

CAS Faculty Meeting Minutes
Friday, April 24, 2020
3:33 pm to 5:06 p.m.

Meeting held via Zoom

No proxies were held.

There were 113 faculty members present.

1. Announcements from the Chair

There were no announcements from the CAS Chair.

2. Approval of the Minutes

- a. February 27, 2020 (Smith-Carpenter/Yarrington). The minutes passed unanimously.
- b. March 30, 2020 (Smith-Carpenter/Yarrington). The minutes passed unanimously.

3. Report from the Arts and Sciences Curriculum Committee Chair

The report was given by ASCC Chair, Sergio Adrada-Rafael.

The ASCC met three times in the Fall 2019 term and three times in the Spring 2020 term.

- Approved courses: 37
- Approved or modified programs:
 - Post-bac certificate and minor in English-Spanish translation (DMLL)
 - Accelerated 5-year BA in Psychology, Biology, Sociology with MS in Applied Data Science
 - Modification of the Behavioral Neuroscience major & minor (Psychology)
 - Modification of the Film, Television, and Media curriculum (VPA)
 - Editing and Publishing certificate and minor (English)
 - Modification of the Classical studies requirements
 - Addition of new Psychology electives
 - Minors in Applied Statistics and Mathematical Statistics (Mathematics)
- Other important issues discussed
 - Course renumbering (with Michael Flatto in November 2019)

- Pass/Fail option for faculty members
- What do we expect in course proposals (there is no template to follow)
 - Clear and concise course description and learning objectives
 - Not always clear to differentiate the course description from learning objectives
 - Grading weight: distribution
 - Sometimes the committee asks the Faculty member to reconsider the grading weight
 - Detailed explanation of course assignments
 - Assignment calendar
 - Updated policies (Accessibility)
 - Signature elements
 - Courses can be related or applied to one or more of the signature elements.

The Chair thanked the other members of ASCC for their hard work on the Committee this year.

Prof. Adrada-Rafael then took questions.

There were no questions from the CAS Faculty.

4. Report from the Director of the *Magis* Core Curriculum

Prof. Elizabeth Petrino gave a report on the *Magis* Core Curriculum

The Goal for the *Magis* Core Curriculum is for a Common experience for students in all schools.

The *Magis* Core Curriculum:

- Is Discipline-based Core / tiered experience (Orientation & Exploration)
- Reduces the number of courses from 20 to 15
- Contains 22 Curricular Requirements
- Introduced **SIGNATURE ELEMENTS:**
 - 3 *Writing Across the Curriculum (WAC)/ Writing in the Discipline (WID)*
 - 3 *Social Justice Experiences (SJ)*
 - 1 *Interdisciplinary Experience (ID)*

MCCC Members: David Downie, Coordinator of ID; Kim Gunter, Coordinator of WAC/WID; Kris Sealey, Coordinator of SJ; Mark Ligas, Vice Provost for Undergraduate Excellence; Scott Lacy, Associate Dean, CAS; Jessica Tomcho, Program Coordinator

- Details about *Magis* Core available on website:

<http://faculty.fairfield.edu/magiscore>

All of the signature element courses and an advising worksheet are listed on the *Magis* Core website.

Recent accomplishments for the *Magis* Core Curriculum included

- **CONTINUED TO ENCOURAGE & APPROVE SIGNATURE ELEMENT COURSES (APRIL 2020)**
 - ID approvals: 31 courses
 - SJ approvals: 49 courses
 - WAC/WID approvals: 58 courses
- **COURSE DEVELOPMENT INSTITUTES (CDI's)**
 - SJ: January 8th and 10th 10-3pm
 - 21 participants, 19 courses submitted
- **CORE CLINIC: JANUARY 9th 10-1pm**
 - 10 participants, 3 courses submitted

APPROACHES TO TEACHING AND STUDENT LEARNING

- Continue to support CDIs and Core Clinics with stipends for course development
- Plan for a Core Lecture Series with a common read
- Support for Faculty Learning Communities and Professional Learning Communities

ASSESSMENT RETREAT

Plans for workshop and retreat on core with Ashley Finley, AAC&U—October 15-16

Topics include course development, assessment, and building a culture of practice around signature elements

