

Arts & Sciences Faculty Meeting
May 3, 2019
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:45 p.m.

Debra Liebowitz

APPROVAL OF MINUTES

Maria Masucci ----- pp. 5-9

DEAN'S UPDATES

Encomiums for Retiring Faculty
Introduce Bob Herr

Debra Liebowitz

ACTION ITEMS:

1. Resolution on the Conferral of Degrees
2. Addition of the promotion policy for non-tenure track faculty to the Committee on Faculty Handbook
3. Proposal for Drew 110 requirement
4. Transferable skill definition for digital proficiency
5. Proposal for revisions to Medical Humanities M.A.

Aimee Demarest ----- p. 10

Carol Ueland ----- pp. 11-35

Juliette Lantz ----- pp. 36-46

Juliette Lantz ----- pp. 44

Rita Keane ----- pp. 47 - 55

REPORTS:

Curricular Report
Committee on Faculty
Academic Standing Committee Report
Title IX Report
Library Report
Advancement Report
CAE Update

Rita Keane ----- pp. 47 - 60

Carol Ueland

Scott Morgan ----- p. 61

Frank Merckx ----- pp. 62 - 65

Andrew Bonamici ----- pp. 66 - 68

----- p. 69

----- pp. 70 - 73

FOR DISCUSSION

OLD BUSINESS/NEW BUSINESS

ANNOUNCEMENTS:

Bookstore Reminder
Academic Computing Advisory Committee
Summer Enrichment
Senior Show

Maria Masucci ----- p. 74

Emily Hill ----- p. 75

Kristen Turner ----- p. 76

Michael Peglau

REMINDER: Faculty Discussion May 9, 2019, 1:00-2 :30 (lunch at 12:00 – Brothers College Atrium/Lounge)

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Ed Baring
History, History
and Culture

Ed Baring for publishing *Converts to the Real: Catholicism and the Making of Continental Philosophy* (Harvard University Press, 2019)

Alex de Voogt
Business

Alex de Voogt for selection to participate in the Aronson Gallery exhibition program at Parsons School of Design with his proposal "Eyes on the Board: Crossing Game Space", scheduled for September 14 - October 12, 2019.

George-Harold Jennings
Psychology

George-Harold Jennings for his talk: "A Jungian Approach to Understanding American Psychology" presented on April 13th at the 50th anniversary conference of the Association of Transpersonal Psychology at the Asilomar Conference Center in Pacific Grove, California. The theme of the conference was "The Future of Transpersonal Psychology: Acknowledging the Past, Honoring the Present, and Envisioning the Future."

Jason Karolak
Art

Jason Karolak for the inclusion of his work in the group exhibition *Century / Idee Bauhaus*, commemorating the 100th anniversary of the creation of the Bauhaus art school, at Dr. Julius Gallery in Berlin, Germany, April 29 - June 23, 2019.

Maria Masucci
Anthropology

Maria Masucci for her talk entitled, "Evaluating Precolumbian Contact between Ecuador and Costa Rica: A Ceramic Approach" presented at the 84th Annual Conference of the Society for American Archaeology, Albuquerque, New Mexico, April 11-13,

Rory Mulligan
Art

Rory Mulligan for the publication of his work in the photography journal *Soft Copy*, Issue 002.

Raul Rosales
Spanish

Raul Rosales for presenting the paper "Little Havana Memorial Park and the Spatial Mapping of Mariel Literature" at the Northeast Modern Language Association (NeMLA) Annual Convention in Washington D.C., March 21-24; and for presenting the paper "Identity as Memory: Exile as a Mode of Narration in Cuban-American Writing" as well as chairing the subject areas "Latin American Literature and Culture" and "Latin Americans and Latinos: Identity Issues and Cultural Stereotypes" at the Popular Culture Association (PCA) Annual Conference in Washington D.C., April 18-20.

Claire Sherman
Art

Claire Sherman for mentions in Artnet News twice during her recent exhibition, *New Pangae* and for the review of her work by Hyperallergic. In addition, for 4 paintings featured in the May issue of Harper's Magazine and for a visiting artist lecture at the Williamsburg branch of the Brooklyn Public Library as part of their Green Series; a series of lectures from various disciplines that is focused on climate change.

Leslie Sprout
Music

Leslie Sprout for the publication of her research: "Composing Film Music in Theory and Practice: Honegger's Contributions to *Les Misérables* and *Rapt*," *Journal of the American Musicological Society* 72, no. 1 (Spring 2019): 43-113.

Kristen Turner
Teacher
Education

Kristen Turner for giving the keynote at the New Jersey Writing Alliance conference. Her talk was titled, "Rethinking your stream: Argument in a digital world."

Nancy Vitalone-Raccaro
Teacher
Education

Nancy Vitalone-Raccaro for facilitating a round table discussion entitled, "How the National Writing Project Helped Us Educate Candidates for Social Justice" at the New Jersey Association of Colleges for Teacher Education (NJ ACTE) Annual Conference on March 21, 2019.

Brandie Waide
Teacher
Education

Brandie Waide for giving two presentations, one titled "Pre-Service Teachers' Beliefs and Growth Mindset Assessments" and the other "Growth Mindset Mathematics Feedback," at the 2019 National Council of Teachers of Mathematics Research Conference and Annual Meeting in San Diego, CA. Also for leading a round table discussion titled "Beyond Queer Histories" at the 2019 New Jersey Association of Colleges for Teacher Education Conference in New Brunswick, NJ on March 21, 2019

Trevor Weston
Music

Trevor Weston for currently serving as composer-in-residence for the Youth Orchestra of St. Luke's in New York, which will premiere his commissioned work, *Spring Dance*, on June 1st. Also for the performance of his text *I Walk* for alto and piano by The Cheah Chan Duo on March 26th at the Church of St. Luke in the Fields in NY. Additionally, for the performance of his *Eurythmy Variations* for solo piano by the Relâche Ensemble at the Woodmere Art Museum in Philadelphia, PA on March 30th and for serving as the Classical Music Composition judge for the 2019 Mississippi Institute of Arts and Letters Award in Classical Music.

Chenyang Xu
Economics

Chenyang Xu for his forthcoming article with Klaas van 't Veld, "Social influence and economic incentives: Complements or substitutes?---The case of fighting crimes" in the journal *Economics Letters*.

Courtney Zoffness
English

Courtney Zoffness for presenting on the panel "Reshaping the Short Story: Four Authors on Innovative Contemporary Short Fiction" at the 2019 Association of Writers & Writing Programs (AWP) Conference in Portland, OR.

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

Present: Christopher Andrews, Christopher Apelian, Carolina Arango-Vargas, Lee Arnold, MaryAnn Baenninger, Alex Bajcz, Brianne Barker, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Graham A. Cousens, Steve Dunaway, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, Emily Hill, Ryan Hinrichs, Sandra Jamieson, Jason Jordan, Lisa Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Dan LaPenta, Neil Levi, Jens Lloyd, Yi Lu, Lisa Lynch, Maria Masucci, Christina McKittrick, Christopher Medvecky, Ziyuan Meng, Scott Morgan, Tomas Morin, Rory Mulligan, Robert Murawski, Akwasi Nti-Addae, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Jonathan A. Porras, Judy Redling, Kimberly Rhodes, Susan Rosenbloom, Paris Scarano, Claire Sherman, Bernard Smith, Leslie Sprout, Christopher Taylor, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Tammy Windfelder, Carlos Yordan

Others Attending: Michelle Brisson, Stacey Fischer, Michael Fried, Colby McCarthy, Alex McClung, Frank Merckx, Greg Townsend, Margery Ashmun, Kathy Juliano, Irina Radeva, Brian Shetler

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

Approval of Minutes: The printed minutes of the February 22, 2019 were approved unanimously, with the addition of Sandra Jamieson as in attendance.

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

- Those interested in summer advising for the June Orientation should indicate interest on the sheet attached to the attendance sign in form
- Bret Silver was introduced and welcomed as the new VP for Advancement, coming from Barnard, as well as multiple cultural arts institutions in New York City. He led a very successful capital campaign at Barnard, which will be timely for Drew as we prepare for our own capital campaign.
- Javier Viera addressed Drew's response to the recent United Methodist decision described below. By way of background, he said a global body meets every four years and for the past 50 years there has been a struggle about human sexuality that came to a dramatic conclusion as the result of the ordination of LGBTQ persons and the question of whether ordained ministers could perform marriages of LGBTQ persons. Javier said Drew is at the center of the struggle for several reasons:

- 1) We are a Methodist Institution (since 1867).
- 2) Karen Oliveto, a Drew Alum, is the first openly gay person to be elected bishop of the United Methodist Church and her election brought this issue to the forefront.
- 3) Two of our Board of Trustees, who are bishops in the church, are at the center of this controversy as they have taken positions in opposition of the recent legislation and said they will not enforce the ban on marriage and will continue to ordain LGBTQ ministers.
- 4) There are a lot of CLA alums who are members of General Conference.
- 5) The United Methodist Church contributes over a million dollars a year to the University in unrestricted funds.

In closing, Javier said the navigation moving forward will be challenging, as we try to find a collective voice opposing the legislation. He said the Drew Theological School is committed to a culture of diversity and inclusion and joined 13 official seminaries in a clear and unified statement of opposition. As Javier concluded, the faculty expressed their support with applause.

- Deb advised there will be additional faculty meeting conversations to provide opportunities for faculty participation in governance. Look for invitations to additional workload conversations and the Gen Ed curriculum in the next several weeks. She said meetings will be scheduled with consideration for those who teach Friday afternoons, after a faculty member raised the issue that some are excluded from that time slot. Deb also shared that the Faculty Regulations will be updated by the Dean's Council which will work over the summer and prepare a document for review and vote in the fall.
- Deb asked if faculty, administrators or staff have occasion to invite the mayor or town council members to please advise the President's Office. The President shared that the purpose is for her Office to thank elected officials for coming to campus.

Buildings and Grounds Presentation: John Vitali and Greg Smith provided a detailed update of the University's capital projects and maintenance (pages 11 through 48 in the Packet). They addressed:

- The Physical Plant – 163-acre campus, with 51 buildings and an average age of 84 years. To update all that needs maintenance would take \$1million/year
- How projects are financed and how they are chosen – Projects are financed with operating surpluses, debt, gifts, and endowments. The budget for FY 2019 was \$6.1 MM, for FY '2020 it is under \$5 million. Projects are chosen by prioritizing health, safety, quality of life, code compliance, preventative maintenance, growth, campus beautification as well as those projects that arise due to necessity.
- Completed Projects – The University was given a clean bill of health on lead in drinking water, remediated the mold issue in Mead, underground tanks have been removed/remediated, there has been an expanded installation of cameras at the

Commons, 2 new bio labs, new bathrooms in Holloway and new roofs on Holloway and Welch and a new campus-wide phone system installed.

- Challenges - Challenges include deferred maintenance and prioritizing projects. With advice of the Board, projects have been narrowed down to ten. Also, some unexpected projects like tree removal and addressing the electrical infrastructure are challenges particularly when financing the remediation must be paid for out of an operating rather than capital budget.
- Action Plan – Ten top projects include campus electrical infrastructure, Holloway Hall storm water drainage, repair/replacement of slate roofs for Hall of Sciences and Brothers College, the Baldwin Gym structural support repair, Brothers College ADA exterior ramp and retaining wall replacement, repairs of the front porches at the Carriage House and Alumni House, a fire monitoring system with CO sensors for all the dorms, Riker Hall transformer replacement and several fire hydrant replacements.
- Several faculty members asked that the heating/cooling extremes be looked at in Brothers Colleges.

Action Items: Proposed Changes to the Media and Communications Major: Adam Cassano pointed to the proposal (pages 50/51). The proposed change would reduce the experiential learning requirement from 8 credits to 4 credits. The other four credits would shift to allow students to take an additional lower-division OR upper division elective in the major. **The proposal was approved unanimously.**

Reports: Curricular Report: No questions were raised regarding the Curricular Report.

Enrollment Management: Colby McCarthy reported that over 160 students are registered for the March 23rd Discover Drew Day, and asked faculty to try to attend and pay particular attention to those admitted, as well as admitted but not deposited students who may be identified by the lanyards they will be wearing. She said Admissions appears to be on track to meet its targeted enrollment numbers, but faculty participation is needed to ensure success.

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

For Discussion: April 5th Day of Scholars Update: Jessica Lakin thanked the faculty for their efforts in recruiting students to showcase their academic achievements. She said the day will include the Benefactors lunch, followed by the 1:15pm keynote address by NJ Senator and Drew Alum, Teresa Ruiz. Beginning at 2:30, a variety of sessions will take place at various published locations on campus that will include musical, theatre, poster, art and literary sessions. She encouraged faculty and staff participation at the various venues and reminded everyone of the community dinner at 5:30 in the Commons followed by a happy hour in the pub. She closed informing faculty that additional communications are forthcoming and asked faculty members to encourage student attendance. Debra thanked Jessica for her lead and all those helping to organize this important event.

Launch 100: Debra announced there will be a Launch 100 workshop session on Friday, March 29th. Launch 100 is proposed as a 1 credit course for First Year students to take in the spring to assist students who don't know what they want to do and is also suggested for those upper class students who similarly may be unsure of direction. The class is also designed to make available to everyone the range of opportunities and to provide an equity and universality of offerings/experience. Debra also said while we have the DSEM in the fall, we have not had an offering for students in the spring, so Launch 100 would fill this gap.

The draft document is presented on pages 72-79 in the Packet. Daniel Pascoe said the instructors for the course will be taught by members of "Launchpad" in collaboration with Campus Life and Student Affairs. He said during the fall, Lunch 100 will be piloted and will provide an opportunity for him and his staff to prepare the teachers for the spring. This will be offered to transfer students, will provide additional support for struggling students, and will be available for students who want to take advantage of this resource.

Debra said individualized advising remains important, but faculty needs more support in that area. She said Launch 100 is a work in progress, but encouraged participation at next Friday's session, with the hope it can be presented for a vote in May.

Draft Policy of Non-Tenure Track Policy: Debra said the policy (pages 80 – 84) has been subject to Legal review, as well as review from Dean's Council and COF. Maria said the presentation is divided into two documents to make it easier to review the policy before it is translated into "Handbook language". It also outlines grandfathering, which won't be in the Handbook. She said a key piece of the policy adds the service component and will involve a definition of service for tenure track versus non-tenure track. To assist in evaluating the policy, pages 85 and 86 highlight the present handbook language.

A recommendation was made to change the language as found on page 83 under "***Principle for grandfathering current NTT faculty***" which stated "*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 2...*" to add "except visiting appointments. Maria clarified that the language on page 86 describing the definition of service that includes "*independent studies and tutorials, civic; service and experiential learning programs; research and research assistance*" is proposed to be included in the definition for NTT faculty. Debra shared if a line is converted to NTT, judicious credit will be given for service to be sure faculty members can meet the requirements of service. Debra also said scholarship/research are not a job requirement of the job and is not part of the evaluation of performance.

