

# ARTS AND SCIENCES FACULTY MEETING

October 6, 2017  
HALL OF SCIENCES 4

## AGENDA

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

Debra Liebowitz

**APPROVAL OF MINUTES**

Maria Masucci ----- pp. 4-7

**DEAN'S UPDATES**

Debra Liebowitz

**ACTION ITEMS:**

Proposed Changes to Faculty Regs/Voting List  
Approval of Voting List – Arts and Sciences  
Revision to MAT Program  
New Certification in Teaching English  
as a Second Language

Jill Cermele ----- p. 8  
Jill Cermele ----- p. 9  
Ryan Hinrichs ----- pp. 11-16  
  
Ryan Hinrichs ----- pp. 11-16

**REPORTS:**

Curricular Report  
Enrollment Management  
Advancement Report  
Library Report

Ryan Hinrichs ----- pp. 10-28  
Bob Massa ----- pp. 29-31  
Beth Kornstein ----- pp. 32-39  
Kathy Juliano ----- p. 40

**FOR DISCUSSION:**

Community of Faculty Events

Juliette Lantz, Maria Masucci -- p. 41

**OLD BUSINESS/NEW BUSINESS:**

**ANNOUNCEMENTS:**

Critical Language Scholarship Applications  
*Drew Review*  
Art Opening

----- p.42  
Hannah Wells ----- p.43  
Michael Peglau ----- pp. 44-45

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

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### Alex de Voogt

Business  
Studies

**Alex de Voogt** for publishing an article with Jonas Lang on "Employee Work Ethic in Nine Non-industrialized Contexts: Some Surprising Non-POSH Findings" in *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2017, 10(3): 398–403.

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### Kimani Fowlin

Dance

**Kimani Fowlin** for being granted permission from the Ezra Jack Keats Foundation to allow Drew students to create embodied works inspired by Keats's children's books. A representative from the foundation will be in attendance for a Q & A at one of Drew's 2017 fall Dance Show performances.

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### Paul Kadetz

Medical  
Humanities,  
Anthropology,  
and Public  
Health

**Paul Kadetz** for presenting a Keynote Address, "Culture and Resistance: Antibiotic resistance in rural China and sociocultural translations of biomedicine" and for serving as a panel Chair at the *Second International Conference on Infection Control & Clinical Microbiology*, held in September in Chicago. For the publication of a chapter, "Social Capital in Crisis: The Complex Relationships Between Community, Sociality, Inequality and Resilience" in the edited volume "Rethinking Social Capital: Global Contributions from Theory and Practice." For being elected by the Royal Society of the Arts (UK) to be an Organizing Fellow for the NYC region. Also, for being awarded \$300,000 by the U.S. Department of Justice for a three-year project as Co-I, entitled, "Comprehensive Opioid Overdose Outreach Project in Huntington, West Virginia".

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**Jason Karolak**

Art

**Jason Karolak** for his solo exhibition *Prospects* at McKenzie Fine Art in New York, September 6 - October 8, 2017. The exhibition received a review: Thomas Micchelli, "The High Drama of Hot Color in a Field of Black," *Hyperallergic*, September 15, 2017.

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**Steve Kass**Math and  
Computer  
Science

**Steve Kass** for his invited talk, "Higher Dimensional Shift Spaces with Shear," at the 2017 Pingree Park Dynamics Workshop, which took place in July at Colorado State University's Mountain Campus.

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**Rebecca  
Soderholm**

Art

**Rebecca Soderholm** for being selected as a 2017 Fellow at the Constance Saltonstall Foundation for the Arts. Saltonstall is a blind-injured residency for New York State based visual artists and writers in Ithaca, New York. A public open house was held in September to introduce the fellows and their work to the community.

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**Courtney  
Zoffness**

English

**Courtney Zoffness** for being selected as one of three finalists, of over a thousand entries, in the 2017 *Ploughshares* Emerging Writers Contest.

**Drew University**  
**Minutes of Arts and Sciences Faculty Meeting**  
**October 6, 2017**

**Present:** Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Di Bai, Brianne Barker, Jim Bazewicz, Susan Beddes, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, James Carter, Timothy Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Molly Crowther, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Sophia K. Fortune, Kimani Fowlin, Rodney Gilbert, Jonathan Golden, Seth Harris, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Paul Kadetz, Hilary Kalagher, Jason Karolak, Marguerite Keane, Caitlin Killian, Elizabeth Kimball, Angie Kirby-Calder, Roger Knowles, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, Dan LaPenta, John Lenz, Neil Levi, Jinee Lokaneeta, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Rebecca T. Mercuri, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Ostrega, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Raul Rosales, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Bernard Smith, Leslie Sprout, Raymond Stein, Sharon Sundue, Steve Surace, Marc Tomljanovich, Kristen Turner, Hannah Wells, Trevor Weston, Tammy Windfelder, Chenyang Xu, Carlos Yordan, Courtney Zoffness

**Others Attending:** Sunita Bhargava, Michael Fried, Jon Kettenring, Robert Massa, Alex McClung, Frank Merckx, Shawn Spaventa, Sara Waldron, Marti Winer, Margery Ashmun, Jody Caldwell, Kathy Juliano, Rick Mikulski, Brian Shetler, Nora Boyer, Jared Sutton

**The meeting was called to order at 3:20 p.m.** by Debra Liebowitz. Deb asked Tina McKittrick to serve as Parliamentarian.

**Approval of minutes:** The minutes of the May 5, 2017 meeting were approved unanimously.

**Dean's Updates:** Debra Liebowitz discussed the process of putting the new academic structure in place and reported that the Leadership Team will continue its efforts in the University reorganization process. She thanked those who came to the Open Forum on August 30<sup>th</sup> and shared her ongoing intention of providing a venue for conversation among the staff and faculty of the three schools. Deb referenced the Provost Office Strategic Project Plan which was presented at the forum (posted on U-KNOW) as a transparent plan intended to create accountability. She shared that the Administration is thinking both creatively and strategically in terms of the budget and in terms of strengthening the three schools. Deb shared her intention to move quickly, but not at the expense of faculty governance. She said the University has focused on increasing retention and enrollment (SHINE) and has been engaging with John Vitali's team in wide ranging analytic exercises looking at where expenses can be cut without impacting the core mission of teaching (ie: reducing 3 payroll systems). Deb announced that President MaryAnn Baenninger will address the faculty at the October meeting and she extended her thanks to Maria Masucci, Juliette Lantz and Ryan Higgins for stepping into the Associate Dean roles.

Deb then previewed an announcement scheduled for Sunday evening, September 8<sup>th</sup>, where the University will publicize that it is cutting tuition by 20%, effective fall 2018. She shared that this tuition reduction will bring us below our aspirants and slightly below the median of our peers. Deb said the decision was only made after a very extensive research process and was met with the support of the Board of Trustees.

Bob Massa shared with the faculty that our tuition stopped students from applying to Drew simply because of the “sticker price”. He said the net revenue per student should remain the same, while aid and scholarships will decline. In order to make up the loss in revenue, more students will need to be enrolled. The consulting firm with whom the University worked in this process predicted that if tuition is reduced by \$10,000, the University should receive approximately 4,000 more applicants or about 430 new students. Marketing and recruiting measures will continue to sustain this effort.

Kira Poplowski said the official communication would be made on Sunday evening, with the President sending individualized letters to first year students, sophomores, juniors, alumni, etc. She said a FAQ sheet was developed which would be shared, and asked faculty members to familiarize themselves with the facts. She said both a faculty and student session would be held on Monday, September 11<sup>th</sup> and encouraged attendance. Kira shared that a hotline was established to field questions and Bob said he would also be making himself accessible.

Deb extended her thanks to Bob, Kira, and John, as well as to their entire staffs, for the incredible amount of work that went into this decision and rollout.

**Action Items: Approval of Voting List** - Debra Liebowitz focused attention to the voting list on p. 19 and noted the list represents names just from the College Faculty. She said once there is approval for a combination of faculty of Arts and Sciences (which has been discussed at Dean’s Council and will be discussed at Division meetings), a new voting list will be put forth for approval.

**The voting list, as presented on page 19, was approved.**

**Elections:** Maria Masucci stated there are openings on three elected committees, calling for nominations for a Division I representative for Dean’s Council. Steve Dunaway nominated Tammy Winfelder, who accepted the nomination while Steve withdrew his name from the ballot. Tina McKittrick was nominated for the Division I Human Rights and Affirmative Action Committee representative. She accepted the nomination. Maria then shared that she could no longer serve as Chair of COF due to her role as Assistant Dean and passed out a proposal for the nomination of Sarah Abramowitz. Sarah’s nomination would be an exception to the COF Handbook, as she is a Full Professor, having served on COF within the last five years, but she has not yet completed two terms on the Committee as is required. Maria related that the Committee on Faculty is putting forth Sarah’s name for a faculty vote for both a one-time exception to the rule in the Handbook as well as Chair of the Committee. John Muccigrosso suggested there should be a review of how the COF is constructed in order to fix why exceptions are needed and why it is difficult to get people to serve. Deb responded the challenge in this instance was to find someone who met the requirements described in the Handbook, and that due to the VRP and the number of individuals on sabbatical, a very small number were qualified to serve. Deb then asked COF to take under consideration John’s concerns for the need for exceptions to the Handbook as well as the lack of competitive elections for the position. A motion was made and seconded to put Sarah’s name on the ballot. Roger Knowles and Chris Apelian were then nominated to replace Sarah on COF for Division I for one year. Maria announced the ballot would go live on Monday for 48 hours.

**Reports: Enrollment Report-** Bob Massa reported that 372 First Year students were enrolled versus 350 the previous year, with 82 transfer students up from 69. The discount rate for First Year’s is 62.5, compared to 61.8 last year. Minority students represent 36.8% of the class and males 41% of the populations and Baldwin Honors students increase from 50 in 2016-17 to 65. SAT scores were 1212 and total net revenue from the First Year class is just under \$1million.

Bob shared that the top major in the University is Biology, followed by Business, then Psychology, Theatre and Political Science. He said total enrollment looks like 1411, versus 1407 last year, but he will report the final number in his next report. He said Admissions had budgeted for 13 more First Year students than the numbers who enrolled, but this was offset by 12 more transfers than were anticipated. He said 33 of the 82 transfers were INTO students who matriculated.

Deb once again thanked Bob and Kira for their efforts in bringing our new students to campus and she thanked the many faculty members who participated in the recruitment of the Class of 2021.

**For Discussion:** Juliette Lantz shared the first version of the Dean's Office Workflow located in the Packet on pages 23 through 26; detailing who to go to and where to go given the new structure in Arts and Sciences. She said this document will be updated on U-KNOW and encouraged contributions and comments. Maria added there is an effort to streamline work flow and where possible, google docs will be developed to accomplish that.

Steve Dunaway shared a plan for a campus-wide Research Celebration Day. He said he will recruit the Baldwin Honors students to spearhead efforts for a celebration in the spring and made note of the logistical challenge of coming together, campus-wide, to recognize research accomplishments across all four divisions or the college. Steve said he will work with Dean's Council to bring the community together for a celebration of student research and he invited an exchange of ideas with a goal to make it happen in April 2018.

#### **Announcements and Documents:**

- CAPC Deadlines: Jinee Lokaneeta reminded faculty members that forms for spring courses are due Tuesday, September 12<sup>th</sup>. Ryan Hinrichs reported that CAPC has been working hard to update its forms, both for faculty and students and thanked Rebecca Soderholm and Jinee Lokaneeta for their efforts in making the updates. He urged faculty members to go to U-KNOW to find the most up to date forms.
- Academic Integrity: Judy Redling asked for feedback from the faculty regarding the present Academic Integrity Policy. She said academic integrity procedures and policies are in place but she would like to look at what corrective measures could be taken in order to address a student's first offense with meaningful and corrective action steps. Judy also asked for faculty to report offenses and said she welcomes the sharing of concerns and ideas for the policy and procedures.
- Loren Kleinman introduced Max Orsini as the new Graduate/ELL writing specialist.
- Kristen Turner shared that she is looking for faculty members interested in supporting the development of teachers and is eager for a collaboration across the University to strengthen the MAT program.
- *Drew Review*: Hannah Wells announced that *Drew Review* is looking for the submission of strong papers for publication and suggested this is also a great opportunity for faculty members to mentor students as they work with them to strengthen their papers for submission. The fall deadline for submission is October 16<sup>th</sup>.

