ARTS & SCIENCES FACULTY MEETING
October 18, 2019
HALL OF SCIENCES 4
AGENDA

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

APPROVAL OF MINUTES: Maria Masucci ------------- pp. 4-8

DEAN'S UPDATES: Debra Liebowitz

ACTION ITEMS:
Proposal for Intent to Offer Marketing   Rita Keane ---------------- pp. 10-26
Proposal for Intent to Offer Accounting   Rita Keane ---------------- pp. 26-41

REPORTS:
Curricular Report   Rita Keane ----------------- pp. 9-53
Enrollment Management   Bob Herr ------------------- pp. 54-56
APBC   S. Kass & R.Soderholm – pp. 57-58
Library Report   Andrew Bonamici -------- pp. 59-64
Revised Middle States Self-Study Design   Hilary Kalagher ----------- pp. 65-92

FOR DISCUSSION:
Launch Updates   Juliette Lantz -------------- pp. 93-95
Faculty Handbook--Divisional Structure   Dean's Council ------------ p. 96

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS and DOCUMENTS:

Faculty Research Series Presentation   Maria Masucci ----------- p. 97
Spring 2020 Textbook Orders   Maria Masucci
Major Advisement for BA MAT   Kristen Turner ----------- p. 98
The Drew Review   Jens Lloyd ---------------- p. 99
Discover Drew Day   ---------------------------- pp. 55- 56
Human Resources Events & Long Term Care Flyer   --------------------------- pp. 100-101
Isak Applin Art Show curated by Claire Sherman   Michael Pelgau

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Alex Bajcz Biology	**Alex Bajcz** for publishing, along with colleagues from the University of Wisconsin-Madison, the article "Soil aggregation returns to a set point despite seasonal response to snow manipulation" in the journal Geoderma, detailing some impacts on soil processes we might expect as a result of changes to overwinter snow cover as the climate changes globally.
Edward Baring History, History and Culture	**Edward Baring** for discussing "Converts to the Real" at Labyrinth Books, Princeton, and for presenting "This Sublime Truth: Marion and the Legacies of Thomism after the Theological Turn in Phenomenology" at the Phenomenology and Religion Conference, Harvard University.
Sandra Jamieson, English	**Sandra Jamieson** for her publication, with Rebecca Moore Howard, of the article "Rethinking the Relationship Between Plagiarism and Academic Integrity", published in the *International Journal of Technologies in Higher Education/Revue internationale des technologies en pedagogie universitaire*, (https://doi.org/10.18162/ritpu-2019-v16n2-07) in September, 2019.
George Harold Jennings Psychology	**George Harold Jennings** for his presentation at the 35th Annual Conference of the International Black Women's Congress, September 20 - 22, whose theme was "Black Women's Lives between the Dash: 1619-2019". Also, for serving on a panel that addressed the topic "Towards an African Theory of Psychology" with two past presidents of the Association of Black Psychologists and for receiving the organization's 2019 Elwood R. Clough and James T. Rodgers Award in support of his work helping to improve the lives of black females, and specifically for "encircling, protecting and guarding the vision of the IBWC."
Yahya Madra Economics	**Yahya M. Madra** for presenting a co-authored paper, "Value of Labor Power in Social Links: The Condition of the Proletariat Today" at the Libidinal Economies of Crisis Times Conference, at Kunsthaus Acud, Berlin, Germany, Sept. 27-28, 2019.
Maria Masucci Anthropology	**Maria Masucci** for co-presenting with John Hoopes "Evaluating Pre-Columbian Contact between Ecuador and Costa Rica:A Ceramic Approach" at the Pre-Columbian Studies Symposium, "Waves of Influence: Revisiting Coastal Connections between Pre-Columbain Northwest South America and Mesoamerica" at Dunbarton Oaks, Washington, D.C. on Oct. 11-12.
Patrick McGuinn Political Science and International Relations	**Patrick McGuinn** for the publication of his article "Assessing State ESSA Plans: Innovation or Retreat?" in the October 2019 issue of *Phi Delta Kappan*.

Jennifer Olmsted Economics	**Jennifer Olmsted** for election to President of the Association of Middle East Women's Studies (AMEWS) and for leading a session at the annual UN System Wide Action Plan on Gender Equality (Gender SWAP) meeting focusing on challenges and opportunities related to increasing and tracking financial commitments to gender equality within the UN system. Also, for an inviation to participate in a meeting at UNICEF focusing on costing gender based violence.
Kimberly Rhodes Art History	**Kim Rhodes** for having her essay "Like a Hurricane": John Everett Millais' Ophelia, Nadja Verena Marcin's OPHELIA, and the "Hysteria of Nature" in Nadja Verena Marcin, ed., OPHELIA (Dresden: Sandstein Verlag, 2019).
Jonathan Rose History, History and Culture	**Jonathan Rose** for producing an expanded and revised second edition of his 2007 volume "A Companion to the History of the Book" (coedited with Simon Eliot, published by Wiley-Blackwell).
Kristen Turner Teacher Education	**Kristen Turner** for presenting the keynote entitled "The Power of Connecting: Reading in a Digital Age" at the New Jersey National Council of Teachers of English conference. She also presented "Disrupting the Rhetoric of Personalized Learning" at the Connected Reading Summit.
Nancy Vitalone-Raccaro Teacher Education	**Nancy Vitalone-Raccaro** for first authorship on a journal article published this month in The Journal of the American Osteopathic Association. Vitalone-Raccaro, N., Sheppard, M. E., & Kaari, J. M. (2019). "Medical students' knowledge about children with disabilities, special education laws, and social services: A preliminary scale development and pilot study" (The Journal of the American Osteopathic Association, 119(10):1-8. doi:10.7556/jaoa.2019.115)
Trevor Weston Music	**Trevor Weston** whose *Given Sound* was performed at the Choir of Trinity Wall Street Church and for the premiere by Tiffany Ng of *Nut: Goddess of the Night Sky* for carillon at the University of Michigan. Also for receiving a collaborative grant with Musiqa Houston from the Chamber Music America Classical Commissioning Program to compose a new work for soprano, flute, clarinet, violin, cello, and piano and for joining Juilliard's music faculty to teach Music Theory and Ear Training in the Music Advancement Program on Saturdays providing lessons and music training to intermediate students. Also for his *The Gentlest Thing* being featured this month by The Esoterics choir as part of their Seattle concert series.
Courtney Zoffness English	**Courtney Zoffness** whose essay "Holy Body" was selected by Rebecca Solnit as a Notable Essay in *Best American Essays 2019*.

Drew University
Minutes of Arts and Sciences Faculty Meeting
September 13, 2019

Present: Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Carolina Arango-Vargas, Di Bai, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Barry Burd, James Carter, Adam Cassano, Jill Cermele, Miao Chi, Graham A. Cousens, Alex de Voogt, Stephen Dunaway, Ferdi Eruysal, Wyatt Evans, Christopher Fazen, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Jason Jordan, Lisa Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Bjorg Larson, John Lenz, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan,Philip Mundo, Robert Murawski, Sean Nevin, Akwasi Nti-Addae, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Michael Peglau, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Jonathan Reader, Jason Roberts, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, Phoebe Tang, Marc Tomljanovich, Kristen Turner, Merel Visse, Nancy Vitalone-Raccaro, Trevor Weston, Tammy Windfelder

Others Attending: Matthew Beland, Andrew Bonamici, Barb Bresnahan, Michelle Brisson, Stephanie Caldwell, Stacey Fischer, Michael Fried, Bob Herr, Colby McCarthy, Alex McClung, Frank Merckx, Shawn Spaventa, Margery Ashmun, Jody Caldwell, Cathy Juliano, Brian Shetler

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

Approval of Minutes: The minutes of the May 3rd, May 9th and August 28th Faculty Meetings were approved unanimously, with the addition of Patrick McGuinn to the August meeting.

Dean's Updates: Debra Liebowitz shared the following updates and information -

- **Stephanie Caldwell** was introduced as Drew's new Registrar. She comes to Drew from Northeastern University where she was the Associate Director and technology liaison for the Registrar's Office. Stephanie earned her M.A. in Communication Management from Emerson College and just graduated with an MBA from Northeastern. Stephanie updated the faculty on efforts in the Registrar's office to audit software, verify rosters, update Ladder, clean-up advisors and to upgrade the catalog system. She encouraged faculty members to send questions and requests to regist@drew.edu so tasks can be appropriately assigned. Debra extended her thanks to Jessica Lakin and the search committee for efforts in successfully bringing Stephanie to campus and encouraged faculty members to attend an Open House on September 17th from 2-4 pm in the new offices of the Registrar on the lower level of Brothers College.
- Debra alerted the faculty to a message sent by the President regarding a **restructuring in the Office of Advancement** which was a result of the major analysis undertaken by Bret Silver to develop a strategy to secure major gifts. Debra shared that the restructuring/refocus strategy will look at major and principle gifts and will provide better support for research, faculty and academics. A Director of

Foundation Government Grants will be hired and imbedded on the academic side. Debra said Karen Caruso is presently working at the University part-time as a grant writer/grants manager and she will be able to identify additional resources for faculty. Moreover, the restructure will more closely align alumnae and parent connections with Launch related initiatives. The changes and restructuring in Advancement will be cost efficient for the University.

- **Compensation Monitoring** has been helping Dean's Council to develop a model for faculty salaries. Some work has been completed and presented for consideration to APBC, but there will not be salary letters for tenure-track and tenured faculty until after conversations with the Board of Trustees in October as the BOT needs to consider and approve the fiscal year's budget. New faculty members, or those who recently received raises associated with tenure or promotion, will not be affected.
- Upcoming initiatives announced are:
  - **The Launch Expo** will be held October 11th (see pages 84 and 85 in the Packet for further information). Debra encouraged participation by faculty, staff and students.
  - Thanks were extended to Wendy Kolmar for her efforts to attain a comprehensive picture of **undergraduate research** opportunities presently at Drew, and ideas for what can be done to expand research opportunities in the future for students in all fields. A link to a survey was included in the Faculty Packet on page 1, and should be completed by Friday, September 20th. The goal will be to come up with an actionable plan that will be more visible and accessible to the greatest amount of students.

- Debra shared a synopsis of the **Gen Ed** initiative stating last fall, in which a collaborative, community-wide process began to generate a transferable skills-based Gen Ed structure. Skills were defined in such a way that they were not tied to a particular discipline or classroom content. Multi-disciplinary teams were formed to generate category descriptions and assessable SLOs that would operationalize the skills within each category. As a faculty, discussions took place to establish principles for the implementation of a new Gen Ed curriculum and the Immersive Experiences that will be a hallmark of it. At the end of the last fall, it was determined that there should be a particular focus on developing key new Launch elements (Immersive Experience and Drew 110) that could, and are, being brought on for the class of 2023. At the end of the spring se semester, significant concerns were raised about the complexity and size of Gen Ed from a student perspective and the restrictions it put on faculty teaching Gen Ed courses. While the original proposed strategy involved working with CAPC and assessment committee members over the summer to refine the Gen Ed proposal, the strategy changed due to the time demands of bringing on Immersive Experiences, LaunchPad, Drew 110, as well as the numerous hours that Dean's Council spent working on the Faculty Handbook. What was accomplished was to look at the information already gathered through the following lenses:

  1) student success
  2) balance of faculty teaching in and out of major programs
  3) reconsideration for the size and complexity of the proposed Gen Ed
  4) graduation and retention rates for the various groups among our student body
  5) ways that Gen Ed might serve as a deterrent or enhancement in our recruitment efforts

  Additionally, data was collected regarding peer schools and Drew's Office of Institutional Research assisted with generating data regarding how our current students live aspects of the present Gen Ed curriculum. Debra said a next draft has been generated and CAPC, Assessment and Dean's Council will help determine the next stages of faculty engagement. Debra shared her eagerness for future substantive, constructive and meaningful conversations.

Scott Morgan requested a state of the University conversation on the part of the President and Dean. Debra shared that she and the President are eager for this type of conversation but said they had agreed that this should occur after the October Board meeting.

Jessica Lakin then shared some changes/updates/enforcement of **finance policies and procedures**. She informed faculty members that the Travel Policy is going to be updated and along with significant changeover in personnel in Madison House, there will be a great deal of attention in reviewing expenses and reconciliations as the Finance Office enforces longstanding Drew travel and reimbursement policies. Several things Jessica asked faculty to note: it is encouraged that financial transactions be submitted electronically, itemized receipts must accompany requests for reimbursements, T & E forms must be detailed and thoroughly completed and signed, meal receipts are no longer needed as faculty can submit a $46 per diem, reimbursements must be submitted within 30 days, and items must only be shipped to Drew (not to home addresses). A question arose as to the feasibility of raising the amount available for faculty members' Travel Grants to which Debra responded it is her priority to support faculty and make opportunities for professional development available, but she's unable to provide funding increases at this time.

Jessica Lakin informed faculty that Scott Morgan is no longer on the **Institutional Review Board** (IRB). She thanked him for his service and reported that Alex de Voogt will chair IRB, aided by Darrel Cole, Chris Medvecky (for CLA) and Karen Pechilis (for CSGS). Jessica closed by reminding faculty that any research involving human participants needs to have IRB approval.

Action Items: 1) Approval of the Voting List – A motion was made and seconded to approve the voting list. This item passed unanimously.   2) Elections - Elections will be forthcoming electronically.

Reports: Curricular Report – no questions for Rita Keane regarding the Curricular Report.
Enrollment Management – Bob Herr reported an enrollment of 401 incoming first year students, an addition to 55 transfer students and 53 INTO students. He said we have increased our fulltime enrollments since last fall by 50 students. Theo is up by 6 students and Caspersen remains the same. Bob expressed his belief that increasing scholarship amounts, along with making changes in the financial aid modeling, should increase enrollment numbers in the future. He said recruitment for next year's class is well underway, with recruiters on the road and the Discover Drew Days scheduled for September 22nd and October 19th. As always, faculty participation at Discover Drew days is greatly appreciated. Debra thanked Bob and his team for all their work and encouraged faculty engagement in admission events as both critical to the University's enrollment efforts and as a distinguishing trait for Drew versus other universities.

Library Report: Andrew Bonamici and Shawn Spaventa shared the new number to call for classroom tech help (extension 3001). This number goes directly to Shawn, Steve Paddack or Matt Acosta and will roll to their cells if not answered in one of their offices.

For Discussion: Middle States Self Study Design – Hilary Kallagher thanked faculty members for attending the Middle States information session with Dr. Idna Corbett, Drew's MSCHE liaison. Hilary asked faculty members to review the Middle States self- study design draft on pages 45 through 71. She thanked all those who had already shared helpful feedback and said changes will be made as a result. One change of note is the Middle States' team will write charges specific to each working group rather than the general charges noted in the draft on pages 57-58.
Faculty Handbook – Debra thanked Dean's Council for their efforts over the summer and for the multiple hours of work spent on updating the Faculty Handbook. She noted her appreciation to Chris Ceraso, who is now on sabbatical. Ed Baring, Sandra Jamieson, Peggy Kuntz, Jennifer Olmsted and

Tammy Windfelder made a presentation to the faculty to provide an update on their summer work. The following provides a summary of their efforts to date:

- The process of updating the Regulations involves reading through existing regulations and determining what improvements can be made.
- Dean's Council looked at the Faculty Handbook of peer institutions and researched ideas and best practices documented by the AAUP and these are framing the new Handbook.
- Where applicable, documents will be linked within the Handbook (By-Laws, COF Handbook, Personnel Policy, Title IX, etc.).
- Proposed changes will be brought to discussion in sections for preapproval to be followed by an official vote.
- A proposed Table of Contents was shared that included Introduction, Governing Documents, Mission and Organization of the University, Faculty Rights and Responsibilities, Tenure and Promotion, Shared Governance, University Disciplinary Procedures.
- The greatest amount of discussion surrounds the roles of Divisions. Specifically, their role is to discuss issues before Friday faculty meetings and to provide a structure for service which ensures representation and breadth of experience on committees. The October Division meetings will focus on this section.
- Due to the imbalance in Divisions, it is difficult to balance service across Divisions
- There is a focus to make sure there is adequate representation of the University's Divisions on all committees.
- In order to follow changes to the Handbook, the old Faculty Regulations will be annotated.
- Course load will not be in the Handbook as faculty does not determine that number

Debra again thanked Dean's Council, including Chris Ceraso, for their collaborative work.

Two Stage Approval of New Programs: Ryan Hinrichs opened a discussion regarding creating a two stage approval process of new programs. Presently, the process is very laborious, requiring CAPC deliberations, followed by revisions with Dean's Council and then discussion and approval of the Board of Trustees. Additionally, creating high-demand programs is a top priority to increase enrollment and revenue but in order to significantly impact future enrollments, Admissions needs to begin marketing and recruiting for new programs no later than the end of October. (Programs presently under consideration are Accounting, Business Analytics, Marketing.)

The two-stage process would involve an initial vote by Arts & Sciences faculty in October for the intent to offer a new major in the following academic year, followed by a second voted on the specific structure of the new major curriculum. Both processes would follow the standard review by CAPC, Dean's Council and the full Arts & Sciences faculty.

Questions raised and answers follow:

Do we have the instutional support to offer and sustain new programs? Budgetary implications must be part of the initial proposal and presented with a detailed analysis. The impact on other departments needs to be analyzed at the outset as well. Resource questions will need to be asked, and restructuring and reorganization may occur.

What impacts are there on other departments; particularly those that are at capacity? The need for new faculty will needed to be built into the budget and will be carefully evaluated. At that same time faculty/departmental resources will be evaluated and potentially a restructuring with existing resources will occur. It is important not to let past models and past history limit future solutions.

With respect to a questions of resources that we need, can other parts of the institution, like Advancement, support us in these efforts to bring on new programs? Conversations are already taking place in Advancement and there is also an attentiveness on the part of the Center for Internships and Career Development to find linkages with employers.

What happens if faculty votes down the curriculum that is put forward? If faculty overwhelming vote yes to the existence of a new program, but once they review the curriculum they want changes made, the curriculum should continue to be revised until satisfactory. If the initial vote for a new program is very close, the program should not be marketed and should continue to be vetted.

What is the Dean's Council timeline to approve staffing? Positions are being put in the proposals and Dean's Council will need to move forward in the approval process.

A motion for a 15-minute extension to the meeting was made and passed to continue the discussion for the option of a two stage process for approving new programs.

Kristen Turner and Tina McKittrick expressed their support for a two-stage process and Andrew Boanamici highlighted the necessity of answering the question of anticipated start-up costs and annual program costs (including library) as listed on page 82. As faculty members expressed excitement for a two-stage process, Debra asked if faculty members wanted to move ahead with trying a two stage process immediately. This was agreed to. Debra thanked Ryan Hinrichs for his oversight and efforts in bringing forward the new process.

Announcements: **Art Opening**: Michael Peglau encouraged faculty members to attend the opening of Tom Birkner "The Rain Paintings" in the Korn Gallery.
TREC deadline: Marc Tomjlanovich reminded faculty members of the October 10th deadline for two NYC TRECs - Social Entrepreneurship and Wall Street.
Digital Humanities Showcase: Wendy Kolmar highlighted the DH Showcase being held on Friday, October 4th at 2:00 in BC 218. She also invited faculty members to apply for spring 2020 Digital Humanities funding by October 1st (see flyer page 77).
Roster verifications due today, 9/13.

The meeting was adjourned at 5:17 pm.

Minutes respectfully submitted by Trish Turvey.

For Action:

- **Proposal for Intent to offer a new major in Marketing**
- **Proposal for Intent to offer a new major in Accounting**

For Information:

New Courses:

- **PH 270/Topics in Public Health: Biosciences**
- **PH 271/Topics in Public Health: Social Sciences**
- **PSCI 322/Public Opinion & Survey Research [BSS], [QUAN]**
- **PSYC 222/Sensation and Perception [BSS]**
- **PH 402/Independent Capstone Project [CAP]**

Changes to Existing Courses:

- **ECON/BST 321/Corporate Finance**
- **HIST/REL/WGST 372/Global Women's History**
- **REL 366/History and Practice of Mindfulness**
- **PH 370/Topics in Public Health: Biosciences**
- **PH 371/Topics in Public Health: Social Sciences**
- **MCOM 400/Media and Communications Capstone**
- **HIST 317/Advertising in American History**
- **HIST 350/History of American Journalism**
- **Internships, CBL courses, ShortTrecs, nycTrecs, London program**

Gen Ed Designations:

- **REL 366/History and Practice of Mindfulness [WRIT], [DVUS]**
- **PSYC 222/Sensation and Perception [BSS]**
- **MCOM 400/Media and Communications Capstone [WRIT]**
- **PSCI 322/Public Opinion & Survey Research [BSS], [QUAN]**
- **Internships as Immersive Experiences [IMIN]**
- **ShortTrecs, nycTRECs, and the London program as Immersive Experiences [IMTR]**
- **CBL courses as Immersive Experiences [IMCE]**
- **PH 402/Independent Capstone Project [CAP]**
- **PH 371/Health Evaluation for Justice, Care and Equity for CRN #31219 [DVIT]**

Changes to Existing Major/Minor:

- **Public Health Major/Minor:**
  - **Adding new courses PH 270/Topics in Public Health: Biosciences and PH 271/Topics in Public Health: Social Sciences**
  - **Changing course titles PH 370/Topics in Public Health: Biosciences and PH 371/Topics in Public Health: Social Sciences**
- **Political Science Major/Minor:**
  - **Adding new course PSCI 322/Public Opinion & Survey Research**
- **Psychology Major/Minor**

o **Adding new course PSYC 222/Sensation and Perception**

- **Media and Communications Major/Minor**
  - **Adding HIST 317/Advertising in American History crosslist**
  - **Adding HIST 350/History of American Journalism crosslist**

Catalog Copy:
- **4+1 BA in History/Master of Arts in History & Culture**

For Action:

Proposal for Intent to Offer New Major in Marketing

October 7, 2019 Version

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here.

