

**CAS Faculty Meeting  
Thursday, November 8, 2018  
Alumni House**

The Chair, Prof Scott Lacy welcomed everyone at the meeting at 3:33 p.m. There were 38 faculty members present.

No proxies were held.

**1. Announcements from the Chair**

The Chair did not have announcements.

**2. Approval of the October 15, 2018 meeting minutes**

Since we did not have enough faculty members present to vote on the minutes, the minutes will be considered in the December 2018 CAS Faculty meeting.

**3. Faculty Research Minutes**

**Ashley Byun**

The southern muriqui is a large and endangered primate that lives in the Brazilian cloud forests of the Serra do Mar. With an estimated 1500 individuals left in the wild, and very few documented sightings, one of the projects I am currently working on focuses on locating and documenting the remaining populations of muriquis with the help of traditional knowledge collected from quilombos. Quilombos are communities which were originally founded by escaped slaves and inhabited today by their descendants. Due to a lack of employment and other economic opportunities many residents of these quilombos are forced to rely on forest resources for housing and food resulting in their detailed knowledge of local animals through generations of living in close association with the forest.

Currently, our research team has interviewed over 100 individuals from 36 different quilombos and identified 22 areas most likely to still be inhabited by *the southern muriqui*. Our team, with the help of a local guide, recently conducted an expedition to a place known locally as Tocaquina da Rolada where we successfully documented the southern muriqui for the first time in August of this year. At the moment, I am working with a colleague from the University of Montana to use a newly developed thermal drone to vastly expand our survey area. Data from this project will be used to develop long term behavioral monitoring projects and as well as community-based conservation education programs for the traditional people of the Serra do Mar.

### **Laura Gasca Jiménez**

My main research areas are applied linguistics, bilingualism, and translation studies. I am currently working on a longitudinal study that examines the effects of language mediation strategies in Spanish heritage language education (i.e., strategies that promote interaction between languages). A total of 44 students enrolled in two parallel intermediate Spanish classes took part in this 14-week-long study. All participants were heritage learners of Spanish who had received none or limited formal instruction in the language prior to this study. One class (the Mediation Group, M) practiced mediation strategies, while the other (the No Mediation Group, NoM) followed a top-down approach and focused exclusively on the target language. The preliminary results suggest that encouraging students to mediate between their languages in an informed and systematic way contributes positively toward their linguistic and transfer competencies.

### **Annemarie Iddins**

My research is situated within the global media studies sub-field of communication, focusing on transnational media industries and cultural politics in Morocco. In particular I look at transformations in national media scapes resulting from globalization and how media make room for alternative economic models, politics and perspectives.

I'm currently working on a monograph about the re(emergence) of independent media in Morocco. Over the past thirty years economic liberalization has transformed the relationship between media and the Moroccan state, simultaneously making an emergent independent media a player in the political landscape while offering an arena of contention outside institutional politics. My work demonstrates these changes across three sites of analysis, mapping discourses associated with a progressive counter public as they move across domains of the press, the film industry and digital activism. Ultimately this book aims to provide a model for analyzing media-state relations in postcolonial societies of the Global South.

My second project looks at media infrastructure and state surveillance, taking up repressive approaches to the digital that emerged in the aftermath of the Arab Spring. Through critical political economy of the surveillance technology industry and analysis of digital rights discourse in Morocco, I show how the digital has become an increasingly important site for the surveillance and policing of dissent.

### **Sunil Purushotham**

I am a historian of modern South Asia, with a particular interest in the 1940s and 50s in India. This was a period of great transformation in the subcontinent: decolonization, the end of the Raj, Partition, the founding of two new nation-states, and the fashioning of a new postcolonial order. My book manuscript, *From Raj to Republic*, explores the role played by violence in these transformations. I argue the violence wasn't merely incidental to change in India, but constitutive of it. I'm concerned in particular with the way in which violence was integral to the making of a

postcolonial regime of sovereignty and, moreover, Indian democracy at a foundational moment. I have also recently written a few works of constitutional and intellectual history, including two articles on imperial federation and another on Jawaharlal Nehru's historicism. My next book project is an intellectual biography of Nehru.

#### 4. Magis Core Update: Signature Elements

Prof. Shannon Harding gave an update on the Magis Core Curriculum.