**Old Business/New Business:** John Muccigrosso asked when salary letters should be expected. Jessica Lakin responded that while there is not a "memorialized policy", it has been the case that once census data for new students has been established, letters are finalized. For this year, census data is anticipated on Tuesday the 12<sup>th</sup>. Deb Liebowitz stated she recognized that letters are late and there is dialogue about that timing problem, but said there is a legitimate reality for the need for census data prior to issuing letters.

**Welcome and Introduction of New Full Time Arts & Science Faculty and Staff:** Debra Liebowitz introduced the following new members of the Drew Community:

Christopher Casement (Mathematics and Computer Science), Alex de Voogt (Business with an affiliation in Psychology), Mike Fried (Assessment), Rodney Gilbert (Theatre and Dance), Paul Kadetz (Public Health, Anthropology, and Medical Humanities), Angie Kirby-Calder (History), Simone Kolysh (Sociology), Yi Lu (Mathematics and Computer Science), Lisa Lynch (Media and Communications), Rebecca Mercuri (Mathematics and Computer Science), Jonathan Porras (Chemistry), Carolyn Rooney (Psychology), Anthony Russo (Biology), Kristen Turner (Teacher Education Program), Nancy Vitalone-Raccaro (Teacher Education Program), Chenyang Xu (Environmental Studies and Economics)

**Reception for Full-Time Arts & Science Faculty and Staff:** Debra Liebowitz invited faculty and staff to an outdoor welcome reception and adjourned the formal meeting at 4:45 pm.

Minutes respectfully submitted by Trish Turvey.

## Proposed Changes to the Faculty Regulations/Voting List for CLA Faculty Meeting

1. Cognizant that the process of merging the CLA and Caspersen Regulations is a longer process, but in order to assure that a small group of Caspersen faculty who do not currently have voting rights, are added to the CLA voting list, Dean's council is proposing that Item 1 of the CLA Faculty Regulations be changed from:

(current language) 1.a: i. All those who hold full time teaching appointments in the College and full-time faculty who hold joint appointments in the College and the Caspersen School of Graduate Studies with regular teaching responsibilities in the College. (CLA Nov 2006)

to:

(proposed language) i. All those who hold full time teaching appointments **at Drew and for whom some portion of their formal appointment is either** in the College **and full-time faculty who hold joint appointments in the College and** the Caspersen School of Graduate Studies **with regular teaching responsibilities in the College.** (CLA ~~September Nov 2006~~2017)

2. We also propose that the current voting list be revisited and voted on again, in order to add affected faculty.

3. Cognizant also that a longer discussion needs to take place concerning how our divisional structure may need to change in light of a number of new interdisciplinary programs, we also propose the following addition:

210.1 note to be added at the end of this section:

(proposed language) \* Those faculty not hired into a department will be invited to join the division that is in line with their disciplinary focus.

<https://uknow.drew.edu/confluence/display/cladean/Current+College+Faculty+Regulations>



## VOTING LIST FALL 2017

Abramowitz, Sarah	Fowlin, Kimani	Lee, Seung-Kee	Redling, Judith
Anderson, Erik	Gilbert, Rodney	Lenz, John	Rhodes, Kimberly
Andrews, Christopher	Golden, Jonathan	Levi, Neil	Rooney, Carolyn
Apelian, Christopher	Hala, Jim	Liebowitz, Debra	Rosales, Raul
Arnold, Lee	Harris, Seth	Lokaneeta, Jinee	Rosan, Alan*
Baenninger, MaryAnn	Harrison, Summer	Lu, Yi	Rose, Jonathan
Bai, Di	Hill, Emily	Lynch, Lisa	Rosenbloom, Susan
Baring, Ed*	Hinrichs, Ryan	Madra, Yahya	Russo, Anthony
Barker, Brianne	Jaising, Shakti	Maier, Caroline	Safri, Maliha
Bazewicz, Jim	Jamieson, Sandra#	Masucci, Maria	Sarolli, Gian Domenico#
Beddes, Susan	Jennings, George-Harold	McGuinn, Patrick#	Scarano, Paris
Bernstein, Frances	Jordan, Jason	McKittrick, Christina	Sherman, Claire
Bishop, Jason	Jordan, Lisa Marie	McLaughlin, Rosemary	Smith, Bernard
Boglioli, Marc	Kadetz, Paul	Medvecky, Christopher	Soderholm, Rebecca*
Bonn, Scott*	Kalagher, Hilary	Mercuri, Rebecca	Sprout, Leslie
Brenner, Lisa	Karolak, Jason	Miller, Joanna	Stein, Raymond
Burd, Barry	Kass, Steve#	Mishra, Sangay	Sundue, Sharon
Cantero-Exojo, Monica	Kavaloski, Joshua	Moore, Kesha	Supplee, James
Carter, James	Keane, Marguerite	Morgan, G. Scott	Surace, Steve
Carter Timothy	Keyser, Catherine	Muccigrosso, John	Swerdlow, Linda
Cassano, Adam	Keyser, Sandra	Mundo, Philip	Taylor, Christopher#
Casement, Christopher	Khadraoui, Sophia	Murawski, Robert	Tomljanovich, Marc
Ceraso, Chris	Killian, Caitlin	Nadler, Allan	Turreo-Garcia, Maria
Cermele, Jill	Kimball, Elizabeth	Nevin, Sean	Turner, Kristen
Chi, Maio	Kirby-Calder, Angie	Noguera, Nancy	Ueland, Carol*
Choquette, Kimberly	Knowles, Roger	Occhipinti, Emanuele	Vitalone-Raccaro, Nancy
Cole, Darrell R.	Kohn, Jennifer	Olmsted, Jennifer	Wells, Hannah
Cousens, Graham A.	Kolmar, Wendy	Ortega-Aponte, Elias%	Weston, Trevor
Crowther, Molly	Kolysh, Simone	Ostrega, Jennifer	Windfelder, Tammy
Dawson, Allan	Koritz, Amy	Pearsall, Mary-Ann	Winer, Marti
De Barra, Caoimhin	Kouh, Minjoon*	Pechilis, Karen	Xu, Chenyang
de Voogt, Alex	Kuntz, Margaret	Peglau, Michael	Yordan, Carlos
Dolan, Patrick	Lakin, Jessica	Pieretti, Marie-Pascale	Zoffness, Courtney
Dunaway, Stephen	Lantz, Juliette	Placet-Kouassi, Muriel	
Elliott, Andrew	LaPenta, Dan	Porras, Jonathan	
Evans, Wyatt	Larson, Bjorg	Reader, Jonathan	

#Sabbatical or Leave AY 2017-18

\*Sabbatical or Leave Fall 2017

% Joint appt with Theo School

**Updated 9/29/17**

## Curricular Report

September 2017

### For Action:

- MAT Revision

### For Information:

#### New Courses:

- PH 102/Selected Topics in Public Health
- ART 370/Special Topics in Studio Art
- HIST 317/Advertising in American History
- PSCI 233/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship
- HUM 199/ ShortTREC: Global Perspectives through an interdisciplinary study of Irish History and Culture (Summer 2018)
- PH 305/ESS 305/Medical Geography
- PSCI 257/Muslims and the West
- RUSS 304/Russian Translation

#### Revisions to Existing Courses:

- MUS 227L/Music Theory I Lab
  - Credit change from 1 to 2
- MUS 228L/Music Theory II Lab
  - Credit change from 1 to 2
- CE 275/Topics in Civic Engagement
  - Credit change from 4 to 2-4
- MCOM 201/Documentary Practice
  - Remove lab section
- ENGH 221/FILM 201/Film History and Theory
  - Change in prerequisites
- ENGL 349/Writing Fellows
  - Credit change from 1-4 to 0-4

#### Revisions to Existing Major/Minor:

- Music Major/Minor (MUS 227L & MUS 228L)
- Art Major/Minor (ART 370)
- History Major/Minor (HIST 317)
- Business Major (HIST 317)
- Media & Communications (ENGH 221/FILM 201)
- Political Science/Women and Gender Studies/Law, Justice and Society (PSCI/WGST 233)
- Russian Cultural Studies Minor/Russian Language and Literature Minor (RUSS/304)

#### General Education Designations:

- ART 370/Special Topics in Studio Art [BART]
- HIST 317/Advertising in American History [DVUS]
- PSCI 233/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship [DVUS]
- CHEM 362/Chemical Biology [BINT]
- PH 305/ESS 305/Medical Geography [BSS], [BINT], [CBL]
- PSCI 257/Muslims and the West [DVIT], [BINT]

### For Action:

- MAT Revision

**Proposed Revisions to the Master of Arts in Teaching Program**

**Fall 2017**

**I. Rationale**

Teacher preparation programs are beholden to state and accrediting requirements, which change frequently. NJ State recently implemented a host of changes that must be taken into account, and the state has mandated that a program be submitted for review no later than November 1. This mandate has inspired a full review of the current MAT program. The primary rationale for this proposed revision includes

- State requirements for increased clinical hours
- State certification exams that require a need for increased curriculum focus on assessment
- The need to maximize overlap in courses across certification areas in order to boost course enrollments

The state required changes include a focus on clinical experiences tied to coursework and the addition of a full year internship (formerly one semester of student teaching). Furthermore, the certification exam (edTPA) is new and puts pressure on teacher preparation programs and candidates, which requires changes in coursework to adequately prepare candidates for success on the exams.

Enrollments in the MAT program have declined in recent years. From its height at 47 students in 2010-11 (secondary track only), we now have 21 students in both the secondary and elementary tracks.

Though some of this decline represents a national trend in teacher preparation, according to Caspersen admissions, feedback from potential students indicates that Drew’s program is less attractive than others in NJ for two primary reasons: (1) too many credits, (2) no option for single certification. The revisions proposed address both of these issues with a streamlined curriculum that will make Drew competitive with other programs in the state. The proposed program also aligns the various certification areas with an attempt to reduce the number of under-enrolled courses.

By offering two endorsements (ESL and Special Education), Drew will also be able to recruit practicing teachers - who are not eligible for the full MAT program because they already have NJ certification. These endorsements are considered high need areas in NJ, and inservice teachers across the state are seeking them.

In summary, the proposed program will have four tracks to certification:

- Elementary education
- Secondary education
- Teachers of Students with Disabilities
- English as a Second Language

All of these tracks have been aligned in terms of coursework to maximize enrollments in individual courses (see section III).

**Table 1. Master of Arts in Teaching Program, New Jersey Certification Areas**

<i>Current Program</i>	<i>Proposed Program</i>
Elementary K-6 with Teacher of Student with Disabilities	Elementary K-6
Secondary 7 - 12 <ul style="list-style-type: none"> <li>• Art</li> <li>• English</li> <li>• Math</li> <li>• Music</li> <li>• Science (biology, chemistry, physics)</li> </ul>	Secondary 7 - 12 <ul style="list-style-type: none"> <li>• Art</li> <li>• English</li> <li>• Math</li> <li>• Music</li> <li>• Psychology</li> </ul>

<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Theater</li> <li>• World Language (Chinese, French, Italian, Spanish)</li> </ul>	<ul style="list-style-type: none"> <li>• Science (biology, earth science, chemistry, physics)</li> <li>• Social Studies</li> <li>• Theater</li> <li>• World Language (Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, other foreign languages)</li> </ul>
Teacher of Students with Disabilities (TOSD) endorsement for secondary	Teachers of Students with Disabilities (TOSD) endorsement for both elementary and secondary
N/A	English as a Second Language (ESL) endorsement for both elementary and secondary

**Table 2. Size of current and proposed program (Total Credits)**

<i>Certification Area</i>	<i>Current Program</i>	<i>Proposed Program</i>
Elementary K-6	45	36
Secondary 7-12	39	36
Endorsement in Special Education	21*	21*
Endorsement in ESL	N/A	18**

\*Up to 9 credits can be taken as part of elementary or secondary program

\*\*Up to 6 credits can be taken as part of elementary or secondary program

## II. Learning Outcomes

The MAT program is aligned with state and professional standards. The program aims to prepare candidates who

- understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
- understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
- understand the practice of culturally responsive teaching.
- understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
- understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

- understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- adapt and modify instruction to accommodate the special learning needs of all students.
- use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.
- build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
- participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.
- act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (*New Jersey Professional Standards for Teachers*)

### III. Proposed Changes to the Curriculum

Because of the change to a dual certification program and the complicated nature of certification, courses being reactivated or repurposed in the proposed program have multiple prefixes, which causes confusion on the part of the students and the administration. The proposal suggests renumbering all courses under a new prefix for graduate education with a complementary code for those courses taken by the BA/MAT track students as undergraduates. Courses have been numbered according to certification area in order to allow for the addition of courses in any given area as required by changes in state or accreditation requirements.