The business program at Drew University has grown by leaps and bounds since its inception in the fall of 2009, with business now comprising the largest number of undergraduate majors. The success of this program and its graduates speaks to our ability to integrate what is traditionally considered to be a professional major into the liberal arts. The breadth and depth of Drew's business curriculum combined with experiential learning and professional networking opportunities leads to strong student outcomes and differentiates us from our peer and competitor institutions. Drew's location in the tri-state area gives students access to both New York City and a plethora of experiential learning opportunities in the towns and cities surrounding campus, plus the ability to network with alumni and professionals in myriad industries and obtain internships throughout the year. Business programming events have also served as both a valuable learning platform for undergraduates and a way in which Drew's major further differentiates itself. This proposal seeks to retain and expand these prominent qualities of integrating "professional" majors into the liberal arts, while adding focused enhancements to students keen on diving more deeply into distinct elements of business. Such educational opportunities are ideally situated to prepare Drew graduates for successful and purposeful professions in a world in which the future of jobs is changing rapidly. Automation, big data, and artificial intelligence are impacting all professions, and we believe liberally trained graduates are optimally prepared with a strong core of transferable skills to adapt to these changes. The additional of more business-related majors will also aid our recruitment efforts for prospective students interested in gaining more skills in their particular areas of interest, while also making them more attractive to prospective employers throughout their college career as they seek internships and employment.

The benefits of adding a major in marketing are significant. This expanded offering propels Drew University forward in its push to serve as a liberal arts institution that prepares students for success in multiple and key fields within business, helping to establish our brand, improving our recruiting efforts, and increasing our undergraduate class sizes. Table 1 below shows strong interest of prospective students in marketing. Other benefits emerge as well, including a synergy with Launch as we also develop a reputation for internships in these business fields, and the cultivating of Drew alumni in non-finance areas of business such as marketing who can offer their experience and

expertise to programming, internships, and mentoring. We can also envision creating new NYC semester programs centering around some of these new business areas, such as a NYCtrec in Marketing, helping to develop our image further. Finally, developing a marketing major from the ground up in the digital era also allows us to be forward-thinking to design a curriculum for jobs of the future. The creative thinking, communication skills, and group learning found across our liberal arts curriculum are well suited to the strategic decisions and processes found in the marketing field.

The current business major is general and broad, which helps students discover many different subfields that may stoke their passion. But for those students who either come to Drew wanting to study marketing, or for those who become excited by the prospects of a career in marketing, our undergraduate offerings in the field are sparse, limited to a core marketing course and occasional electives taught mainly by adjuncts. These students are therefore at a disadvantage when applying for internships, post-graduate employment, or graduate programs in marketing. A more focused major serves to remedy this hurdle for a subset of our business students. Furthermore, marketing is a natural addition to our existing offerings given our proximity to New York City, a major nexus of the industry that gives our university the potential for robust academic partnerships and gives our students the potential for internship and job opportunities. Expanded coursework in marketing will also support the creation of a minor in marketing, which will be attractive to students from all majors interested in strengthening their preparation for careers in businesses and not-for-profit institutions with missions aligned with their majors. For example, students majoring in art could benefit from applying the insights and skills they gain in marketing courses to a role in a studio or museum.

The strong potential of marketing to be a significant new major on our campus also stems from data demonstrating strong external demand by prospective students (Table 1). A more detailed analysis of demand at peer and competitor institutions is provided below. A major in finance also shows strong student demand but is not included in this two-stage approval process since Drew already has a strong reputation in this area, which suggests such a major might attract fewer additional students than accounting and marketing.

Table 1. Overview of Program Demand by Students

Major	Prospective Students[1]	National A&S[2]	5-year % Growth[3]
Accounting	14,532	1,568	19%
Finance	---	473	61%
Marketing: w/o Bus. Admin.	16,904	433	23%
in Bus. Admin.	72,856		

[1]Number of prospective students pulled from College Board data set. For reference, the total number of prospective students in business programs is 193,628. [2]Average number of degrees conferred AY13-16 at Carnegie-classified Arts & Sciences institutions. [3]Growth calculated as additional degrees conferred per year (slope) from linear fit to 2011-2016 data.

The Business Committee, which includes representatives from a number of departments and programs, has already begun engaging stakeholders across the institution, including the Media & Communications, Economics, and Math &

Computer Science departments, and will visit the next set of Division I - IV meetings to discuss the proposal. Consultation with these faculty groups will continue as the full curricular proposals are developed. Several administrative offices have also been consulted including Admissions and Finance.

2. **Program goals.**

Please include program goals for your new major/program.

Goals of Marketing Major:

1. **Provide students with a critical view of current marketing practices**

   Students are made familiar with the main principles and recent directions in marketing strategy that aim to align existing and hidden needs of the market with the possibilities of organizations to meet those demands. The complexities of current marketing practices are made insightful and relevant through academic literature and practical examples

2. **Offer an interdisciplinary set of research methods for market research and analysis**

   Market research consists of data gathering methods, including interviews, experiments, and surveys, which are informed by research methods from the social sciences, as well as by data analysis, which benefits from the study of mathematics, statistics and computer science. Students are exposed to different ways of collecting data and learn specific techniques for the analysis of the resulting datasets.

3. **Prepare students for careers in marketing through exposure to current and relevant tools   and experiences.**

   Students will be exposed to marketing data and tools gained through coursework, guest speakers, and other programming events that demonstrate the application of the discipline across many fields.

4. **Instill an integrated understanding of marketing ethics**

   Ethics is embedded within almost every marketing decision and relates to the necessary conduct involved in implementing the various functions of marketing. Students gain an understanding of the practical implications of ethical concerns that go beyond legal obligations and organizational policies. Their understanding is informed by the discourse in organizational ethics as well as anthropology, psychology, sociology and economics.

3. **Major/Program curriculum and requirements.**

Full curricular proposals will be submitted to CAPC by the end of the Fall 2019 semester. This section provides essential curricular elements and it is expected that specific courses in the final curriculum must be consistent with the elements presented herein.

Essential elements of Marketing curriculum.

The major will be designed to leverage our strengths across departments while still offering a major that is recognizable to prospective students and employers. At the same time, we believe it is worth creating a major that is distinctive; we do not want to look like marketing curriculums in business schools, but instead create a valuable set of classes that reflect our mission and goals. The table below reports marketing curriculums at several comparable institutions, although all of these programs are housed in business schools. We will be studying these courses and majors as we design our own later in the fall term. We have a number of core courses that already exist through the general business major. And our plan is to offer a number of interdisciplinary lower and upper-level electives. Departments that have expressed an interest in contributing to this major include sociology, anthropology, psychology, and math & computer science.

Table 2: Marketing Curriculums at Comparable Liberal Arts Institutions

School	Susquehanna	Bucknell	Berry
Major size	*19.5 courses, 78 credits*	*16.5 courses, 66 credits*	*66 credits (3 cr courses)*
100-level required	*Microeconomics*	*Economic Principles*	*Markets & Society*
	Macroeconomics	*Intro Organization & Man*	
	Statistics	*Quant Reasoning for Man*	*Statistics*
	Data Collect & Modeling	*Foundations Accounting*	*Applied Calculus*
	Prof Development (2)	*Exploring Management (2)*	*Calculus I*
200-level required	*Financial Accounting*	*Managerial Finance*	*Financial Accounting*
	Legal Environment		*Legal Environment*
	Data-driven Decision (2)		*Managerial Accounting*
	Marketing	***Marketing***	*Managerial Economics*
	Management		*Business Statistics*
300-level required	**Digital Marketing**	**Markets Innovation Design**	*Marketing*
	Marketing Research	**Design Realization**	**Marketing Research**
	Consumer Behavior	**Understanding Consumers**	**Consumer Behavior**
	International Market. (2)	**Marketing Management**	***Management***
	Cost Management	*Stakeholder Organization*	*Ethical Issues in Busin*
	Corporate Financial Man	*Technological Organiz.*	*Information Systems*
		Strategic Organization	*Finance*

400-level required	Strategic Marketing		Marketing Strategy
	Data Insight and Visualiz.		*Operations Manag*
	Business Policy & Strat		*Business Strategy*
	Global Business Ethics	Elective	Elective
Electives	Elective	Elective	Elective
		Elective	Elective

The size of the major under consideration will be significantly smaller than the programs included in Table 2, since they all include an extensive list of business foundational courses (italics). We are targeting a major that consists of 48-52 credits. A major in marketing will also require the creation of several new required courses, although the exact focus of these courses has yet to be finalized. The curriculum will be constructed in consultation with alums and industry representative working in marketing. The curriculum will also be benchmarked against marketing majors at other liberal arts institutions. We are also in conversations about the creation of a NY Marketing Semester (with a tentative plan to first launch this potentially as soon as AY2021) to give these students a truly distinctive experiential learning opportunity. This program would also link well with LAUNCH and the overarching goals of the University.

Based on considering Drew offerings in comparison with the benchmarking data, here is a very preliminary set of marketing courses (subject to significant revision):

Level:	Courses:	Existing Courses:
Intro:	Microeconomics	ECON 101
	Macroeconomics	ECON 102
	Statistics	MATH 117
	Cultural Anthropology or Intro to Sociology	ANTH 104 or SOC 101
Core:	Business Ethics	REL 214
	Marketing	BST 304
	Intro to Data Science	DATA 200
	Marketing Research	
	Consumer Behavior	
Electives:	**NY Marketing Semester**	
	Digital Marketing	
	Sociology of Mass Communication	SOC 217
	Electives in digital art and design are possible	

A minor in marketing will also be proposed using the core courses from the major. The minor will most likely be 24 credits.

Staffing implications.

Faculty: We currently do not have sufficient business faculty to handle a major in marketing. One expansion faculty line would be needed in marketing before we could offer this major, with a second hire, which could possibly be a joint hire with Media and Communications, required as the program grows. See proposed timetable in the next section. These hires would help us to not only offer undergraduate courses in these business areas, but would expand the number of electives in the Media and Communications major. The data provided below suggests that we will be able to pull in sufficient numbers of new undergraduate students in marketing to justify these new faculty expenses. It should be also stated that the goal is to use hires, whenever possible, to broaden the interdisciplinary of the program and so we might consider affiliated and / or joint hires. If enrollment targets are met, it is anticipated that each of these majors would require a second full-time hire in AY2023 or AY2024.

We also need to be mindful of the impacts this new major will have on other departments, especially as we are emphatic about interdisciplinary ties as a key construct of the curriculum. We believe that growing the number of business students at Drew will also require at least two more hires in the social sciences in the near term, contingent on hitting enrollment targets, to aid with both core business courses and cross-listed business electives. The following departments and programs have potential alignment with marketing and would be good partners for affiliated or joint hires: Media & Communications, Business Ethics, Writing, Digital Art & Design, and Psychology. Given the uncertainty in projecting enrollment numbers and identifying the specific impact on each area, it is essential to evaluate staffing requirements in these supporting areas annually and consider line requests through Dean's Council processes if deemed necessary. Five-year budget models for the two new business programs being proposed (Accounting and Marketing) range from very conservative enrollment numbers, which would justify three full-time faculty hires in supporting areas, to strong enrollment estimates, which may require up to six full-time faculty hires in supporting areas.

We will develop a transition plan once the majors are offered, so that in AY2021 seniors at the very least are not eligible to declare these new majors. This keeps us from having to offer upper-level electives in Year 1 (AY2021), so we can launch these programs even in the worst-case scenario of a failed search for either position.

Staff: As we expand our business offerings, the resource shortages of the undergraduate business program will become more acute. It is safe to say that this endeavor will fail without staff who can serve as the operational linchpins of these myriad programs. We are therefore budgeting for a full-time staff member to start during summer 2020 who can help with programming, marketing, logistics, and partnerships. This person will be housed within the Center for Immersive Learning and Career Design in support of the relevant immersive experiences (i.e., nycTRECs, internships). (Note, this is the same staff position described in the accompanying proposal for accounting.)

Our timeline is ambitious by necessity. We are looking to start the marketing major in fall 2020.

Tentative Implementation Timeline for undergraduate majors in Marketing and Accounting	
Fall 2019	● Faculty approval of intent to offer proposals ● Cabinet approval ● Board approval and allocation of resources

	• Begin recruiting prospective undergraduate students • Curriculum design with full proposals submitted to CAPC
Spring 2020	• Board and faculty approval of full proposals • Faculty hiring (expansion TT position) • Fundraising (ongoing)
Summer 2020	• Staff hiring (1 full-time position; same as described in accounting proposal)
Fall 2020	• Start major in marketing
Spring 2021	• Authorization to hire position in supporting areas for Fall AY2021 start, contingent on enrollment
AY 2021-22	• Start nycTREC in Marketing • Faculty hiring, 1-2 positions in supporting areas, contingent on enrollment
AY 2022-23	• Faculty hiring in supporting areas, contingent on enrollment • Open Business Lab

4. **Impact on and connection with other departments and programs.**

Does the proposed major/program offer possibilities for interdisciplinary collaboration? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs?

There is a definite effect on a number of other departments, not just because certain courses outside of the Economics and Business Department are required core or elective classes, but also because a large number of business majors also choose to declare an additional major or minor. Registrar's Office data from Fall 2019 shows that of the 149 declared business majors at Drew, 18 have a second major (the largest being Computer Science, Spanish, and French) while 50 have a minor (the largest being Media & Communication, Spanish, Psychology, Sociology, and Computer Science). This data is likely skewed downwards, as business has many transfer students and many students do not declare another major or minor until later in their academic career. We also expect that accounting will serve as a minor for students from across the curriculum.

We have identified the following departments and programs that will have an influx of students in their classes. We have begun preliminary talks with these departments, but much more communication needs to occur in the coming months so we can determine staffing concerns and needs and develop plans in response.

Marketing: *Anthropology, Art, Art History, Business Ethics, Economics, Math & Computer Science, Media & Communications, Psychology, Sociology, and Civic Engagement*

5. **Information regarding business program accreditation.**

Explain how the proposed curriculum meets the goals defined by external organizations.

We are already on the road to business accreditation through ACBSP (Accreditation Council for Business Schools and Programs), with our tentative plan being to receive accreditation in AY2021. Our general business curriculum

already aligns well with the mapping proposed by ACBSP (Appendix 1), and as we put together the courses for the marketing major, we will continue to reference their recommendations. The direct integration of the marketing major within the ACBSP guidelines is straightforward once the general business program is accredited, and does not require nearly the same time and resource investment. The marketing major would eligible for accreditation once the program is in place for at least two years, and we have a set of marketing graduates from which we have assessment data, which would be AY2023 at the earliest.

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

6. **Explain how the major / program meets the strategic goals of the university and the school:**

The interdisciplinary nature of Drew's business programs, including the proposed marketing major, and the inclusion of immersive experiences (e.g., NYC TRECs, internships, CBL courses) helps differentiate Drew's offerings in a crowded education space. We believe that business programs integrated into the liberal arts is ideally suited to preparing business leaders in a rapidly changing world. The addition of a major in marketing will help Drew with branding a broader collection of business programs that can pull in students with varied and creative interests. It also allows us to seriously consider an expansion of graduate degrees and certifications in business areas, which could expand enrollment in the Caspersen School of Graduate Studies and would also appeal to graduate students in Drew's Theological Seminary as well as local organizations.

Adding new high-demand programs is one key strategy for achieving institutional enrollment and revenue goals. An analysis of potential new programs conducted by the Dean's Office identified undergraduate business programs as an area that leverages our experience and geography, has significant enrollment potential, and does not require a lengthy time frame to being enrolling students.

7. **Describe and comment on the expected market for the proposed major / program:**

Both the demand by prospective students and employers in accounting and marketing is strong; see Tables 2, 3, and 4 for details.

8. **Provide evidence of market demand, including national, state, local, disciplinary or other sources:**

Data from the Bureau of Labor Statistics:[1]

Table 3. BLS Outlook Data.

	Market Research Analysts	Advertising and Marketing Managers
Number of Jobs, 2016	595,400	249,600
Job Outlook, 2016-26	23% (Much faster than average)	10% (Faster than average)
Employment Change, 2016-26	138,300	23,800

---

[1] Accessed 9/2/2019: https://www.bls.gov/ooh/business-and-financial/home.htm

2018 Median Pay	$63,120	$132,620
Typical Entry-Level Education	Bachelor's degree	Bachelor's degree

Market Research Analysts and Marketing Specialists, Occupational Employment and Wages, May 2017

Research market conditions in local, regional, or national areas, or gather information to determine potential sales of a product or service, or create a marketing campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution.

Table 4. Regional data for Market Research Analyst and Marketing Specialists

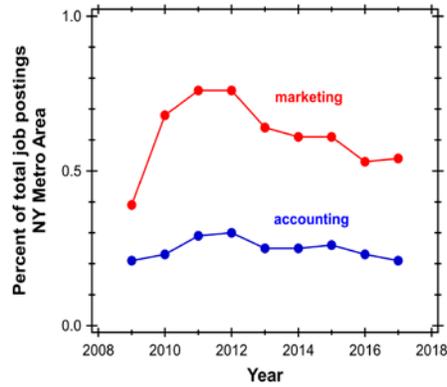| State	Employment	State employment rank	Salary	State salary rank
New Jersey	18,330		$84,970	1st
New York	59,110	2nd	$77,920	
Pennsylvania	25,610	5th	$67,900	

Data from Burning Glass: Number of job postings in the New York Metropolitan region in 90 day range analyzed in January 2018.

Table 5. Regional data for Job Postings

Program	Number of job postings	Ranking of area*	% of all 2017 postings
Accounting	1,629	12th	0.21%
Marketing	5,249	3rd	0.54%

*In an analysis of jobs associated with 36 high-demand areas (e.g., computer science, business, health and education related programs), including accounting and marketing, this ranking gives some reference for the relative size of these numbers. The highest ranked area was computer science with 12,942 postings.

The following chart shows trends, as the percentage of total job postings, for marketing and accounting.

9. **Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:**

Enrollment estimates are based on several different analyses of the number of degrees conferred annually at peer institutions. For Accounting, the average number of degrees conferred at nine institutions (Augustana, Illinois Wesleyan, Ohio Wesleyan, Juniata, Muhlenber, Susquehanna, Washington & Jefferson, Furman, Southwestern) averaged 23. A separate analysis, which considered the percentage of students graduating at these institutions and applied that percentage to an assumed graduation class size of 420, estimates 18 Accounting majors each year. These estimates are believed to predict **additional matriculants** since many prospective students decline to apply to Drew based on not offering Accounting. The same two analyses of Marketing predict 17 and 19 degrees conferred, although these numbers are much less certain since there are fewer peer and competitor institutions with such a major. It should also be noted that at Susquehanna, the one institution with a marketing major included in Table 6, there are fewer business majors.

Table 6. Number of Economics & Business Degrees Conferred (Ave. 2014-16)

	Augustana	Furman	Illinois Wesleyan	Muhlenberg	Susquehanna*	Ohio Wesleyan	*Average*	Drew
Business	95	79	66	101	38	34	*69*	33
Economics	11	29	19	21	11	18	*18*	30
Accounting	35	22	35	32	21	15	*27*	
Finance			37	37	28		*34*	
Marketing					32		*32*	
Total	141	130	120	155	130	67	*124*	63
% of Undergrad	*17.6%*	*17.2%*	*23.5%*	*25.6%*	*23.7%*	*13.6%*	*20.2%*	

% Bus/Econ only	13.2%	14.3%	16.6%	16.3%	9.3%	10.5%	13.4%	15.9%
% Accounting	4.4%	2.9%	6.9%	4.3%	3.9%	2.2%	4.1%	

*Susquehanna split their Business major into different CIPs, including Marketing and several Business specializations, for degrees conferred in 2015. Business plus specialization numbers were combined to determine 2-year average

Given the limited number of marketing programs in our peer and competitor analysis group, we also analyzed all marketing programs at Carnegie-classified Arts & Sciences institutions. A total of 39 A&S institutions used the marking CIP code (degree Classification of Institutional Programs) between 2014 and 2018 (Table 7), although at least eight of these had numbers suggesting that such a major was not officially on the books. The data also suggests that many of these institutions had added a marketing major within this timeframe (e.g., data for Bucknell, Parkside, Wittenberg, Susquehanna, Johnstown, Alma and Hillsdale had zero degrees conferred in 2014). These institutions all achieved strong enrollment numbers by 2018, providing evidence that a marketing major can be quickly established and thrive at a liberal arts institution.

Table 7. Marketing Degrees Conferred at 20 A&S Institutions.

Institution	2014	2015	2016	2017	2018
Siena College	134	136	148	151	121
Carthage College	37	43	68	62	68
Bucknell University		39	42	38	38
University of Wisconsin-Parkside		17	28	34	37
Stonehill College	30	29	42	27	43
Fort Lewis College	35	20	24	30	26
Grove City College	28	24	28	24	25
Wittenberg University		10	17	20	29
Susquehanna University		36	27	27	20
Saint Vincent College	11	18	20	21	23
University of Pittsburgh-Johnstown				11	32

Schreiner University	8	11	5	17	17
Linfield College-McMinnville	11	13	14	18	14
Alma College		1	6	15	14
Hillsdale College		22	20	14	15
Davis & Elkins College	11	12	12	12	12
Simpson College	23	8	15	17	4
Saint Norbert College	14	19	13	10	10
Claflin University	12	8	6	7	10
Juniata College	2	3	3	6	11

Marketing: Enrollment projections for Marketing were estimated using the same methodology, except the fewer number of peer institutions makes these projections less certain. The larger analysis of Carnegie-classified Arts & Sciences institutions indicates that Marketing is less common than Business and Accounting at Liberal Arts colleges. However, data for all national institutions shows much stronger student demand for Marketing. Given Drew's proximity to NYC, we believe Marketing provides a unique opportunity to distinguish our business programs from peers and competitors.

Table 8: Marketing Target Enrollment Projections

Target Enrollment Projections						
Class	Retention	FY21	FY22	FY23	FY24	FY25
First-year		10	13	16	16	16
Sophomore	85%		9	11	14	14
Junior	75%			8	10	12
Senior	70%				7	9
Total		10	22	35	46	51

We believe ***actual enrollments could be significantly larger***, especially with the creation of unique curricular programming that leverages our proximity to NYC. For example, Susquehanna graduates over 30 Marketing majors.

