and Composition" roundtable at the Conference on College Composition and Communication in Pittsburgh, PA, March 2019. The roundtable was designated by the program chair as a "Spotlight Session."

Lisa Lynch
Media and
Communications

Lisa Lynch for publishing the chapter "Wikileaks and investigative journalism: the organization's effect and unfinished legacy," in *Journalism Power and Investigation: Global and Activist Perspectives* (Routledge 2019)

Yahya Mete Madra
Economics

Yahya Mete Madra for the publication of "Capital's Sovereign Exception: Neoliberal Matrix and its Discontents" (with Ceren Özselçuk) in *Polygraph: An International Journal of Culture and Politics*, 27, (2019), pp. 111-133.

Rosemary McLaughlin
Theatre Arts
and Dance

Rosemary McLaughlin for writing and performing her monologue, "Texas Walmart," as part of the "Monologues and Madness" series at Pangea in New York City.

Emanuele Occhipinti
Italian

Emanuele Occhipinti for serving as a jury Member for the Italian Language and Culture Day (for middle and high school students' presentations on a chosen theme) held at Montclair University, March 14, 2019 and for serving as organizer and chair of the panel "Digital Italian" at the NeMLA Conference, Washington D.C., March 21-24, 2019.

Jonathan Rose
History, History
and Cultures

Jonathan Rose for publishing his article "Back to the Future of Library History" in the journal *Information & Culture*.

Trevor Weston
Music

Trevor Weston for his piano trio composition *Images* featured at the Mentors Among Us Concert as part of the New Century, New Voices festival at Middlebury College. For the premiere of *Nigra Sum* as part of Seraphic Fire, Florida's Grammy-nominated choir at their "I Have A Dream: Music from the African-American Musical Tradition" tour 1/15-1/20 in Florida and for the Chicago Sinfonietta performing *The People Could Fly* as part of their MLK Tribute concert at the Wentz Concert Hall and Symphony Center on 1/20 and 1/21. Also for appearing in Real Simple Magazine's January 2019 issue answering the question, "When do you get your best work done and why?", and for the Bang on a Can All-Stars premier of *Dig It*, commissioned by the group, at the Kaufman Center's Ecstatic Music Festival in NYC on March 6.

Drew University
Minutes of Arts and Sciences Faculty Meeting
February 22, 2019

Present: Christopher Andrews, Christopher Apelian, Lee Arnold, Di Bai, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Christopher J. Casement, Adam Cassano, Jill Cermele, Graham A. Cousens, Alex de Voogt, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Seth Harris, Summer Harrison, Emily Hill, Ryan Hinrichs, Jason Jordan, Lisa Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Rita Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Neil Levi, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Christopher Medvecky, Ziyuan Meng, Sangay Mishra, Scott Morgan, Rory Mulligan, Philip Mundo, Akwasi Nti-Addae, Emanuele Occhipinti, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Judy Redling, Kimberly Rhodes, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, James Supplee, Marc Tomljanovich, Kristen Turner, Maria Turrero-Garcia, Carol Ueland, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Chenyang Xu, Carlos Yordan, Courtney Zoffness

Others Attending: Matthew Beland, Barb Bresnahan, Michelle Brisson, Michael Fried, Colby McCarthy, Alex McClung, Frank Merckx, Jody Caldwell, Irina Radeva, Brian Shetler, Nora Boyer

The meeting was called to order at 3:17 pm by Debra Liebowitz.

Approval of Minutes: The printed minutes of the January 25, 2019 were approved unanimously.

Dean's Update: Debra Liebowitz informed the faculty that Bret Silver will join Drew as the new VP of Advancement. He comes to our University with extensive and wide ranging experience and will be formally introduced at the March Faculty Meeting. Additionally, she alerted faculty to an announcement within days regarding the new VP of Enrollment & Institutional Planning.

Debra announced that Dean's Council developed a pilot initiative to review Drew's study of religion offerings in order to evaluate what faculty governance looks like for programs which are interdisciplinary and across schools. In particular, the goal will be to ensure that all students benefit from the strength of faculty on campus. Debra said a cross-school committee of faculty will work on this initiative, and will lead the way in reviewing combined degree programs and others such as Pan African Studies.

Highlights of Debra's Launch update included:

- Launch will introduce students to an educational experience that is transformative, ensures equity, universality of access and is intentional in combining rigorous academics

with co-curricular experiences. Combined, these will allow students to explore what they want to do, who they want to be and to systematically curate their educational experience.

- If approved, immersive experiences will be introduced to the students in the fall of 2019, with the balance of the curriculum to be rolled out in 2020.
- The Career Center is undergoing a rebuilding and restructuring in order to support the new structure. Deb thanked Roger Knowles and Tina McKittrick for their assistance in interviewing a “Launch Catalyst” employee who will play a student-facing role in the Career Center with a health professions focus. Thanks were also extended to Daniel Pascoe, Greg Townsend and Carolyn Parelli for their efforts and new initiatives.
- As part of the Launch restructuring, efforts are underway to better support Global Education and Civic Engagement by providing specialization in staff responsibilities.
- Technology investments are being made that will integrate systems, make clear what is available, and will allow for parent/alumni mentoring access to the network.
- Faculty advisement/consulting is needed to provide input and expertise (2-3 hours a month through 2019) as the Career Communities are developed. For those interested, a “Faculty Consulting Opportunities” hand-out was provided and can be handed into the Dean’s Office.
- Navigational advising will be bolstered by an investment in staff and in training of staff. This investment will put structure around exploration and will help alleviate student’s anxiety as they “explore”. Additionally, it will intentionally bring resources into the advising process.
- Creating and building this newly envisioned community will incorporate the contributions of Campus Life and Student Affairs, along with the previously mentioned departments of Instructional Technology, the Library, Civic Engagement and Global Education.

Action Items: Immersive Experiences: Juliette Lantz directed the faculty to review page 9 in the Packet, where the proposed catalog text was presented for Immersive Experiences as follows:

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 skills>
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 be voted upon later in the spring semester.)

Juliette also handed out a “Generalized Immersive Experiences – Tasks and Steps” document to serve as a “think out loud” about how students prepare for and process their immersive experiences and communicate these experiences to an external audience.

Several members expressed appreciation for Launch’s efforts, enthusiasm for the initiative, and appreciation for the town hall meeting and its clarification of the Launch structure and supports.

The following are comments, question and concerns expressed by the faculty, followed by responses:

Is CAPC the right place to authorize experiences? Where is there evidence of what experiences can qualify as immersive?

Juliette responded that CAPC will apply the essential elements of all applications to see if they rise to the level of qualifying as an Immersive Experiences. She said CAPC oversees the requirements for graduation, and both CAPC and the Assessment Committee felt strongly that CAPC should still have oversight. If this became too burdensome this will be reviewed. As Chair of CAPC, Rita Keane endorsed this approach. Juliette also shared that Departments can decide if they wish for certain projects/classes to qualify as an immersive experience (as in students doing independent research and written work in upper level courses). Additionally, Lisa Brenner shared that as with current Gen Ed, classes could be proposed to CAPC to qualify as immersive experiences by Departments (as with a Theatre Practice course).

How will qualifying experiences be determined and if students are *presently* in a job or campus experience, might it still qualify (see language in 6 a - page 10 with consideration for the words “intentionality to embark” on experiences.) As to what experiences might qualify, Wendy Kolmar shared that if students can articulate how an experience is formative and meets the learning outcomes, then CAPC would be the right place to determine qualifying experiences. She also said students will be educated as to what an immersive experience is and how to embark on one with some intentionality. Deb followed up stating an experiential transcript will include immersive experiences and will assist in educating students as to expectation and forethought for experiences. Juliette further shared that there will be intentionality in students’ planning their four year experiences as they will have “touchstones” throughout their educational experience with advisors, mentors and at the Center for Experiential Learning.

How will students with educational challenges (academic, emotional, etc.) be guided to successfully complete one or more immersive experiences. Kim Rhodes addressed the concerns regarding how challenged learners will succeed by relating her experience of over 10 years as a long-term director of a required, New York Program experience. She said the students are required to get to class and complete the full semester of work. Many students have found this is a great way for them to learn, and while not always easy, it has been guaranteed and successful. No student, in her experience, has ever needed to drop the program because they could not manage the challenge. Deb followed up saying experiences will be tailored and that students with documented disabilities will participate only as they are able, while following ADA guidelines. Judy Redling added that the Center for Academic Excellence will assist in being creative with students’ immersive experiences.

How might students’ expectations be managed, especially if students are marketed “multiple guaranteed professional experiences”? Will they feel entitled to a TREC or a paid internship if they simply apply? It was agreed that this point should be further considered so that language will make clear that students aren’t automatically going to be accepted into the program(s) to which they apply.

Can language be used in marketing Launch to parents in order to clarify what families expect an immersive will be for their students’ vis à vis what Drew’s expectation is for what is being offered? Juliette responded that the identification of skills will be clearly defined and the development of these skills will be made evident from the experiences.

What aid will be made available for students to afford the immersive experiences? Deb stated presently there is an equity issue but with a new Director of Advancement, supporting immersive experiences will be a major focus of fundraising. Additionally, there will be an effort

to increase capacity in come of the off-campus programs available to students, as these opportunities are included in students' tuition (The Wall Street Semester, Social Entrepreneurship, etc.). Moreover, Deb shared that President Baenninger put money aside from the Gilbert challenge to be used to get the program off the ground.

A vote to pass the new catalog text for Immersive Experiences was called and passed by majority, with one opposed and 6 abstentions.

Following the vote, Deb extended her appreciation and congratulations to the members of CAPC, the Assessment Committee and CRUE; with a special mention to Juliette Lantz. Wendy Kolmar, Kim Rhodes and Jill Cermele.

Reports: Curricular Report: No questions were raised for Rita Keane regarding the Curricular Report although Ryan Hinrichs responded to a question from Jonathan Rose regarding History 350 as an elective for the MCOM major.

Enrollment Management: In her first week as interim Director of Enrollment, Colby McCarthy reminded faculty members of the April 6th and April 13th accepted students' days. She stressed the need for faculty participation to assist with converting these students from "accepted" to "enrolled". Debra asked that all Departments aim to have someone on hand to address students' questions. Alex DeVoogt suggested breakfast meetings might be the most challenging times for prospective students to arrive on campus, asking if it is necessary to begin the day as early. Lisa Lynch concurred, suggesting it is also difficult for faculty to arrive that early, as well. Colby said this would be taken under advisement.

No question was raised regarding the **Library Report**.

For Discussion: April 5th Day of Scholars: For Discussion: April 5th Day of Scholars: Reiterating Colby McCarthy's sentiments, Jessica Lakin reported that last year's Day of Scholars event was critical in terms of yield and it is our hope to repeat these positive results. She said the day will showcase and celebrate our students' scholarly and creative accomplishments. Additionally, the day presents a marketing opportunity for prospective students, alumni and donors.

Jessica updated faculty members on plans, beginning with a move of the Celebration of Benefactors lunch to April 5th, as well as the addition of a Friday evening alumni event that will allow both contingents to participate in the Day of Scholars. Jessica reported that after the main celebration of students' scholarly and creative work, a community dinner will take place in the Commons. Students will be able to personally invite their scholarly mentors to the dinner, so faculty should be looking for more details about those invitations soon.

Jessica again said classes will not be cancelled and that the day will officially kick off around 1:30 in the Concert Hall with a welcome from President Baenninger and a keynote speaker

(TBD). The afternoon will include three 45-minute sessions, where events (posters, talks, thesis presentations, music, etc.) will take place in multiple locations, with the involvement of CLA, Caspersen and Theo students. Jessica said there will likely be a registration form to come and faculty are asked to encourage students to participate in the day.

In response to Amy Koritz's question of how students doing Civic Engagement Projects should participate, Jessica responded that the hope is to eventually host both a fall event and a spring event to celebrate our students. The fall event ("expo"), would have an experiential learning component and might include internship presentations, TREC reflections, and community based learning course presentations. However, if students have scholarly projects appropriate to this day, it would be fine to have them present. Lisa Lynch clarified whether students who have class projects that involve human participants would be able to participate. Jessica said that the answer is yes if those projects secured IRB approval before being conducted. She also noted that this was likely an oversight in planning for this year (because human participants work that is only for class purposes does not require IRB approval), but that faculty should plan accordingly for next year.

Debra thanked Jessica, Steve Dunaway and Bjorg Larson for their efforts, asking faculty to look out for the additional information to come.

Announcements: Civic Engagement Call for Awards – Amy Koritz asked faculty members to consider nominating students for the Civic Engagement Awards described on page 31 of the Packet.

Health Services and Counseling Update: Please see update provided by Frank Merckx on page 32 outlining hours and location changes for the Counseling and Health Centers.

Computer Science Announcement: Emily Hill informed faculty members that her students are looking to build educational software and to please contact her for further information and next steps.

Art Opening: Michael Peglau announced Jack Ryan's ongoing *Sound and Suspicion* exhibition in the Korn Gallery, with reception to follow.

The meeting was adjourned at 4:49 p.m.

Minutes respectfully submitted by Trish Turvey

DREW

MEMORANDUM

DATE: March 15, 2019

TO: Members of the Faculty of Arts and Sciences

cc: President MaryAnn Baenninger and Members of the Cabinet

FROM: John Vitali, Vice President for Finance and Administration
Greg Smith, Assistant Vice President for Facilities and Campus Operations

RE: Update – Deferred Maintenance and Other Capital Projects

Introduction

Since fiscal year 2015 the University has been incrementally addressing its significant inventory of deferred maintenance projects. New capital improvement projects, such as The Commons renovation, have been included in this plant improvement program.

Beginning in 2015 financing for this program has come from the University's endowment. IN FY17 the University successfully restructured its debt, including the borrowing of \$15 million exclusively for deferred maintenance and capital projects with a useful life of 25+ years, assuming proper and routine preventive maintenance.

With the advice and consent of the President's Cabinet, the Vice President for Finance and Administration and the Assistant Vice President for Facilities and Campus Operations work closely with an engaged Board of Trustees Buildings and Grounds Committee to plan, implement, and monitor capital spending; the completion of projects that are on time and on budget; and the application of industry-standard preventive maintenance programs to safeguard the University's significant capital investments and to minimize all possible regression to earlier levels of deferred maintenance.

Despite this more conventional approach to improving and maintaining the University's physical plant, the continued fragility and high-risk nature of the campuses significantly under-maintained infrastructure cannot be over-emphasized.

This Update

This update includes a series of reports chronologically extracted from several Buildings and Grounds Committee meeting information packets from 2018 and 2019. The items were selected to give the Faculty a broad understanding of the key physical plant issues that have been in play over this period. These reports are:

1. Sample Project Governance – Here a project governance model was introduced to manage cost controls. This model was approved by the Buildings and Grounds Committee.
2. Debt Restructuring Capital Projects – This report outlines how an *ad hoc* staff group developed a high-level project list for the \$15 million. That project list is included.
3. The Proposed Reorganization of Deferred Maintenance Projects and the Associated Repurposing of Capital Funds – The Buildings and Grounds Committee and staff decided to focus on a smaller set of high-risk projects to better manage staff and financial resources. This report itemizes those projects and their estimated or actual costs. It includes a project calendar.
4. Capital and Deferred Maintenance Project Status Update – This is the latest detailed status report shared by staff with the Buildings and Grounds Committee.
5. Enrollment Growth Contingency Space Planning Update – An ad hoc planning group has been working since the tuition price reset was implemented to plan for the likely growth of the undergraduate student population and to model the possible impact of that growth on instructional, student life, and administrative space. This report is an extract of a larger space planning document.

The March 22 Presentation to the Faculty

Building on the reports included here, Greg and I will give a brief presentation that further highlights some of these issues. We will then open the floor for a Q&A period.

DREW

Buildings and Grounds Committee
Drew University Board of Trustees

January 25, 2018

John Vitali

Vice President for Finance and Administration

Greg Smith

Assistant Vice President for Facilities and Campus Operations

Sample Capital Project Governance Model (v1 2018.01.16)

Background

Surprise disclosures by staff about capital project cost overruns have been a long-standing issue at Drew University. At several recent meetings, while the Trustees and staff have been reviewing the status of current capital projects, there have been discussions about how to structure capital project planning to obtain more accurate and reliable cost estimates and minimize “scope creep,” thereby reducing the scale and frequency of these surprises.

At the Committee’s September 28, 2017, meeting staff committed to introduce for Committee consideration a capital project governance model.

Status

Attached is a conceptual model for capital project governance.

Staff will review the model in further detail at the Committee’s January 25, 2018, meeting.

PROJECT INITIATION

Project need is identified, e.g., health/safety/environmental, new program support, preventative maintenance, cost reduction, etc.

Preliminary Go/No Go/Defer decision is made by AVP and CFO in consultation with applicable stakeholders.

For a prelim Go project, a high-level conceptual design program, related pricing, and execution timeline are developed. This information informs a final operational decision about the project.

