

Arts & Sciences Faculty Meeting

March 27, 2020

HALL OF SCIENCES 4

AGENDA

Join Zoom Meeting

<https://drew.zoom.us/j/212414803?pwd=T1BkMWYvaXJlUXM5cmluMVFUNkdNdz09>

Meeting ID: 212 414 803 Password: ASfac327

One tap mobile

+16465588656,,212414803# US (New York)

+13126266799,,212414803# US (Chicago)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US

Meeting ID: 212 414 803

Find your local number:

<https://drew.zoom.us/j/212414803>

Dial by your location

+1 646 558 8656 US (New York)

+1 312 626 6799 US (Chicago)

+1 301 715 8592 US

CALL TO ORDER: 3:15 p.m.

Debra Liebowitz

APPROVAL OF THE MINUTES

Maria Masucci

Tab A

DEAN'S UPDATES

Debra Liebowitz

ACTION ITEMS:

Bard Early College

Tab B

Faculty Handbook Section –Committees

Tab C

REPORTS:

Curricular Report and Gen Ed in Age of Remote Drew

Rita Keane

Tab D

Assessment Committee: Formative Course Assessment Survey

Rep from the

Assessment Cmte

Library Report

Andrew Bonamici

Tab E

Drew 110 Report

Daniel Pascoe

Tab F

Enrollment Management

Bob Herr

Tab G

Instructional Technology Report

Shawn Spaventa and

Andrew Bonamici

Tab H

DISCUSSION:

Advising and Registration

Maria Masucci

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

Honor Thesis

Brianne Barker

ADJOURNMENT

**Drew University
Minutes of Arts and Sciences Faculty Meeting
February, 2020**

Present: Sarah Abramowitz, Erik Anderson, Christopher Apelian, Lee Arnold, Di Bai, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, James Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Kimberly Choquette, Graham A. Cousens, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Christopher Fazen, Sophia Fortune, Jonathan Golden, Summer Harrison, Jason Jordan, Lisa Jordan, John Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Neil Levi, Jens Lloyd, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Rory Mulligan, Philip Mundo, Emanuele Occhipinti, Karen Pechilis, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Raul Rosales, Susan Rosenbloom, Maliha Safri, Paris Scarano, Ellie Small, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, Marc Tomljanovich, Kristen Turner, Nancy Vitalone-Raccaro, Brandie Waid, Trevor Weston, Tammy Windfelder,

Others Attending: Matthew Beland, Sunita Bhargava, Barb Bresnahan, Alex McClung, Frank Merckx, Greg Townsend, Jody Caldwell, Brian Shetler

Approval of Minutes: The minutes of the January 24th Faculty Meeting were approved unanimously.

Dean's Updates:

1. Special thanks to Stephen Dunaway for his service as Director of Drew Summer Science Institute (DSSI.) Brianne Barker has accepted the position as the new director.
2. The President presented at a DSA meeting several weeks ago. The presentation was basically the same as the December University Faculty meeting presentation. Owing to the work of the Cabinet on budget matters in the last few weeks, there were some additional announcements. MaryAnn announced that one way that we are going to close the budget gap for this year is by freezing all open staff positions. This doesn't mean that ultimately some of these positions won't move forward but cabinet is working on a process to review those on the held list. Faculty hiring is going ahead as planned because that was modelled out separately at the beginning of the year.
3. Conversations are moving forward with College of Saint Elizabeth. The two schools are examining areas where it is logical to share resources. There is opportunity for significant back end collaboration. The framework for this effort is being determined; basic principles established and the manner in which financial matters should be handled. At the moment, on the academic and curricular side the strongest opportunity is developing memorandums of understanding for graduate programs for combined degrees and access to greater professional programs.

4. The following remarks regarding admissions are on behalf of Bob Herr. Admissions has changed the application tracking software and the way they communicate with prospective students. Drew can now track a student's areas of interest and that enables us to reach out to the student based on the information provided. This new capability allows Drew to process applications faster; we are currently two weeks ahead with the admit responses and this lengthens the yield period in the admission cycle. At the moment, when compared to last year, we are up in applications, admits and transfer student admits. Special thanks to everyone who participated at last Saturday's Inside the Forest event.
5. Lastly, Admissions greatly appreciates the effort of Sunita Bhargava and Ryan Hinrichs for their work on community college agreements. As a result of their efforts, we now have an MOU with Union County Community College.
6. The recent concerns surrounding the COVID-19 virus outbreak will present some challenges for INTO. We expect this to effect admissions for the Pathway Program due to quarantine measures in China. As a show of respect, MaryAnn recorded a video offering Drew's best wishes for the health and safety of our current INTO students and their families. We are in the process of developing strategies to address some of the challenges for our INTO students after the spring semester. There may be students who do not want to go home to China over the summer or students who are confronted with a travel ban or a quarantine as they arrive for fall 2020 semester. Obtaining a VISA is likely to prove more difficult as the system could be overwhelmed.

Strategies to manage this scenario will involve:

- Offering a more robust set of course offerings over the summer. Maria Masucci will be reaching out to faculty regarding this teaching opportunity.
 - A shortened fall semester option for students who cannot arrive in time.
7. Communications took into consideration the feedback from faculty regarding the website and there have been some changes to the front page. The website is now more dynamic. In addition, there is a more systematic approach for the departmental pages that will enable them to be populated with relevant articles and stories for the particular department. We are currently working on an integrated calendar and you will be able to tag events that will automatically appear on the appropriate pages. In order to keep the pages more stylistically consistent, the Dean's office will ensure that they are more uniform and include immersive learning experiences.
 8. Day of Scholars News: Michelle Brission and Megan McHugh are working on the schedule for April 17th. Drew has reached out to invite admitted students to attend the events. Classes are not cancelled for the day but faculty are encouraged to work the event into the curriculum. Registration is 12:30 to 1:15 pm. MaryAnn and Debra will welcome participants at 1:30 pm. Music, oral presentations from the Humanities and Sciences will be held from 1:30-2:30 pm. Followed by a series of concurrent events ending in a final poster session at 5:30 pm in Baldwin Gym that is followed by the Community Dinner in the Commons. An email with the registration link will go out next week, please encourage students to register in advance.

Action Items:

1. Changes proposed by the Committee on Faculty as stated in the materials in the packet for the CoF Handbook were unanimously approved by the faculty. The changes are:
 - Deletion of a statement within Arts and Sciences Appendix II regarding Faculty holding administrative positions. Faculty replacements are not the purview of the Committee on Faculty.
 - Correction in Appendix II and III regarding the preparation of materials for promotion to Associate Professor for Teaching faculty. Note: This addition provides parallel language and process for all the reappointment and promotion reviews for tenure-track and non-tenure-track faculty.
 - Update in language to reflect our current practice of not requiring physical or multiple copies of dossiers in tenure and promotion reviews.
 - Extension of Emeritus status for Teaching faculty.

COF is also working on the rights and responsibilities section for the revised Faculty Handbook. Deb thanked COF for their work. Deb clarified that there is nothing outstanding in the workload conversation which will change the fall schedule and that the faculty will get the formula that counts credit for faculty work outside of teaching class by the end of the semester. Also, a suggestion was made that the election for committees occur in November as it can affect the course schedule planning.

2. Faculty Handbook section – Dean’s Council explained that none of the December faculty meeting options regarding faculty forums received a majority and therefore there will be an electronic vote next week following the faculty meeting with two options. Please vote for either option; details available in the materials for the January and February faculty meeting packet.
 - Version I – The Dean’s Council representative from each division will serve as chair for a faculty forum. Faculty members would attend the faculty forum led by their chair.
 - Version II – The members of Dean’s Council will chair five faculty forums and faculty can attend any one of the scheduled forums in preparation for the full faculty meeting.