Competitor analysis: There are 12 four-year colleges in NJ offering marketing, and some of our direct competitors in PA and NY also offer it. The good news for NJ is that we would be a stronger academic option than most others (i.e., Felician, Georgian Court, St. E's, Bloomfield, etc.), which would make our distinctive programs attractive. As an independent liberal arts university, we would provide more individualized mentoring compared to many of the remaining NJ competitors (i.e., Montclair and Rutgers).

One important question that arises is what the effect is on current business offerings. It is reasonable to wonder whether the increase in enrollments in marketing and accounting will come at the expense of students who would otherwise have declared a general business major. Our research of other liberal arts institutions with business programs suggest this is unlikely to be the case. It should be noted that the four institutions listed above also offer a degree in business administration and management, which continue to be among the largest majors on campus.[2] For example, Accounting is a significant program at 4 out of the 6 high applicant institutions analyzed graduating an average of 28 students per institution annually. Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business, and Susquehanna graduates 32 in Marketing with a comparable number of business majors as Drew. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 additional majors at four high app schools. The data thus shows the potential for significant enrollment increases by allowing students to specialize in distinct and recognizable business disciplines.

10. Anticipated start-up costs:

AY2020 costs include faculty and staff salary plus benefits and admissions materials. The main costs for a new major in marketing would begin in AY2021. The largest expenses would involve personnel and include one direct tenure-track hire in marketing and one full-time staff person, which would also support existing programs, in AY2020, with a second full-time faculty hire anticipated in AY2022. Table 7 below projects hiring in business and supporting areas assuming enrollment targets are met. Both accounting and marketing are included in this projection since hires in supporting areas are most probable if we achieve the projected enrollment growth in both programs. All faculty lines included in this proposal would be, if approved by the board, above and beyond the faculty lines approved in the current budget. Adjunct hires are already used to offer courses in digital marketing and are expected to continue supporting these programs as they become established as majors. Additional full-time personnel expenses would be evaluated annually and contingent on enrollment numbers. The budget models under consideration by the Board include projected hires in supporting areas, as described in detail above. Other expenses that will help assure the long-term viability of these new majors, including a New York semester in marketing, are not needed initially. Furthermore, we are working on fundraising efforts for these distinctive initiatives.

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

---

[2] Averaging 60 degrees conferred per year. As a comparison, Drew conferred 30 degrees in Business in AY2019. Adjusting for the different enrollment numbers between Drew and the schools listed above, this would translate to approximately 42 Business degrees at those institutions.

In addition to the faculty and staff costs described above, there are capital expenditures and other costs to consider, including:

- Business lab, possibly located on the second floor of the library. The capital costs (e.g., architectural renderings, construction costs, furniture, technology needs) require fundraising. Staffing could be shared with the proposed Media & Communication lab.
- Programming costs (evening events, field trips to NYC and NJ, etc.)
- Technology and supplies
- NYC TREC operational expenses
- Accreditation

The true financial benefit comes from launching both accounting and marketing, as the fixed costs of the business lab and the additional staff is spread out across additional students. Furthermore, the Master in Finance program along with anticipated additional graduate business programs can be strengthened by these increased investments. Table 9 shows a five-year projection of expenses assuming target enrollment goals are met.

Table 9. Budget projection.

	FY 21	FY 22	FY 23	FY 24	FY 25
TT Accounting Hire (salary + benefits)	Start fall 2020				
TT Accounting Hire, 2nd (salary + benefits)			*Start fall 2022**		
TT Marketing Hire (salary + benefits)	Start fall 2020				
TT Marketing Hire, 2nd (salary + benefits)			*Start fall 2022**		
Staff, Dir. of Experiential Business Learning	Start fall 2020				
Supporting Faculty 1 (salary + benefits)**	Start fall 2020				
Supporting Faculty 2 (salary + benefits)**		*Start fall 2021**			
Supporting Faculty 3 (salary + benefits)**			*Start fall 2022**		
Supporting Faculty 4 (salary + benefits)**			*Start fall 2022**		
Supporting Faculty 5 (salary + benefits)**				*Start fall 2023**	
Number of adjunct-taught courses	4	6	8	8	8
Adjunct (salary + benefits)	$20,160	$30,240	$40,320	$40,320	$40,320
Business Lab Software Subscriptions		$65,000	$65,000	$65,000	$65,000
Library Materials	$6,000	$6,000	$12,000	$12,000	$12,000
Programming	$5,000	$10,000	$10,000	$10,000	$10,000
NYC TREC in Marketing		$40,000	$40,000	$40,000	$40,000
Supplies	$6,000	$6,000	$12,000	$12,000	$12,000
If target enrollments for *new* students are met, revenue covers all expenses and produces a profit in every					

fiscal year.

* Hires in subsequent years are contingent on hitting enrollment targets.

** "Supporting faculty" are additional lines that would be allocated through Dean's Council's process. Areas most likely impacted by growth in business include Media & Communications, Computer Science, Ethics, Economics, Writing, and Digital Art and Design.

APPENDIX 1: ACBSP UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas

a. Marketing

b. Business Finance

c. Accounting

d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management

The Business Environment

e. Legal Environment of Business

f. Economics

g. Business Ethics

h. Global Dimensions of Business

Technical Skills

i. Information Systems

j. Quantitative Techniques/Statistics

<div style="border: 2px solid black;">

Integrative Areas

k. Business Policies or

l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

</div>

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

Proposal for Intent to Offer New Major in Accounting

October 7, 2019 Version

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

The business program at Drew University has grown by leaps and bounds since its inception in the fall of 2009, with business now comprising the largest number of undergraduate majors. The success of this program and its graduates speaks to our ability to integrate what is traditionally considered to be a professional major into the liberal arts. The breadth and depth of Drew's business curriculum combined with experiential learning and professional networking opportunities leads to strong student outcomes and differentiates us from our peer and competitor institutions. Drew's location in the tri-state area gives students access to both New York City and a plethora of experiential learning opportunities in the towns and cities surrounding campus, plus the ability to network with alumni and professionals in myriad industries and obtain internships throughout the year. Business programming events have also served as both a valuable learning platform for undergraduates and a way in which Drew's major further differentiates itself. This proposal seeks to retain and expand these prominent qualities of integrating "professional" majors into the liberal arts, while adding focused enhancements to students keen on diving more deeply into distinct elements of business. Such educational opportunities are ideally situated to prepare Drew graduates for successful and purposeful professions in a world in which the future of jobs is changing rapidly. Automization, big data, and artificial intelligence are impacting all professions, and we believe liberally trained graduates are optimally prepared with a strong core of transferable skills to adapt to these changes. The additional of more business-related majors will also aid our recruitment efforts for prospective students interested in gaining more skills in their particular areas of interest, while also making them more attractive to prospective employers throughout their college career as they seek internships and employment.

The benefits of adding a major in accounting are significant. This expanded offering would strengthen Drew University's efforts to serve as a liberal arts institution that prepares students for post-graduation professional success, including key fields within business, helping to establish our brand, improving our recruiting efforts, and

increasing our undergraduate class sizes. Table 1 below shows strong interest of prospective students in accounting. Other benefits emerge as well, including a synergy with Launch as we also develop a reputation for internships in these business fields, and the cultivating of Drew alumni in non-finance areas of business such as accounting who can offer their experience and expertise to programming, internships, and mentoring. Developing an accounting major from scratch in the digital era also allows us to be forward-thinking to design a curriculum for accounting jobs of the future. For instance, the International Federation of Accounts[3] reports that:

> Future accountants will increasingly need education in digital technology, globalization, and evolving regulations. … Unfortunately, at the moment, few universities have developed curriculums for accounting students in line with their future needs. Universities will need to develop or incorporate new units, such as cloud computing, big data, digital technology, integrated reporting, carbon emission accounting, and so on for accounting students.

Accounting integrated with the liberal arts is ideally suited to meet these needs.

Table 1. Overview of Program Demand by Students

Major	Prospective Students[1]	National A&S[2]	5-year % Growth[3]
Accounting	14,532	1,568	19%
Finance	---	473	61%
Marketing: w/o Bus. Admin.	16,904	433	23%
in Bus. Admin.	72,856		

[1]Number of prospective students pulled from College Board data set. For reference, the total number of prospective students in business programs is 193,628.   [2]Average number of degrees conferred AY13-16 at Carnegie-classified Arts & Sciences institutions. [3]Growth calculated as additional degrees conferred per year (slope) from linear fit to 2011-2016 data.

The current business major is general and broad, which helps students discover many different subfields that may stoke their passion. But for those students who either come to Drew wanting to study accounting, or for those who become excited by the prospects of a career in accounting, our undergraduate offerings in the field are sparse, limited to one introductory accounting course and occasional electives taught solely by adjuncts. These students are therefore at a disadvantage when applying for internships, post-graduate employment, or graduate programs in accounting. A more focused major serves to remedy this hurdle for a subset of our business students. Furthermore, accounting is a natural addition to our existing offerings given our proximity to New York City, a major nexus of the

---

[3]   Muhammad Azizul Islam, Future of Accounting Profession: Three Major Changes and Implications for Teaching and Research, February 10, 2017. Accessed Sept. 12, 2019.

https://www.ifac.org/global-knowledge-gateway/business-reporting/discussion/future-accounting-profession-three-major

industry that gives our university the potential for robust academic partnerships and gives our students the potential for internship and job opportunities. Expanded coursework in accounting will also support the creation of a minor in accounting, which will be attractive to students from all majors interested in strengthening their preparation for careers in businesses and not-for-profit institutions with missions aligned with their majors. For example, students majoring in theatre or the arts could expand their accounting knowledge to support future roles in small theatre companies and galleries.

Though not explicitly part of this proposal, an undergraduate major and minor in accounting gives us the experience and resources to launch a Master in Accounting in the near future. A graduate accounting degree sets students on the path towards a CPA (Certified Public Accounting) certification, which is a necessary component of becoming a certified accountant. (There are also many accounting jobs that do not require CPA certification.) The strong potential of accounting to be a significant new major on our campus also stems from data demonstrating strong external demand by prospective students (Table 1). A more detailed analysis of demand at peer and competitor institutions is provided below.

The Business Advisory Committee, which includes representatives from several departments and programs, has already begun engaging stakeholders across the institution, including the Media & Communications, Economics, and Math & Computer Science, and will visit the next set of Division I - IV meetings to discuss the proposal. Consultation with these faculty groups will continue as the full curricular proposals are developed. Several administrative offices have also been consulted including Admissions and Finance.

2. **Program goals.**

Please include program goals for your new major/program.

Goals of Accounting Major.

1. **Provide students with the theory and structure of accountancy and its connections with the business world**

   Students will gain a thorough grounding in the theory and practice of accountancy, set within the wider perspective of the principles of business and how organizations operate within a fast-changing global economy. Students will gain the skills and knowledge that will equip them to go on to advanced education like a master's degree in accounting, or the additional education and exams required to become a certified public accountant.

2. **Instill an integrated understanding of accounting and ethics**

   Given the rapidly changing world of tax regulation, professional accountants will need to provide more all-inclusive organizational reporting, which tells less about numbers and more about the narrative of the organization. Students will learn that financial and non-financial reporting are interconnected, and that they need to collaborate with lawyers, doctors, environmental scientists, sociologists, and so on, especially as organizations (for-profit, non-profit, and governmental) face a series of challenges including corruption, tax-avoidance, environmental and social demands and regulations, and labor and shareholder demands for transparency.

3. **Integrate the main principles of accounting with the tools of data analytics**

   Artificial Intelligence (AI) and data analytics are transforming the field of accounting, rendering basic accounting tasks obsolete while creating robust opportunities for people with multifaceted and current skill sets. We will provide our students with the quantitative knowledge and skills to collect financial information and provide nuanced data-driven analysis, along with the flexibility to communicate these insights and recommendations to a broad audience.

3. Major/Program curriculum and requirements.

Full curricular proposals will be submitted to CAPC by the end of the Fall 2019 semester. This section provides essential curricular elements and it is expected that specific courses in the final curriculum must be consistent with the key curricular elements presented herein.

Essential elements of Accounting curriculum.

The major will be between 48 - 52 credits (new courses in bold):

Level:	Courses:	Existing Courses:
Intro:	Microeconomics and Macroeconomics	ECON 101 and ECON 102
	Financial and Managerial Accounting	BST 115 and 116
	Statistics	MATH 117
Core:	**Accounting and Accountancy**	
	Intermediate Accounting I & II	
	Business Ethics	REL 214
	Intro to Data Science	DATA 200
	Business Law	
Electives:	**Auditing**	
	Taxation	
	Nonprofit and Public Accounting	
	Global Accounting	
	Accounting Information Systems	
	Programming in Python	CSCI 150 or
	Statistical Computing in R	STAT 120

Electives in Global, Environmental, Healthcare, and Social Policy are all possible.

Preliminary benchmarking data of peer accounting majors are included in Table 2. Although benchmarking data is helpful, we are also intentionally looking at the future of accounting by linking the language of business with data analytics. To that end, many of the electives are in data science and computer science (we will add more electives to our list as we design the curriculum later this fall), and we envision programming events that allow students to gain the perspective and skills to excel in this new data-driven accounting environment.

We also want to construct ethical considerations throughout the curriculum, as well as give students opportunities to use their classroom learning to help people and organizations in the local community. We will be exploring partnerships with nonprofits and cities across New Jersey, as there exist programs that allow students to help prepare tax returns for low-income households. A minor in accounting will also be proposed using the core courses from the major. The minor will most likely be 24 credits.

Table 2. Benchmarking Data from Three Peer Institutions.

School	Muhlenberg	Wash. & Jeff.	Furman
Major size	*12 courses, 48 credits*	*13 courses, 52 credits*	*13 courses, 52 credits*
100-level required	Macroeconomics	Macroeconomics	Intro to Economics
	Microeconomics	Microeconomics	
	Financial Accounting		Financial Accounting
	Statistics	Intro Statistics	Statistics
		Calculus for Business	Calculus for Management
200-level required	Accounting Info Sys	Financial Accounting	
	Cost/Managerial Account		
300-level required		Managerial Accounting	Cost Accounting
		Principles of Finance	Intro to Finance
	Intermediate Accounting I	Intermediate Accounting I	Intermediate Accounting I
	Intermediate Accounting II	Intermediate Accounting II	Intermediate Accounting II
		Accounting Info Sys	Accounting Info Sys
			Adv Financial Accounting
	Federal Taxation	Taxation of Businesses	Federal Taxation
			Auditing
400-level required	Auditing	Auditing & Assurance	
Electives	Elective	Elective	Elective

	Elective		

Staffing implications.

Faculty: We currently do not have sufficient business faculty to handle a major in accounting. One expansion faculty line would be needed in accounting before we could offer this major, with a second hire required as the program grows. If enrollment targets are met, it is anticipated that this major would require a second full-time hire in AY2023 or AY2024. See proposed timetable in the next section. These hires would help us to not only offer undergraduate courses in these business areas, but would also give us the expertise to move forward with the development of a graduate Masters in Accounting.[4] The data provided below suggests that we will be able to pull in sufficient numbers of new undergraduate students in accounting to justify these new faculty expenses. It should be also stated that the goal is to use hires, whenever possible, to broaden the interdisciplinary of the program and so we might consider affiliated and / or joint hires.

We also need to be mindful of the impacts this new major will have on other departments, especially as we are emphatic about interdisciplinary ties as a key construct of the curriculum. We believe that growing the number of business students at Drew will also require at least two more hires in the social sciences in the near term, contingent on hitting enrollment targets, to aid with both core business courses and cross-listed business electives. The following departments and programs have potential alignment with accounting and would be good partners for affiliated or joint hires: Economics, Data Analytics and Computer Science. Given the uncertainty in projecting enrollment numbers and identifying the specific impact on each area, it is essential to evaluate staffing requirements in these supporting areas annually and consider line requests through Dean's Council processes if deemed necessary. Five-year budget models for the two new business programs being proposed (Accounting and Marketing) range from very conservative enrollment numbers, which would justify three full-time faculty hires in supporting areas, to strong enrollment estimates, which may require up to six full-time faculty hires in supporting areas.

We will develop a transition plan once the majors are offered, so that in AY2021 seniors at the very least are not eligible to declare these new majors. This keeps us from having to offer upper-level electives in Year 1 (AY2021), so we can launch these programs even in the worst-case scenario of a failed search for either position.

Staff: As we expand our business offerings, the resource shortages of the undergraduate business program will become more acute. It is safe to say that this endeavor will fail without staff who can serve as the operational linchpins of these myriad programs. We are therefore budgeting for a full-time staff member to start during summer 2020 who can help with programming, marketing, logistics, and partnerships. This person will work in close collaboration with the Center for Immersive Learning and Career Design in support of the relevant immersive experiences (i.e., nycTRECs, internships). (Note, this is the same staff position described in the accompanying proposal for marketing.)

---

[4]   Our research data shows that a Master in Accounting has the potential to draw a significant number of graduate students, at least as large as the Master in Finance program.

Our timeline is ambitious by necessity. We are looking to offer the accounting major starting in fall 2020.

Tentative Implementation Timeline for undergraduate majors in Marketing and Accounting	
Fall 2019	• Faculty approval of intent to offer proposals • Cabinet approval • Board approval and allocation of resources • Begin recruiting prospective undergraduate students • Curriculum design with full proposals submitted to CAPC
Spring 2020	• Board and faculty approval of full proposals • Faculty hiring (expansion TT position) • Fundraising (ongoing)
Summer 2020	• Staff hiring (1 full-time position; same position as described in marketing proposal)
Fall 2020	• Start of major in accounting • Begin analyzing potential new graduate programs and certificates
Spring 2021	• Authorization to hire positions in supporting areas for Fall AY2021 start, contingent on enrollment
AY 2021-22	• Faculty hiring, 1-2 positions in supporting areas, contingent on enrollment
AY 2022-23	• Faculty hiring in supporting areas, contingent on enrollment • Open Business Lab

4. Impact on and connection with other departments and programs.

Does the proposed major/program offer possibilities for interdisciplinary collaboration? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs?

There is a definite effect on a number of other departments and programs, not just because certain courses outside of the Economics and Business Department are required core or elective classes, but also because a large number of business majors also choose to declare an additional major or minor. Registrar's Office data from Fall 2019 shows that of the 149 declared business majors at Drew, 18 have a second major (the largest being Computer Science, Spanish, and French) while 50 have a minor (the largest being Media & Communication, Spanish, Psychology, Sociology, and Computer Science). This data is likely skewed downwards, as business has many transfer students and many students do not declare another major or minor until later in their academic career. We also expect that accounting will serve as a minor for students from across the curriculum.

We have identified the following departments and programs that will have an influx of students in their classes. We have begun preliminary talks with these departments, but much more communication needs to occur in the coming months so we can determine staffing concerns and needs and develop plans in response.

Accounting: *Business Ethics, Economics, Math & Computer Science, and Civic Engagement*

5. **Information regarding business program accreditation.**

   Please explain how the proposed curriculum meets the goals and outcomes defined by external organizations. It may be helpful to attach any relevant documents from these organizations in an Appendix.

   We are already on the road to business accreditation through ACBSP (Accreditation Council for Business Schools and Programs), with our tentative plan being to receive accreditation in AY2021. Our general business curriculum already aligns well with the mapping proposed by ACBSP (see Appendix 1), and as we put together the courses for the accounting major, we will continue to reference their recommendations. The direct integration of the accounting major within the guidelines of ACBSP is straightforward once the general business program is accredited, and does not require nearly the same time and resource investment. The accounting major would able be to become accredited once the program is in place for at least two years, and we have a set of accounting graduates from which we have assessment data, which would be AY2023 at the earliest.

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

6. **Explain how the major / program meets the strategic goals of the university and the school:**

   The interdisciplinary nature of Drew's business programs, including the proposed accounting major, and the inclusion of immersive experiences (e.g., NYC TRECs, internships, CBL courses) helps differentiate Drew's offerings in a crowded education space. We believe that business programs integrated into the liberal arts is ideally suited to preparing business leaders in a rapidly changing world. The addition of a major in accounting will help Drew with branding a broader collection of business programs that can pull in students with varied and creative interests. It also allows us to seriously consider an expansion of graduate degrees and certifications in business areas, which could expand enrollment in the Caspersen School of Graduate Studies and would also appeal to graduate students in Drew's Theological Seminary as well as local organizations.

   Adding new high-demand programs is one key strategy for achieving institutional enrollment and revenue goals. An analysis of potential new programs conducted by the Dean's Office identified undergraduate business programs as an area that leverages our experience and geography, has significant enrollment potential, and does not require a lengthy time frame to being enrolling students.

7. **Describe and comment on the expected market for the proposed major / program:**

   Both the demand by prospective students and employers in accounting and marketing is strong; see Tables 3, 4, and 5 for details.

8. **Provide evidence of market demand, including national, state, local, disciplinary or other sources:**

Data from the Bureau of Labor Statistics:[5]

Table 3. BLS Outlook Data.

	Accountants and Auditors
Number of Jobs, 2016	1,397,700
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	139,900
2018 Median Pay	$70,500
Typical Entry-Level Education	Bachelor's degree

Data from Burning Glass: Number of job postings in the New York Metropolitan region in 90 day range analyzed in January 2018.

Table 4. Regional data for Job Postings

Program	Number of job postings	Ranking of area*	% of all 2017 postings
Accounting	1,629	12th	0.21%
Marketing	5,249	3rd	0.54%

*In an analysis of jobs associated with 36 high-demand areas (e.g., computer science, business, health and education related programs), including accounting and marketing, this ranking gives some reference for the relative size of these numbers. The highest ranked area was computer science with 12,942 postings.

The following chart shows trends, as the percentage of total job postings, for marketing and accounting.

