

**Arts & Sciences Faculty Meeting**  
Oct. 9th 2020  
**AGENDA**

**Pre-Meeting: 2:45-3:00**

Pre-meeting Faculty Presentation by Kimani Fowlin and Rosemary McLaughlin:

Finessing and Sprucing Online Teaching. Come learn how Kimani and Rosemary are working with a group of faculty developing good, better, best practices in online presentations and pedagogy.

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

Ryan Hinrichs

**APPROVAL OF MINUTES**

Maria Masucci ----- pp. 5

**DEAN'S UPDATES**

Ryan Hinrichs

**ACTION ITEMS:**

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Dean's Council ----- pp. 13

**DISCUSSION:**

Faculty Handbook, Section VII

Dean's Council ----- pp. 21

Chair Handbook, Responsibilities of the Chair

Dean's Council ----- pp. 25

**REPORTS:**

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Launch Report

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President's Faculty Committee Report

Sarah Abramowitz ----- pp. 43

Middle States Report

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Enrollment Management Report

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IT/UT Report

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**OLD BUSINESS/NEW BUSINESS**

**ANNOUNCEMENTS**

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies  
Faculty Meeting | Friday, October 9, 2020

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We offer special recognition to all our new faculty who have started their Drew faculty career virtually in the middle of the pandemic:

JOSEPH BULARZIK

Chemistry

RAPHAELE CHAPPE

Economics and Business

MAUREEN FADEM

Arts and Letters

STEVE FIRESTONE

Masters in Finance | Economics and Business

YULIYA GRINBERG

Anthropology | Economics and Business

POE JOHNSON

Media and Communications

TIAGO BARRETO GOES PEREZ

Computer Science

JOLIE TONG

Theatre and Dance

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CHRIS CERASO

Theater Arts

Chris Ceraso for performing in a virtual reading of Chekov's *The Seagull* with the Lafayette Salon, ordinarily in residence at the historic Players' Club on Gramercy Park.

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## RAPHAELE CHAPPE

Economics

Raphael Chappe for an article in the upcoming issue (November/December 2020) of *Foreign Affairs*.

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## ALEX DE VOOGT

Economics and Business

Alex de Voogt together with Hilary Kalagher and Andrew Diamond, a recent Drew graduate, published an article on helicopter safety in the journal, *Atmosphere*. In addition, Alex de Voogt published an article in the *Translation Review* on a set of poems by Constantine Cavafy.

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## WYATT EVANS

History | History and Culture

Wyatt Evans for his article "Federal-Local Collaboration in Law Enforcement during the Civil War" that appeared in the April issue of the *Federal History Journal*; his article "The St. Albans Raid: A Newspaper Perspective," will appear in the October issue of *Vermont History*. His book manuscript on domestic security in the Civil War North, under contract with Oxford University Press, has been submitted for initial review.

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## JASON KAROLAK

Art

Jason Karolak for his participation in two group exhibitions: *High Stakes* at Robischon Gallery in Denver, CO, October 1 - November 7, 2020; *Multilayer: Vision 20/20* at Museum Wilhelm Morgner in Soest, Germany, October 10, 2020 - January 10, 2021.

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## CAITLIN KILLIAN

Sociology

Caitlin Killian for presenting "When Rights Conflict: Protecting Children from Parents' Religious Beliefs" at the Annual Meeting of the American Sociological Association in August.

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## YAHYA METE MADRA

Economics

Yahya Madra for publishing his co-authored (with Sinan Erensü) handbook entry on “Neoliberal Politics in Turkey” for the Oxford Handbook of Turkish Politics (edited by Güneş Murat Tezcür) in September 2020. [Link : NeoLiberal Politics in Turkey](#)

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## JONATHAN ROSE

History | History and Culture

Jonathan Rose for presenting via zoom to the Central Florida branch of the English-Speaking Union on “Winston Churchill, Boris Johnson, and Europe in the Age of Brexit”.

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## TREVOR WESTON

Music

Trevor Weston for being featured in the Composers Now Composer Curator Online streaming event on September 22 hosted by Eleanor Sadresky. His composition Shape Shifter, premiered at Drew University, was featured. The Overlook String Quartet has performed Weston’s Juba in a few outdoor concerts this past month. On Sunday, September 27th Juba was performed again at the Honey Well in New York City. The University of Illinois Composition Department invited Trevor Weston to give a Zoom lecture on his music to the Composition Forum on September 29th.

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# Arts & Sciences Faculty Meeting Minutes

September 11, 2020 *via zoom*

## **In Attendance:**

Adam Cassano	Frank Merckx	Karen Pechili	Phoebe Tang
Adijat Mustapha	Gerard Pinto	Kathy Juliano	Poe Johnson
Alex Bajcz	G. Scott Morgan	Kimani Fowlin	Raphaelle Chappe
Alex de Voogt	Graham Cousens	Kimberly Choquette	Raul Rosales
Alex McClung	Guy Dobson	Kimberly Rhodes	Rebecca Soderholm
Allan Dawson	Hannah Wells	Kristen Turner	Rita Keane
Amy Koritz	Hilary Kalagher	Lee Arnold	Roger Knowles
Andrew Bonamici	Irina Radeva	Leslie Sprout	Rosemary McLaughlin
Barry Burd	James Supplee	Lisa Brenner	Ryan Hinrichs
Bernard Smith	Jason Jordan	Lisa Jordan	Sandra Jamieson
Bjorg Larson	Jason Karolak	Lisa Lynch	Sangay Mishra
Brian Shelter	Jennifer Olmsted	Maliha Safri	Sarah Abramowitz
Brianne Barker	Jens Lloyd	Margaret Kuntz	Scott Morgan
Caitlin Killian	Jeremy Blatter	Margery Ashmun	Seung-Kee Lee
Candace Reilly	Jessica Lakin	Maria Masucci	Shakti Jaising
Carlos Yordan	Jill Cermele	Maria Turrero-Garcia	Sharon Sundue
Carolina Arango-Vargas	Jim Bazewicz	Marie-Pascale Pieretti	Stephanie Caldwell
Chris Ceraso	Jinee Lokaneeta	Mary-Ann Pearsall	Stephen Dunaway
Christina McKittrick	Joanna Miller	Matthew Beland	Steve Firestone
Christopher Andrews	Joanne Montross	Merel Visse	Steven Kass
Christopher Fazen	Jody Caldwell	Miao Chi	Sunita Bhargava
Christopher Medvecky	John Jordan	Michael Peglau	Susan R Rosenbloom
Christy Hartigan	John Lenz	Minjoon Kouh	Tammy Windfelder
Claire Sherman	John Muccigrosso	Muriel Placet-Kouassi	Timothy Carter
Colby McCarthy	Jolie Tong	Nancy Noguera	Wendy Kolmar
Daniel Pascoe Aguilar	Jonathan Golden	Nancy Vitalone-Raccaro	Yahya Madra
Danielle Reay	Jonathan Reader	Nora Boyer	Yanira Ramirez
Di Bai	Jonathan Rose	Paris Scarano	Ziyuan Meng
Ellie Small	Joshua Kavaloski	Patrick Dolan	
Emanuele Occhipinti	Judy Redling	Phil Mundo	
	Juliette Lantz	Phoebe Mengxiao	

The meeting was called to order at 3:15 p.m.

**APPROVAL OF THE MINUTES:** Minutes from May 7, 2020 and August 28, 2020 were approved.

## **DEAN'S UPDATES:**

### **Fall Semester Updates**

Dean Ryan Hinrichs shared some updates around the Fall Semester.

*Student Technology Needs:* In response to the expressed need of students for technology for this semester, Ryan indicated that students can use CARES funding to cover hardships and unanticipated expenses related to COVID-19. These expenses include, but are not limited to, those related to loss of employment, unexpected travel, technology needs, health care costs, additional child care costs, course materials, food, or moving. Faculty should encourage students with technology needs to contact their financial aid counselors for help determining their eligibility. For those students who may not be eligible, please contact the Dean's office since use of the Dean's discretionary fund would be considered given the high priority of this need.

*Student On Camera Participation:* Ryan addressed an issue of faculty setting a class policy that requires students to have cameras on during a zoom class. While appreciating the benefits of having all participants on camera (for both students and instructor), he asked faculty to exercise some flexibility in this requirement because of equity and access issues. Students have varied home lives and some may not be comfortable having a camera on at all times.

*Policy Update P|LP|U:* <http://www.drew.edu/registrars-office/spring-2020-covid-19-policy-changes/>

Ryan highlighted the extension of changes to the grading policy due to the pandemic and asked faculty to please remind students of those changes and of the December 18 deadline.

### **Priority Initiatives**

Given the number of leadership transitions at Drew, Ryan revisited initiatives originated under the previous administration and offered an update on those that are the highest priority to move forward.

#### *Launch*

Ryan confirmed that Launch remains central to the vision for the undergraduate experience and encouraged everyone to view the redesigned homepage. Reiterating the central goals of Launch which is to build an integrative approach to undergraduate education that connects both curricular and co-curricular goals with purpose and intentionality, Ryan reminded the faculty that in developing the CRUE framework, the desire was to elevate the high impact practices that have a long tradition at Drew and work to expand access to these immersive experiences so that participation is universal. Many aspects of this initiative were built from the ground up and are already impacting students, especially our sophomore class. Ryan acknowledged there is more to do including refining our vision and prioritizing next steps but offered some of his observations:

- The first-year experience has come together with Drew Seminars and Drew 110. The addition of Launch Communities Expos, Immersive Experiences Fairs and the Launch Community Panel Series has rounded out the offerings not only for first year students but for all Drew students. Ryan noted that the student displays of their Launch Plans at the end of Drew 110 have shown the power of first year students being reflective and intentional about planning their Drew career and considering their life purpose.
- The NSSE 2020 survey of first year and senior students yielded some preliminary results below with details to be shared at a future faculty meeting.
  - Data regarding participation in research and internships by our seniors shows a steady decline over the last three NSSE surveys. This metric will be watched closely with the expectation that the impacts of Launch programming should be increasingly reflected in each successive senior class.
  - Student engagement with faculty on careers data will be another metric closely evaluated going forward as we evaluate the work done around Drew 110.
  - Ryan offered congratulations to the faculty for the strong improvement and satisfaction levels above our aspirant institutions in areas of “student-faculty interactions” and “effective teaching practices” with first-year students.
- Ryan shared that going forward, a larger focus of Launch will be the sophomore touch point, specifically the declaration of major which comes with a change in a student’s academic advisor. Thanking Juliette Lentz and Daniel Pascoe Aguilar for their work with student focus groups, advising will be highlighted as critical to the sophomore touch point. Ryan acknowledged the already deeply engaged work of department chairs and advisors during a student’s transition but welcomed some conversation around integrating the advising process in a larger way. The priority will be to engage faculty and chairs to create opportunities for greater support of students and advisors, in addition to consistent messaging and integration across the Launch platform. An example of integration might include a major advisor asking to see a student’s Launch plan video as a way to learn about a new advisee. The sophomore touch point could be a moment to also help students refine their Launch plan objectives in conversation with an advisor and other mentors.

