

Introductory Comments

In 2017, Art & Science Group (A&S), a market-informed behavioral research firm specializing in higher education, worked with a group of faculty members, staff, students, and administrators to conceptualize and conduct empirical research about strategic initiatives that would be both true to Drew's mission and compelling to prospective undergraduate students as well as current and potential friends of the University. Their data confirmed what the community has heard from Drew's Enrollment Management team: The CLA's market position is weak, and it is difficult to convince prospective students and their families about the value of a Drew education. Despite the fact that the admissions team, with the help of faculty and staff, have succeeded in increasing the incoming class size for the last several years, we cannot build a sustainable Drew on strong recruiting practices alone. Given competitive headwinds, there is no reason to have confidence that continuing to do what we are doing right now, even with the tuition reset, will result in needed increases in student enrollment as the higher education landscape changes dramatically.

Based on the data that were collected, A&S indicated that we should expect a significant increase in our application and matriculation rates, as well as an increase in giving by alumni and friends, if we were to develop and implement as a package the following:

- Universal hands-on experiences throughout students' time at Drew,
- A continued emphasis on faculty and staff mentoring and a new approach to advising,
- A universal and integrated approach to post-college planning that ensures student success and begins as soon as students arrive on campus, and
- An emphasis on developing community and commitment to Drew.

Because these recommendations are based on Drew's mission and current strengths, developing a distinctive platform for the undergraduate experience that incorporates these elements both better serves our students and makes the undergraduate program more compelling in the marketplace.

A Committee to Reimagine the Undergraduate Experience (CRUE) has been working since December to develop a platform for the undergraduate student experience that is built on the recommendations made to us by A&S. We have examined and discussed relevant internal and external data, reviewed programs at other institutions (e.g., peers, competitors, aspirants, schools that are on the Innovative Liberal Arts College list, schools that are known leaders in the areas that were articulated in the recommendations from A&S), and conducted extensive research into best practices. We have also had many detailed meetings with specific units, teams, programs, and stakeholders on campus (including faculty, staff, students, and trustees).

The platform articulated in the following pages thus represents a well-researched, evidence-based strategy to move Drew to a sustainable future. It amplifies the very best aspects of Drew, while adding in key elements that will develop our niche in the rapidly changing higher education market. We bring this proposal for a reimagined undergraduate experience forward and welcome community comment and discussion.

Why is CRUE sharing this document now?

We have reached a point in our conversations where we have generated the backbone of a comprehensive and distinctive strategic initiative. Moving to the next stage of planning first requires substantial community discussion and feedback about the elements outlined in this platform. Note that the language used in this document is for internal purposes only - the titles of platform elements, the ways they are described, and the language that is used throughout this document will not necessarily be the way this platform is described in marketing materials; marketing materials will be developed once the platform has been approved for implementation.

What would CRUE like to hear from the community at this time?

We ask that you think carefully about the platform, and react to it both in its entirety and at the level of individual elements.

- What do you see as the strengths (overall or particular) of this platform? Why are these strengths?
- What do you see as the improvements (overall or particular) needed in this platform? Why would these be improvements?
- Are there elements of this platform that you do not think are essential? Why? If you remove these elements, would you meet their intended purpose in another way?

There are answers to other frequently asked questions following the proposed platform.

Proposed Platform - March 26, 2018

Drew students have a rigorous and distinctive educational experience that melds the joy of exploring and learning with the development of key skills that further academic and personal growth and ensure post-graduate success. A Drew education intentionally develops the following liberal arts skills - information processing, problem solving, analytical thinking, written and oral communication, teamwork, intercultural knowledge and competence, creative thinking, and technological competence - in all aspects of students' experiences. Drew graduates are intellectually nimble, ethically grounded, and professionally prepared so they can engage with their communities and add to the world's good by responding to the urgent challenges of our time.

