

ARTS & SCIENCES FACULTY MEETING

September 7, 2018
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.	Debra Liebowitz
APPROVAL OF MINUTES: May 4 and May 10	Maria Masucci -----pp. 6-16
DEAN'S UPDATES: Opening of School Letter	Debra Liebowitz ----- pp.17-20
ACTION ITEMS:	
1. Approval of Voting List	Debra Liebowitz ----- p. 21
2. Elections	Caitlin Killian
REPORTS:	
Enrollment Management	Bob Massa ----- pp. 22-24
Library Report	Andrew Bonamici ----- pp. 25-30
FOR DISCUSSION:	
LAUNCH: Curriculum & CRUE2	
OLD BUSINESS/NEW BUSINESS:	
ANNOUNCEMENTS and DOCUMENTS:	
CAPC Deadlines	Rita Keane ----- p. 31
Research Release Grant Application	----- pp. 32-33
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Korn Gallery Art Opening and Schedule	Michael Peglau ----- p. 44-46
WELCOME AND INTRODUCTION OF NEW FULL TIME ARTS & SCIENCE FACULTY AND STAFF	
Remarks	Debra Liebowitz ----- pp. 47-51

ADMINISTRATION

Daniel Pascoe Aguilar, Assoc. Provost for experiential education and Career Development
John Jordan, Academic Director of Drew's INTO Center
Amo Kubeyinje, Associate Vice President for Graduate Enrollment
Irina Radeva, Reference and Government Documents Librarian

FACULTY

Carolina Arango-Vargas , WGST/ANTH	Alex Bajcz , BIOL/ESS
Jeremy Blatter , MCOM	Christopher Fazen , CHEM
Oleg Ivanets , ECON/BUS	Jens Lloyd , ENGH/WRTG
Yahya Madra , ECON (was NTT faculty)	Ziyuan Meng , MACS
Sangay Mishra , PSCI (was NTT faculty)	Tomas Morin , ENGH/Creative Writing
Rory Mulligan , ART	Brandie Waid , (CSGS) MAT
Akwasi Nti-Addae , ECON/BUS	

ADJOURNMENT

RECEPTION FOR NEW FULL-TIME ARTS AND SCIENCE FACULTY AND STAFF

Brothers College Courtyard if weather permits or in Brothers College Lounge and Atrium.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Brianne Barker,
Biology

Brianne Barker for the publication of a paper titled "Polyglutamine binding protein 1 (PQBP1) inhibits innate immune responses to cytosolic DNA" in the journal *Molecular Immunology* with nine co-authors, all of whom are current or former Drew undergraduates as well as Brianne's research mentees. Also for the presentation of a poster of the same title at the American Society for Virology's Annual Meeting, along with three current Drew students. And for facilitating a discussion for graduate students and postdoctoral fellows on "Public Outreach as a Virologist" at the American Society of Virology's Annual Meeting and for co-hosting episodes of the podcast "This Week in Virology" after previously having been a guest host.

Lisa Brenner,
Theatre

Lisa Brenner for editing a special issue of the journal *Theatre Topics* on "Theatre and Protest" published July by Johns Hopkins University Press. Also for presenting on the panel "How to get published in an academic journal" at this summer's Association for Theatre in Higher Education, and for producing (along with **Chris Ceraso**, and **Kimani Fowlin**) two plays commissioned by professional playwrights Nina Mercer and Paris Crayton III, as part of the Advantage Arts program at Drew.

Kyung-Tek Chun,
Sociology

Kyung-Tek Chun for presenting a paper titled "The rending of Korean Americans' 'Sacred canopy'?" at an annual meeting of the Sociology of Religion held in Philadelphia in August.

Jessie Curtis,
English

Jessie Curtis for participation in an international research project, Multilingualism and Teacher Education. The project is organized by the University of Lüneburg (Germany) and the Coordination Office of Multilingualism and Language Education, located at the University of Hamburg (Germany) in cooperation with EERA's (European Education Research Association).

Sandra Jamieson,
English

Sandra Jamieson for presenting the paper "Teaching Writing, Building Democracy: Writing Fellow-Based WAC Learning Communities," at the International Writing Across the Curriculum Conference, in Auburn, AL, in June.

Paul Kadetz,
Public Health,
Anthropology
and MDHM

Paul Kadetz for presenting a paper "Outsourcing China's welfare: unpacking the outcomes of 'sustainable' self-development in Sino-African health diplomacy" at the China-Africa In Global Comparative Perspective conference in Brussels in June and for an invitation to present "Opening Doors: developing a health humanities paradigm in medical humanities programs" at the 7th International Health Humanities Conference, in Southampton, UK. Also for presenting "Yangsheng Practices: Lessons for Elder Wellness from China to the U.S. at Morristown Medical Center's NICHE Conference, Morristown this month.

Rita Keane,
Art History

Rita Keane for presenting her paper "Aesthetic appreciation and affection in the late medieval art collection" at the International Medieval Congress at the University of Leeds, UK, in July.

Seung-Kee Lee,
Philosophy

Seung-Kee Lee for presenting his paper "The Synthetic A Priori in Kant and Husserl" at the 24th World Congress of Philosophy in Beijing in August. The paper was read by Dr. R. Pozzo.

John Lenz,
Classics

John Lenz for election as Chariman of the Board of the Bertrand Russell Society (international) and for presenting a paper, "Bertrand Russell and the Post-War Greek Left (1959-1967)", including translations from Greek, at McMaster University, Ontario.

Jinee Lokaneeta,
Political Science

Jinee Lokaneeta for her election to serve as the President of Consortium on Undergraduate Law and Justice Programs. The Consortium, formed in 2003, is an organization for colleges and universities that have interdisciplinary programs geared toward undergraduate education about law and justice in the United States and internationally. Also for the publication of a piece in an online media outlet based on her research on extrajudicial killings in India.

Yahya Madra,
Economics

Yahya Madra for his interview with host Jerome McDonald (Worldview Chicago) on how the Turkey-U.S. diplomatic row has been affecting Turkey's economy, and for the interview (in Turkish) given to Yeni Özgür Politika (a daily published in Berlin) on Turkey's most recent currency crisis. Also for his occasional op-eds on the political economy of Turkey published on Ahval News (a London based news portal in English, Turkish and Arabic specialized on news on Turkey) and for becoming a co-editor (2019-2022) of Rethinking Marxism: A Journal of Economics, Culture and Society.

Patrick McGuinn,
Political Science

Patrick McGuinn for the publication of a policy brief "The Convergence of K-12 and Higher Education: Policies and Programs in a Changing Era" by the Rockefeller Institute of Government.

**Jennifer
Olmsted,**
Economics

Jennifer Olmsted for receiving a grant from the American Center for Oriental Research (ACOR) to carry out field research in the fall of 2018 in Amman Jordan studying the Syrian refugee crisis. Also for an invitation to speak at the STEM Gender Gap Symposium, in NYU Abu Dhabi in April 2018.

**Elias Ortega-
Aponte,** Social
Theory and
Religious Ethics

Elias Ortega-Aponte for completing Certification: Design and Teach Online for Theological Educators, Sponsored by Wabash Teaching and Learning Center and The University of Wisconsin-Madison

**Jennifer
Ostrega,**
INTO ESL

Jennifer Ostrega for being selected as the recipient of the 2018 INTO North America Academic Innovation and Collaboration award and for founding the Baldwin-Pathway Mentor Program, a Junior Community Initiative whereby Baldwin Scholars are trained to Mentor a Drew Pathway student.

Michael Peglau,
Art

Michael Peglau for a showing of his work in New York City at Cornerstone Studios in an exhibition entitled, Recent Small Paintings, June 16-July 14.

**Kimberly
Rhodes,**
Art History

Kimberly Rhodes for being selected as one of twelve art historians to participate in the Summer Teachers Institute in Technical Art History (STITAH) at Yale University, an intensive week-long professional development for art history faculty from universities across North America. Local conservators, conservation scientists and curators, along with featured guest lecturers from peer institutions, both national and international, presented case studies in technical art history and led practical sessions that allowed participants to closely observe original works of art, both in the gallery as well as the conservation laboratory.

Jonathan Rose,
History

Jonathan Rose for his review of Edith Sheffer's *Asperger's Children: The Origins of Autism in Nazi Vienna*, on *History News Network* (June 9). Also, for the publication of a Lithuanian translation of his 1992 article "Rereading the English Common Reader: A Preface to a History of Audiences" in *Knygotyra 70* (2018).

Claire Sherman,
Art

Claire Sherman for inclusion in a group show, *Line Up*, at DC Moore Gallery in New York in Summer, 2018. Additionally, for the completion of a set of two new Lithograph editions with Shark's Ink Press in Lyons, CO in May, 2018.

Kristen Turner,
MAT

Kristen Turner for presenting at the inaugural Connected Learning Summit, held at MIT. Her paper was titled, "From Connected Learning to Connected Reading: Understanding What, Where, and How Adolescents Read."

Carol Ueland,
Russian

Carol Ueland for participation in a round table at the Yeltsin Center in Yekaterinburg, Russia on May 20 as part of a Russian-American project called "People Against the Iron Curtain". Also for being named to the editorial board of the Russian Biography series at Academic Studies Press.

Courtney Zoffness
English

Courtney Zoffness was a finalist for the Chautauqua Institution's 2018 Janus Prize in Innovative Writing. She also has an essay forthcoming in a #MeToo anthology from McSweeney's.

Drew University

Minutes of Arts and Sciences Faculty Meeting

May 4, 2018

Present: Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Lee Arnold, MaryAnn Baenninger, Edward Baring, Brianne Barker, Jim Bazewicz, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Jonathan Golden, Seth Harris, Summer Harrison, Ryan Hinrichs, Shakti Jaising, Jason Jordan, Lisa Jordan, Paul Kadetz, Hilary Kalagher, Joshua Kavaloski, Marguerite Keane, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Neil Levi, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Sean Nevin, Nancy Noguera, Jennifer Ostrega, Michael Peglau, Mary-Ann Pearsall, Judy Redling, Kimberly Rhodes, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, James Supplee, Christopher Taylor, Marc Tomljanovich, Kristen Turner, Hannah Wells, Tammy Windfelder, Carlos Yordan **Others Attending:** Carol Bassie, Matthew Beland, Sunita Bhargava, Andrew Bonamici, Michael Fried, Alex McClung, Frank Merckx, Kira Poplowski, Marti Winer, Jody Caldwell, Brian Shetler

The meeting was called to order at 3:15pm by Dean Debra Liebowitz.

Approval of Minutes: The minutes of the April 27th, 2018 meeting were approved.

Dean's Update: On behalf of the University, Debra Liebowitz extended congratulations and led a round of applause for English Professor Courtney Zoffness for winning the Sunday Times EFG Short Story Award in London. Courtney was selected from a pool of 810 short story writers from over 40 countries.

Debra asked Robert Massa to provide an enrollment update. Highlights follow:

- Over the past four years, enrollments have ranged from a low of 302 to a high of 371 students. The goal for this past year was to enroll 430 new students. Bob announced that as of May 4th, the current enrollment number meets the goal of 430 students! He then extended his thanks and congratulations to Jim Skiff, Kira Poplowski and the faculty for their tireless efforts
- SAT's of the incoming class are higher at 1237 vs. 1211, with more students submitting SAT scores
- Residents on campus is up to 89% from 86% last year, the international population increased from 5.2% to 8.3%, with a 60/40 ratio of women to men
- 31 transfers students enrolled, as compared to 15 the previous year
- Price is the greatest challenge at Drew, as with all universities. In fall of 2019, the goal is to enroll more students with an ability and willingness to pay more.
- Admissions will continue to work to enroll approximately 20 additional students in order to combat "the summer melt"

Questions addressed to Bob included:

What was the discount rate? Bob anticipates the discount rate will be approximately 55% , but most importantly the students enrolled will contribute to a strong student body that will grow into a strong alumni population. Bob shared his enthusiasm for the CRUE platform, stating Drew's ability to recruit will depend on our ability to articulate what we do and why we do it better.