The Current goals and accomplishments are

- **ADVISING WORKSHOP**
 - Held on March 26th 4-5 p.m.
 - Demonstrated Degree Works for core advising
 - Updated materials for advising, policies, and questions for Registrar
 - Available on *Magis* Core website
- **ASSESSMENT PLAN**
 - Working on logistics for first assessment of core using signature elements (summer / AY 2021)
 - Pilot assessment of ENGL 1001 and development of indirect measures
- **ORIENTATION ADVISING**
 - Plans to train New Student Leaders for Core advising (March- April)
 - Outreach to DSB, Egan, GSEAP, and Engineering

The Goals for the Future are

MEETING NEEDS OF STUDENTS

- Work with the Registrar to improve process and identification of Signature Element courses
- Develop enrollment management with CAS Dean's Office to ensure students receive core courses and departments can plan efficiently
- Update catalog to reflect the core curriculum
- Need 60-80 sections of SJ and WAC/WID courses per semester to run
- Contact Departments to encourage offering more signature element courses

PROVIDING FOR AN ASSESSABLE CORE

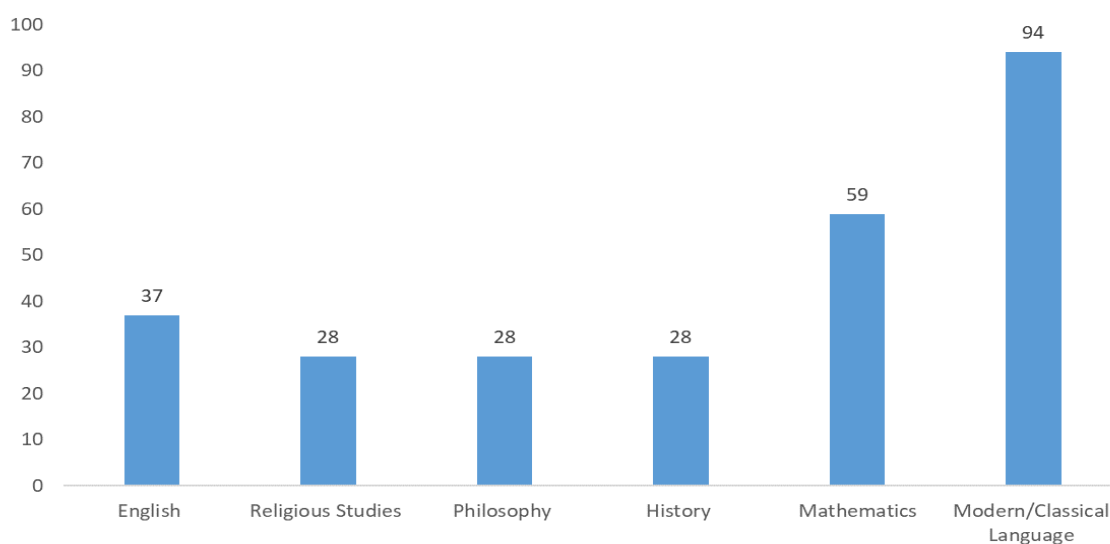
- Collaborate with Library to create an assessable Information Literacy session for capstone/seminar (WID courses)

INCREASING INTERDISCIPLINARY COURSES

- Propose courses from interdisciplinary programs and Honors courses

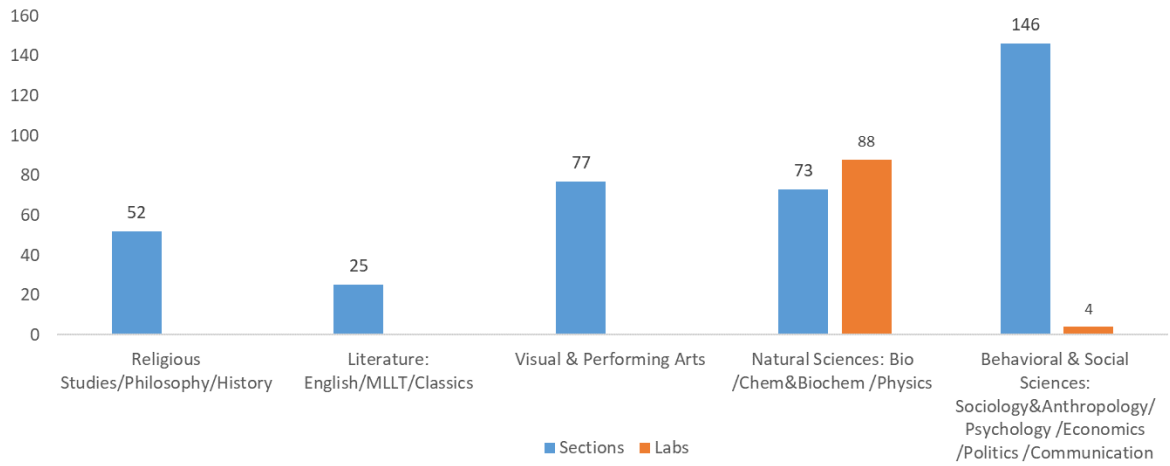
Core Courses (Fall 2020): Tier 1 Orientation