Psychology Minor Revisions – CAPC presented a proposed change to the Psychology minor credit requirements. Total credits would go from 26 to 20; core credits would go from 20 to four; and elective course credit would expand from 8 to 16 credits. The faculty unanimously approved the change.

Reports:

Curricular Report: No questions on the curricular report. Rita Keane provided a GEN ED update. A writing design team has formed led by Pat McGuinn and Wendy Kolmar to develop student learning outcomes for the writing curriculum and to assist with the complex problem course. The Complex Problem course is a signature course for the new GEN ED curriculum. The Design Team has met and will call a faculty forum. March 27 is the target to give a draft of the new GEN ED.

Middle States: No questions

Library Report: No questions

For Discussion:

Please fill out the assessment survey on program outcomes and transferable skills. If you are affiliated with more than one program, fill out one for each program.

Based on some concern from the faculty regarding handling accessibility and students with challenges, the Center for Academic Excellence would like to offer some Faculty Development on classroom challenges. A survey will go out to get information on issues of concern so that resources can be provided to address them. There are summaries of standards on the CAE website, and they are interested in any feedback that you have about the information. CAE is currently looking to add workshops possibly before the faculty meetings. This should be a team effort.

Launch Updates.

There will be a networking night with the Morris County Chamber of Commerce on February 25th. This is a valuable opportunity for our students to make connections.

Students in Drew 110 have been working on social identity. They are focusing on how to identify paths that they should pursue. The LAUNCH curriculum works when faculty integrates these concepts into other parts of the student's course work and curriculum.

If you have students who are interested in the BA-MAT program, please have them contact the coordinator, Nancy Vitalone-Raccaro.

Dean's Council presented the slate for committee elections. There was a call for nominations on open positions. The electronic vote will be sent out next week.

The meeting was adjourned at 4:30 pm.

Minutes respectfully submitted by Joanne B. Montross

**Memorandum of Understanding
Bard High School Early College & Drew University**

Purpose

The purpose of this agreement between Bard High School Early College (BHSEC) and Drew University (Drew) is to recognize the outstanding academic achievement of BHSEC students and to provide for a seamless and successful transition from BHSEC to Drew.

Criteria

Students from BHSEC are guaranteed admission to Drew during the fall semester or the spring semester provided the student has met the following criteria:

- Has applied to Drew as a first-year student using the Common Application
- Is on track to graduate from BHSEC at the time of application to Drew
- Is on track to complete the Associate Degree and/or a minimum of 60 undergraduate credits from BHSEC at the time of application to Drew
- Has at least a 3.0 cumulative GPA in the college program at the time of application to Drew

Provisions

- As a prospective student, the application fee for BHSEC students will be waived.
- As a first-year Drew student, admitted BHSEC students will be eligible for need-based and merit aid for their undergraduate studies, not to exceed 8 semesters. Students must be enrolled for consecutive semesters and must remain in good academic standing in order to maintain their merit scholarships.
- Drew will inform BHSEC annually of all admission and financial aid opportunities.
- Enrolled BHSEC students will be expected to participate in all activities designed for first year Drew students.
- BHSEC students' college credits will be applied towards the bachelor's degree at Drew, up to 60 credits contingent on transcript review and approval. In order to earn the Drew bachelor's degree, student must complete all major and general education requirements for the bachelor's degree, including a minimum of 48 credits at Drew. (As first-year students, BHSEC students are not eligible for the Transfer Policy for Students with an Associate of Arts and Associate of Science Degrees. However, BHSEC student will also not be subject to the Advanced Standing Policy limiting the number of transfer credits to 32.)
- BHSEC students who do not meet the guaranteed admissions criteria are encouraged to apply to Drew as first-year students. BHSEC students who transfer to Drew will be invited to participate in all programs designated for first-year students.
- Both institutions agree to meet annually to share information on program updates, curricular and program changes and all processes relevant to this agreement.
- This agreement shall become effective upon the signing of both parties and shall continue in effect until both parties agree in writing to modify or terminate the agreement. Termination of the agreement shall become effective ninety (90) days after written notice is given.

Commented [RZH1]: Faculty approval required.

Bard Early High School College

Dr. Leon Botstein
President, Bard College
Date _____

Dr. John B. Weinstein
Dean of the Early Colleges, Bard College
Date _____

Drew University

Dr. MaryAnn Baenninger
President, Drew University
Date _____

Dr. Debra Liebowitz
Provost & Dean of the College, Drew University
Date _____

FACULTY REGULATIONS, Section 3,
for Second Discussion at March Division Meetings & vote at the March Faculty Meeting

NOTE: Descriptions of function and membership of some committees are still being revised by other bodies and so are not yet in this document. This includes, Committee on Faculty, Title IX/AAEOC Committee, University Grievance Committee, Professional Conduct Committee, and other University Faculty committees not listed below. These committee descriptions will be brought separately to the faculty.

3. Standing Committees

3.1 Arts and Science Representation on University Committees

Academic Computing Advisory Committee (appointed)

Function: The Academic Computing Advisory Committee offers faculty insight on all aspects of Academic technology and computing at Drew.

Membership: The Arts and Sciences faculty is represented by on ACAC by three divisional representatives appointed by the Arts & Sciences Dean's Council in consultation with the Dean.

Academic Standing Committee -- Caspersen School and Drew Theological School (appointed)

Function: The Academic Standing Committee--Graduate is concerned with the academic performance of graduate students. It shall decide all matters relating to the standing and retention of students. It shall grant or deny individual student requests for modifications of or exceptions to academic regulations. It shall advise the faculty regarding related academic policies and regulations.

Membership: The Arts and Sciences faculty is represented on the Graduate Academic Standing Committee by two faculty members appointed by the Arts & Sciences Dean's Council in consultation with the Dean.

Annual Planning and Budgeting Council (APBC) (elected)

Function: The Annual Planning and Budgeting Council is the primary University body responsible for the annual planning and budgeting cycle. It makes recommendations to the President and cabinet on all aspects of planning, budgeting, and institutional assessment. A faculty representative on APBC will attend at least one Arts & Sciences Dean's Council Meeting a year.

Membership: The Arts and Sciences faculty is represented on APBC by two faculty members who are elected by the Arts & Sciences faculty.

Compensation Monitoring Committee (appointed)

Function: The Compensation Monitoring Committee is a University body that monitors Drew's compensation in relation to peer and aspirant institutions, and advises the President and the Annual Planning and Budgeting Council on matters related to compensation.

Membership: The Arts and Sciences faculty is represented on the Compensation Monitoring Committee by two faculty members appointed by the Arts & Sciences Dean's Council in consultation with the Dean.

Institutional Review Board (appointed)

Function: The Institutional Review Board is the University body that oversees research conducted at Drew University on living human subjects covered by the Code of Federal Regulations, Title 45, Part 46, which ensures that all ethical and legal protections for human subjects are observed.

Membership: The Arts and Sciences faculty is represented on the IRB by two Arts and Sciences faculty members appointed by the Provost or Chief Academic Officer. When the Chair of the IRB is a member of the Arts and Sciences faculty, the Provost or Chief Academic Officer shall appoint three members to serve on the IRB.

Library Committee (appointed)

Function: The University Library Committee advises the Library administration on its services, policies, and projects.

Membership: The Arts and Sciences faculty is represented on the Library Committee by three faculty members appointed by the Arts & Sciences Dean's Council in consultation with the Dean.

Risk Management Committee (appointed)

Function: This committee is designed to provide university-wide governance to the enterprise risk program for Drew. The goals of this committee include:

- Establish and maintain processes and policies by which risk is evaluated and prioritized for the University.
- Provide accountability to the risk owners associated with the risks requiring mitigation plans.
- Provide a continuous feedback loop to the CFO who is accountable to the President's Cabinet and the Board Audit Committee for reports on the status of Drew's enterprise risk program.