PROJECT LIFECYCLE

Approved capital projects will typically have a lifecycle that includes –

Internal and BOT Reporting

Planning
Design
Procurement
Construction
Close Out
Completion

Managing Initial Construction Cost Estimates

Construction cost estimates will be based on Architectural/ Engineering/ Contractor cost estimate models to ensure that original project budgets are accurate and less subject to too many change orders.

Construction Project Contract Change Order Protocol

This protocol is shared in writing with all applicable contractors.

All change order requests must be in writing using an established University format.

All change order requests must be approved in advance by one or more University officials, depending on the cost of the order relative to the base contract cost:

Up to \$25K of aggregate value	Assistant Vice President of Facilities (AVPF)
\$26K to \$50K of aggregate value	AVPF + CFO
\$51K to \$100K of aggregate value	AVPF + CFO + University President
\$100K or more of aggregate value	AVPF + CFO + President + BOT Buildings and Grounds Committee

The Buildings and Grounds Committee’s approval will be by recorded Resolution of the Committee.

Trustee Project Approval Process:

All projects with a base cost of \$100K or higher require prior Board approval via the Buildings and Grounds Committee before any work can begin on that project.

Such consideration is typically given when the Committee is reviewing the yearly capital budget in May of the preceding FY.

Decisions about emergency projects will be expedited via staff – Committee conference calls.

DREW

Buildings and Grounds Committee
Drew University Board of Trustees

May 17, 2018

John Vitali
Vice President for Finance and Administration
Greg Smith
Assistant Vice President for Facilities and Campus Operations

For Discussion: Debt Restructuring Capital Projects Update (v6 2018.05.08)

Background

In mid-December 2017 the University successfully restructured \$54 million in bond debt. That restructuring program included \$15 million in new borrowing for capital projects.

Per the final Preston Hollow term sheet, these projects must have a useful life of about twenty-five years and the \$15 million should be spent within the first five years of closing. Interest will begin accruing immediately after closing, i.e., January 1, 2018.

Staff drafted a list of projects for the \$15 million. This staff group included the Chief of Staff, the Provost, the Vice President for Finance and Administration, an Associate Provost, the Dean of Students, and the Associate Vice President for Facilities. The list was approved by the University President.

The projects generally support institutional programmatic and operational needs brought about by new enrollment growth from strategic initiatives such as tuition price resetting. Two key infrastructure projects were included to leverage long term bond debt to reduce near term cash draws from the endowment.

Each of the estimated project costs includes a consolidated contingency reserve and a “bandwidth support” reserve of 15%. The latter is to financially support bringing on additional project management resources so the University can meet the five-year spend commitment test while providing the necessary quality control oversight of these additional and significant capital projects.

This list was required by Bond Counsel as part of the University’s documentation for the restructuring. Prager & Company, the University’s financial consultants for the restructuring, confirmed the projects meet all the technical requirements set by Bond Counsel and by Preston Hollow.

The list is meant to serve as a representative sample of projects; the University has some flexibility if changes must be made after closing.

On December 8, 2017, some members of the Buildings and Grounds Committee conferred with staff by phone. The proposed project list was endorsed by those Committee members.

This information was later shared with the Board Finance Committee.

The capital project list for the \$15 million is attached to this document.

Status

Since the projects were approved and the funds made available, staff has been competitively pricing the following first round of projects –

Project 1: Category 3 Holloway Hall Bathroom Renovation

Project 2: Category 4 Main Transformer and Electric Distribution Gear Replacement

Project 3: Category 5 Roof Replacements

While doing so it was recently discovered that these projects must be bid according to the [NJ Prevailing Wage Act](#) since the University restructured its debt using the Morris County Improvement Authority as a conduit to qualify for tax-exempt bonds.¹

Staff will closely monitor the impact of this requirement on the \$15 million spending plan (as outlined in the attached capital project list). As final project costs are developed the Committee will be updated about any material changes to how the \$15 million is allocated among the various project categories.

Below is a status report about the first round of projects.

¹ N.J.S.A. 40:37A-55.2 et seq. COUNTY IMPROVEMENT AUTHORITY 40:37A-55.2 Prevailing wage rate for workers employed on projects with county improvement authority involvement. "Each worker employed in the construction or rehabilitation of facilities undertaken in connection with loans, loan guarantees, expenditures, investments, tax exemptions or other incentives or financial assistance approved, provided, authorized, facilitated or administered by a county improvement authority, or undertaken to fulfill any condition of receiving any of the incentives or financial assistance, shall be paid not less than the prevailing wage rate for the worker's craft or trade, as determined by the Commissioner of Labor and Workforce Development pursuant to P.L.1963, c.150 (C.34:11-56.25 et seq.)."

1. Category 3 Holloway Hall Bathroom Renovation

The project scope includes converting the existing Men's and Women's gang style restrooms and showers to six single-use washrooms and one bathroom on each of the building's three floors. During project development it was discovered the structural steel supporting the concrete floor deck under the second and third floor showers is extremely corroded and requires complete removal and replacement. Staff engaged Harrison-Hamnett, P.C. a structural engineering firm to investigate the structural steel corrosion and concrete floor deck integrity. The firm deemed the structure and restrooms safe for occupancy and use if the showers were permanently taken offline until the structural steel and concrete repairs are completed.

While the 2nd and 3rd floor dorm rooms were inactive, staff repurposed dorm room furniture in a number of suites and used these items to replace worn and non-repairable furniture in active residence halls. The missing dorm room furniture will be replaced as part of the renovation project. Modest improvements such as new corridor carpeting, general painting, and lighting upgrades will be also be included in the project scope.

Staff has competitively bid the project and is waiting for contractor bids due on May 8. Construction is expected to commence by the end of May and be completed prior to the Fall 2018 student move-in. The project is estimated at \$1.85 million but could increase once contractor bids are received.

2. Category 4 Main Transformer and Electric Distribution Gear Replacement

The campus' main electric transformer was put into service in 1972. Typical life expectancy of high voltage transformers is between 25 and 35 years. The 5kv high voltage electric distribution gear is of similar age and life expectancy. The project scope includes replacement of the main transformer and 5kv electric distribution gear components. Staff is competitively selecting an electrical engineering firm that specializes in high voltage electric distribution system replacement to design the solution. System design will commence in June. The full project is expected to take up to 3 years to complete due to the length of time required to manufacture the main transformer and the limited opportunities available to conduct full campus power shutdowns which are required to perform the work. The project is estimated to cost \$2 million.

3. Category 5 Roof Replacements

The first phase of this project includes the replacement of the Holloway and Welch roofs during the summer of 2018. Baldwin and Haselton roofs are scheduled for replacement in the summer of 2019. The Baldwin Gym roof will be scheduled once the roof system structural support repairs have been completed.

Holloway and Welch roof replacement contractor bids are due May 8. Work should commence by the end of June and be completed before the end of September, weather permitting. Phase 1 of the project is estimated to cost \$825,000 but could increase once contractor bids are received.

Projects to be Financed with \$15 Million in New Borrowing					
	Area	Name	Description	Estimated Cost	
1	Academic Space	General Instruction, Instructional Labs, and Faculty Offices	Existing classroom and lab space will be expanded and retrofitted to accommodate larger classes and newer pedagogies. New faculty offices will be added to support new faculty lines.	\$4.5 M	1
2	Academic Support and Co-Curricular Spaces	Center for Professional, Experiential and Civic Engagement Integrated Service Center for Financial Aid, the Registrar, and Student Accounting	Existing space will be repurposed to accommodate a new Center for Professional, Experiential and Civic Engagement. This Center co-locates a number of thematically-related offices, and will become a hub of engaged learning on campus. An existing cluster of modest offices supporting the Financial Aid, Registrar, and Student Accounting functions will be relocated to a larger, more attractive, centrally located and technologically rich "One stop" center.	\$2.5 M	2
3	Student Life Space	Residence Halls	Existing residence halls will be renovated to accommodate a larger student residential population. Bathrooms, common areas, rooms and furniture will be retrofitted and updated to meet the needs of contemporary students. During non-student occupancy periods the updated rooms and spaces will be utilized to generate greater rental revenue.	\$4.0 M	3
4	Deferred Maintenance	Main Transformer and Electric Distribution Gear Replacement	The University's aging main transformer and electric distribution gear will be replaced with new modern equipment that operates more efficiently, with increased protections that will improve overall power distribution system reliability and minimize the University's exposure to potential system failures and large-scale power outages.	\$2.0 M	4
5	Deferred Maintenance	Roof Replacements	Four residence halls and the athletic facility will get new roofing systems that meet current building and energy codes.	\$2.0 M	5
Total				\$15.0 M	

DREW

Buildings and Grounds Committee
Drew University Board of Trustees

January 24, 2019

Financial Summary (v1 2019.01.15)

The following financial summary aggregates current projects from several deferred maintenance and capital project financial control documents and reorganizes them based on project priority, with an emphasis on risk mitigation. Included in the summary is the project's estimated costs with the proposed repurposing of budgeted funds to finance these project. The project manager for each project is listed so there is a clear understanding of how the workload is distributed between Staff and the University's consultant architects and engineers.

FY19 Projects Consolidated Financial Summary (DRAFT: For discussion purposes only)

Capital and Deferred Maintenance Project Budgets

FY18 Capital Project Budget (Carried forward for active projects)	955,000
FY18 Capital Budget Surplus (Funds remaining after all completed projects)	350,269
FY19 Capital Project Budget	3,055,000
FY19 Capital Emergency Fund	500,000
FY19 Debt-Restructuring Budget	2,620,000
	<u>\$7,480,269</u>

Priority Capital/ Deferred Maintenance and Active Projects

		<u>Project Manager</u>
1 Campus Electrical Infrastructure (Debt-Restructuring Project)	2,000,000	Electrical Engineer
2 Baldwin Gym Structural Support Repair (Estimate)	400,000	Facilities Staff
3 Holloway Residence Hall Stormwater Drywell (Estimate) *	150,000	Civil Engineer
4 Brothers College and Hall of Science Slate Roof Repairs (Estimate) *	230,000	Roof Architect
5 Carriage House Front Porch and Handicap Ramp Replacement	55,000	Facilities Staff
6 Riker Hall Exterior Transformer Replacement (Estimate) *	85,000	Facilities Staff
7 Brothers College ADA Exterior Ramp and Retaining Wall Replacement	225,000	Facilities Staff
8 Alumni House Porch Support System Replacement (Estimate)	150,000	Architect
9 Fire Hydrant Replacement	100,000	Facilities Staff
10 Fire Monitoring System and Monitored CO Sensor Installation	500,000	Facilities Staff
11 Asbury and Hoyt-Bowne Hall Emergency Generator Replacement (Estimate)	175,000	Electrical Engineer
12 Underground Storage Tank (UST) Closure Projects (Estimate)	275,000	Environmental Engineering Firm
13 VOIP Phone Replacement	250,000	University Technology Staff and Vendor
14 Wesley House Parking Lot Paving and Sidewalk Replacement (Estimate)	285,000	Civil Engineer and Facilities Staff
15 Academic Affairs Classroom, Seminar Room and Lab Upgrades	100,000	Facilities Staff
16 Media and Communication Classroom/ Lab Design (Estimate)	65,000	Architect
17 Mead Hall Existing Condition Study	50,000	Preservation Architect
18 Gilbert, Smith, SW Bowne Former Domestic Water Removal	25,000	Facilities Staff
19 Holloway Residence Hall First Floor Remodel (Debt-Restructuring Project)	TBD	Facilities Staff
20 Registrar, Financial Aid, Student Accounts Relocation to Brothers College (Debt-Restructuring Project)	TBD	Facilities Staff
21 Baldwin and Haselton Hall Residence Hall Roof Replacement (Debt-Restructuring Project)	620,000	Facilities Staff
22 Bothers College Steam Pit Sidewalk Replacement	35,000	Facilities Staff
23 Methodist Archives Steamline Project Sidewalk Replacement	35,000	Facilities Staff
	<u>\$5,810,000</u>	

FY19 Completed Capital and Deferred Maintenance Project Final Cost

1 Campus Security Camera Replacement	42,300
2 Davies House Facade Design	11,500
3 Green Village Sidewalk Replacement *	56,509
4 Holloway/ Welch/ Commons Boiler Replacement *	159,000
5 McLendon Hall Domestic Water Booster Pump Replacement	28,912
	<u>\$298,221</u>

Total \$7,480,269 \$6,108,221

Capital Funding Remaining \$1,372,048

* Project was unexpected, unbudgeted, and funded from unspent money from other cancelled projects.

Additional Deferred Maintenance Projects		Budget
1	Rose Library Underground Steam Line	
2	Commons Main Substation Transformer	TBD
4	Simon Forum Rear Wall Repair and Waterproofing (Estimate)	\$285,000
5	Residence Hall Roof Replacement: Baldwin and Haselton	\$600,000
6	Seminary Hall Brick Façade Repair	
7	Emergency Generator Replacement Tolley and Welch Hall	\$ 300,000
8	Ehinger Center R22 Unit Replacement	\$275,000
9	Davies House Façade Replacement	\$125,000
10	Tennis Court, Fencing, and Lighting Replacement (8 Courts)	\$ 475,000
11	Asphalt Paving 12 Campus	\$ 60,000
12	Asphalt Paving Medical Center	\$ 55,000
13	Campus Electric Feeder Replacement (Multi-year project)	\$ 100,000
14	Campus Central Steam Heating System Decommissioning (Multi-year project)	\$ 100,000
15	Mead Hall Basement Renovation	
16	Brown Hall Façade Concrete Lintel Replacement	
17	SW Bowne Basement Sprinkler System Installation	

DREW University

Division of Finance and Administration
 Facilities & Campus Operations Office
Consolidated Project Calendar

		2019												Start Date	End Date	
FY19 Consolidated Projects	Project Management	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec			
1	Main Transformer and 5kv Switchgear Replacement	Electrical Engineer	Design Phase		Bid Phase		Permitting		Construction				5/1/2018	8/31/2021		
2	Baldwin Gym Structural Support Repair	Facilities Staff	Construction								9/1/2018	6/1/2019				
3	Holloway Residence Hall Stormwater Drywell	Civil Engineer	Site Survey		Design Phase		Bid Phase		Construction				1/1/2019	11/30/2019		
4	Brothers College and Hall of Science Roof Repairs	Roof Architect	Site Survey		Construction						1/1/2019	5/31/2019				
5	Carriage House Front Porch and Handicap Ramp Replacement	Facilities Staff	Construction								1/8/2019	4/30/2019				
6	Riker Hall Exterior Transformer Replacement	Facilities Staff	Unit Manufacturering Period				Installation				2/1/2019	10/31/2019				
7	Brothers College ADA Exterior Ramp and Retaining Wall Replacement	Facilities Staff	Construction								5/20/2019	7/31/2019				
8	Alumni House Porch Removal	Architect	Design Phase		Bid Phase		Permitting		Construction				6/15/2018	9/30/2019		
9	Fire Hydrant Replacement	Facilities Staff	Permitting		Construction								3/1/2018	8/31/2019		
10	Fire Monitoring System and Monitored CO Sensor Installation	Facilities Staff	Construction												11/1/2017	11/30/2019
11	Asbury and Hoyt-Bowne Hall Emergency Generator Replacement	Electrical Engineer	Design Phase		Permitting		Construction						5/1/2018	8/31/2019		
12	Underground Storage Tank (UST) Closure Projects	Vertex	NJDEP Case Closure												7/1/2018	11/30/2019
13	VOIP Phone System Replacement	Technology and System Integrator	Installation												7/1/2018	6/30/2019
14	Lancaster Road and Wesley Parking Lot Repaving	Facilities Staff	Design Phase		Bid Phase		Permitting		Construction				10/1/2018	9/30/2019		
15	Academic Affairs Classroom, Seminar Room and Lab Upgrades	Facilities Staff	Scope and Schedule -To Be Determined												11/1/2018	6/30/2019
16	Media and Communication Classroom/ Lab Design	Architect	Bid Phase				Design Phase								4/1/2019	4/1/2020
17	Mead Hall Existing Condition Study	Architect	Existing Condition Study												12/1/2018	10/30/2019
18	Gilbert, Smith, SW Bowne Former Main Domestic Water Line Removal	Facilities Staff	Construction												3/1/2019	4/30/2019
19	Holloway Hall 1st Floor Renovation	Facilities Staff	Design Phase		Bid Phase		Construction								2/1/2019	8/15/2019
20	Registrar, Financial Aid, Student Accounts Move to Brothers College	Facilities Staff	Design Phase		Bid Phase		Construction								12/15/2018	8/15/2019
21	Baldwin and Haselton Hall Roof Replacements	Facilities Staff	Construction												5/15/2019	8/31/2019
22	Bothers College Steam Pit Sidewalk Replacement	Facilities Staff	Construction												4/1/2019	4/30/2019
23	Methodist Archives Steamline Project Sidewalk Replacement	Facilities Staff	Construction												4/1/2019	4/30/2019
24	Holloway Hall Bathroom Waterproofing Repairs	Facilities Staff	Construction Schedule - To be Determined												1/1/2019	8/31/2019

DREW

Buildings and Grounds Committee
Drew University Board of Trustees

January 24th, 2019

John Vitali
Vice President for Finance and Administration
Greg Smith
Assistant Vice President for Facilities and Campus Operations

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

Background:

This report now consolidates into one, several earlier reports that gave separate updates about projects per fiscal year or funding source. The itemized projects correspond to the attached project calendar and the financial summary included in this meeting packet.