TIER 1 DISCIPLINE	Sections
English	37
Religious Studies	28
Philosophy	28
History	28
Mathematics	59
Modern/Classical Language	94
1 additional course in Mathematics or Modern/Classical Language	

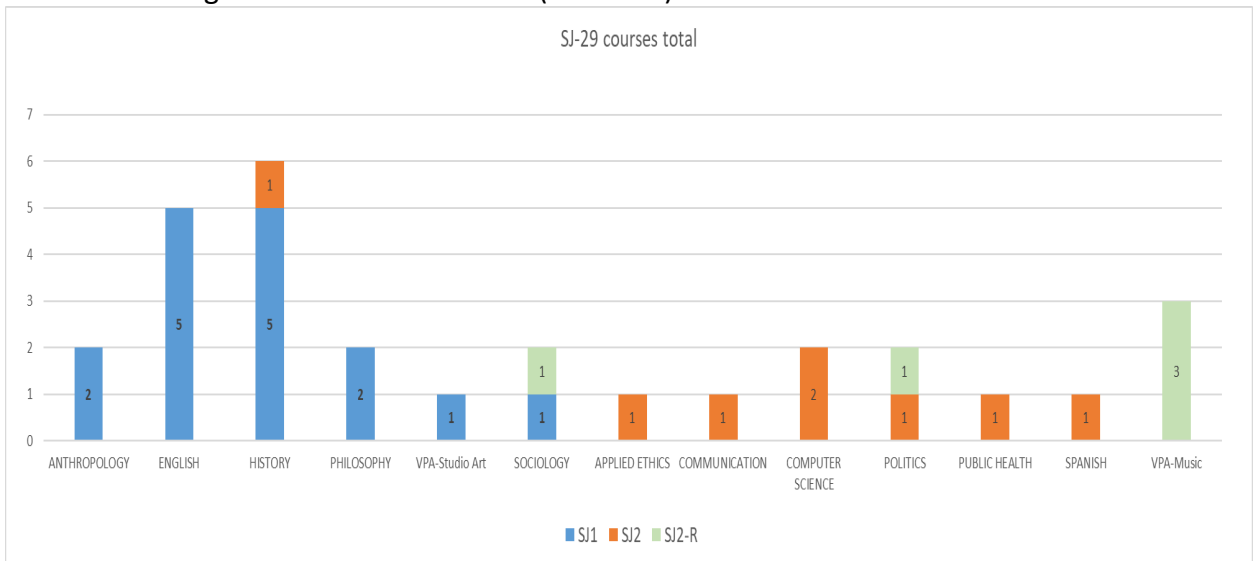


Core Courses (Fall 2020): Tier 2 Exploration

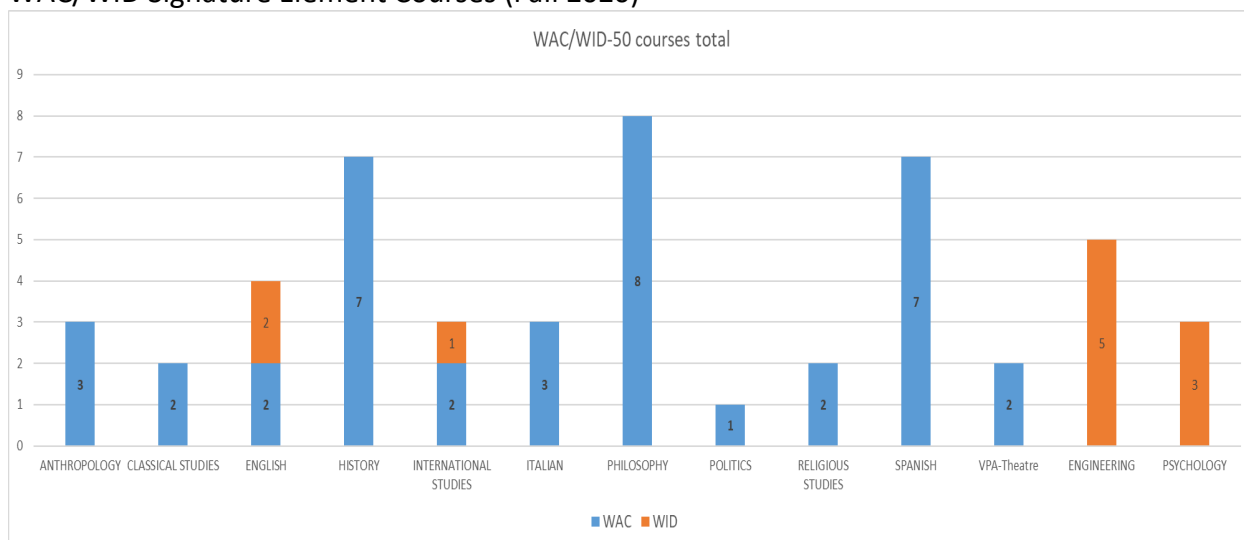
TIER 2 DISCIPLINE	Sections	Labs
Religious Studies/Philosophy/History	52	
Literature: English/MLLT/Classics	25	
Visual & Performing Arts	77	