What was the distribution of interests? Biology is at the top, followed by business, psychology, political science and neurosciences. This year, 2 students who were accepted into the 7-year program with NJ Medical school enrolled at Drew and 3 who were not accepted at NJ Medical, enrolled at Drew.

What percentage are minority and first generation? 34% are from minority groups. Bob did not know the first generation enrollment number offhand, but said that number could be shared separately.

What was the acceptance rate? 69% and the pool was strong. 3820 applications were submitted with higher SAT scores and higher average GPA's.

Debra thanked Bob, Jim, Kira and the faculty for their contributions to the success of the enrollment figures for the class of 2022.

Action Items:

Public Health: Jinee Lokaneeta pointed to a minor change on page 28 – noting ESS 210 should be a sociocultural elective, not biosciences. The Public Health proposal was unanimously approved and Jinee was thanked for her CAPC chair efforts. Debra additionally expressed her gratitude to Jinee and the Interdisciplinary Committee of Faculty for their efforts in bringing this minor to life at Drew.

Bachelor of Science Proposal: Ryan Hinrichs addressed a question from Adam Cassano regarding how this degree would be defined as distinct from a BA? Would departments make the decision for the distinction or should the institution?

Ryan and Jinee shared that this question would require a review by CAPC and will require a separate set of learning outcomes and assessment. Ryan said CAPC had discussed guidelines, looked at how a BS is viewed by our peer and aspirant institutions and will look for departmental input. Benchmarking data will assist in the determination, but a final decision on this would be made by a faculty vote. Adam suggested the standards should be consistent institutionally. He asked what is the qualitative distinction for a BS vs. a BA and shouldn't it mean the same thing regardless of department? John Muccigrosso expressed a similar sentiment.

Tammy Windfelder expressed her concern that different fields have different criteria for establishing what's required for a BA vs. a BS saying the distinction needs to fit with the discipline. Chris Taylor asked why we need to create distinctions if the outside accrediting bodies do not create them. Ryan acknowledged that is the case and said in fact Middle States and the State of New Jersey refer simply to a "Bachelor" degree.

Michael Peglau asked what would provide the best competitive advantage? Ryan said offering a BS in natural science will help us in attracting prospective students and is offered by our overlap/competitive schools. In the Physical Sciences, a BS offers advantages in the job market. Bob Massa and President Baenninger concurred that prospective students are looking for the University to offer a BS.

Ryan clarified that the current proposal would allow a double major to choose whether they wanted a BA or a BS degree, the latter being the most common option offered at our peer and aspirant schools. (See Option 1 outlined on page 72 in the Packet.)

The motion to approve a Bachelor of Science degree at Drew was made and was passed unanimously.

Reports:

Committee on Faculty: Sarah Abramowitz announced that on behalf of the CLA-Committee on Faculty, the Committee recommends the following:

Emeritus status to Janet Davis, Deborah Hess, Allan Nadler, Ada Ortuzar-Young, Robert Ready, Linda Van Blerkom, and Sarah Webb.

- Promotion to Associate Professor with tenure to Bjorg Larson, Physics, and Hannah Wells, English.
- Promotion to Full Professor to Stephen Dunaway, Biology, and Kristen Turner, Teacher Education

On behalf of the COF, Sarah offered congratulations to all candidates. She said the Committee's recommendations have been forwarded to the Dean and to the President for presentation to the Academic Affairs Committee of the Board of Trustees on May 16. Sarah reported that COF recommendations for Emeriti status for faculty retiring at the end of this academic year will be considered and presented in the Fall.

Curricular Report: There were no questions for Jinee Lokaneeta regarding the Curricular Report, but Debra again thanked Jinee for her leadership, stating that CAPC's work has been critical to the University's success. She expressed her genuine thanks for her incredible work and the numerous proposals approved during her tenure.

Academic Standing Committee Report and the Advancement Report: No questions were raised.

Library Report: Andrew Bonamici and Jonathan Rose encouraged faculty members to consider serving on a library committee as the Library takes on a more innovative and activist role going forward.

For Discussion:

Undergraduate Experience Framework Proposal: Before beginning the CRUE framework discussion, Debra Liebowitz turned the floor over to the President. President Baenninger thanked the faculty for their work on supporting the successful enrollment of 430 students for Fall 2018 and shared that the Trustees wished to offer their thanks as well. The President said she was attending the faculty meeting as part of the CRUE Committee, but more importantly to listen to the faculty's input, ideas, and concerns. She reiterated her support for the fact that the faculty will need to make the final decision on the curriculum that is part of the undergraduate experience.

Debra asked that we first discuss the process for CRUE going forward and then the substance of the framework itself. She reminded people that Phase I has been conceptual development, leading to the proposed framework that has now been shared for community endorsement. The second phase will involve detailed design of the framework initiatives, and the final phase would be the actual implementation of the plan. She stated that the faculty's goal for this meeting is to begin the discussion of whether it is time to move out of a conceptual design phase into one of detailed design. If that is approved at the May 10th faculty meeting, committees of faculty members will be formed to begin the work of detailed design. In the fall, a vote would then take place regarding replacing the current general education requirements with a new curriculum. A detailed curricular proposal does not yet exist. While the curricular process is non-standard, Deb (DL) opened the floor to questions regarding the process.

Will faculty vote on curricular and co-curricular parts of the proposal? DL: The intention at this time is for there to be two votes: one for the curricular part to move forward to design and development (with a subsequent vote in the fall on the detailed curricular change) and the second to move ahead with design development of the non-curricular elements of the framework.

If faculty votes to move ahead with design phase, will there be a vote to change Gen Ed? DL: Yes

Does the committee have thoughts on how curriculum discussion will take place? DL: This has not yet been determined and faculty members are encouraged to share their thoughts through the CRUE website or conversations with Committee members. Engagement and feedback is encouraged and an intensive effort will continue to be made for substantive inclusion should the faculty agree to move forward with these conversations.

How will the prospective new Gen Ed proposal help marketing and messaging, and should we be focusing on Gen Ed if it does little to get students in the door? DL: We want to market something that is compelling - that pulls our students in and they experience as universal, real, as a value to them. A coherent undergraduate experience involves the curriculum and is the reason students come here; it also results in stronger student outcomes. We know we are not reaching all students right now.

Bob Massa added that we do need to package an educational experience that meets the students where they are and will help them understand where they need to be – Drew will be what gets them there. Bob also shared that some student outcomes (gathered from a Career Center survey) have been decreasing – e.g., fewer students are either employed or going to grad school (92% versus 96% last year) and fewer students are completing the survey.

Chris Taylor reminded everyone that CRUE's focus has been to reimagine the undergraduate experience. This is more ambitious than having just another conversation about general education. He said he has recently looked at many, many universities and it will take a bold initiative to differentiate ourselves in the market. The CRUE framework, including the proposed curriculum, will open doors and make a compelling argument as to “why Drew?” He reminded everyone that we do not have much time to create that clear message to the market.

Who will look at the student portfolios and determine if goals are achieved? Who is the senior portfolio manager? Juliette Lantz responded there will be a network of advisors and mentors that will include faculty, professionals in the career center and also alumni and community members. Portfolios will be overseen by faculty members, by advisors, and by career mentors. DL said the portfolio will also provide a place for an assessment process. She also shared that University Advancement is using a platform called *Drew Connect* to identify parent and alumni who are willing to serve as career mentors to students. Carol Bassie reported that there are already around 1,000 people on the platform, which includes

alumni and parents and a test group of just over 100 students. Access to the site will be rolled out once there are enough alumni available to serve as a resource to students.

Jessica Lakin shared that a gathering of randomly selected students was asked by CRUE members last spring to discuss their readiness, career preparation and the support they received as Drew students. Curricular discussions were intentionally not part of the conversation. Jessica said the conversations were “disturbing and powerful,” as student experiences varied widely. As an example, a student shared the outstanding opportunities made available as a Civic Scholar, while another student listened and expressed regret at having no such opportunities. The students loved the idea that their portfolio could be universal and were excited for a career integration component to their education. Jessica suggested each student will be the “architect” of these portfolios and that it could be the case that no one person will need to view all students’ portfolios, but faculty and staff will be part of an integrated experience.

Jonathan Golden followed up on Jessica’s points by sharing how important it is for faculty to imagine a blending of curricular and co-curricular experiences for students, saying such a blending had changed the path of a student who was planning to transfer from Drew. DL reiterated that CRUE’s goal was to propose an integrated, universal and connected experience for all students.

What administrative requirements are there to accomplish a new undergraduate experience? How will this initiative be staffed? What steps/resources will be in place to insure a successful implementation? Several faculty members expressed concerns about staffing, money, and resources, and all agreed that proper implementation would be needed in order to ensure that this new initiative is successful. Amy Koritz noted that it is crucial to scaffold the curricular with the co-curricular, and that we not get obsessed with the professional outcome of students and forget the value of their education. Rebecca Soderholm highlighted the need for students to take responsibility for their career development. DL agreed with all of these points and reiterated the administration’s continued support of providing the resources that are necessary to invest in initiatives that will create growth, but that specifics can’t be shared at this point because the planning is so preliminary. She expects these issues to continue to be addressed as we move to the design and development phase of the process.

How can faculty be career mentors and might there be uneven mentoring as career paths aren’t always clear? How will the universality of immersive experience work with a varied student population? DL: We will need to offer a range of opportunities and immersive experiences to meet students where they are. These will have to come with pre-requisites, and alternatives or accommodations can be provided for those who need them, just as we do now. Jessica added that we will need students to perceive that they have all had a coherent experience. They come to Drew for opportunities that resonate with them and it is our duty to serve all students. While there may be variability with where students begin their journey, their outcomes should all be better and less variable at the end.

Announcements: Debra reminded the faculty of the final Faculty Meeting to be held on May 10th at noon, preceded by lunch in the BC lounge. Michael Peglau invited faculty and staff to the Korn Gallery for the Senior ART SHOW curated by Jason Karolak.

The meeting was adjourned at 5:04 pm.

Minutes respectfully submitted by Trish Turvey.

Drew University
Minutes of Arts and Sciences Faculty Meeting
May 10, 2018

Present: Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Lee Arnold, MaryAnn Baenninger, Edward Baring, Bai Di, Ed Baring, Brianne Barker, Jim Bazewicz, Marc Boglioli, Lisa Brenner, Monica Cantero-Exojo, Tim Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Kimberly Choquette, Allan Dawson, Alex de Voogt, Wyatt Evans, Jonathan Golden, Seth Harris, Summer Harrison, Ryan Hinrichs, George Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Marguerite Keane, Sandra Keyser, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Juliette Lantz, Dan LaPenta, Jon Lenz, Neil Levi, Debra Liebowitz, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Rebecca Mercuri, Joanna Miller, Sangay Mishra, Kesha Moore, Scott Morgan, John Muccigrosso, Philip Mundo, Emanuele Occhipinti, Jennifer Olmsted, Karen Pechilis, Marie-Pascale Pieretti, Jonathan Porras, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Maliha Safri, Claire Sherman, Bernard Smith, Rebecca Soderholm, Raymond Stein, Marc Tomljanovich, Kristen Turner, Carol Ueland, Hannah Wells, Tammy Windfelder, Carlos Yordan

Others Attending: Carol Bassie, Matthew Beland, Andrew Bonamici, Nora Boyer, Michael Fried, Cordelza Haynes, Bob Massa, Frank Merckx, Margery Ashmun, Jody Caldwell, Brian Shetler

The meeting was called to order at 12:35 pm by Dean Debra Liebowitz.

The minutes of the April 13, 2018 Faculty Meeting were approved.

