

College of Arts and Sciences Meeting Minutes
February 27, 2020
Dogwood Room

3:34 p.m. to 4:57 p.m.

Proxies were held by/for

Amanda Harper Leatherman for Marice Rose
Aaron Van Dyke for Matthew Kubasik
Aaron Van Dyke for Laura McSweeney
John Miecznikowski for Sallyanne Ryan

There were 47 Faculty members present.

1. Announcements from the Chair

Remaining CAS Faculty Meetings for Spring 2020

- March 30 (Monday)
- April 24 (Friday)

Interactive Lunch Discussion: Towards a Culturally Inclusive Classroom

Led by Dr. Jill Smith-Carpenter on Mar. 17th @ 12pm, LIB 107C (Tuesday)
Look for registration link in University Announcements

Faculty Scholarship Event- Survey Deadline 2/28

Please take a moment to fill out a brief survey with your preferences for a celebration of faculty scholarship at the Library. Be sure to include information about any work that you had published after 1/1/19. Deadline for the survey is Friday 2/28!

Look for link to survey in emails and/or University Announcements

Magis Core Opportunities...

May 18 & 19: WAC/WID Course Development Institute
May 19 & 21: ID Course Development Institute
Faculty receive \$500 for participation and \$500 upon submission of courses

2. Approval of the December 6, 2019 meeting minutes

Walker/Bowen

The minutes were approved unanimously with seven abstentions.

3. Research Minutes (three Faculty will be invited to present)

Professor Mark Demers

My research area is dynamical systems, a branch of mathematics devoted to studying the evolution of systems over time. Central questions in this field focus on describing the long-term behavior of such systems and in particular on quantifying their predictability and stability. This branch of mathematics has led to the development of chaos theory, which is concerned with understanding the underlying order in seemingly disordered systems and in discovering mechanisms which produce chaotic dynamics.

My own research focuses on the study of theoretical models from mathematical physics, such as mathematical billiards, which are systems of rigid particles that collide elastically with fixed boundaries. For billiards, the geometry of the boundary determines whether or not the dynamics is chaotic, and is linked to quantitative aspects of mixing and convergence to equilibrium.

Research questions regarding billiards can also be explored numerically using computer simulations, which makes them accessible for undergraduate research projects. During most of the past 10 summers, I have mentored undergraduate projects for 8 weeks with support from the National Science Foundation and the College of Arts and Sciences.

Professor Sean Horan

For those of you who I have not met yet, my name is Sean Horan and I am Chair of the Department of Communication. I am fortunate to have joined Fairfield in the Fall of 2018.

My research centers upon the arguments of two theories. First, I examine affectionate communication using a theory titled Affection Exchange Theory. My biggest contribution to this work has been the identification and systematic study of deceptive affection. That is, how and why do the feeling and expression of affection differ? This primarily occurs through the expression of deceptive affectionate messages and/or through withholding the expression of felt affection. I also study risks of affection by looking at sexual safety communication.

The second theory I work with is Work-Life Border Theory, helping understand how communication functions in situations where work and life are blended. I primarily do this through studies of workplace romance.

With the above in mind, recent projects include: 1. A study of communication between people who broke up but still work together, 2. A study of the use of deceptive affection in times of infidelity threat, 3. Classroom communication in a state where students are legally allowed to have guns in classrooms, and 4. A study of communication between priests and nuns and their superiors.

In addition to these recent studies, I served as an Associate Editor of a new interdisciplinary encyclopedia titled *Macmillan encyclopedia of families, marriages, and intimate relationships* as well as the *Journal of Social and Personal Relationships*.

I love reading across disciplines, and often draw on Psychological and Sociological research, so I look forward to learning more from each of you.