---

[5]   Accessed 9/2/2019: https://www.bls.gov/ooh/business-and-financial/home.htm
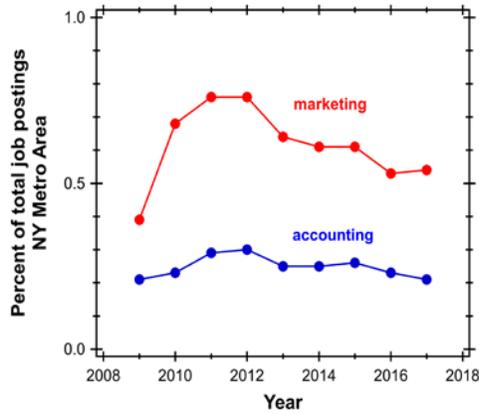
9. **Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:**

Enrollment estimates are based on several different analyses of the number of degrees conferred annually at peer institutions. For Accounting, the average number of degrees conferred at nine institutions (Augustana, Illinois Wesleyan, Ohio Wesleyan, Juniata, Muhlenberg, Susquehanna, Washington & Jefferson, Furman, Southwestern) averaged 23. A separate analysis, which considered the percentage of students graduating at these institutions and applied that percentage to an assumed graduation class size of 420, estimates 18 Accounting majors each year. These estimates are believed to predict **additional matriculants** since many prospective students decline to apply to Drew based on not offering Accounting.

Table 5. Number of Economics & Business Degrees Conferred (Ave. 2014-16)

	Augustana	Furman	Illinois Wesleyan	Muhlenberg	Susquehanna*	Ohio Wesleyan	*Average*	Drew
Business	95	79	66	101	38	34	*69*	33
Economics	11	29	19	21	11	18	*18*	30
Accounting	35	22	35	32	21	15	*27*	
Finance			37	37	28		*34*	
Marketing					32		*32*	
Total	141	130	120	155	130	67	*124*	63
% of Undergrad	*17.6%*	*17.2%*	*23.5%*	*25.6%*	*23.7%*	*13.6%*	*20.2%*	
% Bus/Econ only	*13.2%*	*14.3%*	*16.6%*	*16.3%*	*9.3%*	*10.5%*	*13.4%*	*15.9%*

% Accounting	4.4%	2.9%	6.9%	4.3%	3.9%	2.2%	4.1%	

*Susquehanna split their Business major into different CIPs, including Marketing and several Business specializations, for degrees conferred in 2015. Business plus specialization numbers were combined to determine 2-year average

Accounting: The relative size (% of total graduates) of Business and Economics degrees conferred at Drew was 15.9%, which was comparable to the combined relative size of these majors at peer institutions (13.4%). The inclusion of additional business programs at peer institutions corresponds with a greater percentage of degrees conferred, suggesting that these programs would yield overall enrollment growth. For example, accounting majors constituted 4.1% of degrees conferred at these institutions, which would correspond to 15 degrees at Drew using the Fact Book total of 370. Given Drew's 70% retention rate for the 4th year, 15 degrees conferred would correspond to 21 first-year students. To estimate the number of new students, we assume that 85% of accounting majors will be <u>new</u> to Drew since it is the most frequently identified program by prospective/non-applicant students as the reason for not applying.

Table 6. Accounting Target Enrollment Projections

Target Enrollment Projections						
Class	Retention	FY21	FY22	FY23	FY24	FY25
First-year		12	15	18	18	18
Sophomore	85%		10	13	15	15
Junior	75%			9	11	14
Senior	70%				8	11
Total		**12**	**25**	**40**	**53**	**57**

We believe ***actual enrollments could be significantly larger***, especially with the creation of unique curricular programming that leverages our proximity to NYC. For example, Augustana, Illinois Wesleyan, Juniate, and Washington & Jefferson each average over 30 Accounting degrees conferred annually.

Competitor analysis: There are 15 four-year colleges in NJ offering Accounting, and some of our direct competitors in PA and NY also offer it (e.g., Muhlenberg). The good news for NJ is that we would be a stronger academic option than most others (i.e., Felician, Georgian Court, St. E's, Bloomfield, etc.), which would make our distinctive programs attractive. As an independent liberal arts university, we would provide more individualized mentoring compared to many of the remaining NJ competitors (i.e., Montclair and Rutgers).

One important question that arises is what the effect is on current business offerings. It is reasonable to wonder whether the increase in enrollments in marketing and accounting will come at the expense of students who would otherwise have declared a general business major. Our research of other liberal arts institutions with business

programs suggest this is unlikely to be the case. It should be noted that the four institutions listed above also offer a degree in business administration and management, which continue to be among the largest majors on campus.[6] For example, Accounting is a significant program at 4 out of the 6 high applicant institutions analyzed graduating an average of 28 students per institution annually. Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business, and Susquehanna graduates 32 in Marketing with a comparable number of business majors as Drew. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 additional majors at four high app schools. The data thus shows the potential for significant enrollment increases by allowing students to specialize in distinct and recognizable business disciplines.

10. Anticipated start-up costs:

AY2020 costs include faculty and staff salary plus benefits and admissions materials. The main costs for a new major in accounting would begin in AY2021. The largest expenses would involve personnel and include one direct tenure-track hire and one full-time staff hire, which would also support existing programs, in AY2020, with a second full-time faculty hire anticipated in AY2022. Table 7 below projects hiring in business and supporting areas assuming enrollment targets are met. Both accounting and marketing are included in this projection, since hires in supporting areas are most probable if we achieve the projected enrollment growth in both programs. All faculty lines included in this proposal would be, if approved by the board, above and beyond the faculty lines approved in the current budget. Adjunct hires are already used to offer courses in accounting and digital marketing and are expected to continue supporting these programs as they become established as majors. Additional full-time personnel expenses would be evaluated annually and contingent on enrollment numbers. The budget models under consideration by the Board include projected hires in supporting areas, as described in detail above. Other expenses that will help assure the long-term viability of these new majors, including a business lab and a New York semester in marketing, are not needed initially. Furthermore, we are working on fundraising efforts for these distinctive initiatives.

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

In addition to the faculty and staff costs described above, there are capital expenditures and other costs to consider, including:

- Business lab, possibly located on the second floor of the library. The capital costs (e.g., architectural renderings, construction costs, furniture, technology needs) require fundraising. Staffing could be shared with the proposed Media & Communication lab.
- Programming costs (evening events, field trips to NYC and NJ, etc.)
- Technology and supplies
- Accreditation

The true financial benefit comes from launching both accounting and marketing, as the fixed costs of the business lab and the additional staff is spread out across additional students. Furthermore, the Master in Finance program

---

[6] Averaging 60 degrees conferred per year. As a comparison, Drew conferred 30 degrees in Business in AY2019. Adjusting for the different enrollment numbers between Drew and the schools listed above, this would translate to approximately 42 Business degrees at those institutions.

along with anticipated additional graduate business programs can be strengthened by these increased investments. Table 7 shows a five-year projection of expenses assuming target enrollment goals are met.

Table 7. Budget Projections.

	FY 21	FY 22	FY 23	FY 24	FY 25
TT Accounting Hire (salary + benefits)	Start fall 2020				
TT Accounting Hire, 2nd (salary + benefits)			*Start fall 2022**		
TT Marketing Hire (salary + benefits)	Start fall 2020				
TT Marketing Hire, 2nd (salary + benefits)			*Start fall 2022**		
Staff, Dir. of Experiential Business Learning	Start fall 2020				
Supporting Faculty 1 (salary + benefits)**	Start fall 2020				
Supporting Faculty 2 (salary + benefits)**		*Start fall 2021**			
Supporting Faculty 3 (salary + benefits)**			*Start fall 2022**		
Supporting Faculty 4 (salary + benefits)**			*Start fall 2022**		
Supporting Faculty 5 (salary + benefits)**				*Start fall 2023**	
Number of adjunct-taught courses	4	6	8	8	8
Adjunct (salary + benefits)	$20,160	$30,240	$40,320	$40,320	$40,320
Business Lab Software Subscriptions		$65,000	$65,000	$65,000	$65,000
Library Materials	$6,000	$6,000	$12,000	$12,000	$12,000
Programming	$5,000	$10,000	$10,000	$10,000	$10,000
NYC TREC in Marketing		$40,000	$40,000	$40,000	$40,000
Supplies	$6,000	$6,000	$12,000	$12,000	$12,000
If target enrollments for *new* students are met, revenue covers all expenses and produces a profit in every					

* Hires in subsequent years are contingent on hitting enrollment targets.

** "Supporting faculty" are additional lines that would be allocated through Dean's Council's process. Areas most likely impacted by growing enrollments in business include Media & Communications, Computer Science, Ethics, Economics, Writing, and Digital Art and Design.

APPENDIX 1: ACBSP UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas

a. Marketing

b. Business Finance

c. Accounting

d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management

The Business Environment

e. Legal Environment of Business

f. Economics

g. Business Ethics

h. Global Dimensions of Business

Technical Skills

i. Information Systems

j. Quantitative Techniques/Statistics

<div style="border: 2px solid black; padding: 10px;">

Integrative Areas

k. Business Policies or

l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

</div>

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

For Information:

CAPC has begun approving immersive experiences for the new General Education category. This month we are reporting the first set of approvals. CAPC would also like to inform the faculty that the Immersive Experience attribute has been subdivided into categories so that students may search the catalog by category and for assessment and reporting purposes. All of the attributes begin with IM, followed by a two letter designation. The categories are listed below, with the courses or experiences that have been approved already listed just after:

IMIN Internships, INTC 200 has been approved in this category
IMCE Community-Engaged Projects and Learning, CBL courses have been approved in this category
IMTR Study Abroad and Domestic Programs, NYCtrecs, ShortTrecs, and the London program have been approved in this category
IMRC Undergraduate Research and Creative Projects, none approved here yet
IMML Peer Mentoring and Student Leadership, none approved here yet
IMMX Other, none approved here yet

New Courses:

PH 270/Topics in Public Health: Biosciences
An investigation of one or more subject areas in biosciences relevant to public health. Topics vary in accordance with student interest and faculty expertise and may include courses in epidemiology, environmental health, biological challenges in global health, or individual disease states or methodological approaches. May be repeated as topic changes. Offering to be determined.

PH 271/Topics in Public Health: Social Sciences
An investigation of one or more sociocultural aspects impacting public health. Topics vary in accordance with student interest and faculty expertise and may include courses in domestic and/or global health governance, international health and development, politics of environmental pollution, current challenges in mental health, the current drug policy debate, or disasters and humanitarian crises. May be repeated as topic changes. Offering to be determined.

PSCI 322/Public Opinion & Survey Research

Explores the methods, theories, and common core questions of public opinion research, including an overview of the statistical and survey methods used to collect, present, and analyze public opinion data. Students analyze public opinion data to explore the factors that determine the development and expression of public opinion and how it both shapes and is shaped by government policy. CLA-Breadth/Social Science, CLA-Quantitative.

PSYC 222/Sensation and Perception

This course will cover the processes by which we convert sensory stimuli into neural activity and how that neural activity mediates our perceptual experience, helping us to navigate our environment. Each of the sensory modalities will be discussed. CLA-Breadth/Social Science.

PH 402/Independent Capstone Project

Intensive research project that will allow the student to formally synthesize and apply the skills and knowledge mastered throughout the public health program. The culmination of the experience will include both an oral presentation and a written report using appropriate disciplinary conventions. CLA-Capstone.

Changes to Existing Courses:

ECON/BST 321/Corporate Finance

Current:
ECON/BST 321/Corporate Finance
A study of selected problems and issues in the field of finance. Topics include the use of financial statements, ratio analysis and the valuation of assets, especially derivatives (e.g., futures and options). Prerequisite: ECON 301. Offered annually.

Proposed:
ECON/BST 321/Corporate Finance
A study of selected problems and issues in the field of finance. Topics include the use of financial statements, ratio analysis and the valuation of assets, especially derivatives (e.g., futures and options). Prerequisite: BST 304 OR ECON 281.

HIST/REL/WGST 372/Global Women's History

Current:
HIST/REL/WGST 372/Global Women's History
This course considers global patterns in women's history, prioritizing Africa, Asia and the Middle East to explore women's experiences as they are both distinctively cultural and resonant across cultures. A topical framework will enable comparative analysis, and will always include gender as a central mode of analysis, analysis of historiographical issues in constructing global women's history and analysis of religion's role in generating, maintaining and critiquing cultural definitions of gender. Specific topics within this framework may include women's participation in revolutions, religious movements, feminism, politics and the workforce, among other possibilities. A focus of the study is a variety of primary sources, films and field research studies. Same as REL 372. Same as WGST 372. CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive.

Proposed:
HIST/REL/WGST 372/Global Women's History
This course considers global patterns in women's history, prioritizing Africa, Asia, the Middle East and/or Latin America to explore women's experiences as they are both distinctively cultural and resonant across cultures. A topical framework will enable comparative analysis, and will always include gender as a central mode of analysis, analysis of historiographical issues in constructing global women's history and analysis of religion's role in generating, maintaining

and critiquing cultural definitions of gender. Specific topics within this framework may include women's participation in revolutions, religious movements, feminism, politics and the workforce, among other possibilities. A focus of the study is a variety of primary sources, films and field research studies. Same as REL 372. Same as WGST 372. CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive.

REL 366/History and Practice of Mindfulness

Current:
REL 366/History and Practice of Mindfulness
Everybody's talking about it, from book clubs to business leaders to wellness gurus. What is it, and why is it prominent in American culture now? This course investigates the cultural transformations of the theory and practice of mindfulness from its historical Buddhist roots to its popular currency today in the domains of wellness, neuroscience, education and business management. Key topics of critical exploration include mindfulness as a discipline of body and mind, its promotion as a physical and ethical transformation, and its application to a wide variety of social fields to encourage context-specific creative breakthrough, decision-making acuity and enlightened behavior.

Proposed:
REL 366/History and Practice of Mindfulness
Everybody's talking about it, from book clubs to business leaders to wellness gurus. What is it, and why is it prominent in American culture now? This course investigates the cultural transformations of the theory and practice of mindfulness from its historical Buddhist roots to its popular currency today in the domains of wellness, neuroscience, education and business management. Key topics of critical exploration include mindfulness as a discipline of body and mind, its promotion as a physical and ethical transformation, and its application to a wide variety of social fields to encourage context-specific creative breakthrough, decision-making acuity and enlightened behavior. CLA-Diversity US, CLA-Writing Intensive.

PH 370/Topics in Public Health: Biosciences

Current:
PH 370/Topics in Public Health: Biosciences
An investigation of one or more subject areas in biosicences relevant to public health. Topics vary in accordance with student interest and faculty expertise and may include courses in epidemiology, environmental health, biological challenges in global health, or individual disease states or methodological approaches. May be repeated as topic varies. Offering to be determined.

Proposed:
PH 370 Advanced Topics in Public Health: Biosciences
An investigation of one or more subject areas in biosicences relevant to public health. Topics vary in accordance with student interest and faculty expertise and may include courses in epidemiology, environmental health, biological challenges in global health, or individual disease states or methodological approaches. May be repeated as topic varies. Offering to be determined.

PH 371/Topics in Public Health: Social Sciences

Current:
PH 371/Topics in Public Health: Social Sciences
An investigation of one or more sociocultural aspects impacting public health. Topics vary in accordance with student interest and faculty expertise and may include courses in domestic and/or global health governance, international health and development, politics of environmental pollution, current challenges in mental health, the current drug policy debate, or disasters and humanitarian crises. May be repeated when topic varies. Offering to be determined.

Proposed:
PH 371 Advanced Topics in Public Health: Social Sciences

An investigation of one or more sociocultural aspects impacting public health. Topics vary in accordance with student interest and faculty expertise and may include courses in domestic and/or global health governance, international health and development, politics of environmental pollution, current challenges in mental health, the current drug policy debate, or disasters and humanitarian crises. May be repeated when topic varies. Offering to be determined.

MCOM 400/Media and Communications Capstone

Current:
MCOM 400/Media and Communications Capstone
The Media and Communications Capstone gives students the opportunity to draw on and extend the skills and approaches they have learned in previous core and elective courses. In this course, students create a portfolio project that showcases their individual intellectual and professional focus. The project may be either a research paper or media project that integrates, critiques, extends, and applies knowledge gained from the readings and the student's prior media studies. Students present the results of their research in an end-of-semester showcase for students, faculty and professional media makers. Open to Senior Majors only. Prerequisite: MCOM 301. Offered annually. CLA-Capstone

Proposed:
MCOM 400/ Media and Communications Capstone The Media and Communications Capstone gives students the opportunity to draw on and extend the skills and approaches they have learned in previous core and elective courses. In this course, students create a portfolio project that showcases their individual intellectual and professional focus. The project may be either a research paper or media project that integrates, critiques, extends, and applies knowledge gained from the readings and the student's prior media studies. Students present the results of their research in an end-of-semester showcase for students, faculty and professional media makers. Open to Senior Majors only. Prerequisite: MCOM 301. Offered annually. CLA-Capstone, CLA-Writing Intensive.

HIST 317/Advertising in American History

Current:
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 changes, 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. CLA-Diversity/US

Proposed:
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 changes, 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. Equivalent: MCOM 317 CLA-Diversity/US.

MCOM 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 changes, 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. Equivalent: HIST 317 CLA-Diversity/US.

HIST 350/History of American Journalism

Current:
HIST 350/History of American Journalism
This course explores the development of American journalism in all media over three centuries. Topics covered include the colonial press and its role in the American Revolution, the rise of partisan press, ethnic newspapers, "yellow journalism," investigative reporting, popular magazines, public relations, radio and television news, the "alternative press," coverage of the Vietnam War and Watergate, the portrayal of journalists in other media (such as film), and the rise of Web journalism. Enrollment Priority: History Majors, History Minors, and seniors. Excludes first year students. Offered: Spring Semesters, even numbered years. CLA-Diversity US.

Proposed:
HIST 350/History of American Journalism
This course explores the development of American journalism in all media over three centuries. Topics covered include the colonial press and its role in the American Revolution, the rise of partisan press, ethnic newspapers, "yellow journalism," investigative reporting, popular magazines, public relations, radio and television news, the "alternative press," coverage of the Vietnam War and Watergate, the portrayal of journalists in other media (such as film), and the rise of Web journalism. Offered: Spring Semesters, even numbered years. Equivalent: MCOM 350. CLA-Diversity US.

MCOM 350/History of American Journalism
This course explores the development of American journalism in all media over three centuries. Topics covered include the colonial press and its role in the American Revolution, the rise of partisan press, ethnic newspapers, "yellow journalism," investigative reporting, popular magazines, public relations, radio and television news, the "alternative press," coverage of the Vietnam War and Watergate, the portrayal of journalists in other media (such as film), and the rise of Web journalism. Offered: Spring Semesters, even numbered years. Equivalent: HIST 350. CLA-Diversity US.

Change to Existing Major/Minor:

Public Health Major

Requirement for the Major (54-56 credits)

I. Core Courses (34-36 credits)

- PH 101 - Principles of Public Health OR
- PH 201 - Public Health (Gateway Course)
- MATH 117 - Introductory Statistics
- BIOL 120 - Human Health and Disease OR
- BIOL 103 - Microbes in Health and Disease OR
- BIOL 252 - Microbiology (prereq: BIOL 160, BIOL 250, CHEM 150, CHEM 160)
- PH 340 - Epidemiology (prereq MATH 117)
- PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)
- PH 352 - Global and International Health
- PH 360 - Health Policy OR
- PH 320 - Environmental Health OR
- BIOL 220 - Nutrition (prereq. BIOL 120 or BIOL 160)
- ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor) OR
- SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)

- PH 400 - Capstone in Public Health OR
- PH 402 – Independent Capstone Project

II. Foundational Electives (20 credits)

Proper training in population health necessitates a broad understanding of the life and social sciences. Public Health majors must, therefore, choose from 20 elective credits. These courses will provide them with foundational knowledge about the biophysical environment and the sociocultural environment. Specifically, PH majors are required to take at least one elective course in the sciences category and two elective courses in the sociocultural category. An additional requirement is that PH majors must take a minimum of two elective courses that carry the PH designation. These two PH elective courses may be taken from either biosciences category or the sociocultural category.

A. Biosciences Electives (at least 4 credits)

- PH 270 – Topics in Public Health: Biosciences
- PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
- PH 305 - Medical Geography
- PH 320 - Environmental Health
- PH 370 – Advanced Topics in Public Health: Biosciences
- ESS 210 - Environment, Society and Sustainability
- ENV 150 - Great Challenges in Environmental Science OR
- ESS 215 - Environmental Science
- ENV 302 - Geographic Information Systems OR
- BIOL 302 - Geographic Information Systems
- ENV 365 - Advanced GIS (prereq ENV 302/BIOL 302)
- BIOL 120 - Human Health and Disease
- BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)
- BIOL 256 - Anatomy and Physiology I (prereq: BIOL 160, CHEM 150/CHEM 160)
- BIOL 258 - Anatomy and Physiology II (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
- BIOL 330 - Emerging Infectious Disease (prereq: BIOL 103/BIOL 252)
- BIOL 348 - Immunology (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
- BIOL 358 - Diseases of the Brain OR (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
- NEUR 358 - Diseases of the Brain (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
- BIOL 362 - Virology (prereq: BIOL 160/BIOL 250/BIOL 252, CHEM 150/CHEM 160)
- MATH 227 - Intermediate Statistics (prereq: MATH 117)
- PSYC 348 - Abnormal Psychology (prereq: PSYC 101)
- STAT 120 - Statistical Computing in R

Note:

BIOL 270/BIOL 370 - Topics in Biology may apply to the Public Health major when the topic is appropriate.