1. Main Transformer and Electric Distribution Gear Replacement

Status: The new transformer was ordered in January 2019. An extended delivery date of up to six months is routinely expected, assuming there are no large-scale weather-related events that increase the demand for electrical distribution equipment. Once the transformer is delivered, the project will be completed in phases over a period of three years. It will require at least four full weekend campus wide-power shut-downs. The Facilities Department has begun discussing these weekend shut-down requirements with other campus departments and will eventually do so with local power officials. More information will be shared with the Committee as this project develops.

Using regular capital funds, staff has begun a yearly replacement program for interior and exterior campus transformer, beginning in FY20 with the Commons transformer.

The campus' main electric transformer was put into service in 1972. Typical life expectancy of high voltage transformers is between 25 and 35 years. The 5kv high voltage electric distribution gear is of similar age and life expectancy. The project scope includes replacement of the main transformer and 5kv electric distribution gear components. Staff is competitively selecting an electrical engineering firm that specializes in high voltage electric distribution system replacement to design the solution. System design will commence in June. The full project is expected to take up to 3 years to complete due to the length of time required to manufacture the main transformer and the limited opportunities available to

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

conduct full campus power shutdowns which are required to perform the work. The project is estimated to cost \$2 million.

2. Baldwin Gym Structural Support

Status: The temporary structural steel repair of the 3 degrading glulam supports was completed at the end of December 2018. The temporary steel support installation passed Madison Borough's structural building inspection and subsequently was deemed safe for occupancy by the University's structural engineering firm. The gym was re-opened on January 7, 2019.

During their initial field inspection, the structural engineers only access point to view the bases of the wood support's condition and configuration, was through narrow floor vents. Once the impacted areas were fully exposed by removing sections of the concrete floor and block wall the structural engineers modified their original permanent repair solution based on the newly discovered existing field conditions.

The permanent repair phase of the project will commence immediately after the conclusion of Drew's basketball teams' seasons in March 2019. The permanent support repairs are expected to take at least 2 months to complete, depending on field conditions. The estimated budget has been increased from the original budget of \$300,000 to \$400,000 due to a second necessary mobilization.

On November 5th the structural engineering firm hired by the University to design the new Baldwin Gym structural supports notified staff, after reviewing their October 24th field investigation results and comparing them to the previous structural analysis, that the structural wood beam deterioration had increased considerably and as a result, a roughly 6' section of horizontal roof support had begun to deflect and turn. They recommended that temporary structural supports be installed, as quickly as possible to avoid any further degradation. In conjunction with the structural engineering firm staff immediately began making arrangements to design and install the temporary structural supports. As the temporary supports weren't physically able to be installed prior to an impending snowstorm on November 15th, staff consulted with the structural engineering firm regarding the impact of the anticipated snow load weight on the structural integrity of the roof system. Consequently, the firm advised the University as a safety precaution to close the Gym until the structural support system could be installed.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

On November 15th, considering the expectation of about 5 inches of snow and ice in the Madison area, the Gym was closed and all Athletic activities were either rescheduled, relocated, or cancelled.

The associated work that was already underway to complete this project in the spring of 2019 has been accelerated. That work includes the installation of structural scaffolding to properly support the roof so repairs can be safely completed. Once the scaffolding is in place, our general contractor will proceed with repairing the Baldwin Gym's exterior wall wooden structural supports. Water infiltration repairs will be completed as weather permits, over the winter and into spring 2019.

We anticipate that the structural scaffolding will be installed by December 14th and the structural repairs will be completed by the end of January. The Gym, its lobby, and the parking area behind the gym will be closed for the duration of the repair work.

Included in this fast-tracked effort is the rental of a portable regulation basketball court for the Forum. This will enable the Athletic Department to continue its practice and competition schedule.

The Baldwin Gymnasium roof is structurally supported by 6 glulam engineered wood arches.¹ The bases of the laminated beams are deteriorated due to water infiltration at the foundation supports causing the beam to drop down below the existing tectum deck.² One structural support arch, the associated roof section, and the fire suppression system sprinkler line which runs through the glulam arch have sunk at least 5 inches due to the wood decaying at the structural support base. The University engaged Harrison-Hamnett, PC, Consulting Structural Engineer, who performed an investigation of the structural laminated beam and related foundation support. They indicated the gym is structurally safe for use while the University works with a structural engineering firm to develop the repair solution. The project cost will increase if extensive damage to the glulam structural support bases is discovered below the tectum deck. The cost is estimated to be \$300,000.

¹ Glued laminated timber, also called **glulam**, is a type of structural engineered wood product comprising a number of layers of dimensioned lumber bonded together with durable, moisture-resistant structural adhesives.

² A **tectum deck** is a type of composite sub-flooring made of components bonded with code-listed structural adhesives.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

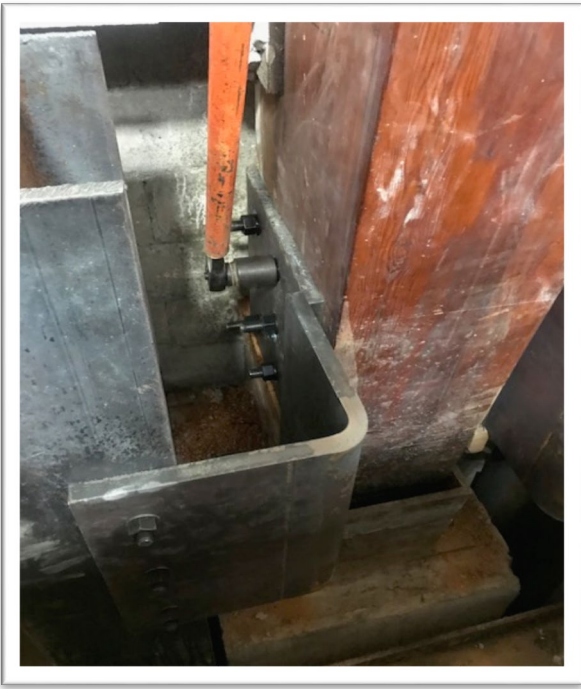
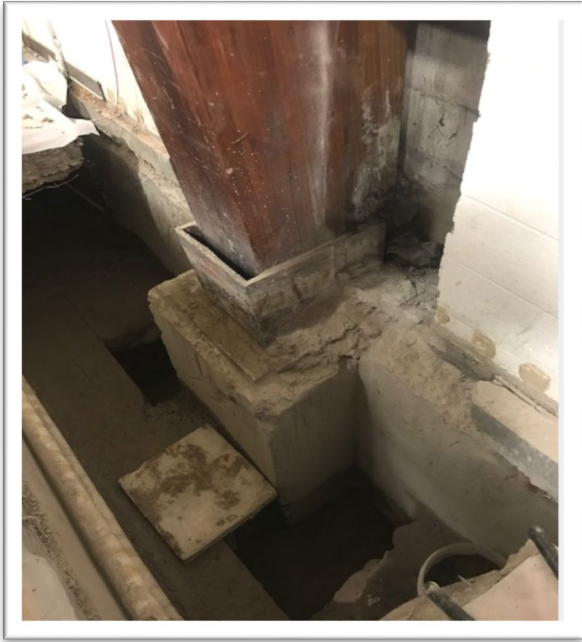
1. Structural Wood Beam Delamination and Deterioration



2. Structural Scaffolding Support Installation

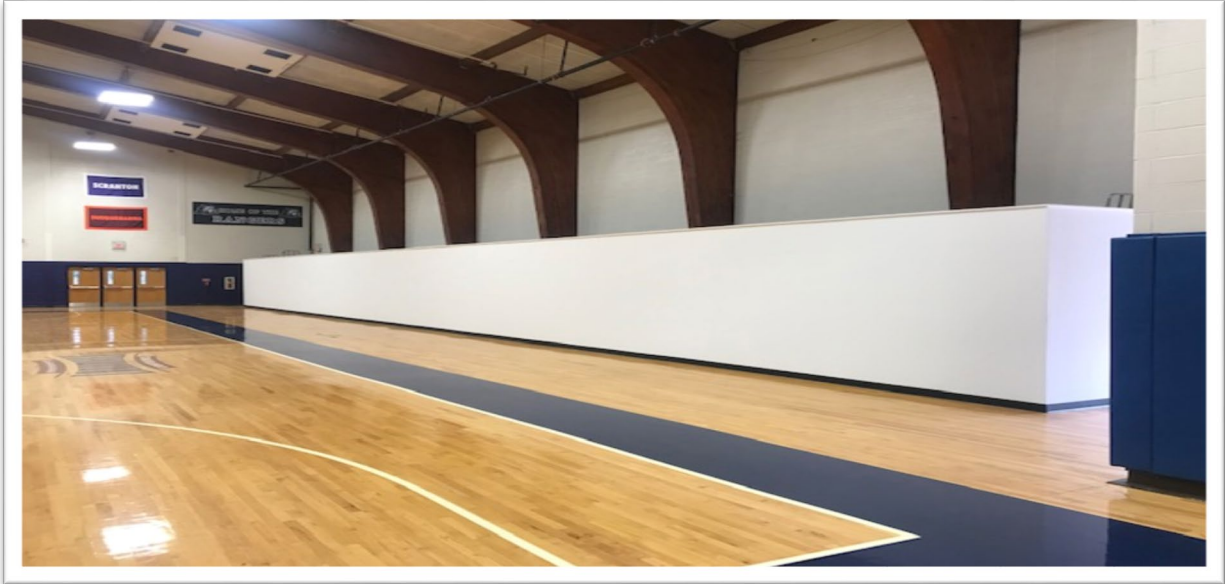


3. Temporary Structural Steel Support System



For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

4. Work Area Temporary Wall Protection



For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

3. Holloway Residence Hall Stormwater Drainage System Drywell

Status: Staff is obtaining quotes from civil engineering firms to inspect the existing drywell system, verify all stormwater sources that drain into the drywell and design a new drywell. The project scope is currently limited to replacing the failed drywell, but the scope of work may increase if other parts of the drywell system are found to be defective or failed during the inspection phase. The drywell replacement work is expected to commence in April 2019. The current project cost is estimated to be \$150,000.

Holloway Residence Hall experienced two basement floods during heavy rain storms in August 2018. Staff investigated the issue and determined the basement exterior door stairwell storm drain was not functioning properly. This caused stormwater to pool in the stairwell and flood the basement through the door seals.

While inspecting the stormwater drainage system staff discovered the drywell that collects and processes Holloway Hall's stormwater was covered by roughly 30 feet of soil, which made it inaccessible for maintenance purposes. The drywell was excavated and the system was inspected. During the drywell's internal inspection, it was found to be clogged by years of accumulated sediment and organic matter. Due to this build-up the drywell is incapable of processing stormwater during periods of heavy rainfall.

Facilities performed the appropriate maintenance on the drywell to improve its stormwater management capacity; however, repeated tests indicate the drywell still cannot effectively process large amounts of stormwater and it must be replaced. A civil engineering firm will be engaged to design a new drywell system. To avoid further stormwater flooding while a replacement solution is engineered, the drywell lid has been propped open to allow stormwater accumulation to overflow into a drainage pit and trench instead of Holloway Hall's basement.

4. Brothers College and Hall of Science Slate Roof Degradation

Status: A roofing contractor has repaired degraded sections of the slate roof above the Hall of Science building's impacted doorways. Staff is obtaining quotes to repair small damaged sections of Brothers College roof and proposals from roof inspection firms to complete condition assessments for Brothers College and the Hall of Science's roof systems. The condition assessment will determine whether sections of each roof or the entire roof of each building requires replacement. Roof condition assessments are expected to begin in February 2019, weather depending. The initial project budget of \$230,000 is an estimate for replacing sections of each building's roof and gutter systems. If full roof system replacements are required staff will seek funding for these projects in the FY20 capital budget request.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

Individual slate roof tiles on Brothers College and the Hall of Science's are detaching and falling to the ground. Each roof has been inspected by a slate roofing contractor. While inspecting areas where slate tiles have detached the inspector noted the plywood substrate that lies beneath the slate tiles and which they are fastened to was found to be warped and decaying. As the plywood substrate continues to age and fail, the slate roof tile fasteners will become dislodged and eventually pop-out leading to the slate roof tile no longer being properly adhered and secured to the roof deck.

Staff is working with a contractor to immediately repair areas above and adjacent to building entrances, patios and sidewalks while full replacement roof options are explored.

5. Carriage House Front Porch and Handicap Ramp Replacement

Status: The existing porch, entrance steps and handicap ramp must be demolished. The new entrance steps, landing, and handicap ramp design has been completed by an architect and approved by Madison Borough. Replacement work began in the beginning of January 2019. During the existing porch demolition, the contractor unearthed a previously unknown underground storage tank (UST). Staff has contracted with Vertex, the University's environmental remediation consulting firm to oversee the removal of the UST and soil remediation process. It is unknown at this time what the additional cost impact will be for the UST's remediation. The project budget for the porch and handicap ramp replacement is estimated to cost \$55,000. The porch and handicap ramp replacement work will proceed once the UST has been removed and any contaminated soil has been properly remediated.

The Carriage House front porch composite deck boards are deflecting, bending and bowing in several areas which has led to an unsafe condition. The porch and ramp were inspected by a licensed architect. It was discovered that several rows of composite deck board supports were never installed when the porch and ramp were initially constructed. Staff is working porch entrance and handicap ramp design is considered.

6. Riker Hall Transformer

Status: Staff is obtaining quotes from high voltage electrical contractors to replace the transformer. It will take at least 16 weeks from the date of the order to receive the new transformer from the manufacturer, assuming there are no large-scale weather-related events that increase the demand for electrical distribution equipment.

In early November 2018, during repair work to the Riker Hall transformer it was discovered that the transformer enclosure has a pin hole leak and its internal metal base has degraded

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

significantly. Due to the enclosure and metal base condition and the potential for the transformer to fail as a result, the transformer requires replacement.

7. Brothers College Handicap Ramp Repair

Status: The concrete handicap ramp and retaining wall project was competitively awarded. Work is scheduled to begin immediately after Commencement 2019. The work is estimated to cost \$225,000.

An analysis of the project site showed there was too much soil pressure on the block walls causing the walls to begin caving in on the concrete ramp. Consequently, the block wall and ramp must be replaced with a more reliable concrete ramp structure. The original 2015 scope, budgeted at \$120,000, included replacing the existing geotextile block with a similar retaining wall stone product.

8. Alumni House Porch Structural Support Replacement

Status: An architecture firm has completed the bid constructions drawings. Due to the estimated cost of replacing the porch in kind staff has determined the most cost-effective option is to demolish the porch and focus on replacing the front steps, landing and handicap access ramp. The area where the porch is set to be demolished will be restored with modest landscaping. The demolition of the porch and replacement of the steps, landing and handicap ramp will be higher than the original project budget. The project is now estimated to cost \$150,000.

The original project scope was to replace the brick structural supports since the mortar had been decaying and the supports were listing, causing an increasingly unsafe environment. The original project budget was \$80,000.

9. Fire Hydrant Replacement

Status: The University's fire hydrants are inspected and tested annually by Madison Borough's Water Department. Based on field results from 2018's hydrant report, 4 of the University's 19 fire hydrants are nearing the end of their useful life and require replacement. The hydrants will be replaced in a phased approach, beginning with Riker Hall's hydrant in February 2019. The remaining 3 hydrants will be replaced by the end of August 2019. The project cost is \$100,000.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

10. Fire Monitoring System and Monitored CO Sensor Installation

Status: The fire suppression system contractor has begun replacing all of the residence hall fire panels. Once the panels have been converted the centrally monitored CO sensors will be installed. All residence halls, with the exception Hoyt-Bowne and Haselton Hall will be completed by the end of April 2019. Hoyt-Bowne and Haselton Hall require full system device replacements due to their existing device's age and obsolescence. Their systems are scheduled for replacement during summer 2019. Wendel Hall's panel is not required to be replaced, unless it fails and cannot be repaired.

This project is a continuation of the multi-year effort to replace the University's obsolete and aging fire suppression systems, in addition to installing centrally monitored CO sensors at natural gas sources in all Residence Halls. This project is expected to take several additional years to complete, with work estimated to conclude in FY23.

To avoid fire code violations for missing plug-in CO sensors, and to comply with pending State legislation that will require the installation of centrally monitored hard wired CO sensors adjacent to CO sources in all residence halls, the University has begun converting their residence halls to centrally monitored CO sensors. Facilities completed the installation of centrally monitored CO sensors in Foster, Hurst and McClintock in June 2017. There are eight residence halls remaining.

While the University moves forward with installing centrally monitored CO sensors in its remaining residence halls, Facilities has replaced all missing and aging plug-in CO sensors in each residence hall with wall mounted battery-operated CO sensors at the request of the Madison Fire Department.