Membership: The Arts and Sciences faculty is represented on the Risk Management Committee by one faculty member appointed by the Arts & Sciences Dean's Council in consultation with the Dean.

Title IX/ EEO Committee (appointed)

Description of function and membership forthcoming

3.2. Organization and Functioning of Arts and Sciences Committees

a) General Principles

All committees are agents of the faculty, and they are established by the faculty for the effective discharge of responsibilities assigned to it under the University's By-Laws. The role of a committee is to consider, whether by referral or on its own initiative, matters that are appropriate under its assigned responsibility.

There shall be two types of committees: Standing Committees and Ad Hoc Committees:

- i. Standing Committees of the Faculty are created by vote of the faculty as permanent committees. The function of Standing Committees is to assist the faculty in the accomplishment of its duties in critical areas of its responsibility, to oversee the operations of specific academic programs or opportunities for students, or to offer advice to University offices critical to the operations and life of the College, the Caspersen School of Graduate Studies, and/or the University. Standing Committees may only be dissolved by vote of the appropriate faculty body. There shall be no standing subcommittees. Any standing committee may, if it wishes, establish ad hoc subcommittees or task forces to advise and assist it on specific matters.
- ii. Ad-Hoc committees are short-term bodies created as needed, with clearly defined objectives and clearly stated sunset provisions. They are appointed by the Dean in consultation with Dean's Council, or may also be elected by the faculty for specific purposes. Such Ad-Hoc committees shall terminate automatically within 24 months of their creation unless the faculty approves an extension of time to complete the assignment, or transform the ad-hoc or select committee into a standing committee of the faculty.

b) Committee Charges

- i. The charge of each Arts and Sciences standing committee is delineated in **section 3.3**. Committees may also be asked to consider and make recommendations on matters that affect the College and the Caspersen School of Graduate Studies, but which are not subject to decision by its faculty. Advice may be given, but specific recommendations shall not be made without also informing the faculty whose agent the committee remains. No committee shall make final decisions for the faculty unless it has been authorized by the faculty to act in its name. If the faculty has granted to a committee the power to act in its name, the committee will, either through the chair of the committee or through the Dean's Office, advise the faculty of decisions taken under that authority. Such decisions will not be put into effect less than five academic days after such notice has reached the faculty. If any two voting members of the faculty advise the committee and the Dean of the College that they object to a specific decision, it shall not take effect until the matter has been considered by the whole faculty at either the next regular meeting or at a duly called special meeting of the faculty. This restriction shall not apply to the decisions of the Committee on Faculty, the Committee on Academic Integrity, the Committee on Academic Standing, or other committees that routinely make decisions that only affect individual faculty members or students.
- ii. Committees may also be authorized to act on routine matters that are appropriate and necessary for the faculty to continuously monitor and oversee.
- iii. Committees will not be expected or required to act as agents of bodies other than the faculty.
- iv. Committees will keep and post minutes, except as specified below, to record deliberations and actions taken. After each set of minutes is approved, the chair shall send an electronic copy of the minutes to the Dean's Office to be posted online.

- v. All committees will keep the faculty regularly informed of their agenda. Insofar as possible, their chairs will, either by circulation of memoranda or through the faculty meeting agenda, indicate the nature of recommendations the committee is developing, thus permitting faculty members to voice concerns and to offer opinions before a formal recommendation shall be ready or submitted.
- vi. When committees are bringing major policy decisions to the faculty for action, they will first report their recommendations to and solicit feedback from the Dean's Council and/or the Conveners as appropriate, and present proposals to Forum meetings for further discussion prior to the Faculty Meeting at which the formal proposals are to be discussed or acted upon by the faculty.
- vii. Any committee report requesting specific action or formal faculty decision shall be in writing and shall include specific wording for the motion of the proposed faculty action, and a summary of the reasons for the requested action. Such a report shall normally be sent to voting members of the faculty at least 72 hours prior to the meeting at which the proposed motion is to be considered.
- viii. Each committee should make a written or oral report to the faculty at least once each academic year. If the report is oral it should include a brief summary in written form.
- ix. No committee will be responsible to any other committee, except as otherwise provided for in these regulations, though any committee may request an opinion or advice from any other committee. If any committee feels that an item has been inappropriately referred to it, its chair shall forward it to the appropriate committee, advising the item's originator of this referral. Disputes over committee responsibilities will be referred to the Dean's Office and Dean's Council or Conveners for resolution, which shall be binding.

3.3. *The Arts and Sciences Committees*

3.3.i. *Committees with Elected Membership*

Assessment Committee (elected)

Function: The Assessment Committee manages the assessment of the efficacy of the undergraduate experience in support of students' learning and development and in alignment with the goals and outcomes of the College.

Specifically, Assessment Committee responsibilities include:

- Assessing student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff.
- Organizing the collection, analysis, and dissemination of evidence of student learning.
- Supporting the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.

Membership:

The Assessment Committee consists of:

- Four faculty members, one from each of divisions I and II, and two from division III, elected for a two-year term. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first.
- The chair, a faculty member appointed by the Dean in consultation with the Dean's Council from the elected members of the committee
- The Associate Dean of Curriculum in Arts and Sciences (*ex officio*)
- The Director of Student Learning Assessment (*ex officio*)

Committee on Faculty (elected)

Description of function and membership forthcoming

Curriculum and Academic Policy Committee (elected)

Function: Exclusive power to create and change academic policy resides in the faculty, as stipulated in the University's By-Laws. The faculty of Arts and Sciences exercises this responsibility through its elected representatives on the Committee on Academic Policy and Curriculum (CAPC), which brings policy proposals forward to the full Arts and Sciences faculty, after consultation with the Dean's Council, for the faculty's consideration and vote. Academic policy for the Caspersen School is decided by the Graduate Academic Standing Committee and the Conveners

Specifically, the Curriculum and Academic Policy Committee (CAPC) responsibilities include:

- issues relating to the current instructional operation of Arts and Sciences, in order that curricula, requirements for majors, assessment and other programmatic matters are consistent with educational policies and academic standards approved by the faculty. Subject to the limitations and procedures specified in the academic regulations of Arts and Sciences, CAPC is empowered to approve courses and requirements for majors as proposed by departments. It may not approve creation or discontinuance of majors or programs, or make academic policy, but it may make recommendations to the faculty and the Dean's Council on such proposals. It shall also receive and act upon requests for special majors;
- arrangement for adequate and regular consultation with and input from departments and divisions concerning those issues which are of concern to them regarding curricular matters, including assessment issues, the cross listing of courses and courses required in other programs;
- overseeing the development of articulation agreements with other institutions of higher learning, which it will review with the Dean's Council and bring to the full faculty for approval.
- The Committee will keep and post minutes as specified in 3.2.b.iv.

Membership:

The Curriculum and Academic Policy Committee consists of:

- Five full-time faculty members, either tenure-track or non-tenure-track, who have taught full-time at Drew for at least three years, one from each of divisions I and II, and two from division III, as well as one additional at-large faculty member. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division.

Whenever possible, elections shall be held in such a way that two or three faculty members shall be in the first year of service and two or three faculty members shall be in the second year of service.

- Associate Dean of Arts and Sciences for Curriculum (ex officio)
- The Registrar (ex officio)
- The chairperson shall be elected by the committee from among its full-time faculty members each year.

Dean's Council (elected)

Function: The Dean's Council advises and makes recommendations to the Dean of Arts and Sciences, and, on occasion, the President, the Provost, other senior administrative officers and/or the Board of Trustees, on shared governance, faculty appointments and workload, strategic planning, budgeting, curricular issues, and other matters related to the College of Liberal Arts and the Caspersen School of Graduate Studies. It considers all matters of concern to Arts and Sciences faculty having to do with membership, faculty responsibilities, and the quality of faculty life.