The reimagined undergraduate experience described in this proposed platform delivers the benefits of a liberal arts education and significantly augments those benefits by integrating purposeful post-college planning throughout students' time at Drew and helping them articulate the ways in which they are prepared for their post-Drew lives. The platform has the following components:

Reconstructed General Education Program
Center for Career and Experiential Education
Integrated Immersive Experiences
Credentialed Concentrations
Portfolio
Advising Teams with Career Mentors
Career Preparation Programming
University-Wide Events
Focused Co-Curricular Programming

Reconstructed General Education Program

The general education program is the backbone of a student's academic experience. It therefore has to reflect the distinctive and most important elements of a Drew education. The central feature of this program is the development of knowledge and foundational liberal arts skills that have been identified by graduate programs and employers as critical for post-graduate success: information processing, problem solving, analytical thinking, written and oral communication, teamwork, intercultural knowledge and competence, creative thinking, and technological competence.¹

As is the case now, at least one disciplinary or interdisciplinary major will be the anchor of Drew students' education, providing them with depth in the knowledge, methods, skills, and theories of a particular field. Students would be free to add additional majors and minors as desired, an

¹ Technological competence is a new Middle States requirement for undergraduate education. We have leeway to define what we mean by this term as we work to build it into the program.

outcome that is more likely with a smaller, more focused general education program. It will be the purposeful, and carefully mentored, combination of liberal arts major(s) and minors, coupled with experiences that emphasize 21st century skills and post-college outcomes, that makes a Drew undergraduate education distinctive.

Foundational principles of the reconstructed general education program:

- The program should be developmental.
- Targeted skills appear as learning goals and are explicitly developed in courses.
- The program includes an independent or collaborative project of some type.
- The program links to career exploration and development activities, including the creation of a professional portfolio.
- The program should support the formation of student cohorts (i.e., build community and tradition).
- Co-curricular activities should be incorporated into and align with the program.
- The program should be focused (i.e., smaller in size than it is now).

The following is a proposed model for revising the current general education program in order to meaningfully and with integrity meet the principles outlined above. This model is not detailed enough at this point to move towards creating an implementation strategy; the curricular change outlined in this platform requires a faculty body to articulate the specifics of the program. Extensive faculty development resources would be available to support faculty as they craft and deliver the new parts of this curriculum.

In summary, the General Education program would be:

- DREW 100
- DREW 200
- Analytical Thinking course
- Intercultural Knowledge and Competence course
- Foreign language requirement
- Two guaranteed immersive experiences
- Independent or collaborative student project / DREW 300
- DREW 399 - integrative seminar to share and reflect on student project
- Required Major
 - Writing in the Major experience
 - Disciplinary capstone experience

Details of Each Requirement:

DREW 100 (Fall of first year - renamed DSEM 100)

- Primary focus on information processing and written and oral communication (same as DSEM 100).
- Pedagogy is a constant across DREW 100 sections, with particular content to differ based on the topic of the course as identified by the instructor (same as DSEM 100).

- “Explore” activities are required, including a NYC trip, sample classes, and an experiential fair (same as DSEM 100).
- Students will be introduced to the post-college planning process at Drew.

DREW 200 (Sophomore year)

- Primary focus on problem solving, teamwork, ethical reasoning, and written and oral communication.
 - Course should be multidisciplinary and could be team-taught.
 - Could be taken in either 3rd or 4th semester depending on student’s planned timing of first immersive experience and/or based on the topics of the sections being taught.
- Pedagogy is a constant across DREW 200 sections, with particular content to differ based on the problem explored in the course as identified by the instructor(s).
- Explore activities are required, including engagement with the CCEE.

Analytical Thinking course

- Primary focus on scientific and quantitative thinking skills
- Secondary focus on technological competency
- Courses in this category could be developed from current course offerings, depending on the articulated student learning outcomes of this new course.

Intercultural course

- Primary focus on intercultural knowledge and competence, diversity, and difference.
- Courses focused on issues in or outside of the US could fulfill this requirement.
- Courses in this category could be developed from current course offerings, depending on the articulated student learning outcomes of this new course.

Foreign Language

- Primary focus on language learning
- Should include intercultural knowledge and competence

Two Immersive Experiences (see Integrated Immersive Experiences)

Independent Project / DREW 300 (0 credits)

- All students will complete an individual independent or collaborative project (e.g., a paper, a presentation, a creative work, a performance, a digital project, an exhibition, a community project, a campus event). Many students already complete a project of this nature, and there are a number of existing credit-bearing experiences through which they do so; all of those existing experiences would fulfill this requirement.
- Whatever the particular form or scale the project takes, the student must be centrally responsible for the project as author, initiator, organizer or co-organizer and must see the project through from inception to completion. Each project will be mentored by a faculty or staff member, and may be drawn from one of a number of existing project

opportunities. Documentation of the project would be included in the portfolio and would be presented as part of one of the University-wide events.