The Overnight Faculty Retreat happened on October 26 and 27<sup>th</sup>. The Retreat took place at LaKota Oaks, in Norwalk, CT. The Retreat featured:

- A welcome from President Nemeč & Dean Greenwald
- Keynote Speakers from Boston College & Quinnipiac University
- Breakout sessions for Signature Elements
- About 70 participants mostly from CAS

Prof. Harding described the Signature Elements. She mentioned that these elements are infused into core courses as the students complete requirements:

- **Interdisciplinary element (1 course):** *either* a team-taught course, *or* a cluster course, *or* an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
- **Writing Intensive element (3 courses):** Two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within either the Orientation and Exploration areas (Writing Across the Curriculum) or within a Major (Writing in the Disciplines).
- **Social Justice element (3 courses):** one course providing an introduction to social justice (SJ1) and two additional social justice courses (SJ2), at least one that focuses on *race* studied intersectionally with gender and class. (SJ1 and one SJ2 course fulfilled within the Orientation and Exploration areas. One SJ2 course fulfilled within either the Orientation and Exploration areas or within a Major.)

Magis Core Website: <http://faculty.fairfield.edu/magiscore/>

Prof. Harding described the approval process for the Signature Elements:

#### **ID, SJ, and WAC/WID subcommittees**

- 4 members selected by Coordinators and appointed by the CAS Dean
- Can include members from outside of the College
- The CAS Dean will have all nominations by Monday, November 12, 2018.

#### **Forms have been developed and sent to faculty**

- Forms contain the approved learning objectives and ask how they are fulfilled
- Online: <http://faculty.fairfield.edu/gfs/UCC/uccroster.htm>
- Submit completed forms to Dropbox

### **Review will begin ASAP**

- Deadlines have been set for future years (Sept. 1 and Jan. 1)
- Committees will meet regularly this year to begin the review process

Professor Harding stated what the Faculty can do to help. She mentioned:

### **Consider developing / revising a course to meet the learning objectives**

- Consult with WAC/WID faculty or Coordinators
- Attend a Writing workshop or CAE / FDEC sponsored event
- Make connections with faculty members who have similar interests to build an ID course

### **Share what you have learned with your department**

- Invite a Coordinator or the Director of the *Magis* Core to a meeting
- Bring faculty members to events

Prof. Harding outlined the upcoming events for the *Magis* Core Curriculum:

### **WRITING WORKSHOPS**

- **December 7, 2018:** 2pm in the Writing Center
- Will focus on responding to error in student writing
- Additional workshops in the spring

### **FACULTY DEVELOPMENT DAYS**

- **December 11, 2018:** 12-2pm
- Will focus on SJ and ID courses / course development
- **May 1, 2019,** 12-2pm (tentatively): will focus on WAC / WID

### **COURSE DEVELOPMENT**

- **January 16 (SJ) and January 17 (ID), 2019:** one day sessions / online follow up
- **Summer 2019:** Dates TBA
- Faculty stipends available: contingent on course submission

Prof. Harding then asked if anyone had a question. Prof. Downie joined her in answering questions.

Prof. Abbott asked whether applications for the January 16 and 17<sup>th</sup> SJ and ID course development workshop were available. The Center for Academic Excellence is working on the applications.

Prof. Davidson asked when applications will be due for Social Justice, Interdisciplinary Courses, and Writing Across the Curriculum/Writing in the Disciplines courses. Starting in the 2019-2020 academic year the courses will be due September 1<sup>st</sup> (for the following Spring term) and January 1<sup>st</sup> (for the following Fall term).

Prof. Sauer asked if the Interdisciplinary courses have to be taught by only one faculty member. The Interdisciplinary nature requires that the course covers two very different disciplines. Prof. Downie answered that the Interdisciplinary courses can be team taught by faculty members from two different departments, a single individual or as a cluster or two linked courses taught during the same semester.

Prof. Bowen asked about cluster courses. Professor Downie confirmed that students would have to register for both courses to satisfy the Interdisciplinary requirement.

Prof. Bayers asked if the Registrar has the power to determine whether or not student spots for ID cluster classes are reserved only for cluster students. Prof. Downie said it had not been decided if students had to register for both courses. He believed that might be an issue for individual faculty and departments to decide. The register could adapt to either situation.

Prof. John Slotemaker asked if an ID course is submitted, who will approve the curriculum? Prof. Downie answered that new courses have to be approved by departments. The ID committee has nothing to say if a course counts for a major or a minor. The ID committee will only address if a course satisfies the ID requirement.

## **5. Conversation about IGen Students and the Age of Anxiety.**

The Dean invited Susan Birge and Mark Celano to talk to CAS Faculty.

Susan Birge and Mark Celano spoke to the CAS Faculty about iGen students and their anxieties. The term “iGen” was coined by Jean Twenge, San Diego State Professor of Psychology. These students were born between 1995 and 2012. Since 2007, these students have shown increased depression, increased loneliness, increased unhappiness, and increased anxiety. During the years 2007 and 2017, the teen suicide rate doubled.