Specifically, Dean's Council responsibilities include:

- considers proposals for new programs, evaluating them in light of existing strategic priorities, existing or potential student demand, the budget and staffing limitations for Arts and Sciences and University.
- reviews and discusses the final reports of external reviews of departments and programs.
- reviews and offers recommendations on sabbatical applications and release-time grants. Members of the Council must also recuse themselves from consideration of their own sabbatical applications or leave of absence applications.
- consults with and advises University bodies concerned with budgets, planning and programs.
- considers and advises CAPC on new programs or major revisions of existing programs before faculty approval is sought.
- proposes to the faculty policies designed to implement long-range strategic plans of the Schools and the University.
- Is in regular communication with key University and Arts and Sciences committees, as well as student governing bodies.
- forwards recommendations to the faculty for changes to the governance structure of Arts and Sciences.
- advises the Dean on annual line requests. During deliberations of line requests, however, a member must recuse her or himself from any discussion of a faculty line request coming from her or his department or program by leaving the room during discussion of the merits of the proposal.
- solicits preferences of faculty members for committee assignments, confirms availability, and draws up ballots for committee elections based on faculty preferences and committee needs.
- The Committee will keep and post minutes as specified in 3.2.b.iv.

Membership:

The Dean's Council consists of:

- Four tenured faculty members, one from each of divisions I and II, and two from division III, elected by the entire faculty for a two-year term. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division.
- One additional tenured faculty member, elected by the entire faculty at-large for a two-year term.
- Whenever possible, elections for the Dean's Council shall be held in such a way that two or three faculty members shall be in the second year of service and two or three in the first year of service in any given year.

Global Education Faculty Advisory Committee (elected)

Function: Oversees all international and off-campus programs directed by the Center for Global Education and advises the Center's Director. In addition the committee:

- Consults with advisory groups associated with specific off-campus programs;
- Develops, promotes, and oversees the implementation of new international and off-campus programs;
- Advises the faculty on the creation of new off-campus programs, or on significant changes to existing off-campus programs;
- Oversees the operations of the Center for Global Education;
- Conducts the annual solicitation of faculty proposals for ShortTRECs and selects the proposals;
- Reviews of the list of students selected for ShortTRECs and hears student appeals concerning the selection process;
- Reviews all off-campus and international programs on a regular cycle and reports to the faculty; and
- Reviews and revises the Approved List of off-campus and international programs offered by other institutions.
- Reviews and makes recommendations on the revision of policies related to off-campus programs.
- The Committee will keep and post minutes of its deliberations and decisions as specified in 3.2.b.iv.

Membership

The Global Education Faculty Advisory Committee consists of:

- Three faculty members, one from each of the three Arts and Sciences Faculty Forums, elected for a two-year term.
- The Dean, in consultation with the Dean's Council, shall appoint one of the divisional members as chair.
- The Associate Dean for Curriculum, who serves *ex officio* with voice but no vote
- The Director of the Center for Global Education, who serves *ex officio* with voice but no vote

3.3.ii Committees with Appointed membership

Academic Integrity Committee (appointed)

Function: The Academic Integrity Committee's mission is to promote a culture of honesty and adherence to academic standards of integrity, by providing guidance to the community in fulfilling its responsibilities under the Academic Integrity Policy, and by supporting student engagement in educational opportunities and intellectual growth.

Specifically, the Academic Integrity Committee responsibilities include:

- Hearing and deciding all cases where students are charged with having violated the College's policies on academic integrity.
 - For the full text of the Academic Integrity Policy click here: <http://catalog.drew.edu/content.php?catoid=29&navoid=1338#integrity>
 - For the Academic Integrity Procedures click here: <https://uknow.drew.edu/confluence/display/cladean/CLA+and+Caspersen+Dean+for+Drew+People?preview=%2F21071528%2F85360906%2FAcademicIntegrityProcedures.05.30.19.pdf>
- Advising the faculty regarding its policies and regulations.
- The Chair of the committee will meet with the appropriate representatives from student government at least once each academic year to review the committee's policies and guidelines and solicit feedback.
- The committee's agenda and decisions shall serve as its minutes and shall remain confidential. The outcome of the hearing is documented, with a copy sent to the student and accusing faculty.

Membership:

The Academic Integrity Committee consists of:

- Two representatives from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council;
- The Dean of the College or designee

Academic Standing Committee - CLA (appointed)

Function: The CLA Academic Standing Committee is concerned with the academic performance of students in the College.

Specifically, CLA Academic Standing Committee responsibilities include:

- Granting or denying individual student requests for modifications or exceptions to academic regulations.
- Acting as the deciding body for petitions from faculty for grade changes.
- Conducting an end of term review of student performance and academic standing and managing the Satisfactory Academic Progress appeal process for students on a required withdrawal and probation. Deciding on the standing and retention of undergraduate students based on their academic performance.
- Reporting to the faculty each semester on actions it has taken during the preceding semester.
- Advising the faculty regarding its policies and regulations.
- The Chair of the committee will meet with the appropriate representatives from student government at least once each academic year to review the committee's policies and guidelines and solicit feedback.

- The Committee's agenda and report of actions serve as the minutes, which are kept as part of the committee's records. These records remain confidential and are not posted or made public.

Membership:

The Academic Standing Committee consists of:

- One member from divisions I and II and two members from division III appointed by the Dean in consultation with the Dean's Council, which will ensure that the two representatives from Division III's members represent the disciplinary breadth of the division.
- The Associate Provost, the Director of the Center for Academic Excellence, and the Dean of Students (or a representative);
- The University Registrar and representatives from Financial Assistance and Student Accounts will sit on the committee with voice but without vote.

Civic Engagement Faculty Advisory Committee (appointed)

Function: The Civic Engagement Faculty Advisory Committee advises the Director of the Center for Civic Engagement (CCE) on the development, promotion and implementation of new and existing civic engagement courses, programs, and partnerships.

Specifically, Civic Engagement Faculty Advisory Committee responsibilities include:

- Providing oversight and regular review of existing programs. oversees assessment strategies for Community-Based Learning (CBL) courses;
- Overseeing alignment of the CCE's work with national trends in civic engagement and the liberal arts
- Overseeing alignment of the CCE work with University goals, programs, and offices by increasing engagement with community in the service of the common good, including but not limited to working with low income and minority communities and increasing opportunities for faculty mentorship of students through experiential learning.

Membership:

The Civic Engagement Faculty Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council, who shall elect a chair from among themselves
- The Director of the Center for Civic Engagement (*ex officio*).

Educational Opportunities Scholars Faculty Advisory Committee (appointed)

Function: The Educational Opportunity Scholars Program (EOS) Faculty Advisory Committee advises the Director of the EOS on all matters related to the academic curriculum and educational support services designed and developed for students admitted to Drew through the EOS Program

Specifically, EOF Faculty Advisory Committee responsibilities include:

- Curriculum and planning of the EOS Summer Program.
- Reviewing all academic policies and procedures designed for the EOS Program
- Securing appropriate approval, as needed, before implementation of policies, procedures, and curriculum.

Membership:

The EOS Faculty Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council;
- The Director of the EOS Program, who serves with voice but no vote;
- The Associate Dean for Academic Services, who serves in an *ex officio* capacity with voice but no vote

Faculty Advisory Committee on Admission and Financial Aid (appointed)

Function: The Faculty Advisory Committee on Admissions and Financial Aid advises the Vice President for Enrollment Management and the Director or Dean of Admissions on all matters related to admissions and financial aid policy and strategy for the College.

Membership:

The Faculty Advisory Committee on Admissions and Financial Aid consists of:

- A representative from each of the three Arts and Sciences Faculty Forums, appointed by the Dean in consultation with the Dean's Council.