- For projects that might not be captured in a credit-bearing course now (e.g., planning a major campus event), we could create a DREW 300 tag so that students would have an official way to capture this experience on their record. (It may be the case that we want all students to register for DREW 300, as a co-requisite to other credit-bearing experiences that include projects, so that this is a clear, coherent element of the general education program.)

DREW 399 - (Credit bearing)

- DREW 399 is a reflective and integrative seminar completed after or simultaneous with the student independent project. The seminar would develop students' skills of reflection and writing for multiple audiences, with the goal of articulating the importance/value of their project within their own academic and professional narratives.
- Course meetings would be divided between seminar meetings with a faculty member and workshops on post-graduation and professional planning.
- Timing of the completion of DREW 399 should be planned in consultation with a student's advising team.

Timeline	Structure of this General Education program developed by December 2018, and implemented sequentially in academic years 2019-20 through 2022-23
Responsible entity/entities	<ul style="list-style-type: none"> • Faculty • Supporting administrative offices
Questions to answer	<ul style="list-style-type: none"> • Are these the essential foundational principles for a newly imagined general education curriculum? • Does the proposed new model for general education embody these principles? • What faculty body further develops the details of a new general education program?
Resource needs	<ul style="list-style-type: none"> • Incentivization • Faculty development

Center for Career and Experiential Education (CCEE):

The new Center for Career and Experiential Education (CCEE) focuses on experiential education and professional development. The Center will be an integrated curricular and co-curricular unit that directs, supports, and capitalizes on the professional and experiential opportunities critical to preparing students for successful and meaningful lives. The Center will bring together the current Center for Internships and Career Development (CICD - which already manages student employment on campus), the Center for Civic Engagement (CCE), the Center for Global Education (CGE), and other bodies that are central to experiential education, including all those that are related to undergraduate student research.

The Center will ensure the development and quality of experiential education opportunities and comprehensive post-college planning for all Drew students across the full range of Drew's majors. The CCEE will be key to ensuring that Drew's career and experiential efforts are coordinated and in support of University-wide and school strategic goals; working closely with faculty and staff, the CCEE will oversee high quality experiential education programs and comprehensive post-college planning efforts. The CCEE will be responsible for making and maintaining partnerships (not-for-profit, corporate, government) and providing infrastructure for experiences (logistics, advertising, scheduling, transportation and travel, recordkeeping) and other forms of faculty support.

Conversations about the development of an integrated Center at Drew have been happening over the past year but are still nascent. However, we need to begin establishing the infrastructure of this Center in order to be in a position to bring key parts of this platform online as quickly as possible. We expect to hire someone to lead this Center who will begin in Summer 2018. This person will be a visionary leader who understands the liberal arts and can connect and amplify Drew's distinctive, high-impact experiential opportunities. Upon arrival, this person's first responsibility will be to work with the Provost's Office and Center Directors to develop an optimal integration strategy that retains the focus of each individual center while simultaneously identifying needs and leveraging resources.

Timeline	Fall 2018
Responsible entity/entities	<ul style="list-style-type: none"> • Provost's office • Supporting administrative offices
Questions to answer	<ul style="list-style-type: none"> • How will the center optimally integrate existing programs and offices? • What are the space needs for this center?
Resource needs	<ul style="list-style-type: none"> • Programming budget • Staffing and space

Integrated Immersive Experiences:

All students complete two immersive experiences that extend their academic learning while building and testing their professional skills in the real world. Students thoughtfully select these experiences in consultation with their advising team as part of a coherent educational plan. For particular immersive experiences, students may be asked to participate in CCEE programming to prepare them to take full advantage of these experiences. The career mentor (and perhaps the instructor/coordinator of the experience, as applicable) guides students to reflect on these learning experiences, particularly on the skills they developed, the career insights they gained, and their academic and personal development.