B. Sociocultural Electives (at least 8 credits)

- PH 271 – Topics in Public Health: Social Sciences
- PH 299 - ShortTrec in Public Health
- PH 374/ PSYC 374 - Health Psychology
- PH 360 - Health Policy
- PH 371 – Advanced Topics in Public Health: Social Sciences
- ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor)
- ANTH 310 - Ethnographic Research Methods (prereq: ANTH 104 or permission of instructor)

- ANTH 320 - Selected Topics in Biological Anthropology (prereq: ANTH 104 or permission of instructor)
- ANTH 321 - Forensic Anthropology (prereq: ANTH 103)
- ANTH 323 - Food For Thought: Nutritional Anthropology (prereq: ANTH 103)
- CE 215 - The Non-Profit Sector
- CE 250 - Leadership in Practice
- ECON 230 - The Economics of Health and Health Care
- HIST 303 - Selected Topics in History: International Diversity
- HIST 371 - Disease in History
- PHIL 216 - Bio-Medical Ethics OR
- REL 216 - Bio-Medical Ethics OR
- PHIL 104 - Introduction to Ethics
- PSCI 102 - Comparative Political Systems OR
- PSCI 103 - American Government and Politics OR
- PSCI 104 - International Relations
- PSCI 318 - Race and Politics
- SOC 229 - The Sociology of Aging (prereq: SOC 101 or permission of instructor)
- SOC 311 - Sociology of Health and Illness (prereq: SOC 101 or permission of instructor)
- SOC 320 - Sociology of Mental Health and Illness (prereq: SOC 101 or instr. permission)
- SOC 324 - Sociology of Reproduction (prereq: SOC 101 or permission of instructor)
- WGST 315 - Political Economy of Race, Class, and Gender OR
- ECON 315 - Political Economy of Race, Class, and Gender

Public Health Minor

Requirements for the Public Health Minor (24 credits)

I. Core Courses (16 credits)

- PH 101 - Principles of Public Health OR
- PH 201 - Public Health (Gateway Course)
- BIOL 120 - Human Health and Disease OR
- BIOL 103 - Microbes in Health and Disease OR
- BIOL 252 - Microbiology (prereq: BIOL 160, BIOL 250; CHEM 150, CHEM 160)
- MATH 117 - Introductory Statistics
- PH 340 - Epidemiology (prereq MATH 117)

II. Elective Courses (8 credits; 4 credits must be from PH designation)

- PH 270 – Topics in Public Health: Biosciences
- PH 271 – Topics in Public Health: Social Sciences
- PH 299 - ShortTrec in Public Health
- PH 320 - Environmental Health
- PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)
- PH 352 - Global and International Health
- PH 360 - Health Policy
- PH 370 – Advanced Topics in Public Health: Biosciences
- PH 371 – Advanced Topics in Public Health: Social Sciences
- ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor)
- ANTH 320 - Selected Topics in Biological Anthropology (prereq: ANTH 104 or permission of instructor)
- BIOL 120 - Human Health and Disease

- BIOL 220 - Nutrition (prereq. BIOL _120 or BIOL 160)
- BIOL 330 - Emerging Infectious Disease (prereq: BIOL 103/BIOL 252)
- BIOL 362 - Virology (prereq: BIOL 160/BIOL 250/BIOL 252, CHEM 150/CHEM 160)
- ECON 230 - The Economics of Health and Health Care
- HIST 303 - Selected Topics in History: International Diversity
- HIST 371 - Disease in History
- SOC 229 - The Sociology of Aging (prereq. SOC 101 or permission of instructor)
- SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)
- SOC 320 - Sociology of Mental Health and Illness (prereq. SOC 101 or permission of instructor)
- SOC 324 - Sociology of Reproduction (prereq: SOC 101 or permission of instructor)

Political Science Major

I. Required Foundation Courses (16 credits)

- PSCI 102 - Comparative Political Systems
- PSCI 103 - American Government and Politics
- PSCI 104 - International Relations
- PSCI 105 - Introduction to Political Theory
- **OR**
- PSCI 255 - Classics in Political Theory

II. Intermediate and Upper-Level Electives (28 credits)

In addition to the required foundation courses, students must take 28 credits (total) in intermediate (200) and upper (300) level courses and they must be distributed across at least three of the four subfields in the discipline. At least three of these courses (12) must be at the upper-level. A minimum of 12 of these intermediate and upper level credits must be taken on campus. A maximum of 8 departmental internship course credits may be counted towards the major.

Sub-Fields

A. American Politics, Government, and Policy

- PSCI 200 - Internship in Political Science
- PSCI 211 - Law, Justice, and Society
- PSCI 212 - Public Policy and Administration
- PSCI 213 - Congress
- PSCI 215 - The American Presidency
- PSCI 216 - Urban Politics
- PSCI 217 - Political Participation in the United States
- PSCI 218 - State and Local Politics
- PSCI 219 - Business and Government in the U.S.
- PSCI 285 - Internship Project in Washington
- PSCI 287 - Applied Analysis of Social Entrepreneurship
- PSCI 301 - Civil Liberties
- PSCI 302 - Criminal Justice
- PSCI 303 - Constitutional Law and Civil Rights
- PSCI 313 - Gender and U.S. Politics

- [PSCI 314 - American Political Economy](#)
- [PSCI 316 - Social Policy and Inequality in America](#)
- [PSCI 317 - Education Policy and Politics](#)
- [PSCI 318 - Race and Politics](#)
- [PSCI 319 - Selected Studies in American Politics and Administration](#)
- [PSCI 320 - Environmental Policy and Politics](#)
- [PSCI 322 - Public Opinion and Survey Research](#)
- [PSCI 385 - Elections and Policy Making in Washington](#)
- [PSCI 386 - Research Practicum in Washington](#)

Psychology Major

Requirements for the Major (48 credits)

I. Core (24 credits)

- PSYC 101 - Introduction to Psychology
- MATH 117 - Introductory Statistics C- or higher.
- PSYC 110 - Psychology Preceptorial
- PSYC 211 - Research Methods in Psychology
- PSYC 220 - Biological Psychology
- PSYC 342 - Social Psychology

II. Electives I (8 credits)

- PSYC 231 - Infancy, Childhood and Adolescence OR
- PSYC 232 - Adulthood
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology

III. Electives II (8 credits)

- PSYC 222 – Sensation and Perception
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience

IV. Seminar (4 credits)

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women's Resistance
- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology
- PSYC 368 - Seminar in Psychotherapy

- PSYC 369 - Seminar in Industrial Organizational Psychology

V. Additional (2 credits)

Students must complete an additional course or laboratory experience in Psychology, excluding PSYC 394, PSYC 396, PSYC 410, PSYC 411.
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 333 - Aviation Psychology and Management
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology

VI. Capstone (2 credits)
- PSYC 400 - Capstone Experience in Psychology

Note:

The following courses are recommended:
- PSYC 312 - Advanced Research Project in Psychology
- INTC 200 - Internship project in Psychology

Psychology Minor
Requirements for the Minor (26 credits)

I. Core (16 credits)
- PSYC 101 - Introduction to Psychology
- MATH 117 - Introductory Statistics C- or higher.
- PSYC 110 - Psychology Preceptorial
- PSYC 211 - Research Methods in Psychology

II. Electives (8 credits)
- PSYC 231 - Infancy, Childhood and Adolescence OR
- PSYC 232 - Adulthood
- PSYC 220 - Biological Psychology
- PSYC 222 – Sensation and Perception
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 333 - Aviation Psychology and Management
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology
- PSYC 342 - Social Psychology
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology

III. Additional (2 credits)

Students must complete an additional course or laboratory experience in Psychology, excluding PSYC 394 and PSYC 396.

Media and Communications Major

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.

Forms

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

- ARTH 243 - History of Photography
- CHIN 350 - Selected Topics in Modern Chinese Literature and Film
- ENGH 120 - Introduction to Film Analysis
- ENGH 240 - Introduction to Writing and Communication Studies
- ENGH 322 - Thinking about Genre through Film
- FREN 304 - Contemporary Francophone Cinema
- ENGH 347 - Interpreting and Making the News
- 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
- ITAL 302 - Contemporary Italian Cinema
- ITAL 308 - From Book to Screen
- LING 101 - Language, Communication, and Culture
- MCOM 203 - Forms: Selected Topics in Media
- MCOM 303 - Forms: Advanced Selected Topics in Media
- MCOM 317 – ADVERTISING IN AMERICAN HISTORY
- MCOM 350 — HISTORY OF AMERICAN JOURNALISM
- 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

Media and Communications Minor

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.

Forms

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

- ARTH 243 - History of Photography
- CHIN 350 - Selected Topics in Modern Chinese Literature and Film
- ENGH 120 - Introduction to Film Analysis
- ENGH 240 - Introduction to Writing and Communication Studies
- ENGH 322 - Thinking about Genre through Film
- FREN 304 - Contemporary Francophone Cinema
- ENGH 347 - Interpreting and Making the News
- 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
- ITAL 302 - Contemporary Italian Cinema
- ITAL 308 - From Book to Screen
- LING 101 - Language, Communication, and Culture
- MCOM 203 - Forms: Selected Topics in Media
- MCOM 303 - Forms: Advanced Selected Topics in Media
- MCOM 317 – ADVERTISING IN AMERICAN HISTORY
- MCOM 350 — HISTORY OF AMERICAN JOURNALISM
- 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

Catalog Copy:
4+1 BA in History/Master of Arts in History & Culture

Drew University's 4+1 BA in History/Master of Arts in History & Culture (MA) Program allows students to earn a Bachelor of Arts and Master of Arts degree in five years.

Eligibility and Application Criteria
How to apply
New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the BA/MA program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a BA/MA adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a BA/MA adviser as early as possible, preferably by the end of their sophomore year.

Requirements for 4+1 Program:
Students begin taking classes toward their Master of Arts degree while in their junior or senior year at Drew. Students complete two upper-level history courses, which count as electives for both the BA and MA degree. Specific courses require pre-approval of the Director of the History and Culture Program. Students must complete all requirements for the major and for the MA. But they may petition the Director to have one or two

undergraduate courses count towards requirements of the MA program, when appropriate. For instance, an undergraduate Honors Thesis might replace HIST 800, but only when the student is also completing a Masters Thesis.

In their senior year, students should also take two graduate courses from the History and Culture program, of which one should be HIST 600, the graduate Foundations course. These graduate courses do not count towards the undergraduate degree.

After completing the BA degree, students will then have taken four courses towards their Masters Degree, with only an additional six courses required in the fifth year of study.

Drew BA/MA candidates must meet the following criteria to solidify formal acceptance to the MA (generally by February 1 of a student's Junior year):
1. Have a cumulative GPA of at least 3.0.
2. Have a GPA in History of at least 3.5, including grades of at least B+ in two upper-level courses.
3. Have submitted two letters of recommendation from Drew Faculty.
4. Submit letter of intent indicating research interests and career plans to gradm@drew.edu

At the point of completing the Bachelor of Arts degree and moving completely into the Master of Arts program, Drew students are required to:
1. Have maintained a cumulative grade point average of at least 3.0.
2. Have maintained a GPA in History of at least 3.5.
3. Have earned grades of "B" or better in the two graduate courses taken.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MA Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about his or her suitability for the program.

Enrollment Report
Faculty Meeting 10-18-2019

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

<u>Fall 2020 Admissions:</u>
Our September Discover Drew Day had a strong attendance of 135 students (vs. 104 in Sept. 2018). Thank you again to all of the faculty who assisted with making it a successful day. The registration numbers for the October 19 Discover Drew Day are looking good with over 140 students signed up already. Please note our January Discover Drew Day has been changed to Sunday, January 26th. Overall, our visit numbers are strong compared to previous years and we are seeing many students visiting during the week and on Saturdays.

The admissions staff continues to spend the fall recruiting new students. Over a three month span we will visit 469 schools in 20 states and attend 201 college fairs. Also, we will attend 14 transfer student fairs. Furthermore, we are re-visiting our transfer articulation agreements with NJ community colleges, as well as working on a new agreement with Westchester Community College in NY. Recently, Amo completed a 2 ½ week recruitment trip to Africa, during which he recruited for undergraduate and graduate students in 4 countries, and worked on partnerships for both Caspersen and The Theological school.

Undergraduate applications for admission are trending ahead of 2019. We currently have received 192 applications via the Common App vs. 170 last year (as of 10/14). It is still very early in the admissions cycle, but the trend is a positive one.

 I would like to strongly encourage you to attend our Discover Drew Day events in order to engage with our prospective students and their families. Thank you for your continued support of our admission and enrollment efforts.

Upcoming Admissions events 2019-2020:

Saturday, October 19 – Discover Drew Day
Sunday, January 26 – Discover Drew Day
Saturday, February 15 – Into the Forest (yield event)
Sunday, March 22 – Into the Forest (yield event)
Saturday, April 4 – Into the Forest (yield event)
Friday, April 17 – Day of Scholars
Saturday, April 18 – Discover Drew Day

Discover Drew Day
October 19, 2019

LAUNCH
YOUR
LIFE

Schedule of Events

DREW

7:30–8:30 a.m. **EARLY BIRD CAMPUS TOUR** | **The Commons**

Are you an early riser? Join us first thing and find out why we call it The Forest. A student guide will take you through our 186-acre wooded campus, showcasing our classrooms and study spaces. You'll even get a sneak preview of our first-year residence halls. Campus tours are expected to last about an hour (and are also offered at the conclusion of the morning program).

8:15–9:15 a.m. **ARMY ROTC** | **The Commons**

Hear from current Drew ROTC students about opportunities to prepare for careers in the military, how to earn full ROTC tuition scholarships and about the ROTC curriculum.

8:15–9 a.m. **CHECK-IN AND BREAKFAST** | **The Commons**

Enjoy a light breakfast as you mix and mingle with current Drew students, senior staff and faculty.

9:00–9:20 a.m. **DISTINCTIVELY DREW** | **The Commons**

Meet Drew student Kelly Hartwick C'20, as she introduces you to Drew for the day. President MaryAnn Baenninger will welcome you to our campus and talk about why, according to *Fiske's*, Drew is one of 20 "Best Buy Colleges." She will also talk about Drew's growing momentum and why you should consider Drew as the right fit for you!

9:30–10:20 a.m. **READY! SET! LAUNCH!** | **Dorothy Young Center for the Arts** | **Concert Hall**

Drew's new Launch path for success guarantees purpose-driven, experience-based career readiness for every student, steeped in a connection to a lifelong, worldwide community. Students will introduce you to the out-of-class experiences that prepare them for "life after Drew," the mentoring they have received from faculty, alumni and professionals in related careers, and the rigorous academic programs that helped them define their path. Our new **Launch** undergraduate experience ensures that every student graduates with a purpose, sought-after transferable skills, a network of mentors, and an experience-based résumé. Guaranteed.

12 p.m.

CAMPUS TOUR
Leaving from Mead Hall

Find out why we call it The Forest. A student guide will take you through our 186-acre wooded campus, showcasing our classrooms and study spaces. You'll even get a sneak preview of our first-year residence halls. Campus tours are expected to last about an hour.

RESIDENCE HALL TOUR
Leaving from Mead Hall

If you have seen the campus and would like to tour our first-year residence halls only, a student guide will show you around the dorms and answer any questions you may have. Residence hall tours are expected to last about 20 minutes.

Schedule of Events

10:30–11:55 a.m. **LET'S DREW THIS!**

Sessions will run concurrently. From the three available sessions (A–C) pick one in each time slot (10:30–11:10 a.m. and 11:15–11:55 a.m.). Families may "divide and conquer" to cover all three.

Session A — Life in the Forest | Mead Hall | Founders Room

What are Move-In Day, 99 Nights and JamFest? Come hear from students and Campus Life staff about signature Drew events, athletics, our 90+ clubs and all the amazing things our students do for fun!

Session B — Meet our Drew Faculty | Dorothy Young Center for the Arts | Concert Hall

Hear from our professors in the Arts, Humanities, Social Sciences and Sciences about what Drew can do for you. Hear about our Baldwin and Actions Scholars programs, learn about our one-of-a-kind RISE program and learn as they share stories of current Drew students who pursued on and off campus research opportunities, internships, scholarly papers, summer jobs, global experiences, careers and more!

Session C — Admissions & Aid: How to apply to Drew and finance your Drew Education | Dorothy Young Center for the Arts | ARTS 106

What do you need to know about financial aid? Associate Vice President for Scholarships and Financial Aid, Colby McCarthy and Vice President for Enrollment and Dean of CLA Admissions, Bob Herr will review the application process and the academic scholarships, need-based grants, loans and work study opportunities that make Drew an affordable option.

Thanks for joining us at Drew University.
Have a safe journey home.

Please stop by to make an appt with us in Wesley House after 12 p.m.

INTERVIEWS

Wesley House | Office of Admissions

Would you like to interview with us today?

Come to Wesley House and a Drew student leader or members of our admissions staff will be happy to assist you!

Drew strongly encourages an interview. If you don't have time for one today, you may schedule one in the future by checking in with our admissions front desk or by going to **drew.edu/interview**.

Drew's hometown of Madison is #1 in the 2019 *New Jersey Monthly* Top Towns survey!

DREW

drew.edu/apply

10/2019_250

Annual Planning and Budgeting Council (APBC) Minutes summaries

September 24, 2019

Budget Assumptions

APBC reviewed and discussed the base assumptions that are being used for 2020-2022 budgeting, along with figures from the FY 2019 audited budget. Assumptions for budgeting include projections for various factors that affect revenue and expenses, such as enrollment in existing and new or proposed programs, discount rate, tuition, room and board fees, retention rate, endowment income, development and gifts, and estimated increases in expenses such as salary and benefits, professional fees, travel, depreciation, etc.

Cost Savings

APBC reviewed a number of cost saving measures, reorganization of staff departments and services that are underway, and outsourcing and sharing of services and programs. APBC also discussed the University's zero-based budgeting (ZBB) process that will be used for the FY20 and FY21 budget cycles. The goals of ZBB are to validate that spending is properly supporting institutional mission and to identify opportunities for cost reductions without adversely impacting the quality of programs and services.

Net Revenue Generating Ideas Continued Discussion

APBC continued to discuss and hear updates on ideas for new revenue generated at its expanded summer meetings.

September 10, 2019

Budget Update

APBC received an update on the budget timeline for both the FY 2020 annual budget and a zero-based budgeting exercise. A status report about long-time and emerging shared services relationships including INTO, Shakespeare, Archives, Marist, etc. was requested and will be put on a future agenda.

Net Revenue Generating Ideas Continued Discussion

A straw poll was taken regarding the addition of men's and women's volleyball, consensus was positive. Note that this decision was taken separately from the overall budget because timing necessitated the hiring of a coach in order to commence in the academic year 2020-21 season.

1

September 3, 2019

Middle States Self-Study Design Draft
APBC reviewed the timeline for our accreditation.

Faculty Salary Recommendations
President Baenninger will work with Provost Liebowitz and Associate Provost Lakin on additional data related to Compensation Monitoring's recommendation. APBC raised questions about the preliminary model for faculty salary's being suggested by Compensation Monitoring and these require further discussion. APBC tabled whether to accept the Compensation Monitoring Committee's recommendations with regard to salary for the 2019-20 academic year pending a decision by the Board about the FY20 budget. We will not know whether there is money approved for faculty or staff raises until after the Board approves the budget.

Net Revenue Generating Ideas review
About a dozen ideas generated in summer meetings were discussed and loosely triaged, based on feasibility and their likely impact on the FY 20 and/or 21 budgets. APBC reviewed the prioritization of the ideas.

August 14, 2019

FY19 budget overview
Preliminary figures were discussed for FY 2019. Final audited numbers will be available in early fall.

Faculty Salary Recommendations
Compensation Monitoring Committee co-chairs presented that committee's recommendations for allocating increases to faculty salaries based on a 3% salary pool increase.

Net Revenue Generating Ideas Review
A list of net revenue generating ideas produced during summer meetings was assessed by cabinet, members of which will oversee further assessment and research. The specific ideas, with more information as obtained, will be discussed in future APBC meetings.

Immediate Cost Savings
A list of ideas was presented and additional ideas were discussed.

Web page
Improvements to our web site landing page were suggested.

2

UNIVERSITY LIBRARIAN'S REPORT
For CLA Meeting of October 18, 2019

Dear Colleagues:

Here are a few highlights from the University Library and Instructional Technology groups:

University Library Committee (ULC)
The ULC held its first meeting on October 8. Topics under consideration for the year include Open Educational Resources (OERs), collection development, feedback on the library website, and service levels (hours, instructional support, reference and consultation, etc.). If you have items for the committee's attention, please contact Jonathan Rose, ULC Chair, or me.

Open Educational Resources (OERs)
In 2018-2019, the VALE NJ academic library consortium joined the Open Textbook Network, providing access to expert training and implementation resources. VALE is continuing this membership in 2019-2020. VALE is providing training opportunities and active support for member institutions in adoption of OERs and in responding to reporting requirements of NJ Affordable College Textbook Act (S768_R1). Please contact me if you are interested in participating in an OER/textbook initiative in partnership with the ULC and the Provost's Office,

Collection Development
The Library has consolidated separate departmental budget lines for books and journals into broader subject categories. The new fund structure will better accommodate interdisciplinary purchases and will ease fiscal reporting and tracking. Information about specific orders and purchases will still be available. As part of the university's zero-based budgeting process, the library is also reviewing and updating collection development policies and procedures to ensure alignment with current and future academic programs.

Instructional Technology Update
Shawn Spaventa and I are working with the Provost's office on plans for replacing support provided by the two recently-vacated positions of Instructional Technologist and Instructional Designer. In addition to direct support for instructors in technology and pedagogy, our goals include strengthening language on project management, leadership, and building and managing teams of graduate and undergraduate students for front-line service delivery in a peer mentor-tutor model that aligns well with Launch.

In the meantime, we continue to support the university's key educational technology platforms, including the Moodle Learning Management System and the new digication ePortfolio platform. If you or your students need assistance, send email to helpdesk@drew.edu, fill out a ticket at help.drew.edu or call x3457. Please be patient as responses may require some extra time.

Reminder About Phone Contacts for Classroom Support: Per earlier mention, with the switch to VOIP this past spring, we've moved x1487 to **973-408-3001**, which can be reached via cellphone. The classroom landlines remain active and dialing either x1487 or x3001 will get you connected to Instructional Technology staff. We have placed green stickers on the classroom phones as a reminder of the new x3001 extension.

Finally, the Library Events Committee has prepared a terrific series for this fall (see details below). Please attend, and encourage your students to participate as well.

With all best wishes,

Andrew Bonamici
University Librarian
abonamici@drew.edu
x3322

(continued)

New in the Library this fall

HeinOnline
The Library has replaced Nexis Uni (Lexis-Nexis) with HeinOnline, a database containing historical and government documents, law-related periodicals, the entire Congressional Record, Federal Register, and Code of Federal Regulations, complete coverage of the U.S. Reports back to 1754, treaties, constitutions, case law, world trials, classic treatises, international trade, foreign relations, U.S. Presidents, and much more. An online live chat feature is available for assistance with searching and browsing.