Honors Advisory Committee (appointed)

Function: The Honors Committee advises the Director of the Baldwin Honors programs and the faculty concerning curricular changes, new courses, and programming for the Baldwin Honors Program.:

- Rules on petitions related to specialized honors theses.
- Coordinates and promotes prestigious fellowship applications including, but not limited to: the Beinecke, Boren, Carnegie Junior Fellowship, Cooke, Fulbright, Goldwater, Marshall, Rhodes, Roothbert, and Scoville.

Membership

The Honors Advisory Committee consists of:

- A representative from each of the three Arts and Sciences Faculty Forums not represented by the Director and Associate Director, appointed by the Dean in consultation with the Dean's Council;
- Director of the Baldwin Honors Program, who serves as chair;
- Associate Director of the Baldwin Honors Program, who also serves as a division representative;
- The Associate Dean for Curriculum

Curricular Report

March 2020

For Action:

- Memorandum of Understanding-Bard Early College & Drew University

For Information:

New Courses:

- ANTH/SOC 386/Urban Studies in Context: A Case Study of London, UK -[BSS]
- DANC 102/Beginning Ballet [BART]
- DANC 103/Tap [BART]
- DANC 202/Intermediate Ballet
- FREN 335/Algerian Film from Decolonization to Globalization

Changes to Existing Courses:

- ARTH 380, ENGH 380, HIST 380, PSCI 380, THEA 380, MCOM 380/London Semester Interdisciplinary Colloquium
 - New Prefix - LNDN 380/London Semester Interdisciplinary Colloquium
- SEP 101/Introduction to Writing
 - Credit change from 0-2 to 0-4 and description change

Changes to Existing Major/Minor:

- Film Studies Minor/Middle East Studies Minor
 - Adding FREN 335/Algerian Film from Decolonization to Globalization to electives list

Gen Ed Designations:

- ANTH/SOC 386/Urban Studies in Context: A Case Study of London, UK [BSS]
- BIOL 396/Research in Biology [IMMX]-approved
- DANC 102/Beginning Ballet [BART]
- DANC 103/Tap [BART]
- NEUR 396/Research in Neuroscience [IMMX]-approved
- Resident Assistant [IMMX]-approved

For Action:

Memorandum of Understanding-Bard Early College & Drew University

Purpose

The purpose of this agreement between Bard Early College (BEC) and Drew University (Drew) is to recognize the outstanding academic achievement of BEC students and to provide for a seamless and successful transition from BEC to Drew.

Criteria

Students from BEC are guaranteed admission to Drew during the fall semester or the spring semester provided the student has met the following criteria:

- Has applied to Drew as a first-year student using the Common Application
- Is on track to graduate from BEC at the time of application to Drew
- Is on track to complete the Associate Degree and/or a minimum of 60 undergraduate credits from BEC at the time of application to Drew
- Has at least a 3.0 cumulative GPA in the college program at the time of application to Drew

Provisions

- As a prospective student, the application fee for BEC students will be waived.
- As a first-year Drew student, admitted BEC students will be eligible for need-based and merit aid for their undergraduate studies, not to exceed 8 semesters. Students must be enrolled for consecutive semesters and must remain in good academic standing in order to maintain their merit scholarships.
- Drew will inform BEC annually of all admission and financial aid opportunities.
- Enrolled BEC students will be expected to participate in all activities designed for first year Drew students.
- BEC students' college credits will be applied towards the bachelor's degree at Drew, up to 60 credits contingent on transcript review and approval. In order to earn the Drew bachelor's degree, student must complete all major and general education requirements for the bachelor's degree, including a minimum of 48 credits at Drew. (As first-year students, BEC students are not eligible for the Transfer Policy for Students with an Associate of Arts and Associate of Science Degrees. However, BEC students will also not be subject to the Advanced Standing Policy limiting the number of transfer credits to 32.)
- BEC students who do not meet the guaranteed admissions criteria are encouraged to apply to Drew as first-year students. BEC students who transfer to Drew will be invited to participate in all programs designated for first-year students.
- Both institutions agree to meet annually to share information on program updates, curricular and program changes and all processes relevant to this agreement.
- This agreement shall become effective upon the signing of both parties and shall continue in effect until both parties agree in writing to modify or terminate the agreement. Termination of the agreement shall become effective ninety (90) days after written notice is given.

For Information:

New Courses:

ANTH/SOC 386/Urban Studies In Context: A Case Study of London, UK

Introduces the field of urban anthropology in the context of London, UK with reference to London as a capital city and its relationship to: the global world; some neighbouring European cities; Britain as a nation; its inner and outer London suburbs. The course will examine London as a global and local ethnographic site, including a

look at its past history that has facilitated London's continuing capital city status. We will examine the social anthropology of London in terms of urban processes and their impacts, thinking about regeneration and gentrification, income, housing, food insecurity, austerity, and the challenges of identity in the multicultural context that London represents. We will consider key issues about London's environmental anthropology, for example, the impacts of air pollution on vulnerable groups and whether policies to 'green' London are evenly distributed. CLA-Breadth/Social Science.

DANC 102/Beginning Ballet

This course explores the movement principles, history, socio-cultural context, and technique of ballet, with particular emphasis on dynamic alignment. We will explore ballet's evolving relationship to space, time, shape, and effort, and place ballet in context to other dance forms. Students will find ways to make the technique their own, finding their own expressive qualities. CLA-Breadth/Arts.

DANC 103/Tap

This course is set to be a practice driven beginner/mixed level tap dance class along with a look into tap dance improvisation, basic music theory and the history of tap dance, its past, present and its significant key players. Course Objective & Student Learning Outcomes The objective is that students will learn how to tap dance relative to their individual abilities and levels. Students will be able to perform, create and recognize tap steps and combinations along with their terminology. They will learn about the history of tap dance and some of the main tap dancers (past and present) in the field. The goal is to gain insight and an informed appreciation for this unique American art form. CLA-Breadth/Arts.

DANC 202/Intermediate Ballet

This course explores the movement principles, history, socio-cultural context, and technique of ballet, with particular emphasis on dynamic alignment at an intermediate level. We will explore ballet's evolving relationship to space, time, shape, and effort, and place ballet in context to other dance forms. Students will find ways to make the technique their own at a more advanced level, finding their own expressive qualities.

FREN 335/Algerian Film From Decolonization to Globalization

This course examines the quest for new narrative codes and techniques that capture the ever changing reality of Algeria, and in particular the question of its identity, national and individual, through examples of its contemporary film production. A theoretical framework and historical and cultural contexts that include an overview of the current Maghribi cinematic production provide the analytical tools to explore the following questions among others: In what ways do Algerian film directors address, challenge, resist or escape history? How do these films treat gender, social class, tradition/modernity, rural vs urban realities? How do the Arabic and French/European cinematic traditions relate to one another and shape this production? What economic, political and cultural factors determine both the production and distribution of these works? Prerequisite: instructor's permission. Offered triennially.

Changes to Existing Courses:

ARTH 380, ENGH 380, HIST 380, PSCI 380, THEA 380, MCOM 380/London Semester

- **New Prefix LNDN**

Current:

ARTH 380, ENGH 380, HIST 380, PSCI 380, THEA 380, MCOM 380/London Semester

The Colloquium, taught by the program director, offers both a collective interdisciplinary exploration of a London topic and an opportunity for each student to complete an individual research project. The project asks students to make use of the resources of London to explore a topic they have chosen in consultation with the

program director and perhaps also a campus adviser. Students develop their topics through interviews, site visits, participant/observation, and the use of London libraries. Offered Fall semester. Offered in London program. Instructor permission required Prerequisite: Acceptance into the London Semester program. Same as ENGL 380, PSCI 380, THEA 380, HIST 380, MCOM 380 CLA-Off Campus Experience, CLA-Breadth/Interdisciplinary.