After addressing the concerns/considerations above, Debra noted there are still several steps that will be taken before the passing of the Policy; as the Board of Trustees and Cabinet will need to approve the changes. She asked that any further comments, concerns or suggestions be passed along to Maria Masucci or Carol Ueland as COF Chair.

Announcements: Civic Engagement Call for Awards – Amy Koritz encouraged faculty members to come hear keynote speaker Jordan Glaatt, a former Trustee, NJ Shared Services Czar and Mayor of Summit at their April 23rd Civic Engagement Showcase and Awards Ceremony.

Expansion of Civic Scholar Program into an Innovation Scholars Program: Debra shared an initiative directed by Amy Koritz, Ryan Hinrichs and Jonathan Golden to present an Innovation Scholars Program and asked anyone interested in participating should reach out to Amy, Ryan, Jonathan, Minjoon Kouh or Emily Hill.

Art Opening: Deb encouraged faculty to attend Steve Gilbert’s Art Opening immediately following the meeting.

The meeting was adjourned at 4:45 p.m.

Minutes respectfully submitted by Trish Turvey

Resolution on the Conferral of Degrees

Be it resolved that the Faculty of the College of Liberal Arts recommends to the President and to the Board of Trustees of Drew University the conferral of degrees in course upon all students who have successfully completed their courses of study, and who have met all of the requirements for the degree of Bachelor of Arts, as certified by the Registrar, and who have also met their financial obligations to the University, at the one hundred and forty-ninth annual Commencement Ceremony of Drew University on Saturday, May 13, 2017.

#1 Minor changes are necessary in the University Faculty Handbook so that it is clear which sections pertain to tenure-track and tenured faculty and which to non-tenure track faculty.

These changes must be approved by the university faculty and after discussion at the May A&S faculty meeting and the Theology School faculty meeting, will be voted on by electronic ballot.

The proposed changes to the Arts and Sciences COF Handbook are for A&S faculty vote at the May faculty meeting.

The full current University Faculty Arts and Sciences Handbook can be found on the A&S Dean's Uknow page.

DREW UNIVERSITY FACULTY HANDBOOK

FACULTY REVIEWS. (approved by vote of Arts & Sciences faculty on Dec 1, 2017)

Arts and Sciences

FACULTY REVIEWS

1. CRITERIA, EVIDENCE, STANDARDS

1.1. OVERVIEW

1.2. TEACHING

1.2.1. A broad definition of teaching:

1.1.1.A. *Arts and Sciences affirmation of the role of teaching*

1.1.1.B. *Role of the Arts and Sciences Committee on Faculty in faculty development*

1.1.2. Evidence of strength in teaching:

1.1.2. A. *Arts and Sciences, faculty evaluation of teaching*

1.1.2. B. *Arts and Sciences, letters from students*

1.1.3. Standards:

1.1.4. The teaching component of the work of library faculty:

1.2. SCHOLARSHIP

1.2.1. A broad definition of scholarship:

1.2.1. A. Arts and Sciences definition of scholarship of praxis

1.2.2. Evidence of strength in scholarship:

1.2.3. Standards:

1.2.3. A. *Arts and Sciences definition of strength in scholarship*

1.2.4. The scholarship component of the work of library faculty:

1.3. SERVICE

1.3.1. A broad definition of service:

1.3.1. A. *Arts and Sciences definition of service*

1.3.2. Evidence of strength in service:

1.3.3. Standards:

2. REAPPOINTMENT, TENURE, AND PROMOTION REVIEW PROCESS

2. A. *Charge and composition of the Arts and Sciences Committee on Faculty*

2. B. *Role of the Arts and Sciences Committee on Faculty*

2.1. CONTENTS OF THE DOSSIER FILE

2. 1. A. *Arts and Sciences, scholarship, teaching, and service portfolios*

Arts and Sciences, additional material

2. 1. C. *Arts and Sciences, unsolicited material*

2. 1. D. *Arts and Sciences faculty appointed to more than one department or program*

2.1.1. Reflective self-evaluation

2.1.2. Letters of evaluation

2.1.2. A. *Arts and Sciences, external letters*

2.1.2. B. *Arts and Sciences, internal letters*

2.2. COMMITTEE RECOMMENDATION

3. SENIOR REVIEW PROCESS

3.A. *Arts and Sciences Committee on Faculty review of Professors*

4. ANNUAL REVIEW PROCESS

4.1. For all tenured professors (associate and full professors)

4.2. For associate professors

Appendix I

POLICIES AND PROCEDURES SPECIFIC TO THE ARTS AND SCIENCES

I.1. ARTS AND SCIENCES COMMITTEE ON FACULTY PROCEDURES IN DEVELOPING RECOMMENDATIONS ON FACULTY STATUS

I.1.1. FILES

I.1.1.A. Content of files

I.1.1.B. Membership of more than one faculty

I.1.2. VOTING, DECISIONS, AND NOTIFICATION

I.1.2.A. Voting

I.1.2.B. Informal Notification

I.1.2.C. Recommendation

I.1.2.D. Trustees

I.1.2.E. Explanation and appeal

I.1.2.F. Date promotion becomes effective

I.1.2.G. Official communication

I.1.2.H. Minutes

~~**I.1.3. PROCEDURES PERTAINING TO NON-TENURE-TRACK FACULTY**~~

~~I.1.3.A. Faculty review~~

~~**I.1.4.I.1.3. Promotion for full-time non-tenure-track faculty**~~

I.2. INDIVIDUAL FACULTY MEMBERS' RESPONSIBILITIES (ALL FACULTY)

- I.2.1. Annual Reports
- I.2.2. Syllabi
- I.2.3. Teaching evaluation
- I.2.4. Updated vitae

**I.3. DEPARTMENTAL CHAIR'S RESPONSIBILITIES
REGARDING FACULTY DEVELOPMENT AND REVIEW**

I.3.1. FOR UNTENURED FACULTY

- I.3.1.A. Student Evaluations
- I.3.1.B. Annual Reports
- I.3.1.C. Scholarship
- I.3.1.D. Course syllabi
- I.3.1.E. Teaching Evaluation
- I.3.1.F. Standards
- I.3.1.G. Communication

I.3.2. FOR TENURED PROFESSORS (ASSOCIATE AND FULL PROFESSORS)

- I.3.2. A. Annual Reports
- I.3.2. B. Evaluation by the Chair
- I.3.2. C. Student evaluations

I.3.3. LETTERS FOR REAPPOINTMENT, PROMOTION AND TENURE

- I.3.3.A. Simple reappointment
- I.3.3.B. Tenure review
- I.3.3.C. Review for Promotion to full professor
- I.3.3.D. Department letters for promotion to associate or full professor
- I.3.3.E. Faculty serving interdisciplinary programs

**I.4. STATEMENT ON TENURED FACULTY HOLDING
ADMINISTRATIVE APPOINTMENTS**

I.5. EMERITI FACULTY

Appendix II

**/SCHEDULES AND PROCEDURES FOR TENURE-TRACK
FACULTY REAPPOINTMENT, TENURE, AND
PROMOTION REVIEWS**

- II.1. Routine Contract Renewal Decisions
- II.1.A. Schedule and required information for reappointment process when COF review is required
- II.2. Promotion to Assistant Professor
- II.3. Promotion from Assistant Professor to Associate Professor and/or Tenure
- II.3.A. Schedule and required information for promotion from Assistant Professor to Associate Professor and/or tenure

- II.4. Fourth-Year Conversation with Associate Professors
- II.5. Promotion from Associate Professor to Full Professor
- II.5.A Schedule and required information for promotion from Associate Professor to Full Professor
- II.6. Senior review process
- II.7. Emeriti Faculty

Appendix III

III.1. PROCEDURES PERTAINING TO NON-TENURE-TRACK FACULTY

Appendix IV

AAUP 1987 STATEMENT ON PROFESSIONAL ETHICS

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DREW UNIVERSITY FACULTY HANDBOOK FACULTY REVIEWS.

Arts and Sciences

FACULTY REVIEWS, Arts and Sciences¹

1. CRITERIA, EVIDENCE, STANDARDS

1.1. OVERVIEW

The basic criteria for all faculty reviews—reappointment, promotion in rank, tenure, senior review, and annual review—are established by the University Faculty Personnel Policy. These criteria are “*integrity, effectiveness as a teacher, recognition as a scholar, and total contribution to the life and task of the University.*” All faculty members are expected to demonstrate overall excellence, and exhibit strength in ~~the areas appropriate to their rank and faculty appointment~~ ~~positional three areas~~. In assessing overall excellence, ~~which encompasses teaching, scholarship, and service,~~ the university ~~honors all areas of faculty endeavor and~~ respects differences among disciplines and schools; it further acknowledges that the ~~requirements for,~~ balance and interaction of teaching, scholarship, and service will vary according to each ~~individual’s rank person and appointment~~ ~~context~~. The criterion of integrity is fundamental to each of these areas and is interpreted in accordance with the 1987 “Statement on Professional Ethics” of the American Association of University Professors (see Appendix III).

1.2. SCHOLARSHIP

Successful teaching is necessary but not in itself sufficient for achieving excellence as a ~~tenure-track or tenured~~ faculty member and indeed should be nurtured, over time, by the development of synergy with scholarly pursuits. “Scholarship” is here understood to encompass artistic, performative, and applied aspects of disciplinary practice, in addition to a range of kinds of oral presentations and written publications. This latter category includes essays as well as monographs; electronic as well as print media; collaborative or co-authored as well as individually produced works; publication or presentation of research conducted, co-authored, or co-presented with students as well as with colleagues; texts addressed to the classroom or a broader readership as well as to specialists; editions and translations as well as authored articles, books, and reports of research. It may also be understood to include components of “service to the broader academy” (see 1.3.1 below) that are

both intellectually and/or artistically substantive and directly linked to the faculty member’s broader scholarly and/or artistic agenda.

Regardless of the genre, medium, or format of the contribution, the university expects faculty members to remain actively engaged—as participants and not just observers—with the continuing conversations and innovations that constitute the lifeblood of an academic career.

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 **Arts and Sciences** ~~CLA~~ faculty. 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 tenure-track faculty.** ~~c~~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" **College** ~~CLA~~ or University

Commented [1]: This addition was presented at the March Faculty meeting.

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.

2.1. CONTENTS OF THE DOSSIER FILE FOR TENURE-TRACK AND TENURED FACULTY

The dossier file for a faculty member under review should include the following items:

- A current *curriculum vita* (submitted by the faculty member)
- A reflective self-evaluation (see **2.1.1** below) (submitted by the faculty member)
- Portfolios for teaching, scholarship, and service, respectively (see **1.1.2, 1.2.2, 1.3.2** above) (submitted by the faculty member)
- Letters of evaluation of scholarship from external and internal reviewers (see **1.2.2** above and **2.1.2** below) (solicited by the dean or the chair of the Committee on Faculty)
- Student course evaluations (supplied by the dean's office)
- Reports on class observations and teaching interviews (supplied by the department and/or the Committee on Faculty)
- Other letters of evaluation from students or colleagues documenting performance in teaching or service (solicited by the chair of the Committee on Faculty, where relevant) (see **1.2.2** above)
- Annual reports submitted during the review period (supplied by the dean's office)
- Sabbatical reports from the review period (supplied by the dean's office)
- Evaluation from the previous review (supplied by the dean's office)

REVIEW PROCESS FOR TENURED FACULTY

Tenured Full Professors will be reviewed at least every seven years. Tenured faculty members who have been at the rank of Associate Professor for 7 years will also be reviewed, and reviewed at least every 7 years thereafter. While the process for senior review should be similar to that for other faculty reviews, it does not involve external review and it does not result in any specific recommendation for change in status but rather provides the occasion for collegial peer assessment intended to foster the senior faculty member’s professional development and excellence in teaching.

2.A. Arts and Sciences Committee on Faculty review of Professors

In order to serve the careers of long-term members of the Drew faculty the Arts and Sciences Committee on Faculty reviews all professors at least once every seven years. Prior to this review, the full professor will provide the Committee with a written self-evaluation of teaching, scholarship, and University service in addition to regular annual reports and updated vita. This review is meant to provide peer assessment and to allow the Committee to be of Service to any professor who wants to bring concerns about his or her career at Drew to the Committee’s attention. The faculty member will meet with a member of the Committee on Faculty, who will report back to the Committee and write a brief summary of the conversation which is shared with the full professor and placed in the personnel file.

Every seven years following the last review, the Committee will send the faculty member a letter soliciting materials for the review including an updated vita and reflective self-evaluation.

3. ANNUAL REVIEW PROCESS

All faculty members must submit annual reports in a timely fashion and will be reviewed annually based on these reports. Their accomplishments will be assessed in accordance with their rank and appointment above described criteria of teaching, scholarship, and service, and the assessment will be communicated to the faculty member in question. The appropriate venue for annual review will be determined by the individual faculties, as will the format for the annual report.

4.1. Arts and Sciences Committee on Faculty review process for tenured professors (associate and full professors)

4.1.A. As a means of evaluating and reviewing tenured professors,

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must be turned in to Chairs, Program Director or Convener, who will then comment on those reports as appropriate before the reports are submitted to the Dean.

4.1.B. All tenured faculty are to be evaluated fully by their Chairs during the second year of each Chair's term (if a faculty member is on sabbatical one of these years, he or she will be fully evaluated the following year); in the subsequent years, The Chair submits an evaluation for each member of their department, but may simply state "no significant change" or "performance up to standards" or some similar comment.

4.1.C. The Chair reviews student evaluations of all courses and discusses them with the corresponding faculty member.

4.2. Arts and Sciences Committee on Faculty review process for tenured associate professors

4.2.A. During their first or second year in rank, tenured associate professors are advised to meet with the Dean to discuss criteria for promotion to full professor.

4.2.B. During their fourth year in rank, each tenured associate professor will meet with a member of the CLA Committee On Faculty. The purpose of the meeting is to discuss with the associate professor his or her teaching, scholarship, and University service since promotion to associate professor and tenure were granted. Prior to the meeting, the COF members read and discuss the associate professor's updated vita, annual reports and available teaching evaluations since promotion and tenure. The conversation allows the associate professor the opportunity to provide the Committee with a self-evaluation and to express concerns about his or her experience as a teacher, scholar, and member of the University community. Following the conversation, the Committee member reports back to the Committee, and then writes a letter to the associate professor summarizing the Committee's assessment of the associate professor's record. The letter also indicates any areas of teaching, scholarship, and University service which the Committee advises the associate professor to address in order to strengthen his or her candidacy for promotion to full professor. The letter becomes part of the associate professor's file.