Professor Cecelia Bucki

I am trained as a social historian of the United States, with a specialization in Labor and Working-class History and the related field of Immigration and Ethnic history. Taking time off from my main research focus on the United States in the 1930s, I am presently writing an article analyzing working women's contributions to the fight for women's suffrage in 1918-19. Much scholarship has been focused on middle- and upper-class women suffragists and their goals, but working women had different motivations for their suffrage activism. I use as my case study the women union activists in the International Association of Machinists in Bridgeport, Connecticut who had formed their own women's local. These local union leaders participated in the January 1919 "Watchfire Demonstrations" in Washington DC and were briefly jailed for their protest. They were attempting to combine their belief in "Industrial Democracy," a product of their ongoing fight to form a union in the munitions industry, and itself a wartime byproduct of the "Workers' Control" ideology of the era, with their belief in votes for all women.

4. Elections: Merit Committee and Distinguished Teaching Committee

In the Humanities at-large election, Prof. Jerelyn Johnson will serve a two-year term.

In the Social and Behavioral Sciences at-large election, Prof. Michael Andreychik will serve a two-year term and Prof. Rachelle Brunn-Bevel will serve a one-year term.

The following three tables lists the faculty members who have recently served on the Merit Committee and who are currently serving on the Committee.

CAS Merit Committee Members

Humanities

Department	2017-2018 and 2018-2019	2018-2019 and 2019-2020	2019-2020 and 2020-2021
English	Carol Ann Davis	Tommy Xie	Peter Bayers
History	Gavriel Rosenfeld	Danke Li	Gavriel Rosenfeld
Modern Languages and Literature	Jiwei Xiao	Javier Campos	Jiwei Xiao
Philosophy	Toby Svoboda	Steve Bayne	Dennis Keenan
Religious Studies	Ron Davidson	John Thiel	Ron Davidson
Visual & Performing Arts	Suzanne Chamlin- Richer	Marti LoMonoco	Jo Yarrington
At-Large (2 elected odd years)		Sara Brill and Kathy Schwab	
At-Large (1 elected even years)	Shannon Kelley		Jerelyn Johnson

Natural Sciences and Mathematics

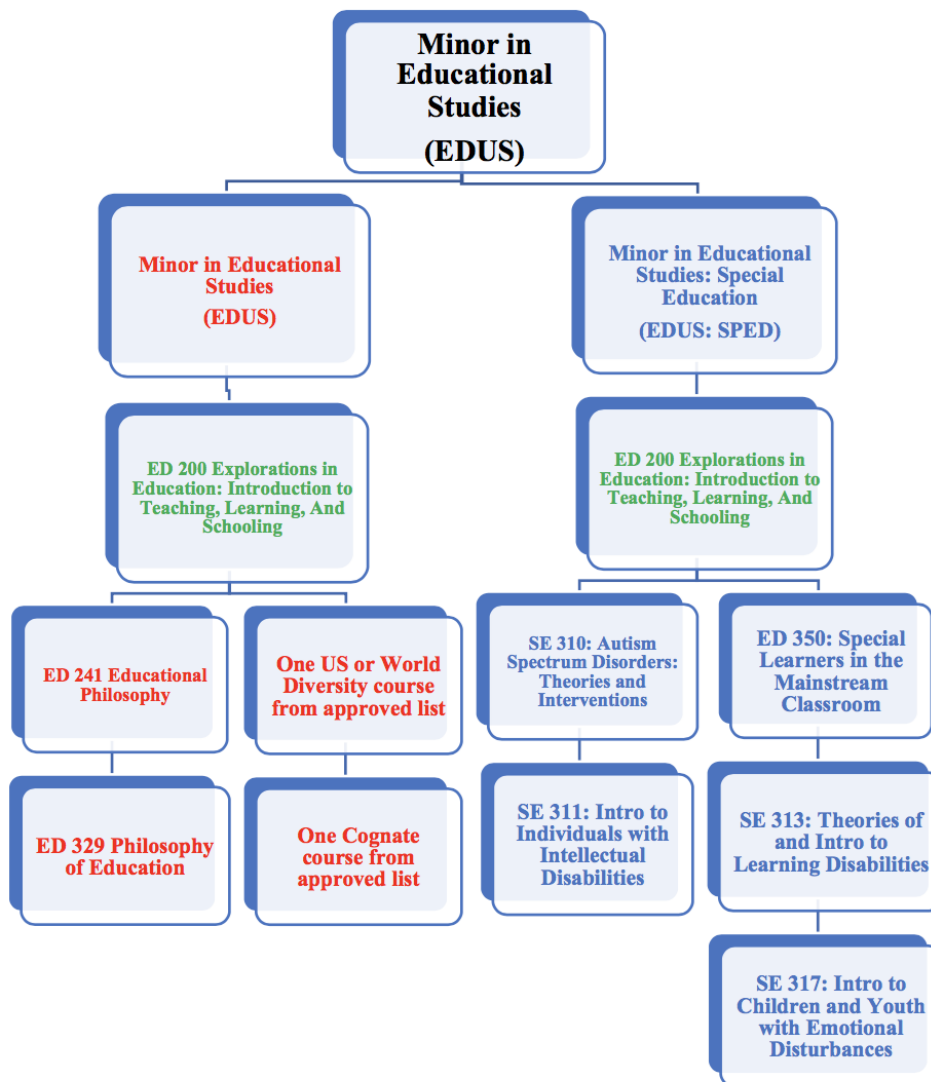
Department	2017-2018 and 2018-2019	2018-2019 and 2019-2020	2019-2020 and 2020- 2021
Biology	Tod Osier	Phyllis Braun	Tod Osier
Chemistry & Biochemistry	Ed O'Connell	Gary Weddle	Amanda Harper- Leatherman
Physics	Angela Biselli	David Winn	Angela Biselli
Mathematics	Shawn Rafalski	Joan Weiss	Laura McSweeney
At-Large (1 elected odd years)	none	Kraig Steffen	none