Facilities will also replace aging and obsolete fire panels and system devices in all residence halls, with the exception of Wendel Hall which is offline, and Mead Hall.

11. Asbury and Hoyt-Bowne Halls Emergency Generator Replacement

Status: Asbury and Hoyt-Bowne Hall generators will be replaced in FY19. Staff is working with an electrical engineering firm to design the new systems.

The original scope was to replace the two current generators which are each more than thirty years old. The units are expensive to maintain and spare parts are no longer available.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

12. Underground Storage Tank Closure

Status: All known UST's have been removed and their excavation areas' soil properly remediated in accordance with all applicable New Jersey Department of Environmental Protection (NJDEP) regulations. All historic open case reports are being prepared for submission to the NJDEP for formal closure. Staff expects all reports to be submitted to the NJDEP by the beginning of June 2019.

After the campus environmental assessment associated with the mortgage for the debt restructuring the University was advised there could be up to four previously unknown USTs and one known tank that was decommissioned but never properly removed. Three other tank closure projects were not properly closed out by the University with the NJ Department of Environmental Protection.

A more detailed investigation was conducted and revealed there were actually two-out-of-four previously unknown tanks – one at Embury Hall and one at Hoyt-Bowne Hall. The remediation cost estimate shown in this budget proposal is, per the contractor, reflects the reasonable worst case scenario with a 20% contingency. If more contaminated soil is found beyond this “reasonable worst case” scenario the cost will increase. The project cost is estimated to be \$690,000.

13. VOIP Phone System Replacement

Status: Through the end of December 2018, over 500 desk phones have been installed and activated by University Technology staff. Once all of the desk phones have been installed by the end of January 2019, efforts will then focus on replacing non-desk phones, such as public-access convenience phones and switching circuits connected to fax machines from the legacy system to the new. By June 2019 installation of all campus phones and implementation of their full functionality, in addition to the decommissioning of the legacy 30+ year-old PBX will be completed.

Phones for the Auxiliary Services department were converted to new VoIP equipment in response to significant damage to phone lines servicing their building. UT is converting to VoIP phones presently to ensure that all members of the department are fully familiar with features and functions. Planning is underway for migrating the Admissions office to VoIP later this month and Advancement in October. All offices will be migrated to VoIP well before the end of the fiscal year and the legacy phone system will be decommissioned.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

The University's 30-year-old and very fragile phone system should be replaced by a newer system. The current legacy system has been without any manufacturer support for nearly ten years. As one of only two such systems in the US, the University's spare parts inventory is rapidly dwindling. Any remaining parts are now only available on eBay. The new VOIP system uses the University's existing data lines to carry voice (VOIP = voice over internet protocol). It will give students, faculty, and staff a more technologically current and reliable phone/video/data streaming system. This is a multi-year project. The estimated total project cost is \$450,000, with \$225,000 planned for expenditure in FY19. The balance of the project's funding will be included in FY20 capital budget.

14. Lancaster Road and Wesley House Asphalt Paving, Drainage, and Sidewalks

Status: A civil engineering firm has been selected. The firm is currently developing the design and bid package for Lancaster Road and Wesley House's parking lot and sidewalk. All utilities, with the exception of the domestic water lines which do not require replacement due to their age, will be replaced as part of the project scope. The work will be completed in two phases over the next two summers. The first phase will include replacement of Wesley House's parking lot, sidewalk, retaining wall and stormwater basins, and Dorothy Young Center for the Performing Arts' loading dock and art studio parking area asphalt. Lancaster Road's asphalt and underground utility replacement and the correction of the roadway's stormwater drainage issues will be completed during the second phase in summer 2020. The first phase of the project is expected to be bid out by the end of February 2019 and is scheduled to begin immediately after Commencement 2019. The first phase is anticipated to take up to 2 months to complete, weather depending. The first phase estimated cost is \$285,000.

Large section of Lancaster Road and Wesley House's parking lot asphalt is deteriorating due to age, heavy use, and poor surface water drainage from Tilghman House's parking lot. The Facilities staff will competitively select a civil engineering firm to design the new road, roadway drainage system to address the surface water runoff issue and Wesley House parking lot. The project cost is estimated to be \$475,000.

15. Academic Affairs Classroom, Seminar Room, and Lab Upgrades

Status: The scope of the project(s) and equipment replacements schedule have yet to be determined.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

16. Temporary Media and Communication Program Classroom and Lab

Status: Funds have been allocated for the planning and design of a permanent classroom and lab suite.

To support the creation of the new Media and Communication program the University is completing a modest renovation of Brothers College Room 18 (BC18) for a temporary Media and Communications classroom and lab space. The modest renovation will include the purchase and installation of new computers and program devices and painting. BC18 will serve as the temporary classroom and lab space while the permanent Media and Communication classroom and lab space concept is developed, designed, and constructed. BC18's renovation will be completed over the 2017 winter break.

The proposed location of the permanent Media and Communication classroom, computer lab, green screen room, and audio lab is on the 2nd floor of the University Library. The design and construction of the permanent classroom and associated spaces will be completed in up to three phases over a period of two-to-three years due to financial constraints. The estimated total project cost is TBD.

17. Mead Hall Basement Mold

Status: Staff is reviewing Lacey Thaler Reilly Wilson, LLP's (an architectural firm that specializes in historically preserved buildings) existing condition assessment and recommendations regarding the water infiltration issue and HVAC systems. Watson Henry, another architectural firm that specializes in historic building preservation has begun the preservation plan field inspections. The preservation plan is funded in part by a grant from the Morris County Historic Preservation Trust. Additional grants could be available from the Fund for project execution if the University's preservation plan is approved by the Trust Fund.

Mead Hall's basement requires renovation post the mold remediation work. This phase 1 renovation project will focus on correcting the water infiltration and HVAC system condensation issues. Due to the scope and financial impact of this project it is anticipated the renovation will take several years to complete.

The mold remediation work in Mead Hall's basement began in June 2017. As previously reported mold growth was discovered inside the wall cavities in most of the basement rooms and the hallway. To date, the mold growth in Rooms 008, 011, 021, 022 and the hallway has been successfully remediated. After remediation was completed in each space,

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

air quality was tested by a licensed industrial hygienist. Based on the test results, each area is currently free from mold growth. During the project, it was discovered that a file storage room and an additional hallway wall must be remediated. After these areas are finished the remediation portion of the project will be complete.

There are several areas of moisture and water intrusion contributing to the mold growth issue. These areas include failing sections of the sandstone brick exterior facade, rotted wood basement window frames, failing stone foundation wall mortar joints, and heavy condensation from HVAC heating and cooling lines within the walls. Several HVAC and domestic hot and cold water pipes and valves in the walls require replacement. A structural engineering firm that specializes in historically preserved buildings will be selected to identify any other sources of moisture and water intrusion in the basement and to perform a condition assessment of the basement HVAC system and associated piping, wall and window systems, floor, stone foundation walls, and the building façade. The condition assessment will include recommendations for properly correcting the sources of moisture and water intrusion. Each issue will be properly addressed, prior to restoring the basement to operational condition.

18. Gilbert House, Smith House, S.W. Bowne, Rose Library (Book Stacks) Lead in Water

Status: The project has been substantially completed. Lab results confirmed that the water in Gilbert, Smith and SW Bowne is now safe for consumption and the soluble lead levels are well below the New Jersey Department of Environmental Protection’s actionable limits.

The water from non-residential buildings was tested for lead between December 2016 and January 2017. Samples from Gilbert House, Smith House, S.W. Bowne Hall, and the book storage areas of the Rose Library (not including the Academic Commons or Learning Center) indicated there are elevated levels of lead in the water³. Follow up water sample testing in January confirmed the initial findings.

The water piping systems and fixtures in each building are the sources of the elevated lead levels. Facilities has begun replacing all the domestic hot and cold water piping and lavatory fixtures in the impacted buildings. The sinks and faucets in the Rose Library Book stacks are being removed and capped.

³ The federal (EPA) and state (NJDEP) actionable limit for lead in water is 15 ug/L. Results from each building’s initial water sample are as follows: Gilbert House kitchen sink 16.1 ug/L, Smith House first floor bathroom sink 20.5 ug/L, Rose Library first floor book stack sink 88.1 ug/L, S.W. Bowne Women’s Restroom sink near Dean’s Office 167 ug/L.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

The hot and cold domestic water pipes and lavatory fixtures in SW Bowne have been replaced. During re-piping work, it was discovered a new main water line is corroded and must be replaced. The project cost is estimated to be \$12,000.

The hot and cold domestic water pipes and lavatory fixtures in Gilbert House are being replaced. Facilities expects the work to be completed by late September. During re-piping, it was discovered a new main water line must be replaced due to corrosion.

The Smith House hot and cold domestic water lines will be replaced after Gilbert House has been completed. Upon inspection of the Smith House water main, it was determined it must be replaced due to corrosion.

19. Holloway Residence Hall First Floor Remodel

Status: In anticipation of the expected Fall 2019 enrollment increase staff is converting Holloway Hall's 1st floor back to residential space. The modest space refresh scope includes painting and installation of new carpeting in the dorm rooms, lounge and hallway, and procurement and installation of new dorm room and lounge furniture. Work will commence once the Registrar, Financial Aid and Student Account offices are relocated to Brothers College basement. The project cost is TBD.

20. Registrar, Financial Aid, Student Account Office Relocation to Brothers College

Status: The University's Registrar, Financial Aid and Student Account offices will be relocated to Brothers College basement beginning in June 2019. The project scope will include painting of the offices, conference rooms, hallways, and stairwells, installation of new carpeting in the offices and conference rooms, procurement of office furniture and cubicles where necessary, new data wiring, replacement of the office and hallway ceiling grid and tiles, and new wayfinding and directional signage within the building. The project cost is TBD.

21. Baldwin and Haselton Residence Hall Roof Replacement

Status: Baldwin and Haselton Residence Hall's roofs will be replaced during summer 2019. Work will begin immediately after Commencement 2019. The work is expected to take 3 months to complete. It is an approved debt-restructuring capital project; the cost is \$620,000.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

Completed Projects

1. Campus Security Camera Replacement

Status: The project was completed in August 2018.

The Campus security video surveillance system was installed 7 years ago. Several system components have failed and not been replaced as the system has reached the end of its useful life. University Technology have installed several patches and work arounds to ensure system operation while a new system is procured. Staff are actively reviewing several vendor's platform offerings and are seeking to select a new system that balances affordability and platform performance, in addition to strong manufacturer maintenance and technical support.

2. Davies House Façade Replacement

Status: This project has been deferred to fund other higher priority projects.

Davies House's stucco façade is failing. The stucco façade has surpassed its life expectancy. It has several long horizontal and vertical cracks that have been repaired several times in multiple areas. In addition to the original stucco, the patches are now failing. As a result, water is infiltrating the wall sheathing and creating a mold condition within the structure's exterior walls. The accessible mold sections have been remediated. Staff are exploring multiple façade options and obtaining competitive replacement quotes. The project cost is estimated to be \$125,000.

3. Green Village Road Sidewalk and Adjacent Retaining Wall Replacement

Status: The project was completed at the end of September 2018.

About 800 feet of cement sidewalk between Glenwild Road and Woodcliff Road was deteriorating due to its age and ongoing weather conditions. During this past winter season that condition was exacerbated by the need for repeated removal of significant snow and ice. The surface of the sidewalk was deemed unsafe by the Borough. Per local code the University was required to replace the damaged 800-foot sidewalk.

About 300 feet of this walk has an adjacent retaining wall that has been identified by the Borough as a concern since some parts of the wall are cracked. At some point the wall must be replaced, but it was not replaced when the sidewalk was.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

4. McLendon Hall Domestic Water Booster Pump

Status: The project was completed in November 2018.

Domestic water service in McLendon Hall is provided via a dual water pump system. One of the two pumps has already failed. In addition, the unit's pump control system is obsolete and no longer supported by the manufacturer. Due to the system's age and control system design it is not recommended that the failed pump be rebuilt. The project cost is estimated to be \$40,000.

5. Holloway/ Welch/ Commons Boiler Replacement

Status: The project was completed in December 2018.

The University Commons and Tipple Residence Hall have two boilers that provide domestic heating. Like Welch and Holloway Residence Halls, one is primary and the second is redundant. The primary boiler is a newer make and model. The redundant unit is the same make and model as the Welch/ Holloway Hall boilers and as previously noted is significantly past its useful life. The redundant unit's internal tubes cracked in early November and was determined by the University's mechanical contractor that it can't be repaired and will require a full unit replacement.

After the redundant boiler is replaced in Welch Hall, the Commons/ Tipple redundant boiler will be installed. We currently anticipate that boiler's installation will begin on December 6th. Once the Commons unit is replaced the mechanical contractor will return to Welch Hall and install the new primary boiler.

Projects Placed on Hold due to other Higher Priority Projects

Seminary Hall Exterior Façade Brick Joint Repair

Status: The project will be pursued when funding becomes available.

Several portions of Seminary Hall's brick exterior façade mortar are failing due to age. This condition is allowing water to infiltrate the internal masonry walls in several areas of the building. Known infiltration points are the Craig Chapel, the main stairwell and several second-floor offices and classrooms. The exterior water infiltration has caused portions of the interior masonry wall overlapping the brick facade to become powdery and crumble. To correct the issue several large areas of the building's brick façade mortar must be repointed.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

To properly repair the façade due to its age the existing brick mortar will be analyzed by a lab to determine its ingredients and mixture formula and replicated by a certified preservation mason to be architecturally consistent and compatible with the existing historic mortar.

Ranger Stadium Field Turf Replacement

Status: This information has been regularly shared with the Committee as a reminder that this is a likely capital expense in the near future. It may become necessary to propose this project for inclusion in the FY22 capital budget.

Field turf was installed in Ranger Stadium in August 2012. Typical life expectancy for an artificial turf field is 10 to 11 years with proper maintenance and grooming. The warranty expires in August 2020. The replacement cost for the field turf is estimated to be \$600,000. The field turf replacement is not included in the Deferred Maintenance and Capital Improvement Project five-year cash-flow forecast. The University will seek external funding to move forward with this project.

Tennis Court Replacement

Status: The project will be pursued when funding becomes available.

Due to age-related and deferred PM deterioration, only 2 of 8 tennis courts are deemed acceptable for NCAA matches. Consequently, Men's and Women's tennis matches can no longer be held on the same day. The overall deteriorated state of the tennis courts is having a negative impact on Drew's tennis program, as visiting teams now need to stay overnight and come back to Drew the next day to finish their matches. The full replacement cost of the all 8 tennis courts is estimated at \$475,000 for the complete removal and replacement of the existing courts, lighting, and fencing. This figure was previously reported to the Committee during the May 2018 meeting in the FY19 Capital Budget Proposal document in the section "Additional Deferred Maintenance Projects". The Athletics Department has requested that at least 2 courts be replaced this fiscal year to minimize the impact on the Tennis program. The estimated cost to replace 2 courts is \$125,000.

Alumni House R22 Condenser and RTU Replacement

Status: This project has been tentatively delayed while the University explores the sale of the Alumni House property.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

Alumni House has 8 R22 condensing units and 1 R22 roof top unit (RTU) that supply air conditioning to the building. All of the condensing units are an older design that do not allow for easy retrofit if a unit fails. Out of the University's R22 air conditioning unit inventory the Alumni House condensing units are the most susceptible to imminent failure, in addition these are the most difficult to replace due to their design and the building's masonry wall construction. The project cost is \$175,000.

Ehinger Center R22 Unit Replacement

Status: This project has been deferred to fund other higher priority projects.

Student Activities suite in the Ehinger Center was formerly the café server area within the facility. A 50 ton R22 chiller provided cooling to this space to offset the heat load generated from café equipment. When the building was renovated the chiller should have been replaced with a smaller packaged roof top system that could provide the appropriate amount of cooling and ventilation for the newly configured area. However, the chiller and cooling system were not retrofitted during the renovation and remained intact. Post renovation this section of the building has been over cooled which has caused a condensation problem within the interior spaces and the air conditioning equipment. As a result, the internal sections of the air conditioning equipment have to be cleaned frequently during and at the end of the cooling season with a fungicide to remediate mold growth. Staff will competitively select a mechanical engineering firm to develop the appropriate HVAC solution for this area. The project cost is \$275,000.

Simon Forum Rear Wall Repair and Waterproofing

Status: Staff is still researching the right architectural firms that specialize in this work.

The section of the Simon Forum's rear concrete wall that runs adjacent to the University's tennis courts and lies underground is continuously developing stress cracks. Historically, these cracks have been repaired with hydraulic cement patches. The patches are now failing, which allows ground water to infiltrate the Simon Forum floor, pool on the indoor track, and corrode the bases of the building's steel structural steel supports. In order to properly repair the stress crack issue, the wall will have to be excavated and repaired, and have a waterproof membrane installed to eliminate the potential for water infiltration in the future. Staff will competitively select a structural engineering firm to develop the appropriate repair solution. Once excavated, if further deterioration of the wall is discovered, the cost for this project will increase. The project cost is estimated to be \$285,000.