Immersive Experiences include:

- Internship
- Community Based Learning course
- Mentored community service project

- Civic Scholars - Senior project
- Innovations or entrepreneurial project
- NYC TREC
- Short or Long TREC
- Mentored research
- Honors Thesis
- Mentored creative project/performance
- Mentored student employment
- Mentored leadership position

Timeline	Beginning Fall 2020, need to meet student demand
Responsible entity/entities	<ul style="list-style-type: none"> • <u>CCEE</u> facilitates many of these offerings, including logistics. Career mentors advise students about these experiences. • <u>Faculty</u> advise students about options, direct experiences with academic components, and may need to bring additional curricular experiences online to accommodate demand.
Questions to answer	<ul style="list-style-type: none"> • How should student employment and leadership positions be defined to be equivalent immersive experiences to the others on this list? • How do we monitor and increase capacity in these experiences to ensure universality? • How can restricted funds be used to ensure that access to these experiences are available to all students?
Resource needs	<ul style="list-style-type: none"> • Support for additional functions of CCEE • Development and support of new immersive experiences

Credentialed Concentrations:

Credentialed concentrations would provide Drew students with distinctive opportunities to develop specific professional knowledge, credentials, or applied skills while they pursue their undergraduate liberal arts education. These experiences will increase the value and competitiveness of Drew undergraduates in their chosen professional environments. In consultation with their advising teams, students could choose industry/professional certifications, digital badges or micro-certifications, mini-minors, or other equivalent experiences as part of their professional plan. It is expected that these concentrations would be largely managed by the CCEE, and would be documented officially on a transcript.

Drew would be among the first institutions to offer these valuable experiences to its undergraduates. Significant additional planning needs to occur to bring a program like this online and ensure access to all interested students. As credentialed concentrations are particularly novel in higher education, elements of this component are described in some detail below.

- Industry / professional certification - Content in these certification programs involve technical competencies and industry or job specific skills. The programs may be offered and certified by industries themselves or other proprietary companies; some

certifications can be earned through the continuing and professional education programs at other educational institutions. Drew could identify key industries and jobs that are of high interest to our graduates (e.g., information technology, finance, health care, and non-profit industries) and partner with providers to offer certifications.

- Digital badge / micro-certification - A digital badge program would allow students to gain and document specific expertise that would serve them well as they make the transition from college to first job or post-secondary education. Content and skills range from professional to technological to soft skills (e.g., leadership, conflict resolution, digital design, entrepreneurship). Generally, digital badges and micro-certifications are not credit-bearing experiences; they are based upon a combination of co-curricular experiences and the kinds of workshops and other events that are a part of career preparation programming.
- Mini-minor - A mini-minor would combine sequences of two or three courses in creative ways to allow students to gain concentrated competency in an area of interest to employers, particularly in areas where there is great need (e.g., cyber and information security, data analysis, cultural competence, business communications, professional writing, ethics).

For all three of these options, there are different approaches to be considered during the design of these credentialed concentrations. There are proprietary and open source platforms that allow students to earn these kinds of credentials, some of which are very inexpensive and some of which are extremely costly; others might be developed through a combination of existing courses, co-curricular experiences, and focused training.

Timeline	Fall 2020
Responsible entity/entities	<ul style="list-style-type: none"> • CCEE • Staff might be a part of developing or offering credentials • Faculty will be integral to the development of mini-minors
Questions to answer	<ul style="list-style-type: none"> • What are the target areas for Drew undergraduates? • How do we ensure that all these credentialed experiences are recognized beyond Drew? • How is access to these experiences made equitable?
Resource needs	<ul style="list-style-type: none"> • Enrollment costs for certification programs • Support for additional functions of CCEE

Portfolio:

Students graduate with a public-facing, professional-ready portfolio that demonstrates their development and achievements at Drew and readiness for life after Drew. The portfolio is first introduced in DREW 100, is built throughout the undergraduate experience, and is the foundation of the assessment plan for the revised general education program. A career mentor (see below) will supervise students' portfolio development, though other members of the advising team and course instructors may also oversee the development of particular components of the portfolio.

Minimally, the portfolio would contain:

- An academic and professional narrative including appropriate and detailed reflection on the knowledge and skills students have developed in their curricular, co-curricular, credentialed, and immersive experiences and the ways in which those skills translate to students' career and life plans;
- a transcript demonstrating completion of significant skill development activities and any credentialed concentrations;
- the results of at least one creative independent or collaborative project; and
- a professional resume, personal statement, and digital profile that persists beyond graduation.