Action Items: Resolution of the conferral of degrees was read by Interim Registrar Aimee Demarest and unanimously approved as follows:

Resolution on the Conferral of Degrees

Be it resolved that the Faculty of the College of Liberal Arts recommends to the President and to the Board of Trustees of Drew University the conferral of degrees in course upon all students who have successfully completed their courses of study, and who have met all of the requirements for the degree of Bachelor of Arts, as certified by the Registrar, and who have also met their financial obligations to the University, at the one hundred and fiftieth annual Commencement Ceremony of Drew University on Saturday, May 13, 2018.

Additionally, there was a unanimous vote for the approval of the conferral of the Caspersen Graduate School degrees.

Bachelor of Science Proposals: Prior to a vote, Ryan Hinrichs pointed out there are two tracks in the Chemistry major, but only the American Chemical Society track is proposed to follow a BS degree. Votes were separately taken for each of the following Bachelor of Science proposed majors, with no other curricular changes to be made to these majors:

Chemistry ACS – approved with 2 abstentions
Environmental Science – approved with 2 abstentions
Neuroscience – approved with 2 abstentions

Action Items: Undergraduate Experience Framework Proposal: CRUE/Juliette Lantz

Dean Debra Liebowitz (DL) reported that based on the conversations over the past week and in order to respect some faculty members wish for a secret ballot, a single vote to move forward with the CRUE framework would be made available online after the meeting, with voting to close May 11th at 5pm. The wording reads - *“I support the undergraduate experience framework proposed by CRUE, with the understanding that the curricular components will move to a design and development phase, with significant faculty involvement, and there will be subsequent faculty votes on those specifics by the end of the fall semester.”*

Before opening the floor to questions, three themes were addressed:

1) **Concern about faculty workload** – DL said there are implications for faculty and staff if the CRUE Framework (“Framework”) is implemented. As many people know, independent of the framework endorsement, a process is already underway to think about faculty members’ workload. She expects that issues like advising and oversight of immersive experiences will be part of those conversations, and noted that the outgoing and incoming members of Dean’s Council will work on this issue in the coming weeks. More details will follow in the fall.

2) **Desire to hear more about CRUE’s vision** – Juliette Lantz said CRUE feels strongly that the proposed framework is a cohesive whole that will improve students’ experience in an integrative way. It amplifies what Drew does best and is meant to bring a universal experience to students. CRUE believes the proposed framework is distinctive and easily recognizable to the community, parents and students.

Juliette said that while the document is not laid out in a sequential fashion, it is viewed as developmental from year one through year four. Students will build skills and knowledge and will apply them immediately in immersive experiences in and outside the classroom. The goal is to bring meaning and relevance to students’ experiences and this relevance will help them translate their educational experience to their career readiness. The hope is that student cohorts are created and students gain a sense of belonging to Drew that will carry forward into a strong alumni presence. The CRUE proposal will bring the Drew community together, and casts faculty and staff as educators who bring meaning and relevance to students’ experiences at Drew.

3) **Concern about resources** – President MaryAnn Baenninger said she likes the framework because it is based on data from prospective students, current students, and alumni. She said it resonates with alumni and donors, who she hopes will support it financially. She noted the highly successful Gilbert challenge, and the fact that she is confident the initiatives in CRUE are compelling to outside individuals and entities. While she agrees that students don’t come to Drew because they love the general education program, their contentedness when taking classes or participating in programs does impact their feeling about the institution. She cited the revision to the first-year experience and the DSEM as a great example of this.

President Baenninger said we face the challenge of redeeming the past, protecting the present, and sustaining the future – all with the same revenue dollars. We need to both add resources and move away from activities that are not mission-critical.

The floor was opened for discussion and questions, with responses from President MaryAnn Baenninger, Debra Liebowitz, Bob Massa and others:

Can I vote “yes” with knowledge that I am not saying I like every component of the CRUE platform and more conversation will continue? DL said that a “yes” vote says we support moving the curricular elements of the framework to a design and development phase (with subsequent votes to follow).

What would the marketing entail if there are no concrete CRUE platform details and when should it begin? Should we be concerned about making promises on which we might not be able to deliver? Regardless of having a detailed outline of the framework, Bob Massa shared that we have to begin to differentiate ourselves to prospective students. He said the messaging must express that Drew is not your parents’ liberal arts education. He said the messaging will be that, from day 1, Drew will work with each student in a purposeful way through mentoring, guiding, and providing experiential learning opportunities that will take students from where they are to where they need to be. A creative strategist who he has worked with before is working with Kira Poplowski to develop a marketing concept around the framework. Bob said the curriculum will not be separated from the Drew experiential piece in the marketing, and said he is confident the marketing will be written to give the faculty maximum flexibility. The messaging will be reflective of what we believe we can offer and we will not promise more than we can deliver.

In support, the President said the integrity of this process is important, but time is of the essence for those students presently looking at the University for the next enrollment cycle.

Does Gen Ed need to be changed or just slightly tweaked? How different is this proposal from what we are already doing? Bob answered that we need something simple and distinctive to differentiate what Drew offers; tweaks aren’t bold and won’t lead to distinctiveness.

Can a vote be separated to allow the Gen Ed piece to be dealt with separately from the co-curricular piece? Should this be done/can it be done so quickly? Bob replied that he does not see the curriculum and co-curriculum as separate. If there is a “no” vote, the overall framework is gone. DL agreed with Bob’s response, adding that in CRUE’s opinion, the pieces of the framework rely on one another. If we don’t touch the curriculum, change will not occur; change must include curriculum elements for it to be a transformative educational experience. She reiterated that the process will involve realistic implementation plans to support successful change. This is why the approach to an endorsement vote has changed from two votes to one.

How do we keep breadth requirements and make sure our students are well rounded and diversified? Isn’t that why we’re here? DL said that during the design development phase, rules can be established that enable us to look at what the various disciplines bring to our students and what kinds of rules should exist to prohibit double counting or to limit too much concentration in particular subject codes. She said there are many ways to use rules to protect our breadth requirements, but a framework needs to be developed first. All of that will require extensive faculty input.

Wendy Kolmar shared that one of the major issues for CRUE was the preservation of breadth of study. She said they thought about how to move students outside of their major and looked for a new narrative of how to deliver a liberal arts education with breadth and depth that gives students the skills they need.

Students should be able to see how their education gives them what they need in a visible manner, and it should be clear what they got out of their courses.

Who is included in the vision of the program and specifically is humanities included? Will money/resources be shared democratically and will all groups be included? The President responded that the framework is an important way of messaging that Drew values liberal arts in every respect. She said we are not looking to reduce curriculum, but are trying to preserve and evolve the liberal arts, most assuredly including the Humanities. DL said foundational skills are absolutely developed in the humanities, and that our delivery method need not be about divisions to ensure that students are taking courses in the humanities.

Are alumni engaged with this initiative? The President shared that the Advancement team has made many connections between alumni and current students, and alumni are increasingly engaged as they hear about our efforts and our vision for the future.

What will the new framework mean for students and people of color? How will you speak to this demographic and how will these students see themselves reflected academically and in the new model? DL said she believes a new curriculum could and should have a more robust requirement related to diversity and difference. She added that a very diverse group of students were brought into the CRUE focus group conversations and this new framework guarantees that all students will have at least two immersive experiences. More can be done, but the universality of program will help.

Are we doing a lot of things to really just fix what is a marketing problem? Can our website and messaging be stronger so it that will expand our visibility, advertise our positive outcomes, and provide greater name recognition? President Baenninger shared that there is a disconnect in trying to put together the student experience, the data, and how the market perceives us. She said we know the successes of our students, but if we ask a handful of students about their Drew experience, they say they love the faculty but can't connect their experience to what they are going to do next. The President said where our story is best told is from our students, by word of mouth. And they aren't sharing the story we need them to be sharing right now.

Jessica Lakin shared that the Art and Science presentation in December did not include all the data that was collected. One piece of data that was tested but was not focused on in the campus presentation concerned different approaches to the curriculum. While Art and Science did not specifically recommend changing general education requirements, they did recommend integrating career planning and development and skill development into all aspects of students' experiences. A "life of the mind" framing for the student experience was a significant deterrent, whereas some degree of professionalism was neutral overall and a big incentive for students with SAT scores above 1800 and households that make more than \$80,000/year. This is a marketing issue, but the marketing must then be consistent with what students' experiences are when they arrive on campus.

Carol Bassie supported the President's sentiments and added that from an Advancement perspective, alumni who leave Drew feeling prepared for a career will donate. Our recent young alumni do not donate and this is something we need to change. Carol said the alumni board was very excited by the framework proposal and were 100% behind the CRUE presentation outlining the new framework.

Aside from questions, faculty members shared their support and concerns as follows:

Wendy Kolmar shared that while she served on the CRUE committee, she was not initially comfortable with the proposed changes to general education. However, she now realizes that this proposal designs a general education program around core proficiencies. General education requirements should evolve, and

the new proposal does not look like a major overhaul to her, but rather another step forward. Wendy said she likes the articulation of the diversity requirement and in general likes how the CRUE framework will be a realization of how liberal arts education articulates with students' future goals. She also noted that this evolution could really better meet the intended goals of the last general education revision.

Ryan Hinrichs noted that the magnitude of our current challenges is amplified by our drop in rankings over the past 10 years. He said CRUE looked at the *US News* rankings and agreed that an integrated plan could place Drew on a list of one of the most innovative colleges. He said he believed that should be our goal, and we won't get on that list if we don't do something with the curriculum.

Jennifer Olmsted expressed that she was torn by the vote. On one hand, in her Social Entrepreneurship class, she oversaw efforts of her students to work with alumni to analyze what has worked/not worked at Drew. The data from this work clearly supports institutional restructuring. However, she said students like Drew because of their close relationships with faculty as well as good curricular experiences. She said she feared too much is being done at once and expressed her concerns about the impact a 3-3 workload will have on faculty members' ability to maintain these relationships.

Jill Cermele seconded Wendy Kolmar's reaction to the general education proposal and said she was struck by Tina McKittrick's comments several weeks prior when she shared her reflections after visiting schools with her son. Tina had been impressed with the breadth and variety of courses at those schools and Jill shared she did not feel we had those today. Jill feels that the CRUE platform would let us expand offerings and while overwhelming to undertake, trepidation is not a sign that this is a bad plan. Jill said we should think about doing things differently and think about how to manage workload in a different manner.

Rita Keane said as she read the CRUE proposal, she was struck with how true this is for what we do well. Rita reflected on the redesign of the DSEM and said she has seen measurable differences in the outcomes from the prior years' work. She voiced her support for the framework.

Wyatt Evans expressed his agreement for doing something fast - high risk, high reward. He said the plan needs to be far reaching, visionary and it needs to work. He expressed an implementation concern and suggested drafting a task plan for who does what/when and requested the involvement of the graduate school faculty/staff.

Marc Tomljanovich said that while he felt the proposed platform does have some issues, he believed they could be addressed in a collaborative way. He cautioned we not lose the close student/faculty mentoring relationship, especially if we move to a 3-3 teaching structure. Marc expressed concern with how we will distinguish ourselves.

Frank Mercxk shared that he has been attending faculty meeting since 2004 and said the best thing he has done at Drew is listen to and witness positive collaboration of departments, faculty and staff over the past year. He cited Civic Engagement as an example of positive student outcomes that occur with collaboration. Frank said his staff is eager for the partnership opportunities the CRUE platform will pose around campus and said we can tie things together if we collaboratively work as educators. He encouraged a vote in favor of moving forward with the CRUE framework.

John Muccigrosso said he is worried that we are adding too many things at once. He suggested we successfully add a couple of majors, add more NY semesters, and perhaps one additional initiative. The President noted that the New York semesters are a piece of our marketing draw, but it is not the sole factor. She said we must look at the totality of the student experience.

Maliha Safri said she was concerned that her department already can't find capacity to participate in important college initiatives (e.g., DSEM). As such, she is worried about voting yes for the curricular change when it already feels as if there is no capacity.

Before closing the meeting, Debra reminded faculty that the proposed platform is not a complete departure from who we are; even the curriculum is an evolution of what we do now. She said we will use some of what we have now and will need to be more flexible in terms of who can teach what. Debra said the focus will be on what students are learning, not what department teaches the course. An additional workload boost will come from new faculty, but she said she recognizes work remains to be done in order to correct the serious imbalance in student interest and departmental capacity.