The renumbering represents minor modifications to existing courses. Additionally, new courses are being proposed in order to strengthen the preparation of Drew teacher candidates. Please see course proposal documents in section VI.

Ultimately, this proposal represents a program revision that includes adding courses to create an ESL certification area and to reconfigure the special education certification area. Having these high need areas in NJ certification will be attractive to prospective students across disciplines. Similarly, expanding the program to include high need areas in science and world languages only increases our pool of applicants. Since we already provide all of the coursework required by NJ state for several of the certifications in science and world language, it makes sense to open our program to all of the certifications in those disciplines. Local school administrators have indicated that teachers of math, science, and world language can "write their own tickets." Drew should be helping to fill the need.

Please see attached documents:

- Catalog Copy
- [Course Changes with Certification Area Course Alignment](#) - This document lists all of the courses in the proposed program, indicated which of the certification tracks will use each course. Revised course numbers for all courses are included, and the alignment shows which of these courses are new and which are existing.

### IV. Impact on Other Programs

The impact on other programs will only be positive as the proposed program clearly defines the BA/MAT track and suggests a new certification area (ESL) that is being developed by faculty from all three schools, as well as the INTO program. By creating courses that serve multiple student populations, the proposed program hopes to strengthen collaborations across the university. Furthermore, by strengthening the undergraduate track into the MAT program, we hope to recruit first year students who are interested in teaching into existing CLA majors at Drew. By earning a major from Drew, they will be eligible to apply for the MAT program, earning some of their graduate credits during their undergraduate career, and this is a path that we want prospective students to know is available to them.

### V. Transition Plan

Because the MAT program is a one-year curriculum, very few students (approximately 6) will need a transition plan. Students who enrolled part time this year were advised to take courses that will count toward the new program and will need no other transition. Many of these students are interested in the secondary single certification program only. BA/MAT track students who enter the MAT program in May and who took courses last year that are not part of the revised program will be given course substitutions for equivalent courses in the new program.

### VI. Course Proposals: Please see the following links:

**Catalog Copy:**

**Master of Arts in Teaching**

**About the Program**

The Master of Arts in Teaching Program prepares teachers to meet the challenges of diverse learners in 21st-century classrooms in a variety of instructional settings. Drew's program leads to a Master of Arts in Teaching degree with teacher certification in elementary or secondary education. Teacher candidates can pursue an additional endorsement in either Teachers of Students with Disabilities or English as a Second Language. Certified teachers are eligible to apply to the endorsement program separately.

Teacher candidates in the MAT learn to apply their interdisciplinary knowledge and pedagogical competencies to effectively educate all students and meet their academic, social and developmental needs. We merge theory and practice through the study of human development, pedagogy and educational policy. Our teacher candidates engage in a wide range of classroom experiences in urban and suburban settings and complete the program with a one-year clinical internship.

**Elementary Education (36 credits)**

**I. Required Courses (27 credits):**

EDUC 501 - The Developing Learner  
EDUC 502 - Assessment in Education  
EDUC 503 - Instructional Design  
EDUC 504 - Diversity in Families, School, and Communities

EDUC 500 - School & Society: American Schooling from its Origins to the Global Era  
OR

EDUC 505 - Education Policy and Legal Issues

EDUC 506 - Differentiated Assessment and Instruction  
EDUC 520 - Literacy for All Students in the Elementary Classroom  
EDUC 521 - Methods of Teaching and Assessment for Elementary Mathematics and Science  
EDUC 522 - Methods of Teaching and Assessment for Elementary Language Arts, Social Studies and Art

**II. Technology in Education, 3 credits selected from:**

EDUC 630 - Integrating Technology in Content Areas  
OR  
EDUC 631 - Special Topics in Educational Technology (1-3 credits)  
EDUC 632 - Developing Digital and Media Literacies (1-3 credits)  
EDUC 633 - Innovation in Education (1-3 credits)

**III. Elective (3 credits):**

Taken from existing EDUC or Caspersen School of Graduate Studies courses with approval by advisor. Note: students interested in dual certification with an Endorsement in TOSD or ESL are encouraged to select one of the required courses for those programs as their elective.

**IV. Clinical Field Experience (3 credits coursework plus fieldwork):**

All fieldwork is tied to coursework and documented on the transcript. Required fieldwork includes 60 hours field experience (EDUC 600) and a full year clinical internship with 175 hours in the fall (EDUC 601) and full time student teaching 15 weeks in the spring (EDUC 603).

EDUC 602 – Reflective Seminar for Clinical Practice II

## **Secondary Education (36 credits)**

### **I. Required Courses (21 credits):**

EDUC 501 - The Developing Learner  
EDUC 502 - Assessment in Education  
EDUC 503 - Instructional Design  
EDUC 504 - Diversity in Families, School, and Communities

EDUC 500 - School & Society: American Schooling from its Origins to the Global Era

OR

EDUC 505 - Education Policy and Legal Issues

EDUC 506 - Differentiated Assessment and Instruction

EDUC 530 - Literacy and Learning in Adolescent Classrooms

### **II. Methods course, take one in content area (3 credits):**

EDUC 545 - Methods of Teaching and Assessment in Middle and High School Math  
EDUC 546 - Methods of Teaching and Assessment in Middle and High School Science  
EDUC 555 - Methods of Teaching and Assessment in Middle and High School English Language Arts  
EDUC 556 - Methods of Teaching and Assessment in Middle and High School Language Classrooms  
EDUC 565 - Methods of Teaching and Assessment in Middle and High School Social Studies  
EDUC 566 - Methods of Teaching and Assessment in Middle and High School Arts

### **III. Inquiry course, take one in content area (3 credits):**

EDUC 540 - Inquiry in Math and Science  
EDUC 550 - Inquiry in Language and Literacy  
EDUC 560 - Historical Inquiry  
EDUC 561 - Inquiry in Arts

### **IV. Technology in Education, 3 credits selected from:**

EDUC 630 - Integrating Technology in Content Areas

OR

EDUC 631 - Special Topics in Educational Technology (1-3 credits)

EDUC 632 - Developing Digital and Media Literacies (1-3 credits)

EDUC 633 - Innovation in Education (1-3 credits)

### **V. Elective (3 credits):**

Taken from existing EDUC or Caspersen School of Graduate Studies courses with approval by advisor. Note: students interested in dual certification with an Endorsement in TOSD or ESL are encouraged to select one of the required courses for those programs as their elective.

### **VI. Clinical Field Experience (3 credits coursework plus fieldwork):**

All fieldwork is tied to coursework and documented on the transcript. Required fieldwork includes 60 hours field experience (EDUC 600) and a full year clinical internship with 175 hours in the fall (EDUC 601) and full time student teaching 15 weeks in the spring (EDUC 603).

EDUC 602 – Reflective Seminar for Clinical Practice II

## **Teaching of Students with Disabilities (TOSD) Endorsement (21 credits\*)**

### **I. Required Courses (21 credits):**

EDUC 504 - Diversity in Families, School, and Communities  
EDUC 506 - Differentiated Assessment and Instruction  
EDUC 610 - Understanding Special Populations  
EDUC 611 - Evidence-based Instructional Strategies  
EDUC 612 - Assessment of Students with Exceptional Learning Needs  
EDUC 613 - Positive Behavior Supports  
EDUC 614 - Assistive Technology and Transition Planning

## **II. Clinical Field Experience:**

Fieldwork is tied to EDUC 610 and documented on the transcript as EDUC 604 - Clinical Experience in Inclusive or Self-Contained Classrooms

\*Note: Up to 9 credits can be taken as part of MAT Elementary or MAT Secondary Education programs.

## **Teaching English as a Second Language (ESL) Endorsement (18 credits\*\*)**

### **I. Required Courses (18 credits):**

EDUC 504 - Diversity in Families, School, and Communities

EDUC 556 - Methods of Teaching and Assessment in Language Classrooms

EDUC 620 - Introduction to Linguistics and the English Language

EDUC 621 - Second Language Acquisition

EDUC 622 - Second Language Literacy Development

EDUC 623 - Assessment in English as a Second Language Classrooms

**\*\*Note: Up to 6 credits can be taken as part of MAT Elementary or MAT Secondary Education programs.**

## **New Course Descriptions:**

### **PH 102/Selected Topics in Public Health**

An introduction to one or more contemporary issues or topics in Public Health. Topics vary in accordance with student interest, student and faculty expertise and may include courses in environmental health, global health or health policy issues in the United States. Courses may be repeated for credit as topic changes.

### **ART 370/Special Topics in Studio Art**

A studio topic or process not covered by regular offerings. May be repeated for credit as topic changes. Signature of instructor required for registration. Offering to be determined. CLA-Breadth/Arts.

### **HIST 317/Advertising in American History**

We are what we buy. Or is it, we buy what we are? Advertisers have seconds to convince us to consume their products or ideas, therefore they must rely on well-known tropes, i.e. the stories we tell ourselves about ourselves. Understanding advertising helps us understand these stories, how things have changed, and how things remain the same. In Advertising in American History, we will study the emergence of modern advertising and commodity culture and its evolution to the modern day. We will study the ads themselves, the stories ads tell, and what those stories tell us about American culture and society. The class will include lecture, discussion, in-class ad analysis and student presentations and will give students CLA-Diversity US.

### **PSCI 233/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship**

The relation between policing and the rule of law has been a source of much interest in democracies. How does one define the police and their role in ensuring security? In the course, we will first discuss conceptions of the state, the rule of law and their critiques. Next, we discuss policing as a site of state power- including the history of policing, global trends from Argentina, India, and Egypt, and the role policing plays in societies. U.S. debates on policing emerging out of Ferguson, MO and Charlotte, North Carolina will also be analyzed in this context. Finally, we relate state and policing to the use of science. From the high number of crime shows such as *CSI*, *Law and Order* and *Dexter* impacting jury trials and the increasing use of DNA evidence, neuromapping technologies and even truth serums (in some contexts) have made police and the legal system extremely dependent on the ability of scientific evidence to get to the truth. Drawing from Political Theory, films, TV shows and stories, we will trace the way in which law and policing interacts with science. Whether we discuss state, rule of law, policing, or science, the experience of any of these institutions is mediated centrally by particular identities such as race, gender, and class, which will be discussed throughout the course. CLA-Diversity US.

### **HUM 199/ ShortTREC: Global Perspectives through an interdisciplinary study of Irish History and Culture (Summer 2018)**



Ireland offers an important socio-historical framework of the fluidity of identity and ethnicity. British imperialism, Famine, the impact of emigration on the United States, the decline and revival of indigenous culture, the civil rights campaign, and conflict and conflict resolution in Northern Ireland, all provide a platform for a valuable comparative study in the global context. The program will take place on campus at the Institute of Study Abroad Ireland in Donegal, in the Republic of Ireland. Over three weeks, students will cover a timeline from the neolithic period of Irish history to the present day. The aim is to provide the opportunity for interdisciplinary and comparative thinking about the cultural and anthropological development of the Irish, through the earliest tribal settlements, through the colonisation experience, the experience of political, cultural and economic revolution, and the emergence of a modern Irish Republic 100 years after independence.