- Launch aimed to revise the General Education curriculum. Ryan reported that progress in CAPC was very much impacted by Covid-19 but the work to be done is important because it identifies our core values as a liberal arts college, and will resume when time permits. Priorities have been on those curricular changes that impact recruitment and student outcomes.
- Launch calls for a culminating work. Ryan noted that many great examples of culminating work are already within our various majors. He also shared that while Drew is committed to helping students build portfolios to “tell their story” which employer surveys indicate are more valuable than transcripts, the next step may be consideration of a pilot since full implementation would require bandwidth across the college not available at this time.
- Ryan shared his excitement about a culminating signature experience related to the “complex problems” idea. A framework developed and currently referred to as Navigating Complexity is an exciting proposal which requires significant resources. Ryan suggested a pilot in the next academic year may be the next best step to keep this proposal moving forward. At the same time, seeking external funding for the larger plan should be prioritized.

#### *Faculty Workload*

Ryan shared that matters around faculty workload will be a priority this coming year. He outlined that our current teaching load with an expectation of service aligns with Drew’s peer institutions and is critical given our current financial challenges. However, the workload conversation is critical from the perspective of fairness and equity. A major initiative considered in Dean’s Council last year, it was tabled when the pandemic hit. Ryan has reviewed the current status of the documents and it is his intention to re-engage Dean’s Council again this year.

#### *Faculty Handbook*

Ryan explained that revising the Faculty Handbook will be a priority for this coming year. Sections will be brought forward for discussion at Faculty meetings with faculty endorsement of each revisions but still culminating with the full handbook being brought to the faculty for full final approval. The revision of the handbook is important for Drew as an institution and as a reporting requirement by Middle States, now postponed to Fall 2021.

#### *Personnel Policy - Grievance Process*

Ryan communicated that revisions to the grievance process articulated in the personnel policy is another priority for this coming year. While the personnel policy is approved by the Board of Trustees, Ryan feels strongly that the policy requires faculty input. Some constructive feedback from the Arts & Sciences Dean’s Council and the Theological School was offered over the summer but revisions have not yet been made due to pandemic work that took priority this past summer. Jessica and Dean Johnson-DeBaufre will join him on this work.

#### **PROVOST UPDATES:**

Ryan welcomed Provost Jessica Lakin so that she might provide an update on the budget and staffing challenges facing the University.

Jessica first thanked the faculty for all of the challenging work that they have been doing to make sure that students are on boarded, engaged and benefiting from what we know to be a very valuable Drew experience, even if courses are happening in a virtual format.

She reported that the new President has settled in and seems to have confirmed his initial assessment that Drew’s core, the core being our instruction and engagement with our students, is strong. Despite that, he must engage on budget issues and address the very significant financial challenges that the institution faces. Acknowledging that COVID-19 has seriously exacerbated those issues with additional revenue losses from housing, camps and conferences plus a difficult advancement environment, she noted additional financial stressors exist beyond those COVID-19 related.

Jessica revisited the President's charge to the officers of the Cabinet to engage in a process where they take a very aggressive look at additional staffing reductions to continue to move us toward significantly reduced expenses. Conversation from the top down about the way we do our work will also take place because reduction of expenses alone will not solve our financial situation.

In response to a question, Jessica confirmed that the hiring freeze will continue to be in effect while proceeding through this staffing exercise. The timeline is such that changes are expected in the next two months. The Cabinet officers are very carefully analyzing what the implications of those reductions would be and considering if work can be done in a different way - thinking about functional work and drawing on our staff's strongest skills. Any faculty positions that are currently vacant have been prioritized as part of the budgeting process but all decisions will be analyzed in the context of additional reductions in terms of compensation. Jessica could not confirm a timeline on when those positions may open or if those will even be the ones that will be reopened but explained that the Cabinet's approach to doing this work has been to think about instruction and the direct expenses related to the support of instruction and then to consider the indirect expenses related to the direct support of instruction. Jessica went on to say that there may be possibilities for additional reductions through partnerships, such as the Campus Safety Security model currently rolling out on campus.

Jessica explained that she is leading the work of building the FY 21 budget with significant work needed on financial reporting with involvement of budget managers and the way budgets are approved. Once the FY20 budget is complete, having made adjustments for known, not estimated, costs of COVID and a virtual semester, the FY21 budget will be completed followed quickly with development of the FY22 budget. With Ryan and Dean Johnson-DeBaufre, the Dean's Councils will be tapped for help outlining the parameters on how to support instructional efforts. The FY22 budget will have to represent structural reductions different from those temporary reductions due to COVID.

Jessica spoke briefly about the Faculty Advisory group that will meet with the President regularly. The President has shared with the group his view of the work that lies ahead and top level financial information needed to understand the seriousness of the work ahead. He has also reiterated Drew's strategic need to be distinct either in programming internally or externally and his understanding of Drew's strengths. He would like to talk more about ethics, and expanding and capitalizing on connections between our schools and hopes the Faculty Advisory group will allow for direct and deeper engagement with faculty on these and other matters.

In regards to APBC, Jessica confirmed that the group has not reconvened yet this year but provided some insights including, the the University Senate model is being revisited as a possible way to improve engagement on governance issues. Jessica also noted that the College had had success over the last several years retaining programs by repurposing faculty lines to support strategic initiatives as faculty numbers reduced largely by naturally occurring events. She added, however, that we have likely reached the point in which that will be increasingly difficult to do going forward.

In response to a question on how academic admission priorities would be represented in the new Enrollment Management organizational structure, Jessica explained that Frank Merckx and Kristen Williams will be the VP representation at the Cabinet level creating a direct and greater partnership with enrollment. She reaffirmed that the academic priorities will continue to be included in those conversations as she, in conversation with Ryan and Dean Johnson-DeBaufre, will be at those tables.

In conversation around enrollment, Jessica did share that Drew's student-athlete recruiting model has resulted in more successful yields so some of the strengths of that model, including earlier and deeper engagement, could be replicated as part of the planning around academic admissions efforts.

Frank Merckx welcomed all and any admissions feedback regardless of channel, formal or otherwise. He and his group will be happy to receive and act in coordination with any formal committees, reflecting that richer engagement was critical to the work of Drew 110. Frank reassured the faculty that their feedback on how to



improve recruitment will be important. Colby McCarthy, further clarified that faculty engagement with prospective students will be highly targeted so that faculty are connected with the appropriate students, not just any student.

In conclusion, Jessica reiterated the necessity for reductions before we can grow again but highlighted strong NET tuition revenue numbers, higher retention, significant growth in the Theological School and positive enrollment numbers in Caspersen as reasons to be hopeful.

## **ACTION ITEMS**

### *Voting List*

**Vote** | The vote to approve the Voting List with the friendly amendment to add Joseph Bularzik resulted in a zoom poll of (99) Yes and (1) Abstained. Maria Turrero-Garcia's name was misspelled and is to be corrected.

### *Upcoming Election*

Dean's Council representative Sandra Jamieson, informed the faculty of upcoming electronic ballots:

- Dean's Council at-large representative to complete Ed Baring's term on Dean's Council, which is one year. Peggy Kuntz is currently nominated.
- CAPC at-large representative for a one-year replacement. Nancy Noguera has agreed to be nominated.

Additional nominations were welcomed. If none offered, the election will be uncontested.

Christina McKittrick asked for clarification of Caspersen representation on major committees. Sandra Jamieson reiterated the desire of the Deans Council to represent the entire faculty body and asked that faculty please reach out, multiple times if necessary, to be sure all faculty are being represented by the Council's conversations with the Deans. It was agreed that Caspersen faculty should have representation and that the next election slates should reflect an effort to satisfy that desire.

### *Off Campus Requirement*

Hannah Wells, CAPC chair, presented a change to the Off-Campus requirement for discussion. The key component of the change would allow an immersive experience to fulfill the General Education off-campus requirement and that the request could be requested retroactively. If approved, the change would be communicated via email to seniors who could submit their request via Google form.

**Friendly Amendment** | The catalog explanation should be amended to be clear there is only one off campus experience requirement and match the language in the presented revision.

**Vote** | The vote to approve the Off-Campus Requirement change with friendly amendments resulted in a zoom vote of (83) Yes, (1) No and (1) Abstained. The motion was approved.

Ryan confirmed that individual exemptions to this requirement were approved last spring due to extenuating circumstances, but that there are efforts underway to create some immersive experiences for this year's senior class, perhaps a January virtual travel TREC or micro-internship so that large numbers of waivers need not be necessary.

### *Faculty Handbook Discussion*

Sandra Jamieson presented drafts to the A&S Faculty Handbook Section VI - Shared Governance and revisited discussion points raised at recent Faculty Forums.

It was suggested that Handbook language should not be paraphrased and that the language of the shared governance preamble should be the same as the language in the various documents being referenced, such as the university bylaws and the personnel policy. Use of the most recent bylaws version should be confirmed.

Section 1F of Faculty Meeting procedure that lists Directors and key staff invited to faculty meetings as non-voting members should be further revised to allow for more inclusiveness. A question was raised about changes in the title of librarians invited to faculty meetings; Andrew Bonamici responded that “Librarians with faculty status” was the more inclusive language.

The Handbook should define quorum. It was discussed that 50% of those eligible to vote, plus 1 has been the measure that has been traditional for this body. Dean’s Council would finalize the exact wording using Sturgis as a guide. Some additional concerns around voting require conversation including changed voting pools when a vote is moved from in-person (via-zoom) to an after-the-fact email vote and verifying vote eligibility for zoom votes. Consideration of recording zoom meetings so that it might inform those not attendance of the discussion was discussed.

A motion to extend the faculty meeting beyond the scheduled end time to 5:30pm was approved.