Prior to adjourning, Debra asked all CRUE members to stand for acknowledgment from their peers for the outstanding and tireless efforts they made throughout the process. She said that no matter your vote, the CRUE members are owed a huge vote of thanks and appreciation.

The meeting was adjourned at 2:35 p.m., and faculty were informed that online voting was open.

Minutes respectfully submitted,

Trish Turvey

Colleagues,

As has become tradition, I write to welcome you to the new academic year, to share with you an update on activities that occurred over the summer, and to preview some of our plans for this academic year.

The Provost structure, in place for a little over one year, has fundamentally changed the ways in which the three academic schools interact and collaborate, as well as the ways in which we develop and support our students. I would like to highlight a few examples of the things we accomplished together this past year:

- We created a comprehensive, data-driven process for thinking strategically about new program development that builds on each school's historic strengths and will contribute to the University's strategic growth.
- We standardized policies, procedures, and processes in the graduate programs, and aligned them as appropriate across the three schools while ensuring the full range of Drew services are available to both graduate and undergraduate students.
- We created an integrated faculty governance structure that necessitated building a single Graduate Academic Standing Committee (for students in both Caspersen and the Theological School); a single Arts & Sciences process for review, tenure, and promotion of faculty; and a single Arts & Sciences process for curricular review and approval.

Among other benefits, these structural changes produced and supported notable curricular developments in all three schools. The Theological School concluded a two-year process that resulted in approval of new degree programs, a comprehensively transformed curricula, and new policies governing faculty workload and expectations to support the implementation of the project ahead. The Master of Arts in Teaching degree as well as the History and Culture program in the Caspersen School underwent significant curricular revision, and we developed new programs in Teacher Education and Finance at the graduate level. In addition to the many majors and minors that faculty in the College revised, new majors in Public Health and Environmental Science were approved, a Bachelor of Science degree was approved, and a framework for a reimagined undergraduate experience (the CRUE project) was endorsed.

Each of these programmatic initiatives is critical to our ability to attract new students to all three schools, and our new and streamlined administrative processes are making both our work and our students' experiences better supported and more seamless integrated. We were only able to make this much progress in a single year because of the supportive attitudes and hard work of many people - faculty, staff, and the academic leadership team - and I'm grateful that our entire community was so engaged in these efforts.

Many faculty and staff members were also involved last year in bringing to Drew a truly phenomenal group of new faculty, and I want to offer a sincere thank you for these efforts. Joining the Drew faculty this fall are:

- Carolina Arango-Vargas (Women's and Gender Studies & Anthropology)
- Alex Bajcz (Biology and Environmental Studies)
- Jeremy Blatter (Media and Communications & Sociology)
- Christopher Fazen (Chemistry)

- Oleg Ivanets (Economics & Business)
- Jens Lloyds (English and Director of First-Year Writing)
- Ziyuan Meng (Computer Science)
- Tomás Morín (English and Creative Writing)
- Akwasi Nti-Addae (Economics & Business)
- Jennifer Quigley (New Testament and Early Christian Studies)
- Brandie Waid (Teacher Education)

In addition, I am especially pleased to welcome three faculty members who have been teaching at Drew for a collective thirteen years into new positions: Sangay Mishra (Political Science & International Relations) and Yahya Madra (Economics & Business) are moving into tenure-track lines, and Rory Mulligan (Art) is now a full-time member of the faculty.

We've also welcomed a number of key new staff members to the academic division at Drew:

- Dr. Daniel Pascoe Aguilar, the new associate provost for experiential education and career development, comes to Drew from Ithaca College where he was the executive director of career services. Daniel will begin his work at Drew on September 10th.
- John Jordan, the academic director of Drew's INTO Center, spent the last four years directing the university prep program at Alfaisal University in Riyadh and previously served as curriculum supervisor at Colorado State's INTO Center.
- Amo Kubeyinje comes to Drew as our associate vice president for graduate enrollment from William Paterson University where he was the director of graduate admissions.
- Irina Radeva, Drew's reference and government documents librarian, comes to us from Rutgers where she was library associate.
- Dr. Meredith Hoxie-Schol, Director of Doctoral Studies in the Theological School, comes to Drew from her role as Director of Research and Communications for one of the global agencies of the United Methodist Church.

This summer has also been extremely busy:

- The June on-campus orientation program for undergraduates was extraordinarily successful. Over 317 students attended, while 113 others took advantage of distance orientation. It took a village to make this a stellar first experience for our incoming students, so thank you to all the faculty and staff who were a part of these important days, especially the folks doing first-year advising. Michelle Brisson, Jill Cermele, and Maria Masucci deserve special thanks for taking leadership of this program and ensuring that our newest students are happy, informed, and registered for courses!
- An ad hoc committee to analyze the implications of significant student growth for instructional, residential, and administrative space has been formed. There is an oversight committee with representation from the academic administrative team, and subcommittees on each area. Thanks to Jim Bazewicz (instructional), Minjoon Kouh (residential), and Tina McKittrick (administrative) for serving on the committee. This work will continue through the fall with a preliminary report to the Trustees in October and a final report and recommendations about necessary capital investments due in February.
- The Theological School continues their recent success in winning grants for programmatic initiatives. This fall, they launch their new curricula in five of their six degree programs, a process which was largely supported by the DuPont Fund, and will also launch the Social Justice Leadership Project, an initiative in Public Theology funded by the Henry Luce Foundation. This initiative will bring to campus leaders and artists at the forefront of social change in the United States, and will help to equip religious leaders, congregations,

and justice artists in connecting their ideas and resources with purposeful action in their communities. A major public event will launch the program in October.

- At my request, the Arts & Sciences Committee on Faculty worked over the summer to review faculty at the associate and full ranks who had not been reviewed in seven or more years. Many thanks to Sarah Abramowitz, Monica Cantero, Patrick Dolan, Roger Knowles, and Peggy Kuntz for doing the work to bring us up to date on faculty reviews!

As President Baenninger wrote in her fall 2018 welcome note, our efforts to become more efficient and grow the student body over the past few years have been successful and we must continue as we work towards a sustainable Drew. To this end, the academic team has continued work over the summer on our major initiatives--LAUNCH for the CLA and Curriculum Transformation for Theo--to strengthen existing and develop new educational offerings in a way that helps us pivot to better meet the market.

After the endorsement of the CRUE platform last spring, Juliette Lantz, Ryan Hinrichs, and Mike Fried took the lead on generating a process for how to proceed with design development of the curricular elements of the framework. A first discussion of this process has been had with a joint meeting of the Curricular and Assessment Committees, with representation from Dean's Council. We are also putting together an ad hoc committee of faculty and staff to coordinate the overall implementation of the co-curricular and curricular elements of the framework. For the curricular components of CRUE, this group will work with standing committees in the College, and the faculty more generally, with the goal of bringing a newly designed curriculum forward for a faculty vote by December. I will be sending a separate email to Arts & Science faculty with more information about this process. As MaryAnn's letter explains, we have named this our LAUNCH program. "Launch" will serve as Drew's one-of-a-kind, leading edge path to an undergraduate degree, syncing rigorous liberal arts education with professional and career development and powerful community engagement.

In addition, the academic and admissions teams have continued to establish partnerships with other institutions to create pathways into our graduate and undergraduate programs. For example, we have finalized Memorandum of Understanding with several institutions including Gettysburg College, Dickinson College, and Bloomfield University, for seamless entry into our Master in Finance program. In Teacher Education, Kristen Turner (and her team) and Bob Massa have taken the lead establishing partnerships for entry into our 4+1 BA/BS-MAT, including with Raritan Valley Community College and County College of Morris. They also finalized MOU's with Chester, Morris, and Madison School Districts for student teaching placement and preferred entry into our M.Ed. We also have contract agreements to provide ongoing professional development with three school districts and one additional high school.

This summer we have re-structured several areas that are part of the Office of the Provost:

- In order to create a digital services team that crosses the library and instructional technology staff and build an Instructional Technology group to meet the needs of a 21st century university, Instructional Technology is now reporting to Andrew Bonamici, University Librarian. Shawn Spaventa has provided much-needed interim stability in the day-to-day operations of Instructional Technology and the Media Resource Center. I am very pleased that he has agreed to stay in this role permanently.
- In addition, we have restructured existing Instructional Technology salary lines to establish and begin recruiting for two new positions - a Digital Scholarship Technology Manager, who will focus primarily on the University's digital humanities (DH) and digital scholarship (DS) initiatives, and an Instructional Designer, to work on the move to hybrid

and online graduate courses. These positions will expand capacity for faculty training and consultation on use of digital tools and technologies in courses, curricular and co-curricular changes in the CRUE framework, and expansion of graduate education to online and hybrid formats.

- As we continue our efforts to build the Center for Experiential Education and Career Development, the Center for Internships and Career Development will now be reporting in the academic area rather than to Bob Massa. Sue Ceravalo and Maya Sanyal, director and assistant director of career services, have left Drew to pursue other opportunities, and I am grateful that Dick White has agreed to serve as interim director of CICD during this time of transition.
- Judy Redling, Frank Merckx and I have worked to restructure some existing staff positions to better manage student issues that come through the Critical Intervention Response Team process (aka CIRT). The goal of this restructuring is to ensure that we are able to pay sufficient attention to broader retention related issues while addressing needs of individual students.

The Compensation Monitoring Committee met over the summer, and the chairs (Chris Apelian and Hillary Morgan) have been planning their agenda for the year with Maria Force; the first meeting during the academic year will be very soon. President Baenninger and I have also agreed that the faculty representation on the Annual Planning and Budgeting Council should be elected. There will be one faculty representative from the Theological School and two from Arts & Sciences. If you are interested in running for one of these positions, or if you would like to nominate someone else, please email this information to provost@drew.edu by Tuesday, September 4th. An electronic vote will be held the week of September 10th in order to ensure that the committee is staffed prior to its first meeting, which is on September 18th. (Please note that this committee meets approximately biweekly on Tuesdays from 10:30-12:00).

We begin this fall welcoming 425 new first-time undergraduate students, 66 transfer undergraduate students, 43 new pathway students and 11 students in Academic English, 135 new Theological students, and 80 new CSGS students to our community! This includes 13 students in the new Masters of Finance program and 11 in the new Master of Education. These numbers represent significant growth over last year in all three schools, and represent some of the largest classes that we have brought to Drew in the past seven years. These outcomes would not have been possible without the work of the Admissions and Communications teams as well as INTO Center staff, so I thank them for their efforts. Additionally, Frank Merckx, Michelle Brisson, and their teams have done an excellent job welcoming and orienting our new undergraduate students to campus, and Melanie Johnson-DeBaufre, Joanne Montross, and Beth Babcock, who staged excellent orientation programs for our newest graduate students.

We've affected and experienced a tremendous amount of change recently and I am heartened by the ways we have worked thoughtfully and collaboratively to make such progress. We are on the right path, and with the amazing talent of Drew's faculty and staff, we can together navigate the challenges facing Drew and higher education today. I look forward to continuing our work, and to re-connecting with each of you as the new semester begins.

Best,

A handwritten signature in black ink, appearing to be 'Deb', written in a cursive style.

Deb

VOTING LIST FALL 2018

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

#Sabbatical or Leave AY 2018-19

*Sabbatical or Leave Fall 2018

% Joint Appt with Theo

Updated 8/02/18

DREW UNIVERSITY

ADMISSIONS REPORT TO FACULTY

Robert J. Massa
Senior Vice President for Enrollment
September 7, 2018

The College of Liberal Arts

The 2018 undergraduate recruitment year was a pioneering one of sorts, due to the reset of the College's tuition by almost \$10,000 and the increasingly price-sensitive student market. We took a risk in lowering our price – had we enrolled the same or fewer students for the fall of 2018, the resulting revenue would have taken a significant hit. With a supreme effort on the part of our recruiters in Admissions, our strategists in Communications, our leadership in academic affairs and the able assistance of many members of the faculty, I am delighted to announce that we enrolled 529 new students between first years, traditional transfers and Pathway graduate transfers compared to 452 last year, for a net gain of 77 students representing a 17 percent increase in new student enrollment.