Proposed:

LNDN 380/London Semester

The Colloquium, taught by the program director, offers both a collective interdisciplinary exploration of a London topic and an opportunity for each student to complete an individual research project. The project asks students to make use of the resources of London to explore a topic they have chosen in consultation with the program director and perhaps also a campus adviser. Students develop their topics through interviews, site visits, participant/observation, and the use of London libraries. Offered Fall semester. Offered in London program. Instructor permission required Prerequisite: Acceptance into the London Semester program. Same as ENGL 380, PSCI 380, THEA 380, HIST 380, MCOM 380 CLA-Off Campus Experience, CLA-Breadth/Interdisciplinary.

SEP 101/Introduction to Writing
Credit and description change

Current:

SEP 101/Introduction to Writing
0-2 Credits

Proposed:

SEP 101/Introduction to Writing
0-4 Credits

This course will focus on the fundamentals of college academic writing, focusing on core skills of critical thinking (the development of the capacity to analyze through research skills, writing, and reading). Therefore, attention is given to skills in reasoning, formulating and revising arguments and explanations. The course also engages basics of rhetorical understanding (practice theorizing and writing for various audiences and genres they will encounter). The course will also cover academic integrity, citing sources, and writing mechanics, usage, and style.

Changes to Existing Major/Minor:

- **Film Studies Minor/Middle East Studies Minor**
Adding FREN 335/Algerian Film from Decolonization to Globalization to electives list

Film Studies Minor:

- **Adding to list of electives**

III. Analysis, History, and Criticism (8-12 credits)

Courses should be chosen in consultation with Film Studies faculty in order to connect to the student's area of interest.

ARTH 242 - Aesthetics

ARTH 243 - History of Photography

ARTH 306 - Early 20th-Century Art

FILM 350 - Selected Topics in Modern Chinese Literature and Film
OR

CHIN 350 - Selected Topics in Modern Chinese Literature and Film

FILM 220 - Contemporary Transnational Cinema
OR

ENGH 220 - Contemporary Transnational Cinema

FILM 322 - Thinking about Genre through Film
OR

ENGH 322 - Thinking about Genre through Film

FILM 323 - Cinema and Social Justice
OR

ENGH 323 - Cinema and Social Justice

FILM 324 - Filming American Feminisms
OR

ENGH 324 - Filming American Feminisms

FILM 325 - Gender and Film
OR

ENGH 325 - Gender and Film

FILM 304 - Contemporary Francophone Cinema
OR

FREN 304 - Contemporary Francophone Cinema

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

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

FILM 256 - German Film in English
OR

GERM 256 - German Film in English

FILM 214 - Monsters, Gangsters, and the Great Depression
OR

HIST 214 - Monsters, Gangsters, and the Great Depression

FILM 302 - Contemporary Italian Cinema
OR

ITAL 302 - Contemporary Italian Cinema

FILM 308 - From Book to Screen
OR

ITAL 308 - From Book to Screen

FILM 232 - Music and the Soundscape of Film

OR

MUS 232 - Music and the Soundscape of Film

FILM 255 - Russian, Soviet and Post-Soviet Cinema

OR

RUSS 255 - Russian, Soviet and Post-Soviet Cinema

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

OR

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

FILM 354 - Gender in Contemporary Hispanic Fiction and Film

OR

SPAN 354 - Gender in Contemporary Hispanic Fiction and Film

FREN 335/Algerian Film from Decolonization to Globalization

Middle East Studies Minor:

III. Electives (12 credits)

C. Language and Literature

ARBC 201 - Intermediate Modern Standard Arabic I

MEST 203 - Middle East Literatures in Translation

~~**FREN 336 - Protest in the North African Tradition: From Colonization to the Arab Spring**~~

FREN 335/Algerian Film from Decolonization to Globalization

UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of March 27, 2020

Dear Colleagues:

This month's report will focus on the library and instructional technology services essential to academic continuity during Drew Virtual Time.

Building Access: To minimize risk of virus transmission, the Library/Academic Commons and Methodist Archives buildings remain closed until further notice. Although the buildings are closed, your library and instructional technology colleagues continue to support the university community with a range of services to enable and enhance remote teaching and learning.

Instructional Technology Support for Remote Learning

The Instructional Technology team has made a full-court press to support remote teaching and learning. In addition to offering many Zoom and Moodle trainings over spring break, our professional staff members have taken on new roles. With the help of Associate Dean Johnson-DeBaufre, we added six graduate assistants for direct support of Zoom, Moodle, and Digication.

Moodle Site for all Instructors: The most comprehensive source for tech support is the [Remote Instruction Resources Moodle Site](#) (requires login). Please explore this site thoroughly, bookmark it, and check back often. This is where you will find tech support contacts, help resources, and a schedule for live drop-in sessions.

Contacts: If you are having trouble during a live class, call **973-408-3001**. This is the same number used for on-campus classroom technology help. To arrange for a consultation or direct assistance with an upcoming class session. Send e-mail to the Instructional Tech team via helpdesk@drew.edu

LIBRARY SERVICES

Please refer to the [Library's COVID-19 page](#) for updates which we are publishing in coordination with the [campus resource site](#) and FAQs. Featured on this page:

Access to Information Resources: See drew.edu/library for remote access to electronic resources, including journal articles and e-books. For instructions, refer to the [Remote User Services](#) page. Instructors are encouraged to replace physical resources with digital resources where possible, using materials that are available in the library's full-text databases or that are freely available online. Library resources can be linked directly from Moodle. Use the [Library Resource Request Form](#) or the [Media Resource Request Form](#) to submit requests for course-related materials.

Primary Sources Guide (PDF): Drew University has access to a variety of primary source databases that can be accessed online. These are accessible through the links in this document or through the [alphabetical list of resources](#) available on the Drew library website. (Licensed resources require a Drew University log-in).

(NEW – see details below): DVT and COVID-19 Resources (LibGuide): This guide compiles newly available resources, either by trial or offered by vendors to aid in remote and online teaching and learning. Contact kjuliano@drew.edu or your subject librarian for further information

Research Help and Consultation: Start with the [Ask a Librarian](#) page. Chat Hours are expanded to 9 am – 9 pm Mon-Thurs, 9 am – 5 pm Friday, and 7-9 pm Sunday. If the chat service is offline, forward your question via email, and we will reply as soon as we are able. Note that Library Chat is also available from Moodle. Contact Reference and Research Services: reference@drew.edu or (973) 408-3588

Library Instruction: [Contact your Library subject liaison](#) via chat, e-mail, or Zoom (by appointment) for consultation on integrating digital sources into remote courses, to schedule a Library instruction session with remote classes, and to plan library assignments designed for remote learners. Librarians and archivists may also be offering virtual office hours via Zoom.

Circulation and Reserves: To minimize spread of coronavirus on surfaces of materials, we are not issuing new loans of physical materials, and we are asking all users to keep all current loans until we reopen. Because we are asking you to keep checked-out library materials during this time, due dates will be extended and no fines will be assessed. Contact Circulation: library@drew.edu or (973) 408-3486

Scanning: Because we are not circulating materials, we have a very small team onsite to digitize print materials, with priority given to course reserves. Use [this form](#) to request scans. Note that priority is given to reserve materials. If you are requesting a scan of an entire work, please use the [Library Resource Request Form](#).

Interlibrary Loan: During Drew Virtual Time, we will continue to request articles and book chapters that can be fulfilled electronically, but we will not be placing requests for loans of books or other returnable items. Patrons who currently have ILL loans can request a renewal by logging into your ILL account. Any overdue fees accrued during the coming weeks will be waived. Contact: ill@drew.edu or (973) 408-3474

Special Collections and Archives: During Drew's move to virtual business operations, the Methodist Archives building and Wilson Reading Room will be closed to the public. Remote services are available to faculty, students, and researchers during this time. This includes scanning of items from Special Collections, University Archives, and the Methodist Library as well as research assistance via email. You can also set up a virtual consultation to integrate archival and primary source content into remote courses, schedule an instruction session for your remote class, and plan assignments or research projects for remote learners. Drew also has a number of online primary source databases that are available to all students and faculty. If you have any queries, questions, or needs please email the Special Collections Department at speccol@drew.edu or University Archives at archives@drew.edu.