Revision of Section 2D, Release Time for Committee Service was framed as a change with two objectives. First - to signal that some minimum hours of service is a faculty expectation and second - to have release time considered when the service obligations are far greater than the average. It was suggested that the specific reference to hours of service be removed from the Handbook. There is a need for clarity about parameters so faculty are ensured there is equity in the application of whatever the policy states. It was suggested that the Handbook should follow best practices and that it retain the specific committee course release language. With the rationale that release time fortifies the stature of a committee and allows for faculty committee members to fully participate in and represent the faculty body in those important conversations, naming specific release requirements for major committees in regulations could be beneficial to the faculty.

There was some discussion of the service requirements for tenure and promotion whereas the regulations speak more to minimum expectations. Create one standard metric appropriate to a faculty member’s specific work. Some additional questions raised include: Have you considered writers publishing their creative work and getting recognition for their work as part of publications? What is in place for scholarly production or creative production? Is something needed for what we produce as scholars, artists, and academics beyond teaching and service?

Motion to table the conversation was accepted and Dean’s Council agreed to continue working on the Handbook revisions with this feedback.

#### *Launch*

Daniel Pascoe-Aguilar thanked Ryan for his earlier comments on Launch and directed everyone to the Launch details in the Faculty Meeting Packet. He invited all meeting participants to join in the remaining Community Panels and the other upcoming Launch events listed. The Launch Immersive Experiences Fair is scheduled for October 2; faculty support promoting and attending the Fair would be appreciated. The Launch Community Fair is also scheduled for October 23, and faculty were asked to sign up to speak about their connections to any of the communities. Finally, Daniel highlighted Launch Bridges, designed to provide virtual, mentored, project based micro-internship experience with our alumni and staff, and asked for the faculty’s support in promoting this program.

#### *Committee on Faculty (COF) Report*

Sarah Abramowitz, COF Chair, reported on a follow up message sent from the COF to faculty via email (and included in the Faculty Meeting Packet) addressing concerns as a result of COVID and specifically extending the optional extension to tenure clocks and the deadline for that extension. The Committee is discussing the implications of those extensions and devising a plan for those individuals who have made a request. The Committee is open to all and any discussion around how to help colleagues with the challenges of COVID, so please be sure to reach out.

### *Curricular Report*

Hannah Wells referred faculty to the Faculty Meeting Packet for review of changes to existing courses and to General Education designations. No changes recommended. No concerns voiced.

### *Admissions Report*

Newly appointed Dean of Enrollment Management, Colby McCarthy, offered a verbal update on enrollment.

- 353 first year students deposited. The confirmed students number is expected to be closer to 343.
- 23 students deposited for the fall have deferred their enrollment to spring or the following fall.
- 4000 applications were considered with an admit rate of 73% and a yield of 11.75%.
- 51 transfer students and 45 INTO students are registered for the fall.
- Colby looks forward to sharing a more complete plan and picture in a future meeting when time permits.

### *Middle States Report*

Hilary Kalagher provided a report included in the Faculty Meeting Packet but highlighted that like many institutions, Drew requested a delay and as a result has a new evaluation team chair which will be Dr. Bryon Grigsby from Moravian College. The plan is to share Part 1 of 2 of the Self Study Draft with faculty by the beginning of October, then hold a town hall and send an anonymous survey for feedback. Faculty were thanked in advance for their participation.

### *Center for Academic Excellence Report*

Nora Boyer

The Center for Academic Excellence provided a report (included in the Faculty Meeting Packet) that provides information on and links to the many resources available, some updates, as well as information on accessibility resources.

### *Library*

Andrew Bonamici provided a report (included in the Faculty Meeting Packet) and welcomed everyone to read the report, bookmark the links and reach out to their library and technology colleagues. He took a moment to thank Jonathan Rose, Ed Bearing and Dr. Jesse Mann for their work on evaluating the many applications and nominations for 2019 Kornitzer Prize for Nonfiction. He offered a special shout out to Chris Andrews, from the Sociology Department, who was one of the winners along with Traci West of the Theological School. Virtual celebrations and times to meet these authors are forthcoming. Their work will be added to our faculty and alumni special collection. In closing, Andrew thanked all who nominated or submitted works.

### *Announcements*

- Please see Stacy Fischer's email about the October 10 deadline for new Short Trec proposals for 2022 and remember, Short TreCs may be domestic.
- Kimani Fowlin, Claire Sherman and Rosemary McLaughlin welcome faculty to join them as they meet regularly with colleagues to learn ways to improve online teaching from one another. If you are interested in joining the conversation, please email Kimani for more information and/or the next meeting time.
- Maria announced that planning for a virtual faculty research series this fall is underway so faculty who have returned from recent sabbaticals might be called upon to participate. She also announced that Drop In Advising and Transfer Advising sessions for any faculty who might have any advising questions will be scheduled. Details to be sent via email.

### *New Business*

A question was asked about the size of the budget deficit. Ryan reiterated that President Schwarz would share high-level financial information with the President's Faculty Advisory Committee.

Meeting was adjourned at 5:40 pm.

Respectfully submitted by,  
Christy Hartigan

# Arts and Science Faculty Handbook, Section VI Vote

[Current Handbook](#)

Text in green has been passed by the faculty.

Text in blue is ready for faculty approval.

Text in red are revisions since the September 2020 faculty meeting.

## VI. Shared Governance

### 1. Faculty Meetings

- 1.A Rules of Procedure
- 1.B Presiding Officer
- 1.C Executive session
- 1.D Special Faculty Meetings
- 1.E Faculty Composition and Voting Rights
- 1.F Voting Eligibility
- 1.G Voting Procedures
- 1.H Quorum

### 2. Committee Service

- 2.A General Rules
- 2.B Election Procedures when Committee Membership is by Election
- 2.C Procedures when Committee Membership is by Appointment
- 2.D Release Time for Committee Service

### 3. Standing Committees

- 3.A Arts and Science Representation on University Committees
- 3.B Organization and Functioning of Arts and Sciences Committees
- 3.C The Arts and Sciences Committees

## VI. Shared Governance

In accordance with the University ByLaws and Faculty Personnel Policy, each school organizes its own faculty under the direction of the President of the University, and each faculty advises on drafting and the implementation of rules governing its own procedures.

In accordance with the principles of shared governance, the faculty of each school, subject to the authority of the Dean, the Provost and the President, the Charter and By-Laws of the University and the approval of the Board of Trustees, advises on student-related academic matters, including curriculum; academic regulations; teaching procedures and requirements; advisement, co-curricular academic activities, the academic discipline of students; and the recommendation for conferral of degrees on its own students.

The Arts and Sciences faculty (faculty of the College of Liberal Arts [CLA], and the Caspersen School of Graduate Studies), hereafter “the faculty,” governs matters delegated to it by the guidelines articulated in key University governing documents. The full faculty have the ability to delegate its authority and jurisdiction to committees of the faculty as enumerated herein.

The University Faculty (consisting of the Arts and Sciences faculty as well as the faculty of the Theological School) has jurisdiction over academic matters as delegated by key University governance documents when those matters are relevant to all schools in the institution.

### **1. Faculty Meetings**

Regular meetings of the Arts and Sciences faculty shall normally be conducted once a month during the academic year. Approved minutes of faculty meetings shall be electronically stored and made available to the University at large.

University Faculty meetings bringing together the faculty from all schools, when called, shall be additional.

#### **1.A. Rules of Procedure**

The conduct of faculty meetings shall be governed by the Standard Code of Parliamentary Procedure (formerly known as the Sturgis Standard Code of Parliamentary Procedure), except as specified in these regulations. In any instance where there is a conflict between the Standard Code and these regulations, the latter shall take precedence. The presiding officer of faculty meetings shall be advised by a faculty parliamentarian; this parliamentarian, who is appointed by the Dean, shall have final authority on questions of procedure.

#### **1.B. Presiding Officer**

In accordance with the By-Laws of the University, the President of the University presides (According to Article IV, Section 1b of the University By-Laws, edited October 2016)

over the meetings, unless the President designates either the Provost or the Dean of Arts and Sciences to preside over meetings of the Arts and Sciences faculty.

### **1.C. Executive session**

When the faculty deems it desirable in order to consider items of a confidential nature, it may, by a simple majority vote, resolve itself into executive session, in which case only voting members may be present. In the event the expertise of someone not a voting member is needed during the executive session, that person may be present at the executive session with voice but no vote if a motion to that effect has been approved by a simple majority of the voting members. The request for an executive session may come at any time from the presiding officer or from any voting member of the faculty meeting. Details of the executive session will not be included in the minutes unless approved by the faculty.

### **1.D. Special Faculty Meetings**

Special meetings of the faculty may be convened at the discretion of the presiding officer, or by the petition of 30% of the voting members of the faculty not currently on sabbatical or leave of absence. Upon the receipt of a duly signed petition, the presiding officer is compelled to convene an official meeting of the faculty within ten business days of the receipt of the petition. The calling of a special meeting requires advance notice to the faculty of at least 48 hours.

### **1.E. Faculty Composition and Voting Rights**

Regular attendance at faculty meetings is expected as a part of the professional responsibility of every faculty member eligible to vote (see Voting Eligibility below). The attendance roll shall be circulated at each faculty meeting, reported in the meeting minutes, and maintained in the Dean's Office.

At the first meeting of each semester the voting members of the faculty shall approve the voting list of the faculty meeting for the semester.

### **1.F. Voting Eligibility**

#### *1.F.1. The Voting Faculty*

The voting faculty shall consist of full-time tenured, tenure-track, non-tenure-track faculty, and administrators with faculty appointments in Arts and Sciences.

Additional voting members shall include the following:

- The President, the Provost, the Deans of Arts and Sciences;
- All full-time faculty who hold joint appointments in the Arts and Sciences and the Theological School;
- The Academic Director of the INTO Center;

and also,

- Other employees of the University who have been accorded the vote by past faculty action, or who are granted membership with vote, upon the recommendation of the Dean and Dean's Council, and who have been approved by a vote of the faculty.

*1.F.2. Others Eligible to Attend with Voice but No Vote*

Those eligible to attend with voice but without vote shall include:

- The Board of Trustees;
- The President's Cabinet and other members of the University administration;
- Adjunct and part-time faculty appointments who teach students officially matriculated in the Arts and Sciences;
- Emeriti members of the faculty;
- ESL Faculty who are under the supervision of the Academic Director of the INTO Center;
- Librarians with faculty status;
- RISE Fellows.