### **PH 305/ESS 305/Medical Geography**

Medical Geography .investigates the intersections of health and place. The objectives of the course are to illuminate the importance of local knowledge for public health, to connect issues in health and well being across scales, and to demonstrate the ways that geographic methods are relevant in health sciences, social sciences, and policy arenas. Exploring and uncovering the presence, persistence and sources of health inequalities within the U.S. and across countries involves a semester-long discussion of the impact of identity, the state, and global organizations on individual, family and community health. In order to link theory and practice, this course builds on the Community Based Learning [CBL] curriculum by connecting students to community partners that work globally, nationally, and locally, and whose missions are to protect and promote human health and wellbeing. Student coursework in Medical Geography over the semester includes a minimum 18-20 hours of work that directly supports our community partners, which also involves some participation in off-campus activities. CLA-Breadth/Social Science, CLA-Breadth/Interdisciplinary.

### **PSCI 257/Muslims and the West**

While situating Muslim experiences in the broader scholarship on racial and religious minorities in western democracies, the course engages with a framework that puts forward the view that the West and Islam are irreconcilable. This course is a comparative analysis that draws upon Muslim experiences in the United States and Europe. The social, cultural, religious, and political inclusion of Muslim immigrants has been contentious and these countries have adopted similar as well as divergent approaches to deal with it. The language of global war on terror in the post-9/11 period has brought many of the lingering questions regarding Muslim inclusion to the fore. This course is aimed not only at understanding some of the salient issues faced by Muslim communities, but also looks at the ways in which a particular set of discourses on Islam has come to define the Muslim immigrant experiences in the West. CLA-Breadth/Interdisciplinary. CLA-Diversity International.

### **RUSS 304/Russian Translation**

This course investigates various aspects of translation theory and practice as applied to Russian language materials which students will translate into English. The texts to be translated are all authentic materials written for native speakers of Russian and represent a wide range of non-fictional and fictional writings from various disciplines. Background readings will discuss problems of lexical, stylistic and linguistic features. We will explore various translation tools, including on-line translation programs, their advantages and limitations, and how to utilize various approaches. Each student will undertake to produce a publishable text in English of a previously untranslated or badly translated work.

### **Changes to Existing Courses:**

#### **MUS 227L/Music Theory I Lab**

##### **Current:**

None

##### **Proposed:**

Students will develop musical literacy through the strengthening of sight-reading, sight-singing, and aural identification skills. Course content will include melodic, rhythmic, and harmonic dictation, and both the written and aural identification of intervals, chords, and harmonic progressions. Offered every fall semester.

##### **Current Credits:**

**1 credit**

##### **Proposed Credits:**

**2 credits**

## **MUS 228L/Music Theory II Lab**

### **Current:**

None

### **Proposed:**

Students will continue to develop musical literacy through the strengthening of sight-reading, sight-singing, and aural identification skills. Course content will include more complex melodic, rhythmic, and harmonic dictation; the written and aural identification of intervals, chords, and harmonic progressions; the addition of chromatic embellishments; the use of C clef; and atonal melodies. Offered every spring semester.

### **Current Credits:**

1 credit

### **Proposed Credits:**

2 credits

## **CE 275/Topics in Civic Engagement**

### **Current Credits:**

4 credits

### **Proposed Credits:**

2-4 credits

## **ENGL 349/Writing Fellows Practicum**

### **Current Credits:**

1-4

### **Proposed Credits:**

0-4

## **MCOM 201/Documentary Practice**

### **Current:**

This course is an exploration of documentary media through theory and practice. Students conduct archival research, fieldwork and gain experience in interpreting and editing the material they gather into original text, sound and visual communication. The class introduces students to historical documentary traditions as well as contemporary modes and methods. Special focus is given to new digital forms of representation and their impact on production, distribution, and consumption. Some fundamental questions this class raises are: What is at stake in using documentary and non-fiction modes of representation? What are the ethical and constitutional considerations in producing documentary media? What is the role and function of documentary modes of communication within contemporary society? In addition to the regular class session, students are required to work on their projects during additional, scheduled lab hours. Prerequisite: MCOM 101 Co-requisite: MCOM 201L Offered every spring semester. CLA-Breadth/Arts, CLA-Breadth/Interdisciplinary.

### **Proposed:**

This course is an exploration of documentary media through theory and practice. Students conduct archival research, fieldwork and gain experience in interpreting and editing the material they gather into original text, sound and visual communication. The class introduces students to historical documentary traditions as well as contemporary modes and methods. Special focus is given to new digital forms of representation and their impact on production, distribution, and consumption. Some fundamental questions this class raises are: What is at stake in using documentary and non-fiction modes of representation? What are the ethical and constitutional considerations in producing documentary media? What is the role and function of documentary modes of communication within contemporary society? Prerequisite: MCOM 101. Offered every spring semester. CLA-Breadth/Arts, CLA-Breadth/Interdisciplinary.

## **ENGL 221/FILM 201/Film History and Theory**

### **Current:**

How did film emerge as one of the most powerful means of communication and artistic expression in the modern era? To what extent have film directors from Fritz Lang to Yasujiro Ozu, cinematic movements from Neorealism to Third Cinema, and film industries from Hollywood to Bollywood, shaped cultures of film production and reception globally? What is film's relationship to other media and how do we understand its status in the contemporary, digital era? This course will engage with such questions as it introduces students to the history of film form. Each week, we will analyze and learn to historically situate one or two feature-length films. In conjunction with learning methods of historical analysis, students will also be exposed to philosophical and theoretical perspectives (including formalist, psychoanalytical, feminist, post-colonial, etc.) that have emerged over the years and led to the consolidation of vocabulary for film studies. By the end of class, students will have learned the skills and language needed to develop a historically sensitive and theoretically nuanced interpretation of cinematic works.

Prerequisite: FILM 101 or ENGH 120 CLA-Breadth/Humanities.

**Proposed:**

How did film emerge as one of the most powerful means of communication and artistic expression in the modern era? To what extent have film directors from Fritz Lang to Yasujiro Ozu, cinematic movements from Neorealism to Third Cinema, and film industries from Hollywood to Bollywood, shaped cultures of film production and reception globally? What is film's relationship to other media and how do we understand its status in the contemporary, digital era? This course will engage with such questions as it introduces students to the history of film form. Each week, we will analyze and learn to historically situate one or two feature-length films. In conjunction with learning methods of historical analysis, students will also be exposed to philosophical and theoretical perspectives (including formalist, psychoanalytical, feminist, post-colonial, etc.) that have emerged over the years and led to the consolidation of vocabulary for film studies. By the end of class, students will have learned the skills and language needed to develop a historically sensitive and theoretically nuanced interpretation of cinematic works. CLA-Breadth/Humanities.

**Revisions to an Existing Major/Minor:**

**Music Major:**

- **Credit changes for MUS 227L and MUS 228L**

Requirements for the Major (~~46-52 credits~~) (48-54 credits)

I. Required Courses (~~18-24 credits~~) (20-26 credits)

**Music Minor:**

Requirements for the Minor (~~21-25 credits~~) (22-26 credits)

I. Required Courses (~~9-13 credits~~) (10-14 credits)

**Art Major/Minor:**

- **Adding new course ART 370/Special Topics in Studio Art**

**Requirements for the Art Major (46 or 50 credits)**

**I. Core: (4 credits)**

ART 104 – 2-D Design

ART 106 – Drawing I

**II. Introductory Studio Art (8 credits)**

ART 105 – Sculpture I

ART 112 – Ceramic Sculpture I

ART 120 - Digital Imaging

ART 130 – Photography I

ART 140 – Printmaking I

ART 160 – Painting I

**III. Introductory Art History (4 credits)**

ARTH 101-Western Art I: Ancient and Medieval  
ARTH 102 – Western Art II: Pre-Modern and Modern

**IV. Intermediate-level Studio Art (8 credits)**

ART 205 – Sculpture II  
ART 206 – Drawing II  
ART 212 – Ceramic Sculpture II  
ART 220 – Digital Video  
ART 230 – Photography II  
ART 240 – Printmaking II  
ART 260 – Painting II  
ART 270 – Special Topics

**V. Upper-Level Studio Art (4 credits)**

ART 305 – Sculpture III  
ART 306 – Drawing III  
ART 320 – Digital Animation  
ART 330 - Photography III  
ART 340 – Printmaking III  
ART 360 – Painting III  
ART 370 – Special Topics

**VI. Additional (8-12 credits)**

ARTH 306 – Early 20<sup>th</sup> Century Art History  
ARTH 385 – NYC, Semester on Contemporary Art (4 or 8 credits)

**VII. Senior Studio or Intermediate or Upper-Level Studio Art (8 Credits)**

ART 390 Senior Studio I  
ART 392 Senior Studio II

**VIII. Capstone (2 credits)**

ART 405 – Professional Practice

**History Major/Minor:**

- **Adding course HIST 317/Advertising in American History**

**History Courses**

HIST 101 - History of the United States, From Contact to 1877  
HIST 102 - History of the United States, 1876-Present  
HIST 104 - European History 1492-1789: Reformation, Enlightenment, and Revolution  
HIST 105 - European History 1789-1989: Nationalism, Totalitarianism, and Rebirth

HIST 201 - Selected Topics in History  
HIST 210 - Historical Research Methods  
HIST 211 - African-American History: African Origins to 1877  
HIST 212 - The Struggle for Equality: African-American History from 1860 to The Present  
HIST 213 - Conspiracy Theory in American History  
HIST 214 - Monsters, Gangsters, and the Great Depression  
HIST 215 - History by the Numbers  
HIST 232 - History of Ancient Rome  
HIST 236 - Medieval Europe  
HIST 242 - History of England to 1714  
HIST 243 - History of Britain since 1715  
HIST 244 - Modern French History  
HIST 245 - Modern German History  
HIST 246 - History of Imperial Russia  
HIST 247 - History of the USSR  
HIST 270 - History of Science  
HIST 272 - History of Biology in the 20th Century  
HIST 273 - Darwin and Darwinism: The History of Evolutionary Biology  
HIST 274 - History of Physics in the 20th Century  
HIST 300 - Independent Study  
HIST 301 - Selected Topics in History  
HIST 302 - Selected Topics in U.S. History: U.S. Diversity  
HIST 303 - Selected Topics in History: International Diversity  
HIST 305 - Colonial America  
HIST 306 - The American Revolution  
HIST 308 - The American Civil War  
HIST 312 - The United States Since World War II  
HIST 313 - The Atomic Bomb & American History  
HIST 317 – Advertising in American History  
HIST 318 - A History of Business in America  
HIST 319 - The History of Work in America  
HIST 320 - Modern American Legal History  
HIST 321 - American Women’s History  
HIST 323 - African-American Intellectual and Social History  
HIST 325 - Utopia and Dystopia  
HIST 326 - Popular Culture and Its Critics  
HIST 327 - Presidents and the Presidency in the United States, 1787-Present  
HIST 335 - Early Modern Europe  
HIST 336 - Foundations of the European Intellectual Tradition  
HIST 337 - Modern European Intellectual History  
HIST 338 - Women in Modern European History  
HIST 339 - Germany, Nazism, and the Holocaust  
HIST 340 - Studies in French History  
HIST 341 - Studies in Russian History  
HIST 342 - Europe, 1914-1945: The World Wars and the Great Dictators  
HIST 343 - Post-1945 Europe  
HIST 355 - The United States and the World  
HIST 356 - The United States and East Asia  
HIST 357 - The Vietnam War  
HIST 363 - After the Death of God  
HIST 370 - History of Sexuality  
HIST 371 - Disease in History  
HIST 380 - London Semester Interdisciplinary Colloquium  
HIST 381 - Contemporary British Politics  
HIST 382 - The History of Modern Britain  
HIST 399 - ShortTrec Program at the Upper Level  
HIST 400 - Capstone History Research Seminar  
HIST 410 - Specialized Honors I

**Business Major:**

- **Adding course HIST 317/Advertising in American History**

**Business Major**

Requirements for the Major (52 credits)

**I. Introductory (20 credits)**

ECON 101 - Economic Principles: Microeconomics  
ECON 102 - Economic Principles: Macroeconomics  
MATH 117 - Introductory Statistics  
BST 115 - Fundamentals of Financial Accounting

**Choice of any one course:**

ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics  
HIST 102 - History of the United States, 1876-Present  
PSCI 102 - Comparative Political Systems  
PSCI 103 - American Government and Politics  
PSCI 104 - International Relations  
PSYC 101 - Introduction to Psychology

**II. Core (16 credits)**

ECON 301 - Intermediate Microeconomic Theory (C- or higher)  
REL 214 - Business Ethics

**Choice of any two of the following courses: (C- or higher for each)**

BST 304 - Finance  
BST 305 - Market Strategy & Marketing  
BST 310 – Management

**III. Electives (16 credits)**

Students choose courses from at least three different departments on the list (check semester offerings for a complete list as new courses can be added each semester). At least one of these electives must have a global component or perspective (these are marked with \*). A minimum of two of these courses must be outside of BST or ECON. A minimum of two of these courses must be at the 300-level. Students may use an internship INTC 200 - Internship Project for one elective class (four credits), if the project is approved by the Director of Business and the student satisfactorily completes the Business internship paper. Note: some of these electives may require a prerequisite course.