Timeline	Fall 2019
Responsible entity/entities	<ul style="list-style-type: none"> • Instructors of courses in the general education curriculum • Career mentor
Questions to answer	<ul style="list-style-type: none"> • What elements are required, and how are these verified? Who gives feedback on which components? • What platform will interface well with current systems? • How will the portfolio be used to assess general education?
Resource needs	<ul style="list-style-type: none"> • Portfolio platform and technological training; IT support • Faculty development

Advising Teams with Career Mentors:

Advising teams will help students develop an academic and co-curricular plan that will lead to a successful and fulfilling undergraduate experience and best prepare them to achieve their post-college professional goals. Academic advising is handled by a first-year advisor and then transitions to a major advisor when a major is chosen. A career mentor is with a student throughout her time at Drew; this advisor works with the student to explore possible career options, to help the student curate skill-building experiences, and to make recommendations for career preparation activities, immersive experiences, and credentialed concentrations. Career mentors are responsible for overseeing the development of the student's portfolio. Students may have academic support professionals on their advising team, depending upon their academic support needs. Professional network members (alumni, parents, industry or similar professionals) are added to the advising team, typically in a student's sophomore or junior year, to help students plan effectively for life after Drew.

Timeline	Summer/Fall 2019, some aspects may be piloted earlier
Responsible entity/entities	<ul style="list-style-type: none"> • Career mentors: CCEE • Faculty: Dean's office • Network mentors: Alumni Relations
Questions to answer	<ul style="list-style-type: none"> • How will the team of advisors be constituted and managed for each student?

	<ul style="list-style-type: none"> • How does the team of advisors meet with students? • Should career mentors have specialties in broad disciplinary areas?
Resource needs	<ul style="list-style-type: none"> • Support for advising as an endeavor • Career mentors

Career Preparation Programming:

Each year, students participate in developmentally appropriate touchpoint career and professional preparation activities. In the designated months, multiple programs and workshops take place for the targeted group, and students choose which ones to attend in consultation with members of their advising team; particular events may be required for courses or as pre-requisites to immersive experiences, or could be part of credentialed experiences. Co-curricular events for each cohort could happen in conjunction with these “months” to build community. Although not career preparation per se, the popular Adulting 101 events offered now could be expanded as another type of “life-preparation” programming that students desire.

A few examples of the types of programs/workshops/events that could occur, recognizing that some skills will have to be introduced and then practiced:

- First-year February
 - Explore personal interests, values, and abilities
 - Develop a career exploration plan with short-and long-term goals (this would augment the academic planning that students do in conjunction with their academic adviser)
- Sophomore September
 - Explore methods of researching graduate schools or career opportunities
 - Workshop on intercultural interactions, working in teams and resolving conflict
 - Networking 101
- Junior January
 - Mock interviews
 - Explore leadership and management styles
 - Developing LinkedIn profiles
- Seniors
 - Fine-tune professional personal image
 - Discerning company cultures
 - Detailed planning of the job search

Timeline	Spring 2019
Responsible entity/entities	<ul style="list-style-type: none"> • CCEE • Career mentors
Questions to answer	<ul style="list-style-type: none"> • How do these activities accrue into credentials? • Do we need a mechanism that will motivate student attendance/participation? Can it be an incentive rather than a

	requirement?
Resource needs	<ul style="list-style-type: none"> • Additional programming resources

University-Wide Events

Two new University-wide events would be planned - a Drew Expo in the Fall and a Showcase/Celebration of Achievement in the Spring. Both events would be scheduled for maximum visibility to internal and external constituents. Current students would attend and provide support in their first and second years, and participate in their third and fourth years (e.g., present their DREW 300 projects); all faculty and staff would participate in some capacity.

The Drew Expo would be a University-wide career and professionally focused conference for current students, alumni mentors, community and business partners, parents, and recruiters. It would be a tightly organized and creatively programmed exposition conference that could include presentations, speakers, and other career preparation activities (e.g., workshops, speed mentoring). This would be an event on the scale of our biggest Forum speakers.

The Showcase of Achievement would be a University-wide celebration of student achievement for current students and those who would like to celebrate their work with them. There would be presentations, productions, and other similar kinds of events, and the Showcase could be linked to honor society inductions and the College Awards event.