Directors and key staff from the following offices and areas:

- Admissions (VP, or head of admissions for the CLA and/or Caspersen);
- Alumni Affairs;
- Athletics;
- **Center for Academic Excellence;**
- Center for Civic Engagement;
- Center for Counseling and Psychological Services;
- Center for Experiential Education and Career Development;
- **Center for Global Education;**
- Chief Information Officer (CIO);
- Chief Communications Officer (CCO);
- CLA and CSGS Student Government;
- **Editor of the Acorn;**



- **Frances B. Sellers Program;**
- Finance and Controller of the University (Associate VP);
- Financial Assistance (Associate VP for Scholarships and Financial Aid);
- Health Center;
- Institutional Research;
- Instructional Technology;
- University Chaplain's Office;
- University Registrar's Office.

and also:

- Members of the University community who are admitted to faculty meetings upon recommendation of the Dean and Dean's Council and approved by the faculty.

When appropriate, the presiding officer may invite additional students or other relevant guests to be present at meetings of the faculty with voice but not vote during the discussion of any item on the agenda.

### **1.G. Voting Procedures**

- (i) Routine questions shall be decided by voice or electronic vote. Either at the discretion of the presiding officer or at the request of any voting member, the voice vote shall be confirmed by a show of hands.
- (ii) An electronic or secret ballot shall be used under the following conditions:
  - a. to select faculty members for any appointment for which the faculty designates its representatives.
  - b. to effect any major policy decision when the presiding officer so elects or when requested by any three faculty members.
- (iii) The count of such secret or electronic ballots shall be recorded in the minutes. Electronic ballots shall be open for a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting.

### **1.H Quorum**

One-half plus one of the faculty voting membership shall constitute a quorum.

## 2. Committee Service *[approved spring 2020]*

### 2.A General Rules

- 2.A.1. Membership on committees is either elected or appointed as specified herein for each committee. All committee assignments, whether elected or appointed, are typically for two years. Terms of service shall normally begin with the start of the fall semester. The Dean's Council in consultation with the Dean's Office shall vet faculty members for eligibility for committee service and then present their selection of candidates to the Dean for the election ballot or for appointment. **In general, no standing committee will include more than one member from any one academic department or program.** The usual practice is for a faculty member to serve for one two-year term, although some major committees, ie, COF and Dean's Council, may benefit by a committee member or members serving a second consecutive term so long as at least one half of the overall makeup of the committee rotates regularly.
- 2.A.2. Full-time faculty in their first year of employment at Drew normally do not serve on committees.
- 2.A.3. No member of the faculty shall simultaneously hold more than two memberships on standing committees, and shall chair no more than one at a time.
- 2.A.4. All committees shall be chaired by voting members of the faculty who have full-time teaching responsibility, except as otherwise specified in these regulations.
- 2.A.5. When new standing committees are established, the faculty votes on whether the committee will be comprised of elected or appointed members. Normally, committees that establish curricular procedures, oversee budgetary matters, or make personnel decisions are elected.
- 2.A.6. At the committee's discretion, students may be invited to attend and/or be members of a committee.

### 2.B Election Procedures when Committee Membership is by Election

- 2.B.1. Following review of the survey of committee preference, the Dean's Council shall endeavor to identify two candidates **from within the relevant division/Forum** to put before the faculty for every open elected position. When it is not possible to identify two candidates to run for an election, the Dean's Council shall identify and place before the faculty one candidate.
- 2.B.2. Additional nominations will be solicited from the faculty at the Faculty Meeting preceding the start of electronic voting for the position **with the understanding that only one person may serve from any department**. The nomination period for an individual committee election may be extended until the next faculty meeting if a motion to do so is approved by a simple majority.
- 2.B.3. Elections for committee memberships will be done electronically over a period of at least three academic days, and voting shall begin as soon as feasible following the Faculty Meeting where the proposed slate is presented and additional nominations solicited.
- 2.B.4. A choice of "abstain" should be included on all election ballots.
- 2.B.5. When an early vacancy occurs on a committee with elected membership, a special election for a replacement member will be announced at the next scheduled Faculty Meeting followed by a vote. The Dean's Council will present candidates to the faculty for their consideration **at Faculty Forum meeting preceding the faculty meeting** and will solicit further nominations from the floor of the Faculty Meeting. **Nominations will be accepted for two working days after the Faculty Meeting, and an electronic ballot will be sent out at that point**. In cases where only one candidate is identified by the Dean's Council **and no additional nominations are made**, the candidate may begin attending meetings of the committee with voice but without vote prior to their election by the faculty.
- 2.B.6. Elections for all major committees for the next academic year shall normally be held-not later than the December faculty meeting, giving departments time to work a member's teaching schedule around assignments on committees that have set meeting times or accompanying release time. Appointments for all remaining committees should normally be made by the February faculty meeting.

**2.C. Procedures when Committee Membership is by Appointment**

Appointments will be made after elections are completed. Following a review of the survey of committee preference, the divisional representatives will put names

forward in Dean's Council for appointments. After the Dean's Council discussion, the Dean will make the appointments.

**2.D. Release Time for Committee Service**

Section still under discussion.

# Arts and Science Faculty Handbook, Section VII Discussion

## [Current Handbook](#)

Text in green has been passed by the faculty.

Text in blue is ready for faculty discussion.

## **VII. Departments of Instruction and Divisions**

### **1. Divisions of the College: Their Nature and Function**

- 1.A. Departments included in divisions
- 1.B The Faculty Forum
- 1.C Responsibilities and Duties of Forum Chairs
- 1.D. Constitution of the Faculty Forums

### **2. Academic Departments and Programs of Instruction**

- 2.A Nature and Function of Departments of Instruction and Academic Programs
- 2.B Department Chairs, Program Directors, and Program Conveners

## **VII. Departments of Instruction and Divisions**

### **1. Divisions of the College: Their Nature and Function**

The division is an educational and quasi-administrative unit intended to provide an electoral pool of broadly related disciplinary subjects for the purpose of election to the following faculty committees: Committee on Faculty, Dean's Council, Curriculum and Academic Policy Committee, and Assessment. The Dean's Council representative for each division will serve as chair of that division and as Coordinator for purposes of nominations to the above four committees.

The organization of the divisions shall be determined by the faculty. Changes in divisional organization may be made by the faculty after consideration of such proposals by the Dean's Council.

#### **1.A. Departments included in divisions:**

- Division I: Biology, Chemistry, Mathematics and Computer Science, and Physics
- Division II: Anthropology, Business, Economics, Education, Political Science and International Relations, Psychology and Sociology

- Division III: Art, Art History, Chinese and German, Classics, English, French and Italian, History, Media and Communications, Music, Theatre and Dance, Philosophy, and Spanish

### **1.B The Faculty Forum**

Faculty Forums have the following specific responsibilities:

- To provide an opportunity for faculty in the Forum to discuss amongst themselves important policy and major curricular changes coming before the Faculty Meeting.
- To forward to the Dean's Council any proposals the Forum considers desirable and that need the approval of the full faculty to become effective.
- To consider and make recommendations concerning any other matter which it deems important to the effective achievement of the educational purposes, either of its curricular area or of the faculty as a whole. Such consideration may be initiated either by the Forum itself or at the recommendation of any of its constituent departments.
- To discuss proposed policy and programmatic changes, and to provide CAPC and the Faculty Meeting with the benefit of the Forum's deliberations and perspectives. (Note that a Forum may not, by itself, approve and implement a policy or programmatic proposal or recommendation initiated by a department or individual faculty member).

### **1.C Responsibilities and Duties of Forum Chairs**

- Call Forum meetings on a regular basis (normally at least three times per semester) or when needed;
- set and circulate the agenda for Forum meetings in advance of those meetings;
- chair Forum meetings;
- represent the discussions of the Forum to the Dean's Council before the Faculty Meeting; and,
- participate actively on the Dean's Council.

### **1.D. Constitution of the Faculty Forums**

The members of Dean's Council will chair one of five Faculty Forum meetings, each held at a different, non-overlapping time (advertised before the semester begins). Three of the faculty forums are chaired by the representatives of each division, and are intended for members of that division; the other two are cross-disciplinary groupings with free-flowing membership. Any faculty member can attend any one of the Forums in preparation for the full faculty meeting.

## **2. Academic Departments and Programs of Instruction**

### **2.A Nature and Function of Departments of Instruction and Academic Programs**

#### **2.A.i Nature**

Departments of Instruction and Academic Programs are organizational units that represent and administer subject matter areas of the College and Caspersen School curricula. Departments and programs consist of a chair/director/ or convenor and faculty. A department or program usually corresponds to one or more majors or related fields of academic study. Historically, programs have tended to be smaller and more interdisciplinary, while departments have generally reflected traditional disciplinary structures. Nevertheless, programs and departments have different statuses in the governance structure of the university.

#### **2.A.ii Function**

Departments and programs are responsible for overseeing their curricula, effectively delivering the respective majors and/or minors, assessment of that curricula, providing guidance to students, and in some cases overseeing staff, equipment, and/or facilities.

Departments and programs are also responsible for hiring; mentoring faculty; and organizing renewal, tenure, and promotion processes.

#### **2.A.iii Creation of Departments and Programs**

Proposals for new departments and programs are developed by a committee of core faculty appointed by the Dean; submitted to the Dean's Council, in conversation with CAPC who reviews associated curriculum; and if approved are brought to a vote before the full Faculty and affirmed by the Board of Trustees. If programs with majors reach a critical size in terms of students and faculty, they may propose changing their status to a department by the same process.

## 2.B Department Chairs, Program Directors, and Program Conveners

Departments of Instruction and Academic Programs must have an administrative chair or head, normally a member of the department or program with tenure.

Department chairs, program directors, and program conveners are university leaders responsible for facilitating various administrative and budgetary processes, supporting and mentoring faculty, overseeing department curricula, providing guidance to students, overseeing assessment, and in some cases overseeing staff, equipment, and/or facilities. Aside from assuring that all day-to-day administrative tasks are done in a timely manner, chairs and program directors or conveners must be willing and able to advocate for their department or program externally, represent the administration within their department, create an atmosphere where discussion and collaboration are encouraged and differences are supported. Chairs are also responsible for organizing and leading plans for the future. In order to succeed, the chair must therefore have the confidence of both the department or program and the administration.

### 2.Bi **Appointment and Term of the Chair**

In conversation with departments and programs, the Dean will take nominations for the position of Department Chair, Program Director, or Program Convener. Appointments will be made by the Dean and the term of appointment will normally be for three years, but may be renewed or extended when appropriate.

### 2.Bii **Specific Duties and Responsibilities of Department Chairs, Program Directors, and Program Conveners**

Duties and responsibilities will vary according to the specialized needs of a department or program, but the list below describes general obligations. It should be noted that many departments and programs function effectively by having other members of the department/program share in these tasks, e.g., having one member be responsible for coordinating assessment activities, chairing search committees, attending admissions events, or advising new transfer students, etc.