ANTH 203 - Cultures, Economies, and Globalization \*  
BST 111 - Corporations in Context  
BST 120 - Business and Technology: Perfect Together?  
BST 150 - Special Topics in Business Studies  
BST 219 - Business and Government in the U.S.  
BST 250 - Business Studies Special/Selected Topics  
BST 305 - Market Strategy & Marketing  
BST 310 - Management  
BST 321 - Corporate Finance  
BST 340 - Strategic Decision Making  
BST 355 - Selected Topics in Marketing  
CE 215 - The Non-Profit Sector  
CE 250 - Leadership in Practice  
CSCI 270 - Computing Technology, Society and Culture  
CSCI 330 - Databases & Information Management  
CSCI 350 - Computer Networks & Security

ECON 230 - The Economics of Health and Health Care  
 ECON 238 - Economics of Labor and Trade Unions  
 ECON 240 - Economics of the Third World  
 ECON 241 - Global Economy \*  
 ECON 242 - International Business \*  
 ECON 247 - Economics of Business and Sustainability  
 ECON 281 - Wall Street and the Economy  
 ECON 302 - Intermediate Macroeconomic Analysis  
 ECON 303 - Economic Methodology And Introductory Econometrics  
 ECON 315 - Political Economy of Race, Class, and Gender  
 ECON 320 - Money and Banking  
 ECON 321 - Corporate Finance  
 ECON 338 - Industrial Organization and Public Policy Toward Business  
 ENGL 215 - Writing For and About Business  
 ENGL 386 - Theories and Effects of Media Communication  
 ENGL 387 - New York Semester on Communications and Media Colloquium  
 FREN 334 - International Business French \*  
 HIST 317: Advertising in American History  
 HUM 201 - Culture and Exchange  
 ITAL 306 - Italian for Business \*  
 MATH 227 - Intermediate Statistics  
 MATH 320 - Probability  
 MUS 270 - Introduction to Performing Arts Administration  
 THEA 270 - Introduction to Performing Arts Administration  
 PSCI 212 - Public Policy and Administration  
 PSCI 228 - Chinese Politics \*  
 PSCI 246 - The Political Economy of Development \*  
 PSCI 314 - American Political Economy  
 PSCI 316 - Social Policy and Inequality in America  
 PSCI 320 - Environmental Policy and Politics  
 PSCI 321 - International Environmental Policy and Politics \*  
 PSCI 346 - Comparative Political Economy \*  
 PSCI 362 - International Political Economy \*  
 PSCI 369 - Strategies of War and Peace  
 SOC 217 - The Sociology of Management  
 SOC 249 - Sociology of Work  
 SOC 309 - Sociology of Mass Communications  
 SPAN 379 - Doing Business in the Hispanic World \*

#### **IV. Capstone (0 credits)**

#### **Media & Communications Major**

- **Adding ENGH 120/FILM 201**

#### **Major Requirements (44)**

##### **I. Required Courses (16 credits)**

MCOM 101 - Introduction to Media Studies  
 MCOM 201 - Documentary Practice  
 MCOM 301 - Media and Communication Theory and Method  
 MCOM 400 - Media and Communications Capstone

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

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

INTC 200 - Internship project (4-8)

Community-based Learning Courses including (check course listings for additional community-based learning courses offered on a semester by semester basis):

THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance

THEA 386 - Theatre in The Community: The Newark Collaboration

III. Electives (20 credits)

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

### **Systems and Contexts**

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

ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics

BST 286 - Social Entrepreneurship: Theorizing Global Trends

CSCI 270 - Computing Technology, Society and Culture

ECON 315 - Political Economy of Race, Class, and Gender

ENGL 238 - Cinema and Social Justice

HIST 326 - Popular Culture and Its Critics

SOC 202 - Sociology of Inequality

SOC 226 - Sociology of Race and Ethnicity

SOC 309 - Sociology of Mass Communications

WGST 301 - Filming American Feminisms

OR

ENGL 324 - Filming American Feminisms

### **Forms**

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

ARTH 243 - History of Photography

CHIN 350 - Selected Topics in Modern Chinese Literature and Film

ENGL 120 - Introduction to Film Analysis

ENGL 221 - Film History and Theory

FREN 304 - Contemporary Francophone Cinema

FREN 362 - Fantasy and Reality in French Cinema (1895-present)

FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France

GERM 256 - German Film in English

HIST 350 - History of American Journalism

ITAL 302 - Contemporary Italian Cinema

ITAL 308 - From Book to Screen

LING 101 - Language, Communication, and Culture

MUS 232 - Music and the Soundscape of Film

PHIL 334 - Aesthetics

RUSS 255 - Russian, Soviet and Post-Soviet Cinema

SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse

SPAN 354 - Gender in Contemporary Hispanic Fiction and Film

THEA 323 - Graphic Communication for the Theatre

### **Practice**

In these courses, students become producers of digital, textual, and/or aural media; they also reflect on their practice, applying the theoretical frameworks they have learned elsewhere in the major.

ART 104 - Light, Color & Design

ART 120 - Digital Imaging

ART 130 - Photography I

ART 220 - Digital Video

ART 230 - Photography II



ART 320 - Digital Animation  
ART 330 - Photography III  
OR  
BST 287 - Applied Analysis of Social Entrepreneurship  
ECON 287 - Applied Analysis of Social Entrepreneurship  
PSCI 287 - Applied Analysis of Social Entrepreneurship  
OR  
CSCI 149 - Introduction to Computer Science in JavaScript  
CSCI 150 - Introduction to Computer Science in Python  
CSCI 190 - Introductory Topics in Information Technology  
CSCI 340 - Software Engineering  
ENGL 246 - Business Communications  
ESS 302 - Geographic Information Systems  
MUS 337 - Electronic Music Composition  
SPCH 101 - Speech Fundamentals  
SPCH 301 - Advanced Speech  
THEA 135 - Acting and Directing  
THEA 255 - Playwriting  
THEA 355 - Advanced Playwriting

#### **Political Science Major**

- **Adding PSCI/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship**

#### **D. Political Theory**

PSCI 233: Policing and the Rule of Law: Gender, Race, and Citizenship  
PSCI 255 - Classics in Political Theory

PSCI 305 - Political Sociology OR  
SOC 315 - Political Sociology  
PSCI 307 - Research Methods in Political Science  
PSCI 312 - Democratic Theory  
PSCI 315 - Contemporary Theories of Liberalism and Conservatism  
PSCI 332 - Advanced Topics in Political Theory  
PSCI 333 - International Human Rights  
PSCI 344 - Torture: Pain, Body, and Truth

#### **Women and Gender Studies Major**

- **Adding PSCI/WGST 233/Policing and the Rule of Law: Gender, Race, and Citizenship**

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

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

HIST 338 - Women in Modern European History  
MUS 236 - Women and Music  
PAST 240 - Philosophy of Race and Gender  
THEA 265 - Women in Theatre  
THEA 367 - Enter Laughing: On Women, Men and Comedy  
WGST 103 - Gender and Literature  
WGST 104 - Sexuality and Literature  
WGST 207 - Women and Religion  
WGST 211 - Interdisciplinary Topics in Women's Studies

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

## **Law, Justice and Society Minor**

- **Adding PSCI 233/WGST 233: Policing and the Rule of Law: Gender, Race, and Citizenship**

### **Requirements for the Minor (24 Credits)**

#### **I. Required Core/Gateway Course**

PSCI 211 - Law, Justice, and Society

#### **II. Electives**

Five other courses are to be chosen from the following courses, provided that courses are from at least two different departments, and at least two courses must have a non-U.S. or International focus.

#### **U.S. Focus:**

PSCI 233/WGST 233: Policing and the Rule of Law: Gender, Race and Citizenship

ENGL 363 - Law and Literature

HIST 320 - Modern American Legal History

PHIL 330 – Philosophy of Law

PSCI 301 - Civil Liberties

PSCI 303 - Constitutional Law and Civil Rights

SOC 307 - Criminology Prerequisite: SOC 101 or equivalent.

SOC 314 - Engendering Prison OR:

WGST 314 - Engendering Prisons Prerequisite: SOC 101 or permission of the instructor.

**Non-U.S./International Focus:**

CLAS 275 - Law and Trials in Ancient Society

ENGH 313 - Human Rights in Literature and Film Prerequisites: ENGH 150 or ENGH 120 or permission of the instructor.

ENGH 323 - Cinema and Social Justice Prerequisites: ENGH 150 or ENGH 120 or permission of the instructor.

PHIL 330 – Philosophy of Law

PSCI 248 - Special Topics in Human Rights

PSCI 344 - Torture: Pain, Body, and Truth

PSCI 365 - Seminar on Human Rights

PSCI 383 - The United Nations System and the International Community Prerequisite: PSCI 104.

RUSS 350 - Banned Books: Russian Literature and Censorship

**Russian Cultural Studies Minor**

- **Adding course RUSS 304/Russian Translation**

**Requirements for the Minor (26 credits)**

**I. Introduction to Russian Culture (4 credits)**

RUSS 250 - An Intro. to Russian, Eastern European, & Eurasian Cultures

**II. Language (10 credits)**

RUSS 102 - Fundamentals of Oral and Written Russian II

RUSS 104 - Basic Russian Conversation II

RUSS 201 - Intermediate Russian I

Note: RUSS 102 and RUSS 104 may be exempted through placement. If RUSS 201 is exempted, 4 credits must be completed from the following courses: RUSS 202, RUSS 301, RUSS 302, RUSS 303, RUSS 304

**III. Literature and Culture (12 credits)**

Three courses from at least two departments chosen from the following courses:

RUSS 251 - Love and Death in Russian Literature

RUSS 252 - Russian Writers

RUSS 255 - Russian, Soviet and Post-Soviet Cinema

RUSS 304-Russian Translation

RUSS 350 - Banned Books: Russian Literature and Censorship

RUSS 351 - Selected Topics in Russian Literature & Culture

HIST 246 - History of Imperial Russia

HIST 247 - History of the USSR

PSCI 226 - Russian Politics

REL 245 - Eastern Christianity II

**Russian Language and Literature Minor**

- **Adding course RUSS 304/Russian Translation**

**Requirements for Minor (22 credits)**

**I. Prerequisites (6 credits)**

RUSS 101 - Fundamentals of Oral and Written Russian

RUSS 103 - Basic Russian Conversation I

**II. Core (22 credits)**

RUSS 102 - Fundamentals of Oral and Written Russian II

RUSS 104 - Basic Russian Conversation II

RUSS 201 - Intermediate Russian I  
RUSS 202 - Intermediate Russian II

**An additional 8 credits from the following:**

RUSS 301 - Advanced Russian: Listening & Speaking Using Russian Media  
RUSS 302 - Advanced Reading and Writing in Russian: Non-fiction  
RUSS 303 - Advanced Reading and Writing in Russian: Fiction and Poetry  
RUSS 304 Russian Translation

**Note:**

RUSS 102 and RUSS 104 may be exempted through placement. If RUSS 201 or RUSS 202 is exempted, a corresponding number of credits must be completed from the following courses: RUSS 250, RUSS 251, RUSS 252, RUSS 300, RUSS 301, RUSS 302, RUSS 303, RUSS 304, or RUSS 351.