At the time of this writing (and these numbers will likely decrease a bit at census), we enrolled 420 first years (vs 371 last year), 66 traditional transfers (vs 49 last year) and 43 Pathway transfers (vs 32 last year). The total discount rate came in at 52.5% (vs 59.0% last year), some 4 points higher than budget. Nevertheless, with the additional headcount, total net revenue this fall is about \$2million higher than last fall.

Compared to the class of 2021, the '22s have higher SAT scores (1235 mean vs 1213) are more national (55% from NJ vs 59% with 31 states represented vs. 24), are more international (7% vs 5% with 18 vs 17 countries represented, are slightly lower in the percentage of students of color (34% vs 37%) but more in number (142 vs 137) with slightly more students living on campus (90% vs 87%). The male:female ratio is 39/41 (vs 40/60 last year).

The class of '22 boasts 71 Baldwin Scholars (vs 65 last year) and 321 Civic Scholars (vs 32 last year). Pell Grant recipients represent 33.6% of the class vs 33.2% last year, as Drew maintains its commitment to access.

Of particular note is that despite our good efforts over the summer, we did experience a significant higher "melt" than last year. Our "gross" deposit number was 457, and with 420 enrolled our "melt rate" was 8% vs 5% last year. Eight of these students withdrew in the last week before move-in and three withdrew after moving in. Family issues were typically cited from these last minute withdrawals. Overrepresented in the group of students who withdrew after deposit: International Students (9); out of state students (22); males (16); and those with high school GPAs below a 3.2 (13).

Our new first years include a student from California who worked in Yellowstone National Park during the summer to collect data on bison for the national park service; another Californian who gave a TED Talk in his community about the impact of silence on health; a student from Morristown who plays with the NJ Symphony Orchestra; a student from Utah who was among the top 25 fencers at the Junior Olympics, and a student from Afghanistan who started, with a small group of volunteers, a public library in Kabul. Our new undergraduates are a multi-talented group.

The coming year will see many programs on campus for prospective and admitted students:

Fall 2018

Discover Drew Open House - Saturday September 22nd

Discover Drew Open House- Saturday October 27th

Experience Drew Day - Thursday, November 8th - NJ Teacher Convention, Arts Portfolio review

Experience Drew Day - Friday, November 9th - NJ Teacher Convention, Arts Portfolio review

Spring 2019

Experience Drew/Interview Day - January 21st/MLK Day

Experience Drew - Monday February 18th/President's Day

Discover Drew Day/Inside the Forest (for ED, EA) - Saturday, March 23rd

Inside the Forest (for admitted students) - Saturday April 6th

Inside the Forest (for admitted students) - Saturday April 13th

In addition, we will be hosting off campus information and interview programs ("Drew on the Road") in San Francisco; LA; Atlanta; Nashville; Raleigh- Durham; Boca Raton, FL; and Boston.

Looking ahead to Fall, 2019, prospective student numbers are running well ahead of last year. With new CRM software allowing much more personal and targeted communication, along with new promotional materials and refreshed web pages outlining the general direction that you endorsed for "Launch," I am optimistic that our application and enrollment growth will continue.

As of July 1, Amo-Augustus Kubeyinje joined Drew as the Associate Vice President for Graduate Enrollment. Amo came to us from William Patterson University with extensive experience in graduate admissions and international student recruitment. With Amo's guidance, we will continue to increase our inquiry and applicant numbers by refining our marketing and recruitment strategies, working with the Communications to get the word out, building partnerships with local colleges and school districts, partnering with third party vendors, and developing our presence in markets outside of New Jersey. His report follows.

Thank you once again for all you do to help bring the best students to Drew.

Caspersen School of Graduate Studies

Amo-Augustus Kubeyinji, Associate Vice President for Graduate Enrollment

The Caspersen School of Graduate Studies welcomed 71 new students for this summer and fall compared to 62 last year, for a 15% increase in enrollment.

Our new Master of Education and Master in Finance programs were launched last spring. In spite of the late start in recruitment and marketing for these new programs, I am pleased to say we are welcoming eight students into the MEd program this fall. Leveraging our strong foundation in business and finance at the undergraduate level, our new Master in Finance program has enrolled nine new students into the first cohort.

We held our first ever combined CLA Discover Drew Day/Caspersen Open House this past spring. We will continue to co-host this combined event based on the successful turnout and visitor feedback. In our efforts to develop a cross – platform recruitment strategy, we have launched web-based information sessions and will host several webinars and chat sessions over the course of the year.

Software currently used for undergraduate admissions is being adapted at the graduate level and includes a new revamped, user-friendly application and the ability to automate the delivery of targeted program-specific communications. The goal is to provide a seamless application process while improving our level of engagement with students. This web-based platform will allow our recruiters easier access to records and improved data management.

As the traditional graduate pool continues to shrink, it is imperative that we look to other avenues to attract prospective students. The Caspersen programs are beginning to attract more international interest. This year we received ten (10) deposits from students around the world compared to only two (2) recruited last year. This fall semester, I will be heading to Africa for a four country (Nigeria, Ghana, Kenya, South Africa) recruitment trip. A planned undergraduate trip to India by CLA will be expanded to recruit graduate prospects as well.

Other priorities for the year include, working closer with faculty, enhancing the graduate website, shared recruiting resources with CLA and INTO, reassessing our scholarship awarding practices toward optimizing enrollment and net revenue, and continuous data management.

UNIVERSITY LIBRARIANS'S REPORT

Welcome back to campus! Here are some highlights from a busy summer in the Drew Library:

Changes in Instructional Technology

As you are aware from Provost Liebowitz's Opening of School message, Instructional Technology and the Media Resource Center are now integrated with the University Library, bringing library and instructional technology staff and services together as a unified team. Many of our peer and aspirant schools have adopted similarly blended library and instructional technology organizations in recognition of the convergence and ubiquity of digital information, access, and technology in 21st research and education. This structure helps advance a vision of the library as an academic hub and platform for deep collaboration with Drew faculty, staff, and students in teaching, learning, research, creative expression, and service.

With Shawn Spaventa as permanent director, we are building the Instructional Technology group with active recruitments for two newly designed positions. The first is a [Digital Scholarship Technology Manager](#), focused primarily on the university's digital humanities (DH) and digital scholarship (DS) initiatives, including the Digital Drew project supported by the Andrew W. Mellon Foundation. Many thanks to Shawn, Wendy Kolmar, Lee Arnold, and Brian Shetler for their service on the search committee for this position. The second position is an [Instructional Designer](#), initially focused on hybrid and online graduate courses in the Theological School. Melanie Johnson-DeBaufre, Kristen Turner, and Minjoon Kouh are joining the committee for this search. Combined with the expertise of current staff in the library and instructional technology, these positions expand capacity for faculty training and consultation on use of digital tools and technologies in Drew courses, curricular and co-curricular changes forthcoming in the emerging LAUNCH program, and expansion of graduate education to online and hybrid formats. We welcome your participation in campus visits for both of these positions, so please watch for announcements for meeting times and locations.

In addition to organizational changes, Instructional Technology and the Media Resource Center have completed several important projects over the summer

- Classroom computers have all been upgraded with new Windows 10 desktops
- All classroom cabinets have been cleaned and cleared of debris.
- Projectors at the end of their life cycle are being replaced with high lumen laser models
- The Moodle Learning Management System is upgraded to version 3.4
- A new IT training workshop schedule is in the works

New Librarian

Irina Radeva joined the Drew library faculty as Reference and Government Documents Librarian on August 1, 2018. In addition to managing government publications, her responsibilities include instruction, advanced reference, and selection of material for Economics and Business, History, and Political Science. Most recently, Ms. Radeva has worked as a Library Associate at Rutgers' Alexander Library, managing the Government Documents collection, as well as serving in the Circulation and Reference Departments at Douglass Library. Welcome, Irina!

Special Collections and Archives

In collaboration with Professor Kimberly Rhodes (Art History), Special Collections added a secure art storage system to house the university's art collection. The improved environmental conditions are enabling us to seek grants from the NEH and others to support ongoing preservation and collections-based teaching and research.

Library Policy Changes

Food and Drink: The Library has revised its policy on food and drink to allow light snacks on the main level of the main library. Covered (non-alcoholic) drinks are permitted on all floors. No food and drink is permitted in the Wilson Reading Room located in the United Methodist Archives and History Center. For more details, see <https://uknow.drew.edu/confluence/display/Library/Food+and+Drink+Policy>

Proxy Borrowing: The library's Proxy Borrowing program allows a faculty member to designate another person to check out circulating materials and retrieve ILL items and films on your behalf. Materials checked out or retrieved by your proxy are associated with your account, and you are responsible for any replacement costs, fines, or fees that accrue. To ensure that all parties understand their responsibilities in this program, we have adopted a standard application for completion and signature by you and your proxy. See <https://uknow.drew.edu/confluence/display/Library/Proxy+Borrowing+Policy> for further detail and a link to the [Proxy Borrowing Application](#). *Please note that effective October 1, 2018, signed forms are required for both new and continuing Proxy Borrowing participants. If you plan to use the program, please submit your signed forms no later than September 30, 2018.*

New Resources

The library has added several electronic resources in response to faculty requests and Drew's evolving curricular and research programs (see list and links below). We also encourage you to review new/trial databases listed on the library website at <http://libguides.drew.edu/az.php>. Contact your subject librarian with any questions about access to these or any other library collections and resources.

Please don't hesitate to contact me or your subject librarian with any questions about library or instructional technology services and programs.

Sincerely yours,

Andrew Bonamici, University Librarian
abonamici@drew.edu
x3322

NEW ELECTRONIC RESOURCES AT THE DREW UNIVERSITY LIBRARY

The Library has added these new electronic resources for this fall:

- Three new eBook packages with over 33,000 new titles in many disciplines were added. See EBooks [LibGuide](#) for details
- [Routledge Historical Resources: History of Feminism](#) - covers feminism over the long nineteenth century (1776–1928); contains an extensive range of primary and secondary resources, including full books, selected chapters, and journal articles
- [Oxford Research Encyclopedia for Religion](#): provides in-depth peer-reviewed overviews of the major areas of research in religion and will continue to grow with the field over time.
- [HeinOnline](#) (Trial until January 2019) fully searchable, image-based government document and legal research database. This Government, Politics & Law package includes collections on Criminal Justice, History, Foreign Relations, Religion and the Law and Women and the Law.
- [Oxford Very Short Introductions- Science and Mathematics Collection](#) (Trial starting September 4 for 30 days) offers concise introductions to particular subject areas, offering a bridge between reference content and higher academic work. Written by experts in the field who combine facts, analysis, new ideas, and enthusiasm to make challenging topics highly readable.

Streaming Media:

- Kanopy: We have instituted *mediated* access for *some* Kanopy films. (The top 5 Kanopy suppliers still have unlimited access). If you search for a film in Kanopy and it is not available, complete the online form that appears and the Library will respond to your request
- Swank: Instructors may now register for a Swank account, then search the inventory of all Swank films and request titles through the site. The Library will respond to your request
- Keep in mind that each film we add via Kanopy or Swank incurs a cost of \$113-\$120. Less expensive alternatives will be considered.
- You may also refer to the "[Media at the Drew Library](#)" LibGuide for more information.

New York Times:

Drew University Faculty, students and staff have access to the NYTimes.com online edition courtesy of the Library. Content includes articles published from 1851-1922, and between 1981 and the present. Access to the years 1923-1980 is limited to 5 articles per 24 hour period.