See “Responsibilities of the Chair” from the Chair and Director Handbook.



# 1. Responsibilities of the Chair

## General Duties of a Chairperson

Duties and responsibilities will vary according to the specialized needs of a chairperson's department, but the list below describes general obligations. It should be noted that many departments function effectively by having other members of the department share in these tasks, e.g., having one member of the department be responsible for connections with the library, for maintaining contact with admissions, etc.

- Provide leadership and long-range planning, including leading the department through assessment and any self-study process at the appropriately scheduled time.
- Serve as the department intermediary with the Dean's Office, Dean's Council, Division, Arts and Sciences Faculty, and Facilities and attend Chair's Meetings as scheduled by the Dean's Office.
- Supervise and evaluate full-time faculty as indicated in the University COF Faculty Handbook, including commenting on annual reports and ensuring regular teaching observations of untenured faculty members.
- Hire, supervise, and evaluate part-time faculty as needed, and ensure they are prepared to begin their service at Drew (e.g., ordering office keys, computer, phone if needed, etc.). Serve as the primary liaison to part-time faculty members to ensure compliance with all University policies and procedures.
- Supervise and evaluate any departmental staff and student employees.
- Arrange and conduct departmental meetings with faculty.
- Submit line requests and appropriate supporting documentation as needed; facilitate departmental or program hiring processes.
- Monitor teaching loads and provide the Dean's Office with yearly course listings; work with the Registrar's office to ensure accuracy of course listings. Work with the Dean's office and your faculty in managing waitlists or underenrolled courses.

- Propose and communicate to CAPC any changes in courses, curricular offerings, or major and/or minor requirements; monitor relevant catalog copy; work with the Dean's Office and the Registrar's Office to ensure accuracy in departmental or program requirements.
- Serve as the administrative contact in budgetary matters, including oversight of the department's or program's budget and timely submission of budget requests.
- Oversee assessment of student learning efforts, including ensuring that departmental or program student learning outcomes are regularly assessed and requested reports and documents on these matters are filed (including archivable course syllabi, credit hour calculation worksheets, annual assessment reports, etc.).
- Communications and correspondence
  - Inside: Communication with Administration, Registrar, faculty, special programs (including Centers and summer programs), Launch Center, Financial Aid, etc.
  - Outside: Departmental questionnaires, national organizations in the field, book companies, conference announcements, etc.
- Students
  - Approve new majors and assign advisors.
  - Work with incoming transfer students to schedule courses and review their academic record, with particular attention to how their previous experiences apply to major requirements.
  - Sign forms / Submit petitions for majors and minors.
  - Hire student employees.
  - Arrange meetings and social events.
  - Be available for consultation.
  - Hear and adjudicate complaints and grade appeals.
- Participate in admissions events or arrange other departmental representation as requested. Facilitate communications with prospective students as requested (e.g., meeting with prospective students, arranging classes for prospective students to visit, etc.).
- Ensure departmental representation on interdisciplinary committees and at University events.
- Oversee the maintenance and purchase of any departmental equipment: copy machines, printers, laboratory materials, etc.
- Plan and supervise library acquisitions (if applicable).

- Serve as department contact with University Communications and others on campus who need program-specific information.
- Serve as department contact with local schools, industry, cultural groups, and the community.

**Curricular Report  
October 2020**

**For Information:**

**New Courses:**

CSCI 235/Quantum Computing  
CSCI 357/Cryptography  
CSCI 405/System Vulnerability and Security  
ENGH/FILM 326/Cinema and the Critique of Capitalism  
HUM 204/Introduction to Digital Humanities  
PSCI 220/Quantitative Approaches to Political Science  
PSCI 221/Latino Politics  
PSCI 349/WGST 349 Global Discourses on Human Rights  
PSYC 299/Short TREC program at the Intermediate Level

**Changes to Existing Courses:**

ART 112/Ceramic Sculpture I

- Description Change

ART 140/Printmaking I

- Description Change

ART 212/Ceramic Sculpture II

- Description Change

ART 230/Photography II

- Description Change

BST 321/Corporate Finance

- Prerequisite/Corequisite Change

CHEM 351/Advanced Organic Chemistry

- Prerequisite/Corequisite Change for Spring 2021 only

CHEM 400/Senior Seminar (Capstone)

- Credit Hour Change for Spring 2021 only

PH 400/Capstone in Public Health

- Prerequisite/Corequisite Change

THEA 135/Acting and Directing

- Description Change

THEA 362/African-American Theatre

- Title Change

THEA 345/Problems in Directing

- Title Change

### Changes to Existing Major/Minor:

#### Computer Science Major

- Adding courses CSCI 235/Quantum Computing, CSCI 357/Cryptography, CSCI 405/System Vulnerability and Security

#### Physics Major (BA)

- Cross-listing with new course CSCI 235/Quantum Computing.

#### PSCI 221/Latino Politics

- Adding course to electives list Spanish major/minor

#### Psychology Major/Minor

- Credit Changes

#### English Major/Film Studies Minor

- ENGH 326/FILM 326/Cinema and the Critique of Capitalism

### Gen Ed Designations:

EDUC 502/Assessment in Education [IMMX]

EDUC 503/Instructional Design [IMMX]

ENGH 349/Peer-to-Peer Mentoring: Theory and Practice [IMMX]

ENGH/FILM 326/Cinema and the Critique of Capitalism [DVIT]

HIST 396/Immersive Research in History [IMMX]

HIST 400/Capstone Research History Seminar [IMMX]

HUM 204/Introduction to Digital Humanities [BHUM, BINT]

PSCI 220/Quantitative Approaches to Political Science [BSS, QUAN]

PSCI 349/WGST 349 Global Discourses on Human Rights [DVIT]

PSYC 299/Short TREC program at the Intermediate Level [IMMX]

THEA 317/Theatre Practice: Applied Performance [IMMX]

### For Information:

#### New Courses:

#### [CSCI 357/Cryptography](#)

This course focuses on basic security issues in computer communication and information storage, classical cryptographic algorithms, symmetric key cryptography, public key cryptography, authentication, and digital signatures. The course also includes an overview of mathematical background needed for cryptography.

#### [CSCI 405/System Vulnerability and Security](#)

An extensive study of security vulnerabilities in modern computing systems, ethical hacking methodologies, as well as threat mitigation strategies. A capstone project is included to practice penetration testing on a virtual web platform. Prerequisite: CSCI 250, CSCI 260, and CSCI 255 with a grade of C- or better. Offered every spring. CLA-Capstone, CLA-Writing in the Major

#### [ENGH 326/FILM 326/Cinema and the Critique of Capitalism](#)

Introduces a range of international films from the 20<sup>th</sup> and 21<sup>st</sup> centuries that highlight the intersections between cinema and capitalism. Students have the opportunity to analyze prominent cinematic works—from *Modern Times* to *Parasite*— in conjunction with the writings of Marx, Marxists (from Angela Davis to David Harvey), and scholars of “racial capitalism” (from Stuart Hall to Robin D.G. Kelly). Lectures and discussion expose students to the skills needed to approach film through the lens of critical theory, and to think—through film—about global capitalism and its effects on economic, racial, and gender hierarchies. CLA-Diversity International.

#### **HUM 204/Introduction to Digital Humanities**

Introduces students to a range of tools and techniques for digital research and scholarship across the humanities disciplines. The course will explore shared concepts in the humanities – time, space, image, text, and the archive – and investigate the digital tools relevant to each concept. In the course, students will experiment with various tools, learn how to prepare, clean and manage data, and reflect on the ways that digital tools intervene in the production of knowledge in the humanities. CLA-Breadth/Humanities, CLA-Breadth/Interdisciplinary

#### **PSCI 220/Quantitative Approaches to Political Science**

An introduction to the most common statistical and data visualization techniques used in quantitative political science research. Techniques discussed include mapping, graphing, difference of means testing, OLS regression, and logit regression. Special emphasis is placed on the unique challenges of data collection and measurement posed by political science and international relations research questions. CLA-Breadth/Social Science, CLA-Quantitative.

#### **PSCI 221/Latino Politics**

Introduces the experiences of Latinos as the largest minority group in the United States and how they are situated in the political process. Analyzes how Latinos have come to be seen as an important political constituency but they also remain a group that is portrayed as an outsider in contentious political debates on immigration. Using a multidisciplinary approach, it explores the political, social, and cultural practices of Latinos. Students will have an opportunity to engage with theoretical questions pertaining to ethnicity and race and examine the extent to which “Latino”, “Hispanic”, or “Latinx” are meaningful political terms. It analyzes distinct historical experiences and political behavior of different Latino national origin groups and the ways in which they view themselves and are able to shape the political process.

#### **PSCI 349/Global Discourses on Human Rights**

Introduces critical debates on human rights. Beginning with a study of founding of human rights: ideas and institutions, students will have the opportunity to study critiques of the (western) origins of human rights and the alternate approaches to rights emerging from the nonwestern world. The focus will be on multiple conceptions of rights emerging from liberalism and its critics, from scholarship on colonization and decolonization, and feminist and critical theories from the global south. After understanding some of the prominent

debates on human rights, emphasis will be on the implications of the approaches to conceptions and practices of human rights, for example on gender rights as human rights; dissent and free speech; migration; and social and economic inequality. CLA-Diversity International.

### **PSYC 299/Short TREC program at the Intermediate Level**

The course will focus on selected topics offered as shortTRECs through the Center for Global Education. Topics and location of the course will vary in accordance with student interest and faculty expertise. May be repeated as topic changes. Offering to be determined. CLA-Immersive Experience.

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

#### **ART 112/Ceramic Sculpture I**

- Description Change

#### **Current:**

An introduction to the creative possibilities of ceramics emphasizing diverse approaches to clay as a sculptural material. Exploration of handbuilding techniques, glazing and firing, mold making and casting, as well as ceramic tile mosaic and mixed media, to consider issues of form, content, surface, scale, color, and process. Class discussions establish connections between clay investigations and fundamental questions from contemporary and art history. Offered annually. CLA-Breadth/Arts.

#### **Proposed:**

An introduction to the creative possibilities in ceramics, emphasizing diverse approaches to clay and/or clay-like materials as sculptural material. Students investigate, discuss and evaluate process, form, color, surface, scale, content and the ephemeral characteristics of ceramic sculpture. Students learn about the physical and chemical properties of traditional ceramics and contemporary applications. Projects allow students to explore a variety of materials and strategies, which may include handbuilding techniques, mold-making, carving, vessel building, glazing and firing. Offered most semesters. CLA-Breadth/Arts.