**DREW UNIVERSITY**  
**COLLEGE ENROLLMENT REPORT TO FACULTY**  
**FALL, 2017**

**Robert J. Massa**  
**Senior Vice President for Enrollment**  
**October, 2017**

The College of Liberal Arts at Drew University opened the school year with **371 first year students and 81 transfers** (including 32 former INTO Pathway students who transferred from the Pathway to degree-seeking status). This compares to 350 and 69 last year. The combined **discount rate for new students is 59% versus 58% last year**. Our estimated net revenue for new students is up \$851,000 over last year.

Our **goal** for Fall 2017 was 385 first-years and 70 transfers for a total of **455 new students** at a 58% discount rate. **As of census, 452 were enrolled** with a 59% discount rate, the closest to the overall target in 5 years. With the tuition reset for fall 2018, we must grow the applicant pool to 4000 in order to enroll **next year's target of 430 first year students and 100 transfers (including 40 INTO "transfers") at a blended 49% discount rate**.

With **completed applications down 8.2% after last year's 15% increase**, the admit rate increased to 63% from 57% last year (but still under the 70% in 2015 and 2014). **The yield from accepted to enrolled increased by almost 1 point, from 17.5% last year to 18.2%** this year (compared to 16.7% in 2015 and 13% in 2014).

As we grow the applicant pool further, we should be able to become more selective in the future. This year, the average SAT (new scale) was 1213 compared to the 1226 last year (adjusted for the new score). The average high school GPA increased slightly from 3.45 to 3.54. This was achieved in spite of the fact that we enrolled more students from independent schools with more challenging curricula – 123 in this year's class versus 111 last year and 87 in 2014.

The class of 2021 is perhaps the most diverse in the university's history, with **37% from underrepresented groups including 20.2% Hispanic and 8.4% African American** (compared to 15.4% and 11.7% last year). Direct admit international first-years were down to 5.4% of the class versus 7.4% last year; when we include transfers, **international students represent 12.8% of all newly matriculated students versus 12.1% last year**.

The ratio of men to women is again 40:60, which is the same as last two years. With the decrease in applications, our geographic diversity declined a bit with 40% from out of state

versus 44% last year but higher than the 38% of two years ago. **Our students hail from 24 states plus (27 last year) and 17 countries (19 last year).** There are also 53 new INTO students (46 last year) who enrolled in Academic English (16) and Pathway (37).

With the tuition reset, we anticipate smaller scholarships but about the same percentage of students receiving merit aid and a bit fewer qualifying on need because of the lower price. **Academic scholarships were awarded to 84% of the class of 2021 (74% last year and 99% two years ago).**

There will be one **scholarship change** for the coming year. Prior to implementing this change, I reviewed the rationale with the Enrollment Management Faculty Advisory Committee for their input and support. There will, of course, also be a change in the dollar amounts of the scholarships for new students based on the reduced tuition.

In an effort to simplify the awarding process two years ago, we moved from seven different levels of scholarships to four. In so doing, we did away with a \$1500 “add-on” Baldwin Scholarship and made the Baldwin Scholarship our top award at \$25,000. Last year’s honors program directors were concerned that students did not know the difference between the large scholarship and the program, and that some were in the program without realizing that the designation of the Baldwin scholarship also indicated inclusion in the program. As a result, **we have returned to an “add-on” scholarship for the Baldwin Honors program, worth \$2500 (the same as the Civic and Arts scholarship amounts), with the largest scholarship award now named for Francis Asbury.** Students will have to indicate an interest in the Baldwin Honors program on their admission application. When they do, and if they are awarded the Asbury Scholarship, they will also receive the \$2500 Baldwin Scholarship.

With the tuition reset, we have lowered the major scholarship amounts as follows:

<b>Asbury (former Baldwin):</b>	<b>\$20,000 (from \$25,000)</b>
<b>Presidential:</b>	<b>\$15,000 (from \$20,000)</b>
<b>Dean’s:</b>	<b>\$12,000 (from \$15,000)</b>
<b>Drew:</b>	<b>\$ 7,000 (from \$10,000)</b>

**The three add-on scholarships – Baldwin, Civic, Arts – all at \$2500.**

**Total College Enrollment:** Overall, **fall census head-count enrollment in the College (excluding auditors) is 1560 versus 1546 last year and 1476 in 2015.** This includes 133 INTO students versus 114 last year and 98 in 2015. ***This is the highest fall enrollment since 2012 when we had 1636 enrolled.*** While we are moving in the right direction, we do

need to increase the size of the incoming classes, especially with the tuition reset, as well as to increase retention. **Our first to second year retention was at or above 84% for the 4th straight year after dipping below 80% for the 2010-12 Fall cohorts. Retention for the 2016 cohort was 85%, compared to 87% for 2015 cohort, 85% for the 2014 cohort, and 84% for the 2013 cohort.**

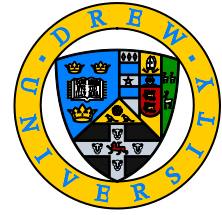
We are on top of the 2-point retention drop from last year to this year and are looking at where and why this occurred. Preliminary results show more mental health related issues and fewer financial issues impacting student decisions to leave Drew. We are considering engaging a practitioner consultant to review our retention programs and our ability to intervene before students get to the point of wanting to leave the university.

### **A final word**

The results of this past CLA admissions year demonstrate that Drew is making progress in the enrollment of new undergraduate students, up 27% since this administration took office. There is, however, much work ahead, especially with the tuition reset. We must meet our numerical enrollment and net revenue goals in order to move toward a balanced budget. In spite of significant challenges, I am optimistic about our ability to do so, but we cannot do this without the continued help of all staff, faculty, trustees and alumni. Once again, let me express my deep appreciation for your support and help. It will be another very busy year ahead. It's time to redouble our efforts to get Drew on the lists of more high school seniors. We are doing everything we know how to do to make that happen.

Bob Massa

# DREW UNIVERSITY



## MEMORANDUM

**DATE:** 31 July 2017

**TO:** Members of the Advancement Committee

**cc:** Cabinet  
Directors, Office of University Advancement

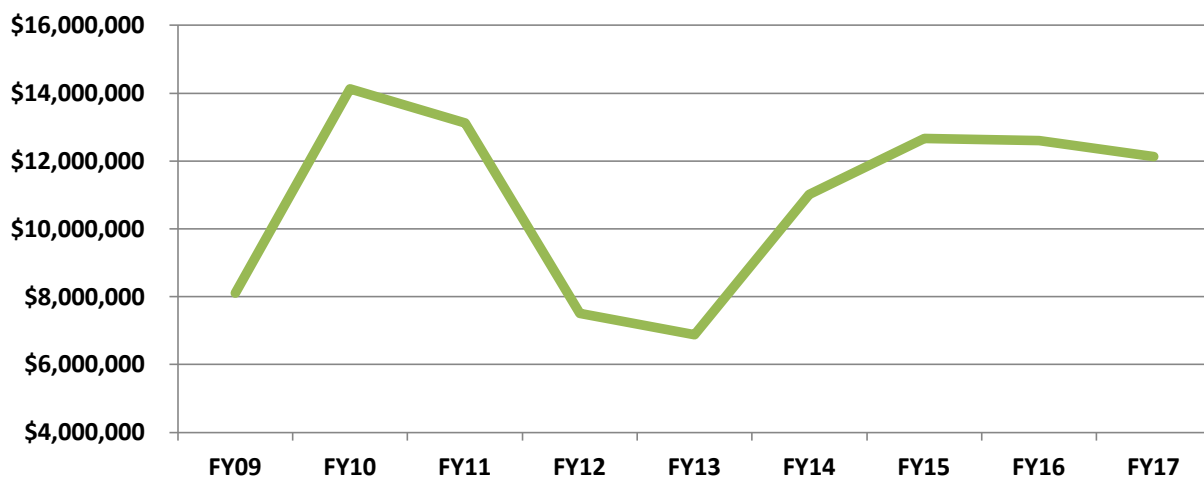
**FROM:** Kenneth Alexo, Jr.  
Vice President for University Advancement

**RE:** Final Results: FY2017

Attached, please find the final fundraising reports for FY2017. This memo provides some commentary and statistics in order to contextualize our performance this past year – the first following the successful completion of the University’s \$85.4 million *One and All* campaign.

**1. Overall Philanthropic Support.** As Figure 1 below shows, we secured more than \$12 million in outright cash gifts, whole pledges, and revocable and irrevocable planned gifts during FY2017 – the third straight year in which Drew has exceeded the \$12 million mark and the fourth consecutive year in which we have raised more than \$11 million. According to our records, this makes the past four years the most successful stretch in Drew’s history, and is a strong sign that the *One and All* campaign has helped the University establish a new norm for annual fundraising.

**Figure 1. Overall Philanthropic Commitments: FY2009-2017**



Our stated goal in this category was \$11 million, though we did have an internal “stretch” goal of \$13 million. Several prospective commitments that would have put us beyond the \$13 million threshold did not materialize before June 30, 2017 (e.g., the new Gilbert challenge gift of \$1

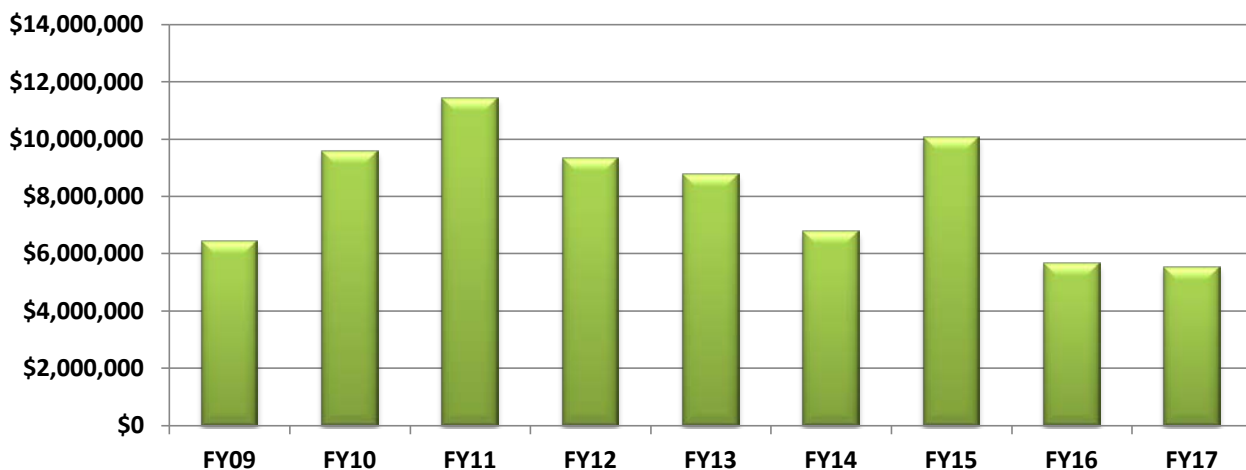


million), but those will, we hope, be realized during the first half of FY2018 – and thus contribute to the continued consistency and success of Drew’s fundraising efforts.

It is worth noting that a key contributing factor to our surpassing our FY2017 goal for overall philanthropic commitments during was the securing of two sizable bequest intentions: one in excess of \$3.5 million and the other valued at \$1.4 million.

**2. Overall cash and irrevocable deferred giving.** One of the more disappointing results of FY2017 is that we secured only \$5.5 million in outright cash gifts, irrevocable planned gifts, and pledge payments – about \$100,000 less than we received in FY2016 and \$2.5 million short of our \$8 million goal for this category. Figure 2 shows Drew’s cash and deferred performance since FY2009, the year in which the *One and All* campaign was launched.