Natural Sciences: Bio /Chem&Biochem /Physics	73	88
Behavioral & Social Sciences: Sociology&Anthropology/ Psychology /Economics /Politics /Communication	146	4



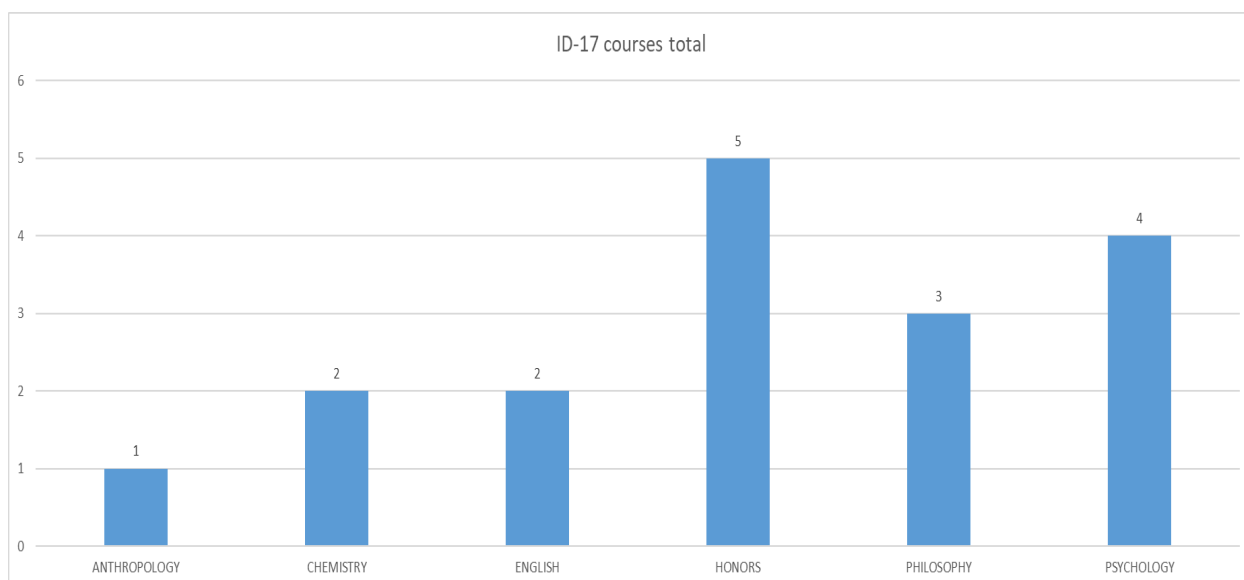
Social Justice Signature Element Courses (Fall 2020)



WAC/WID Signature Element Courses (Fall 2020)



ID Signature Element Courses (Fall 2020)



Prof. Petrino asked the faculty to think about where the signature elements will fit into their courses.

There are opportunities to participate in the core.