#### **ART 140/Printmaking I**

- Description Change

#### **Current:**

The technical and expressive potentialities of relief – woodblock, linoleum, collography, and monoprinting – are explored. Color and combined media processes are emphasized. Development of individual pictorial language follows a period of technical introduction and experimentation. Traditional and contemporary modes of collaboration, editioning and working in series are considered. Critiques as well as gallery and museum visits supplement the creative process. Offered spring semester in even-numbered years. CLA-Breadth/Arts

#### **Proposed:**

An introduction to the technical and expressive potentialities in printmaking. Students investigate a range of materials and techniques, which may include woodblock and linoleum cutting, collagraphy, monoprinting and combined media processes. Development of individual

pictorial language follows a period of technical introduction and experimentation. Critiques and class discussion support student understanding of traditional and contemporary issues in the medium. Offered most semesters. CLA-Breadth/Arts.

### **ART 212/Ceramic Sculpture II**

- Description Change

#### **Current:**

Students develop more advanced and individualized approaches to clay. Emphasis on greater student independence and ambition in terms of confronting technical challenges and developing a personal direction. Prerequisite: ART 112 -Ceramic Sculpture I. CLA-Breadth/Arts.

#### **Proposed:**

This course provides intermediate and individualized experiences with clay and/or clay-like materials as an exploration of the unique characteristics of ceramic sculpture. Students continue their creative investigation of a range of ceramics processes, materials, forms and strategies and begin to create self-directed works at the intermediate level. Pre-requisite: ART 112. Offered most semesters. CLA-Breadth/Arts.

### **ART 230/Photography II**

- Description Change

#### **Current:**

This course explores analog techniques in contemporary photographic practice. Students use film cameras, process black and white film, and produce gelatin silver prints in the darkroom. Students also learn film scanning to connect traditional processes and digital media. Intermediate-level shooting assignments encourage a deeper understanding of the medium and allow students to expand their own photographic sensibility. The course explores the work of contemporary photographers and continues to build visual arts communication skills through discussion and critique. Includes a photography field trip to New York City. Students provide a SLR film camera or may rent one from Drew, and will need to budget for additional materials. CLA-Breadth/Arts.

#### **Proposed:**

This course explores intermediate techniques in contemporary photographic practice through the study and production of black and white images. Students will respond to intermediate-level shooting assignments that encourage a deeper understanding of the medium and allow students to expand their own photographic production and sensibility. Students will study the work of contemporary photographers and continue to build visual arts communication skills through discussion and critique. Course assignments and projects connect traditional processes and digital media and may incorporate film or digital cameras, darkroom techniques, scanning and/or printing. Students provide a camera, or may rent one from Drew, and may need to budget for additional materials. Prerequisite: ART 130. Offered most semesters. CLA-Breadth/Arts.

### **BST 321/Corporate Finance**

- Prerequisite/Corequisite Change

#### **Current:**



Prerequisite: ECON+25

Proposed:

Prerequisite: ECON 301

#### CHEM 351/Advanced Organic Chemistry

- Prerequisite/Corequisite Change for Spring 2021 only

Current:

The course currently requires a lab

Proposed:

We are proposing eliminating the lab for Spring 2021 only

#### CHEM 400/Senior Seminar (Capstone)

- Credit Hour Change for Spring 2021 only

Current:

1 credit

Proposed:

1-2 Credits-BCHM cross-list to remain 2 credits

#### PH 400/Capstone in Public Health

- Prerequisite/Corequisite Change

Current:

None

Proposed:

Prerequisite: PH341 Research Methods in Population Health AND pre/corequisite: PH 340 Epidemiology

#### THEA 135/Acting and Directing

- Description Change

Current:

A laboratory course in the basic theories and techniques of acting and directing. Extensive scene work, class exercises, and written analyses. Each student directs two scenes and acts in at least four. Offered every semester. CLABreadth/Arts.

Proposed:

A laboratory course in the basic theories and techniques of acting and directing. Each student will have multiple opportunities both to act and to direct. Students will engage in class exercises, improvisation, scene work, and written analyses. Offered every semester. CLA-Breadth/Arts.

#### THEA 362/African-American Theatre

- Title Change

Current:

THEA 362/African-American Theatre

Proposed:

THEA 362/Black Theatre

#### THEA 345/Problems in Directing

- Title Change

**Current:**

THEA 325/Problems in Directing

**Proposed:**

THEA 325/Advanced Directing

**Changes to Existing Major/Minor:**

**Computer Science Major**

- Adding courses CSCI 235/Quantum Computing, CSCI 357/Cryptography, CSCI 405/System Vulnerability and Security

**Requirements for the Major (52 credits)**

**I. Foundation (4 credits)**

- CSCI 149 - Introduction to Computer Science in JavaScript
- CSCI 150 - Introduction to Computer Science in Python
- STAT 120 - Statistical Computing in R

**II. Core (32 credits)**

- CSCI 151 - Object Oriented Programming in Java
- CSCI 230 - Data Structures
- CSCI 260 - Computer Systems & Architecture
- CSCI 340 - Software Engineering
- CSCI 370 - Algorithm Analysis and Computability
- CSCI 400 - Computer Science Capstone
- MATH 117 - Introductory Statistics
- MATH 220 - Discrete Mathematics

**III. Electives: Four Intermediate or Upper-Level CSCI Courses (16 Credits)**

Regularly offered CSCI courses are listed below; courses from MATH, STAT, and DATA, as well as internship credit, may also count, depending on relevance, with departmental approval.

- **CSCI 235 – Quantum Computing**
- CSCI 250 - Web Application Development
- CSCI 290 - Introductory Topics in Computer Science
- CSCI 330 - Databases & Information Management
- CSCI 335 - Functional Programming
- CSCI 345 - Mobile Application Development
- CSCI 350 - Computer Networks & Security
- CSCI 357 - Cryptography

- CSCI 360 - Operating Systems
- CSCI 390 - Advanced Topics in Computer Science
- CSCI 405 - System Vulnerability and Security

### Physics Major (BA)

- Cross-listing with new course CSCI 235/Quantum Computing

#### II. Electives (12 credits)

4 credits from PHYS-2XX or higher

- CSCI/PHYS 235 – Quantum Computing
- PHYS 229 - Special Topics in Physics
- PHYS 265 - Energy and Environment
- PHYS 270 - Principles of Engineering
- PHYS 273 - Topics in Engineering

### Psychology Major/Minor

- Credit Changes

### **Requirements for the Major (44-46~~42-46~~ credits)**

#### **I. Core (126-credits)**

- PSYC 101 - Introduction to Psychology
- PSYC 110 – Psychology Preceptorial
- PSYC 211 - Research Methods in Psychology
- MATH 117 - Introductory Statistics (C- or higher)

#### **II. Electives I (128 credits)**

- PSYC 220 - Biological Psychology
- PSYC 222 - Sensation and Perception
- PSYC 231 - Infancy, Childhood and Adolescence
- PSYC 232 - Adulthood
- PSYC 253 - Cognition
- PSYC 270 - Selected Topics in Psychology
- PSYC 272 - Stress and Coping
- PSYC 299 - Short Trec: Intermediate Level
- PSYC 342 – Social Psychology
- PSYC 345 – Theories of Personality
- PSYC 348 – Abnormal Psychology

#### **III. Electives II (128 credits)**

- PSYC 220 – Biological Psychology

- PSYC 222 – Sensation and Perception
- PSYC 253 – Cognition
- PSYC 333 - Aviation Psychology and Management
- PSYC 342 - Social Psychology
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology
- PSYC 351 - Learning and Behavior
- PSYC 354 - Cognitive Neuroscience
- PSYC 370 - Advanced Topics in Psychology
- PSYC 372 - Organizational Psychology & Leadership
- PSYC 374 - Health Psychology
- PSYC 399 - ShortTrec: Upper Level

#### **IV. Seminar (4 credits)**

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women’s Resistance
- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology
- PSYC 368 - Seminar in Psychotherapy
- PSYC 369 - Seminar in Industrial Organizational Psychology

#### **V. Additional 2-4 credits in Psychology (2 courses)**

Students must complete additional 2 credits in courses or laboratory experiences in Psychology, excluding PSYC 394, PSYC 396, PSYC 410, PSYC 411.

- PSYC 270 – Selected Topics in Psychology
- PSYC 272 – Stress and Coping
- PSYC 333 – Aviation Psychology and Management
- PSYC 370 – Advanced Topics in Psychology
- PSYC 372 – Organizational Psychology & Leadership
- PSYC 374 – Health Psychology
- PSYC 399 – ShortTrec: Upper Level

#### **VI. Capstone (2 credits)**

- PSYC 400 - Capstone Experience in Psychology

#### **Note**

**The following courses are recommended:**

- PSYC 312 - Advanced Research Project in Psychology

- INTC 200 - Internship Project *in Psychology*

**English Major/Film Studies Minor**

- **Adding course ENGH 326/FILM 326/Cinema and the Critique of Capitalism to electives lists for English Major and Film Studies Minor**



## Launch Communities Fair - Faculty Participation Request

Thank you for supporting the **October 23 Launch Communities Fair (3-6PM)**!

The [Launch Communities Fair](#) is designed to introduce students (DSEM students are required to participate but all students are invited) to any of the [8 Launch Career Communities](#) and [8 Launch Identify/Affinity Communities](#) that interest them. Within these Community spaces, students will hear about on/off-campus curricular and co-curricular opportunities related to that Community, and hear Community-related stories shared by a variety of community members who identify with Launch Communities. In each virtual community space, students will be able to connect with:

- Student leaders sharing student club engagement opportunities
- **Faculty sharing curricular and co-curricular opportunities and/or their stories related to the Launch Community**
- On/off-campus community members (e.g., alums, employers, staff) sharing their stories and/or job or internship opportunities related to the Community

**Request to Faculty:** We need at least 2 faculty members per Community willing to spend 90 minutes in the corresponding Zoom space of the Launch Community that aligns with your discipline, efforts, or experience. In this way, faculty will be available to talk to students about the Community-related curricular and/or co-curricular experiences you or your department facilitate, or to share your Community-related story or experiences. We would be honored with your participation and we are hoping this becomes an opportunity for your promotion of your programs and experiences with first year and other Drew students.