Sage Research methods
The Library is happy to announce our subscription to Sage Research Methods, which includes access to Business cases, Datasets and Videos. See the LibGuide for further information. A training webinar was held on August 19; a recording is available and was sent to all faculty via email. Another training webinar could be scheduled later in the semester; please contact Kathy Juliano if interested.

Sage and Springer ebook packages
We have extended these Ebook packages for another year. Check out the content on Sage Knowledge and SpringerLink sites. All books are also available through the Library catalog.

Gale Archival collections
We have purchased five primary source collections in various subject areas:

- Archives of Sexuality and Gender: LGBTQ History and Culture Since 1940, Parts 1 and 2
- Nineteenth Century US Newspapers Digital Archive
- Slavery and Anti Slavery, Parts I - IV
- Women's Studies Archive: Women's Issues and Identities
- World Scholar: Latin America and the Caribbean

Reminders
NY times sign up and NYT in education - Don't forget to encourage your students to sign up for their free academic pass to the NY Times. See Libguide for details. Also take advantage of NY Times in Education, a site featuring Instructional Strategies and Co-curricular activities by subject.

Kanopy mediation - Our Kanopy streaming video site is now fully mediated, meaning that films must be requested unless they have been previously licensed. See the LibGuide for more information . Please provide adequate notice for film requests.

Find all the Library's resources here and in the Catalog

Questions? Contact Kathy Juliano kjuliano@drew.edu, x 3478 or reference@drew.edu.

LIBRARY EVENTS AND EXHIBITS

***"On Dress": Form and Fashion* Exhibit**
Dates: September 30th - January 3rd
Location: Methodist Archives
Description: Curated by Candace Reilly and Brian Shetler, this exhibit traces the history of fashion from the 19th century to the present. It explores the way we dress, from head to toe and from ordinary to extraordinary!


Sex, Subversion, and Stolen Underwear: Fashion as a Tool of Resistance in 19th-Century D.C.'s Underground Queer Balls
Date: October 16th | 6pm
Location: Methodist Archives
Description: Author, journalist and LGBTQ historian Channing Joseph discusses his upcoming book, *House of Swann,* exploring the life of the first self-identified drag queen in U.S. history, William Dorsey Swann. Joseph's talk will examine the under-explored history of drag and LGBTQ+ subcultures, providing context for the fashion exhibit and the subversive act of queering fashion.
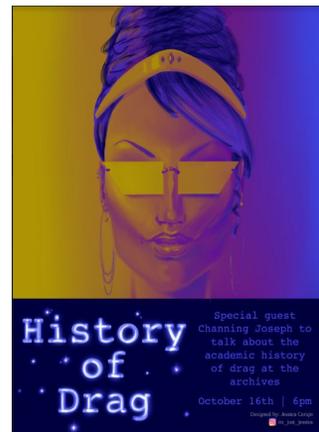
Drag Panel on Fashion and Camp!

Date: October 22nd | 6:30pm
Location: Methodist Archives
Description: The theatrics of drag are back at the Methodist Archives! Drag queens use the elements of irony, camp, humor, gaudiness, and pageantry in their fashion and performance. Returning drag queen Pissi Myles and photographer David Ayllon are joined by opera-trained drag performer Jasmine Rice Labeija as they discuss what fashion means to the art of drag. RSVP required: speccol@drew.edu

Local Lore of Ghosts and Monsters

Date: October 30th | 6pm
Location: Methodist Archives
Description: Who or what haunts the campus of Drew University, and what roams the Pine Barrens of New Jersey? University Archivist Matthew Beland, and guest speaker Dr. Brian Regal share strange tales and oddities such as the legend of the Jersey Devil and the ghosts who haunt the Forest!

The Art of Paper Dolls: A Fashionable Stroll Down Memory Lane!
Date: November 6th | 4:30pm
Location: Drew University Library Kean Room
Description: In conjunction with *"On Dress": Form and Fashion*, this paper doll fashion show will feature uniquely designed attire by Drew University students and demonstrate the merging of modern-day fashion with the classic template of the vintage paper doll.

Student Showcase: Watercolor Art Inspired by the Archives
Date: November 20th | 6pm
Location: Methodist Archives
Description: This showcase will highlight the work of students in Prof. Liana Piehler's Watercolorist's Craft class who have used special collections material to influence their work and inspire their imaginations. This event, conceived by student Bruce Dalziel, will show the works in a gallery setting and give students a chance to show off their archives-inspired creations!

DREW

DREW UNIVERSITY / MADISON NJ

Self-Study Design

for the
Middle States Commission on Higher Education
September 2019

Table of Contents

1

Institutional Overview

Drew University is an independent liberal arts university located in Madison, New Jersey, 30 miles west of New York City. The University includes the Drew Theological School (DTS), which was founded in 1867; the College of Liberal Arts (CLA), which was established in 1928 and became co-educational during the 1940s; and the Caspersen School of Graduate Studies (CSGS), which was established in 1955. The University has 147 full-time faculty members, 99% of whom hold the terminal degree in their field. At its core, Drew is dedicated to exceptional faculty mentorship, connecting the campus with the community, and immersive learning. In the CLA, these core values are embodied by Launch, a leading edge approach to undergraduate education that integrates career development within a rigorous liberal arts curriculum and powerful community. The Theological School's recently redesigned degree programs include interdisciplinary courses that demand out-of-the-box thinking, apprenticeship training that addresses real-world issues, and modes of learning that promote adaptability and innovation. Curricular revisions and new programs in the CSGS also reflect these core values. Overall, Drew University strives to be an exemplar for independent education with a sustainable financial model born of educational and operational best practice and visionary ideas.

During the 2018-19 Academic Year (AY), Drew University had a total enrollment of 1,668 (1,651 FTE) undergraduate students, 347 (276 FTE) DTS graduate students, and 248 (151 FTE) CSGS graduate students. CLA students come from 35 states and 47 countries; 18% are international and 28% are racial and ethnic minorities. CSGS students are 6% international and 15% racial and ethnic minorities, and DTS students are 26% international and 37% racial and ethnic minorities. With such a diverse student population, Drew is proud to be ranked 10th nationally in "having lots of race/class interaction," according to the annual survey of undergraduates conducted by The Princeton Review (2019).

Academic offerings at Drew include over 35 programs of study at the bachelor's level (B.A. and B.S.), 12 Master's degree programs, and five Doctoral programs. The Doctor of Ministry degree includes substantial online offerings and a range of online courses are offered across the DTS curricula. In May 2018, Drew awarded a total of 304 Bachelor's degrees, 89 Master's degrees, and 57 Doctoral degrees (of which 12 were PhDs).

Mission Drew University's mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and professionally as they add to the world's good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

Major Developments since 2011 Decennial Review

Drew has faced significant challenges since our last Middle States' Decennial Review. In 2012, President Robert Weisbuch resigned (2005-2012). Vivian Bull, retired president of Linfield College and former Drew faculty member, was appointed interim president for the years 2012-2014. In 2013, the Dean of the College, the Dean of the Theological School, and the Provost resigned. The Provost position, which was new at Drew, was intentionally not re-filled. Multiple senior leadership changes in Enrollment

2

Management, including at the Vice Presidential and Director levels, also occurred. The turnover in the University's most senior administrative positions led to a lack of strategic planning, a shortage of internal consistency, and extreme volatility in the size and academic quality of incoming classes that ultimately led to compromised selectivity, a decline in the University's reputation, and serious financial challenges. During this period, a series of cost-cutting measures, including a hiring freeze, a salary freeze, a reduction in benefits, and administrative personnel and program cuts, were poorly communicated to the community and led to additional employee attrition and low morale among the faculty and staff who remained. In combination with the aftermath of the 2008 economic recession, and the fact that information was not readily shared with the Board of Trustees, the University was ill-equipped to respond to significant challenges at a moment when it was critical for small liberal arts colleges to innovate. In aggregate, the tumultuous years between 2005 and 2014 created a large and persistent structural deficit, severe enrollment and retention challenges, an administration with compromised effectiveness, subpar operational functions, and considerable deferred maintenance and facilities infrastructure problems.

In July 2014 , MaryAnn Baenninger began as Drew's 13th president. She brought to Drew 10 years of experience as a successful liberal arts college president and three years of experience as an executive associate director (institutional liaison) at Middle States. Dr. Baenninger assumed the presidency in what can only be described as a crisis situation. She was greeted by a more than $11 million operating deficit, an incoming CLA class that was 25% below the budgeted target, a 58% tuition discount rate, and considerable disarray in the upper administration. Since her arrival, she has led the University through a systematic review and reorganization that included the development and execution of a series of short-term strategic plans, known as SHINE 1, 2 and 3. She has entirely reshaped the senior leadership team, both academic and administrative, and has charged them with implementing a revised mission, realizing shared goals, developing coherent and efficient processes, assessing current staffing situations in their respective areas, and making data-driven decisions. She worked closely with Dean Criares (CLA '85), Chair of the Board of Trustees from 2012 to 2019, to professionalize the work of the Board and to ensure that trustees not only have the information and data they need to make decisions that are in the best interests of the University, but that they are conversant with the external higher education environment as well. Criares's capable leadership strengthened two important aspects of the Board: the functioning of the Board itself, and the relationship between the Board and the campus community.

Table 1. Timeline of University Strategic Initiatives.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
SHINE 1	Enrollment revenue augmentation							
SHINE 2			Cost savings implementation, cash conservation					
SHINE 3				Consolidation and growth				
Strategic Plan						Drew 2020 and Beyond*		

*Drew 2020 and Beyond is a placeholder name for the strategic plan to be developed.

Beginning in 2015, institutional strategic priorities focused on a complete revamping of enrollment processes, communications, and strategy, which included a 20% reduction (i.e., a "reset") in tuition pricing for the CLA in fall 2018. Additional attention to recruitment and retention included the establishment of a Retention Committee to monitor and address student success, and the creation of new mission- and market-driven academic programs in all three schools. These efforts have been successful, as the number of undergraduate students has increased steadily since fall 2015.

In 2017, the academic leadership team was reorganized with the re-establishment of a Provost position and consolidation of academic deans. Under the leadership of Provost Debra Liebowitz, the academic leadership has increased student support structures, reorganized academic support units to serve all Drew students, and expanded cross-school collaborations while achieving efficiencies (including combining the CLA and CSGS faculties into a single faculty of Arts & Sciences). The combined initiatives in Academic Affairs and the enrollment area resulted in additional enrollment increases for fall 2018. In the CLA, first-year enrollment increased to 420, up significantly from our smallest class of 302 in fall 2014, while simultaneously achieving increases in students' academic preparedness. Our relationship with INTO University Partnerships, formalized in March 2014, has further supported CLA enrollment by recruiting qualified international undergraduate students to Drew. In fall 2018, 40 INTO pathway students matriculated in the CLA.

Reorganization of the academic leadership and revitalization of curricula also improved graduate enrollment. In DTS, revised enrollment plans along with a completely reimagined curriculum, implemented in fall 2018, increased first-time matriculants from a low of 78 in 2015 to 113 in 2018. In CSGS, programmatic revitalization included major revisions to four programs and the closing of one underperforming program. These efforts have stabilized enrollment in CSGS, and the reinvigoration of our teacher education programs and the reinvigoration of our teacher education programs and the creation of two new high-demand programs in finance (AY 2019) and data analytics (AY 2020) are projected to result in enrollment growth in the near future.

With significant progress achieved in student recruitment and retention, Drew leadership shifted strategic focus to expense reductions and cash conservation (Shine 2), including a voluntary retirement program, restructuring medical plans, debt restructuring, profit and loss review of all major units, and real estate sales. Following a review of non-instructional staffing levels at peer institutions, non-student-facing staffing reductions were implemented in AY 2018-19. On the instructional side, an analysis of faculty workload resulted in teaching load increases in all three schools. An in-house model for assessment of full-time faculty FTE needs was also developed. This model has been used to make all faculty hiring decisions for the past four years, and has allowed for strategic redeployment of instructional resources to support new program development while simultaneously realizing an overall decrease in full-time FTE. Additional consolidation efforts are being pursued through partnerships for shared technology services with Marist College and shared operations with the College of St. Elizabeth.

Despite progress in both enrollment growth and cost reductions, the University still faces significant financial challenges in the form of a structural deficit and pressing capital needs in the physical plant area. The University continues to operate under a carefully designed deficit spending plan, understood and approved by the Board of Trustees, and financed by the endowment. In fall 2019, Drew experienced

4

a setback in planned enrollment *growth*, despite enrolling its second first year undergraduate class over 400 FTE in many years. The unplanned slowdown in growth will thwart the progress of the financial plan if the drop in forecasted revenue is not immediately addressed. To that end, in summer 2019, the President's Cabinet and appointed and elected members of the Annual Planning and Budgeting Council (APBC) began additional budget planning processes, including further assessment and realignment of expenditures and plan development for new earned and contributed revenue. This planning process will ensure we meet the goal of a balanced budget in FY 2022 and will, along with this self-study, form the building blocks of a University strategic plan that will follow the SHINE plans.

Institutional Priorities to be Addressed in the Self-Study

Tectonic shifts in higher education and demographic changes in the northeast, coupled with internal operational inadequacies in the past, have challenged Drew University, leading to repeated operating budget deficits. In response to these pressures, President Baenninger has led Drew through several major institutional initiatives to (1) evaluate and improve the University's financial sustainability; (2) encourage use of best practices in all units; (3) reinvigorate the curricula in all three schools; (4) enhance student support services to improve student success; (5) restructure academic leadership under a Provost to encourage cross-discipline and cross-school collaborations; and (6) optimize academic offerings by sunsetting struggling programs as necessary, growing successful existing programs, and creating a limited number of rigorous, mission-relevant new programs.

As we began the planning for our self-study, we were able to easily identify the three institutional priorities that will serve as the basis for our work. These priorities, articulated below, have been the framework for unit-specific and campus-wide planning and analysis initiatives over the past four years. They are outlined specifically in the SHINE plans, have been the focus of unit-level planning conversations (overseen by the appropriate Cabinet members, but involving faculty and staff members from across the University), have been discussed regularly at faculty meetings and meetings of the Drew Staff Association, and have been utilized as the starting point for a number of ad hoc working groups charged with accomplishing particular objectives (many of which have included representation of administrators, staff, faculty, and students; e.g., the Committee to Reimagine the Undergraduate Experience). Each priority has been shaped and refined as a result of its extensive use over the past several years, and is summarized below succinctly and with some elaboration for context.

Priority 1. ***Achieve financial sustainability through a combination of increasing and diversifying revenue while reducing expenditures by creating institutional efficiencies.*** A budget planning process has targeted the elimination of deficit spending by FY22. Increased revenue is linked to strengthening retention and increasing enrollment in CLA by the creation of new majors, expansion of athletic programs, and the implementation of Launch. Increased revenue is also supported by the creation of new high-demand graduate programs as well as the curricular revisions of existing programs in both CSGS and DTS. Opportunities to diversify revenue sources through fundraising and the creation of alternate educational programs (e.g., non-degree and non-credit bearing programs) are also being analyzed. Reductions in cost expenditures are driven by an analysis of staffing levels at peer institutions to identify

5

areas for efficiencies as well as by pursuing shared operations and services with partner institutions.

Priority 2. ***Deliver meaningful, compelling, and relevant educational experiences for all Drew students that ensure post-graduation success.*** Drew University's student population is diverse and includes full-time and part-time, domestic and international, undergraduate and graduate, traditional age and adult learners, first-generation college students, Pell-eligible students, and racial and ethnic minorities. The revitalized curricula in all three schools are designed to support all students by developing content knowledge *and* transferable skills that will prepare them for post-graduation success.

Priority 3. ***Continue to create processes that support the use of best practices in all institutional units while simultaneously allowing for innovation and agility.*** Efforts to systematize policies and procedures across all three schools has been a major priority under the new Provost's office, and similar efforts to implement best practices and assess their effectiveness have been prioritized in administrative units and support services.

The 2021 Decennial Self-Study provides an opportunity to systematically assess the results of major institutional initiatives related to these priorities, and to identify institutional areas and systems where additional work is required and/or further efficiencies can be achieved. For the purposes of this self-study, the alignment of these institutional priorities with the MSCHE Standards for Accreditation are included in Table 2.

The working groups established for the self-study process are broadly representative of faculty and staff members, and include representatives from the trustees and alumni, in order to ensure all stakeholders are involved in this institutional planning. Students in all three schools will also be engaged at regular touchpoints throughout the self-study process.

Intended Outcomes of the Self-Study

1. Achieve reaffirmation of Drew's accreditation by meeting or exceeding MSCHE's Standards for Accreditation, and demonstrating compliance with the Requirements of Affiliation, the items included in the Institutional Federal Compliance Report, and the MSCHE Policies and Procedures.

2. Demonstrate commitment to continuous improvement in the attainment of the institution's mission and its institutional priorities.

3. Complete a self-study that engaged the institutional community in an inclusive and transparent self-appraisal process.

4. Recommend ways to ensure the successful implementation and assessment of strategic curricular initiatives that are underway in all three schools.

5. Recommend ways to increase efficiencies, implement best practices, and strengthen the culture of assessment in institutional units.

6

Self-Study Approach

The Steering Committee has selected the <u>standards-based approach</u> to structure Drew's self-study. The scope of each Standard provides a logical framework for constituting working groups with faculty, staff, and administrators from relevant areas across the institution. This structure also provides an opportunity for the entire university community to become familiar with the revised MSCHE Standards. We have configured six working groups that align with the seven Standards. The first working group will review Standards I and VII (rationale discussed below), while the other working groups are each tasked with a single Standard.

Organizational Structure of the Steering Committee and Working Groups

Steering Committee Structure

President Baenninger has appointed Drs. Ryan Hinrichs and Hilary Kalagher as co-chairs of the self-study. Dr. Hinrichs is Associate Dean of Curriculum of Arts & Sciences and serves as an *ex officio* member of the curriculum and assessment committees. Dr. Kalagher is chair and associate professor of psychology, and has served as chair of the Academic Standing committee. As detailed in the co-chair charge (Appendix A), the co-chairs will lead the Steering Committee and self-study process in consultation with President Baenninger and Provost Debra Liebowitz, who serves as the MSCHE accreditation liaison officer.

Co-Chairs:
- Ryan Hinrichs, Ph.D., Associate Dean of Curriculum of Arts & Sciences and Professor of Chemistry.
- Hilary Kalagher, Ph.D., Chair and Associate Professor of Psychology.

Core Members:
- Jessica Lakin, Ph.D., Associate Provost for Academic Administration. *Also a working group chair.*
- Melanie Johnson-DeBaufre, Th.D., Associate Dean for the Theological School and Professor of New Testament and Early Christianity. *Liaison from Theological School Steering Committee for ATS Accreditation.*
- Alex McClung, Ph.D., Director of Institutional Research. *Charged with oversight of Evidence Inventory and Requirements of Affiliation.*
- Meredith Palmer, Special Assistant to the President for Legal Affairs and University Policy. *Also a working group chair and charged with oversight of Document Roadmap, Institutional Policies and Requirements of Affiliation.*
- Gloria Alisyed-Lewis, Assistant Vice President for University Budgeting and Financial Planning.

Working Group Chairs:
- Barbara Bresnahan, Chief of Staff, President's Office.
- Meredith Palmer, Special Assistant to the President (*noted above*).
- Christina McKittrick, Ph.D., Associate Professor of Biology.
- William Petrick, Associate Dean of Students.
- Sandra Jamieson, Ph.D., Professor of English.
- Jessica Lakin, Ph.D., Associate Provost for Academic Administration (*noted above*).

The Steering Committee includes: (1) administrative and faculty co-chairs; (2) the Director of Institutional Research and the Special Assistant to the President for Legal Affairs and University Policy, who together are charged with maintaining the Evidence Inventory and Document Roadmap; (3) the Associate Provost for Academic Administration; (4) the Associate Vice President for Budgeting; (5) the Associate Dean for the Theological School, who is charged with coordinating the MSCHE and ATS accreditation processes; and (6) the working group chairs. This composition ensures faculty and staff participation in guiding the self-study process and is constituted to provide institutional data and policy and procedure documents in support of evaluating compliance with the Standards. The Steering Committee charge is included in Appendix B.

Regular meetings between the co-chairs and the President's Cabinet will ensure institutional mission and priorities drive the self-study. These meetings began with a two-day retreat in summer 2019, which included President Baenninger, Cabinet, APBC members, and the self-study co-chairs, to begin visioning conversations focused on ideas for revenue generation and immediate cost saving opportunities (consistent with the institutional priorities outlined above). As the self-study begins in earnest during the Fall 2019 semester, the Steering Committee will meet monthly to monitor overall progress and coordinate and disseminate institutional data and documents to working groups. These meetings will also provide an opportunity to discuss overall alignment of institutional priorities with the Standards and coordinate common areas of inquiry. Self-study update reports will be shared with the community following these monthly meetings. The self-study co-chairs will also engage with students by meeting with each school's student government bodies once a semester and through annual Town Hall meetings.

Structure of Working Groups

Six working groups are aligned with the seven Standards for Accreditation; one working group will review Standards I and VII, while the other working groups are each tasked with a single Standard. Working groups are comprised of 6-8 faculty, staff, and administrators, with one member appointed as the working group chair. Individuals from Cabinet, who we have defined as liaisons and are in a support role to each working group, have been linked to each of the standards; these Cabinet members are available to working group chairs as needed for consultation and information. Working groups assigned to Standards III, IV, and V will also be asked to create specific structures and mechanisms to engage students in their self-study work. The structure of the working groups is detailed below. The general working group charge is included in Appendix C.

Table 2. Alignment of Institutional Priorities with Standards and Working Groups.

Standard \ Priority	1. Achieve financial sustainability	2. Deliver relevant educational experiences	3. Best practices
I - Mission & Goals VII - Governance			✓
II - Ethics & Integrity			
III - Student Learning Exp.		✓	

IV - Support of Student Exp.		✓	
V - Assessment		✓	
VI- Planning, Resources & Improvement	✓		

Guiding Questions for All Standards

Working groups will respond to these overarching questions:

1. In what ways does the University meet or exceed each Standard and its criteria?

2. What current evidence demonstrates compliance with each Standard and its criteria? The evidence should preferably document institution-wide policies and procedures (when appropriate) rather than provide examples from individual units.