If your academic pass has expired, you will need to renew it:

- Go to [NYTimes.com/passes](#) and select "log in here"
- Login with the same drew.edu username and password that you registered with
- If you need to reset the password, go to [NYTimes.com/forgot](#)
- **IMPORTANT STEP!!** Check your Drew email for an activation link from the NY Times, and click on it to activate your pass

For complete information about your NY Times subscription, see the [NY Times LibGuide](#)

CURRENT EXHIBITS

Learning Center (Main Library)

African American Life: Aspects and Archives

	<p>This exhibit showcases materials related to African American history, culture, and social issues. The materials in the exhibit come from a variety of collections, including the Glen Surgeon Collection of African American Literature and the Joan Steiner Endowment for African American Books.</p>
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UPCOMING EXHIBITS

Social Justice

October 1-4, 2018

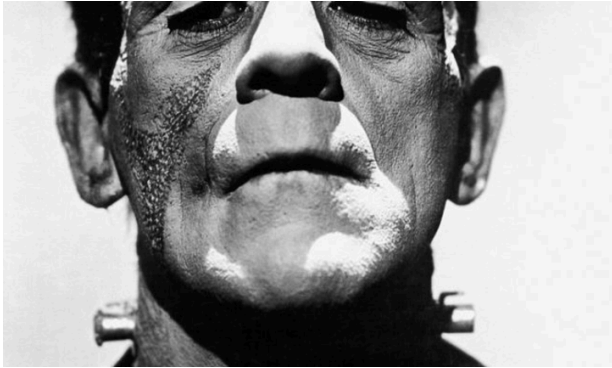
United Methodist Archives and History Center



"The Ever-Widening Circle" is an exhibit that highlights the Social Principles of the United Methodist Church and how those principles guide the actions, behaviors, and decisions of the church. The exhibit will feature historical documents, archival materials, publications, photographs, and other items from the United Methodist Archives and the Drew University Archives. It will highlight the role that members of the United Methodist Church and Drew University students and faculty play in the modern social justice movement.

Frankenstein Anniversary

October 8, 2018 – January 7, 2019
United Methodist Archives and History Center



Why has Mary Shelley's novel about the reanimation of the dead become a cultural phenomenon? This exhibit curated by Head of Special Collections Brian Shetler and Special Collections Associate Candace Reilly highlights the impact Shelley's novel has made on literature, society, and culture. Featuring materials from Drew University's Special Collection such as comic books, rare books, manuscripts, and objects that were inspired by Frankenstein's monster this exhibit brings to life Shelley's novel in a haunting and riveting way!

October 16, 2018 | 5 p.m.

Opening Reception, with talk by Head of Special Collections Brian Shetler and Special Collections Associate Candace Reilly.

EVENTS

Out of the Vault: Playboy!

Tuesday September 4

4:00 pm.

Wilson Reading Room, United Methodist Archives and History Center



Have you heard that the Methodist Archives now has a collection of *Playboy* magazines? Hosted by Angie Kirby Calder and Becca Miller this event discusses how *Playboy* is unique among other erotic magazines of its time for its role as a purveyor of culture through political commentary, literature, and interviews with prominent activists, politicians, authors, and artists.

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

LIBRARY WORKSHOPS

Citation Management Help Workshops

All workshops will be in the **Library/Technology Classroom on the 1st floor of the Library.**

Endnote Web is a free, web-based citation management tool that can help you keep track of your research sources and work with Word to create notes and bibliographies for your papers. Endnote Web Online is especially suited for the Chicago Notes & Bibliography style, but works well with all other style types. Includes a Cite While You Write tool for Microsoft Word.

Endnote Web Workshops:

- Tue Sep 11, 2018, 5 – 6pm
- Mon Sep 17, 2018, 5 – 6pm
- Tue Oct 9, 2018, 5 – 6pm
- Wed Oct 10, 2018, 5 – 6pm
- Tue Nov 13, 2018, 5 – 6pm
- Wed Nov 14, 2018, 5 – 6pm

Zotero is a free, easy-to-use tool to help you **collect, organize, cite, and share** your research sources. It is available for Mac, Windows, and Linux, and works with both MS Word and OpenOffice as well as Google Docs. Zotero has an easy-to-use citation capture add-on for Chrome, Mozilla, and Safari. Zotero can store your citations in the cloud, and access them either via a standalone (free) app or within the Mozilla browser.

Zotero Workshops:

- Thu Sep 13, 2018, 5 – 6pm
- Thu Oct 11, 2018, 5 – 6pm
- Wed Oct 17, 2018, 3 – 4pm
- Thu Nov 8, 2018, 5 – 6pm
- Mon Nov 19, 2018, 2 – 3pm
-

Citation Help Drop In sessions:

Not sure which citation manager to use, or if you need one at all? Got a tricky citation you'd like some advice on? Took a citation manager workshop but need help getting something to work?

Show up for one of the Drop In session:

- Wednesday, September 19, 2018, 5 – 6pm
- Wed Oct 24, 2018, 5 – 6pm
- Wed Nov 28, 2018, 5 – 6pm

Email jheise@drew.edu to reserve a seat, or, if you can't make it to one of our workshops, make a one-on-one appointment

CAPC Deadlines and Guidelines for Faculty AY 2018-19

- 1) We recommend that all faculty review the course descriptions and attributes officially listed in the Catalog for all courses they intend to teach in spring 2019. ***Proposals for new courses to be offered in the spring 2019 semester must be submitted to CAPC no later than the Tuesday, September 11.*** (Please let us know if short notice of this deadline causes a problem and we will work with you. Note that course schedules are due to the Dean's Office early in the fall semester and courses can't be scheduled in Banner if they have not previously been approved by CAPC.) Likewise, changes to existing courses and forms to add a Gen Education attributes to new or existing courses to be taught in spring 2019 are also due by Tuesday, Sept. 11. Proposals should be submitted electronically by the Department Chair or Program Director to capc@drew.edu.
- 2) All other routine items – new course proposals, revisions of existing courses, minor revisions of major or minor requirements, student petitions for Gen Ed attributes etc. – should be submitted by Friday at noon for consideration at the next Thursday meeting. Proposals received after that time are not guaranteed to receive CAPC review until the next week's meeting. Questions regarding forms and petitions should be directed to the Associate Dean for Curriculum in the Arts & Sciences Dean's Office. Please do not send materials to other committee members.
- 3) Proposals for new minors and majors or for significant revisions of existing majors typically require several weeks for CAPC review and approval. Please plan accordingly and discuss with the Associate Dean of Curriculum if you are targeting approval for a specific faculty meeting.
- 4) Forms for most submissions are provided on the CLA Dean's UNKNOWN space. Please use the most up-to-date forms and be sure to address all relevant questions and to provide all information requested, so that your proposals are not delayed because CAPC has to request additional information. Attach new Gen Ed course proposal forms to the course proposal form for any new course.
- 5) Advisers of students proposing special majors and minors should refer students to the guidelines on the CLA Dean's UNKNOWN space. Proposals must be accompanied by a letter of support from the adviser. Special majors must be proposed by the end of the sophomore year; special minors by the end of the junior year.

Guidelines for Research Release Grant Proposals ***Academic Years 2018-2019 and 2019-2020***

Purpose: To support faculty research by providing released time during the academic year. Grant will release Associate or Full Professors from the 11th course in the interval AY 18-19 and AY 19-20, granting the faculty member a 5-course teaching load for those two academic years. It would release Assistant Professors from one course of their load in one of the two years.

Proposals must be no longer than one page, and address the following:

- 1) Why it is essential for you to have this time now during this short term period of AY 18-19 and AY 19-20;
- 2) Why this opportunity is of particular importance to your scholarship or involves particular timing that can't be met by normal sabbatical leave;
- 3) Any aspect of this scholarship that makes it particularly valuable to the Drew endeavor.

Eligibility:

- 1) Must be a tenured or tenure-track faculty member in Arts and Sciences.
- 2) Priority will be given to faculty who have not recently had a sabbatical in AY 17-18 or are not eligible for sabbatical in AY 18-19 or AY 19-20
- 3) Up to date submission of annual reports, syllabi and other key documents is needed for eligibility.

Deadline: Academic Year 2019-2020 should be submitted by October 1, 2018.

Application. To apply for a released time grant, please submit a curriculum vitae along with your 1 page project summary. Be sure your proposal addresses each of the following; please number your responses to correspond to the list below.

1. Describe the proposed research project (i.e., rationale, goals and methodology, current status, anticipated time line).
2. How will the released time facilitate the project and why is it particularly appropriate next year?
3. What are your publication/performance plans?
4. Have you received or are you receiving or applying for a leave or release in the past year or in the upcoming 18-19 or 19-20 academic year?

Each proposal should be accompanied by a statement from the relevant department chair and/or program director indicating how many courses, if any, need to be replaced. If desired, an outside letter of support may also be submitted but is not required.

A limited number of proposals will be approved each year. Recommendations for approval to the Dean will be made by the Dean's Council.

Additional Funding. Applicants are encouraged to apply for Faculty Research Grants, Faculty Development Grants, and Faculty Travel Grants as needed to support their projects, both during the academic year and the summer.

Report. A report on the progress made on your project will be expected at the end of the grant period. Further awards will not be made if this report is not submitted. The report should include:

1. Description of the progress made on the project as a result of the released time grant.
2. Plans for completion of the project if the released time grant period has not allowed you to bring the project to completion.
3. Plans for publication, dissemination, exhibitions, performance.

Workload -- Interim Plan 2018-19 and 2019-20

For the 2018-19 and 2019-20 academic years, as we work together to create a better system for accounting for and assigning faculty work, the following categories of people will not be required to teach the 11th course. These releases are all service related and there is no stacking of potential exemptions. In other words, no person can teach fewer courses under this plan than they would have under the workload accounting rules that were in place for the 2017-18 academic year.

While the following are relevant, a faculty member does not need to teach the 11th course:

- You are at the Assistant rank
- You are on a major standing committee - DC, CAPC, Assessment, COF
- You are on a major ad hoc committee - for 2018-19 membership on the CRUE2 committee, leadership of the Digital Humanities grant, and Baldwin qualifies
 - Determination of what qualifies is made by the Dean in consultation with Dean's Council
- You are running a NY semester
- You are department chair of a large department
 - The Dean's Council has considered the following factors in determining which departments chairs will fall into this category: Size of faculty, number of majors/minors, staff oversight, facilities oversight, credit hours generated, and number of releases already assigned in a department/program.
 - List of chairs meeting the criteria for exemption:
 - Art
 - Arts & Letters
 - Biology
 - Business
 - Chemistry
 - Economics
 - English
 - Political Science/International Relations
 - Psychology
 - Teacher Education
 - Theatre and Dance

Faculty Forms and Reports	Submission	Contact	Deadline
Annual Reports and CVs (Form found on UKNOW - CLADean)	cladean@drew.edu	Maria Masucci	August 1 (to chair) September 15 (cladean@drew.edu)
New Course Proposal Forms or Changes to Course Forms (Form found on UKNOW - CLADean)	Submit through department chair and then to capc@drew.edu	Ryan Hinrichs Chair of CAPC	Sept. 12 for Spring 2018 courses February 1 for Fall courses
General Education Forms	Submit through department chair and then to capc@drew.edu	Ryan Hinrichs, Chair of CAPC	Sept. 12 for Spring 2018 courses Feb. 1 for Fall courses
Syllabi & Credit Hour Calc Worksheets (Fall2017_SUBJ101_InstructorName)	Submitted by department chairs to Google Drive Departmental Folders	Juliette Lantz Assessment Director, Mike Fried	Oct. 1 - Fall courses March - 1 Spring courses
Academic Integrity Violations (Alternate Resolution Forms found on UKNOW - CLADean)	jredling@drew.edu acservices@drew.edu	Judy Redling Jessica Godoy, Admin to Redling	Form submitted promptly
Experiential Learning Mini-Grants	assocdean_curr@drew.edu	Juliette Lantz	3 weeks before trip
Faculty Development Grants	assocdean_curr@drew.edu	Juliette Lantz	Nov. 1 for Jan. & Spring March 15 for summer & fall
Faculty Research Grants	mmasucci@drew.edu	Maria Masucci	Nov. 1 for Jan. & Spring March 15 for summer & fall

Faculty Research Grant Reports		Maria Masucci	To be included in faculty Annual Report
Faculty Forms and Reports	Submission	Contact	Deadline
Faculty Travel Grant Requests	Hard copy with original signatures to the Dean's office.	Maria Masucci	1 month before date of travel
Travel and Expense Voucher (Found on Treehouse, Employee tab, Travel)	Hard copy with original receipts and signatures to the Dean's office. (not-submittable via email)	Trish Turvey Maria Masucci	Within 30 days of expenditure or 30 days of T-card statement.
Sabbatical Applications	cladean@drew.edu	Maria Masucci	Oct. 15, the year prior to the Sabbatical
Sabbatical Reports		Maria Masucci	To be included in faculty Annual Reports
Stipend, Check and Wire Transfer Requests	Hard copy with original signatures to the Dean's office	Jessica Lakin	
Petty Cash Reimbursements Found on Treehouse, search Petty Cash Reimbursements)	Hard copy with original receipts and signatures to Dean's office. (not-submittable via email)	Trish Turvey Maria Masucci	Within 30 days of expenditure or 30 days of T-card statement.

