

CAS FACULTY MEETING MINUTES

Thursday OCTOBER 24, 2019

Dogwood Room, BCC

3:30-4:46

Agenda Item 1: CHAIR ANNOUNCEMENTS:

- Call for Nominations: Dr. Martin Luther King, Jr. Vision Award
Shine a spotlight on individuals creating change in our community!
Nominate a Fairfield University student, faculty, or staff member who demonstrates a commitment to the ideals and values of Dr. King (racial justice, gender equality, environmental justice, immigration, or other important issues)
Applications due by Friday, November 15
Learn more and apply at fairfield.edu/mlk

- AS Innovation Lab Update:
Done: Strategic plan, computers, soft seating, grad assistants, and EMS
Next: Software portfolio/licenses and curation process... more to come
(qualitative, quantitative, creative, geo-spatial)

- Center for Faith & Public Life – New Faculty Social:
Learn about CFPL resources and its 3 programs (refreshments served)
-Service Learning, Community-Based Research, Humanitarian Action
Wednesday, November 6, 3:30-4:30.

- Send CAS announcements 1-day in advance of next meeting

Agenda Item 2: APPROVAL OF MINUTES

Due to lack of quorum, the approval of September 25, 2019 minutes was tabled.

Agenda Item 3: ASCC 2018-2019 REPORT TO THE COLLEGE OF ARTS AND SCIENCES

By Martin Nguyen, outgoing chair of ASCC

During the 2018-2019 academic year ASCC meet on nine occasions, 4 times in the Fall and 5 in the Spring. One of the spring meetings had to be rescheduled because of snow and an additional meeting was added at the end of the spring semester to review a series of program proposals.

Approved Courses

43 New courses were approved and added to the CAS Curriculum

14 of those were graduate level courses, 5 for the new Masters in Applied Data Analytics and for 5 for the restructuring of the American Studies Masters

Additionally, at least 7 special topics courses were approved by the chair.

Approved Proposals

Changes to Existing Majors, Minors, and Graduate Programs:

Communications and Public Relations

Digital Journalism

Religious Studies

Math

American Studies (MA)

Communications (MA)

Moved Industrial/Organizational Psychology Master's Program from GSEAP to CAS

Liberal and Professional Studies (Name change from Liberal Studies)

New Majors and Minors:

Interdisciplinary Major in Behavioral Neuroscience

Minor in Leadership Ethics (Philosophy)

Major and Minor in Sports Media

New Graduate and Post-Bac Certificate Programs:

Post Baccalaureate Pre-Health Program (Certificate Program)

Master of Science in Communication Disorders

Master of Arts in Interior Design

Bioinformatics Concentration in Applied Data Analytics Masters

Behavioral Analytics Concentration in Applied Data Analytics Masters

Social Analytics Concentration in Applied Data Analytics Masters

Emergency Management Track in Master's in Public Administration

Following the report, the room was opened for questions. There were no questions.

Agenda Item 3: MAGIS CORE UPDATE

By Shannon Harding, Core Director

Advising Resources

- Available on the *Magis* Core website: <http://faculty.fairfield.edu/magiscore/#>
- Includes advising resources folder & updated list of approved courses

Save the Date

- January 8th and January 10th 10-3pm: Social Justice Course Design Institute (2 days)
Faculty receive \$500 for participation and \$500 upon submission of courses
Course
- January 9th 10-1pm: Core Clinic to support applications for WAC/WID, SJ, and ID
Faculty receive \$250 upon submission of existing courses for designation
- May: WAC/WID CDI (May 18 & 20) and ID CDI (May 19 & 21)

Information is in the CAE Newsletter

http://faculty.fairfield.edu/cae/newsletters/cae_fall19.pdf

Following the report, the room was opened for questions. There were no questions.

Agenda Item 4: ACADEMIC INTEGRITY & THE LIBRARY

By Barbara Ghilardi and Matt Schirano

Academic Integrity Tutorial Learning Objectives that the library created. (Taken by all first year and graduate students)

- Emphasize academic integrity as a critical component of Fairfield University Jesuit community
- Encourage ethical and effective engagement with sources, thereby assisting students in becoming full participants in scholarly conversations both on and off campus
- Support the development of skills needed to recognize and avoid plagiarism. (better or worse examples are show to students, etc. What type of sources are you looking at---don't do a A LOT of focus on this at this stage

AI Tutorial 411

- Taken by all first year students on Blackboard, assigned in FYE
- Taken by all graduate students on Blackboard (last year or so)
- An undergraduate and graduate version exist on our website for faculty to assign to their classes if they choose—quiz tutorial can just be emailed, no need for BB
- Tutorial takes about 30 minutes to complete including a 13 question post quiz