For Discussion: Capital and Deferred Maintenance Project Status Update (v6 2019.1.14)

Commons Copy Center / Mail Room Expansion

Status: The project has been cancelled. The Millennium Group's contribution of \$25,000 will be re-allocated with the firm's approval to another mutually beneficial project. Potential projects include modestly renovating the post office area or eliminating the physical mailboxes to increase space for package storage and delivery staging to accommodate the continuously increasing incoming package volume.

The original project estimate of \$50,000 included \$25,000 for The Millennium Group, the copy center / mail room service provider, with a matching allocation of \$25,000 from the University. The plan was to incorporate the copy center from the Pepin Services Building into the existing mail room space.

DREW

Buildings and Grounds Committee
Drew University Board of Trustees

January 14, 2019

John Vitali
Vice President for Finance and Administration

For Information: Enrollment Growth Contingency Space Planning Update (v2 2019.01.15)

Background

Due to the 2017 tuition reset and introduction of new programmatic initiatives, Drew has experienced an increase in undergraduate enrollment for the 2018-2019 academic year, with the potential for the student body to grow to up to 2,100 FTEs by the 2021-2022 academic year. As such, the University must understand the implications of a larger student body on campus, including the demand for instructional, student life, and administrative space so that it can determine if its current facilities are sufficient to support this growth, or if it must plan for and invest in either repurposed or additional facilities.

NOTE: This update is extracted from a draft report that is still a work-in-progress. These initial findings and recommendations are still under review by the President and, after that, the Cabinet and other campus constituencies.

Drew formed an Ad Hoc Committee on Contingency Planning for Enrollment Growth to determine its space needs. The Committee includes the Provost; academic administrators; undergraduate and graduate faculty; the Registrar; and representatives from Finance, Enrollment Management, Campus Life, and Facilities. The Committee is sub-divided into three focus teams – one each for instructional space (classrooms, labs, and the Library), student life space (residences, dining, recreational), and administrative space (faculty and administrative offices, service centers). Two higher education consulting firms, U3 Advisors and Rickes Associates, were engaged to assist the Committee in its work.

This document serves as an executive summary for the larger space needs report, focused on potential needs through the 2021-2022 academic year. The detailed draft report, which is divided into chapters for each category of space – instructional, student life, and administrative – includes an overview of existing conditions, the impact of enrollment growth on these specific spaces, and preliminary recommendations to address anticipated spatial challenges. To inform these reports, Rickes Associates prepared a comprehensive facilities space inventory that identifies the total assignable square footage across campus, categorized by building, major use category, and departmental ownership.

It should be noted that at the time of the last update prepared for the Buildings and Grounds Committee in October 2018, Wendel Hall was still open and occupied. Wendel has traditionally been

For Information: Enrollment Growth Contingency Space Planning Update (v2 2019.01.15)

used as a residence hall for graduate students and a source of overflow housing for undergraduates. Wendel was unexpectedly closed in November 2018 when a steam pipe burst in the building. Occupants were relocated to other campus buildings but it is unlikely that Wendel will be re-opened in the near-term due to the extensive and costly repair work needed to bring it back into service. The unanticipated closure of Wendel has had ripple effects on student life and administrative space, which will be discussed further within this report.

Status

The following is a summary of the work completed to date by each of the space sub-committees and the major findings. Additional detail can be found in the attached reports.

Instructional Space

The instructional space sub-committee has focused on answering two key questions: How many instructional spaces (classrooms and specialized instructional spaces, such as labs) does Drew require to support current and future enrollment? How can current instructional spaces be right-sized and appropriately equipped to support desired pedagogical directions, and what are the impacts on current and future instructional space needs?

To answer these questions, the sub-committee worked closely with Rickes Associates to confirm the instructional space inventory, review Drew’s scheduling practices, and determine Drew’s room hour utilization, seat occupancy, and square footage per seat in a given classroom or specialized teaching space. The Fall 2017 semester was used as the basis for this analysis. To ensure that the analysis reflects Drew’s “lived experience” in its instructional spaces, Rickes Associates also conducted walk-throughs of each space and scored them using a set of qualitative criteria developed in conjunction with the sub-committee, including accessibility, type of furniture, occupant comfort, and other measures such as lighting and writing surfaces.

A detailed update was provided to the Buildings and Grounds Committee in October 2018 which highlighted the sub-committee’s preliminary findings. A brief summary is provided below.

- Classroom utilization
 - Drew has a sufficient quantity of general use instructional spaces (43) to accommodate current and future enrollment growth needs up to 2,100 FTEs assuming that classrooms are right sized and that rooms that are less utilized now are used to industry-appropriate standard levels. It should be noted that there are certain classrooms that are utilized and filled more intensively than others and above industry standards.
 - There is potential for additional scheduling within Drew’s existing classrooms as the University’s enrollment grows. Drew’s experience of feeling a classroom “crunch” is likely to be a product of several factors, including a need to right-size classroom capacities, scheduling practices, priority booking room designations, and particular qualitative factors within certain classrooms.
- Specialized instructional space utilization
 - The calculated need for additional specialized spaces hinges on enrollment growth (particularly in specific disciplines), potential changes to scheduling practices, and consensus regarding target utilization of specific specialized teaching spaces.

For Information: Enrollment Growth Contingency Space Planning Update (v2 2019.01.15)

- Drew's specialized teaching spaces are (on average) formally utilized at rates less than industry-appropriate standard levels, however, looking at these spaces as a whole masks intensive scheduling and high seat occupancy rates within certain specific specialized teaching spaces.
- Under an expanded 40-hour scheduling window, there is a calculated need for two new science teaching labs (biology and chemistry) once enrollment grows to 1,900 FTEs, and these would be sufficient should enrollment increase further to 2,100 FTEs. However, if Drew maintains its current 34-hour scheduling window, there would be immediate calculated needs for these two new labs, as well as a new art/drawing specialized space once enrollment grows to 1,900 FTEs, and a new computer lab once enrollment grows to 2,100 FTEs - a total of four new labs.
 - Calculated need for additional specialized spaces could also be mitigated for the foreseeable future by agreement that Drew will plan to schedule individual spaces at above target rates, to the extent possible. However, there are ripple effects of this decision, including decreased access to specialized teaching spaces when not formally scheduled, and potential need to relocate unscheduled uses of those spaces (e.g., student research).

While the sub-committee has continued its work since October 2018, its preliminary recommendations, listed below, largely remain the same as originally presented:

1. "Right-size" certain classrooms to meet industry standard targets. Right-sizing is the hypothetical adjustment of the number of seats in a classroom to achieve a guideline assignable square feet per seat for that room's area. Since October 2018, the sub-committee has focused on refining the classroom right-sizing analysis to pinpoint the appropriate square footage per seat on a room-by-room basis, reflecting considerations about room configuration, current furniture, pedagogical needs, and the needs for distribution of room types within capacity ranges.
2. Develop policies about use of priority-designated classrooms to ensure that these rooms are being used at industry-appropriate standard levels. This will spread scheduling more evenly across all classes and minimize underutilization of individual classrooms.
3. Invest in targeted improvements for specific classrooms that are currently not being fully utilized. This should help to increase room utilization as well as better accommodate the students learning in these rooms.
4. To the extent feasible, increase Drew's practiced scheduling window from 34 to 40 hours. This expansion could increase overall utilization of instructional spaces as the University grows and reduce the need for classroom space as enrollment reaches 2,100 FTE. However, there are significant pressures on the schedule that make this a potentially costly strategy, with regard to both staffing and student satisfaction (e.g., participation in athletics is hampered).
5. Determine if there are ways to mitigate the calculated need for two new wet labs (biology and chemistry). Maintaining current scheduling practice would trigger an immediate need for these labs, whereas expanding the weekly scheduling window to 40 hours would allow Drew to potentially postpone their creation until enrollment reaches 1,900 FTE. It is possible that this need could be delayed even further with more intensive use of this specialized lab space beyond industry standard practices. Alternative space may still need to be pursued in order

For Information: Enrollment Growth Contingency Space Planning Update (v2 2019.01.15)

to ensure that activities outside of formally scheduled classes (e.g., student research) still have appropriate locations.

Over the next several weeks, the instructional space sub-committee will continue to refine the room-by-room right-sizing analysis, identify priority classrooms for targeted improvements, and conduct a high-level assessment of library space needs, including the identification of potential square footage to be recaptured vis-à-vis the evolving vision for the Academic Commons.

Administrative Space

The administrative sub-committee has been primarily occupied with identifying near- and long-term relocation plans for Financial Aid, Student Accounts, and the Registrar's office ("One-Stop Service Center"). Currently, these offices are located in the ground floor of Holloway Hall, a residence hall for first-year students. Due to the unexpected closure of Wendel Hall, this space in Holloway will need to be converted back into student housing sooner than initially anticipated. Therefore, the one-stop shop departments must be relocated by July 1, 2019, in order to give Facilities enough time to prepare the space for student residents for the Fall 2019 semester. The proposed near-term plan has the one-stop shop relocating to a portion of the basement of Brothers College (up to roughly 2,700 square feet) until a long-term location is identified. This space is currently unoccupied/underutilized and the instructional space sub-committee confirmed that there are no academic needs for the space for the next few years. The administrative sub-committee has worked with the One-Stop Service Center department leaders to confirm their spatial needs. Based on recent conversations with Facilities staff, the sub-committee believes that the departments can be accommodated within the basement in a cost-effective manner that suits their needs.

The sub-committee continues to explore options for a long-term location for the One-Stop Service Center. Brothers College is not considered a long-term candidate for these functions, primarily due to the desire to preserve the space for future instructional use. In addition, the one-stop shop departments are heavily utilized by students and parents and should be located in a welcoming, highly visible location proximate to parking. Ideally, the long-term home for the one-stop shop will be located in space within an existing campus building that is large enough to allow the departments to be co-located. Alternative options are also being explored if a single on-campus location cannot be identified. These options include separating the departments into different campus buildings; constructing high-quality, semi-permanent modular office units that could be staged in a portion of campus, connected to campus utilities and equipped with dedicated restrooms; or relocation of the one-stop shop to a nearby off-campus location, such as the Giralda Farms corporate office park.

The sub-committee is also working on defining a spatial program and location for Launchpad, the new Center for Experiential Education and Career Development (CEECD). Launchpad will bring together the existing Centers for Global Education, Civic Engagement, Internships and Career Development, and undergraduate research programs. It is contemplated that Admissions will have some kind of reception/welcome presence at CEECD, but core Admissions services and staff would continue to remain in Wesley House. Launchpad will be staffed by 13 people, including the Director, Dr. Daniel Pascoe Aguilar, with potential growth up to 20 positions in the future.

The initial spatial program, which is being refined with Dr. Aguilar, calls for approximately 6,000 square feet of collaborative, engaging work space that can accommodate larger group interactions and presentations, activities that will be happening with a variety of community partners and

For Information: Enrollment Growth Contingency Space Planning Update (v2 2019.01.15)

between students and their mentors, and smaller spaces for individualized advising, career planning, and coaching. The program represents a net increase of 2,400 assignable square feet over the current campus space occupied by the Centers for Global Education, Civic Engagement, Internships and Career Development; the additional space will allow Drew to deliver programming that is not currently provided anywhere else on campus.

Ideally, Launchpad will be housed in a modern, engaging, central, and accessible location on campus, within an existing building and close to parking. Asbury Hall had originally been considered a strong contender, but due to the closure of Wendel, Drew must retain Asbury as a residential facility for the time being. The sub-committee continues to work with Facilities staff to understand where opportunity space exists and the potential for those campus buildings to accommodate significant renovations. The goal is to co-locate the entirety of the proposed Launchpad program in one place to the extent possible.

Over the next several weeks, the administrative space sub-committee will continue to evaluate long-term options for the One-Stop Service Center, refine Launchpad's spatial program, and identify potential location options for the center.

Student Life Space

The student life space sub-committee has primarily been occupied with housing. Drew faces a significant housing shortage over the next few years due to enrollment growth and the unanticipated closure of Wendel necessarily hastens the need to identify strategies for meeting projected needs. The deficit could be as high as 282 beds in Fall 2021, assuming housing demand remains consistent and 98% of the University's bed inventory is utilized. The deficit may increase further if Tipple Hall experiences similar problems as Wendel and needs to be closed. The sub-committee is exploring a number of ideas to address the housing shortage before considering the construction of a new residence hall. Some ideas under consideration include densifying existing residence halls through the conversion of singles to doubles or doubles to triples and/or lounges into residential space, leasing off-campus apartments for graduate students and/or upperclassmen, and New York semester programs tied to living in NYC for that semester. Preliminary research indicates that none of the nearby institutions have significant amounts of excess student beds available to lease, and all three institutions on Madison Avenue will require creative approaches to housing their student populations.

Drew is also evaluating potential policy changes, such as relaxing the four-year undergraduate housing requirement, permitting INTO students to move off-campus, limiting graduate housing to first year graduate students only, and prioritizing graduate housing for single students rather than families in order to maximize density. Any changes to Drew's current housing policies will need to be considered within the context of the University's larger recruitment strategy, particularly with regards to international students and graduate students in Caspersen and the Theological School.

Drew does appear to have sufficient dining capacity to accommodate increased enrollment through the 2021-2022 academic year. Recreational space has the potential to feel squeezed with more students, but Campus Life believes that this can be addressed with minimal difficulty.

The student life sub-committee will continue to focus on developing short- and long-term capital and policy change recommendations to address the housing shortage.

Curricular Report

February 2019

Action:

- **Media and Communications Revision- Change in the Experiential Learning Requirement**

For Information:

New Courses:

Changes to Existing Courses:

- **EDUC 642/Master's Thesis in Education**
 - Title and description change was approved

Gen Ed Designations:

- **EDUC 312/Assessment in Education + EDUC 313/Instructional Design when a student completes both courses [OFFC]**
- **PSCI 233/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship [BINT]**

Revised Catalog Copy:

- **BA/MAT Combined Degree Program**

Changes to Existing Courses:

EDUC 642/Master's Thesis in Education

- Title and description change

Rationale for the Change:

Master's culminating projects in the field of education are typically practical in nature, drawing from fieldwork and reflection as much as from library research. Though the term thesis is used in schools of education to reflect both traditional research projects and action research projects that result in diverse products, Drew has a tradition of using the term thesis to denote a particular product that does not necessarily encompass the types of products that would be created by M.Ed students. The teacher education faculty wish to change the title of this course and clarify in the description that the culminating project is, in fact, project-based.

Current:

EDUC 642/Master's Thesis in Education

Candidates for the M.Ed enroll in this course during their final semester in order to complete and defend the master's thesis. Successful completion of the thesis is required for graduation.

Proposed:

EDUC 642/Inquiry Project

Candidates for the M.Ed enroll in this course during their final semester in order to complete and defend the master's project. Successful completion of the project is required for graduation.

Changes to Existing Major:

Media & Communications Major

I. Rationale

Currently, the MCOM major has an 8-credit experiential requirement that students complete in several ways: doing two 4-credit internships, attending the New York Semester in Communications and Media (8 credits), taking two select CBL classes, or completing one internship and one CBL course. The proposed change would only require a student to complete 4 credits of experiential learning within the major: ONE internship, CBL class, or half of the NY Semester (the other half would count as an upper division elective). The other four credits would shift to allow students to take an additional lower-division OR upper division elective in the major.

We have decided to revise the experiential requirement for the major for three reasons. First, transfer students often have difficulty meeting the two-internship requirement given their shorter time at Drew. Second, the rapid growth in the number of declared majors has increased the competition for the NY Semester in Communications and Media. Many recent majors have completed the experiential requirement through this NY Semester, but this is no longer a viable option given the limited capacity of this experience. Finally, we have noticed that many MCOM majors end up with more than the 2 allowable 100-level electives on their transcript, which means the third 100-level elective does not count toward their major. By shifting 4 credits from the experiential requirement to the electives, this change would allow students to receive credit toward their major for this coursework. These changes also provide MCOM advisors with more opportunity to help students craft their individual curricular journey through the major.

II. Learning Objectives

The department's learning objectives do not specifically refer to internships or experiential learning: they emphasize understanding the systems and contexts that guide the production of media, a broad understanding of media form, and an ethical engagement with media production and consumption. These objectives are met in the curriculum; while internships extend the practice into the real world, two internships are not necessary to meet these objectives.

III. Proposed Changes to the Curriculum

Currently, the course catalog reads:

II. Application of Learning/Experiential Learning (8 credits)

8 credits chosen from among the following courses in consultation with the adviser. Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).

- [INTC 200 - Internship project](#) (4-8)
- NY Semester on Media and Communications (8 credits)
- [ENGH 386 - Theories and Effects of Media Communication](#)
- [ENGH 387 - New York Semester on Communications and Media Colloquium](#)
- Community-based Learning Courses including (check course listings for additional community-based courses offered on a semester-by-semester basis):
- [ENGH 298 - Community Language and Literacy \[CBL\]](#)
- [THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance](#)
- [THEA 386 - Theatre in The Community: The Newark Collaboration](#)

The changed description would read:

II. Application of Learning/Experiential Learning (4 credits)

4 credits chosen from among the following courses in consultation with the adviser. Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).