ONLINE COURSE DEVELOPMENT INSTITUTES (CDIs)

- **ID and SJ:** May 26th and 28th; May 27th and 29st
 - Faculty receive \$500 for participation and \$500 upon submission of course
- **WAC/WID Workshop Week (NEW):** June 1-5

- Faculty receive \$500 for participation and \$500 upon submission of a course; an additional \$500 is available for the submission of a second course
- **ID AND SJ ENHANCEMENT FUNDS**
 - **ID Courses: Funds for Guest Speakers and Special Events**
\$50 for Guest lectures in your ID course outside of your discipline
\$250 for outside of ID classroom experiences
 - **SJ Courses: Funds for Special Events**
\$250 for outside of SJ classroom experiences

Prof. Petrino then took questions.

Prof. Behre stated as Chair of the History Dept, she is getting requests from students to take courses off campus this summer. These requests are being handled on a case by case basis. A lot of students making these requests are coming from the professional schools. In one case, I contacted the Dean of one professional school. I explained to the Dean that I wanted to be particularly flexible this summer given all of the complexities. I was going to start to be less flexible, because I was getting concerned that too many students were not going to take history on our campus. One Professional school wrote back with great support and understood that I wanted this message conveyed to the faculty in that particular professional school. In another case, I got a lot of pushback from someone in the administration of a different professional school. In particular, I received pushback about the workload for our courses and how this was burdensome. In one professional school, the students are recommended to take courses off campus. Here we are one year into the core, Faculty are being influenced by administrators in the professional schools. Dean Greenwald responded that this is a Dean's office issue. If it happens to other Chairs, please bring it to my office, and we will intervene.

Prof. Bowen asked about the ID designation. When the proposal was first given to the General Faculty we were told repeatedly that the ID designation would be given to team taught courses and cluster courses. It would be very rarely given to a single faculty member. Is the reason for the low number of team taught or cluster courses because of the difficulty of getting faculty to participate or is it a budgetary reason? Prof. Petrino answered that the team-taught courses and cluster courses would be natural fits for the ID designation. We had one cluster course that was proposed and was going to run and then unfortunately, it wasn't proposed with co-requisites. Prof. Petrino also mentioned that in some ways, the three ID learning goals were not matching up well with courses that people have perceived to be interdisciplinary in nature. Prof. Downie said almost all of the courses that came to the committee have been approved. There has been no change in philosophy. The ID committee can only deal with classes that are sent to us and we can only evaluate classes according to the Learning Outcomes that were approved by the General Faculty. Prof. Downie has encouraged people to submit team taught courses and cluster courses. There are sometimes scheduling issues with team taught courses and cluster courses. Will the Faculty be available to teach a team-taught class? How will the course count in their Department? Prof. Downie stated that he will reach out to faculty who have

taught honors courses in the past ten years to consider developing the class they taught as an ID course.

Prof. Bucki asked for SJ courses, an outside experience must exist. Prof. Petrino answered that it could be a field trip, it could be a movie, and it could be a number of things that happen outside of the actual course.

Prof. Weinstein asked about the difference between WAC/WID courses. Are the syllabi evaluated differently? Is there any specific guidance we can expect if we were to submit more of these applications? Prof. Petrino answered that the WID courses need a significant amount of writing and how it will carry over across the disciplines.

Prof. Gunter will send out an email to the faculty to give more feedback about WAC/WID courses.

Prof. Harper-Leatherman offered a toast to all the Faculty for their continued scholarship.

5. Presentation of the CAS Distinguished Teaching Award and CAS Distinguished Advising and Mentoring Award

Prof. Harper-Leatherman said that all of the nominees were deserving of the awards.

Dean Greenwald awarded the 2020 CAS Distinguished Teaching Award to Prof. Marice Rose.

For her outstanding and sustained dedication to students in the area of teaching, Dr. Marice Rose, Associate Professor of Art History, is awarded the 2020 College of Arts & Sciences Distinguished Teaching Award. The awards committee was impressed by Dr. Rose's profound commitment to community building among her students inside and outside the classroom. Her peer-reviewed research on pedagogy of art history provides a strong foundation to her inclusive teaching that, in the classroom, makes space for quieter students and "pushes students, gently but confidently, to exceed their own expectations of themselves." Trips to museums and art exhibits are an integral part of Dr. Rose's courses and have a transformative integrative effect, described by one of her colleagues, as turning a "shy, reserved group of students into a more vibrant, confident, and connected community." Outside the classroom, Dr. Rose has worked on several occasions to help Fairfield students build community through Cornerstone courses, the First Year Initiatives Committee, the Sophomore Residential College Program, and the Academic Exploration Living and Learning Program. Several students have recognized how Dr. Rose's infectious passion for art history intertwines with her excellent teaching practices to turn her classes into unforgettable learning experiences. This feeling is not only shared by grateful students, but also by faculty members who have learned from her teaching practices. Therefore, the College of Arts & Sciences Distinguished Faculty Awards Committee honors Dr. Marice Rose with the 2020 College of Arts & Sciences Distinguished Teaching Award. Congratulations to you, Dr. Rose.