There is an increasing demand for campus mental health services. The following factors contributed to this demand:

- Social Media: Time spent online amplifies existing stressors and contributes to an overwhelming sense of social isolation on campus.
- Parenting Styles: Highly involved parenting creates busy, overscheduled, failure-averse students who struggle to adapt to challenges as they arise in college. Parents are anxious. There is an over-estimation of danger and under-estimation of the ability to cope.
- High anxiety + expectation of perfection + poor coping skills (lack of resiliency). Resiliency is like an immune system – it needs to be exposed to dirt and germs. Students need to develop coping skills and are not developing self-confidence.

- Increased awareness: Institutional and national tragedies have spurred more open conversations about students' mental health needs. These anxieties are contributing to our anxiety.
- Structured response framework: New teams and protocols streamline how institutions identify and treat students with mental health needs.
- Reduced stigma to seeking care: Campus and social stigma-reduction campaigns led to today's students being more comfortable seeking care. Students are not afraid to seek out counseling.
- 504 plans are avoidance-based and teach zero skills. This year, students are requesting documentation so that they are not called on in class and are requesting no group work.
- Students look to drugs and alcohol to relax, and use prescription drugs to focus, work late into the night.
- Intensified Expectations: Students face early and persistent pressure to academically excel, fit in socially, and be successful after graduation.
- Political Climate: Stress from current events and politics exacerbates students' existing issues with stress, anxiety, and depression.

There are national trends for mental health on college campuses. Below, are some statistics:

- Over five years, counseling centers utilization increased by an average of 30-40%.
- Rates of "threat-to-self" characteristics (non-suicidal self-injury, serious suicidal ideation, and suicide attempts) increased for the seventh year in a row among students seeking treatment.
- Anxiety and depression are the most common presenting concerns: Anxiety continues to be the most frequent concern among college students (48.2%), followed by stress (39.1%), depression (34.5%), suicidal ideation (25.2%), specific relationship concerns (22.9%), family concerns (21.2%), interpersonal functioning problems (18.8%), sleep problems (15.8%), and loneliness /social isolation (15.5%).
- 25.5% of students seeking services were taking psychotropic medications. Fairfield University students are consistent with the national data.
- 16.2% of center clients had extensive or significant prior treatment histories (e.g., serious suicide attempt, hospitalization for psychiatric treatment).
- Counseling services have a positive impact on academics, as measured by student self-report: 66.8% of clients stated that counseling services helped with their academic performance.
- Counseling services have a positive impact on retention, as measured by student self-report: 65.2% of clients stated that counseling services helped them stay in school.

National data suggests that the leading cause for students withdrawing from school is psychological reasons.

Fairfield University Counseling & Psychological Services is charged with delivering mental health services to full-time undergraduate students and a single session to graduate students. The following services are offered:

- Short-term individual psychotherapy
- Group counseling
- Crisis management
- Mental health screenings
- Consultation to faculty and staff
- Referral coordination
- Psycho-educational programming
- Training to residence life staff, orientation leaders, and student leaders
- Psychiatric services
- Eating disorder treatment coordination
- Substance abuse assessment and treatment including a Collegiate Recovery Program

Counseling & Psychological Services is accredited by the International Association of Counseling Services, Inc.

Fairfield University Counseling and Psychological Services (C & PS) have the following staff:

Clinical Staff:

- 6 Full-Time, 2 Part-time
- 1 Psychiatric Nurse Practitioner (6 hours/week)
- 2 Pre-doctoral psychology interns

Operations Assistants:

- 1 Full time (12 months)
- 1 Half Time (shared with Student Health Center -12 months)

Over the last two years Fairfield University C & PS showed the following trends:

- Total number students treated (individual and group) = 16 %. 10.1 % change
- Total number of individual sessions has had a 9 % change
- The total number of group sessions has had a 19 % change
- The number of crisis contacts has had a 28 % increase
- The number of psychiatry services has decreased 57 %. There are not enough clinicians on campus.
- The number of psychological withdrawals has decreased 15.3 %
- The number of readmissions from psychological withdrawals has increased by 38.4 %
- The number of intensive treatments and hospitalizations has increased 8.9 %
- The number of suicide attempts and threats has increased by 85.7 %.