Computers and Printing: Shared computers and printers are unavailable while the building is closed. Instructors may need to revise policies as needed to allow electronic submission of assignments.

Academic Commons Partner organizations

Computer Help Desk: University Technology Help Desk staff and students are working remotely. Service updates, hours, and contact information are available on the [UT website](#)

Center for Academic Excellence (CAE): CAE appointments are converted to online. See [WOnline landing page](#) for updates to CAE resources. See also [CORONAVIRUS: CAE RESOURCES](#)

Respectfully submitted,

Andrew Bonamici
University Librarian

(continued)

Databases and Resources at the Drew Library

(NEW) [COVID-19 LibGuide](#): With hundreds of colleges, universities, and school districts moving to online delivery, some publishers and database providers are freely extending their offerings on an emergency basis. We are actively tracking these offerings and adding them to the [COVID-19 LibGuide](#), and/or the [A-Z Database Guide](#) for new and trial resources. Topics covered by the LibGuide include:

- [Educational Resource Offers](#)
- [Streaming video sites](#)
- [Ebooks](#)
- [Textbook offers](#)
- [Open Access Collections](#)
- [Technology Offers](#)
- [Links to Other Sites with Free Resources](#)
- [COVID-19 Update Pages](#)
- [Freely accessible resources relating to COVID-19](#)
- [Resources on Copyright & Emergency Remote Teaching & Research](#)

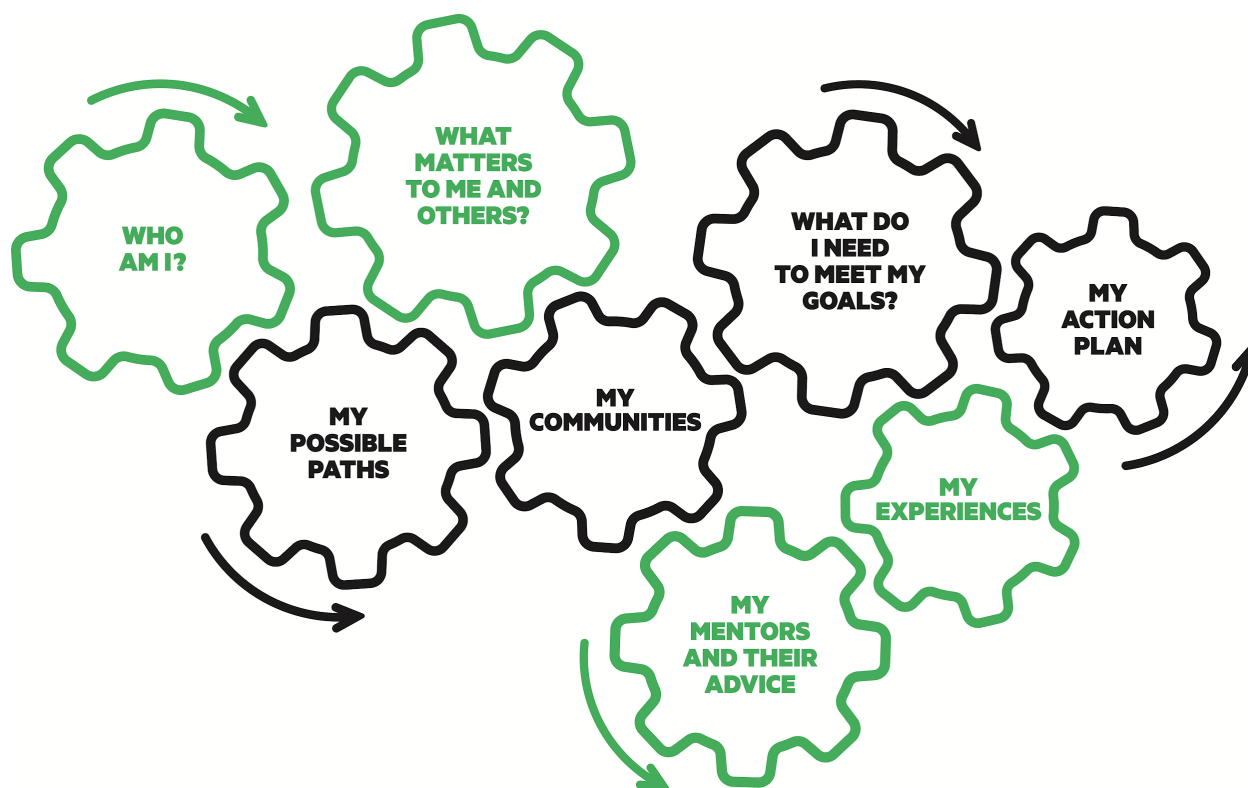
Many thanks to Kathy Juliano for compiling this valuable resource. Please contact Kathy or your subject area librarian with questions or suggestions for the guide.

Find all the Library's resources [here](#) and in the [Catalog](#). Questions? Contact Kathy Juliano kjuliano@drew.edu, x3478 or reference@drew.edu.



March 2020 Drew 110 Report
Launch Workshop: Preparation for Career and Academic Success

Drew 110 involves a series of seven sessions on the themes shown in the gears below, with each student generating a Launch Plan (in each student's ePortfolio) throughout the semester. Here's the graphic that guides students through Drew 110 and their Launch Plan:



As of Drew's virtual time, Drew 110 has been facilitated through centralized, remote instruction, including students' participation in Zoom sessions led by Daniel Pascoe and their completion of key in-class exercises and selected out-of-class assignments. On the next page you can find additional detail on the most recent Drew 110 activity followed by some talking points you can use when interacting with students about the course at this point. **Based on our collection of Drew 110 student feedback and our adaptation to Drew's DVT, we have also adjusted mid-course the assignment policy** as follows: "To receive a Satisfactory grade in Drew 110, complete as many individual course assignments as you need or as you'd like reviewed to prepare for your future and for your thorough and thoughtful completion of your Launch Plan Synthesis (LPS) and LPS Video Presentation. The LPS document and Video Presentation remain required assignments and must be submitted satisfactorily to pass the course."

| SESSION 5 | |
|--|---|
| <p>Who Am I?</p> <p>What Matters to Me & Others</p> <p>My Possible Paths</p> | <p>Students are guided through their completion of Steps 1 - 4 of their Launch Plan Synthesis. This includes a) reliable decision-making criteria determined by their unique characteristics and the needs of the community/world that matter to them, by b) academic, career or service paths they research and compare, and by c) their awareness of ways to explore paths they might not know yet. Students are also guided to further explore Launch and its 6 essential elements (i.e., transferable skills, network of mentors, immersive experiences, Drew 110 / Launch Plan, Launch Communities, Launchpad) through a deeper presentation about Launch and by aligning supporting data with the corresponding Launch elements.</p> <p>In a virtual, facilitated session, students are guided to:</p> <ul style="list-style-type: none"> ● Prioritize the Dependable Strengths, Purpose & Strategy, and Social Identity - generated values, interests, and/or responsibilities they have identified. ● Identify academic, career or service path themes across their priorities. ● Further inform their identified paths based on research, an informational interview, and comparison of 3 paths of interest. ● Learn how to explore path options about which they are not yet aware. ● Learn more about Launch and its 6 essential elements. ● Match key supporting data with Launch's essential elements. <p>Students enter their findings in their Launch Plan within their ePortfolio</p> |
| KEY ASSIGNMENTS | |
| <p>My Possible Paths</p> <p>My Communities</p> <p>My Mentors & their Advice</p> | <p>Students complete an assignment to research and compare major, degree, career, or service paths that interest them. Students have the choice of completing an informational interview with an unknown professional in an academic, professional or service path of their interest. Students also have the choice of completing reflection videos on their participation and learning in pre-DVT networking events of their choice.</p> <p>Key Assignments:</p> <ul style="list-style-type: none"> ● Paths Exploration Project: research and comparison of 3 paths of choice ● Informational Interview: interview of a professional in a path of interest ● Networking Event Reflection: networking event reflection short videos <p>Students enter their findings in their Launch Plan within their ePortfolio</p> |

Here are some talking points you can use to engage with first year students about what they are discovering in Drew 110 in advising meetings, in your classrooms, or anywhere on campus.