#2 Minor changes are necessary in the Arts and Sciences Faculty Handbook in order to clarify which sections in Appendix I and II pertain to tenure track faculty. The short section in Appendix I which was addressed to non-tenure track faculty is to be deleted and the full non-tenure track promotion policy is in the newly proposed Appendix III.

DREW UNIVERSITY FACULTY HANDBOOK

FACULTY REVIEWS. (approved by vote of Arts & Sciences faculty on Dec 1, 2017)

Arts and Sciences

Appendix I

POLICIES AND PROCEDURES SPECIFIC TO THE ARTS AND SCIENCES

In affirming these standards for tenure and promotion, the faculty of the Arts and Sciences emphasizes the responsibility of the University to foster its faculty's ability to develop as teachers; to engage in professional activity--especially in research, writing, publication, presentation, exhibition, performance, creative work as appropriate to rank and appointment, and the like; and to serve the University community.

~~I.1.2. Procedures Pertaining to Non-Tenure-Track Faculty~~

~~**I.1.2.A.** COF shall review all non-tenure track full-time faculty with full-time status in their second year and every two years thereafter. The COF recommendation shall address qualifications for further contract renewal of one or two years. The COF recommendation is contingent on available funding, and should be so noted in writing and in any oral communication with the candidate. As with other contract renewals, the department chair should submit a letter addressing the candidate's performance and the department's need for the candidate's continuing service. That letter should reflect the views of the tenured faculty of the department (both pro and con). Such reviews ordinarily focus primarily on teaching, though service and scholarship may also be relevant in some cases if the contractual terms of employment clearly state these requirements. When appropriate, classroom evaluations should be conducted by the Chair or by a designated member of the department.~~

~~**I.1.2.B.** Promotion procedure for full-time non-tenure track faculty members shall follow the same guidelines as for tenure track faculty members. Promotion for part-time non-tenure track faculty members will also follow the same guidelines as for~~

~~faculty, but such recommendations should only be considered when the candidate has a well-established record of teaching at Drew.~~

Appendix II

Schedules and Procedures for Tenure-Track Reappointment, Tenure, and Promotion Reviews

II.1. Routine Contract Renewal Decision

Routine contract renewals includes ~~both~~ pre-tenure reviews for tenure-track faculty (ordinarily in the second and fourth years of service) ~~and contract renewals for full-time non-tenure-track faculty who have served longer than two years in the College.~~

Tenure-track candidates Candidates for reappointment typically are on a two-year contract cycle, ~~though some non-tenure-track appointments are one-year appointments.~~ When possible, contracts for tenure-track candidates are scheduled to ensure review two years prior to tenure consideration.

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On or about: 04/30 <u>3/31</u>	ARTS AND SCIENCES COMMITTEE ON FACULTY: deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President. Candidate and Chair notified of the Committee's recommendation. [see 1.2.B]
On or about: 04/30 <u>15</u>	DEAN: makes his or her recommendation and transmits the recommendations of the CLA Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.
On or about: 05/15	Candidate and Chair notified by the Dean of the Trustees' decision regarding candidate's promotion. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.

Schedule and Required Information in Promotion to Full Professor Process

DREW UNIVERSITY FACULTY HANDBOOK - *Arts and Sciences Faculty Reviews*

<p>On or about: 04/30 3/31</p>	<p>CLA COMMITTEE ON FACULTY: after deliberation makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President. Candidate and Chair notified of the Committee's recommendation.</p>
<p>On or about: 04/30 15</p>	<p>DEAN: makes his or her recommendation and transmits the recommendations of the CLA Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.</p>
<p>On or about: 05/15</p>	<p>Candidate and Chair notified by the Dean of the Trustees' decision regarding candidate's promotion and/or tenure. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.</p>

#3

The non-tenure track promotion policy will be included in the Arts and Sciences University Faculty Handbook in a new Appendix III.

This inserts the policy into the current structure of the A&S Faculty Handbook making it parallel to the processes defined in Appendix I and II for tenure-track faculty.

DREW UNIVERSITY FACULTY HANDBOOK

FACULTY REVIEWS. (approved by vote of Arts & Sciences faculty on Dec 1, 2017)

Arts and Sciences

Appendix III

Schedules and Procedures Pertaining to Non-Tenure-Track Faculty Reappointment and Promotion Reviews

III.1. Overview

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.

III.1.A. Responsibilities of Non-Tenure-Track Faculty

Non-tenure-track faculty, 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*. Non-tenure-track faculty, regardless of rank, are typically expected to teach the equivalent of the teaching load for tenured or tenure-track faculty.

Non-tenure-track faculty are not expected to engage in Service to the University for their first two years or until they declare an intention to be considered for promotion and will be expected to engage in Service thereafter. 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*.

III.1.B. Appointment Terms for Non-Tenure-Track Faculty

Non-tenure-track appointments, 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.

III.2. Appointment Levels and Titles for Non-Tenure-Track Faculty

The titles and ranks for non-tenure-track faculty are defined in the University Faculty Personnel Policy as Assistant Teaching Professor or Assistant Professor in the Practice of X

Level 1 or Level 2;

Associate Teaching Professor or Associate Professor in the Practice of X; and Teaching Professor or Professor in the Practice of X.

procedures outlined for non-tenure-track faculty apply 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 is 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.

III.2.A. 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 Committee on Faculty for Teaching Professors occurs after one full year of teaching and every two years or more thereafter dependent on the length of the contract.

III.2.B. Continuing Appointment to Teaching Professor Level 1

Following a successful Committee on Faculty 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.

III.2.C. Appointment to Teaching Professor Level 2

Following a successful Committee on Faculty review after at least one 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. 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.

III.3. Routine Contract Renewal

Routine contract renewal for non-tenure-track faculty ordinarily occurs in the second year of full-time teaching and every two or more years thereafter dependent upon the length of contract. As with other contract renewals, the department chair should submit a letter addressing the candidate’s performance and the department’s need for the candidate’s continuing service. That letter should reflect the views of the tenured faculty of the department (both pro and con). Reviews focus on teaching and service. Classroom evaluations should be conducted by the Chair or by a designated member of the department.

The department or program’s continuing need for the line on which a non-tenure-track faculty member resides is not decided in the Committee on Faculty process; that decision is handled as part of the regular resource and line allocation procedures of the University.

III.3.A. Schedule and required information for routine contract renewal process for non-tenure-track faculty when COF review is required.

<u>Schedule and Required Information in Contract Renewal Process</u>	
<u>On or about:</u> <u>04/15</u>	<u>DEAN:</u> <u>Notifies the Candidate and Chair of scheduled Contract Renewal. Requests materials from Candidate and recommendation from Chair (deadline for submission of candidate and chair materials is September 15)</u>
<u>9/15</u>	<p><u>CANDIDATE:</u> <u>Provide materials to Dean’s Office (these include current curriculum vita; and annual report with discussion of teaching, service and integrity).</u></p> <p><u>DEPARTMENT CHAIR:</u> <u>Provide a recommendation (pro or con) regarding reappointment and reports on class observations from the review period.</u></p> <p><u>DEAN:</u> <u>shall make available the cumulative record of student evaluations and annual reports from the review period; evaluations from previous reviews (if applicable); and candidate and department Chair's materials for Arts and Sciences Committee on Faculty review.</u></p>
<u>On or about:</u> <u>11/15</u>	<p><u>ARTS AND SCIENCES COMMITTEE ON FACULTY:</u> <u>deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.</u></p> <p><u>DEAN:</u> <u>makes his or her recommendation and transmits the recommendations of the Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.</u></p>
<u>On or about:</u> <u>12/15</u>	<u>CANDIDATE:</u> <u>is notified by the Dean of the Trustees' decision regarding candidate's reappointment or termination. The Dean will include in his or her letter of reappointment any concerns that have been noted by the committee which, if not addressed, could affect the faculty member's future reappointment and tenure/promotion status.</u>

III.4. Promotion from Assistant Teaching Professor to Associate Teaching Professor

Assistant Teaching Professors at Level 2 are eligible for review for Promotion to Associate Teaching Professor by the Committee on Faculty 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 Committee on Faculty 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.

III.4.A. Schedule and required information for promotion from Assistant Teaching Professor to Associate Teaching Professor

Materials for Promotion to Associate Teaching Professor:

In its review of an Assistant Teaching Professor Level 2 for promotion, the Committee on

consider the recommendation letter from the department or program and any individual letters from tenured members of the department or program, a reflective self-evaluation of teaching, service and integrity 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 Committee on Faculty handbook, the Department Chair (or equivalent) in collaboration with the candidate will submit to the Dean a list of potential Internal Reviewers.

<u>Schedule and Required Information in Promotion to Associate Teaching Professor Process</u>	
<u>On or about: 04/15</u>	<u>DEAN:</u> will notify eligible candidates who will be in their sixth year of service at rank of Assistant Teaching Professor Level 2, department chairs and tenured department colleagues of all eligible candidates. The Dean requests materials from candidate (due by September 01) and a list of one internal reviewer and one alternate from Chair (deadline for submission of reviewers is August 15).
<u>8/15</u>	<u>CHAIR:</u> or another designated tenured member of the department, in consultation with the candidate, submits the names of one internal reviewer and one alternate able to evaluate aspects of the candidate’s record of service and teaching if appropriate. The names of proposed evaluators should be accompanied by a brief rationale identifying the reasons why he or she was selected, using the form provided.
<u>9/01</u>	<u>CANDIDATE:</u> provide materials to Dean’s Office. These include current curriculum vita; annual report with discussions of teaching and service, and a reflective self-evaluation of teaching, service and integrity. <u>DEAN:</u> shall make available the cumulative record of student evaluations and annual reports from the review period; evaluations from previous reviews (if applicable); and candidate and department Chair's materials for Arts and Sciences Committee on Faculty review.

<p><u>On or about: 09/15</u></p>	<p><u>DEAN:</u> sends letters to one internal (non-departmental/program) referee asking them to evaluate the candidate’s performance with particular attention to the candidate’s record of teaching and service. (Deadline for submission is October 15).</p> <p><u>DEAN:</u> Requests letters of recommendation from the chair and all tenured members of the department/program. If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program directors and from appropriate tenured faculty. (Deadline for submission: October 15).</p> <p><u>Internal reviewers may consult the material submitted by the candidate along with other non- confidential dossier materials available in the Dean's office.</u></p>
<p><u>10/15</u></p>	<p><u>CHAIR/DEPARTMENT:</u> submits letter of recommendation. The letter must be signed by and reflect the views of all the full-time tenured faculty of the department (both pro and con). The tenured members of the department/program may choose to submit a joint statement as well as or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, and contributions to the life and task of the University as defined in the Drew University Faculty Handbook for SERVICE for non-tenure-track faculty in Section 1.3.1.A. Definition of Service and what role they see the candidate playing in meeting the present and future needs of the department and/or university.</p> <p><u>INTERNAL REFEREES:</u> submit letters of recommendation to the Dean’s Office.</p>
<p><u>On or about: 04/30</u></p>	<p><u>ARTS AND SCIENCES COMMITTEE ON FACULTY:</u> deliberates and makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.</p>
<p><u>On or about: 04/30</u></p>	<p><u>DEAN:</u> makes his or her recommendation and transmits the recommendations of the Arts and Sciences Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.</p>
<p><u>On or about: 05/15</u></p>	<p><u>Candidate and Chair notified by the Dean of the Trustees’ decision regarding candidate’s promotion. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.</u></p>

III.5. Promotion from Associate Teaching Professor to Teaching Professor

Associate Teaching Professors are eligible for promotion review by the Committee on Faculty 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.

Materials for Promotion to Teaching Professor:

Associate Teaching Professor for promotion, the Committee on Faculty 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 Committee on Faculty Handbook, the Department Chair (or equivalent) in collaboration with the candidate will submit to the Dean a list of potential Internal Reviewers.

III.5.A. Schedule and required information for promotion from Associate Teaching Professor to Teaching Professor

<u>Schedule and Required Information in Promotion from Associate Teaching Professor to Teaching Professor Process</u>	
<u>On or about 04/15</u>	<u>DEAN:</u> will notify eligible candidates who will be in their seventh year of service at rank as Associate Teaching Professor, department chairs of eligible candidates who will be in their seventh year of service at rank, and tenured department colleagues of all eligible candidates of the eligibility of the candidate for promotion to teaching professor.
<u>08/15</u>	<p><u>CANDIDATE:</u> To be considered for promotion, the candidate should submit a letter of intent to the Dean.</p> <p><u>CHAIR or another designated tenured member of the department,</u> in consultation with the candidate submits the names of two internal reviewers and one alternate able to evaluate aspects of the candidate’s performance with particular attention to the candidate’s record of service and teaching if appropriate. The names of all proposed evaluators should be accompanied by a brief rationale identifying the reasons why he or she was selected, using the form provided.</p>
<u>09/01</u>	<p><u>CANDIDATE:</u> provides the Dean’s Office with a current curriculum vitae and a reflective self-evaluation of teaching, service and integrity.</p> <p><u>DEAN:</u> shall make available the cumulative record of student evaluations and annual reports from the review period; evaluations from previous reviews (if applicable); and candidate and department Chair’s materials for Arts and Sciences Committee on Faculty review.</p>

<p><u>On or about 09/15</u></p>	<p><u>DREW UNIVERSITY FACULTY HANDBOOK: Arts and Sciences Faculty Reviews</u> asking them to evaluate the candidate's performance with particular attention to the candidate's record of teaching and service (Letters due October 15). Letters of recommendation are requested from all tenured members of the department/program (Letters due October 15).</p> <p><u>CHAIR/DEPARTMENT:</u> The tenured members of the department/program may choose to submit a joint statement instead of or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, and contributions to the life and task of the University and what role they see the candidate playing in meeting the present and future needs of the department and/or college. If the candidate holds a joint appointment or serves multiple departments and/or programs, additional letters will be requested from those Chairs and / or program director's and from appropriate tenured faculty;</p> <p><u>Internal reviewers may consult the material submitted by the candidate along with other non- confidential dossier materials available in the Dean's office.</u></p> <p><u>Deadline for submission of internal review letters: October 15</u></p>
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<p><u>10/15</u></p>	<p><u>CHAIR/DEPARTMENT:</u> submits letter of recommendation. The letter must be signed by and reflect the views of all the full-time tenured faculty of the department (both pro and con). The tenured members of the department/program may choose to submit a joint statement as well as or in addition to individual letters. These faculty are asked to comment explicitly on how they assess the candidate with respect to integrity, teaching effectiveness, and contributions to the life and task of the University as defined in the Drew University Faculty Handbook for SERVICE for non-tenure-track faculty in Section 1.3.1.A. Definition of Service and what role they see the candidate playing in meeting the present and future needs of the department and/or university.</p> <p><u>INTERNAL REFEREES:</u> submit letters of recommendation to the Dean's Office.</p>
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<p><u>On or about 04/30</u></p>	<p><u>CLA COMMITTEE ON FACULTY:</u> after deliberation makes its recommendation(s) to the Dean. The COF will summarize its reasoning in a formal statement which the Chair of CoF will forward to both the Dean and the President.</p> <p><u>Candidate and Chair notified of the Committee's recommendation.</u></p>
<p><u>On or about: 04/30</u></p>	<p><u>DEAN:</u> makes his or her recommendation and transmits the recommendations of the Arts and Sciences Committee on Faculty to the President. The President in turn makes his or her recommendation to the Board of Trustees.</p>
<p><u>On or about: 05/15</u></p>	<p><u>Candidate and Chair notified by the Dean of the Trustees' decision regarding candidate's promotion. The candidate is encouraged to meet with the Dean to discuss any issues raised during the decision process.</u></p>

Gen Ed Proposal: Drew 110 (formerly LAUNCH 100) as a first year requirement

Overview: Drew 110 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 the overall Launch experience via admission materials, summer orientation, and through their first semester advising and the DSEM experience, Drew 110 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.