**To participate, please sign up in the corresponding space(s) below or [here](#) if this is a pdf version of the document (note that you can sign up in a Career Community for one time slot, and an Affinity Community for the other slot):**



<b>Launch Community</b>	<b>October 23, 3:00-4:30PM</b>	<b>October 23, 4:30-6:00PM</b>	<b>Notes/Questions</b>
<a href="#"><u>Arts, Communications &amp; Languages Career Community</u></a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Lisa Lynch Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#"><u>Business, Finance &amp; Entrepreneurship Career Community</u></a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Steve Firestone (sfirestone@drew.edu) Faculty 2: Faculty 3:	
<a href="#"><u>K-12 Education Career Community</u></a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#"><u>Exploratory Career Community</u></a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#"><u>International Opportunities Career Community</u></a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#"><u>Medicine &amp; Health</u></a>	<b>October 23, 3:00-4:30PM</b>	<b>October 23, 4:30-6:00PM</b>	

<a href="#">Professions Career Community</a>	(Name and email) Faculty 1: Roger Knowles rknowles@drew.edu Faculty 2: Faculty 3:	(Name and email) Faculty 1: Roger Knowles rknowles@drew.edu Faculty 2: Faculty 3:	
<a href="#">Pre-Law Career Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">Science, Technology, Engineering &amp; Sustainability Career Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Adam Cassano Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Minjoon Kouh (mkouh@drew.edu) Faculty 3:	
<a href="#">Social Impact &amp; Government Career Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">Religion, Theology &amp; Ministry Career Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">Commuter/ Transfer/ Non-Traditional Identity/Affinity</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1:	



<a href="#">Community</a>	Faculty 2: Faculty 3:	Faculty 2: Faculty 3:	
<a href="#">Ethnic &amp; Racial Heritage Identity/Affinity Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">Faith, Religion &amp; Spirituality Identity/Affinity Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">First Generation Identity/Affinity Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Sandra Jamieson (sjamieso@drew.edu) Faculty 2: Patrick Dolan (pdolan@drew.edu) Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	I can be there for either session or both--sandra  I can as well -Patrick
<a href="#">Gender &amp; Sexuality Identity/Affinity Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Wendy Kolmar (wkolmar@drew.edu) Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Wendy Kolmar Faculty 2: Faculty 3:	
<a href="#">International Student Identity/Affinity Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Sandra Jamieson (sjamieso@drew.edu)	

	Faculty 3:	Faculty 2: Faculty 3:	
<a href="#">Limited Resources</a> <a href="#">Identity/Affinity</a> <a href="#">Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	
<a href="#">Visible/Invisible</a> <a href="#">Disabilities</a> <a href="#">Identity/Affinity</a> <a href="#">Community</a>	<b>October 23, 3:00-4:30PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	<b>October 23, 4:30-6:00PM</b> (Name and email) Faculty 1: Faculty 2: Faculty 3:	

Please let us know at [dlomauro@drew.edu](mailto:dlomauro@drew.edu) know if you have any questions or need any additional information. Thank you for your wonderful investment in our students' development and for your powerful contributions to Launch and the Fall 2020 Launch Communities Fair.

Daniel Pascoe

**Daniel Pascoe Aguilar, PhD, MDiv**

Associate Provost for Immersive Learning & Career Design

Launch Center for Immersive Learning & Career Design | [launch.drew.edu](http://launch.drew.edu)

## Report of the Faculty

### PRESIDENT'S FACULTY COMMITTEE

Kimani Fowlin, Marie-Pascale Pieretti, Hilary Kalagher, Lisa Lynch, Trevor Weston, Sarah Abramowitz, Brianne Barker, Kimberly Rhodes, Minjoon Kouh, Sangay Mishra

- We have been talking about Drew's distinctiveness. Here are some of our ideas. What do you think?
  - Distinctiveness in the way that we have handled Covid - pedagogy, illustrates dedicated and caring faculty (e.g., science lab production, small classes/still connected to faculty, synchronous teaching, NYC TREC adaptations, non-local speakers, engagement with alums, etc.)
  - Do more with archives and special collections at Drew (AFAM history through the Methodists, reflected in our archives; also art collection). Public history. Also related to ethics issue?
  - Proximity to NY - not scaled enough to make us distinctive. What is the target number that we could work toward in terms of building experiences? "We have NY programs" vs. "We are NY." Make it easier for the students and the faculty to incorporate proximity to these resources into the mix. Push to the extreme level - for example, students could live in NY while doing a NY semester and a course or two online.
  - NY semesters are distinctive, and we could add more: Biotech, stats, NJ semester on pharma.
  - Guaranteed abroad experiences?
  - Environmental science - connect with urban farms?
  - Contributing to world's good - ethics, students are passionate about positive change that is possible.
  - Role of place and history seems to be thematic across the discussion - Drew's unique place in history, in the world - prepping for complexities of the world outside of the Forest.
  - Collaboration between the three schools - need good models. Team-teaching? Translation into workload needs to be determined. Some existing collaborations, but only in key areas.
- The president thinks that we should create more 3/2 or 4/1 programs that feel like a good fit for CLA students. Let us know if you have other related ideas.
  - 3/2 programs - visual arts (3/2 BFA program, partnering institution with museum - degree in museum studies), sciences with pharma, Biotech?
  - Partnership could lead to new programs that we don't currently offer or access to new facilities

## MSCHE Self-Study Update Report

October 2, 2020

### Middle States Self-Study Update

The first half of the Self-Study Report will be shared with the community on Oct. 6, 2020. This section contains the following sections:

PART I: REIMAGINING THE STUDENT EXPERIENCE: INTEGRATING ACADEMICS, STUDENT LIFE, AND PROFESSIONAL PURPOSE DEVELOPMENT

Chapter 1. [Institutional Context] Drew's Proud Tradition of Liberal Education

Chapter 2. [Standard I: Mission] Reimagining the Student Experience in Alignment with Drew's Mission for Liberal Education

Chapter 3. [Standard III: Academics] and [Standard V: Learning Assessment] Design, Delivery, and Assessment of the Student Learning Experience

Chapter 4. [Standard IV: Student Support] Support of the Student Experience from Recruitment to Post-Graduation

All Drew community members are urged to provide feedback on Part I by:

- completing this anonymous survey: [Feedback on Part I](#), and
- participating in Town Hall Meetings on October 22, 2020 at 12:00 pm and 7:00 pm.

### Next Steps

- The Steering Committee will update the draft based on community feedback.
- Evidence for Part I will be uploaded into the evidence inventory.
- Steering committee will continue its work on Part II, to be shared with the community in early 2021

### Updated Evaluation Visit Dates

April 12, 2021 - Preliminary Visit: Evaluation chair Dr. Bryon Grisby, President of Moravian College.

September 26-29, 2021 - Evaluation Team Visit.

### Documentation

The UKNOW Middle States site contains the approved Self-Study Design document, copies of PowerPoint presentations related to the self-study, and minutes from Steering Committee meetings.

Please send any questions or comments to [middlestates@drew.edu](mailto:middlestates@drew.edu).

**DREW UNIVERSITY  
ENROLLMENT REPORT TO FACULTY**

**Colby McCarthy  
Dean of Enrollment Management  
October 9, 2020**

**Final Update for the CLA Class of 2024:**

Applications: 4077

Complete Applications: 3989

Admits: 2918

Enrolled: 343

Deferred to a subsequent term: 24

Completion Rate: 97.8%

Admit Rate: 73.2%

Yield on Admits: 11.75%

**Final Update on CLA Transfers for Fall 2020:**

Applications: 156

Complete Applications: 153

Admits: 131

Enrolled: 50

Deferred to a subsequent term: 7

We have pivoted to recruiting the Class of 2025. There are significant challenges to the recruitment of new students for next fall given the restrictions on campus visits and events and on recruitment visits and events at high schools. We are working to adjust our programming and recruitment tactics to compensate for the lack of face to face interactions we will have with students.

Campus visits and interactions with students, faculty, and staff have always been our best recruitment tool. Because of the limit on visitors we can have at any one time we are looking to:

- Revamp our virtual campus events
- Increase and maximize the remote personal interactions our prospective students have with our admissions counselors
- Increase and maximize the remote personal interactions our prospective students have with our students, faculty, and staff
- Increase the number of opportunities students can visit campus (more campus tours and information sessions) so that we can have as many students as possible on campus, just not at the same time
- Partner with Communications to develop a consistent and intentional flow of information to keep prospective students and their parents connected with Drew
- Partner with Athletics to integrate their experiences in admissions counselors recruiting education
- Partner with faculty members to develop opportunities for them to interact with prospective students in meaningful ways

We will be discussing with the Faculty ways in which they can participate in the recruitment process at virtual events and through email, phone, and/or text contact with the appropriate prospective students as well as allowing prospective students to sit in on virtual classes.

Upcoming Events (<http://www.drew.edu/admissions-aid/plan-a-visit/>):

October 7<sup>th</sup> – Webcast Wednesday – Drew Action Scholars

October 14<sup>th</sup> – Webcast Wednesday – Baldwin Honors

October 21<sup>st</sup> – Webcast Wednesday – Global Education and NYC Semesters

October 25<sup>th</sup> - Virtual Discover Drew Day

October 28<sup>th</sup> – Webcast Wednesday – Combined Degree Programs

November 4<sup>th</sup> – Webcast Wednesday – Launch Your Future

November 11<sup>th</sup> – Webcast Wednesday – Fine Arts

November 15<sup>th</sup> – Virtual Discover Drew Day

## UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of October 9, 2020

Dear Colleagues:

Although the buildings remain closed, your colleagues in the library, archives, and instructional technology continue to support remote teaching and learning during the fall semester.

### LIBRARY SERVICES

During fall semester, your library and instructional technology colleagues continue to provide a range of services for remote teaching and learning. These include but are not limited to consultations (email, chat, Zoom), remote office hours for drop-in research help (Zoom), and help identifying and acquiring digital resources (articles, e-books, films, Open Educational Resources, open access collections, etc.) available to remote students. Refer to the [COVID-19 Library Services page](#) for details. Other important resources include [Library A-Z List](#) (which includes new and trail databases), and [Subject Guides](#).

For Drew-owned materials not already available in digital form, the library can provide a scan or can retrieve items from the stacks for [contact-free pickup by appointment](#).

For research with archives and other primary sources, [Special Collections and University Archives](#) offer virtual consultations by appointment, research assistance via email, and scanning.

### Collection Development

The Library encourages faculty to submit book purchase requests using this [form](#) or by contacting your subject Librarian or [Kathy Juliano](#). In keeping with our new policy, we are purchasing books only upon the recommendation of faculty. All book selections should be made to support the current and future curriculum.