**Figure 2. Cash and Deferred Gifts: FY2009-2017**



Our analysis suggests that there are several reasons for this unfortunate shortfall. First, concerns about Drew’s current financial state led several donors to alter their pledge fulfillment schedule. As such, pledge payments that were anticipated before June 30, 2017 were either not realized at all (having been deferred to FY2018 or beyond) or ended up being smaller than anticipated. Second – and likely also based on Drew’s challenged financial position – a few foundations awarded smaller grants than we projected. For example, the Andrew W. Mellon Foundation gave Drew a very generous \$410,000 grant in support of our digital humanities program; at the outset of FY2017, however, we anticipated that this grant would be closer to \$600,000. Perhaps the most important factor, however, has to do with the fact that we are in an inter-campaign period: most major donors to *One and All* have now paid off their multi-year pledges to that campaign, and they did not renew at similar giving levels for FY2017, as they await the launch of the University’s next major fundraising initiative.

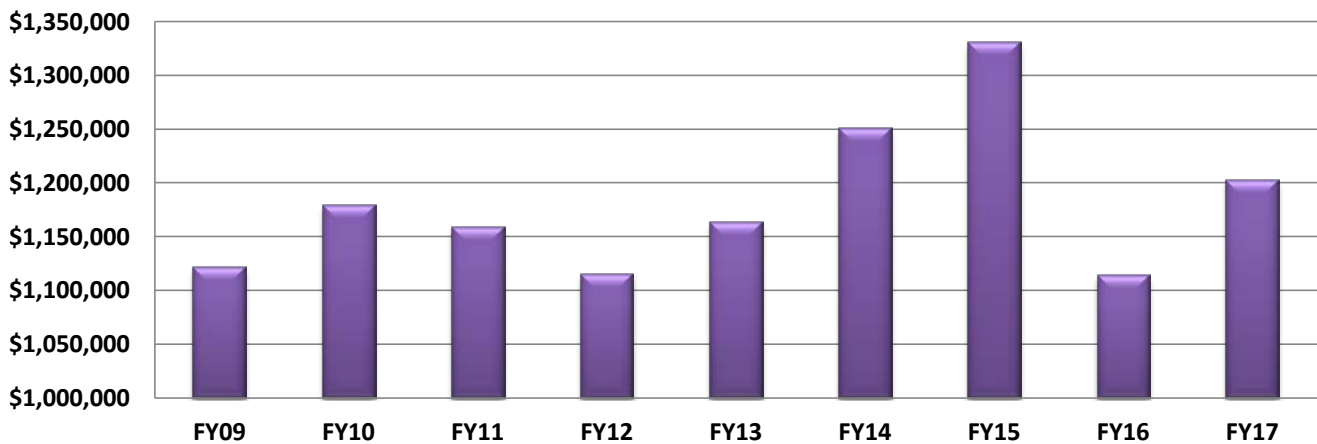
It bears mentioning here that, had we moved forward with and successfully completed the \$1 million Gilbert challenge in June 2017, the overall cash and deferred number for FY2017 would have likely been closer to \$7 million. That said, this challenge offers the University a golden opportunity to improve its performance in this category for FY2018, given Dr. Gilbert’s promise

to transfer to Drew \$1 million in cash if we can secure \$4 million in new commitments (\$2 million in cash and \$2 million in new pledges) prior to December 31, 2017.

**3. Annual Fund (unrestricted) cash.** An equally unfortunate result from FY2017 – again, given Drew’s budget deficit and its cash position – was that we fell a bit short of our goal for non-MEF unrestricted and directly budget-relieving giving, finishing at \$1,202,448. Figure 3 documents Drew’s annual fund performance since 2009.

The bad news is that the amount we raised was \$97,500 less than our goal of \$1.3 million. The good news is that it represents an increase of \$90,000 from FY2016 – and also happens to be the third most successful year in the University’s history. (As you may recall, the two best years for annual fund cash were FY2014, in which we secured more than \$1.25 million from alumni, parents, faculty, staff, and friends in support of the annual fund, and FY2015, in which we brought in a record \$1.33 million.)

**Figure 3. Annual Fund (Unrestricted) Cash, FY2009-2017**



An initial assessment of our performance on this front suggests that two primary factors contributed to the shortfall. First, several major annual fund gifts and pledge payments were not realized, including an anticipated \$50,000 pledge payment and a \$20,000 gift that had been given in each of the past eight years. Needless to say, had just these two gifts been received, FY2017 would have been the second-best year in Drew history.

Second, the Director of Annual Giving – the position chiefly responsible for annual fund fundraising and for alumni participation (re: the latter, see below) – was twice on medical leave during FY2017, and her leaves happened to coincide with the two most important cycles of the giving year: the end of the calendar year (November-December 2016) and the end of the fiscal year (June 2017). The impact of the Director’s roughly three-month absence was particularly pronounced on the leadership annual giving front, where we fell short of our goal of securing 325 Drew Society-level annual fund gifts, i.e., unrestricted gifts of at least \$1,000. We finished FY2017 with 309 Drew Society donors to the annual fund. The Director’s first medical leave in the fall of 2016 also delayed our hiring of an Associate Director of Annual Giving, a position

which was not filled until March 27, 2017, leaving the office understaffed for nearly three quarters of the year.

**4. Alumni participation rates.** By far the most disappointing result from FY2017 was the alumni participation rate for the College of Liberal Arts. We finished the year at only 20% – a six percentage-point drop from where we finished the previous two years and, at the same time, six percentage points short of our goal for the year. This participation rate is also lowest recorded since the University began tracking this particular metric.

On the bright side, an undergraduate alumni participation rate of 20% nonetheless keeps Drew above the mean for its official peer group. According to the Council for Aid to Education's VSE data from last year, this group of liberal arts colleges and universities – which includes Allegheny, Goucher, Juniata, Susquehanna, and Ohio Wesleyan – boasted an average participation rate in FY2016 of 18.8%. (We do not yet have data on these schools for FY2017.) Of our 15 peer schools, and using the previous year's statistics, Drew remains in the top five for alumni participation rate – though, I should note, we had been at the very top of this group for the past four years. In comparison with our aspirant schools, Drew's 20% participation rate is roughly five percentage points less than the mean for FY2016, but still higher than, for instance, Skidmore's and Occidental's.

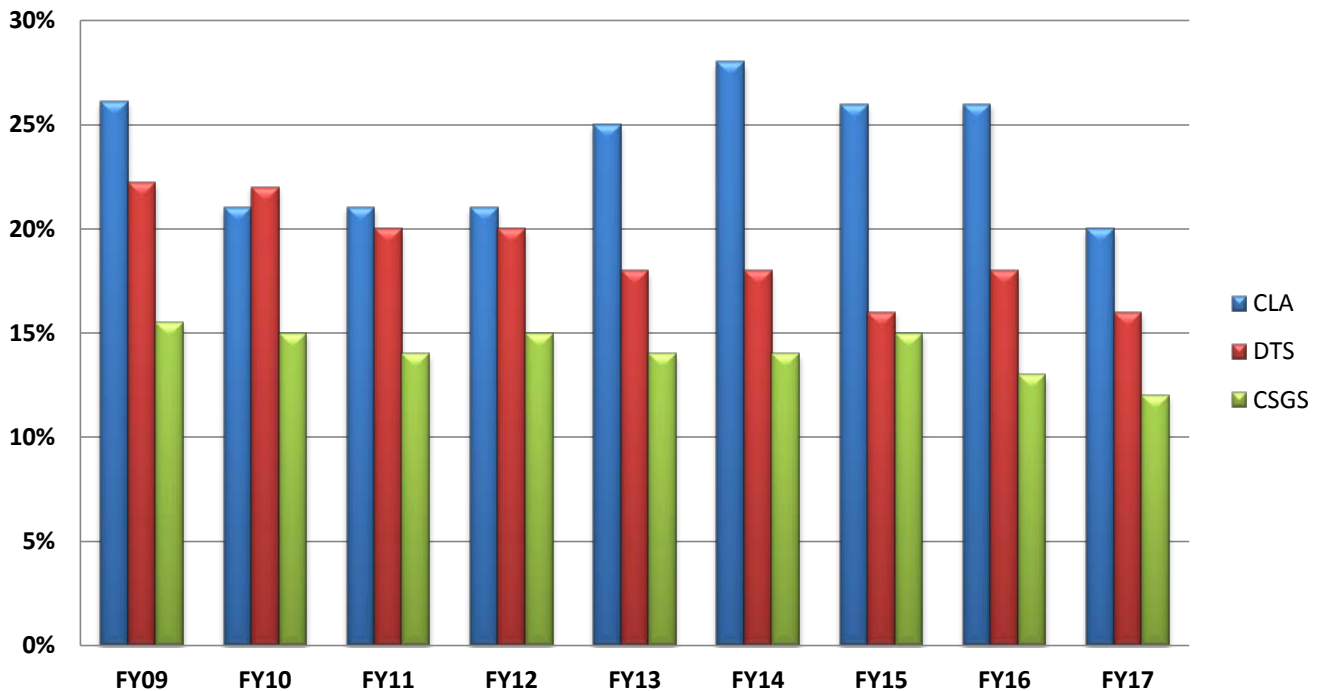
As with our missing the annual fund cash goal for FY2017, the primary explanation for this admittedly precipitous decline is the absence of the Director of Annual Giving for more than three months. Her two unplanned medical leaves delayed the execution of various appeals and social media campaigns during the fall semester (e.g., the traditional fall appeal did not drop until December); delayed the hiring of an Associate Director until the end of March 2017; hindered the planning for, and execution of, our spring semester appeals; and even jeopardized the 150-hour challenge, which, thanks to the leadership and hard work of the newly-hired Associate Director and the two Assistant Directors in the Annual Giving office, turned out to be a huge success and helped us add a full six percentage points to the undergraduate participation rate during the month of June.

After increasing for the first time in more than a decade in FY2016, the Theological School alumni participation rate slid backward, from 18% to 16%, representing a loss of 98 donors. The goal for FY2017 was 19%. Beyond the Director of Annual Giving's medical leaves and understaffing in that office for most of the year, another factor that contributed to this decrease is that the Director of Theological School Advancement left the University in January 2017, and a search for her replacement was put on hold, pending a comprehensive University-wide review of staff. (The University Advancement office has recommended that this position be converted to a Leadership Gifts Officer position with liaison responsibility to the Theological School; responsibility for the Theo School's annual fund will continue to reside with the main Annual Giving office, which is where it was placed in January 2017.)

The Caspersen School of Graduate Studies alumni participation rate finished one point lower than in FY2016, at 12% – a decrease of 26 graduate alumni donors. The goal for FY2017 was 14%.

Figure 4 below details the participation rates in Drew's three schools since 2009. To put these data in context, keep in mind that Drew's undergraduate, Theological, and graduate alumni populations are larger than they have ever been and that, nationally, the alumni participation rate has dropped 50% in the last two and a half decades: from 18% in 1990 to less than 9% in 2016.

**Figure 4. Alumni Participation Rates: FY2009-2017**



Please don't hesitate to contact me with any questions, comments, or concerns (973-408-3067, [kalexojr@drew.edu](mailto:kalexojr@drew.edu)). After August 7, please feel free to contact Beth Kornstein, Interim Vice President for University Advancement, at [ekornstein@drew.edu](mailto:ekornstein@drew.edu) or 973-408-3227.

Thank you, as always, for your attention to this memorandum and the enclosed report. With my last day as Drew's Vice President for University Advancement quickly approaching, I also want to take this opportunity to express my gratitude to all of you for your support and friendship over the years. I have enjoyed every minute of my time in the Forest and will always be grateful for the many opportunities I was given to serve the University and to work with so many wonderful colleagues, alumni, and benefactors.