Scoring

End of Sept due for 1st year—(quizzes)

- Can earn up to 140 points - a 98 is equivalent to a C and is the lowest score to pass
- Average first year student score for 2018: 89% (same for last few years. This tutorial since 2016)
- 99% of students recognize the consequences of plagiarism at Fairfield (Read and recognize the honor code here too)
- 98% of students know using direct quotes in a paper requires a citation
- 94% of students understand learning in a scholarly community depends on honesty

Areas for Improvement

- 35% of students cannot identify correct usage of paraphrasing (we all recognize its difficult to teach and recognize. Noted Barbara worked with graduate students and a lot of questions are raised.
- 14% of students did not realize changing only a few words in another's work and adding it to a paper is still considered plagiarism
- 8% of students would help another student on a take home exam

It was noted that students take the tutorial during the first couple weeks of the semester. The hope is that students will become more knowledgeable about academic integrity as they move through their courses.

EN/W 100 Library Writing Instruction

A librarian visits each ENW 100 section for a single library instruction session.

Relevant learning objectives:

- Recognize scholarly conventions of attribution and understand its importance to research.
- Students are connected to library citation guides, print/online manuals, and database citation tools.
- Relevant library research support services are highlighted
- Students have the opportunity to enter the scholarly discourse surrounding a topic to see what conventions of attribution exist in the discipline.
- Students begin to understand that citations/references can be used as a research tool.

The presenters noted that they would like to explore, “what more can we do on this” partnership, and that they are interested in considering ways to measure student progress on these skills over the course of their studies at Fairfield.

The room was opened for questions.

Professor Marti LoMonaco shared an anecdote regarding student use of the library. She noted that one of her students went into the stacks and took out a book for first time this year. She asked the presenters how faculty might introduce to students the notion—and an interest in—the joy of using a physical book as they do their research.

Matt noted need for print sources in research, and he underscored that there are budget resources that dictate what and what is not included library archives. He pointed out that if the library provides evidence of book circulation, this would have implications in regard to the allocation of financial resources. Matt noted that students often ask about textbooks in particular.

Barbara suggested that the library and faculty can continue to cultivate their partnership to develop research assignments that define what kind of resources faculty want students to use.

Professor Adam Rugg explained that he has students go to library and take a picture of books and send it to him, noting that this stimulated interesting conversations with his students about the library and research. Professor Rugg also noted the ways in which academic integrity is increasingly not aligned with cultural expression outside the university that appropriates sources by reusing them, adding to them, and so on. He pointed out that the world outside the academy is much different in this respect, and that this creates challenges for students.

Dean Greenwald stated that faculty faculty might think strategically in regard to the library—that if faculty assign books in their courses, they can show how the library is used, and in turn this will rationalize funding requests to bolster the library’s resources.

Agenda Item 5: CAS STRATEGIC PLANNING UPDATE

By Elizabeth Petrino, Associate Dean

Professor Petrino underscored that the strategic plan is designed to be a living document, and thus can be changed as circumstances dictate.

Strategic Planning: Essential Collaborative Work of the CAS

- Motivation: The Dean felt strongly that the Strategic Plan will serve the CAS Faculty best if they own the process, and desired to facilitate a process that would give all departments of the CAS a voice in it.
- Process: In 2018-2019, the goal has to engage a critical constituency of CAS Faculty in the revisioning of the four CAS Strategic Planning Goals as currently imagined.
- Speed: Though this Strategic Planning process has been collaborative, it also needed to happen fairly quickly, and so this collaborative process was facilitated during the Spring 2019 semester by CAE.

So Dean can cultivate donors, rationalize hiring requests, etc.

Process: Cross-departmental Participation (Spring Semester 2019)

- Each working group met at least 1-2 times and focused on a single theme
- All departments appointed two representatives (28 faculty)
- These representatives joined the four Directors of the schools, the two Associate Deans (6 faculty) and the CAE Director of Curriculum Development (ex officio, facilitating)
- From this group of 34 faculty, 5 working groups of 6-7 faculty formed. Most work took place in these small groups.
- in April 2019, Town Hall held that allowed for participation from all CAS Program Coordinators and staff.
- Result: The draft Strategic Planning Goals were developed and refined.
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Faculty Working Groups (See website for membership rosters—MEMBERSHIPS are being updated)

- Achieve High Standard of Distinction in Teaching and Learning
- Support Faculty Research and Creative Accomplishments
- Pursue Truth, Inclusive Excellence and Social Justice
- Sustain and Enhance the College’s Resources
- Big-Picture Working Group (Some faculty to wonder what might have been left off the first draft, and what we might need to change)

Dr. Petrino also listed the participants in these working groups and encouraged faculty to reach out to these faculty with questions and comments.