In order to meet the demand, Counseling and Psychological Services will

- Focus on suicide prevention and mental health awareness
- Outreach to all members of campus community, including parents
- Strive to maintain no waiting list
- Increase psychiatry hours
- Relocate to a more accessible campus location with more space to accommodate demand for service

- Ensure highest standard of care through best practices, quality assurance (including measuring treatment efficacy), and international accreditation

What are example behaviors of students in crisis?

- Suicidal statements or suicide attempts
- Written or verbal threats, or attempted homicide or assault
- Destruction of property or other criminal acts
- Extreme anxiety resulting in panic reactions
- Inability to communicate (e.g., garbled or slurred speech, disjointed thoughts)
- Loss of contact with reality (e.g., seeing or hearing things that aren't there, expressing beliefs or actions at odds with reality)
- Highly disruptive behavior (e.g., hostility, aggression, violence)

How can faculty recognize students in distress or crises?

- Uncharacteristic changes in academic performance
- Uncharacteristic changes in attendance at class or meetings
- Depressed or lethargic mood
- Hyperactivity and/or rapid speech
- Social withdrawal
- Marked change in personal dress, hygiene, eating and/or sleeping routines
- Repeatedly falling asleep in class
- Requests for special consideration, especially if the student is uncomfortable talking about the circumstances prompting the request
- New or recurrent behavior that pushes the limits of decorum and that interferes with the effective management of your class, work team, etc.
- Unusual or exaggerated emotional response to events

How can Faculty help students in distress or crises?

- Talk to the student in private
- Be direct and nonjudgmental
- Listen sensitively
- Refer
- Follow up
- Consult with Counseling & Psychological Services

Prof McFadden asked about students who do not want to be called on or interact with others in class. He cannot imagine not calling on students in class or having students participate in group projects. The University is required to give reasonable accommodations. The requests cannot impact the pedagogy. The requests are becoming more outrageous. The requests are altering the class dynamics.

Susan Birge responded that the parents want to renegotiate assignments and group work. We need to reinforce what is reasonable.



Prof. Reilly-Wiedow mentioned that she has a son with dyslexia. At the college he attended, parents were not allowed to negotiate assignments that their students were asked to complete.

Prof. Iddins asked for more information about the developmental issues. The developmental issues (depression, anxiety, bipolar disorders) happen between years 18-25. There are a lot of resilient functioning students.

Prof. Bowen asked if there are patterns of middle-class students to advocate for themselves? Will you find students who may not utilize services? There is a counselor who travels to the diversity office to help students. There are students who are working and commuting with jobs and don't have time for services.

Prof. Walker asked if you are concerned about a faculty member, is it appropriate to reach out to C & PS. Faculty will be seen for emergency only by C & PS.

## **6. Dean's Update and Remarks**

The Dean is fundraising for the College of Arts and Sciences. One goal is to name the College and another goal is to support new construction. Part of the challenge is that the College hasn't made a case to ask for funding. A strategic plan is needed to ask for resources. It is a long process that if done right, the values and goals of the College will be recognized. We need to embed what the Arts and Sciences can be at Fairfield University to attract more students to our majors.

The Dean will present to the Board Subcommittee on November 29<sup>th</sup>. He will present the new core curriculum and present the vision for the College of Arts and Sciences.

Work on the campus facilities will happen in stages. There will be a lot of work in the Bannow Science Center. Some of the work will happen in the summer of 2019. There is a question as to where the School of Engineering will be located.

Recruiting students for the College of Arts and Sciences is difficult because the facilities are not glorious. The labs are functional but not glorious. The facilities need to match our ambitions.

The arts need better facilities. The art studios are in the basement of a dorm. No one goes there unless they are invited. It is hard to attract students if the arts are hidden. The Dean is looking for a large donor to support the arts.

The Dean wants to develop a plan quickly so that he knows what to ask donors for. He will work with the schools and the departments to develop a list of funding requests. The Dean

wants the College of Arts and Sciences to be named and to have an endowment fund to support students and faculty-student research projects. The College also needs better facilities. The College is poised to do really good things and build on success we have already established.

The Dean asked faculty if they are doing interesting things in class, the College will want to film the class. Please e-mail Christina Albino so that the projects will be recorded.

A large number of students apply to the college. We need to convince students who have applied to attend Fairfield University.

At some point this academic year, each Department should discuss strategic goals. We will need to develop action items and list what facilities and resources will be needed to accomplish the goal. The document will be a living document. The Dean will report on the strategic goals to the President, trustees and alumni.

## **7. Adjournment**

Professors Downie and Walker moved to adjourn. The meeting concluded at 5:02 p.m.

Respectfully submitted,

John R. Miecznikowski  
Secretary of the College of Arts and Sciences