We have also implemented evidence-based and demand-driven e-book purchase programs, with e-books discoverable in the catalog and purchased based on actual usage

Contact your subject librarian or Kathy Juliano with any questions, or to arrange a time to visit with your department to review current resources and anticipated needs.

### New Library Services Platform

Congratulations to Guy Dobson, Director of Technical Services and Head of Library Systems, for leading the library's migration from the locally-hosted SIRSI system to the FOLIO library services platform, hosted by EBSCO. FOLIO is a modern and flexible platform with an active development community. Offsite hosting advances the university's strategic move to the cloud, and the cost savings are significant. In addition

to Guy, the FOLIO Implementation Team included Kathy Juliano, Lauren Levinson, Yanira Ramirez, Danielle Reay, and Candace Reilly.

**Books by Faculty and Alumni Authors:** Please let us know of recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives.

## INSTRUCTIONAL TECHNOLOGY

### Moodle update

Our host vendor has rectified the problem with significant delays when grading submitted work. If you should encounter this problem again, or notice any other performance issues with Moodle, please email [helpdesk@drew.edu](mailto:helpdesk@drew.edu) and our team will reach out to the vendor.

### Zoom Updates and New Features

Recently Zoom has upgraded some features and we wanted to reach out and let you know what those are. To access any of these features you must upgrade to the newest version of Zoom (5.3.1). The quickest way to do that is to go to <https://zoom.us/download> and click download.

#### *New features*

- [Multiple people can be spotlighted](#) at the same time. Perfect for panel discussions or group projects.
- [Customize your gallery view](#). As a host, this allows you to move the videos of your participants in any order you prefer and then push that view onto your participants so they see the room the same way.
- Self-selecting Breakout Rooms. The host can now create breakout rooms with the option for participants to self-select which breakout room they would like to join. If enabled, participants can move freely between breakout rooms, without needing the host's help. Both the meeting host and participants need to be on *Client 5.3.0* or later to self-select Breakout Rooms. Here is a [really good video](#) on ways to use this feature in class.

### Reminder about Zoom cloud storage

Thanks to all who have already deleted unneeded or old recordings, but we are still in a storage crunch. Please go to your recordings tab in Zoom and continue to delete cloud recordings so we can recover space. Suggestions for this review:

- *Consider deleting* (examples): recordings of regular meetings from completed Spring 2020 classes; recordings of routine departmental meetings with completed minutes
- *Consider downloading and storing locally or on Drive*: recordings or transcripts needed for ongoing work. Examples: audio and chat transcripts from a routine



meeting; Recordings of meetings or events that may have historic archival value, such as commencement events, guest lectures, or major campus announcements. (Note that many events are already available on the Drew YouTube channel: <https://www.youtube.com/drewuniversity>)

- *Consider keeping on Zoom:* recordings in active use that are linked from other websites. Examples: faculty development sessions linked from shared faculty Moodle pages
- Here is a tutorial: [How to delete and/or download your Zoom recordings](#)

As indicated in last week's email, we are clearing out recordings from 2018. By the end of the calendar year we'll be asking people to evaluate their recordings from 2019.

### **PERSONNEL NEWS**

To close this month's report, I must make the bittersweet announcement that Dr. Jody Caldwell is retiring from the Drew Library on January 4, 2021, following 29 years of dedicated service to the Drew community.

As Head of Research and Reference Services and Director of Library Public Services, Dr. Caldwell has led the departments of Reference and Research Services, Interlibrary Loan, and Access Services through a period of profound change in academic librarianship. She has supported university faculty in research, scholarship, and preparation for teaching, and provided advanced research and reference consultations to generations of undergraduate and graduate students. She has been an active participant in shared governance through service on numerous campus committees, including but not limited to the Compensation Monitoring Committee, Diversity Committee, Sexual Harassment Committee, University Budget Committee, University Senate, Honors Committee, Faculty Advisory Committee, and the College Committee on Academic Policy and Curriculum. Dr. Caldwell has also contributed to the library profession with presentations, publications, and committee service in the American Library Association (ALA), the Association of College and Research Libraries (ACRL), and New Jersey Library Association (NJLA).

Dr. Caldwell's library colleagues are actively planning ways to address her many roles and responsibilities in reference, instruction, and management. For now, please join me in congratulating Jody, thanking her for her many contributions to the Drew community, and wishing her the best as she prepares for this exciting new chapter.

With all best wishes,

Andrew Bonamici, University Librarian  
107 Library  
[abonamici@drew.edu](mailto:abonamici@drew.edu)  
x3322

**(continued)**

## New / Trial Databases

Go to <https://libguides.drew.edu/az.php> to access these resources.

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The following databases are newly acquired or being evaluated for a future subscription. Please contact your subject Librarian or [Kathy Juliano](#) with questions and feedback

### **Academic Video Online (AVON)**

Academic Video Online delivers more than 71,000 titles spanning a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Highlighted publishers include CNN, BBC, PBS, Sony Pictures Classics, BroadwayHD, Royal Shakespeare Company, National Geographic, and more...

### **Trial BAS Library (Biblical Archaeology Society Online Archive)**

A Biblical archaeology resource, contains a wealth of material by world-renowned scholars, including:

Over 9,000 searchable articles by renowned experts

Over 21,000 lavish color photographs, maps, diagrams, and drawings

Every issue of Biblical Archaeology Review (1975–present), Bible Review (1985–2005), and Archaeology Odyssey (1998–2006)

Access to New Encyclopedia of Archaeological Excavations in the Holy Land, Vol. 5

Video lectures from world-renowned scholars and archaeologists

Special Collections

**New Brown Judaic Studies Monograph Series** is a peer-reviewed series that publishes high quality, specialized books aimed primarily at a scholarly audience. We publish monographs, collections of essays, and translations of original sources in all fields of Judaic studies.

### **New Digital Theatre+**

Unlimited access to over 1000+ full-length productions and educational resources, from over 50 world-class theatre companies, industry associations, practitioners, teachers, examination boards and scholars.

### **DSM-5 Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, 2013**

Access to the DSM Library from the American Psychiatric Association, Includes the DSM - 5, plus:

-- DSM-5 Handbook on the Cultural Formulation Interview

-- DSM-5 Handbook of Differential Diagnosis

-- DSM-5 Clinical Cases

-- Spanish Edition of the Desk Reference to the Diagnostic Criteria From DSM-5

(continued)



## New / Trial Databases, continued

Go to <https://libguides.drew.edu/az.php> to access these resources.

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### **New** EBSCO e-books.

A wide selection of e-books from top publishers and presses. Books may be viewed online or checked out for up to 7 days. See our LibGuide for more information:

<https://ebSCO.libguides.com/ebooks>

**New** **Flipster** is an app that provides digital access to magazines. Flipster users can download magazines to read offline. Drew has access to the following titles, replacing print versions: American Poetry Review, Artforum International, ARTnews, The Atlantic, Bloomberg Businessweek, New Statesman, Time

**New** **JAMA** and related AMA journals related information is now open access at:

<https://jamanetwork.com/journals/jama/pages/coronavirus-alert>

### **New** Library of Congress Open Access E-Book Collection

Anyone anywhere can now access a growing online collection of contemporary open access eBooks from the Library of Congress website.

### **Trial** Voting and Election Collection

Top-quality reference narratives and documents on elections, parties, voter behavior, and campaigns. Extract election results by meaningful characteristics: candidate, office, locality, and race type over time. Access U.S. election results across states with great historical depth and accuracy.

Here is a tutorial video: <https://www.youtube.com/watch?v=abOfvhakHg8&feature=c4-overview&list=UUBvwezCD-116EczfhJIO5SQ>

## Instructional Technology Rapid Response Support

- For quick Zoom or Moodle assistance, call **973-408-3001** (Mon-Fri 8-5pm) or send a message through the [ITC Chat](#) from [drew.edu/itus](http://drew.edu/itus).
- Refer to the [Teaching Remotely](#) resource webpage at [bitly.com/DrewRemoteTeach](http://bitly.com/DrewRemoteTeach) and [Remote Instruction Resources Moodle Course](#) for additional details.

## Instructional Design/Pedagogy Support

- To schedule a consultation about instructional design, fill out a support request at [help.drew.edu](http://help.drew.edu) or by emailing [helpdesk@drew.edu](mailto:helpdesk@drew.edu).
- Stop by the [ITC Open Zoom](#) hours (Mon-Fri 11-1, link on [drew.edu/itus](http://drew.edu/itus)) for quick one-on-one interactions with ITC staff.

## University Technology Service Center and Helpdesk

- Call **(973) 408-4357 (HELP)** with general technology questions (Mon-Fri 10am-5pm).
- Fill out a support request ticket 24/7 at [help.drew.edu](http://help.drew.edu) or by sending email to [helpdesk@drew.edu](mailto:helpdesk@drew.edu).
- Refer to the [Working Remotely](#) resource webpage at [bitly.com/DrewRemoteWork](http://bitly.com/DrewRemoteWork) and [Technology FAQ](#) page in U-KNOW for further details.
- Visit the [Virtual Helpdesk on Zoom](#) (Mon-Th 10-8, Fri 10-5, link on [drew.edu/ut](http://drew.edu/ut)) to show support staff what you see on your computer.

## Library and Archives

- Use [Ask A Librarian](#) (chat or email) for help with research strategies and sources. The chat service is available from the [library website](#) and from [Moodle](#).
- Use [ScholarSearch](#) for online information resources, including databases, journals, and e-books.
- Request a scan or contact-free [checkout by appointment](#) for Drew-owned materials not already available in digital form.
- Contact [Special Collections and University Archives](#) for research with archives and other primary sources, virtual consultations by appointment, research assistance via email, and scanning of archival materials.
- Refer to the [library's COVID-19 Services page](#) for additional details, request forms, and updates.

Publication Announcement for Vol. 13 of *The Drew Review*  
(digital version available via the library: [bit.ly/2S6jPax](http://bit.ly/2S6jPax))

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*Sam Zatorski*



Thanks to all faculty reviewers and nominators!

Submissions for Vol. 14 are now being accepted.

To nominate a noteworthy student paper, send the paper to [drewreview@drew.edu](mailto:drewreview@drew.edu) and cc the student on the email.

Cover art by Lydia Segal

## Sturgis Standard Code of Parliamentary Procedure

### Summary:

#### Basic Rules of Precedence:

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

#### Common Motions in Order of Precedence:

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

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

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

\*Can be amended

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

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