- [INTC 200 - Internship project](#)
- [ENGH 387/MCOM 387 - New York Semester on Communications and Media Colloquium](#) (Part of the New York Semester on Communications and Media)
- Community-based Learning Courses including (check course listings for additional community-based courses offered on a semester-by-semester basis):
 - [ENGH 298 - Community Language and Literacy \[CBL\]](#)
 - [THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance](#)
 - [THEA 386 - Theatre in The Community: The Newark Collaboration](#)

As well, the description of electives would shift from:

III. Electives (20 credits)

*Students must distribute their electives among the three areas below, choosing at least **one** course from each area. At least **three** of the courses chosen must be at the upper-level. See semester course listing for additional course offerings.*

To

III. Electives (24 credits)

*Students must distribute their electives among the three areas below, choosing at least **one** course from each area. At least **three** of the courses chosen must be at the upper-level. See semester course listing for additional course offerings. If students opt to take a second MCOM internship, it will apply in the PRACTICE category of electives as INTC 200. Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).*

A copy of the revised catalog is included at the end.

IV. Impact on Other Departments

As noted above, perhaps only ONE of the MCOM students has actually completed two internships, so this will have minimal impact. It is possible that several students who might have chosen a CBL for their second four credits may opt for a lower-level MCOM elective instead of a CBL class.

V. Transition Plan

The transition will be seamless. We have six students who are graduating this year under the old curricular plan; the shift will not impact them adversely. Any student who has the NY Semester or a CBL class on their transcript can still apply them towards the major.

VI. Revision of Minor

The minor is unaffected.

Major Requirements (44)

I. Required Courses (16 credits)

- [MCOM 101 - Introduction to Media Studies](#)
- [MCOM 201 - Documentary Practice](#)
- [MCOM 301 - Media and Communication Theory and Method](#)
- [MCOM 400 - Media and Communications Capstone](#)

II. Application of Learning/Experiential Learning (~~8~~4 credits)

8 ~~4~~ credits chosen from among the following courses in consultation with the adviser. ~~Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).~~

- [INTC 200 - Internship project](#) (~~4-8~~)
- ~~NY Semester on Media and Communications (8 credits)~~
- ~~[ENGH 386 - Theories and Effects of Media Communication](#)~~
- [ENGH 387/MCOM 387 - New York Semester on Communications and Media Colloquium](#)
- Community-based Learning Courses including (check course listings for additional community-based courses offered on a semester-by-semester basis):
 - [ENGH 298 - Community Language and Literacy \[CBL\]](#)
 - [THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance](#)
 - [THEA 386 - Theatre in The Community: The Newark Collaboration](#)

III. Electives (~~20~~24 credits)

Students must distribute their electives among the three areas below, choosing at least **one** course from each area. At least **three** of the courses chosen must be at the upper-level. See semester course listing for additional course offerings. If students opt to take a second MCOM internship, it will apply in the PRACTICE category of electives as INTC 200. Only 4 credits of internship can be counted toward the major if the NY Semester is taken (ENGH 386 & 387).

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/MCOM 386 - Theories and Effects of Media Communication](#)
 - [ENGH 387/MCOM 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 \(London Semester\)](#)
 - [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](#)

Forms

In these courses, students learn the structural elements, patterns, and formal systems that define digital, textual, and aural media, developing a critical vocabulary that informs their own media practice.

- [ARTH 243 - History of Photography](#)
- [CHIN 350 - Selected Topics in Modern Chinese Literature and Film](#)
- [ENGH 120 - Introduction to Film Analysis](#)
- [ENGH 221 - Film History and Theory](#)
- [ENGH 240 - Introduction to Writing and Communication Studies](#)
- [ENGH 322 - Thinking about Genre through Film](#)
- [ENGH 347 - Interpreting and Making the News](#)
- [FREN 304 - Contemporary Francophone Cinema](#)
- [FREN 362 - Fantasy and Reality in French Cinema \(1895-present\)](#)
- [FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France](#)
- [GERM 256 - German Film in English](#)
- [HIST 350 - History of American Journalism](#)
- [ITAL 302 - Contemporary Italian Cinema](#)
- [ITAL 308 - From Book to Screen](#)
- [LING 101 - Language, Communication, and Culture](#)
- [MCOM 203 - Forms: Selected Topics in Media](#)
- [MCOM 303 - Forms: Advanced Selected Topics in Media](#)

- [MUS 232 - Music and the Soundscape of Film](#)
- [PHIL 334 - Aesthetics](#)
- [RUSS 255 - Russian, Soviet and Post-Soviet Cinema](#)
- [SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse](#)
- [SPAN 354 - Gender in Contemporary Hispanic Fiction and Film](#)
- [THEA 323 - Graphic Communication for the Theatre](#)

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](#)
- [INTC 200 - Internship project](#)
- [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](#)

Revised Catalog Copy:

Bachelor of Arts/Master of Arts in Teaching

About the Program

The BA/MAT program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements and earn a Bachelor of Arts and Master of Arts in Teaching degree in five years. Students interested in enrolling in the BA/MAT complete an application in spring of their sophomore year. When approved, they are eligible to take the following four courses:

- Foundations (either EDUC 310 School and Society or EDUC 315 Education Policy) – Fall Junior Year
- EDUC 311 The Developing Learner – Spring Junior Year
- EDUC 312 Assessment in Education – Fall Senior Year
- EDUC 313 Instructional Design – Spring Senior Year

The senior year courses include field-based work that can count as the required off-campus experience.

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

Eligibility and Application Criteria

Students with first and second year status should begin working toward a major in their chosen content area. In spring of sophomore year (or when transferring with junior status), interested students should apply to the BA/MAT track through the Office of Teacher Education. Students must have a 3.0 GPA and selected major that meets New Jersey state requirements for teaching certification in order to be admitted into the BA/MAT track.

Drew BA/MAT candidates must meet the following criteria to solidify formal acceptance to the MAT (this should generally be completed by February 1 of a student's senior year):

- Have passed Praxis I Core Test for Basic Skills or state-approved equivalent
- Have passed Praxis II Content Knowledge Test
- Have earned grades of "B" or better in all completed MAT/EDUC coursework
- Have an undergraduate cumulative grade point average of at least 3.0
- Have submitted two letters of recommendation from Drew CLA faculty.
- Submit letter of intent and a one page statement of interest in teaching to MAT director to

gradm@drew.edu

At the point of completing the Bachelor of Arts degree and moving completely into the Master of Arts program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have completed sufficient coursework to comply with requirements for either secondary or elementary education teacher certification.
 - At least 60 credits in the liberal arts or sciences are required for NJ State teacher certification.

- To be eligible for NJ State **secondary education teacher certification** a student must complete at least 30 credits in the content area that he/she wants to specialize in, with at least 12 of those credits being upper level courses (typically 300 level or higher). Majors compatible with certification in social studies include anthropology, history, economics and political science.
- It is highly recommended that those interested in elementary education certification select a major such as math, English, history or one of the natural sciences. For students with majors in all other areas it is recommended that a minor (or at least 15 credits) be completed in math, English, history or one of the natural sciences. If 15 credits are completed in one of these four academic focus areas, students can obtain a grade 5-8 teaching endorsement certification, which is desirable for employment purposes.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MAT Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about his or her professional disposition for teaching. Students must meet all NJ Department of Education requirements for teaching certification, including citizenship, health, and security prerequisites.

For more information on registering for coursework or on the program, contact the [Drew BA/MAT Faculty Adviser](#).

**DREW UNIVERSITY
COLLEGE ADMISSIONS REPORT TO FACULTY**

**Colby McCarthy
Interim Vice President of Enrollment/
Assoc. VP for Scholarships and Financial Aid
March 22, 2019**

I would like to provide you with a quick update on the progress of recruiting the Class of 2023. Regular Decision notifications were released on Friday, March 15th. We decided to release the decisions a week earlier than anticipated in an effort to increase the time available for yielding students and to bolster attendance at the April 6th Inside the Forest event. As we look at the numbers, we are very close to our goal of 4,000 applications. Also, based on date to date analysis, we look to be on track to admitting the 2,750 students our model suggests are necessary to yield a class of 470. Here is the date to date comparison for March 11th.

	Fall '19	Fall'18	% difference
First Year Applications	3,913	3,749	4.37%
Admits	2,691	1,904*	70.72%
Deposits	109	106	2.8%

*Regular Decision was released a week later last year.

As we continue the yield efforts of our Early Action admits and start the yield of our Regular Decision admits, your participation will be solicited. You have one of the most important, if not the most important, roles in “selling” Drew to our prospective students. Your interactions with these students at the Inside the Forest accepted student events, the Make Your Days (where students attend class, meet with faculty and staff, eat lunch in the Commons, etc...), and the Day of Scholars will be a key part of yielding them.

Here is a list of upcoming events:

Discover Drew Day	Saturday, March 23 rd
Make Your Day	Mondays and Fridays now through April 26 th
Day of Scholars	Friday, April 5 th
Inside the Forest	Saturday, April 6 th and Saturday, April 13 th

Jim Skiff will be in touch with requests for personalized emails for targeted groups of students as well.

We are somewhat concerned that we are still down substantially in transfer applications (64 this year vs. 102 last year). Although it is early, we are looking at where we are down (4yr vs. 2yr) and exploring ways to increase our applications. We have a significantly higher number of transfer application starters so we are strategizing about how to move these starters along through the process. Transfers are crucial to us meeting our overall new student enrollment and net tuition revenue targets so we must not take a sit back and see attitude even though so much of our efforts are focused on bringing in the 470 freshmen.

Annual Fund Report
July 1, 2018 to March 1, 2019

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY19	\$963,100	\$130,488	\$1,093,588	\$1,650,000	66%	\$556
FY18	\$1,180,923	\$159,108	\$1,340,031	\$1,300,000	103%	\$709
Increase (Decrease) from FY16	(\$217,824)	(\$28,620)	(\$246,444)			(\$154)
Increase (Decrease) Percentage	(18%)		(18%)			(22%)

	<u>Participation (All Funds)</u>							
	FY19				FY18			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	9%	1249	26%	2,117	10%	1316	18%	n/a
DTS	11%	399	19%	289	10%	383	15%	n/a
CSGS	6%	128	14%	169	7%	157	10%	n/a



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

Dear Colleagues:

Karpati Lecture: On March 14, Dr. Omer Bartov delivered the 2019 George and Alicia Karpati Lecture, *Anatomy of a Genocide: The Origins and Daily Life of Local Mass Murder*, based on his most recent book. Dr. Bartov is the John P. Birkelund Distinguished Professor of European History and Professor of German Studies at Brown University, and is considered one of the world's leading authorities on the subject of the Holocaust and genocide. The lecture was recorded; watch for a link soon. In addition to the lecture, Dr. Bartov had an excellent session with students in the afternoon.

Special thanks to Josh Kavaloski and the Center for Holocaust/Genocide Studies for their support and participation in Dr. Bartov's visit.

The Karpati Lecture 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. Proceeds benefit the Drew Library's book endowment fund.

University Library Committee (ULC): Topics under discussion by the ULC this semester 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):

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 [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 and your students to explore new and trial databases listed on the library website at <http://libguides.drew.edu/az.php>. Please provide any feedback to Kathy Juliano (kjuliano@drew.edu) or your subject librarian.

[New Yorker Digital Archive](#) **New**

Since 1925, The New Yorker is a weekly magazine with a signature mix of reporting on national and international politics and culture, humor and cartoons, fiction and poetry, and reviews and criticism of books, movies, theatre, classical and popular music, television, art, and fashion. Access from 1925-present

[Oxford Research Encyclopedia for Religion](#) **New**

The ORE provides in-depth peer-reviewed overviews of the major areas of research in religion and will continue to grow with the field over time.

[PhilPapers](#) **New**

PhilPapers is a comprehensive index and bibliography of philosophy maintained by the community of philosophers. It monitors all sources of research content in philosophy, including journals, books, open access archives, and personal pages maintained by academics. It hosts the largest open access archive in philosophy.

[Routledge Historical Resources: History of Feminism](#) **New**

This resource covers feminism over the long nineteenth century (1776–1928). It contains an extensive range of primary and secondary resources, including full books, selected chapters, and journal articles, as well as new thematic essays, and subject introductions on its structural themes.

Important reminder 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.

DIGITAL HUMANITIES CONSULTATIONS

Do you have questions or need help with Drew Domains or other digital scholarship tools? Stop by the library's Multi-Purpose Room during drop-in office hours Tuesdays and Thursdays 1-3pm, or contact Danielle Reay for an appointment, dreay@drew.edu or x3855.

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.

(continued)

EXHIBITS AND EVENTS

Tuesday, March 19 | 7:30 pm

Churchill and the Movie Mogul (US Premiere)



LC 28

In the 1930s, Winston Churchill was employed by movie producer Alexander Korda as a screenwriter and historical advisor. Korda made blockbuster movies like *The Private Life of Henry VIII* and *Lady Hamilton*. But these films contained an underlying message: in not so subtle ways, they warned against the threat of Nazism and promoted military readiness. This new documentary, screened for the first time in the United States, uses rare historical footage to reveal how Churchill used movies to achieve his political goals. **John Fleet**, the director/producer of *Churchill and the Movie Mogul*, will be present at this screening to answer questions from the audience. This event is free and open to all.

Cosponsored by the Drew University History Department, History Club, Media & Communications Department, University Library, and Center for Holocaust/Genocide Study.

March 15 – April 15
April 15 – Alumni Weekend

Main Library Exhibit Case

Practicum students from Museums and Society are curating and arranging two exhibits using Methodist or University Archives materials. The first runs from March 15-April 15 and the second from April 15 to Alumni Weekend. The students will also create digital signage to tie into their practicums.

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 19, 2019 | 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 | 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!!

**Annual Planning and Budgeting Council (APBC)
3/22/19 A&S Meeting Report for Faculty Packet**

The Annual Planning and Budgeting Council (APBC) met on 12/4, 1/22 and 2/26. Meetings scheduled for 1/29 and 2/12 were cancelled. The 12/4 meeting introduced new members to the committee. On 1/22, the committee was given an “Introductory Overview of FY19-24 budget forecast, assumptions, and cost savings plan” and reviewed budget documents provided by the Finance department. Questions and discussion concentrated on understanding the documents and data provided. It was agreed that there were no big surprises for the committee, nor would there be for the community. On 2/26 The president reported that the Board of Trustees were informed at their February meeting of a drop in projected revenue to date, mostly due to changes in enrollment in the three schools, and that expenses are also tracking higher than expected. Dr. Lakin and Dr. Liebowitz gave an update on work of the Compensation Monitoring committee, which is currently prioritizing staff compensation. The committee was given a BOT Buildings & Grounds Committee report on pending capital projects, funding sources and prioritized projects. Dr. Lakin advised that a committee is looking at instructional space in anticipation of growth and concurred that master planning about teaching and instructional spaces is critical. The president advised that a committee is being formed to look into issues of land use, and that the Borough of Madison approached the university about a Green Space easement. Meetings scheduled for 3/19 and 4/9 will be reported in the 4/26 A&S meeting packet.

ADMISSIONS NEEDS YOUR INVOLVEMENT

Dear Faculty and Staff,

The Admissions Office needs your involvement...still.

On Friday, the Admissions Office will be mailing almost 1,200 admit letters to students who applied via our Regular Decision program. This will bring the total number of admitted First-Year students to almost 2,700. From this group, we expect to enroll a class of 470 students.

While efforts to enroll previously admitted students (Early Admissions applicants) has been ongoing, how effective we are in cultivating the minds and hearts of *all* admitted students (and their parents) these next six weeks will be crucial to our achieving success. This is where your participation is important.

In the next few weeks, we will be sponsoring 3 Saturday programs on campus:

- a) **March 23:** Discover Drew Day program (for Admits and prospective sophomores/juniors)
- b) **April 6:** In the Forest I program (for Admits only)
- c) **April 13:** In the Forest II program (for Admits only)

Planning for all programs is at an advanced stage. We already have 135 students pre-registered for the March 23 Discover Drew Day. Your involvement in meeting our guests for a light breakfast in The Commons beginning at 8:15 am would be greatly appreciated. Please contact Heather Robinson (hrobinson@drew.edu; ext 3602) to confirm your attendance on the 23rd.

As always, we are so appreciative of your unwavering support of our efforts, knowing that your participation comes at great sacrifice to your work with our students and your families. Just be assured that your contact with prospective families is important and makes a difference.

Updated information will be forthcoming as each event approaches.