While DSEM 100 roots students in the academic mindset, academic advising and skills needed for success, Drew 110 moves students further into the realm of self-purpose and development, career and life exploration, and integrated academic, co-curricular and career planning. 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.

Offering Drew 110: In fall 2019, Drew 110 (taught by Dr. Daniel Pascoe Aguilar) will be piloted, targeting undeclared sophomores and transfer students, to further support their integration into the community and their career exploration and academic needs. This pilot will also further prepare additional Drew 110 instructors for the spring sections needed to serve the first year cohort, and provide feedback on the efficacy of the sessions as well as students' response to the various components of the course. In the transition period, a few sections of Drew 110 will be offered each fall to transfer students and other upper-level Drew students who want to take advantage of this resource, while first years continue to take the course in the spring. Eventually, only one section of the course will be offered in the fall for students who need that timing.

Drew 110 Course Description:

Launch Workshop: Preparation for Career and Academic Success

Drew 110 is a guided experience designed to help you learn how your unique interests and goals can guide you in exploring potential academic and career directions. A series of carefully planned exercises and assignments will help you identify and further define your strengths, purpose, identity, and potential ways of responding to needs of the community and the world. Drew 110 will help you recognize and articulate the skills you are developing in your overall college experience and will assist you in building networks and relationships with mentors in support of your academic and career success. By the end of the course, you will have developed an initial strategic action plan to prepare you for your success while at Drew and beyond.

Drew 110 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.
- Evaluate which 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 should Drew 110 be required?

Additional advising needs: 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; Drew 110 bridges that gap by providing guidance 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.

Equity and access: As a component of general education, Drew 110 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, Drew 110 provides *all* students with additional guidance through Launchpad staff, Drew community members and Drew alums, mentors, and employers. The designating of Drew 110 as a credit-bearing course is an important acknowledgement of the time and effort we are asking students to put toward this aspect of their education and development. As a 1-credit course, Drew 110 allows all students to take advantage of this experience while making progress towards a degree.

Institutional goals: Beyond looking at Student Learning Outcomes, Drew 110 is a crucial component to address important institutional goals regarding retention, academic success, graduation rates, alum career outcomes, student engagement and admissions. As a starting point, the following Drew 110-related metrics have been identified (note that current baselines and desired levels of change need to be established):

Metrics

- Increase in students making use of Career Center services
- Increase in first to second year student retention rate
- Movement on specific items of NSSE and CIRP survey data, First Destination response rate and outcomes, and HEDS survey
- High rate of activity (level to be established) in the Launch Platform (e.g., Launch Platform logins, mentor activity, experiences page clicks and experience participation, exploration of Career Communities, content in myLaunchPlan)

There are many instances where improvements have been documented across many of these dimensions with career-based instruction and programming. (See Appendix 3)

Staffing efficiencies in delivering a 4-year career advising program: Drew 110 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. Each aspect of the Launch 4-year career advising program will be facilitated by Launchpad staff and Drew partners via the instruction of Drew 110 and the facilitation of Launch-guiding touch points, 15 career community hubs of opportunities, networks, and resources, Immersive Experience infrastructure and support, and group and individual Career Development and Launch Plan coaching, providing continuity, connection, and community to students throughout their 4 years at Drew.

The group format of the Drew 110 experience allows this level of advising for all students in a way that cannot be accomplished on an individual level. The investment of staffing for Drew 110 in the first year builds a foundation of career advising that is further constructed through additional dedicated strategic touchpoints: Sophomore September, Junior November, and Life After Drew programs (see Appendix 2) designed to promote the success of all students at each of their developmental stages. One-on-one coaching sessions then serve to augment these group experiences, which are more directed and efficient because of the extensive foundation of advising provided to all students across the four years.

Structure for Drew 110

A strategy for rolling out Drew 110 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 or eight 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. Drew 110 sections will be instructed by Launchpad and Campus Life and Student Affairs staff, along with contributions and support from other Drew partners (e.g., Academic Affairs, Library and Instructional Technology, Center for Academic Excellence, among others, as well as through participation of Drew on-/off-campus community members).

Table 1: Drew 110 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)

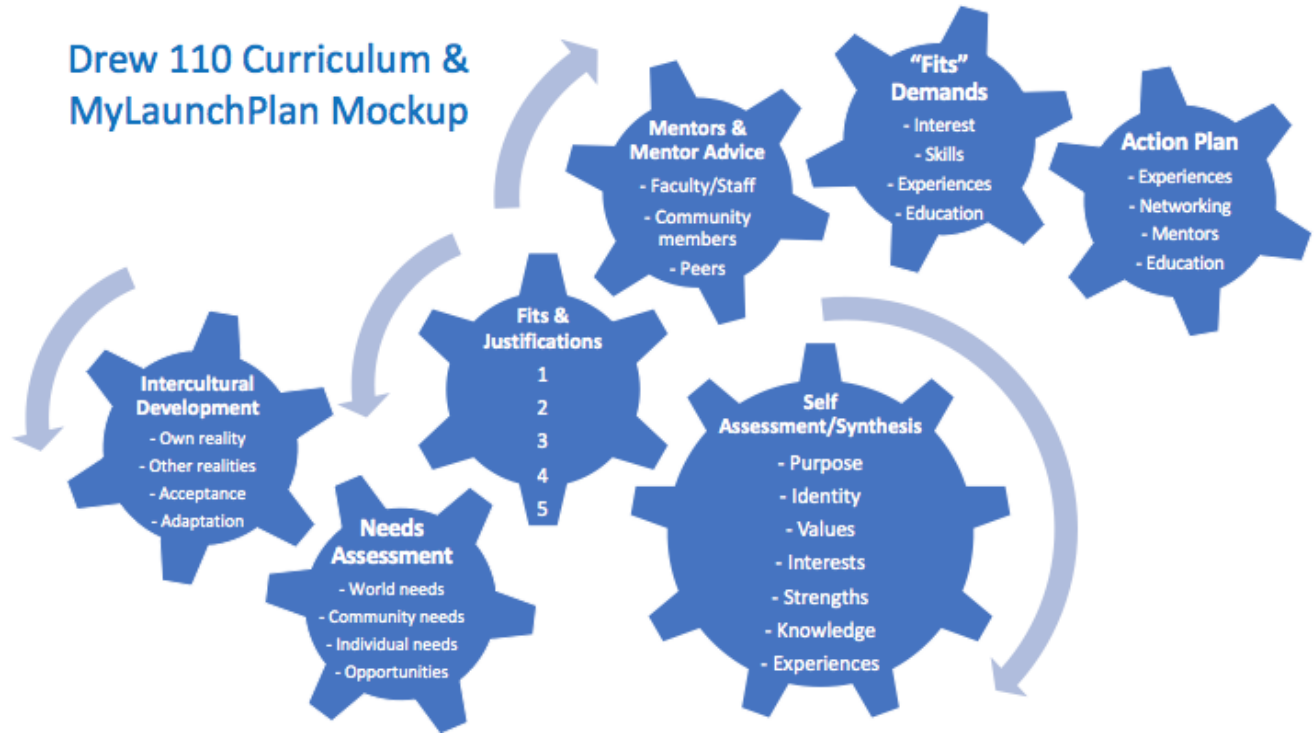
Drew 110 will be piloted in Fall, 2019 to current Drew students; while optional, we will in particular invite sophomores who are undecided to enroll, as well as students transferring into Drew. While the course will run regularly for the spring for first year students, it's anticipated that a smaller 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.

Drew 110 Curriculum

Below is a graphic representation of the Drew 110 curriculum (see Chart 1). 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. Drew 110 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 their interest. Throughout the course, students will regularly 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.)



Appendix 1: Catalog insertions to be voted upon, which includes not only DREW 110, but also a definition of the Digital Proficiency Skill (found on Page 8):

Red = previously approved in Spring, 2019

Red + yellow: proposed new text

General Education Requirements

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0. Students must also complete the following:

- **128 credits, of which at least 48 must be earned at Drew;**
- **64 intermediate and upper-level credits, of which at least 32 must be at the upper level;**
- **a major area of study;**
- **two immersive experiences;**
- **credits in certain course categories (see below).**

Required Course Categories

With the guidance of an academic adviser, students map their own path to their Drew degree, developing and mastering the goals of the general education program along the way. Paths through the requirements are varied, and students are encouraged to explore in more depth any areas that pique their curiosity. By graduation, students will have completed a selection of courses from the following required categories:

DSEM 100 - Drew Seminar (4 credits)

Drew 110 - Launch Workshop: Preparation for Career and Academic Success (1 credit)

Breadth Courses (20 credits)

Writing Intensive Courses (8 credits)

Quantitative Literacy (8 credits)

Foreign Language (0-16 credits, depending on language and placement)
Diversity, Cultural and Global Awareness (8 credits)

1. The Major ...
2. The Drew Seminar

The Drew Seminar introduces students to the intellectual life of a liberal arts education. Led by a faculty member dedicated to working with first-year students, the seminar provides a stimulating introduction to rigorous, college-level work that centers on the exploration of a particular topic or subject area, and includes development of critical thinking, information literacy, and writing and oral communication skills. Students select from a wide-range of seminar topics.

3. **Drew 110:**

Drew 110 provides a cohesive introduction to the career development opportunities, network of mentors, and resource infrastructure that support the academic and career success of Drew students. It moves students into the realm of self-purpose and development, career and life exploration, and integrated academic, co-curricular and career planning.

4. **Breadth Courses...**
5. **Writing Intensive Courses...**
6. **Quantitative Literacy...**

7. Diversity, Cultural and Global Awareness...

8. Immersive Experiences

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

Students choose Immersive Experiences in consultation with their advisors; many Immersive Experiences require an application procedure. In order to participate in some Immersive Experiences, students need to meet application and eligibility requirements. 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 transcript.

Essential Elements of an Immersive Experience:

- 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.
- A student must complete a minimum of 45 hours to fulfill all the components of the Immersive Experience. Mentors guide a student throughout the experience and evaluate how effectively the student has met the learning outcomes.
- 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.
- Students participate in training or mentoring sessions prior to and during the experience, as well as a post-experience session focusing on experience reflection and follow up career purpose exploration.
- Students document their Immersive Experiences in an eportfolio which
 - 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
 - includes artifacts from the experience itself
 - includes reflection addressing the manner in which the Student Learning Outcomes were met
 - includes a summary for an external audience on how the specific knowledge, skills or abilities gained during the experience are relevant to future endeavors

Goals of the General Education Program

The general education requirements reflect six primary goals:

1. Critical Analysis and Reasoning
2. Oral and Written Communication
3. Quantitative Reasoning
4. Information Literacy
5. Diversity, Cultural and Global Awareness
6. Application of Learning
6. Experiential Education and Professional Development

Student Learning Outcomes

1. Critical Analysis and Reasoning...
2. Oral and Written Communication...
3. Quantitative Reasoning...
4. Information Literacy...
5. Diversity, Cultural and Global Awareness...
- ~~6. Application of Learning~~
 - ~~a) Articulate connections between knowledge gained in courses on campus and experiences off-campus.~~
 - ~~b) Apply skills, abilities, theories, or methodologies to multiple situations.~~
- 6. Experiential Education and Professional Development**

Drew 110 Launch Workshop: Preparation for Career and Academic Success

As a result of completing Drew 110, students will be able to:

- a) Effectively interact with mentors and other resources and tools available to them through Launch and its Career Communities.**
- b) Assess which sought-after transferable skills they have begun to develop and those they need to attain to pursue their academic or career plans.**
- c) 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.**
- d) 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.**
- e) Articulate skills attainment, career exploration, planning, and development progress to a variety of audiences via digital media and oral communication.**

Immersive Experiences

As a result of completing an Immersive Experience, students should be able to:

- a) Describe how the Immersive Experience connects to at least two Transferable Skills.**
- b) Reflect on how the experience helped further their personal goals, professional goals, and ability to contribute in a broader context.**
- c) Explain to an external audience how the specific knowledge, skills, or abilities learned during the experience are relevant to future endeavors.**

Experiential Learning and Professional Development target the development of these transferable skills:

TRANSFERABLE SKILLS:

- Interpretation - Closely examining material to extract meaning and demonstrate comprehension**
- Critical Thinking - Forming an argument or reaching a conclusion supported with evidence by evaluating, analyzing, and/or synthesizing relevant information**
- Problem Solving - Analyzing a complex issue and developing a viable strategy to address it.**
- Ethical Thinking - Analyzing the ethical implications of actions or decisions, with consideration of sociocultural, professional, political, and/or philosophical perspectives**
- Creative Thinking - Responding to existing ideas, images, or expertise to create an innovative or imaginative product**
- Quantitative Reasoning - Interpreting quantitative information and critically analyzing quantitative arguments or phenomena**

- **Collaboration - Interacting with others in a mutually supportive way and building on each other's individual contributions to a common goal**
- **Written Communication - Conveying information and ideas to an intended audience through written materials** **Oral Communication - Conveying information and ideas to an intended audience through a prepared presentation** **Interpersonal Communication - Exchanging information and meaning through verbal and non-verbal expression**
- **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.**
- **Digital proficiency - finding and interpreting digital content; creating something new from that content; working in collaboration, as appropriate; and designing communications for an intended audience.**

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

Appendix 3: Supporting Theories and Data for Drew 110

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).