3. Are there aspects of the Standard and criteria in which the University's policies and procedures are missing or deficient in some way? Such deficiencies should be communicated early to the Steering Committee so that they can be addressed prior to the evaluation team visit.

In addition to these universal questions, each working group will respond to guiding questions specific to their assigned Standard(s) and institutional priorities.

The compositions of each working group and the guiding questions are:

Working Group for Standard I: Mission and Goals *and*

Standard VII: Governance, Leadership, and Administration

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

We have chosen to align Standards I & VII with priority 3, continue to create processes that support the use of best practices in all institutional units while simultaneously allowing for innovation and agility.

Rationale for combining Standards I & VII: As the criteria for both standards address the institution at the broadest level, we have constituted a working group with strong representation from every institutional body - students, faculty, staff, administration, and the Board of Trustees. Analyzing these standards together ensures that the governance structures will be reviewed in relation to the University's mission and goals. Therefore, this working group is charged with addressing both standards, which will be reported in a single chapter.

9

Chair: Barbara Bresnahan, Chief of Staff, President's Office.

Members:
Sarah Abramowitz, Ph.D., Professor of Mathematics.
Carol Bassie, Director of Alumni and Parent Relations.
Judith Campbell, D.Litt., (P '94, CSGC '10, '16), Trustee.
Joshua Phillips, Coordinator of Student Conduct & Success.
Angella Son, Ph.D., Associate Professor of Psychology and Religion.
Fredricka Cox, Senior Benefits Specialist.
Student government representatives.

Additional Support from Cabinet Liaisons:
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Guiding Questions for Standards I & VII

1. In what ways do the governance and leadership structures at Drew support the University's mission and goals?

2. To what extent do the governance and leadership structures and the work of administrative units at Drew reflect best practices and promote innovation and agility?

Working Group for Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Chair: Meredith Palmer, Special Assistant to the President for Legal Affairs and University Policy.

Members:
Miranda Breau, Operations Manager, Admissions.
Jane Karger, Lacrosse Coach, Athletics Title IX Coordinator.
Seung-Kee Lee, Ph.D., Professor of Philosophy.
Colby McCarthy, Associate Vice President for Scholarships and Financial Aid.
Sari Pascoe, Ph.D., Director of the Office of Diversity, Equity, and Inclusion.
Merel Visse, Ph.D., Associate Professor of Medical Humanities.
Kristen Williams, Interim Executive Director of Communications.

Additional Support from Cabinet Liaisons:
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
John Vitali, Vice President and Chief Financial Officer.

1. To what extent are the University's institutional policies, processes, and practices developed and implemented in a transparent and inclusive manner that is reflective of our diverse community and our mission?

2. With regard to ethics and integrity, what specific improvements should be made to the University's current policies, processes, and practices?

Working Group for Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

We have chosen to align Standard III with priority 2, deliver meaningful, compelling, and relevant educational experiences for all Drew students that ensure post-graduation success.

Chair: Christina McKittrick, Ph.D., Associate Professor of Biology.

Members:
Jennifer Islam, Launch Catalyst, Center for Internships and Career Development.
Shakti Jaising, Ph.D., Associate Professor of English.
Philip Mundo, Ph.D., Professor of Political Science.
Kate Ott, Ph.D., Associate Professor of Christian Social Ethics.
Shawn Spaventa, Director of Instructional Technology.
Ellen Whiteman, Project Coordinator for the College of Liberal Arts.
Student representatives.

Additional Support from Cabinet Liaisons:
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Guiding Questions for Standard III

1. How do processes associated with review of existing programs and proposals for new programs reflect continuous improvement with regard to having/creating programs that are meaningful, compelling, and relevant?

2. In what ways should we improve faculty development, infrastructure, and support for new pedagogies to ensure that existing and new programs are meaningful, compelling, and relevant for all Drew students (as outlined in priority 2).

11

Working Group for Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

We have chosen to align Standard IV with priority 2, deliver meaningful, compelling, and relevant educational experiences for all Drew students that ensure post-graduation success.

Chair: William Petrick, Associate Dean of Students.

Members:
Makana Agcaoili, Coordinator of Residential Engagement.
Nora Boyer (CLA '79), Associate Director, Center for Academic Excellence.
Cynthia Garrett, Coordinator of Health Promotions, Assistant Coach.
Kestin Gussoff (CLA '12), Registration Specialist.
Soren Hessler, Director of Graduate Academic Services.
Minjoon Kouh, Ph.D., Associate Professor of Physics.
Marybeth Tamburro, Senior Associate Director of Admissions for the College of Liberal Arts.
Student representatives.

Additional Support from Cabinet Liaisons:
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
Frank Merckx, Vice President of Campus Life and Student Affairs and Dean of Students.

Guiding Questions for Standard IV

1. How effective are the efforts to integrate student support services and co-curricular activities with revised undergraduate and graduate curricula to ensure that students' entire educational experiences are meaningful, compelling, and relevant? Are there ways to improve the integration of curricular and co-curricular activities to ensure that students have an integrated educational experience?

2. How have student support programs changed in response to shifts in student demographics and needs, both academic and personal (e.g., academic preparation, mental health needs, and support for international and out-of-state students)? How effective have these changes been in supporting all of our students and promoting retention?

12

Working Group for Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

We have chosen to align Standard V with priority 2, deliver meaningful, compelling, and relevant educational experiences for all Drew students that ensure post-graduation success.

Chair: Sandra Jamieson, Ph.D., Professor of English.

Members:
Margery Ashmun, Reference Librarian.
Michael Fried, Ph.D., Director of Student Learning Assessment.
Jason Jordan, Ph.D., Associate Professor of Political Science.
John Jordan, Academic Director, INTO Drew University.
Sandra Keyser, Assistant Teaching Professor in Chemistry.
Rosemary McLaughlin, Ph.D., Professor of Theatre.
Student representatives.

Additional Support from Cabinet Liaisons:
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
Javier Viera, Ed.D., Vice Provost and Dean of the Theological School.

Guiding Questions for Standard V

1. What strategies can be employed to facilitate engagement with student assessment data, including the use of disaggregated data to ensure that all students (as outlined in priority 2) achieve post-graduation success?

2. How can Drew strengthen its' culture of assessment across all curricular and co-curricular educational programs?

Working Group for Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

We have chosen to align Standard VI with priority 1, achieve financial sustainability through a combination of increasing and diversifying revenue while reducing cost expenditures by creating institutional efficiencies.

Chair: Jessica Lakin, Ph.D., Associate Provost for Academic Administration and Professor of Psychology.

Members:
Maria Force, Director of Human Resources.
Renee Lischin, Assistant Vice President for Finance and Treasurer.
Greg Smith, Assistant Vice President for Facilities and Campus Operations.
Rebecca Soderholm, M.F.A., Associate Professor of Art.
Faculty member (*pending confirmation, invitation sent*).

Cabinet Liaisons:
MaryAnn Baenninger, Ph.D., President.
Debra Liebowitz, Ph.D., Provost and Dean of Arts & Sciences.
John Vitali, Vice President and Chief Financial Officer.

Guiding Questions for Standard VI

1. In what ways are the University's planning and resource allocation processes, particularly those related to planning for increased revenue and diversifying revenue streams, transparent to and inclusive of various constituent groups? In what areas could improvements be made?

2. What processes should be in place to ensure that individual units are building an internal culture of assessment and effectiveness, pursuing efficiency, and reducing operating expenses?

General Charge to all Working Groups

Working groups will form in the Fall 2019 semester and will meet once or twice a month during the 2019-20 academic year and may continue through the Fall 2020 semester. Working group chairs will meet with the Steering Committee monthly during AY 19-20 and will be consulted in Fall 2020 as the Self-Study Report is being revised. Working group members should plan to be available during the Middle States Evaluation Team visit during the Spring 2021 semester.

Each working group is charged with engaging "in a process of active and open inquiry, to identify institutional strengths and challenges" related to the Standards for Accreditation (MSCHE, 2014). Each working group should discuss the alignment of their Standard(s) with their assigned institutional priority (if appropriate); work will be guided by both the three general guiding questions and their Standard's guiding questions. Self-study inquiry will rely on institutional-wide data and evidence-based texts that reference university documents, policies, and procedures. Working groups will complete the Document Roadmap template linking all relevant institutional documents, which will be housed in the Evidence Inventory, to the criteria of their Standard(s). Workings groups should also engage with relevant university units and community members to gain additional data.

Each working group will submit to the Steering Committee a draft chapter summarizing their findings and a complete Document Roadmap for their Standard(s). Chapter drafts should be approximately 15 pages double-spaced and should focus exclusively on their main findings and recommendations, which

14

should address their guiding questions. Working groups should make data-driven decisions regarding all results and recommendations, using evidence to document university compliance with the Standard and a clear description of gaps identified in the analysis leading to a list of "areas for improvement" related to their findings. The Steering Committee will share the identified areas for improvement as appropriate with relevant individuals in the university who will be able to address them. Some of these items may be incorporated into specific recommendations within the full Self-Study Report. The Steering Committee will incorporate these working group draft chapters into the full Self-Study Report, which will be shared with the university community for feedback. Working groups will revise their chapters based on this information.

Timeline of Responsibilities for Working Groups	
Fall 2019	Each working group will review the Self-Study Design document and then meet with the self-study co-chairs to *gain an understanding of their roles and responsibilities* through Spring 2021. Working groups will meet once or twice a month to *discuss the alignment of their Standard and institutional priority, develop lines of inquiry to begin gathering information, and develop a detailed outline for their draft chapter* including a list of data and documents to be included (due January 6, 2020). Chairs will bring initial plans, questions, and requests for data to the Steering Committee. There will be some work outside of the meetings.
Spring 2020	Working groups *continue their analysis and draft their self-study chapter* (due by June 5, 2020). Chairs will consult with the Steering Committee on progress with drafts and incorporation of supporting evidence. There will be some work outside of the meetings.
Summer 2020	Working groups will meet as needed to *revise drafts of their self-study chapter*. Chairs will work with the Steering Committee on the revision process. There may be some work outside of the meetings.
Fall 2020	Working groups will complete revisions of their chapters by September 18, 2020. Before this date there may be some work outside of the meetings. Working group chairs may continue their work through the fall semester. The *Steering Committee will compile all chapters into a full Self-Study Report* that will be shared with the university community. The Steering Committee will finalize revisions based on community feedback.
Spring 2021	A complete Self-Study report will be sent to the chair of the review team. The Steering Committee in collaboration with working group chairs will *finalize revisions after receiving feedback from the chair of the review team*. A complete Self-Study report will be sent to the review team several weeks before their visit.

15

Guidelines for Reporting

Steering Committee Products	
Summer 2019	**Charge to Working Groups**, a document that clearly articulates the responsibilities and deadlines for all working groups provided to member when invited to participate. **Evidence Inventory** and **Document Roadmap Template**, initial collection of institutional data and documents to support inquiry and evaluation of Standards by all working groups.
AY 2019-20	**Monthly Self-Study Update Reports**, to document and communicate Self-Study progress to the Drew community. **Feedback on working group Self-Study Chapter Drafts**
Fall 2020	**Draft: Full Self-Study**, completed by December 2020 and provided to chair of the Evaluation Team by January 12, 2021. **Final Drew University Self-Study**, incorporating feedback from the chair of the review team and submitted to MSCHE at least six weeks prior to the Evaluation Team visit.

Working Group Products	
Fall 2019	**Working Group Progress Report**, briefly describing for the university community the alignment of their Standard and institutional priority and the lines of inquiry and evidence to be used in the self-study, as informed by the guiding questions, due November 15, 2019. **Self-Study Chapter Outline** and **Document Roadmap**, with links to data and documents to be included to support Standards, due by February 3, 2020.
Spring 2020	**Self-Study Chapter Draft**, due by June 5, 2020.
Fall 2021	**Revised Self-Study Chapter Draft**, due by September 18, 2020.

Each working group chapter should include:

- Explanation of how the University complies with the Standard;
- Data, policies, and/or procedures that document compliance with the Standard;
- Description of the University's strengths and challenges in meeting the Standard;
- Recommendations for achieving the University's institutional priorities and improving our ability to meet the requirements of the Standard.

Working groups will also complete the Document Roadmap associated with their Standard's criteria.

16

Organization of the Final Self-Study Report

The Self-Study report will have the following Structure:

Executive Summary: This section will summarize the lines of inquiry pursued in the institutional analysis and will include main recommendations of the Self-Study briefly placed in context.

I. Introduction: This section will provide an institutional overview emphasizing significant changes since the 2016 Periodic Review Report to provide context for Drew's institutional priorities and outcomes of the Self-Study.

II - VIII. MSCHE Standards for Accreditation: The first chapter will address Standards I & VII, as described above, and each subsequent chapter will address one MSCHE Standard of Accreditation.

IX. Conclusion: This section will summarize major findings of each working group analysis and make final institutional recommendations.

Appendix: Supporting documents.

Editorial Style and Format

Each working group chapter will address one of the Standards for Accreditation and should be approximately 15 pages double spaced. The Self-Study Report is limited to 200 pages, double spaced.

Formatting instructions:

- Margins: 1 inch
- Font: Calibri 12, Double spaced
- Tables: Number tables using the format chapter number, table number (e.g., "Table 3.1").

Voice: When possible write in active voice and in third person.

Software: All chapter drafts must be submitted in Microsoft Word format, although working groups may find the use of Google Docs convenient for sharing information during the Self-Study.

Supporting data and documentation: Use APA style to reference documents included in the Evidence Inventory. Institutional data directly relevant to the Standard, when of reasonable size, may be included in table or graph format in the chapter.

Acronyms: Define acronyms during their first use within each chapter by including the affiliated acronym in parentheses, and use the acronym in all subsequent references in the chapter. Acronyms from all chapters will be included after the Table of Contents in the full Self-Study report. Below are common institutional acronyms, which were used in the 2016 Periodic Review Report (PRR):

Acronym	Definition
APBC	Annual Planning and Budgeting Council
ASC	Academic Standing Committee
ATS	Association of Theological Schools

CAE	Center for Academic Excellence
CAEP	Council for the Accreditation of Educator Preparation
CAPC	Curriculum and Academic Policy Committee
CLA	College of Liberal Arts
CLSA	Campus Life and Student Affairs
CSGS	Caspersen School of Graduate Studies
CWE	Center for Writing Excellence
DMin	Doctor of Ministry
DSA	Drew Staff Association
DSEM	Drew Seminar
DTS	Theological School
ERM	Enterprise Risk Management
FYE	First-year Experience
IR	Institutional Research
LLC	Living Learning Community
MAT	Master of Arts in Teaching
MDiv	Master of Divinity
MSCHE	Middle States Commission on Higher Education
MSRC	Math and Science Resource Center
PRR	Periodic Review Report
SLO	Student Learning Outcomes
SPEC	Special Committee on Endowment
TEAC	Teacher Education Accreditation Council
USLAC	University Student Learning Assessment Committee
WDF	Withdraw or earn a D or F

Verification of Compliance Strategy

The Steering Committee will support the working group for Standard II in completing the Verification of Compliance process, with primary responsibility assigned to the Director of Institutional Research and the Special Assistant to the President for Legal Affairs and University Policy. Communication of this process will be shared with working group chairs during monthly meetings and submitted as part of the Standard II report.

Self-Study Timetable

Self-Study Timetable	
Summer 2019	● Self-Study Design and working group membership and charges. ● Begin building Evidence Inventory and Document Roadmap.
Fall 2019	● Steering Committee presentations to faculty and staff meetings. ● Sept. 12: MSCHE Vice President liaison visit and open Town Hall meeting. ● Steering Committee responds to MSCHE feedback on Self-Study Design.

	● Working groups convene, reviewing alignment of priorities and Standards and identifying data and documentation needs to support their self-study. ● Steering Committee meets monthly with working group Chairs to support data collection and facilitate cross-group coordination. ● Steering Committee meets weekly to oversee Self-Study process and begin compliance verification. ● Working groups submit outlines/initial drafts to Steering Committee.
Spring 2020	● Steering Committee provides feedback and recommendations for Chapter drafts. ● MSCHE selects the Evaluation Team Chair and Drew University reviews the selection. Self-Study Design document shared with Team Chair. ● Working groups respond to feedback and continue drafting chapters. Drafts are completed by June 5, 2020. ● Steering Committee continues work on compliance verification.
Summer 2020	● MSCHE selects Evaluation Team members and Drew University reviews the selections. ● Steering Committee revises chapters and drafts the full Self-Study document. ● Complete draft is shared with the campus community and Board of Trustees. Feedback is collected by the Steering Committee.
Fall 2020	● Steering Committee revises Self-Study Report based on community feedback. ● Preliminary visit from the Evaluation Team Chair is scheduled. At least two weeks prior to visit, the following documents are shared with the chair: University catalog, Self-Study Design, current draft of Self-Study Report and Document Roadmap, and Evidence Inventory. ● Steering Committee responds to feedback from Evaluation Team Chair.
Spring 2021	● In January, Steering Committee makes final revisions to Self-Study Report, which is sent to the President's Office and Board of Trustees for their support. ● Schedule for site visit is arranged and invitations are sent to community for participation. ● Approved Self-Study is sent to Evaluation Team at least six weeks prior to their visit. ● Compliance verification report is submitted to MSCHE. ● Evaluation Team completes site visit and writes an exit report. ● University responds to exit report.
Summer 2021	● MSCHE determines accreditation action.

19

Communication Plan

Communication Plan and Timeline	
Summer 2019	● Self-study co-chairs meet with President and Cabinet. ● Drew self-study website is created to house regular updates on the progress of the Self-Study and provide an online form for community members to submit feedback.
Fall 2019	● September 12, Town Hall meeting with MSCHE Vice President liaison. ● Steering Committee members present process information and progress reports at Faculty meetings, Staff Association meetings, Student Government meetings, and APBC and Cabinet meetings ● Monthly reports from Steering Committee + Working Group Chair meetings posted on Drew self-study website. ● Self-Study progress report sent to Board of Trustees for their December meeting.
Spring 2020	● Steering Committee members present progress reports at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings ● Monthly reports from Steering Committee + Working Group Chair meetings posted on Drew self-study website. ● Self-Study progress report sent to Board of Trustees for their May meeting.
Summer 2020	● Updates posted on Drew self-study website. ● Draft of Self-Study Report is shared electronically with community for feedback.
Fall 2020	● Steering Committee members present progress reports at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings ● Town Hall meeting scheduled to discuss draft Self-Study Report with community. ● Updates posted on Drew self-study website. ● Self-Study progress report sent to Board of Trustees for their December meeting.
Spring 2021	● Revised Self-Study Report sent to Board of Trustees for review at February meeting. ● Revised Self-Study Report posted on Drew self-study website and discussed at Faculty Meetings, Staff Association Meetings, Student Government meetings, and APBC and Cabinet Meetings.

Evaluation Team Profile

Characteristics of the Evaluation Team Chair:

- A broad institutional perspective and experience with major institutional reorganization.
- Recent experience responding to major challenges to higher education, including enrollment and financial challenges.
- Senior leadership experience, preferably at the level of a President.

Specific areas of expertise for Evaluation Team members should include:

- Experience using data-driven decision making to optimize institutional efficiencies.
- Experience with innovations in higher education, especially with respect to integrating the liberal arts with career and professional preparation and programming.

Types of institutions to include:

- Private, independent colleges and universities with total enrollment between 1,500-3,000.
- Institutions with a strong undergraduate liberal arts college and graduate programs.
- Tuition and enrollment-driven institutions with small endowments.

Types of institutions to avoid:

- Public institutions (because they have a different perspective on finances).

Peer Institutions accredited by MSCHE:

- Allegheny College
- Juniata College
- Susquehanna University
- Ursinus College
- Washington & Jefferson

Aspirant Institutions accredited by MSCHE:

- Dickinson College
- Gettysburg College
- Skidmore College
- St. Lawrence University

Regional Institutions with graduate programs:

- Moravian College
- Lebanon Valley College
- St. Bonaventure

Competitor Institutions with significant applicant overlap, which should be avoided:

- Muhlenberg College
- Fairleigh Dickinson University
- Goucher College

21

- Ithaca College

The biggest majors in the CLA are as follows:

- Business
- Psychology
- Political Science & International Relations
- Biology

Evidence Inventory and Document Roadmap Template

The Director of Institutional Research, who is a member of the Steering Committee, will have primary responsibility for the Evidence Inventory. Inclusion of institutional policies and the correct alignment with right-to-privacy regulations will be further supported by the Special Assistant to the President for Legal Affairs and University Policy, who is also a member of the Steering Committee. An enterprise-level online document sharing service will be used to host the inventory (GSuite), with appropriate support from staff members in University and Instructional Technology. This online solution, already in use at Drew, offers many tools for collaboration and organization, as well as document version control. As working group chairs bring requests for additional data and documents to the Steering Committee, decisions will be made as to whether additional materials should be added to the Evidence Inventory. In cases where information is duplicative or embedded in lengthy source documents, members will aggregate information into summary charts or create annotated document extracts. Ongoing refinement of the inventory at the Steering Committee level will encourage the best possible alignment with Accreditation Standards. The Special Assistant to the President for Legal Affairs and University Policy will have primary responsibility for the Document Roadmap. As discussed in section 5.3 above, working groups will complete the Document Roadmap template linking all relevant institutional documents, which will be housed in the Evidence Inventory, to the criteria of their Standard(s).

References

MSCHE (2014). *Standards for Accreditation and Requirements of Affiliation*. Thirteenth Edition.

"Lots of Race/Class Interaction." *The Princeton Review: the best 385 colleges 2020 edition: in-depth profiles & ranking lists to help find the right college for you,* by Robert Franek et al. , Princeton Review, 2019.