Social and Behavioral Sciences

Department	2017-2018 and 2018-2019	2018-2019 and 2019-2020	2019-2020 and 2020-2021
Communication	Sallyanne Ryan	Michael Pagano	Qin Zhang
Politics	Gwen Alphonso	David Downie	Gwen Alphonso
Psychology	Margaret McClure	Judy Primavera	Linda Henkel
Sociology and Anthropology	Eric Mielants	Dave Crawford	Eric Mielants
At-Large (1 elected odd years)		Rachelle Brunn- Bevel (for 2019- 2020) Scott Lacy for (2018-2019)	
At-Large (1 elected even years)	Michael Andreychik		Michael Andreychik

5. Education Minors and five-year programs in General and Special Education (presentation by Professors Alyson Martin and Ryan Colwell)

There is a minors in Educational Studies and a Minor in Educational Studies: Special Education. The flow-chart below outlines the required courses for each minor.



The minors in educational studies are

- 15-18 credit minors (can begin as early as second semester of Freshman year)
- Open to any undergraduate student interested in education (don't need to pursue teacher certification)

The minors provide opportunities to work in local schools in meaningful ways as you come to understand the central issues of teaching, learning, and schooling today.

There is a five-year integrated bachelor's/master's program with initial teacher certification.

The five-year programs are in:

- Elementary Education
- Secondary Education (English, Math, Science, Social Studies, World Languages)
- Special Education (Launched in Fall 2019!)

In order to participate in the five-year integrated programs, students will need to major in the following areas:

- For students interested in Elementary Education, we require a subject area major within the College of Arts and Sciences (e.g. English, Science, Social Studies, Math).
- For students interested in Secondary Education, you need to major in the content area that you would like to ultimately teach in (e.g. Math to lead to Secondary Math Education).
- For students interested in Special Education, you can major in any undergraduate subject area.