- What component(s) of Launch or Drew 110 have captured your attention? How will these help you succeed at Drew or prepare for your life after Drew?
- As part of your Drew 110 exploration, what have you learned about yourself, about what matters to you and others, or about the paths you are considering?
- What academic, career or service paths have you found aligning with what you've learned about yourself, what matters to you and others, and the paths you have researched and explored?

Career Center remote services and support to students.

The Career Center is committed to serving our students during this time of uncharted territory and we are prepared to provide many of our services remotely:

- Résumé/Cover Letter review
- Interview coaching
- Internship or job search
- Networking

Sign up today on [Handshake](#) for a virtual appointment! Information on [setting up a virtual appointment](#).

Don't forget to visit the Career Center for a variety of [online resources](#).

Any questions please contact career@drew.edu

Here's how the Drew 110 unfolds for students throughout the spring semester:

| Session | Month | Activity |
|------------------------------|----------|---|
| Session 1 | January | Who am I? (Dependable Strengths exercise) |
| Session 2 | January | Who am I? (Purpose & Strategy Development exercise) |
| Session 3 | February | Who am I? (Social Identity) What matters to me and others? (Community needs exercise) |
| Session 4 | February | My Communities, My Experiences, What do I Need to Meet my Goals (Academic, Student Engagement, Career Community Opportunities) |
| Session 5 | March | My Possible Paths (Self-Synthesis from "Who Am I" and "What Matters To Me & Others") |
| Session 6 | April | What do I Need to Meet my Goals and My Mentors & their Advice (Group Mock Interviews, action planning Résumé development) |
| Session 7 | April | My Action Plan and My Mentors & their Advice (Video Presentations of Launch Plan Synthesis, feedback session) |
| Launch Plan Synthesis | | A Launch Plan now appears in every student's ePortfolio, along with a Launch Plan Synthesis Video. Ask a student to share these with you! |

Enrollment Report
Faculty Meeting 3-27-2020

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

Upcoming Admissions events:

Saturday, April 4 – “Virtual” Inside the Forest

Webcasts:

- Drew YOUiversity Webcast - Financial Aid and Affording Drew
Wednesday, March 25 at 7:00 PM
- Drew YOUiversity Webcast - NYC Semesters and TRECS
Thursday, March 26 at 7:00 PM
- Drew YOUiversity Webcast - Student Engagement / Life Outside The Classroom
Tuesday, March 31 at 7:00 PM
- Drew YOUiversity Webcast - Science Research and The Research Institute for Scientists Emeriti (RISE)
Wednesday, April 1 at 7:00 PM
- Drew YOUiversity Webcast - Baldwin Honors
Tuesday, April 7 at 7:00 PM
- Drew YOUiversity Webcast - Parent to Parent
Wednesday, April 8 at 7:00 PM

2020 Admissions Update:

Below is a chart with the current Fall 2020 admissions numbers for applications, admitted students, and deposited students as of Mar. 20.

| 1st year | Fall 2018 | Fall 2019 | Fall 2020 |
|----------------------------|------------------|------------------|------------------|
| Applications | 3761 | 3972 | 3990 |
| Admits | 2539 | 2685 | 2746 |
| Deposits | 119 | 115 | 126 |

| Transfers | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------|------------------|------------------|------------------|
| Applications | 105 | 77 | 81 |
| Admits | 42 | 26 | 47 |
| Deposits | 5 | 3 | 3 |

Well, certainly a lot has changed since the February meeting. As we prepared for and entered Drew Virtual Time (DVT), we were well-placed and ready to adapt to the changing needs of our admitted students. As you can see from the above list of webcasts and virtual events, we already have many of these planned and have since added more. We completed two webcasts last week for admitted students, one from Dr. Barker on the COVID outbreak from an immunology standpoint and another on Launch 101 with Daniel Pascoe Aguilar. We also completed a “Virtual Inside the Forest” event on Sunday 3/22 with about 125 admitted students (and some parents) in attendance. They interacted with six current Drew students, saw a brief video, heard from Christa Racine and Colby McCarthy (as well as President Baenninger), and chatted questions with our staff and students. All in all, it was a positive experience and one we will repeat again on April 4.

Our admission numbers remain strong compared to the last two years, and the admissions team is working hard to stay engaged with students in a number of ways during our current DVT environment, whether via phone, email, text, or our

Drewniverse social platform. Likewise, our athletic coaches continue to work on yielding their student athletes from our admitted student pool. We also have on-going student calling programs, where current Drew students are calling admitted students.

We will likely be reaching out to some faculty members to assist us in our virtual efforts over the coming weeks. Thanks to those who have already responded and are assisting with webcasts. Also, at this time of year we will have students requesting to connect with faculty in their academic departments. So, please be responsive as we forward some of those requests to you or reach out for your input to answer student questions. As always, thank you for your continued support of the admissions efforts at Drew.

THE WEEKLY DREW DOWNLOAD

The Weekly Newsletter from
Instructional Technology



HAVE YOU SEEN OUR REMOTE
INSTRUCTION RESOURCES
MOODLE PAGE?
(CLICK ON MOODLE LOGO)

Advising via Zoom

As we approach Registration for Fall 2020, it will be important for faculty to have one on one time with their advisees. Always start your Zoom experience by going to drew.zoom.us. Sign in using your Drew username and password, once you've arrived to the Zoom landing page, click on Meetings in the left hand side of the screen. Then select Schedule Meeting. Create a recurring meeting in Zoom and also remember to turn on the "Enable Waiting Room" feature. Share that link with your advisees and let them schedule time with you.

While you're in your open hours, Zoom will prompt you when someone has entered the waiting room. Only the host has control of who enters the room. This way you can have time to chat one on one.

Find support at



973.408.3001

OR

EMAIL

HELPDESK@DREW.EDU



Need to talk or chat with someone?

Instructional Technology
has an online chat for
support.

Hours are 9am - 5pm
Monday - Friday

Zoom drop-in sessions

Mon - Thur

7:00 - 9:00 pm

CLICK THE LINK TO JOIN



LEARN ABOUT MOODLE FORUMS

Looking for a replacement for class participation?

Moodle forums is an excellent way to assess your students and add some class participation to your online class. Check the link for a tutorial and info on different types of [Forums](#)



WORK FROM HOME STRATEGIES

In this new reality, some of us have had to scramble to create a work space at home. It could be a spare bedroom, the kitchen, basement or the couch. In this article from Zoom, they give some tips for [working from home with Zoom](#).



Helpful links

[HOW TO ADAPT COURSES FOR ONLINE LEARNING: A PRACTICAL GUIDE FOR FACULTY \(JOHNS HOPKINS\)](#)

[FINDING THE 'SWEET SPOT': 4 TIPS FOR MOVING CLASSES ONLINE QUICKLY](#)

[TIPS FOR TEACHING WITH ZOOM](#)

"IN TIMES WHEN SMALL INSTRUCTOR-LED CLASSROOMS TEND TO BE THE EXCEPTION, ELECTRONIC LEARNING SOLUTIONS CAN OFFER MORE COLLABORATION AND INTERACTION WITH EXPERTS AND PEERS, AS WELL AS A HIGHER SUCCESS RATE THAN THE LIVE ALTERNATIVE"
-KEITH BACHMAN- CORPORATE E-LEARNING EXECUTIVE

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