Action:

- Drew 110/Launch Workshop: Preparation for Career and Academic Success-General Education Requirement
- Revision of Master of Medical Humanities Program

For Information:

New Courses:

- DREW 110/Launch Workshop: Preparation for Career and Academic Success
- HIST 254/Selected Topics in the History of Religions [BHUM]
- HIST 265/History and Culture of South Asia: Tradition & Today [BHUM], [DVIT]
- HIST 266/History and Culture of East Asia: Tradition & Today [BHUM], [DVIT]
- HIST 307/707/Selected Topics in Archival Studies: Introduction to English Paleography
- WGST /ANTH 212/Anthropology of Gender [BINT], [BSS], [DVUS]

Changes to Existing Courses:

- EAP 510/Integrated Skills for Graduate Students
 - Title and description change
- SOC 330/Theories of Collective Action and Social Movements
 - Title change
- WGST 331/ANTH 303/Gender and Culture
 - Title, description and pre-requisite change
- WGST 201/PSCI 241: Global Feminisms
 - Title change
- WRTG 111/Writing Studio I
 - Title and Description change
- WRTG 112/Writing Studio II
 - Title, description and credit change from 1 to 4 credits

Gen Ed Designations:

- HIST 254/Selected Topics in the History of Religions [BHUM]
- HIST 265/History and Culture of South Asia: Tradition & Today [BHUM], [DVIT]
- HIST 266/History and Culture of East Asia: Tradition & Today [BHUM], [DVIT]
- WGST /ANTH 212/Anthropology of Gender [BSS], [DVUS], [BINT]

Changes to Existing Major/Minor:

- BIOL 220/Nutrition
 - Adding course to electives list

Action Item:

Revision of Master of Medical Humanities Program

Proposals for Revision of Master of Medical Humanities Program

Proposals for significant revisions to existing majors must be submitted for CAPC review 4 weeks before the Arts and Sciences faculty meeting at which the department hopes to have the major revisions presented. Earlier submission allows for more time for comments and questions before a proposal is finalized for presentation to the faculty. Before presenting a proposal to the CAPC, Departments are expected to consult with the other departments in their division and with any other departments whose offerings or majors will be affected by the revisions.

I. Rationale

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

We are proposing to change the nomenclature for the Master of Medical Humanities (M.M.H.) degree to Master of Arts in Medical Humanities, Health and Society. We aim to broaden the appeal and scope of the degree. The enrollment figures for the program have been low for several years (see figure below). This proposal begins the process of reversing that trend. There has been significant growth in Medical Humanities in undergraduate programs and there is also an effort in the field to increase the interdisciplinary and professional reach of the field with the introduction of the category “health” alongside “medical” in the newest nomenclature (see the report on undergraduate Health Humanities). Because of recent leadership transitions in the Drew program and the very low number of students requiring a teachout plan, this is a good time to lay the groundwork for continuing to update and expand the program.

Table 3. Medical Humanities*

Fall	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Master of Med. Humanities										
Applicants	6	4	11	6	4	6	6	3	6	6
Admits	5	2	11	6	4	6	6	3	6	6
Matriculants	4	2	8	4	3	1	2	0	4	0

We also propose modest changes in the Medical Humanities core curriculum in order to make the program more sustainable and flexible for a variety of students entering from different places and with a range of goals. Curricular changes include: (1) replacing the required Introduction to Medical Humanities with a Medical and Health Humanities Seminar; (2) expanding courses that meet a social science-based requirement; (3) adding a non-thesis track to the MA (as in the Arts and Letters master’s degree); (4) reducing the total credits for the degree by 3 by reducing the number of electives required. Explanation of each change is provided below.

Key considerations in these decisions:

- We aim to provide a flexible masters-level program that could build on the many undergraduate medical humanities programs (currently in very high-growth) and provide further preparation for applications to doctoral and professional degrees in healthcare and allied fields. Specifically, we envision that graduates who have majored or minored in medical humanities at the undergraduate level are prospective students for this graduate program and could use this degree for a range of professional outcomes. Furthermore, such students would not require an Introduction to Medical Humanities course. (See attached report on undergraduate Health Humanities programs.) Given this growth and the strong interest in health across many fields, there is no reason to have a program that competes solely with Medical Humanities and Bioethics Master’s programs housed in Medical and Dental Schools.
- Reducing the master’s degree to 30 better facilitates motivated students completing the degree in three to four terms (including summer).

- We are not implementing so strong a change that we are starting over with the program. A broadening of the curricular concentrations will likely occur in the near future, but the core required and elective courses will continue to be offered.
- We want to distinguish more clearly between the broad master's degree and the professional doctorate, thus allowing us to segment the recruitment for each while using some shared resources. In addition, a flexible degree allows us to continue to build on the synergy with Arts and Letters that already exists through cross-listed courses in literature and the arts.
- We are proposing no change to the Doctor of Medical Humanities nomenclature so that we can build on our history and renew our efforts to offer a professional doctorate to medical and healthcare professionals who seek credentialing for teaching, research, public- and field-oriented writing, professional advancement, and developing areas of expertise for those in health administration. This degree will be distinguished as a research professional degree. Students taking the MA can elect to take a thesis track or a non-thesis track in their masters programs depending on their goals for the degree.
- We want to begin to build a cluster of health studies initiatives in the graduate programs. Slightly distinguishing the MA and the DMH begins that process. Adding concentrations in the MA and programs in counseling are next steps toward this goal.

Finally, at the present we will continue to use the same CIP Code 51.3201, Bioethics/Medical Ethics. (Definition: A program that focuses on the application of ethics, religion, jurisprudence, and the social sciences to the analysis of health care issues, clinical decision making, and research procedures. Includes instruction in philosophical ethics, moral value, medical sociology, theology, spirituality and health, policy analysis, decision theory, and applications to problems such as death and dying, therapeutic relationships, organ transplantation, human and animal subjects, reproduction and fertility, health care justice, cultural sensitivity, needs assessment, professionalism, conflict of interest, chaplaincy, and clinical or emergency procedures.) In July 2019, there will be a new CIP code in Medical and Health Humanities that will reflect a broader and more interdisciplinary field. At that time, we will likely move both the MA and the DMH to that CIP code.

II. Learning Objectives

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

The current program outcomes are as follows:

1. Connect today's medical humanities to the tradition of Renaissance humanism and have an expertise in the history of medical humanities from its inception in the 1960s to the present day.
2. Develop a comprehensive understanding of the dominant methods, themes, cases, and contemporary issues associated with the field of clinical ethics.
3. Discuss and demonstrate the importance of narratives of illness.
4. Understand the relationships between the social and structural determinants of health, ideas of global justice and the ethical conduct of research.
5. Develop an original work of scholarship in the Medical Humanities. Complete a Practicum and Thesis that involves a conceptual analysis, and primary research.

Revised SLO's for Fall 2019 broaden the disciplinary framing and align with the creation of a Medical and Health Humanities seminar. The creation of a non-thesis track will mean that SLO 5 only applies to students completing a thesis.

1. **Articulate the value of the humanities for understanding health and society as it relates to the medicine/allied healthcare professions.**
2. **Analyze contemporary issues associated with the fields of clinical and/or care ethics using the dominant methodologies and themes of medical humanities.**

3. Discuss the importance of narratives of illness.
4. **Discuss** the relationships between the **cultural**, social, and structural determinants of health.
5. **Thesis-track students:** Develop an original work of scholarship in the Medical Humanities. Complete a Practicum and Thesis that involves a conceptual analysis, and primary research.

III. Proposed Changes to the Curriculum

- a. Explain each proposed change to the major individually;
- b. Provide comparison between new major and old major;
- c. Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.

Change 1. Revise program name to Master of Arts in Medical Humanities, Health, and Society

The slight change in nomenclature opens a broader space for a wider range of students. In addition to the medical professionals we recruit for the DMH, we want to see the MA as a space for recent college graduates in pre-medical and health-related majors as well as for a wide range of medical and health professionals.

Change 2. Replace Introduction to Medical Humanities with a Medical and Health Humanities Seminar.

The proliferation of undergraduate Medical Humanities programs will likely mean that some prospective students will already have completed an Introduction to Medical Humanities. By replacing this requirement with a Medical and Health Humanities Seminar, we can offer a sustainable and flexible seminar that changes topics, but that has assignments arranged to meet the student learning goal of understanding the Humanities in Medical/Health Humanities (e.g., research in journals for the field). A substantial paper or project from this seminar will be the key artifact for assessing student learning outcome 1. A Medical and Health Humanities Seminar, in which students apply the methodologies of medical humanities to various topics, would be offered every Fall and students could repeat it as an elective as the topic varies. Students in the DMH who have already completed one of these seminars in the MA, can take a second on a different topic to fulfill their core requirements.

Change 3. Add Medical Sociology and a course in Health and Social Equity to the Medical Anthropology requirement to create a social science-based requirement.

Understanding healthcare requires an interdisciplinary approach. Although this program is rooted in the humanities, a social science requirement provides the interdisciplinarity to broaden the students' perspective of healthcare and patient issues. By adding Medical Sociology (MDSM 840) and new course Health and Social Equity (MDSM 820) as options alongside Medical Anthropology (MDSM 830), we ensure that students engage medical and health topics with a sociological or anthropological framework in their program in one of these three courses. Students may elect to take more than one. In order to continue to develop the curriculum interdisciplinarily (humanities, arts, social sciences, ethics) and for various health and care professionals, we will also curate future elective courses in such subjects as health and the arts, care ethics, and patient advocacy. Students in the DMH who have already completed one of these courses in the MA, can take a second to fulfill their core DMH requirements.

Change 4. Add a non-thesis track as in the Arts and Letters program.

As students may have a range of reasons for earning a MA in Medical Humanities, Health, and Society, we will add a non-thesis track that resembles the same in the M.Litt. The program convenor will work with each student to determine what track is best for their educational goals. The MA in Medicine, Health, and Society at Vanderbilt University has a similar structure with a thesis and non-thesis track (<https://wp0.vanderbilt.edu/mhs/graduate/m-a-program/>). Students who complete either a thesis or non-thesis track MA in Medical Humanities, Health, and Society will be able to move seamlessly to the Doctor of Medical

Humanities program as the policies are already in place to do so (see Coursework in Other Degree Programs [HERE](#)).

Change 5. Reduce the total size of the Master’s program by 3 credits (currently 33 total credits, proposed 30 total credits) by reducing the number of elective credits.

Providing an accelerated one-year path through the program is critical in the competitive landscape. For example, Columbia University's M.S. in Narrative Medicine (see info below) advertises “Those studying full-time can complete the program in one academic year plus the following summer, and for a few students, in one academic year.” A 30 credit master’s program is consistent with new graduate programs in CSGS and in line with New Jersey state requirements. Benchmarking data shows this change is reasonable for graduate programs in medical humanities.

Benchmarking data:

Vanderbilt University, [M.A. Medicine, Health, and Society](#)

- Thesis/practicum track: 24 credits coursework + 6 credits thesis
- Non-thesis track: 30 credits coursework

Columbia University, [M.S. Narrative Medicine](#)

- 38 “points” (Note: many classes appear to be 4 “points”. For example, “Degree requirements include the five Core Courses in Narrative Medicine (22 points) and the Research Methodology course (4 points).”)

University of Rochester, [Master’s in Medical Humanities](#)

- “The program requires 32 credit hours of graduate level work. Students can complete the program over two, three, or four semesters. Some students take one course per semester, completing the program over four years.” Note: 4-credit courses.

Here are sample schedules for students motivated to complete the degree in 3 or 4 terms:

Non-Thesis Track 3 terms:

Fall Term--12 credits	Spring Term--12 credits	Summer Term--6 credits
MHH Seminar Bioethics 2 electives	Narrative Medicine Social-Science req Practicum 1 elective	2 electives

Thesis-Track 4 terms:

Fall Term--9 credits	Spring Term--9 credits	Summer Term--6 credits	Fall Term--6 credits
MHH Seminar Bioethics 1 elective	Narrative Medicine Social-Science req Practicum	2 electives	Research Methods Thesis

We can provide sufficient graduate electives on this schedule given our cross-listing of medical and health related courses from Arts and Letters and the Theological School. We will also cross-list select courses from the CLA with faculty approval and when appropriate provisions are in place for graduate work in the course.

Current: Master's of Medical Humanities (33 total credits)	Proposed: Master of Arts in Medical Humanities, Health, and Society (30 total credits)
Required Courses (18 credits)	Required Courses (15 credits)
MDHM 799 - Introduction to Medical Humanities	MDHM 800 -- Medical and Health Humanities Seminar (<i>this course revision will also apply to the CMH and DMH</i>)
MDET 801 - Biomedical Ethics	MDET 801 - Biomedical Ethics
MDNR 802 - Introduction to Narrative Medicine	MDNR 802 - Introduction to Narrative Medicine
MDSM 830 - Medical Anthropology	MDSM 830 - Medical Anthropology OR MDSM 840 Medical Sociology OR MDSM 820 Health and Social Equity (<i>this revision will also apply to the DMH</i>)
MDMH 900 - Clinical Practicum	MDMH 900 - Clinical Practicum
MDHM 906 - Research Design and Methodology	<i>only required for Thesis-Track (see below)</i>
Electives (12 credits)	Electives (9 credits)
Required Thesis (3 credits)	Thesis-Track (6 credits) OR
	MDHM 906 - Research Design and Methodology
MDHM 990 -- Masters Thesis Preparation	MDHM 990 - Masters Thesis
	Non-Thesis Track (6 credits)
	2 additional courses in MDHM or ARLT

Master of Arts in Medical Humanities, Health, and Society (M.A.M.H.)

Students in the Master of **Arts in Medical Humanities, Health, and Society** complete ~~33~~ **30** credit hours from Medical Humanities listings, as well as approved courses from other Drew programs.

I. Required Courses (158 credits)

- ~~MDHM 799 - Introduction to Medical Humanities~~
- ~~MDHM 800 - Medical and Health Humanities Seminar~~
- [MDET 801 - Biomedical Ethics](#)
- [MDNR 802 - Introduction to Narrative Medicine](#)
- [MDSM 830 - Medical Anthropology](#) **OR** [MDMH 840 - Medical Sociology](#) **OR** [MDSM 820 - Health and Social Equity](#)
- [MDHM 900 - Clinical Practicum](#)
- ~~MDHM 906 - Research Design and Methodology~~

II. Electives (12 9 credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

III. Thesis Track (6 credits)

- [MDHM 906 - Research Design and Methodology](#)
- [MDHM 990 - Master's Thesis Preparation](#)

IV. Non-Thesis Track (6 credits)

Choose an additional 6 credits from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

Certificate Requirements

Students in the Certificate of Medical Humanities complete 15 credit hours from Medical Humanities listings, as well as approved courses from other Caspersen programs.