In order to minor in Educational Studies and apply to Level I of the 5-Year Program a student would have to

- Declare Minor in Educational Studies (begin as early as second semester of Freshman year)
- Complete the Level I application to the undergraduate phase of the 5-Year program during your Sophomore or Junior year
- Take 2-4 additional teacher preparation courses depending on your certification area

In order to minor in Educational Studies-Special Education Track, a student would have to

- Declare Minor in Educational Studies—Special Education Track (begin as early as second semester of Freshman year)
- Complete 6 required courses in the Minor in Educational Studies—Special Education Track
- Complete 2 additional Special Education Courses during Senior year and comprehensive exam

In order to apply to Level II of the 5-Year Program (Graduate School), a student would have to

- Complete a full online application process during Senior year to apply to Level II of the 5-Year program (Graduate School)

Admission to Education Minors and Level I of the 5-Year program does not guarantee admission to Level II of the 5-Year program (Graduate School)

The students complete a 30-credit MA teacher preparation program. The program lasts

- Approximately 12-14 months (Summer, Fall, Spring, Summer)
- Student Teaching during the Spring of your Master's year
- Earn a Master of Arts in Elementary, Secondary, or Special Education along with Initial Teacher Certification in CT

The students are eligible for a paid teaching internship during their graduate year. This internship provides:

- Up to \$15,000 tuition remission, defrays the cost of a large percentage of your graduate year

- A wonderful experience in the field & allows students to complete the fieldwork for their graduate education courses (student teaching often embedded within internships)
- Opportunities to make professional connections

The Faculty in GSEAP would like to build connections with the faculty in the College of Arts and Sciences.

- You are our pipeline for the Education Minors and 5-Year Teacher Preparation Programs
- The goal is to continue building relationships at the macro and micro level with CAS
 - Keeping you informed about our programs
 - Connecting with your students across a variety of settings

The table below lists points of contact in GSEAP

Dr. Ryan Colwell Ed Minor/5-Year Program/Elementary Ed	rcolwell@fairfield.edu
Dr. Bryan Ripley Crandall Secondary Education/English	bcrandall@fairfield.edu
Dr. Emily Smith Secondary Education/English/Math/Science	esmith@fairfield.edu
Dr. Joshua Elliott Secondary Education/Social Studies/Ed Tech	jelliott@fairfield.edu
Dr. Anne Campbell World Languages	acampbell@fairfield.edu
Dr. Alyson Martin/Dr. Emily Shamash Special Education Minor and 5- Year	amartin8@fairfield.edu eshamash@fairfield.edu
Dr. Terri Germain-Williams Director of Teacher Education	tgermain-williams@fairfield.edu

Following the presentation, Professors Colwell and Martin answered questions from the CAS Faculty.

- Link to register (free event)
- <https://www.eventbrite.com/e/david-flood-to-present-dignity-respect-look-on-the-inside-registration-82285424921>

6. Dean's Remarks

The Dean thanked everyone for coming. He wanted to spend a few minutes at this afternoon's meeting talking about higher education.

The University is in a good place, as the Provost recently stated. The Dean is currently reading a book, titled, The College Stress Test. This book was seen as a positive because only 40 % of colleges and universities are in a fragile environment and 10 % will go out of business. Funding from state governments has declined. The discount rates for universities have gone up significantly. If a market correction happened, the 10 % number will be higher.

Fairfield University is in a strong place since we have a strong endowment.

We think about the future in a different way. We may not get much bigger in terms of size. We can, however, gain in National reputation. More students will choose Fairfield as a first choice and thus our retention rate will be stronger. We will need to work towards this.

There might have been a sense that the College had been ignored before in the past, but we are past this. We are in a new phase.

The author and social critic, Michael Harrington, says the systematic change rarely happens all at once or overnight. It happens gradually. This "visionary gradualism" is necessary for us right now as it will take time for CAS to develop into its fullest potential.

Like the University, the College is in a good place. We are and will remain, the heart of the University. We have a significant number of programs that serve students. Our outcomes are remarkable. The College is attracting students and the number of tenure track lines is increasing. There are eight on-going searches happening this year.