Regards,

Jim

James Skiff
Executive Director of Admissions

Faculty Research Series

FRIDAY, MARCH 22

2:00 PM

HALL OF SCIENCES-3A

**Deja Vu All Over Again - A Gender
Analysis of the Syria Crisis Response**

**A talk by Jennifer Olmsted,
Professor of Economics and Director
of the Semseter on Social
Entrepreneurship**

Faculty Research Series

FRIDAY, MAY 3

2:00 PM

BROTHERS COLLEGE-204

**Metaphor and Ideology in Computer
Science - A Reflection on Computer
Security**

**A talk by Ziyuan Meng,
Assistant Professor of Computer
Science**



CELEBRATING ACTION FOR THE COMMON GOOD

CIVIC ENGAGEMENT SHOWCASE & AWARDS CEREMONY

TUESDAY | APRIL 23, 2019
4-5:30 PM | EHINGER CENTER

Keynote Speaker Jordan Glatt, C '84, Director of Strategic Partnerships, Community Foundation of New Jersey, New Jersey Shared Services Czar, Former Drew Trustee and Mayor of Summit

Refreshments will be served
drew.edu/cce #communityactionweek

Specialized Honors for 2019-20

Please help me identify Specialized Honors-eligible students.

All students of C'20 who meet the criteria for Specialized Honors will receive an invitation from me to write a thesis. However, my list only includes those students who entered in Fall 2016. I have no way of identifying transfer students or students graduating early who meet the criteria.

Please let me know if you have an advisee planning to graduate in Spring 2020 who would like to write a thesis, but didn't enter Drew in Fall 2016, for whatever reason.

The criteria for Specialized Honors are: an overall GPA over 3.4 and a major GPA over 3.5. The thesis needs to be written during the last two semesters at Drew.

Please let me know if you have any questions about Specialized Honors. You may also visit the website: <http://www.drew.edu/specialized-honors/about-us/a-guide-to-specialized-honors/>

Thank you for your help in this.

Bjorg Larson, Director of Specialized Honors
blarson@drew.edu

**THE
MONUMENT
QUILT**

**APRIL 4, 2019
DREW UNIVERSITY
SIMON FORUM**

ON DISPLAY 10 AM TO 8 PM

The Monument Quilt is a crowd-sourced collection of thousands of stories from survivors of rape and abuse.



**For more information please visit
drew.edu/StudentActivities/monument-quilt
or contact 973-408-3924**

THIS PROJECT WAS SUPPORTED BY GRANT NUMBER VSAI-1-16 AWARDED BY THE OFFICE FOR VICTIMS OF CRIME, OFFICE OF JUSTICE PROGRAMS, U.S. DEPARTMENT OF JUSTICE. THE OPINIONS, FINDINGS, AND CONCLUSIONS OR RECOMMENDATIONS EXPRESSED IN THIS PRODUCT ARE THOSE OF THE CONTRIBUTORS AND DO NOT NECESSARILY REPRESENT THE OFFICIAL POSITION OR POLICIES OF THE U.S. DEPARTMENT OF JUSTICE.

The Drew Teacher Education program is offering summer enrichment opportunities for youth entering grades 3 - 12. Please see <http://drewteach.org/youthprograms/> for information on the following programs:

AWAKEN YOUR VOICE WITHIN

Grades: 5th-10th

June 24-28 | 9:00 a.m. - 3:00 p.m.

This week is for budding and developing writers.

WRITING THE COLLEGE ESSAY

Grades: High School Students

August 12-14 | 9:30 a.m.- 2:30 p.m.

This workshop is for students to develop at least one college essay.

Summer Steam Enrichment

Grades: 3-5 and 6-8

August 12-14 | 9:30 a.m.- 2:30 p.m.

This week will focus on developing writing and inquiry skills through the topic "Water: The Key to a Sustainable Future."

Proposal: LAUNCH 100

Overview: Launch 100 is a one-credit course, designed to introduce students new to Drew to the Launch experience; the course sessions run every other week through the semester. The course is designed to be taken in the spring semester of the first year by first-year students, and in the spring or fall semester by transfer and international students, depending on when they arrive at Drew. While students will have some familiarity with Launch via admission materials, summer orientation, and during their first semester advising and the DSEM experience, LAUNCH 100 will provide a cohesive introduction to the career development opportunities, alums and mentor networks, and resource infrastructure that support the academic and career success of Drew students. DSEM 100 roots students in the academic mindset, academic advising and skills needed for success; Launch 100 moves students further into the realm of self-purpose and development, career and life exploration, and integrated academic, co-curricular and career planning.

In fall 2019, Launch 100 will be piloted to undeclared sophomores and transfer students, to further support their integration into the community and academic/career exploration; this pilot will also further prepare Launch 100 instructors for their spring sections and provide feedback on the efficacy of the sessions as well as students' response to the various components. In the transition period, Launch 100 will be offered each fall to transfer students and other upper-level Drew students who want to take advantage of this resource.

Launch 100 Course Description:

Launch 100 is a structured, mentored classroom experience that moves beyond traditional academic advising into multiple domains: self/context-exploration; major and career exploration; and life goals. Students will also explore co-curricular, mentoring, and experiential learning, opportunities. Students will integrate these activities and explorations into a self-narrative and an initial strategic plan that will take them through their Drew career and beyond. Via carefully planned exercises and assignments designed to help students identify their strengths, interests, purpose, and goals, Launch 100 will guide students in developing a personal, flexible journey through their Drew experience, in making connections between learning inside and outside of the classroom, and in building networks and relationships with mentors in the service of their academic and career success.

Launch 100 Student Learning Outcomes:

Students will be able to:

- Effectively interact with mentors and other resources and tools available to them through Launch and its Career Communities.
- Assess the sought-after transferable skills they have begun to develop and those they need to attain to pursue their academic or career plans.

- Align their selection of potential majors and career areas with what they've learned about themselves and their identification of community, social, intercultural and/or world needs in which they would like to engage.
- Develop a short-term action plan that includes academic and experiential learning choices and networking opportunities in preparation for the demands of potential majors or careers.
- Articulate skills attainment, career exploration, planning, and development progress to a variety of audiences via digital media and oral communication.

Why Launch 100?

Drew has always provided students with a strong, flexible liberal arts curriculum and thoughtful academic advising. First year advising introduces students to the range of academic options at Drew and how they might lead to potential majors. Major advising then serves to guide student in selecting courses that meet the requirements of the major and general education program as well as courses that align with other interests. However, there is often a gap for students between their academic planning and course work and their identification of potential career and life interests. Launch 100 bridges that gap by providing guidance, support, and resources for self-exploration, experiential education, and career exploration. It engages all Drew students in an introduction to the opportunities and networks that are key to realizing an expansive yet cohesive undergraduate experience. Engaging students early in purposeful planning of major and career areas will help them make intentional choices and help them realize the value of their Drew experience as preparation for a meaningful life and career and bolster confidence in their preparation for careers and ability to contribute to the broader community in their post-Drew lives.

As a component of general education, Launch 100 provides all Drew students equal access to mentors, opportunities, information and resources to begin their experiential education and career planning process. Rather than placing the onus of this essential element on individual advisors and student initiative, Launch 100 provides all students with additional guidance through the Launch staff, Drew community members and Drew alums.

Launch 100 instructors will work on integrating students' experiences, from academic to co-curricular and from their career exploration to their planning and development into a cohesive, eclectically supported, and meaningful undergraduate experience. Launch 100 will be followed up with strategic touchpoints via a Sophomore September, Junior November, and Life After Drew programs (see Appendix 2) designed to ensure the success of all students at each of their developmental stages.

Beyond looking at Student Learning Outcomes, Launch 100 is a crucial component (along with its subsequent sophomore, junior and senior year elements) to address important institutional goals regarding retention, academic success, graduation rates, alum career outcomes, admissions and student engagement. While not an exhaustive list, the following metrics have been identified to track gains in these areas:

Metrics:

- Increase in students making use of Career Center services
- Increase in first to second year student retention rate
- Increase in immersive experience activity during students' sophomore year
- Increase in activity in the Launch Platform (e.g., Launch Platform logins, mentor activity, experiences page clicks and experience participation, exploration of Career Communities, content in myLaunchPlan)
- Movement on specific items of NSSE and CIRP survey data, First Destination response rate and outcomes, and HEADS survey)
- Increase in graduation rate
- Increase in inquiry and applicant pool.
- Enhanced equity in student access to opportunities
- Enhanced student and alum value of Drew's education

There are many instances where improvements have been documented across many of these dimensions with career-based instruction and programming. (See Appendix 1)

Structure for Launch 100

A strategy for rolling out Launch 100 to 480 first year students in the spring semester of their first year is presented in Table 1. Students will be divided into two groups (240 students each) to register for one of seven sections that meets in the odd weeks of the semester (Group A: Weeks 1, 3, 5, 7, 9, 11 and 13) or one of the seven sections that meets in the alternate weeks (Group B: Weeks 2, 4, 6, 8, 10, 12, and 14). These sections will be offered at three different times, which allows for occasional presentations or activities across multiple sections. Launch 100 sections will be instructed by the Launch staff and Drew partners (e.g., Campus Life and Student Affairs, Academic Affairs, Library and Instructional Technology, Center for Academic Excellence, among others, as well as through participation of Drew on-/off-campus community members).

Launch 100 will be piloted in Fall, 2019 to current Drew students; while optional, we will in particular invite sophomores who are undecided to enroll, as well as students transferring into Drew. While the course will run regularly for the spring for the first year students, it's anticipated that a smaller offering will run in the fall for the next 2 years to offer additional support to upper level students who desire additional career meaning-making, strategizing, and planning.

Table 1: Launch 100 scheduling for spring, 480 First year students

		Group A = 240	Group B = 240				
		Week 1	Week 2	Week 3	Week 4	Week 5 (and on)	Week 6 (and on)
Time 1	Instructor 1	Topic 1 (A1 = 30 students)	Topic 1 (B1 = 30 students)	Topic 2 (A1)	Topic 2 (B1)	Topic 3 (A1)	Topic 3 (B1)
Time 1	Instructor 2	Topic 1 (A2 = 30 students)	Topic 1 (B2 = 30 students)	Topic 2 (A2)	Topic 2 (B2)	Topic 3 (A2)	Topic 3 (B2)
Time 1	Instructor 3	Topic 1 (A3 = 30 students)	Topic 1 (B3 = 30 students)	Topic 2 (A3)	Topic 2 (B3)	Topic 3 (A3)	Topic 3 (B3)
Time 2	Instructor 4	Topic 1 (A4 = 30 students)	Topic 1 (B4 = 30 students)	Topic 2 (A4)	Topic 2 (B4)	Topic 3 (A4)	Topic 3 (B4)
Time 2	Instructor 5	Topic 1 (A5 = 30 students)	Topic 1 (B5 = 30 students)	Topic 2 (A5)	Topic 2 (B5)	Topic 3 (A5)	Topic 3 (B5)
Time 2	Instructor 6	Topic 1 (A6 = 30 students)	Topic 1 (B6 = 30 students)	Topic 2 (A6)	Topic 2 (B6)	Topic 3 (A6)	Topic 3 (B6)
Time 3	Instructor 7	Topic 1 (A7 = 30 students)	Topic 1 (B7 = 30 students)	Topic 2 (A7)	Topic 2 (B7)	Topic 3 (A7)	Topic 3 (B7)
Time 3	Instructor 8	Topic 1 (A8 = 30 students)	Topic 1 (B8 = 30 students)	Topic 2 (A8)	Topic 2 (B8)	Topic 3 (A8)	Topic 3 (B8)

Launch 100 Curriculum

Below are a graphic representation of the Launch 100 curriculum (see Chart 1) and a draft syllabus overview describing course content and activities (see Table 2). Course content will include students' identification of potential majors or careers meaningful to them and their broader context based on a) their deeper understanding of what makes them unique and b) their identification of community or world needs to which they would one day like to help respond. Launch 100 will also focus on student interaction with community members, as well as on student participation in networking exercises and events related to Career Communities of interest. Throughout the course, students will be supported, exposed, and required to interact with a diversity of Launch networks, programs, resources, and support, in order to draft projected resume and cover letter samples, begin populating their myLaunchPlan (see Launch Platform myLaunchPlatform preliminary mock up in Chart 1), and curate a video for an external audience that articulates the career directions students are considering and their preliminary career exploration and development plan.

Chart 1: A graphic representation of the Launch curriculum

(We are working on having this become each student’s individual “myLaunchPlan” working document in the Launch Platform.)

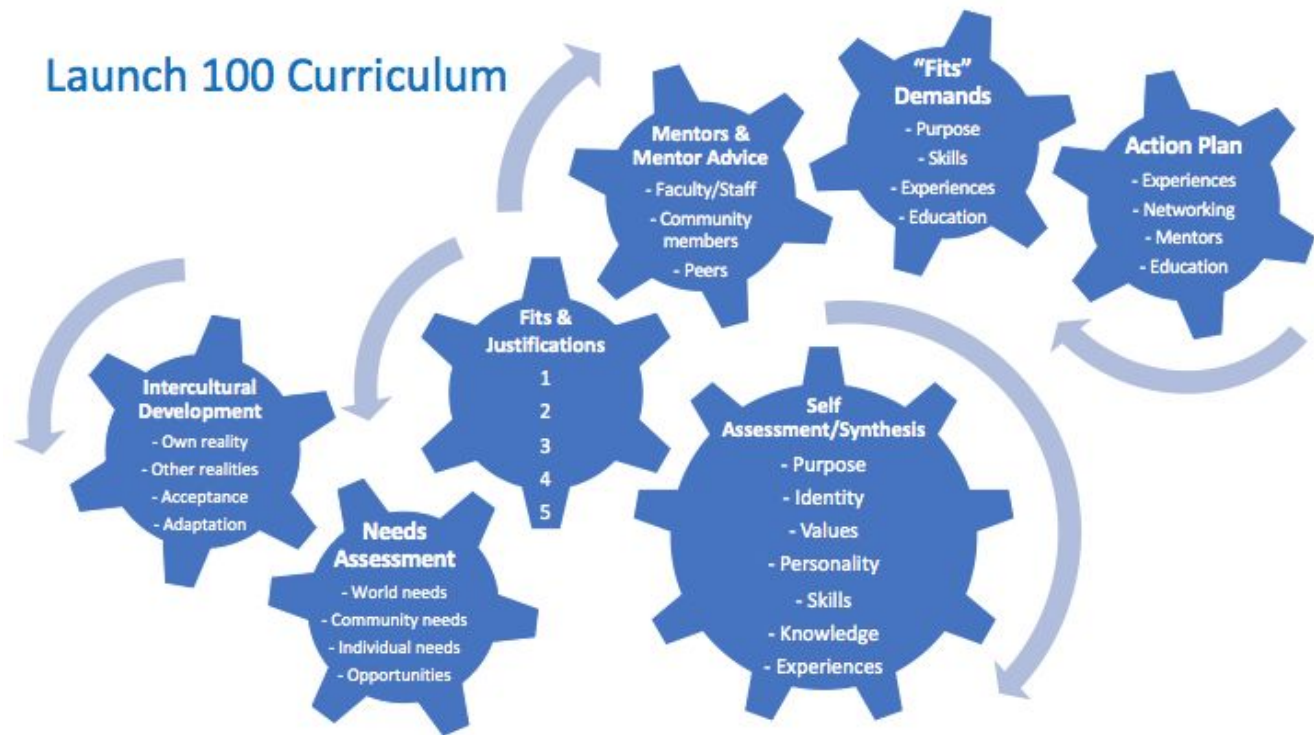


Table 2: Draft syllabus overview describing course content and activities

Topic	Content/Activity	Out of class assignments
1	<ul style="list-style-type: none"> . Introduction to Launch . Review of syllabus and course expectations . Self Assessment 1 (Dependable Strengths exercise) 	
2	<ul style="list-style-type: none"> . Self Assessment 2 (Purpose & Strategy Development exercise) . Introduction to Launch’s Network of Mentors, guided interaction with guest mentors, and initial networking 	Autobiography Video
3	<ul style="list-style-type: none"> . Self Assmt 3 (Intercultural Development and Multiple Dimensions of Identity exercise, access to optional Myers-Briggs Type Indicator or Strong Interest Inventory interpretations) . Exploration of community and world needs and opportunities exercise 	Self-Assessment 1 Presentation video, feedback, and contact information

4	<ul style="list-style-type: none"> . Exploration of majors and careers exercise . Introduction to Career Communities (their curated web spaces and their diverse, customized opportunities, networks, and resources) . Support of identification of mentors and preliminary outreach to first peer and community mentors 	Self-Assessment 2 Presentation video, feedback, and contact information
5	<ul style="list-style-type: none"> . Self-Synthesis from self-assessment collection and preliminary identification of 3 aligned major/career paths exercise . Support of follow up outreach to first peer and community mentors . Participation in Launch & Career Community Expo or Drew Day of Scholars 	<ul style="list-style-type: none"> - Self-Synthesis video - Major/Career Exploration Project - Career Communities of Interest Opportunities Summary - Major/Career Fits and Justifications Video Presentation
6	<ul style="list-style-type: none"> . Articulation of aligned major/career fits exercise . Identification of immersive experiences, career communities, additional mentors, etc. to further explore aligned fits exercise . Resume and cover letter writing/development and projected samples drafting 	<ul style="list-style-type: none"> - Informational Interview Video and Reflections - Video/Reflection of Participation in Career Community of Interest on/off Campus Networking Event
7	<ul style="list-style-type: none"> . Verbal video presentations of career exploration and development findings and plans . Presentation showcase and feedback session 	<ul style="list-style-type: none"> - Content in myLaunchPlan - Career Exploration & Development Video Presentation - Sample of Projected Resume and Cover Letter

Appendix 1: Supporting Theories and Data for Launch 100

Drew has always provided a strong and engaging liberal arts curriculum, and the CRUE/LAUNCH curriculum plan we are developing is no exception. LAUNCH positions us to continue the strength of a liberal arts education while adding in additional critical opportunities for our students (e.g., immersive experiences, complex problems courses). A [2015 report](#) from the Council of Independent Colleges, *Career Preparation and the Liberal Arts*, posits that universities in 21st century education are faced with the need to respond to particular concerns, most of which reflect the belief in the value of professional training over a liberal arts education: Is a college education really necessary? Does it prepare students for their careers?