Prof. Rose thanked everyone and is grateful to work with such great colleagues and students. Receiving this award is a surprise. It is a great way to end a weird semester.

Dean Greenwald awarded the 2020 CAS Distinguished Mentoring Award to Prof. Shelley Phelan.

For her outstanding and sustained dedication to students in the area of academic or co-curricular advising, Dr. Shelley Phelan, Professor of Biology, is awarded the 2020 College of Arts & Sciences Distinguished Advising and Mentoring Award. Dr. Phelan has served as an excellent mentor to first-year General Biology students and upper-level students in her courses and research lab. Dr. Phelan's dedication to mentorship extends beyond Biology students. She founded the Women in Science, Technology, Engineering, and Mathematics (WiSTEM) Living and Learning Community for female STEM majors, and the Broadening Access to Science Education (BASE) Camp for female high school students from underrepresented backgrounds. Additionally, she has played a crucial role in the mentorship of her junior colleagues in Biology and the Sciences, particularly women. Dr. Phelan's mentorship embodies the Jesuit principle of *cura personalis*, as her guidance and initiatives promote academic, professional, and personal growth, while empowering her mentees with the skills to become effective mentors themselves. The College of Arts & Sciences Distinguished Faculty Awards Committee was particularly impressed by her achievements in institutionalizing sustainable mentoring practices, notably her formative role in the establishment of the Peer Learning Group mentoring program as part of the General Biology curriculum. Through remarkable endorsement of her peers in the Biology Department, as well as throughout the University in Chemistry, Psychology, and Physics, the College of Arts & Sciences Distinguished Faculty Awards Committee honors Dr. Shelley Phelan with the 2020 College of Arts & Sciences Distinguished Advising and Mentoring Award. Congratulations to you, Dr. Phelan.

Prof. Phelan is shocked and is honored to be recognized with this award. She is grateful to be recognized with this award.

Dean Greenwald stated that when we come back to campus, we will celebrate the right way.

6. Remarks from the Dean

We are going through an unprecedented time. If you read the *Chronicle of Higher Education* and *Inside Higher Education*, we are in an unprecedentedly difficult spot. All of the institutions from Johns Hopkins, to Harvard to Yale to state institutions are dealing with what is happening. Many of them are having real financial difficulties right now. Johns Hopkins is suspending retirement contributions for a year. Johns Hopkins has a little bit of money. I am mentioning this because I think we all need some perspective on things.

We are in a good place as a University. We are currently planning merit raises for faculty. We have a really strong management team. For many of you submitting Workday requests, it may be slow and there may be questions but hopefully you recognize the necessity of our financial processes.

We are ending in a good place this year, but not a perfect place, obviously. Financially, we will be okay. We are spending time as a University planning for fall contingencies. There is a lot that is unknown and out of our control. We do not know if the virus will disappear or resurge. Will the vaccine come quickly or slowly? What will be the response of the state? We have multiple scenarios to plan out all of the possibilities. It is difficult to plan.

The Dean asked for our patience and our flexibility. This is a dynamic and unprecedented situation. We are adjusting as best as we can. The Leadership team meets regularly. There are multiple Zoom calls each day. We are planning different scenarios.

There are three choices for the fall:

1. Return to normal (semester will begin as normal)
2. Things get worse or a resurgence happens. The stay at home order continues and we will continue remote learning for another semester.
3. A mixture of on-line and in-person teaching in the fall

It is too early to make a pronouncement for the fall term. We have to be flexible. If the Dean could wish things, he would want to return to campus in the fall, because like you, I am stir crazy.

The admissions update is monitored every day. We are up significantly over last year with regards to deposits. People are staying close and we are seeing more students from New York and Connecticut choose Fairfield University. All admissions activities are on-line.

There are many Faculty who haven't gotten around to putting their profiles online. If you haven't made your profile available, please do so. When a student or prospective student is looking at a Department, that is their first point of information. If a student sees blank faculty profiles, it may not be perceived very well by prospective students.

Accessibility is still a factor with remote learning. Accessibility plans must be followed for those who have approved plans. Accessibility plans are legally binding.