Chair & Program Director Forms and Reports	Email	Contact	Deadline
Course schedules (Chairs & Program Directors)	mmasucci@drew.edu	Maria Masucci	Sept. 22 for Spring 2018 courses
Line Requests	cladean@drew.edu	Maria Masucci	TBA
Teaching Observations	mmasucci@drew.edu	Maria Masucci	
CoF documents	cladean@drew.edu	Maria Masucci Chair of COF	Due dates appear in University Faculty CLA Handbook (Link on UKNOW - CLADean)
Major & minor proposals	capc@drew.edu	Ryan Hinrichs, Chair of CAPC	
Adjunct Request to Hire	Online form, link in U-Know	Maria Masucci	Oct. 15

Administrator	Contact info	Administrative support	
Debra Liebowitz Provost/Dean Mead Hall 223 BC108	jmontross@drew.edu tturvey@drew.edu provost@drew.edu cladean@drew.edu gsdean@drew.edu	Joanne Montross x 3611 (for scheduling and Caspersen School related) Trish Turvey x 3321 (for CLA related)	
Jessica Lakin, Associate Provost Mead Hall 228	jlakin@drew.edu , x3263	Joanne Montross, jmontross@drew.edu x 3611	
Judy Redling, Associate Provost and Director of Academic Excellence	jredling@drew.edu x3290	Jessica Godoy x 3327	
Ryan Hinrichs, Associate Dean-Curriculum BC 104A	assocdean_curr@drew.edu x3803	Patrice Vogt, pvogt@drew.edu x 3587	
Juliette Lantz, Associate Dean- Curriculum BC104A	assocdean_curr@drew.edu x3803	Patrice Vogt, pvogt@drew.edu x 3587	
Maria Masucci, Associate Dean-Faculty BC110	mmasucci@drew.edu x3496	Ellen Whiteman, ewhiteman@drew.edu x 3293	

CLA Department Chairs - Fall 2018

Department	Chairperson	Ext	Location	Email
Anthropology	Allan Dawson	3292	FLK	adawson@drew.edu
Art	Clare Sherman	3325	ARTS	csherman1@drew.edu
Art History	Kimberly Rhodes	3757	ARTS	krhodes@drew.edu
Biology	Steve Dunaway	3119	HS	sdunaway@drew.edu
Chemistry	Adam Cassano	3341	HS	acassano@drew.edu
	Mary-Ann Pearsall	3367	HS	mpearsal@drew.edu
Classics	TBD		BC	@drew.edu
Economics and Business	Maliha Safri	3202	LEW	msafri@drew.edu
English	Neil Levi	3821	SIT	nlevi@drew.edu
	Wendy Kolmar (FA18)	3632	SIT	wkolmar@drew.edu
French/Italian	Emanuele Occhipinti	3831	BC	eocchipi@drew.edu
French (Coordinator)	Marie-Pascale Pieretti	3506	EMB	mpierett@drew.edu
German/Russian/Chinese	Josh Kavaloski	3549	BC	jkavalos@drew.edu
Italian	Emanuele Occhipinti (Coordinator)	3831	BC	eocchipi@drew.edu
Chinese	Bai Di (Coordinator)	3503	BC	dbai@drew.edu
Arabic	Chris Taylor (Coordinator)	3641	FLK	ctaylor@drew.edu
History	Chris Taylor	3641	FLK	ctaylor@drew.edu
Math/Computer Science	Steve Kass	3614	HS	skass@drew.edu
Music	TBD		ARTS	musicdeptchair@drew.edu
Philosophy	Darrell Cole	3336	SWB	drcole@drew.edu
Physical Education	Christa Racine	3650	SIMON	cracine@drew.edu
Physics	Minjoon Kouh		HS	mkouh@drew.edu
Political Science and International Relations	Carlos Yordan	3365	SMITH	cyordan@drew.edu
Psychology	Hilary Kalagher	3972	HAN	hkalagher@drew.edu
Russian	Carol Ueland (Coordinator)	3507	BC	cueland@drew.edu
Sociology	Jonathan Reader	3408	GIL	jreader@drew.edu
Spanish	Monica Cantero-Exojo	3662	BC	mcantero@drew.edu
Theatre Arts and Dance	Jim Bazewicz	3059	ARTS	jbazewic@drew.edu

CLA Program Directors - Fall 2018

Major	Director	Ext	Location	Email
BioChem and Molecular Biology	Adam Cassano Stephen Dunaway	3341 3119	HS HS	acassano@drew.edu sdunaway@drew.edu
Business Studies	Marc Tomljanovich	3251	LEW	mtomljan@drew.edu
Environmental Studies & Sustainability	Phil Mundo	3436	SMITH	pmundo@drew.edu
Media and Communications	Lisa Lynch	3300	SIT	llynch1@drew.edu
Neuroscience	Minjoon Kouh	973-805-8892	HS	mkouh@drew.edu
Pan-African Studies	TBD			
Women's & Gender Studies	Wendy Kolmar	3632	SIT	wkolmar@drew.edu
Minor or Program	Director/Contact	Ext	Location	Email
American Studies	TBD			
Archaeology	Maria Masucci	3496	FLK	mmasucci@drew.edu
Arts Administration	James Bazewicz	3059	ARTS	jbazewic@drew.edu
Asian Studies	Bai Di	3427	BC	dbai@drew.edu
Computer Science	Emily Hill	3198	HS	ehill1@drew.edu
Dance	Kimani Fowlin Rosemary McLaughlin	3407 3249	ARTS ARTS	kfowlin@drew.edu mclaugh@drew.edu
European Studies	Monica Cantero-Exojo	3662	EMB	mcantero@drew.edu
Film Studies	Shakti Jaising	3915	SIT	sjaising@drew.edu
Holocaust Studies	Ann Saltzman (FA18) Joshua Kavaloski (SP19)	3549	HAN	asaltzman@drew.edu jkavalos@drew.edu
Humanities	Marie-Pascale Pieretti	3506	EMB	mpierett@drew.edu
Italian	Emanuele Occhipinti	3831	EMB	eocchipi@drew.edu
Jewish Studies / Modern Hebrew	TBD			
Latin American Studies	Allan Dawson	3292	FLK	adawson@drew.edu
Law, Justice and Society	Jinee Lokaneeta	3430	SMITH	jlokanee@drew.edu
Linguistic Studies	TBD		BC	@drew.edu
Medieval Studies	Jim Hala	3297	SIT	jhala@drew.edu
Middle East Studies	Chris Taylor	3641	FLK	ctaylor@drew.edu
Photography	Rebecca Soderholm	3105	ARTS	rsoderholm@drew.edu
Public Health	Jonathan Reader	3408	FLK	jreader@drew.edu
Russian	Carol Ueland	3507	BC	cueland
Western Heritage	John Lenz	3275	EMB	jlenz@drew.edu
Creative Writing	Courtney Zoffness	3819	SIT	czoffness@drew.edu
World Literature	John Lenz Carol Ueland	3275 3507	EMB BC	jlenz@drew.edu cueland@drew.edu
Programs	Director	Ext	Location	Email
Civic Engagement	Amy Koritz	3208	SWB	akoritz@drew.edu
Composition/College Writing	Jens Lloyd		SIT	jlloyd@drew.edu

ESL (English as a Second Language)	TBD		COM	@drew.edu
EOS (Educational Opportunity Scholars)	Cordelza Haynes	3399	ROSE	chaynes@drew.edu
Baldwin Honors	Stephen Dunaway	3119	HS	sdunaway@drew.edu
Specialized Honors	Kimberly Rhodes	3757	ARTS	krhodes@drew.edu
Writing Across the Curriculum	Sandra Jamieson	3499	SIT	sjamieso@drew.edu

Interested in Teaching?

NJ requires particular content for teachers. Consider these requirements when planning your major, minor, and other coursework.

Art	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level within each certificate • 15 credits in ancillary subject for physical science
Social Studies <ul style="list-style-type: none"> • Anthropology • Economics • History • Political Science • Sociology • Psychology 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 drewmatnews.wordpress.com for information on the BA/MAT program.

Digital Humanities Fall 2018

<http://www.drew.edu/digital-humanities/>

Speakers and Events for Fall

(Room and time details will follow)

October 5: Gardner Campbell, Virginia Commonwealth University. One of the original developers of the concept of Domains of One's Own at Mary Washington University. Campbell will speak to the DSEM Forum in the morning and present a faculty forum in the afternoon.

October 25: Troy Hicks, Professor of Literacy and Technology at Central Michigan University. Focuses on the teaching of writing, literacy and technology. Faculty workshop at 4:00; Public talk in the evening.

Also TBA: Showcases of faculty & student work from the 2017-2018 academic year and the Digital Humanities Summer Institute; Advanced WordPress workshops;

Faculty Grant Application Deadlines for 2018-2019

Applications and further information can be found on the "Faculty Grants" and "DHSI" pages of the website: <http://www.drew.edu/digital-humanities/about-us/apply-for-grant-funds/>

- **Monday, October 1:** Course-release and mini-grant proposals for Spring 2019.
- **Friday, February 1:** Course-release and mini-grant proposals for Fall 2019.
- **March 1, 2019:** DH Summer Institute proposals for summer 2019.

Domains of One's Own – Claim your Domain

The Domains project allows faculty to register their own domain name and associate it with a hosted web space and other internet services. Within this space, users can share coursework, scholarship, a personal or professional blog, activist or community work or create various other digital projects. Domains are not intended to replace Moodle and its functions. They are intended to host digital student projects and to provide creative spaces for students and faculty to experiment. Using Domains will become even easier this fall as all Domains will now be accessible through Drew's single sign-on process.

To request a Domain, fill out the form at: <https://goo.gl/fWgQtW>

For further information about Domains, go to:

<http://www.drew.edu/digital-humanities/about-us/drew-domains/>

Korn Gallery
Dorothy Young Center for the Arts
Drew University
Madison, NJ 07940

For Immediate Release

Michael Peglau
Paintings 2008 - 2018

Exhibition: September 7 – October 5, 2018

Reception: September 7, 5 - 7 p.m.

Artist Talk: September 28, 2:00 p.m. Arts 106

Free Admission

The Korn Gallery is pleased to announce the exhibition, *Paintings 2008-2018*, by Michael Peglau, who is a Professor of Art at Drew University, where he has taught since 1982.

His undergraduate study in Art was at Stanford where his work was guided by Nathan Oliveira and later, working toward his M.F.A. at Rutgers he was especially fortunate in his contact with a Drew Alumnus, Gary Kuehn, who was his M.F.A. thesis adviser. He has been exhibiting his work since the middle of the 1970s and first showed in NY in 1982. Since that time his work has appeared in many venues in New York, in other cities in the U.S. as well as in Germany.