**Drew University Fundraising Reports  
FY2017**

FY16 - FY17 Comparison  
July 1, 2016 to June 30, 2017

	<u>FY17</u>			<u>FY16</u>			<u>FY16 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$12,124,558	\$11,000,000	110%	\$12,599,203	\$12,000,000	105%	\$12,599,203
Total Cash & Irrevocable Deferred Gifts	\$5,530,501	\$8,000,000	69%	\$5,643,199	\$9,000,000	63%	\$5,643,199

## Drew University Fundraising Reports

**FY2017**

### FY17 By Purpose and Source

July 1, 2016 to June 30, 2017

#### ***Giving by Purpose***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Capital</b>	\$3,679,653	\$307,303
<b>Endowment</b>	\$2,635,959	\$755,242
<b>Restricted</b>	\$3,619,690	\$2,503,529
<b>Unrestricted</b>	\$2,189,256	\$1,964,427
• <i>Annual Fund</i>	\$1,427,277	\$1,202,448
• <i>MEF</i>	\$761,979	\$761,979
<b>Giving by Purpose Total</b>	<b>\$12,124,558</b>	<b>\$5,530,501</b>

#### ***Giving by Source***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Trustees</b>	\$652,134	\$741,395
<b>Alumni</b>	\$8,371,469	\$1,492,383
<b>Friends</b>	\$810,706	\$975,826
<b>Corporations</b>	\$268,384	\$331,895
<b>Foundations</b>	\$913,932	\$938,544
<b>Other Organizations</b>	\$1,107,933	\$1,050,458
<b>Giving by Source Total</b>	<b>\$12,124,558</b>	<b>\$5,530,501</b>

## Drew University Fundraising Reports

### FY2017

Annual Fund Report  
July 1, 2016 to June 30, 2017

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
<b>FY17</b>	\$1,202,448	\$0	\$1,202,448	\$1,300,000	92%	\$352
<b>FY16</b>	\$1,113,319	\$0	\$1,113,319	\$1,300,000	86%	\$292
<b>Increase (Decrease) from FY16</b>	\$89,130	\$0	\$89,130			\$60
<b>Increase (Decrease) Percentage</b>	8%		8%			21%

#### Participation (All Funds)

	<b>FY17</b>				<b>FY16</b>			
	<b>Percentage</b>	<b># of Donors</b>	<b>Goal</b>	<b>Donors Needed</b>	<b>Percentage</b>	<b># of Donors</b>	<b>Result</b>	<b>Donors Needed</b>
<b>CLA</b>	20%	2639	26%	727	26%	3367	26%	n/a
<b>DTS</b>	16%	592	19%	96	18%	690	18%	n/a
<b>CSGS</b>	12%	255	14%	42	13%	281	13%	n/a

## News from the Drew University Library

CLA Faculty Meeting

October 6, 2017

- Help us help your students – if you're asking your classes to find any outside sources, please let us know. We're happy to teach them how to go beyond Google and Wikipedia, and we can:
  - Create a Library resources webpage for your course
  - Teach a class session on finding resources
  - Do a "drive by" to introduce a database
  - Meet individually with your students
- An exhibition "150 Years in the Forest: Drew University 1867-2017" is currently on display in the United Methodist Archives as well as the Main Library. Curated by University Archivist Dr. Matthew Beland, this exhibit will provide a glimpse into Drew's past through the records of its three schools, its vibrant student life, and a storied athletic program
- Back by popular demand, Ghost stories at the Drew Library will take place on Halloween, October 31. Archivist Dr. Matthew Beland will once again lead a panel discussion on the history of ghosts at Drew at 3 PM and 8 PM.



## Community of Faculty Events!

We seek to build upon the success of the “Meet and Greet the New Drew Faculty” session at the September faculty meeting which served to strengthen our faculty community. So, we are launching events throughout the semester to provide opportunities to exchange faculty successes, ideas and insights, as well as teaching struggles and triumphs.

### Pre-FACULTY Meeting

#### Research

#### Showcase

November Faculty Meeting  
2:15-3:00 pm

Faculty presentations in HS4 will highlight faculty research accomplishments or research findings, followed by discussion.

#### Teaching Summit

December Faculty Meeting  
2:15-3:00 pm

A Faculty Panel will describe and discuss a successful structure, activity or strategy that they have employed in their courses to generate and maintain student engagement and active learning, followed by discussion.

### An ongoing tradition: Post-FACULTY Meeting

#### Korn Gallery

#### Receptions on Faculty meeting Fridays

5:00-7:00 pm

Art Department Korn Gallery Receptions  
Oct. 6  
Nov. 3  
Dec. 1

### Other Friday events

#### Birds of a Feather

Friday noon, Commons

Amass your own group with common interests or academic objectives (such as DSEM instructors; mentors and new faculty; faculty teaching capstone courses, etc.) on Fridays for lunch at the Commons. Lunch tickets provided.

#### Decompress!

Fridays, 4:00-5:00  
Faulkner House Lounge

Join (or sponsor!!) a faculty “end of the week” gathering on Fridays with no scheduled faculty meetings.

Contact Maria Masucci ([mmasucci@drew.edu](mailto:mmasucci@drew.edu)) and Juliette Lantz ([jlantz@drew.edu](mailto:jlantz@drew.edu)) for more information or to volunteer for future events.



**CRITICAL  
LANGUAGE  
SCHOLARSHIP**

**Arabic**  
**Azerbaijani**  
**Bangla**  
**Chinese**  
**Hindi**  
**Indonesian**  
**Japanese**  
**Korean**  
**Persian**  
**Punjabi**  
**Russian**  
**Swahili**  
**Turkish**  
**Urdu**



## **FUNDED PROGRAM FOR SUMMER LANGUAGE STUDY**

The Critical Language Scholarship (CLS) Program is an intensive overseas language and cultural immersion program for American undergraduate and graduate students enrolled at U.S. colleges and universities. Students spend eight to ten weeks abroad studying one of 14 critical languages. The program includes intensive language instruction and structured cultural enrichment experiences designed to promote rapid language gains and cultural fluency.

The CLS Program, a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs, is part of a U.S. government initiative to expand the number of Americans studying and mastering foreign languages that are critical to **national security** and **economic prosperity**. CLS plays an important role in preparing American students for the 21st century's **globalized workforce** and increasing **national competitiveness**.

**The CLS Program offers instruction in the following languages and levels:**

Open to students at all language levels, including beginners	Azerbaijani, Bangla, Hindi, Indonesian, Korean, Punjabi, Swahili, Turkish and Urdu
One year prior study required	Arabic and Persian
Two years prior study required	Chinese, Japanese and Russian

## **BENEFITS OF THE CLS PROGRAM**

- **Full scholarship** covers all travel, tuition, housing, and a living stipend.
- Participants may **receive undergraduate academic credit** for the equivalent of one year of language classes.
- CLS participants have their **language gains certified** with the widely recognized ACTFL OPI test.
- **Non-competitive eligibility** for U.S. government jobs for up to three years after program completion.

## **WHO CAN PARTICIPATE?**

Applicants must be U.S. citizens enrolled in a U.S. degree-granting program at the undergraduate or graduate level. Students pursuing associates or professional degrees at community colleges and technical schools are also eligible and encouraged to apply.

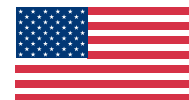
Students in all disciplines, including business, engineering, sciences, social sciences and humanities are encouraged to apply. All applicants should have a plan to continue studying the language, and explain how the language will be used in their future careers.

The CLS Program welcomes all eligible applications and does not discriminate on the basis of race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity. **Applications are accepted each fall for programs beginning the following summer.**

[www.clscholarship.org](http://www.clscholarship.org)

email: [cls@americancouncils.org](mailto:cls@americancouncils.org)

phone: 202.833.7522



The CLS Program is a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs. It is supported in part by the Department of State and administered by American Councils for International Education.

# *The Drew Review*

*The Drew Review* is the annual research journal for the undergraduates of the Drew University College of Liberal Arts, publishing undergraduate research from the previous calendar year. *The Drew Review* is targeting high quality, creative research papers ten pages or more in length. The papers should be 'A' quality and have original and interesting theses. Overall, our mission is to showcase the intellectual vibrancy of the students of the CLA.



## **IMPORTANT DATES**

While you're grading outstanding writing from this past semester, consider nominating your best essays for the Drew Review!

October 16, 2017- Fall Semester Submission Deadlines. Email nominations of outstanding essays to [drewreview@drew.edu](mailto:drewreview@drew.edu).

Please CC the student you are nominating.

# **Korn Gallery Schedule Fall 2017**

## **Omar Rodriguez-Graham**

*tête-à-tête*

Curator: Michael Peglau

September 5 - October 6, 2017

Reception: October 6, 5:00 – 7:00 p.m.

Artist Talk October 6, 2:00 – 3:00 p.m. / ARTS 106

## **Cynthia Lin**

*Re-Drawn*

Curator: Claire Sherman

October 20 - November 21, 2017

Reception: November 3, 5:00- 7:00 p.m.

Artist Talk November 3, 2:00 – 3:00 p.m. / ARTS 106

## **Student Show**

December 1 - December 8, 2017

Reception: December 1, 5:00 - 7:00 p.m.



# The Korn Gallery

*presents*



## Omar Rodriguez-Graham

*tête-à-tête*

Curator: Michael Peglau

September 5 - October 6, 2017

Reception: October 6, 5:00 - 7:00 PM

Artist Talk: October 6, 2:00 PM, ARTS 106

Gallery Hours: Tuesday - Friday 12:30 - 4:00 PM, Selected Weekends and by Appointment

For more information please call (973) 408 - 3758 / [www.drew.edu/korngallery](http://www.drew.edu/korngallery)

## Sturgis Standard Code of Parliamentary Procedure

### Summary:

#### Basic Rules of Precedence:

1. When a motion is being considered, any motion of higher precedence may be proposed, but no motion of lower precedence may be proposed.
2. Motions are considered and voted on in reverse order to their proposal. The motion last proposed is considered and disposed of first:

#### Common Motions in Order of Precedence:

LANGUAGE		Interrupt Speaker?	Second Needed?	Motion Debatable?	Vote Needed?
<b>Privileged Motions:</b> Motions of urgency entitled to immediate consideration.					
1. *Adjourn the meeting.	I move that we adjourn.	NO	YES	YES**	MAJORITY
2. *Recess the meeting.	I move that we recess until...	NO	YES	YES**	MAJORITY
3. Questions of Privilege (Noise, temperature, etc.)	I raise the question of privilege....	YES	NO	NO	Decided by presiding officer
<b>Subsidiary Motion:</b> Motions which alter the main motion, or delay or hasten its consideration.					
4. Postpone temporarily	I move we table the motion..	NO	YES	NO	MAJORITY
5. Close debate	I move to close debate and vote immediately.	NO	YES	NO	TWO THIRDS
6. *Limit or extend debate	I move that the debate on this question be limited to...	NO	YES	YES**	TWO THIRDS
7. *Postpone to a certain time	I move we postpone this matter until...	NO	YES	YES**	MAJORITY
8. *Refer to committee	I move we refer this matter to committee.	NO	YES	YES**	MAJORITY
9. *Amend	I move that we amend this motion by...	NO	YES	YES**	MAJORITY
<b>Main Motions:</b> Motions bringing substantive proposals before the assembly for consideration and action.					
10. * Main motions and restorative main motions	I move that....	NO	YES	YES	MAJORITY

The following motions can be offered whenever they are needed and have no order of precedence. They should be handled as soon as they arise.

LANGUAGE		Interrupt Speaker?	Second Needed?	Motion Debatable?	Vote Needed?
<b>Incidental Motions:</b> Motions that arise incidentally out of the business at hand. They relate to matters incidental to the conduct of the meeting.					
1. Appeal a decision of the chair	I appeal the chair's decision.	YES	YES	YES	MAJORITY
2. Suspend the rules	I move to suspend the rules and...	NO	YES	NO	TWO THIRDS
3. Point of Order	I rise to a point of order	YES	NO	NO	Decided by presiding officer
4. Raise a question relating to procedure.	I rise to a parliamentary inquiry.	YES	NO	NO	Decided by presiding officer
5. Withdrawal of a motion	I move to withdraw my motion.	YES	NO	NO	MAJORITY
6. Separate a multi-part question for voting purposes	I move division on the question.	NO	NO	NO	MAJORITY

\*Can be amended

\*\*Debatable if no other motion is pending.

Note: General Consent is a way of saving time by avoiding votes on routine or non controversial matters. After a motions has been moved and seconded the presiding officer may ask if there are any objections. If anyone objects, a vote must be taken on the action. If there are no objections, the matter has been decided by general consent. The presiding officer may also propose actions by general consent without any motion. If anyone immediately objects, the question must be stated and voted on in the usual way