Working Group Activities

Each Working Group was asked to:

- Draft sub-goals (if needed), action items, and a vision statement for their area.
- Create an action item and a vision statement for their area.
- Be chaired by a school director (all the schools) or an associate dean (meet no more than 4 times/semester)
- Act as sounding board for feedback during process & provide updates to departments

Participating faculty were surveyed for their areas of interest and placed on the working group that corresponded with their requests (faculty from the same department placed in different groups)

Working groups met to develop and draft goals before today's CAS Faculty Meeting

Alumni Survey

- August 2019: Alumni survey of graduates was conducted of students (2152 graduates/134 responses)... results shared with the working groups and at Sept CAS Faculty Meeting. The survey was conducted alums who graduated between 2010-2015.
- Quick Highlights:
 - Highest Scoring Goal: Goal 1, Subgoal C: Promote and cultivate the self-awareness, confidence, talents and core career competencies of students approaching post-graduate career study and employment (79.1 %, Very Useful, 1.49% Not At All Useful).
 - Lowest Scoring Goal: Goal 1, Subgoal B: Implement the new Magis core curriculum to ensure a shared academic experience for all students that realizes the College's commitment to the liberal arts, interdisciplinary study, writing across the curriculum, and social justice. (48.46% Very Useful; 5.39% Not At All Useful)

Dr. Petrino noted that she has received a great number of helpful narrative comments from faculty, and she encouraged faculty to continue to send these comments to her.

Where are We in the Process Now?

- October 23: We conducted a focus group with the CAS Student advisory council (13 students) and other students nominated by department on the draft goals for their input. They serve as a volunteer group as litmus test.

Just yesterday she surveyed them for what THEY thought about the language in the Strategic Plan. The responses were that in general they found the aspects promoting research was helpful and they wanted to see their studies are joined to real world experience. Practical knowledge as well in school. Wanted more specifics in regard to truth and justice could be put into action. They were excited that majors in college could cross the department and schools. Collaboration across disciplines and schools. Wanted more on career guidance. Are we willing to actively COMPETE with what the business school is doing. Wanted clarification on what we mean by resources. Wanted us to articulate more WHY MAGIS core is important. And how will we assess.

- October 24: The CAS Strategic Planning Goals is being discussed and voted on at the College Faculty meeting
- November and December 2019: The CAS Strategic Planning Working Groups will meet to continue to refine and create one action item per goal
- January 2020: College Strategic Plan should be uploaded on website

Dr. Petrino then displayed a proposed motion in regard to the CAS strategic plan.

“The Faculty of the College endorse the proposed draft CAS Strategic Planning Goals and support their further refinement and the addition of action items in faculty working groups this fall. The faculty of the College anticipate that the Dean of the College will report to them on the progress toward these goals on an annual basis.”

The floor was then opened for questions:

Professor Brian Walker asked if the goals could be reorganized

Professor Betsy Bowen asked for clarification as to what the motion signifies.

Professor Petrino answered that the motion is an acknowledgement that these goals are sufficiently developed to keep moving forward.

In regard to the specifics in the plan Professor Bowen asked how would the college know that it had internationally recognized scholars.

Professor Petrino stated that a faculty member who was a part of an international research association or society would be an example.

Professor Bowen asked how faculty would in fact gain international recognition.

Professor Petrino answered that a Fulbright would be an example.

Professor Dallavalle suggested that faculty working at Fairfield’s Florence academic programs overseas would be an example global engagement.

Professor Davidson noted that on his sabbatical people overseas very much knew Fairfield University.

Professor Gunter suggested that in regard to the “pursuit of truth,” the second goal might add the goal of sexuality and gender diversification.

Professor Petrino noted that working groups discussed using non-gendered language, and she remarked that this is precisely the type of nuance that can be addressed by the working groups going forward.

Dean Greenwald stated that we are still in the draft stage of the strategic plan for the College and thus, draft goals would not be public. Certainly the goals would be consistent, but the “bulleted points” can change over time.

Professor Davis pointed out that faculty would be voting to endorse goals in principle.

Professor Petrino responded that framing the plan in this way might make it easier way to proceed. Faculty would be voting to endorse the major goals and at the same time they would be acknowledging the fact that the bullet points can still be refined.

Professor Lacy pointed out that there is no motion on the floor as of yet.