The works in this exhibition depict places and people in Southern Utah, with depictions of places on the north, east and west sides of the Aquarius Plateau, including Capitol Reef, Johns Valley, and Long Canyon. Since 1992 Peglau has made many trips and scores of hikes in this area which led to many groups of paintings and drawings and shows in New York, Cologne, and Salt Lake City. Of special focus in this show are works that take on the myriad of painting problems posed by the big sandstone walls of the many canyons in the region stretching across the immense reaches of Wingate Sandstone, with its typical sharply shaped blocky vertical cliffs, for example, the rugged lower cliffs at Capitol Reef or those of Long Canyon in the Grand Stair Case of the Escalante and the Navajo Sandstone found in the upper reaches of Capitol Reef and in enormous cliff faces of Zions National Park.

The Korn Gallery is located in the Dorothy Young Center for the Arts at Drew University and is open Tuesday through Friday 12:30-4:00 PM, selected weekends and by appointment.

For more information please call: (973) 408 - 3758

Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940
www.drew.edu/korngallery



Korn Gallery Schedule
Fall 2018 through January 2019

Michael Peglau

Paintings: 2008 - 2018

September 7 – October 5, 2018

Reception: September 7, 5:00 – 7:00 p.m.

Artist Talk: September 28, 2:00 – 3:00 p.m. / ARTS 106

Andrew Zimmerman

Under/Cut

Curator: Raymond Stein

October 16 – November 16, 2018

Reception: November 2, 5:00- 7:00 p.m.

Student Show

December 7 – December 13, 2018

Reception: December 7, 5:00 – 7:00PM

Jack Ryan

Sound and Suspicion

Curator: Lee Arnold

January 24 – February 26, 2019

Reception: February 22, 5:00 – 7:00 p.m.

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

INTRODUCING NEW STAFF

Daniel Pascoe-Aguilar

Dr. Daniel Pascoe-Aguilar , Associate Provost for Experiential Education and Career Development. Daniel comes to Drew from Ithaca College as the Executive Director of Career Services and before that the Director of the Career Center at the University of Oregon. He earned a B.A. in industrial design from UNAM in Mexico City, a Master of Divinity from Palmer Theological, a Master of Science in instructional design, and a Ph.D. in instructional systems technology from Indiana University.

John Jordan

John Jordan joins us as the new Academic Director of Drew's INTO Center. He spent the last four years directing the university prep program at Alfaisal University in Riyadh and previously served as Curriculum Supervisor at Colorado State's INTO Center.

Amo Kubeyinje

Amo Kubeyinje comes to Drew as our Associate Vice President for Graduate Enrollment. He brings a wealth of experience in graduate admissions including as the former Director of Graduate Admissions at William Paterson University and the Associate Director of Graduate Admissions at NJIT.

Irina Radeva

Irina Radeva joins the library team as Drew's Reference and Government Documents librarian. Irina was a Library Associate at Rutgers' Alexander Library, managing the Government Documents collection, as well as serving in the Circulation and Reference Departments at Douglass Library. She recently received her Master of Information from Rutgers.

INTRODUCING NEW FACULTY

Carolina Arango-Vargas,
Women and
Gender Studies
and
Anthropology

Carolina Arango-Vargas is a Visiting Assistant Professor, teaching Women's and Gender Studies and Anthropology. She is interested in transnational, women of color, and global south feminisms, particularly in Latin America. She has conducted ethnographic research with organizations of the Colombian Women's Movement and with rural communities impacted by the armed conflict. Carolina aims to better understand the processes of collaboration between feminist NGOs and grassroots organizations, including the feminist discourse that activists use to transform the lives of working class and rural women victims of political violence. Building on methods and theories of political and feminist anthropology, she examines these processes against the larger histories of colonialism, the ideologies of race, class, and gender, and the legacy of various Latin American social movements on contemporary feminist activism. Drawing on postcolonial and decolonial approaches, she explores hidden forms of political agency and resistance.

Alex Bajcz,
Biology and
Environmental
Studies

Alex Bajcz joins the Biology Department and the Environmental Studies and Sustainability Program this Fall, where he will be offering courses in ecology, plant biology, and environmental science. He earned his B.S. in Environmental Science and his M.S. in Terrestrial Ecology from the University of Michigan in 2010 and 2012, respectively. He earned his Ph.D. in Ecology and Environmental Science from the University of Maine in 2016. His research focuses on the trade-offs that govern how and why higher plants reproduce and behave in the ways that they do. In particular, his research agenda at Drew will include an investigation of the factors that influence the morphology and tissue chemistry of fleshy fruits produced by native and non-native flora. He also looks forward to sharing his statistical and programming expertise with the Drew community.

Jeremy Blatter,
Media &
Communications
and Sociology

Jeremy Blatter joins the Program in Media and Communications to teach courses in media studies, media history, and documentary production. Dr. Blatter received a Ph.D. in History of Science with a secondary field in Film and Visual Studies from Harvard University in May 2014. His research interests include media and material culture, early cinema, history of the human sciences, science and visual culture, science communication and digital humanities. His current research explores the intersection of the history of psychology and the behavioral sciences, mass media and material culture from the turn of the twentieth century to the contemporary. He also has a background in archival work and experimental video: he has worked as a film archivist at the Prelinger Archives in San Francisco and subsequently created a series of video works with collaborators including the historian of science Jimena Canales and the folk artist Sam Amidon.

Christopher Fazen,
Chemistry

Christopher H. Fazen joins the Chemistry department to teach courses in chemistry and biochemistry. After earning a B.S. in Biochemistry (Lafayette College) and a M.A. in Biochemistry (University of Scranton), Dr. Fazen earned his Ph.D. in Chemistry from Syracuse University in 2012. After completing postdoctoral research at Princeton University, Dr. Fazen was awarded the first Teacher-Scholar Fellowship at The College of New Jersey. Dr. Fazen's research presentation at Drew, "Killing bacteria while they sleep" described how his laboratory employs techniques from chemistry and biology to better understand antibiotic-tolerant and -resistant bacteria with the intent of developing new therapeutics for treatment of bacterial infections.

Oleg Ivanets,
Economics &
Business

Oleg Ivanets joins the Drew Economics and Business Department from the University of Hawaii where he earned his Ph.D. in Economics. He earned his M.A. and B.A. in Economic Cybernetics (Econometrics) at Taras Shevchenko National University of Kyiv, Ukraine. After that, Oleg was a senior analyst at the second largest bank in the Ukraine, as well as the Vostok Finance group. Oleg's research focuses on the role of risk in the economy, and in particular how systemic risk is not considered in conventional macroeconomic models. His hobbies include philosophy, tennis, and photography.

Jens Lloyd,
English and
Director of
First-Year
Writing

Jens Lloyd recently completed his PhD in English at UC Irvine. A rhetoric/composition teacher-scholar, Jens specializes in spatial and ecological approaches to composition theory and pedagogy. During his time at UCI, he served as Campus Writing Fellow and as Editorial Assistant for *College Composition and Communication* and *Rhetoric Society Quarterly*. You can read his stuff in *Literacy in Composition Studies*, *Present Tense: A Journal of Rhetoric in Society*, and *The Los Angeles Review of Books*, as well as in a forthcoming collection on teaching writing at Hispanic-serving institutions.

Yahya Madra,
Economics and
Business

Yahya M. Madra first joined the Drew faculty in 2016 as an Associate Professor of economics and this year begins his first year as a tenure-track Associate Professor in the Department of Economics and Business. Previously he taught economics at Skidmore (2003-2006) and Gettysburg (2007-2011) Colleges and at Boğaziçi University (2011-2016). He is a member of the editorial board of the journal *Rethinking Marxism* since 1998. He is also a member of the editorial board of the journal *Psychoanalysis, Culture and Society*. He has published and co-authored articles on political economy and on the history of recent economics in edited book volumes and a number of academic journals (e.g., *Journal of Economic Issues*, *European Journal of History of Economic Thought*, *Antipode*, *Subjectivity*, *Development and Change*) in English and Turkish. Most recently, his research interest has focused on the political economy of Turkey as an emerging market under distress in the context of geopolitical conflicts in the Middle East.

Ziyuan Meng,
Computer
Science

The Department of Mathematics and Computer Science welcomes its newest tenure-track faculty member, **Ziyuan Meng**. Dr. Meng received his Ph.D. in Computer Science from Florida International University, and before joining Drew in 2018, he taught at the University of Central Missouri and at Boston College. Ziyuan's research interests include information security, secure program analysis and digital humanities. During his free time, Ziyuan enjoys traveling and collecting local legendary stories.

Sangay Mishra,
PSCI

Sangay Mishra joined the Political Science and International Relations as a visiting assistant professor in August 2013. This year, Sangay starts a tenure-track position at the assistant professor level. He specializes in immigrant political incorporation, global immigration, and racial and ethnic politics. His current research project focuses on the emerging patterns of interaction between Muslim communities and the law enforcement agencies in the post-9/11 period. Another project is concerned with the transnational engagements of the Indian American diaspora. Before joining Drew, he was a Mellon Postdoctoral Fellow at Lehigh University, PA. He received his Ph.D. in Political Science from the University of Southern California, Los Angeles. His book, titled *Desis Divided: The Political Lives of South Asian Americans* was published by the University of Minnesota Press in 2016 and Sage Publications in 2018. It was awarded the best book on Asian America by the Asian and Asian American section of the American Sociological Association in 2017.

Tomás Morin,
English and
Creative Writing

Tomás Morin is welcomed to the Drew faculty by the English Department. Tomás Q. Morín is the author of *Patient Zero*. His first book, *A Larger Country*, won the APR/Honickman Prize and was runner-up for the PEN/Osterweil Award. He translated Pablo Neruda's book *The Heights of Macchu Picchu*, and with Mari L'Esperance co-edited *Coming Close: Forty Essays on Philip Levine*. He is at work on a memoir about fathers.

Rory Mulligan,
Art

Rory Mulligan joins the Art Department in a full-time capacity this fall to teach courses in Photography, Digital Imaging, and Documentary Practice. Mulligan received his BA from Fordham University in 2006 and MFA from Yale University in 2010. After his graduate studies, Mulligan began teaching Photography at Drew in 2011 and has also taught at Bard College at Simon's Rock. His primary practice is in photography with an emphasis on exploring and uprooting traditional practices from the documentary tradition. He will teach courses in both Art and Media & Communications.

Akwasi Nti-Addae,
Economics and
Business

Akwasi Nti-Addae joins the Drew Economics Department from the University of Kansas where he earned his B.A. in Mathematics and Economics, and a Ph.D. in Economics. While pursuing his doctorate, Akwasi worked for research institutions such as the International Growth Center of the London School of Economics, The United Nations University - World Institute for Development and Economic Research (UNU-WIDER) and the African Development Bank. He also served as the Senior Research Economist for the Kansas Department of Commerce for the past two years before joining Drew University. Akwasi's research interests include Economic Development and International Finance, with emphasis on Wealth Inequality and Foreign Direct Investment. His current research focuses on the effects of Chinese Investment in Sub-Saharan Africa. For the fall semester, Akwasi will be teaching Global Economy and Introduction to Microeconomics.

Brandie Waid,
MAT/MEd

Brandie Waid joins Drew's faculty to teach in both the Master of Arts in Teaching and Master of Education programs. Dr. Waid has worked as a high school and middle school mathematics teacher, as well as a teacher educator. She obtained both her B.S. (Mathematics and Mathematics Education) and M.Ed. (Curriculum and Instruction) from The University of Tampa, and her M.Phil. (Mathematics Education) and Ph.D. (Mathematics Education) from Teachers College, Columbia University. Dr. Waid's research interests include growth mindset assessment practices, mathematics education, culturally responsive STEM education, teacher education, and LGBTQ education. Her current research explores the relationship between the beliefs of pre-service mathematics teachers and their enacted assessment practices (assessment tasks, feedback, and planning of next instructional steps).

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