Timeline	Needed Fall 2021 - likely pilot earlier
Responsible entity/entities	<ul style="list-style-type: none"> • President's Office • CCEE • Dean's Office
Questions to answer	<ul style="list-style-type: none"> • When does these events happen for maximum effectiveness and participation? • What community traditions can be built around these events? • How can these events be used to recruit new students?
Resource needs	<ul style="list-style-type: none"> • Possible need for funding for programming and invited guests

Focused Co-Curricular Programming

Co-curricular programming and experiences are incorporated into many of these individual components. Additionally, after approval of a proposed platform, Campus Life and Student Affairs will conduct an assessment of the value and relevance of current programming and develop a detailed plan for how to incorporate platform-specific concepts into co-curricular programming and experiences (e.g., revisions to the current summer orientation program) in order to direct resources toward the greatest impact. Programming will support elements of the platform, ensure that our students gain an understanding and appreciation of community values, and develop community both within students' natural groups and between current and former Drew students.

Frequently Asked Questions

What is the timeline on which CRUE is operating?

As articulated at earlier community meetings, it is CRUE's goal to have the backbone of the platform developed this semester. President Baenninger has been involved in CRUE's work in a variety of ways from the beginning, but by the end of May 2018, CRUE will forward the proposed platform to her for approval. Between now and then, we anticipate a period of extensive discussion about the proposed platform, revisions to the platform as needed, and then a request for general community endorsement of the platform. Once approved, additional work will be needed in order to fully develop the components of the plan, including an implementation strategy. Nevertheless, the platform approved in May must be detailed enough to allow Communications to develop promotional materials over the summer for Admissions to use in recruiting the class that will enter in Fall 2019.

Specifics:

- The proposed platform, dated 3.25.17, is being distributed now as the basis for community discussions over the next several weeks.
- By the middle of April, CRUE will revise the platform in response to community input, consulting with key stakeholders, and re-distribute a revised version of the platform.
- By the end of April, we will move towards a community endorsement process.
- By the end of May, CRUE will make a platform recommendation to the President.

What is the approval process for a proposed platform?

Both faculty and staff community members will be asked to provide a general endorsement of the platform. Additionally, the faculty of Arts and Sciences will need to vote on any curricular changes that are included in the platform. Target timing for this process is the end of April/beginning of May, when there will be larger community meetings for discussion of the platform before CRUE makes a recommendation to the President. The President will make the decision about whether the platform as proposed moves forward for implementation.

As we move toward implementation of the approved platform, the faculty will need to vote again on the specific details of the needed curricular change (e.g., structure of the requirements, student learning outcomes) that correspond with the approved platform. The target for this vote is no later than December 2018.

What are the budgetary implications of this proposed platform?

Continuing the strategy of supporting initiatives that increase enrollment and retention articulated in President Baenninger's SHINE I plan, investments must be made to create a sustainable future for Drew. There may be some savings that result from integrating University functions and reevaluating existing University expenditures; these savings can be repurposed to support these strategic initiatives. Additionally, the President has committed new funds from the Gilbert Challenge as seed funding for this platform and additional dollars from the debt refinancing for the physical development of the CCEE. Finally, the data from Art & Science Group suggest that the elements of this platform will resonate with alumni - both those who

have given before and those who have never given - and other donors. Private and foundation fundraising efforts to support the platform will begin immediately as well.

What are the workload implications of this platform for staff and faculty?

There are workload implications for both staff and faculty members in this proposed platform. In some cases, staff and faculty will want and need to shift some of their efforts to be consistent with these strategic priorities. In other cases, work that is currently happening by many different individuals across campus - both staff and faculty - would be distributed in alternative ways. For example, the creation of the CCEE allows for coordination of activities related to experiential learning such that multiple individuals won't need to learn and manage the same kinds of tasks. In addition, pairing each student with a Career Mentor should lead to better outcomes for our students and create workload efficiencies. Taken together, the initiatives outlined in the proposed platform will make possible a more optimally organized distribution of responsibilities across faculty and staff.

If the curricular elements of the proposed platform are approved, the primary implication for faculty workload involves the development and teaching of new courses. There would also be a period of adjustment to manage as we transition from the current general education program to the new one. Additionally, faculty and staff will need to ensure there are the right number of immersive experience opportunities available to students and that all students are able to complete their independent or collaborative projects. However, the experiences that fulfill these new requirements are numerous, and many already exist (TRECs, senior studio in art, internships, high-impact on-campus student employment). It is also possible that Dean's Council will propose that teaching required general education courses and directing/facilitating immersive experiences for students should be recognized in a new model of acknowledging faculty workload.