I. Required Courses (12 credits)

- ~~MDHM 799 - Introduction to Medical Humanities~~
- ~~MDHM 800 - Medical and Health Humanities Seminar~~
- [MDET 801 - Biomedical Ethics](#)
- [MDNR 802 - Introduction to Narrative Medicine](#)
- [MDHM 900 - Clinical Practicum](#)

II. Electives (3 credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

Doctor of Medical Humanities (D.M.H.)

Students in the Doctor of Medical Humanities complete 45 credit hours from Medical Humanities listings, as well as approved courses from other Caspersen programs.

I. Required Courses (21 credits)

- ~~MDHM 799 - Introduction to Medical Humanities~~
- MDHM 800 - Medical and Health Humanities Seminar
- MDET 801 - Biomedical Ethics
- MDNR 802 - Introduction to Narrative Medicine
- MDSM 830 - Medical Anthropology **OR** MDMH 840 - Medical Sociology **OR** MDSM 820 - Health and Social Equity
- MDHM 905 - The Joy of Scholarly Writing: Beginning the Dissertation Process
- MDHM 906 - Research Design and Methodology
- MDHM 908 - Doctoral Internship/Practicum

II. Electives (15 credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

III. Dissertation (9 credits)

- MDHM 999 - Dissertation

IV. Impact on Other Departments

How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other

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

Other than the two revisions to the core courses in the CMH and DMH, the proposed changes do not impact other programs. In general, an increase in enrollment in the Medical Humanities programs will contribute positively to the course enrollments in the Arts and Letters courses that are cross-listed with the program.

V. Transition Plan

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

The proposed changes will go in effect for students beginning the program in fall 2019. There are only two current students in the masters program and they are close to completing the current core curriculum and moving to thesis.

VI. Revision of Minor

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

There is no minor. See above for changes to the two CMH and DMH core courses.

VII. Course Proposals

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

MDHM 800 -- Medical and Health Humanities Seminar (3 credits, can be repeated)

A required graduate seminar examining a current topic or question in the field of Medical and/or Health Humanities. This diverse field transcends the disciplinary boundaries of the academy and engages all aspects of human culture--science, history, ethics, philosophy, literature, religion, and art--in a discursive dialogue centered on what medicine and health mean in relation to the individual and society. Students develop individual research projects that deepen and demonstrate their understanding of this field and its relevance to their educational interests and professional contexts.

MDSM 820 -- Health and Social Equity (3 credits)

Social determinants of health significantly impact the well being of individuals, communities, and entire populations in some areas. This course will examine the interaction of social factors on health outcomes including issues of discrimination, environmental degradation, economic access, and food security, to name a few. Using transdisciplinary approaches to identifying disparities in health, students will explore structural responses related to health care delivery, policy change, education, and community engagement. Students can focus on particular communities, health issues, or social systems to propose concrete conditions and processes a society is able to put into place to increase health equity.

New Courses:

Drew 110/Launch Workshop: Preparation for Career and Academic Success

This course is a structured, facilitated classroom experience that moves beyond traditional academic advising into multiple domains: self/context-exploration, major and career exploration, and life goals. Via carefully planned exercises and assignments designed to identify strengths, interests, purpose and goals and community needs, this course will guide you in developing a personal, meaningful, and flexible journey through your Drew experience. It will help you recognize and articulate transferable skills you are developing through inside and outside of the classroom experiences and it will assist you in building networks and relationships with mentors in the service of your academic and career success.

*** The members of CAPC would like to offer additional context for our approval of this new course. This course was presented to the faculty and discussed in meetings of 3/22 and 3/29 as a potential required element of the new General Education program. What CAPC considered was more narrow in scope; we were asked to review a course proposal for an elective course (not required at present for any program). We discussed the curricular merits of this elective course and approved it, pending minor revisions. Once the faculty decides on a new General Education program, this course will be subject to the same approval process as any other proposed requirement or course in that program.**

HIST 254/Selected Topics in the History of Religions

Using the methodology of history of religions, a study of historical change through significant developments in a single religion or the dynamics of multiple religions in historical dialogue, in order to explore issues in religion's influential shaping of social, political and cultural ideas and practices. Topics vary. Course may be repeated for credit as topic varies. CLA-Breadth/Humanities.

HIST 265/History and Culture of South Asia: Tradition & Today

This course introduces students to the nations of the world region of South Asia, which includes India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives Islands. The course centrally engages the methodologies of history and regional historical comparison. Through the study of the modern history of these nations, including analysis of religious identity and citizenship, political order, cultural character and historical memory, students are acquainted with the profile of each nation-state's dominant modes and significant contestations to them. Analysis of case studies of both conflict and cooperation provide an understanding of South Asian regional dynamics and their international significance in modern history. CLA-Breadth/Humanities, CLA-Diversity International.

HIST 266/History and Culture of East Asia: Tradition & Today

This course introduces students to the nations of the world region of East Asia, which includes China, Japan, Korea and Vietnam. The course centrally engages the methodologies of history and regional historical comparison. Through the study of the modern history of these nations, including analysis of religious identity and citizenship, political order, cultural character and historical memory, students are acquainted with the profile of each nation-state's dominant modes and significant contestations to them. Analysis of case studies of both conflict and cooperation provide an understanding of East Asian regional dynamics and their international significance in modern history. The course includes field trips to Japanese traditional institutions devoted to the practice of Zen and the Way of Tea (Chado) in New York City. CLA-Breadth/Humanities, CLA-Diversity International.

HIST 307/707/Selected Topics in Archival Studies: Introduction to English Paleography (Fall 2019)

This course will provide students with a basic introduction to mid-to-late Modern English Paleography (1700-1950). It will provide students with the skills needed for accurate understanding and transcription of handwritten historical and archival documents. Through this course, students will learn the historical framework for the study of English handwriting. It will provide students with an introduction to the history of English scripts, framing handwritten documents within political, religious, literary, and historical contexts. The skills and techniques learned in this class will be applicable to students working in areas related to art history, history, literature, anthropology, and other humanities disciplines. The course provides students with insights and experience working in an archival and museum setting. It provides students with the opportunity to work directly with original manuscripts and archival materials. Through a combination of hands-on work in the classroom and outside readings, students will build paleographical skills and develop a historical understanding of the development of English handwriting.

WGST /ANTH 212/Anthropology of Gender

A study of gender across cultures and of the key perspectives produced by anthropologists to analyze it. The course explores how gender is produced, lived, contested, and intertwined with other social categories through ethnographic research of the everyday, livelihoods, labor, kinship, and ritual. CLA-Breadth/Interdisciplinary, CLA-Breadth/Social Science, CLA-Diversity US.

Changes to Existing Courses:

EAP 510/Integrated Skills for Graduate Students

- **Title and description change**

Current:

EAP 510/Integrated Skills for Graduate Students

This course will provide a venue for structured practice with all academic English language skills, including reading, writing, speaking, and listening, in an integrated format for accelerated graduate pathway students. Students will employ a variety of English skills in ways that will mimic what is expected in an actual graduate classroom format, with the intention of accelerating transfer of English language skills to the American academic environment. The course will feature much feedback from the instructor to facilitate improvement. Student Profile: Students taking this course are enrolled in the Graduate Accelerated Pathway program and have submitted a qualifying language test score (equivalent to TEOFL iBT 80/18 minimum subscores or IELTS 6.0/5.5 minimum subscores).

Proposed:

EAP 510 - Graduate Success Skills

This course is designed for students pursuing the Integrated Masters Program at Drew University to ensure that they develop the critical thinking, analysis and writing skills necessary for postgraduate study in a US University. These skills are developed through cross disciplinary themes that are tailored to students' specific fields of interest/study. Course activities and assessments include critical reading, writing, oral presentations and group work.

SOC 330/Theories of Collective Action and Social Movements

- **Title change**

Current:

SOC 330/Theories of Collective Action and Social Movements

Proposed:

SOC 330 /Social Movements and Collective Behavior

WGST 331/ANTH 303/Gender and Culture

- **Title, description and pre-requisite change**

Current:

WGST 331/ANTH 303 Gender and Culture

This course engages in cultural analyses of contemporary gender issues. Topics vary in accordance with student and faculty interest. May be repeated for credit as topic changes. Prerequisite: ANTH 104 or ANTH/WGST 212. Same as: ANTH 303. Offering to be determined. CLA-Breadth/Social Science.

Proposed:

WGST 331/ANTH 303 Advanced Topics in Gender and Culture

This course engages in cultural analyses of contemporary gender issues. Topics vary in accordance with student and faculty interest. May be repeated for credit as topic changes. Prerequisite: ANTH 104 or ANTH/WGST 212. Offering to be determined. CLA-Breadth/Social Science.

WGST 201/PSCI 241: Global Feminisms

- **Title change**

Current:

WGST 201/PSCI 241 Global Feminisms

Proposed:

WGST 201/PSCI 241 Transnational Feminisms

WRTG 111/Writing Studio

- **Title and description change**

Current:

WRTG 111/Writing Studio

Offers additional support in developing academic literacies for students who are co-enrolled in the Drew Seminar. The studio will not have reading and writing assignments of its own; instead, the work will draw from the seminar assignments and require students to write additional drafts of papers. Instructors will offer additional practice in acquiring writing conventions, critical thinking, and the writing process. Activities will include instructor-led peer review of student writing, also known as “workshopping”; direct instruction in conventions of syntax, punctuation, and style; additional practice with citing sources, accurate paraphrase, and avoiding plagiarism; one-on-one and small-group work with class readings; and work during and outside of class with texts on writing. Placement into WRTG 111 will take place in the registration and advising period. For first year students only

Proposed:

WRTG 111/Writing Studio I

A course focused on the development of academic literacies, the two-credit Writing Studio enhances the experience of students who are co-enrolled in the Drew Seminar. WRTG 111 presents students with opportunities to revise and reflect on the work they do in DSEM, while also offering assignments that enrich students’ fluency with academic writing conventions, deepen students’ understanding of their own writing process, and strengthen students’ critical and analytical thinking skills. Class activities may involve instructor-led peer review of student writing; reading and discussion of texts about the writing process; exercises focused on syntax and grammar; practice with citing sources and avoiding plagiarism; and direct instruction in using library resources to conduct research. Placement into WRTG 111 will take place during the registration and advising period. For first year students only. Offered in Fall term.

WRTG 112/Writing Studio

- **Title and credit change from 1 to 4 credits**

Current:

WRTG 112/Writing Studio

1 credit

Offers additional support in developing academic literacies for students who are co-enrolled in the Drew Seminar. The studio will not have reading and writing assignments of its own; instead, the work will draw from the seminar assignments and require students to write additional drafts of papers. Instructors will offer additional practice in acquiring writing conventions, critical thinking, and the writing process. Activities will include instructor-led peer review of student writing, also known as "workshopping"; direct instruction in conventions of syntax, punctuation, and style; additional practice with citing sources, accurate paraphrase, and avoiding plagiarism; one-on-one and small-group work with class readings; and work during and outside of class with texts on writing. A student determined to benefit from the studio course may enroll in WRTG 112 starting midway through the semester. For first year students only

Proposed:

WRTG 112 /Writing Studio II

4 Credits

A course focused on the development of academic literacies, the four-credit Writing Studio enhances the experience of students who are co-enrolled in the Drew Seminar and need additional support in developing their writing, reading, and study skills. WRTG 112 presents students with opportunities to revise and reflect on the work they do in DSEM, while also offering assignments that enrich students' fluency with academic writing conventions, deepen students' understanding of their own writing process, and strengthen students' critical and analytical thinking skills. Class activities may involve instructor-led peer review of student writing; reading and discussion of texts about the writing process; exercises focused on syntax and grammar; practice with citing sources and avoiding plagiarism; and direct instruction in using library resources to conduct research. Placement into WRTG 112 will take place during the registration and advising period. For first year students only. Offered in Fall term.

Change to Existing Major/Minor:

BIOL 220/Nutrition

- **Adding course to electives list was approved**

Biology Major

Requirements for the Major (48 credits)

I. Required Courses (24 credits)

BIOL 150 - Ecology and Evolution
BIOL 160 - Diversity of Life: Animals, Plants, and Microbes
BIOL 250 - Molecular and Cellular Biology
CHEM 150 - Principles of Chemistry I OR
CHEM 151 - Principles of Chemistry I, Advanced Section
CHEM 160 - Principles of Chemistry II OR
CHEM 161 - Principles of Chemistry II, Advanced Section
MATH 117 - Introductory Statistics

II. Intermediate and Upper Level Course work (24 credits)

Students must take an additional 24 credits at the intermediate or upper level from among the following, including at least 2 credits at the 400 level to provide a capstone experience during their senior year. At least 14 credits (which may include the capstone) must be at the upper level, and at least 3 courses must have labs.

The first four credits of independent laboratory or field research (BIOL 296, 396, 404, 410, 411; CHEM 360; NEUR 296, 396) can be counted as one lab course; additional credits are counted as non-lab electives. No more than 8 credits of independent research can count toward the major (BIOL 294, 296, 396, 402, 404, 410, 411; CHEM 360; NEUR 294, 296, 396). No more than 2 credits of internship/ INTC 200 can count towards the major, and a biology faculty member must be the faculty evaluator.

BIOL 215 - Environmental Science

BIOL 220 - Nutrition

BIOL 250 - Molecular and Cellular Biology

BIOL 252 - Microbiology

BIOL 256 - Anatomy and Physiology I

BIOL 258 - Anatomy and Physiology II

BIOL 270 - Topics in Biology

BIOL 294 - Intermediate Independent Research in Biology: Literature Research
BIOL 296 - Intermediate Independent Study in Biology: Laboratory/Field Research
BIOL 302 - Geographic Information Systems
BIOL 308 - Conservation Biology
BIOL 312 - Evolutionary Genetics
BIOL 314 - Animal Behavior
BIOL 318 - Freshwater Ecology
BIOL 320 - Tropical Marine Ecology
BIOL 322 - Primatology
BIOL 324 - Forest Ecology
BIOL 330 - Emerging Infectious Disease
BIOL 338 - Ornithology
BIOL 344 - Endocrinology
BIOL 346 - Systems Neurobiology
BIOL 348 - Immunology
BIOL 356 - Cell and Molecular Neurobiology
BIOL 358 - Diseases of the Brain
BIOL 360 - Molecular Biology of Cancer
BIOL 362 - Virology
BIOL 364 - Advanced Cellular Biology
BIOL 368 - Molecular Genetics
BIOL 370 - Topics in Biology
BIOL 390 - Seminar in Biology
BIOL 394 - Advanced Independent Research in Biology: Literature Research
BIOL 396 - Advanced Independent Research in Biology: Laboratory/Field Research
CHEM 360 - Foundations in Biochemistry
CHEM 365 - Foundation in Biochemistry without Laboratory
NEUR 296 - Intermediate Independent Research: Laboratory/Field Research
NEUR 394 - Advanced Independent Study in Neuroscience: Literature Research
NEUR 396 - Independent Research in Neuroscience: Laboratory/Field Research
PH 340 - Epidemiology
** Additional prerequisite courses required **

III. Capstone Work to be completed senior year (credits included as part of Upper Level coursework)

BIOL 400 - Biology Capstone: Seminar
BIOL 402 - Biology Capstone: Literature Research
BIOL 404 - Biology Capstone: Laboratory and Field Research
BIOL 410 - Specialized Honors I
BIOL 411 - Specialized Honors Research II

Academic Standing Committee Report: AY 2018-2019

A summary of petitions considered and decisions issued during the 18-19 academic year.