In response to this, a number of Higher Education institutions have implemented career exploration and preparation courses to further integrate students' academic and career development by providing them with a comprehensive approach to exploring the relationship between their learning and experience and their post-graduation and career planning. Research has found value in this integration through the instruction of career-development curricula. Below are samples of supporting data in this regard:

- Students are more likely to graduate on time if they have structured pathways to guide them (e.g., an initial plan and timely support to help them stay on track; Bailey, Smith Jagers & Jenkins, 2015).
- College students' academic career decisions increase their decision-making skills and contribute to their ability to effectively transition through college (Hinkelman & Luzzo, 2007; Walker & Peterson, 2012).
- College student completion of a career development course contribute to students' successful decision-making, college and lifetime transitions (Brown, 2015; Folsom, Peterson, Reardon, & Mann, 2005; Reardon, Lenz, Sampson, & Peterson, 2017).
- Undergraduate career courses can positively impact students' career-decision state, goal stability, and negative career thinking (Freeman, Lenz & Reardon, 2017).

Appendix 2: Launch career elements proposed for sophomores, juniors, and seniors:

Sophomore September One-Day Retreat: A 1-day required seminar focused on helping sophomores find their place in the Drew community and begin prototyping their Launch experience

- Facilitated by Launchpad, CLSA staff and community partners
- Might occur over the first weekend after classes have begun
- Active participation of Drew on-/off-campus community members
- Includes community building experience
- Content including:
 - Intercultural Development
 - Further exploration of world needs and career-readiness expectations/demands
 - Identification of skills, experiences and knowledge needed to pursue 3 or 2 aligned career choices
 - Confirmation or identification of new mentors, immersive experiences, career communities, etc. to further pursue careers of interest
 - Preliminary myLaunchPlan review

Junior November One-Day Seminar: A 1-day required seminar focused on helping juniors review their ongoing Launch experience and begin planning its final stage

- Facilitated by Launchpad, CLSA staff and community partners
- Active participation of Drew on-/off-campus community members
- Includes community building experience
- Content including:
 - Career Purpose & Strategy review
 - Deeper exploration of Career Communities
 - Launch & Career Community Expo networking
 - Participation in additional Career Community of interest networking events
 - Review of enhanced myLaunchPlan
 - Planning and preparation for second Immersive Experience

Seniors: Life After Drew Fall Series: A series of workshops, panels and events focused on seniors' preparation for post-Drew life, including a November Life After Drew event

- Facilitated by Launchpad, CLSA staff and community partners
- Some elements will coincide with Career Expo event
- Career Community customized programming
- Active participation of Drew on-/off-campus community members
- Content including:
 - Life After Drew sessions (e.g., health insurance, nutrition, housing, financial planning)
 - Career Lab Series (e.g., resume/CL writing, interviewing, networking, job search)
 - Launch & Career Community EXPO
 - Mentor/Employer Networking Event
 - myLaunchPlan Showcase
 - Becoming a Drew Alum Panel

Process Note -- Draft Non-Tenure Track Policy:

The draft policy has been developed in close collaboration with the Arts and Science Committee on Faculty, and with feedback and engagement from the Committee on Faculty in the Theological School as well as the Arts & Science Dean's Council. A meeting was held in March with non-tenure track faculty about the draft and, where possible, their feedback has been incorporated into this draft.

The draft policy is presented to the faculty for feedback only at this point. It outlines a path to promotion for non-tenure track faculty. The new titles and status for non-tenure track faculty must be incorporated into the University Faculty Personnel Policy which requires a vote of Drew's Board of Trustees. The process to implement this policy will be incorporated into an Addendum to the University Faculty Committee on Faculty Handbooks. As a change to the University CoF Handbook, the Addendum will require a vote by both the Arts and Sciences and Theological School faculty. The timing of this vote will depend on the feedback received and subsequent process of revision. The substantive change to the Handbook, requiring faculty voting approval, includes the process of implementing the Board approved change as well as text that defines Service for this category of faculty.

The second document is the definition of Service from the current University Faculty Committee on Faculty Handbook with the proposed amendments in highlights. The implementation of this policy requires changes to the Service section of the CoF Handbook to include the definition of Service for non-tenure track faculty. There would be no needed changes to sections on Teaching since the standards for Teaching are the same for all faculty. There would also be no need for changes in the section on Scholarship since those activities would not be part of the job description or promotion process for non-tenure track faculty.

Non-Tenure Track Policy

Faculty members in non-tenure-track appointments are an integral part of the University community. We value these individuals, and the work they are doing with students, both inside and outside of the classroom, and for the University. The following draft outlines the basic principles for standardizing the responsibilities, appointments, contract renewals and developing paths for promotions for individuals in these positions.

Summary Benefits of promotion within ranks of Teaching Professors (Assistant Teaching Professor; Associate Teaching Professor; Teaching Professor) **or Professors in the Practice of X** (Assistant Professor in the Practice of; Associate Professor in the Practice of; Professor in the Practice of)

- University recognition through change in title
- Potential for longer contracts and less frequent Committee on Faculty (CoF) reviews
- Some salary increase tied to inclusion of service and to promotions

This policy applies equally to individuals first appointed as either a “Teaching Professor” or as a “Professor in the Practice of X.” The decision about which title to use would be made at initial appointment. The title of “Professor in the Practice of X” is used for positions that are based on distinguished professional experience and expertise whether or not the person has a terminal academic degree in their field.

1. Appointment Levels and Titles*

Assistant Teaching Professor or Assistant Professor in the Practice of X

Level 1

Level 2

Associate Teaching Professor or Associate Professor in the Practice of X

Teaching Professor or Professor in the Practice of X

*Note that all sections of this policy apply equally to either titles used in this section: Teaching Professor or Professor in the Practice of.

2. Appointment, Review, and Promotion Schedule

Initial Appointment at Level 1:

Initial appointments are normally made as Assistant Teaching Professor Level 1, are for one year and carry only Teaching responsibilities. In some instances based on previous teaching experience or rank, an initial appointment is made as Associate Teaching Professor. Regardless of initial appointment, review by the CoF for Teaching Professors occurs after one full year of teaching and every two years thereafter.

Continuing Appointment to Teaching Professor Level 1:

Following a successful CoF review the non-tenure track faculty member may request to continue at Level 1 and may be appointed to either a one-year or two-year contract which will carry only Teaching responsibilities subject to the needs of the institution and the department or program.

Appointment to Teaching Professor Level 2:

Following a successful CoF review after a full year of teaching, the non-tenure track faculty member may request to move to Level 2 and may be appointed to either a one-year or two-year contract which will carry Teaching and Service responsibilities and a salary increase subject to the needs of the institution and the department or program. They also may request to move to Level 2 in any year thereafter, but there must be at least 3 years of service before they are eligible to be considered for promotion to Associate. Level 2 is a move to an evaluative period with a small salary increase due to the change in contract with the addition of service.

Promotion to Associate Teaching Professor:

Assistant Teaching Professors at Level 2 are eligible for review for Promotion to Associate Teaching Professor by the CoF after six years of continuous full-time teaching. Following a successful review the promotion is effective in year 7. Promotion to Associate Teaching Professor carries a salary increase. Thereafter, contract renewal review by the CoF will occur every 3 years with possible contracts of up to 3 years subject to the needs of the institution and the department or

program.

Promotion to Teaching Professor:

Associate Teaching Professors are eligible for promotion review by the CoF for Promotion to Teaching Professor in their seventh year in rank after a minimum of six years as Associate Teaching Professor. Thereafter, contract renewal review by the Committee on Faculty will occur every 3 years with maximum possible contracts of 3 years subject to the needs of the institution and the department or program.

3. Responsibilities of Professors of Instruction

Teaching Professors, regardless of rank, are expected to meet the same standards of effectiveness as a teacher, as outlined in 1.1. TEACHING of the *Drew University Faculty Handbook*. Teaching Professors, regardless of rank, are typically expected to teach the equivalent of the teaching load for tenured or tenure-track faculty.

Assistant Teaching Professors are not expected to engage in Service to the University for their first two years (Assistant Teaching Professor Level 1) or until they declare an intention to move to Level 2, but will be expected to engage in Service thereafter (Assistant Teaching Professor Level 2) if they choose to be considered for Promotion. SERVICE for Non-tenure-track faculty is defined in the *Drew University Faculty Handbook -- Arts and Sciences Section 1.3.1.A. Definition of Service* or in the *Drew Theological School Section XXX*, as appropriate.

4. Appointment Terms for Teaching Professors

Appointments as Teaching Professors are exclusively term appointments, regardless of rank, made with the explicit understanding that the position is not eligible for tenure. As term appointments, the University reserves the right to discontinue lines when the term of the contract has been completed.

5. Process and materials used in consideration of promotion to the ranks of Associate Teaching Professor or Teaching Professor

Promotion Process:

Considerations for promotion to Associate Teaching Professor or Teaching Professor are conducted by the Arts and Sciences or the Theological School's Committee on Faculty.

To be considered for promotion, the candidate should submit a letter of intent and a reflective self-evaluation according to the schedule for promotion to that rank as detailed in the University CoF Handbook. The Department Chair in the College of Liberal Arts, the Convener, where appropriate, in the Caspersen School of Graduate Studies, or the Associate Dean in the Theological School will submit a letter on behalf of all tenured full-time members of the department addressing the faculty member's performance. The letter must be signed by and reflect the views of all the full-time tenured faculty of the department (both pro and con).

Individual full-time tenured faculty members of a department/program also have the option to submit individual letters.

The department or program's continuing need for the line on which a faculty member of Instruction resides is not decided in the CoF process; that decision is handled as part of the regular resource and line allocation procedures of the University.

Materials for Promotion to Associate Teaching Professor:

In its review of an Assistant Teaching Professor Level 2 for promotion, the CoF will consider the recommendation letter from the department or program and any individual letters from tenured members of the department or program, the reflective self-evaluation from the candidate, annual reports, student evaluations, peer teaching observations, and the reports of one internal evaluator outside the department or program commenting on the service contributions of the candidate for promotion. According to the schedule set forth in the University CoF handbook, the Department Chair (or equivalent) in collaboration with the candidate will submit to the Dean a list of potential Internal Reviewers.

Materials for Promotion to Teaching Professor:

In its review of an Associate Teaching Professor for promotion, the CoF will consider the recommendation letter from the department or program and any individual letters from tenured members of the department or program, the reflective self-evaluation from the candidate, annual reports, student evaluations, peer teaching observations, and the reports of two internal evaluators outside the department or program commenting on the service contributions of the candidate for promotion. According to the schedule set forth in the University CoF handbook, the Department Chair (or equivalent) in collaboration with the candidate will submit to the Dean a list of potential Internal Reviewers.

Promotion Recommendations

For each application for promotion, the CoF will make a written recommendation to the Dean. The Dean will forward the Committee recommendation, with his or her written recommendation to the President. The ultimate decision rests with the President.

Principle for grandfathering current NTT faculty:

- All contracts for non-tenure track faculty with effective start dates in August 2019 or after will use the title Assistant Teaching Professor Level 1 or Level 2 depending on whether they intend to pursue promotion.
- Faculty who have met the requirement of at least six years of continuous full-time teaching and at least three years of service at Drew, as of Fall 2019, will be eligible to apply for a promotion review to be conducted in the 2019-20 academic year. If successful, promotion would be effective for the 2020-21 academic year.
- For faculty who have done some service in their time at Drew but not yet fully met the standard articulated in the Committee on Faculty Handbook, the CoF will consider the cumulative record of teaching and service in making the initial decision about promotion.
- Faculty with at least 8 or more years of continuous teaching at Drew as of Fall 2019 and

March 21, 2019

who are successfully promoted to Associate Teaching Professor in 2020-21 will be eligible to apply for promotion to Professor of Instruction after only five years at Associate Teaching Professor.

DREW UNIVERSITY FACULTY HANDBOOK

FACULTY REVIEWS. (approved by vote of CLA faculty on Dec 1, 2017)

College of Liberal Arts

1.3. SERVICE

The faculty participates with the administration in the governance of the university and its schools. In particular, faculty members share authority and responsibility in the areas of curriculum and instruction, academic advising, faculty development, administration, and the definition, nurturance, and critical engagement of university culture more broadly. Because of its crucial importance to the educational mission of the university, all faculty members must participate effectively in the realm of institutional service. **Tenure-track and tenured** faculty members may also contribute to the university by strengthening its connections to the world beyond, through relevant contributions to the work of the academy and the wider society.

1.3.1. A broad definition of service:

The broad categories described below indicate the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service to the university. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career; differences of talent, interest, and balance of energies are recognized and affirmed. However, all faculty members are expected to demonstrate that they are effectively performing their share of this important faculty work.

- *Curricular and instructional oversight and faculty development* takes place at multiple levels institutionally, including attendance and active participation in departmental meetings and faculty meetings and conversations; service as chair of a department, convener of an area, division, area, or program; service as member, convener or chair of a committee charged with responsibility for the curriculum or academic standards; service on a committee charged with responsibility for faculty reviews and sabbaticals; service as mentor to a faculty colleague, including observations of teaching and written evaluations; service as member, chair or convener of a faculty search committee; as well as other less formalized ways of supporting the work of colleagues, such as attendance or contribution to an academic or artistic event or responsive engagement of a work written, performed, or produced by a colleague.
- *Academic advising* has many facets, all of which entail availability and timely responsiveness. While some advising takes the form of academic and career mentoring (see 1.1.1), other tasks are time-consuming but largely administrative, such as assisting students in planning academic programs and approving registration, providing feedback to advisees regarding their overall academic performance and progress, writing letters of recommendation, making referrals to university support services, assisting students in working through and resolving academic problems.
- *Administration* includes service as member, convener or chair of a university committee involved in participating with administrators in mutually respectful processes of institutional planning and policy-setting; service as member or chair of such a committee in one of the schools or library; or service as

member or chair of a non-faculty search committee.

- *Nurturance of university culture* is the area of service least amenable to strict definition but encompasses the range of activities that contribute to a communal spirit of intellectual inquiry, civic engagement, and ritual celebration, e.g., delivering, organizing, attending, or otherwise participating in the success of campus lectures, performances, worship services, conferences, workshops, social and student life, athletic events, etc.
- *For tenure-track and tenured faculty*: *Service to the broader academy* consists in such contributions as serving as the officer or board member of a professional society, serving as the member, convener or chair of a conference program or planning committee, serving on editorial boards of journals or presses or advisory boards of arts organizations, serving as a referee or reviewer for journals, publishers, grant applications, or research proposals, or engaging in other forms of consulting in the service of one's discipline or professional community.
- *Service to the broader community* may be considered a form of university service when it directly contributes to the university's educational mission and/or draws on the faculty member's disciplinary expertise, as in some areas of civic, religious, and/or ecological engagement and activism.

1.3.1.A. Definition of service

The Committee on Faculty confirms that service is expected of all CLA faculty, with the exception of non-tenure track faculty at the rank of Assistant Teaching Professor (or Practice) at Level 1. Its evaluation will be part of the overall review of the candidate. "Contribution to the life and task of the University" encompasses service on committees or governing bodies. It also includes service to one's department or area and significant contributions to the development of University or College programs, including those designed to foster students' co-curricular and extra-curricular experiences. A broad definition of service is offered above in 1.3.1. For non-tenure track faculty, the definition of service is the same as for tenure track faculty with the exception that service to the broader academy is not included and the facilitation of the intellectual, artistic, and/or professional development of students in other contexts in which instruction occurs (including independent studies and tutorials; civic; service, and experiential learning programs; research and research assistance) is included as a component of Service.

For tenure track faculty, candidates for promotion to associate professor are expected to have achieved a consistent record of service to the College or University, as well as to their departments and/or programs. Candidates for promotion to full professor are typically expected to have served actively on a minimum of two "major" CLA or University committees or governing bodies while at the rank of associate professor. Service as department Chair, area convener or Director of a major program also constitutes a significant service contribution by associate professors, equivalent to one major committee.

For non-tenure track faculty, candidates for promotion to associate professor are expected to have achieved a consistent record of service to their departments and/or programs. Candidates for promotion to full professor are expected to have achieved a consistent record of service to the College or University, as well as to their departments and/or programs.

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