We are working on the facilities and resources.

The new Media Center will be in the former Dolan School of Business. The faculty here at Fairfield made it work. We looked at other spaces, such as the Theatre in Downtown Fairfield. The Media Center gives us more space. There will be a shared space for equipment and computers. Students can check out cameras and use them once they are trained on their use. There will be a professional studio with two control rooms. The previous studio was much smaller in the lower level of Fairfield Prep. There will be a pod-cast studio, classrooms, and newly built faculty offices.

All of the studios will be custom built. The new Media Center will be a space for faculty collaboration and innovation.

The new strategic plan, as you remember, calls for the College to increase the number of Communication and Media majors by 100 more students.

We are expanding in other spaces as well to better serve our students. The Theatre program will now have Canisius 15 for their use. The room will be fit for their needs.

The Dean has spent the last two years meeting donors and building their trust. We are trying to find needed resources to further the important work you do with students. To this end, we identified an additional \$100,000 for the Science Institute. The Dean has identified other areas that require resources, such as undergraduate research. Our goal is to ensure we will have a lasting legacy for the College of Arts and Sciences. The changes that are happening might seem slow, but we need to think of the opportunities we have to take steps forward.

In the Dean's office, we are working on budgets. Every area of the University is asked to reduce their budget by 5 % to fund academics. The College of Arts and Sciences has made the required cut in a manner that limits exposure and pain. You shouldn't notice it. will not be affected very much. The cut for the College of Arts and Sciences was about \$60,000. Most Departments will stay stable with respect to their budget.

We are working to ensure a smooth orientation for our incoming first year students. To help with this, we are planning that all First-year students will be pre-registered for at least two classes before they arrive at Orientation. We know what classes students will take. This will help to stop some of the confusion of orientation.

Associate Dean Scott Lacy and Assistant Dean Andrea Martinez are working on piloting enrollment management, which will be used to predict how many courses will be needed for English and Modern Languages.

The MAGIS core will need more faculty in order to offer all of the classes.

There will be a new Dean in GSEAP and in the School of Engineering in the Fall. The Deans collaborate here and get along. The Dean is chairing the GSEAP Dean search and it is going well. The Engineering Dean search is on-going and is being chaired by Dean Zhan Li.

The Quick Center is collaborating with the College of Arts and Sciences in more ways. There is a \$10,000 fund available to support outside speakers for next year. Faculty can apply for these funds and the Quick Center staff will work with Faculty to arrange the speaker's visit. The Dean urged people to apply.

The Dean is chairing the Arts and Culture Taskforce, which was appointed by the Provost. The goal of the taskforce is to have the Quick Center, the Museum and the College of Arts and

Sciences all working together to develop a comprehensive arts strategy that will align with the ambitions of the University.

Next year is the 50-year anniversary of women at Fairfield University. In the Fall, Patti Smith will be on campus. She will come to campus to perform and read poetry. The Dean wants to see more proposals for these events and a more collaborative culture.

Jared Cohen, the president of Jigsaw, the think tank of Google (Alphabet), will be on campus on April 14th to talk about leadership. There are alumni who work at Google (Alphabet), which has a big campus in Manhattan. This lecture is part of the Common Ground Series.

After the Dean offered his remarks, he took questions.

Prof. Betsy Bowen asked for an update regarding students returning from Florence.

The plan is still evolving. There is a task force meets for two hours every day. The decision was made to bring the students home. The Italian Government closed all institutions. All of the other institutions in Florence: Boston College, Gonzaga, and Syracuse have asked their students to come home. The students can come to campus if they want to on March 15th. The students who wish to come back to campus will receive free housing and board. The students can take courses in the summer and winter terms as well.

7. Adjournment

Steffen/Stott at 4:57 p.m.

Respectfully submitted,

John Miecznikowski
Secretary of the College of Arts and Sciences 2017-2021