	<i>Total Petitions</i>	<i>Approved</i>	<i>Denied</i>	<i>Hold</i>	<i>Refer to CAPC</i>	<i>No action</i>	<i>Invalid petition</i>	<i>Student Withdrew Petition</i>
<i>Summer</i>	46	29	8	8		1		
<i>Fall</i>	203	148	28	23	1	2		1
<i>Spring</i>	153	117	11	21		4		
TOTAL	402	194	47	52	1	7		1

<i>Category</i>	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Add course after deadline		67	47
Course credit designation		1	1
Withdraw from course after deadline	11	37	31
Exceed credit limit	1	18	2
Grade forgiveness	6	2	11
Extended incomplete	3	1	2
Incomplete requests		3	
Re-entry	15	16	6
Final grade change (by faculty)	2	5	8
Retroactive withdrawal	4	17	4
Retroactive LOA		7	
Late request to add/change internship		9	10
Convert internship into credit	1		1
Convert Honors to Ind. Study		1	8
FL waiver	1	3	3
Request to participate in May graduation			5
Extended LOA		1	
Complete Shortrec		1	
Complete independent study		1	
Change course to Pass/Fail		1	5
Change number of course credits		8	5
Request to complete degree		1	1
RW appeals	1		
Retroactive Medical Leave/RW appeal	1	3	3
Total	46	203	153

Title IX Committee Updates Spring Semester 2019

The Title IX Committee continues to work to address concerns regarding sexual and relationship violence and harassment on campus. The committee met on January 25th, March 22nd, and April 26th.

The Committee is chaired by Vice President of Campus Life and Student Affairs Frank Merckx, who also serves as the Title IX Coordinator. One particular challenge for the committee is its size, which at the beginning of January consisted of forty-seven (47) people. During the March 22nd meeting, the Committee reviewed its current charge and finalized changes at the April meeting.

The Committee has discussed some outstanding projects that had not been finalized from their work in 2016 and 2017, including a restructure of the online policies and procedures. These are not very end-user friendly, and while they were revised slightly in January 2019, they need additional work for ease of understanding. These changes will be completed in June 2019.

Additionally, the Committee is reviewing the 2017 Sexual Violence Assessment and Action Plan. Portions of this plan were either completed in the 2017-18 and/or 2018-19 academic years, while other areas still need to be addressed. The goals of this report and statuses are:

1. Support for Survivors: The goals for this initiative were adjusted in February 2019 to add support from our off-campus partners, which now includes on-campus counseling from Morris CARES, our county partner agency. A grant was awarded in the middle of January 2019 that had been in development since August 2018 that includes greater advocacy support through the Morris County Coalition. This advocate role is still being developed between Drew, FDU, CSE, CCM, and Morris CARES.
2. Partnering with Community-Based Resources: The partnership has been historically strong between Drew and our county agencies (Morris CARES, JBWS, and the Prosecutor's Office). This relationship was strengthened in August of 2018 through the formalization of the County Coalition and continues to grow. Drew continues to remain a leader in this organization.
3. Increasing Programming on Resources: The goals for this initiative include a passive marketing campaign to end the Spring 2019 semester (and Sexual Assault Awareness Month), and will be a vital component of fall 2019 programming.
4. Increasing Programming on Incapacity/Alcohol Facilitated Assaults: The goal established was to have two additional programs on this topic in the 2017-18 academic year, and it is unclear if this was fully addressed during that year. This ongoing program needs to address a variety of topics including Bystander/Upstander training.
5. Increasing Student Outreach/Training and Assessment: The primary goal of this initiative was to have the Title IX Coordinator use "Kahoot-it" as a training tool and create a quiz for the website as well as having a student advisory board. The training

goal was accomplished in fall of 2018, and the Student Advisory Board remains active. This goal is now being expanded to create a “train-the-trainer” program so that an adequately sized and well-trained peer-to-peer education will take place. Applications for the Student Advisory Board for AY 2019-20 will be made in the Fall.

6. Increase Social Media Presence: This goal was not widely achieved in the past, and new social media planning is being developed with a student intern this summer.
7. Social Media Policy: There is nothing to report on this goal from the committee, but Human Resources is working on a policy to be shared in the near future.
8. Creation of Interactive Resource Website: This goal was not fully achieved in the past, and the website is due to be overhauled this June and July. While interaction will be a portion of the site, enhancements to the information provided will also be a priority.
9. Increase Awareness Activities: This was achieved in the past primarily through passive programming and a few active events. A comprehensive schedule is being developed for AY 2019-20.
10. Improve Prevention Programming based on Climate Survey and Office Data: The office routinely programmed during specialized months (e.g. October – Domestic Violence; April – Sexual Assault Awareness). For spring 2019, additional programming occurred for Annual Teen Violence Dating Awareness Month, which occurs in February.

Monument Quilt

Drew University served as the host of the Monument Quilt, a project of FORCE: Upsetting Rape Culture on April 4th. Nearly 400 of the 5,000 panels of the project were on display in the Simon Forum from 10:00 a.m. – 8:00 p.m., with approximately 350 attendees throughout the day. Mayor Conley of Madison presented a proclamation declaring April 4, 2019 as Sexual Assault Awareness day in Madison. Speakers included a survivor of college sexual assault, Patricia Teffenhart, Executive Director of NJCASA, and Hannah Brancato, a founding member of the Monument Quilt project. The quilt will be on full display one last time on the National Mall, in Washington, D.C., May 31-June 3, 2019.

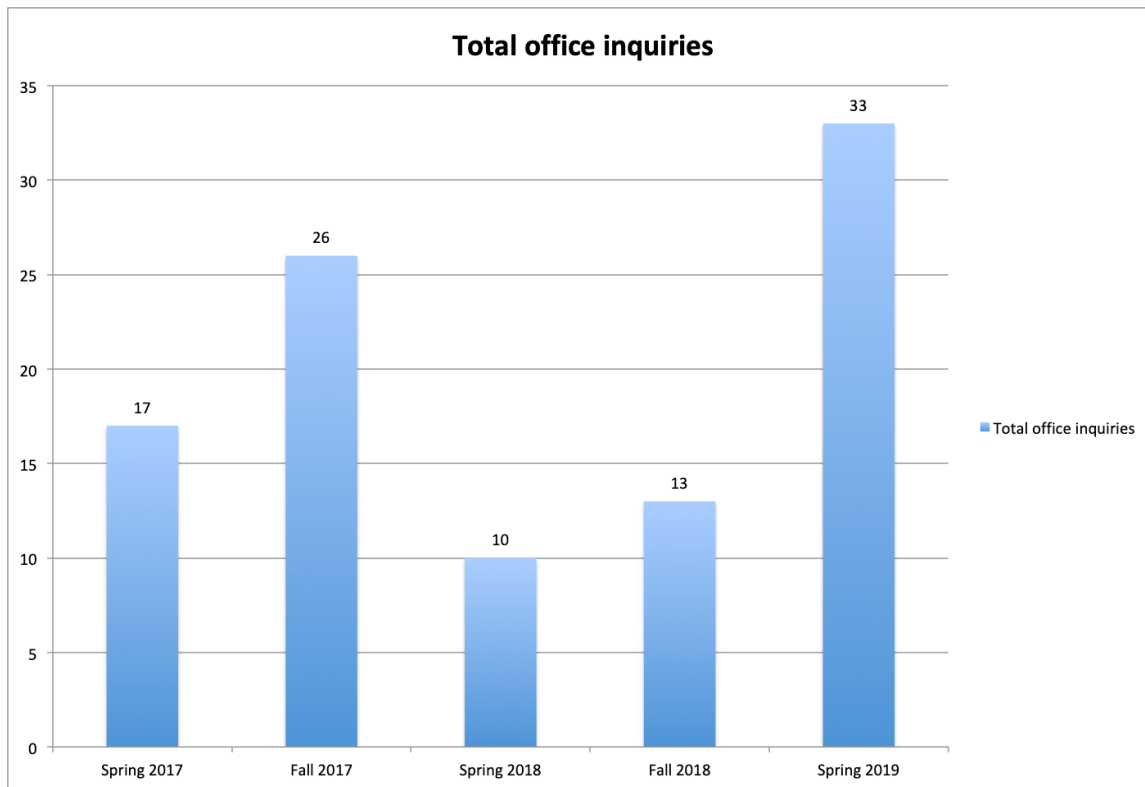
Grant

Drew University applied for and was awarded a NJ Victims of Crime Act grant. Work on this grant began in August of 2018, and the grant was funded in mid-January 2019. The grant has primary funding areas for a countywide advocate and app development. This summer, work with faculty and students will take place on the app, which will provide resources to all college students in Morris County. Guidance and support from the staff of Bergen County’s healingSPACE will be utilized, as they have built a successful product for the colleges and universities in Bergen County.

The Monument Quilt display was paid for by the grant, and the university will benefit from greater tracking and support services for victims/survivors.

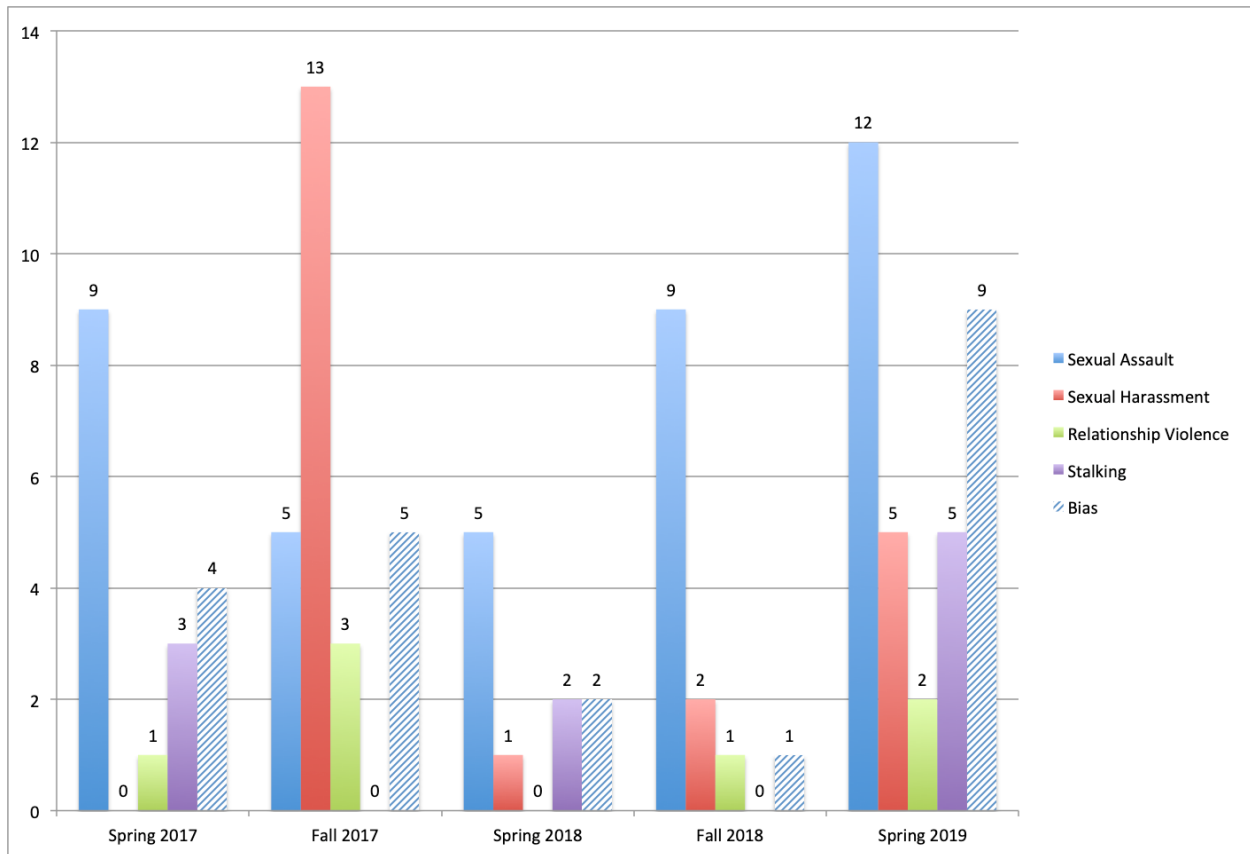
Statistics

The Committee reviewed reporting statistics. For the spring 2019 semester, there have been 33 inquiries into the Title IX office, and the data is shown below. Data is listed in large categories to help maintain privacy, and the alleged policy violations are purposefully broad categories (e.g., sexual assault accounts for any behavior that may include groping, unwanted touching, non-consensual activity, etc).



The data series on the following page shows an increase in reporting of all areas for the spring 2019 semester. Of the bias complaints, six were racial bias, a significant increase over the past. The Title IX staff is working with the Student Engagement and Diversity, Equity and Inclusion (DEI) office to work on ways to enhance campus-wide education and conversation to address these issues.

While reporting is always viewed as a positive sign, the Committee continues to task the Title IX staff to ensure that students, faculty and staff are aware of their rights to report, and whom to report to. This has been enacted in additional passive poster campaigning and will be a primary focus for our website, and passive and active training in the next academic year.



Programming and Training

The programming for the Title IX area for spring 2019 focused on activities for Teen Dating Violence Month (February) and Sexual Assault Awareness Month (April). Some of the activities included tabling and awareness on dating violence, the Monument Quilt, passive educational programming, collaboration with NCAA athletics on social media campaigns, Title IX team Meet and Greet, and county partner tabling. The Student Advisory board completed additional programs working with county agencies, joinonlove.org, and NJCASA.

Training for international and other new students took place in January, and presentations to new employees as part of new hire orientation continues. The NCAA annual attestation for athletic department compliance was completed in March.

Primary Summer Projects

The staff will work to enhance the website, including placing more user friendly policies and processes; develop the app as part of the grant; develop a comprehensive training program in conjunction with county partners; work with the DEI office to create a “train-the-trainer” program; enhance the online form for reporting; work with the Prosecutor’s Office to implement the Attorney General’s new guidance, and begin work setting up the climate survey to be sent in spring 2020.