Appendix A. Drew University Self-Study Co-Chair Charge[1]

The self-study co-chairs are responsible for ensuring that Drew University successfully engages in a transparent and collaborative self-study process that leads to reaccreditation in 2021.
The self-study co-chairs serve as liaisons to the Steering Committee and working groups, and they have the following responsibilities:

1. Maintain a deep understanding of the Middle States' Standards for Accreditation and Requirements of Affiliation, along with the University's prior Middle States' reports.

2. Support working group co-chairs, attend working group meetings upon request, organize and respond to information requests from the working groups, and ensure that working groups meet the self-study timeline.

3. Support the Steering Committee in the creation and updating of the online Evidence Inventory that supports the working group's analysis and reflection on institutional priorities, student learning, and continuous improvement. The Document Roadmap template is provided to organize all policies and procedures relevant to the Evidence Inventory.

4. Edit and synthesize working group reports to create a coherent self-study report with a unified voice.

5. Provide regular updates to President Baenninger and her Cabinet, to the Steering Committee, and to Dr. Idna Corbett, Vice President at the Middle States Commission on Higher Education.

6. Regularly communicate with the University community about the self-study process and work, including holding open meetings to discuss Drew's self-study process and drafts.

7. Manage arrangements for self-study campus visits (e.g., Dr. Corbett, the self-study evaluation team chair, and the evaluation team).

---

[1] Based on Westminster College's Co-Chair Charge (2019).

23

Appendix B. Steering Committee Charge[2]

Every eight years, Drew University participates in a reflective analysis of its mission, educational outcomes, and institutional operations as a part of a formal self-study. As a result of this process, we are able to identify successes and opportunities to improve on our students' experiences at Drew University. Critical to the self-study is a steering committee that is fluent with Middle States Standards for Accreditation, and that is able to lead the campus community through sustained analysis and reflection.

Members of the Steering Committee have the following responsibilities:

1. Review and maintain an understanding of the Middle States' Standards for Accreditation and Requirements of Affiliation, along with the University's prior Middle States' reports.

2. Review and endorse the membership of working groups, which will be created to reflect a cross-section of the Drew University community. Considerations will be made for people's areas of functional and/or scholarly expertise, diversity in experience, demonstrated commitment to and engagement in service at Drew University, and balance among schools/areas, gender, race, ethnicity, etc.

3. Through a collaborative and inclusive process, create the self-study design and Document Roadmap. The design will reflect the University's mission and current institutional priorities.

4. Serve as ambassadors for the self-study; communicate with colleagues and stakeholders about the self-study; voice the perspectives of constituent groups; and encourage community participation in planned community-wide review of drafts of the self-study.

5. Ensure alignment of self-study efforts and use of institutional information; support working group co-chairs to ensure that all working group members understand the aligned framework of the Standards, and institutional mission, vision, and priorities.

6. Review and provide feedback on all written material, including working group draft reports and all drafts of the self-study. Steering Committee members also will provide advice and feedback to working group co-chairs who raise questions and concerns regarding the progress of their work.

7. Maintain an institutional perspective and a focus on continuous improvement/innovation in overseeing the self-study process. A truly analytical self-study should celebrate our good work, identify challenges, and describe a plan for seizing new opportunities and innovations.

8. Distill the recommendations from across the working groups into the small set of recommendations that will be included in the final self-study report.

---

[2] Based on Westminster College's Steering Committee Charge (2019).

24

Appendix C. Drew University Self-Study 2021 Charge to the Working Groups[3]

Every eight years, Drew University participates in a reflective analysis of its mission, educational outcomes, and institutional operations as a part of a formal self-study. As a result of this process, we are able to identify successes and opportunities to improve on our students' experiences at Drew University. Critical to the self-study are working groups that reflect on all aspects of our University and analyze evidence to demonstrate our compliance with Middle States' Standards for Accreditation. Working groups ensure a self-study process that is inclusive, transparent, and oriented toward continuous improvement. The following principles will guide the analysis and reporting of the working groups:

1. Accreditation relates to Drew University, not just to a single department or activity. For all elements of the Standards, discuss Drew University as a whole, while also identifying areas where there may be variations, exemplary work, lack of compliance, and/or unique challenges to any academic or administrative unit.

2. A working group's primary role is to evaluate the degree to which the University is in compliance with its assigned Standard(s), and secondarily, to identify areas that need improvement, areas where good work is being done that can still be improved, and areas of excellence. Analysis should focus on all degree-seeking students who are enrolled at Drew University (i.e., undergraduate, graduate, full-time, part-time).

3. Working groups should review Drew University's mission and institutional priorities. Middle States expects that we will use our institutional mission and goals as the framework through which we evaluate compliance with the Standards. Working groups should also align their inquiry with the institutional priority assigned to their Standard(s).

4. Carefully examine the entire set of Standards for Accreditation, with a particular focus on the Standard that the working group is investigating. Discuss the language of the Standard, including both the summary text at the top and all elements of the criteria. Ensure that the group understands and agrees to working definitions for all key concepts within the Standard. It is preferable to use nationally accepted definitions of terms, if such definitions exist, rather than to create definitions. For example, several common higher education terms (e.g., "retention rate") are defined by the U.S. Department of Education in the IPEDS glossary.

5. Evaluate the degree to which Drew University complies with the Standard. All elements of the Standard and of the criteria are equally important to the evaluators and should not be ignored. Also, the criteria should not be viewed as a mere checklist. Evaluators will approach their analysis with a "confirm and verify" strategy. Therefore, working groups' evaluations of compliance must be evidence-based. For each criteria within a Standard, the working group must include one or more current examples of evidence to substantiate a claim. Whenever possible, examples should be

---

[3] Based on Westminster College's Working Group Charge (2019).

relevant to Drew University or units as a whole. In other words, an example that shows institution-wide effectiveness or continuous improvement in an entire department may be more compelling than one that shows effectiveness that is limited to a single function, task, course, etc. Examples may take the form of a graph, flowchart, or other visuals that allow evaluators to understand our data and processes quickly.

6. Identify the relevant institutional strengths, challenges, and opportunities for improvement, making sure that all elements of the Standard and criteria are discussed and analyzed. Description alone is insufficient. Middle States expects to see both evidence to support each assertion a working group makes and an analysis of that evidence for continuous improvement.

7. If some aspect of the Standard relates to an important University function, but that function is not explicitly articulated in the Standard's criteria, the working group may still analyze and comment on that function. For example, Standard II focuses on "Ethics and Integrity," which relates to academic integrity. The working group for Standard II may discuss the University's academic integrity policy, even though it is not specifically articulated in Standard II.

8. Assessment is the last criteria of all seven Standards and should be considered carefully by each working group. Part of each working group's responsibility is to document, summarize, and reflect on any existing assessment mechanisms relevant to the Standard and to make recommendations on improvement or implementation of assessment relating to all of a Standard's criteria. Working groups can consult with the Steering Committee and Cabinet liaisons for information about assessment practices across schools and administrative units.

9. Key questions for all working groups to answer include:
   ● In what ways does the University meet or exceed each Standard and its criteria?
   ● What current evidence demonstrates compliance with each Standard and its criteria? The evidence should preferably document institution-wide policies and procedures (when appropriate) rather than provide examples from individual units.
   ● Are there aspects of the Standard and criteria in which the University's policies and procedures are missing or deficient in some way? Such deficiencies should be communicated early to the Steering Committee so that they can be addressed prior to the evaluation team visit.

Each working group should offer 1-3 possible recommendations that will frame the University's work for the next eight years. These recommendations should be evidence-based, specific, actionable with current resources, and consistent with Drew's mission and strategic plan. The Steering Committee will review all working groups' recommendations to identify those that will be included in the final self-study report.

10. The self-study Steering Committee will maintain a curated UKnow site as a centralized resource for all work relating to the self-study. Working groups may create their own online or offline repository on password-protected platforms (e.g., Google Drive with settings locked to only share with working

group members). All information in the Evidence Inventory should be treated as confidential and should not be shared outside the self-study process.

11. The Steering Committee will maintain the Evidence Inventory and will provide all working groups with a Document Roadmap template, which will be pre-populated with institutional policies and document to guide the self-study. Working groups should send documents and data to Alex McClung, Ryan Hinrichs, and Hilary Kalagher to upload to the Evidence Inventory. Any requests for data should come from the working group co-chairs to the Steering Committee co-chairs directly, and they will contact the relevant offices to provide those documents and data. Using this process ensures that offices are not asked for the same information from different people throughout the self-study. Additionally, any working group that plans to distribute a survey as part of its work must have approval from the Steering Committee co-chairs. This way, fellow colleagues and students will not be burdened by multiple or redundant surveys.

12. Identify individual stakeholders at Drew University who should be interviewed or asked for input. (Stakeholders include standing committees, councils, and boards.) The Steering Committee co-chairs should be notified of interview requests to ensure that individuals are not overwhelmed by requests to meet with different working groups. A brief summary of the interview and when it occurred should be created as evidence and will need to be cited appropriately if you refer to the conversation(s) in your report.

13. By November 15, 2019, draft an organized outline with some narrative annotation, identifying the degree to which Drew University is in compliance with the Standard, examples of evidence that will be used, and the kinds of data or interviews that will be needed to complete the report.

    By February 3, 2020, draft an initial report with narrative annotation that describes and analyzes the degree to which Drew University is in compliance with the Standard(s). The report should include preliminary recommendations to strengthen or bring the institution into compliance.

    By June 6, 2020, submit the working groups' final chapter draft that describes and analyzes the degree to which Drew University is in compliance with the Standard(s). The report should include working group recommendations to strengthen or bring the institution into compliance.

14. The final self-study report will include an overview of the institution; a brief update on accomplishments since the 2016 Periodic Review Report; an overview of Drew University's strategic plan and institutional priorities; the Middle States Standards; and a chapter for each working group's report. It will also include the Evidence Inventory material as appendices. Please keep this in mind as you draft your 10-15 page report.

15. Charges to the working groups may evolve as we move through the fall 2019 semester. You'll be given updated charges accordingly.

27

DREW 110: Launch Workshop: Preparation for Career and Academic Success

All Drew first-year students take Drew 110, the one credit Launch Workshop, in Spring 2020. This course will be offered in at least three different time slots in the spring semester, and it meets every other week: a particular section will meet in either the odd or even weeks of the semester.

Tuesday: 2:40-3:55 (4-6 sections, 120-180 students)
Wednesday: 4:30-5:15 (2-4 sections, 60-120 students)
Friday: 1:15-2:30 (6 sections, 180 students)

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

Advising plans and talking points: A more detailed note will go out to all DSEM instructors by October 23 with scheduling, course, and registration details for the targeted first year student cohort. Unless there are extenuating circumstances, all Drew first year students register for Drew 110 in Spring 2020.

Faculty advising non-first year students: You may want to let your sophomore, junior and senior advisees know a message will go out to them (and to all advisors) once first-year registration into Drew 110 is complete, inviting them into any remaining open roster spots in Drew 110. A small number of Drew 110 sections (total enrollment - approximately 60 students) will be offered in Fall 2020 for any Drew students who have not yet taken the course as well as any incoming transfer students.

Immersive Experiences:

Overview: Immersive Experiences provide students with rich, impactful experiential learning opportunities that move beyond regular classroom instruction. These experiences may be on or off campus, for credit or not, and they may or may not be paid. Essential elements of Immersive Experiences include initial preparation/training, mentoring throughout the experience, and culminating reflection and ePortfolio entries. Students are called upon to take an active role in their transferable skill-development, as well as their personal and professional growth; facilitators for these experiences are called upon to ensure that student learning outcomes are met, that all students receive mentoring, and that students can articulate the value of their overall experience.

Categories: Immersive Experiences fall into five main categories - these categories can be used to orient students to the wide variety of immersive experiences by being used as filters in the LaunchPad website and as attributes on Banner. Note that an experience can belong to more than one category.

IMIN   Internships
IMCE   Community-Engaged Projects and Learning
IMTR   Study Abroad and Domestic Programs
IMRC   Undergraduate Research and Creative Projects
IMML   Peer Mentoring and Student Leadership
IMMX   Other (For search purposes, the use of this category should be avoided whenever possible)

CAPC has approved Internships, Community-Based Learning courses, and all TRECs/NYC semesters as Immersive Experiences. In October, CAPC will be reviewing Undergraduate Research and Creative Project proposals - departments should now submit proposals for any courses that might be considered Immersive Experiences. The next broad categories to be considered by CAPC include on campus internships/employment, followed by peer mentoring and student leadership.

LaunchPad and Launch Communities update:

Overview: Multiple other aspects of our Launch approach are in their development and prototyping phases, including Launchpad, Launch's 18 Communities, and the Alumnx Career Survey. Please consider supporting these Launch efforts by getting involved as described below:

1) <u>Launchpad</u>: The first version of Launchpad, Launch's integrated website, has been finalized. Please visit launch.drew.edu, get acquainted with the myriad of experiences, networks, mentors, programs, events, resources, and support Launch is making available to all students. Please promote these opportunities among the students with whom you work, and consider partnering with any of these student development efforts, either as part of your curricula or instructional design, or as part of your professional service or development.

2) <u>Launch Communities</u>: We have given inception to Launch's 10 Career Communities and 8 Identity/Affinity Communities. Please browse through their curated web spaces under Launchpad's "Connect with your Communities" tab to explore the myriad of opportunities each of them is making available to students. Please help us promote Launch's Communities and their opportunities among the students with whom you work and consider partnering with the efforts of the Communities that align with your work or interests, either as part of your curricula or instructional design or as part of your professional service or development.

3) <u>Alumnx Career Survey</u>: We are in the process of collecting data from our 2009 and 2014 classes on their career outcomes via a customized version of CLC's 'National Alumni Career Mobility Survey'. Selections of these longitudinal data will be available in Launchpad's visualization tool as soon as the data are analyzed and synthesized. Please share with us the names and email addresses of 2009 and 2014 alumnx you know and think we should include in our data collection so that we follow up with them. Please send their information to gtownsend@drew.edu.

FACULTY HANDBOOK ISSUES FOR DISCUSSION - OCTOBER 2019

What is the function of the divisional structure?

The divisions perform two major functions in the College of Liberal Arts. First and foremost, divisional meetings are an essential part of the governance structure, allowing issues to be discussed in small groups before they are presented to the faculty as a whole in faculty meetings. Second, divisions divide the faculty roughly into disciplinary groups, from which committees are appointed, so that those committees benefit from disciplinary breadth and expertise.

What are the problems in the current model that need to be resolved?

1. The divisions are of varying sizes (Div I 37, Div II 39, Div III 23, Div IV, 32), which has led to a situation where some faculty are unable to find appropriate service, while some committees find it hard to recruit members from smaller divisions.
2. The current division structure does not adequately reflect the number of interdisciplinary appointments made in recent years, nor does it fully match accepted disciplinary distinctions.
3. The current division structure facilitates conversations within divisions, but undervalues the benefits of cross-divisional conversations among smaller groups of faculty.
4. The complexity of scheduling makes it impossible to find a time when all members of each division as currently delineated can meet, excluding faculty from a crucial part of the governance structure.

Dean's Council has discussed a range of options for addressing the above issues, and is now soliciting feedback from the faculty on two options. We propose that the first division meeting include a brainstorming session to explore the pros and cons of the options we have considered and other ways division structure could be updated. The result of this discussion will shape the rest of the faculty handbook revisions.

What are the options we would like to discuss?

A. We could preserve the current divisional structure, but seek to mitigate the problem of representation by reassigning faculty and departments within them. We might do this **either** by shifting faculty between the existing divisions, **or** by reducing the number of divisions to three. In the latter case, we could **either** reduce the size of certain committees to four (three divisional representatives, and one at-large member), **or** use the extra committee position to represent other constituencies (e.g. languages on CEFAC).

B. We could disaggregate the two functions of the divisions:
   i) To ensure disciplinary representation on relevant committees (e.g. Assessment, CAPC, COF, and DC), faculty would identify as specialists in the arts, humanities, natural sciences, or social sciences. When appropriate, other committees would be drawn from the faculty as a whole with no divisional stipulations.
   ii) To ensure small group discussion prior to faculty meetings, faculty could attend one of several group meetings, irrespective of their disciplinary affiliation. This would not preclude occasional disciplinary groupings from meeting to discuss relevant issues as needed.

What comes next?

Following divisional discussion, Dean's Council will consider suggestions and proposals from the faculty and draft one or more recommendations for straw vote at the October faculty meeting, in order to provide direction to Dean's Council as we draft the text of the Handbook which will subsequently come for a faculty vote.

Faculty Research Series

FRIDAY, NOVEMBER 15
2:00 PM
BROTHERS COLLEGE-101

Slavery and the Performative Memorial

**A talk by Sophia Fortune,
Assistant Professor of French Studies**

Interested in Teaching?

Consider these requirements when planning your major, minor, and other coursework.

Art	● Major or 30 credits with 12 credits at the advanced level ● Study of drawing, painting, sculpture/ceramics
English	Major or 30 credits with 12 credits at the advanced level
Math	Major or 30 credits with 12 credits at the advanced level
Music	Major or 30 credits with 12 credits at the advanced level
Psychology	Major or 30 credits with 12 credits at the advanced level
Science (biology, chemistry, earth science, physics, physical science)	● Major or 30 credits with 12 credits at the advanced level within each certificate ● 15 credits in ancillary subject for physical science
Social Studies ● Anthropology ● Economics ● History ● Political Science ● Sociology ● Psychology	● Major or 30 credits with 12 credits at the advanced level in a social studies discipline ● Minimum of 15 credits in history ● At least one course in American history ● At least one course in World history
World Languages	● Major or 30 credits with 12 credits at the advanced level ● Pass Language Proficiency Tests
All other CLA majors are eligible to become elementary (K-6) teachers	Consider a middle school endorsement in a content area - 15 credits in history, math, science, English, or a World Language

Contact Kristen Turner, kturner3@drew.edu with questions or see http://drewteachereducation.drewteach.org/ for information on the BA/MAT program.

The Drew Review

Submit your research paper to be published in the 19'-20' edition of Drew University's double-blind peer-reviewed journal!
Applications to join the editorial board are also being accepted.

Only one professor nomination necessary, sent via email to:

drewreview@drew.edu

Upcoming HR Events - Mark Your Calendars!

➢ **Tuition Benefits Presentations:**
  ➢ October 21, 12- 1 p.m. and November 5, 4- 5 p.m., Wendel Room.

➢ **Long Term Care Information Sessions:**
  ➢ October 22 and 24: 9:30; 11:00; 1:00; and 2:30 p.m., Wendel Room.

➢ **Open Enrollment Dates:**
  ➢ October 28 through November 15.

➢ **Open Enrollment Information Sessions:**
  ➢ October 28, 29 and November 4, 12 -1 and 4- 5 p.m., Founders Room.
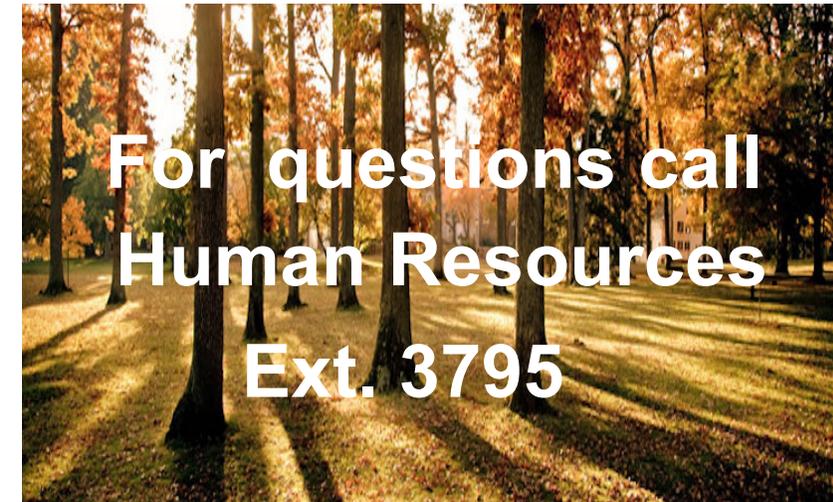
➢ **Benefits and Wellness Fair:**
  ➢ November 6, 11 – 3 p.m., Crawford Hall.

➢ **TIAA Financial Wellness Seminar**:
  ➢ November 20, 12 – 1 and 1:30 – 2:30 p.m., Founders Room.

➢ **Stress Down Day:**
  ➢ December 17, 11 – 2 p.m., Crawford Hall

For questions call Human Resources Ext. 3795

Dear Benefits-eligible Faculty and Staff,

Genworth Life, Drew University's Long Term Care Insurance provider, is providing a special opportunity for employees and their family members to apply for long term care insurance. From October 14 through November 8, active full-time benefits-eligible employees between the ages of 18 through 75, may apply by completing a reduced application consisting of two health questions plus your height and weight. Active full-time benefit eligible employees age 66 and older and family members, may apply by completing a full health questionnaire.

Eligible family members age 18 – 75 include:

• Spouses or domestic partners • Retirees, retiree spouses or domestic partners	• Parents, stepparents and parents-in-law • Grandparents, step grandparents and grandparents-in-law	• Adult children, stepchildren and adopted children • Siblings, stepsiblings, siblings-in-law

To learn more about long term care insurance, please go to: www.genworth.com/drewu

Or attend an on-campus group meeting on the following dates/times in Mead Hall, Wendel Room:

Tuesday, October 22nd – 9:30; 11:00; 1:00 & 2:30
Thursday, October 24th – 9:30; 11:00; 1:00 & 2:30

Or call a Genworth expert at 800-416-3624, Monday through Friday from 8:00 am to 8:00 pm.

If you are unable to attend the onsite group meetings, you can attend a live webinar on the dates/times below:

Wednesday, October 16th – 10:00 -11:00
https://attendee.gotowebinar.com/register/2182629938913531917

Tuesday, October 28th – 1:00 – 2:00
https://attendee.gotowebinar.com/register/56519697446091020

Wednesday, October 29th – 10:00 – 11:00
https://attendee.gotowebinar.com/register/3855125663226097676

Thursday, November 7th – 11:00 – 12:00
https://attendee.gotowebinar.com/register/5906585662238224908

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

Common Motions in Order of Precedence:

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

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

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

*Can be amended
**Debatable if no other motion is pending.

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