Professor Dallavalle remarked that this motion suggests that faculty are voting on four goals, yet we are not carving them in stone.

Professor Petrino answered that yes, the College can go back and revise the goals, but we have the four “pillars” we want to work with going forward.

Professor Dallavalle suggested that the word ‘draft’ should be eliminated. Professor Steffen agreed.

Professor Biardi suggested the motion might be altered to allow wording that acknowledges the document can in fact be changed.

Professor Pearson wondered if we want to even “engrave” the wording of the goals. Like Professor Dallavalle, he wanted to be sure that the college could tinker with the overarching goals themselves.

Dr. Petrino answered yes.

After some discussion the motion was edited to the following:

“The Faculty of the College endorse the CAS Strategic Planning Goals and support their further refinement. The faculty of the College anticipate that the Dean of the College will report to them on the progress toward these goals on an annual basis.”

Professor Orlando thanked everyone for their hard work, especially Professor Petrino.

Motion to Approve the Motion as re-written:

Lomonaco/Walker

The motion passed unanimously.

Agenda Item 6: REMARKS FROM THE DEAN

The Dean thanked all faculty for their contributions to the development of the Strategic Plan, and he underscored that the plan is a “living document.” The Dean emphasized that the strategic plan provides an important framework to help the Dean shape his reports on CAS to the Provost and the Board of Trustees.

The Dean also pointed out that CAS has funding opportunities for growth, for example construction and hiring. He noted that the College has done some good fundraising, having raised approximately \$2.5 million, and the College has approximately 70 million in “asks.” That said the Dean underscored that donors want to see that the College has clear goals before donating. Identifying these goals will give the College a better opportunity to raise funds.

The Dean also reported on the College’s Student Advisory Board, the members of which were chosen by faculty and deans. The Dean noted that the students have been thoroughly engaged in the strategic plan, and that for them, one of their main concerns is what the College will do to help students launch careers. To that end, the Dean asked that faculty remind students of the resources we have in college, for example professional development, mentoring opportunities, as well as the College’s career center. He also noted that we can encourage students to take advantage of talks related to career, for instance the 10/29 talk “The Power of Integrating Liberal Arts and Business Education for Career Success,” which while designed for Business School students can benefit College students as well. The Dean noted that the business world is very much interested in meeting the College’s students, and this illustrates that employment opportunities are waiting for students. He also noted that the College’s employment rate is 98.6% following graduation. The Dean also remarked that students who took the Humanities technology course (HU 201: “Technical Skills for the Liberal Arts Majors”) felt enormously empowered in regard to the job market.

The Dean then spoke about strategic planning at the University level. In regard to the 2020 plan he pointed out that a number of goals in that plan are still relevant, so that we do not necessarily need a bold new plan. That said, he pointed out that the 2020 plan never once mentions the College. The Dean stated that the University hired Ernst and Young to help research the landscape of higher education and to help the University refine its academic plan, as the 2020 plan did not adequately address academics. The Dean remarked that certainly the demographic ‘drop’ in Fairfield’s traditional recruiting base is very much real. In fact, the University’s four key states are a ‘worst case scenario’ regarding demographics, so the University must prepare for this reality. He noted colleges and universities such as High Point are already offering incentives to prospective students, for example free parking and concierge advising for 4 years. Competition, he underscored, will become *really* tough—Fairfield does not want to be caught flatfooted. The plan the University has developed is to recruit outside these 4 states (for example Chicago; Miami; Houston; Phoenix) and to identify areas of growing enrollment. This might mean piloting programs, and if successful to devote resources to develop those programs. As an example the Dean suggested the University might create a

modern media center with rooms for podcasts, broadcasting. The University also might consider recruiting a student cohort from a particular geography. Also, Fairfield faculty might develop new modalities, for example hybrid and online teaching to address a shrinking graduate school population. In regard to undergraduate recruitment, the Dean felt that that recruiting 20 students a year to a particular program is a reasonable goal. He also noted that different programs could share resources such as the Innovation Lab.

The Dean explained that the long-term plan includes new space for the College, as well as to reclaim space. He also noted that the College is currently addressing theatre space. Moreover, the long-term plan is to name the college as well as a building. The Dean believes the college will be able to begin this process in the next couple years.

Questions for the Dean:

Professor Walker noted that the website is not updated.

Professor Mulvey pointed out the website includes people who have retired.

It was also pointed out that faculty bios on the website are all still offline and this needs to be addressed.

Motion for adjournment:
Steffen/Weiss

At 4:46

Respectfully submitted,

Dr. Peter L. Bayers