UNIVERSITY LIBRARIAN'S REPORT For CLA Meeting of May 3, 2019

Dear Colleagues:

Visions Newsletter: Please enjoy the latest version of *Visions* at https://walter.drew.edu/Visions/2019_Spring_Visions.pdf

Features in this issue include:

- Bobby Kennedy's Message of Hope
- Researching the Holocaust and Other Genocides (Karpati Lecture)
- What We're Reading
- Student Snapshots
- Six Degrees of Shahnameh Separation
- A Song of Joy

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

- 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

The ULC will have one additional meeting this semester. If you have questions or suggestions for the ULC, please contact Jonathan Rose (ULC Chair) or me.

Kornitzer Book Prize for Drew Faculty and Alumni: see below for nomination details – deadline for submission is September 1

Open Educational Resources (OER): In collaboration with the University Library Committee, the library is planning an summer project to explore further adoption of [Open Educational Resources](#) (OER) at Drew. 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.

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)

24/7 Hours: Please remind your students that the Library is offering 24/7 hours during Reading Days and Exams. Our 24/7 hours begin Tuesday, April 30, at 8:30 am and continue through Wednesday, May 8, at 9:00 pm. We'll be offering coffee and tea once per evening—at 10:00 pm (Sundays through Thursdays) and at 9:00 pm (Friday and Saturday). Snacks will not be provided as in past years. Thanks to the many Library staff volunteers and Circulation student assistants who are supporting extended late night hours again this spring.

Course Reserves: As you may be aware, Dr. Johanna Edge, Head of Circulation, will retire at the end of June. Dr. Edge has processed reserves since she began working in the Drew Library over 15 years ago. Because her successors will not be as familiar with past requests and expectations, all faculty are urged to list all of the information we need to complete your reserve requests, including call numbers for Drew-owned material. Providing complete information allows us to process your request lists more efficiently and accurately.

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

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TRIAL PRODUCTS: We encourage you and your students to explore additional new and trial databases listed on the library website at <http://libguides.drew.edu/az.php>. Send send any comments or feedback about the product to Kathy Juliano, kjuliano@drew.edu

Sage Research Methods

The Library is currently offering a trial of **Sage Research Methods (SRM)**. You may access the trial [here](#).

In case you are not familiar with it, SRM provides materials to guide users through every step of the research process, from students learning how to conduct research to faculty conducting research for publication.

Use SAGE Research Methods to:

- Look for information on how to design and conduct a research project
- Learn new research methods
- Read case studies from researchers focused on how they chose and applied their research methods, plus the obstacles and challenges they faced
- Find downloadable datasets to practice statistical and analytical methods hands-on
- Bring methods to life through the largest streaming video collection dedicated to methods on the market

[This page](#) has a set of videos designed to teach you about the features and functionality of the platform.

The SRM trial will run through May 24. We will be requesting feedback towards the end of the semester. In the meantime, feel free to send any comments or feedback about the product to Kathy Juliano, kjuliano@drew.edu

AM Explorer

AM Explorer is a cross-searchable database of 64 digital collections, including hundreds of thousands of primary source documents, spanning over five centuries. For off-campus access, please refer to the instructions on the library website at <http://libguides.drew.edu/az.php>

Oxford Research Encyclopedia for Literature

Peer-reviewed essays giving overviews of subjects within a discipline

Statista

Statista is a statistics portal which integrates data on over 60,000 topics from over 18,000 sources onto a single professional platform. Statista is organized into 21 market sectors and provides direct access to quantitative data on media, business, finance, politics, and a wide variety of other areas of interest or markets. Use Statista for serious stats on industry, health, and society, and more. Statista allows you to add graphs in various formats (PDF, EXCEL, PPT, etc.) to a presentation or project.

INSTRUCTIONAL TECHNOLOGY

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.

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Faculty and Alumni Authors of Nonfiction Books Kornitzer Prize Competition

Drew faculty and alumni authors are eligible for the eleventh Béla Kornitzer Awards in recognition of outstanding nonfiction books published between 15 October 2015 and 1 August 2019. Separate awards, including monetary prizes of \$2,000, honor faculty and alumni authors. A faculty prize committee will select the winners, and the winners will be announced at a Library celebration in early 2020.

Please send or bring submissions including: Book, letter of nomination, and reviews if available to:

Andrew Bonamici
University Librarian
Drew University Library
36 Madison Avenue
Madison, NJ 07940

Submitted books will be added to the University Archives Faculty and Alumni Collection. The submission deadline is 1 September 2019. Early submissions are encouraged. Please note that previous winners are not eligible for the competition.

The Kornitzer Award was established in 1992, by Alicia and George Karpati to honor the achievements of Mrs. Karpati's brother, Béla Kornitzer, as a journalist and author in Hungary and the United States. The Library maintains a special collection related to Mr. Kornitzer's books and career. For further information about the Kornitzer awards, contact the Library at 973.408.3472.

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EXHIBITS: Drew Acorn Newspaper; The Historic Cornell Library Building

On display through through Summer 2019 in the Learning Commons Lobby cases

Practicum students Nina Campli (C'20) and Annabel Winchell (C'20) from Museums and Society (ART/ANTH 375) have curated exhibits on the Drew Acorn newspaper, the historic Cornell Library building using Methodist and University Archives materials. Thanks to Professor Margaret Kuntz, University Archivist Matthew Beland, and Library Conservator Masato Okinaka for facilitating this opportunity.

Annual Fund Report
July 1, 2018 to April 26, 2019

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY19	\$1,164,154	\$91,654	\$1,255,808	\$1,650,000	76%	\$509
FY18	\$1,354,670	\$85,274	\$1,439,944	\$1,300,000	111%	\$641
Increase (Decrease) from FY16	(\$190,516)	\$6,380	(\$184,136)			(\$131)
Increase (Decrease) Percentage	(14%)		(13%)			(20%)

Participation (All Funds)

	FY19				FY18			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	12%	1605	26%	1,761	12%	1562	18%	n/a
DTS	12%	446	19%	242	12%	460	15%	n/a
CSGS	7%	155	14%	142	8%	171	10%	n/a



CAE Update: Brief Summary/At a Glance: May Faculty Meeting Spring 2019

The CAE visited each Division Meeting prior to the May 3, 2019 Faculty meeting.

We shared the information below; Each Division received some specific information about usage.

CAE topics for discussion: 1) Brief update of growth 2) Review of some policies 3) Needs/Looking Ahead

Areas of Growth:

- CLA: Tutoring Support: All subjects/resources :(coaching, writing, peer subject, Drop In, Baldwin Honors, INTO) **Tables 1 – 3****. **See below Table 3** is different in this summary!**
- CLA Faculty Collaboration **Table 4. See below**
- University Writing Center (UWC): CLA and CSGS support: **Tables 5 - 6. See below**
- CAE Partnerships for Programs and Training: CLA and CSGS: **Table 7. See below**

** Please see the specific Division Meeting handout for specifics on Division usage.

This information was in Table 3: Division Information: FA18

Policies Review:

- Peer tutoring can **ONLY** be used as supplemental assistance to understand content **ALREADY** covered in class
- Tutors do **NOT** help with take-home tests (paper or online) or quizzes (paper or online) unless faculty provide written permission to the a CAE Director at cae@drew.edu
- Tutors will **NOT** give students their own work/notes to copy/turn in, or do homework for students.
- Tutors do **NOT** teach new material to students who've been absent from a class. For significant content-level assistance, students should talk to their professors. Students must come to their tutoring sessions prepared. Tutors have the right to end the session if a student has not come fully prepared with assignments, books, notes, and goals. Each student is limited to 3 hours per week per subject.

Needs/Looking Ahead:

Our needs:

- Tutor Nominations / Faculty Reference form (online)
- Beacon reminder: Add in Course information: PHIL 101, etc

Your needs:

- Beacon responses
- Other support, partnership, collaboration?

Launch:

- Working with Daniel/Juliette
- Immersive Experience
- At-Risk Students

CAE DATA: At a Glance

Terminology Key:

- **Visits:** (i.e., Appointments): The number of times a unique client attended an appointment.
- **Unique clients:** the number of individual or *unique* clients who had appointments. If one client made ten appointments, that is one "client with appointments" here.
- **Grad Writing Specialist:** Full time, professional CAE Staff
- **Writing Specialists:** CLA students & three (3) CSGS students supporting writing across the University.
- **ELL:** Grad Writing Specialist and Writing Specialists working with identified English Language Learners through scheduled visits (appointments).

Table 1: CAE CLA Support At a Glance FA18-FA 16 * from drew.mywconline.com software system only

	FA18	FA17	FA16
*Visits Individual/ Small Grp	2116 visits; 429 unique clients	1652 visits; 385 unique clients	1442 visits; 326 unique clients
*New clients	258	292	259
*INTO	283	270	194
Drop-In/ Exam Rvw/ Meet Up Sessions	239 (55% use) (20+ courses/groups; Most 100-Level)	180 (61% utilization) (15+ courses/groups; Most 100-Level)	27 (78% utilization) (7 courses - Most 100- Level)
CAE Tutors Writing Specialists (CLA & CSGS)	102	76	86

The historical and normal trend is for some drop-off in use for the SP semesters. Table 2 below table shows this generally when compared to the two semesters of an Academic Year.

Table 2: CAE CLA Support At a Glance SP19 - SP17

	SP 19 (to date, INC)	SP18	SP17 (INC data)
*Visits Individual/Small Grp	1322 visits; 325 unique clients	1333 visits; 301 unique clients	674 visits; 190 unique clients
*New clients	123	115	74

**** Table 3: Percent Average Use of Total Appts by CLA Year over Multiple Semesters**

CLA Year (reported by Client)	First Year	Sophomore	Junior	Senior	Other (CSGS, Post- Bac, Other)
Percent Average Use of Total Appts	30-40%	20-30%	15-25%	8-15%	8-10%

This trend shows the normal and expected trend of use of CAE resources:
First Year > Sophomore > Junior > Senior = Other

University Writing Center (UWC): CLA and CSGC Writing Support

Table 4: UWC Support at a Glance: FA16 - FA18

	FA 18 Visits / Unique Clients	FA 17 Visits / Unique Clients	FA 16 Visits / Unique Clients
Grad Writing Specialist	119 / 24	68 / 17	N/A / N/A
Writing Specialists	78 / 17	60 / 20	24 / 6
Total	197 / 41	128 / 37	24 / 6

Table 5: UWC support SP18 - SP19 to date

	SP19 to date Visits / Unique Clients	SP 18 Visits / Unique Clients
Grad Writing Specialist	180 / 47	81 / 16
Writing Specialists	304 / 114	33 / 13
TOTAL	484 / 161	114 / 29

Table 6: CLA/CSGS Faculty Collaboration:

	AY 18-19 (New SP19 in bold)	AY 17-18	AY16-17	AY 15-16
Faculty Collaboration	CHEM, CSCI, BIOL , Academic English, ECON, SOC, Writing Studio, DSEM, EDUC, Theater , DMIN-Research I , Joy of Scholarly Writing , Music , Art-Digital Imaging , Media & Communications	CHEM, CSCI, Academic English, ECON, SOC, Writing Studio, DSEM, EDUC	CHEM, CSCI, EAP, ECON, SOC, Writing Studio, DSEM,	CHEM, CSCI

Table 7: CLA/CSGS Partnerships for Programming, Training, etc

	AY 18-19 (New SP19 inbold)	AY 17-18	AY16-17	AY 15-16
CLA	<p>INTO Baldwin Honors Program BA/MAT DSEM EOS ResLife/Student Act: In-Hall Tutoring The Path; Drew Zoo Student Employment: Workshops; Work Study Initiative Career Services (SEED) Athletics: FY Workshops Public Safety: Active Shooter Training Counseling Services</p>	<p>INTO Baldwin Honors Program BA/MAT DSEM EOS ResLife/Student Act: In-Hall Tutoring The Path; Drew Zoo Student Employment: Workshops; Work Study Initiative Career Services (SEED) Athletics: FY Workshops</p>	<p>INTO Baldwin Honors Program BA/MAT DSEM EOS ResLife/Student Act: In-Hall Tutoring The Path; Drew Zoo Student Employment: Workshops; Work Study Initiative Career Services (SEED) Athletics: FY Workshops</p>	<p>INTO Baldwin Honors Program</p>
CSGS	<p>Theo Medical Humanities Admissions MAT Program Arts and Letters Medical Humanities</p>	<p>Theo Medical Humanities Admissions MAT Program Arts and Letters Medical Humanities</p>	<p>Theo Medical Humanities Admissions MAT Program (working on Arts and Letters, History and Culture)</p>	

FALL 2019 BOOK ADOPTION FORM

DATE SUBMITTED:

INSTRUCTOR
NAME:

EMAIL:

EXT:

DIVISION:

DEPARTMENT:

COURSE TITLE:

COURSE NUMBER:

SECTION:

WILL THIS BE A REQUIRED TITLE? YES / NO WILL THIS BOOK BE USED FOR OTHER COURSES THAT
YOU ARE AWARE OF? YES /NO

IF YES, PLEASE NAME THE COURSE(S):

TOTAL NUMBER OF TEXT BOOKS REQUIRED FOR THIS COURSE _____. THIS IS TEXTBOOK ____ OF
____. CAN THE BOOK BE USED? YES/NO?

FULL BOOK TITLE:

AUTHOR(S):

ISBN (13 DIGIT):

YEAR:

EDITION:

PUBLISHER:

ESTIMATED CLASS ENROLLMENT:
YES / NO?

WILL THIS BOOK BE USED FOR SPRING 2020

ADDITIONAL COMMENTS:



The Academic Computing Advisory Committee (ACAC) wants to help support students & faculty technology use for teaching & research! Please complete the following survey to help drive UT priorities next year:

[SURVEY](#)



Drew University Presents Summer Enrichment

AWAKEN YOUR VOICE WITHIN

Grades: 5th-10th grades

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

\$295

Everyone is a writer. Whether your child already enjoys writing or is struggling, give them the gift of finding their voice. This nourishing and relaxing experience is guided by expert teachers and National Writing Consultants.

*Lunch is included

S.T.E.A.M

Grades 3-5 and Grades 6-8

August 5- 9 | 9:00 a.m. - 3:00 p.m.

\$295

During this Science Tech Engineering Art and Math experience, students will work on writing skills and explore personal inquiries related to this year's theme of "Water: The Key to a Sustainable Future."

*Lunch is Included

WRITING THE COLLEGE ESSAY

Grades: High School Students

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

\$295

In this three day summer writing institute, students will relax and explore as they employ the natural writing process. Guided by expert teachers and National Writing Project Consultants, students leave with a polished essay that begs to be read. A follow-up virtual consultation will be held in October.

*Lunch is included

Visit: DrewTEACH.org to Register

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