The proposal for Pass/Fail went through Academic Council and was passed by that body. Faculty received an email today before the students were alerted. Students need to find out what the ramifications are for receiving a pass/fail grade. If you have pre-health students, please contact Prof. Church. Faculty are the only ones authorized to give grades. Faculty need to keep track which students will receive a Pass/Fail grade. The Registrar's office may reach out to Faculty before the grades are posted.

The Registration system crashed. ITS and Ellucian worked to fix it. The system was reinstalled. Only 480 rising sophomore students could register. The remaining rising sophomore students could not. The registration is being wiped. They will all register again. This is an added complication that we did not want.

The Dean is deeply appreciative of everything that the Faculty is doing. The Faculty moved the curriculum to an on-line format and did it remarkably well. There is a lot of sweat equity on the part of the Faculty. We are appreciative of the CAE. The commitment to the students shined through. The faculty are juggling a lot of things from homeschooling children and dealing possibly with your parents. Just getting groceries is a challenge. The Dean's office is impressed and thankful and also humbled by all of your efforts in this moment. The Dean's office hopes that it will not continue much longer because I think you all need a break.

7. Question and Answer Period

Prof. Bayers thanked the Dean for everything he is doing at the College and is thankful that he is our Dean. Barring a miracle, we will be teaching classes on-line in the Fall. The CAE has done wonderful stuff and he can learn a lot more about how to better deliver on-line. He is wondering about retention in the fall and helping our first-year students feel like they are part of the University. Can we strategize about best practices for mentoring? Are there meta practices that we may all want to tap into for the good of our students and ultimately, the University?

The Dean commented that during the last few weeks, we have all been drinking from the firehose. We need to develop an on-line presence. One thing that we are doing that is helpful, if there is a student we are concerned about, please let the Assistant Deans know. They will check in with the student. The Trustees and alumni are doing fundraising for these students to pay for real life expenses and housing issues. As you reach out to students that is having difficulty, please connect them to the Dean's office to follow up. Please check in with students as they can feel isolated.

We will be doing on-line orientation for first year students starting in June. Departments and Faculty will make connections with the incoming students. Orientation is online and physical orientation is currently slated to happen the last week of August. We need to connect to the students in a way to make them feel part of the community.

Prof. Carol Ann Davis said the CAE will be following up with the Faculty for course development in the summer.

The Writing Center and Math Center are on-line. There are lots of tutors available. There are lots of places that haven't been able to pull this off. The Dean is completely impressed by big and small things that are happening.

Prof. Mielants asked if there is a task force looking at social distancing for classes. The Dean answered that there is a group that meets at 8 a.m. every day to look at this. If we bring students back to campus and we need to have social distancing, can we have 26 or 28 students in a small room? They are also connecting this to the budget because there are workforce limitations.

Prof. Nadia Zamin said her question was answered by Prof. Rakowitz, privately.

Prof. Yarrington asked about platforming exceptional student creative work. We need to have a conversation about special considerations that students have. How can I demonstrate and make a video when my apartment is 300 square feet and I have no equipment or materials to create a video?

The Dean answered that when we went on-line, we did not expect to be on-line as long as we did. The Dean is seeing the creative energy of the students with guidance from the Faculty. We pulled off our Undergraduate Research Symposium yesterday, which other institutions could not pull off. We need to find a way to present what we do in and beyond the classroom to recruit students.

Prof. Mulvey wants to speak up for our part time colleagues who are not here at the meeting today. Has there been consideration for stipends for our part-time colleagues? They did not sign up for the additional work that is required. The part-timers are treated like salary employees with benefits. There should be consideration to give the part-time instructors a small stipend or a little bonus. The Dean will bring this forward with our Monday morning meeting with the Provost's Office.

Prof. Sealy asked if there are plans to publicize CAS award winners for this year. Dean Greenwald stated that not all of the Departments have submitted awards. When we have graduation, there will be a major celebration for the students on-campus. We also want to acknowledge them electronically. There will be an electronic celebration and an in-person celebration on Graduation weekend.

Prof. Gunter asked when will students be registering for classes since physical orientation will happen in late August. The Dean answered that there are conversations about pre-registering incoming students. Is there software to help us? Who will physically help us? This depends on how fall looks. The Dean will work with others to see how best we can do this.

Prof. Downie said that a lot of Departments are getting questions from adjuncts and Visiting Assistant Professors (VAPs) for next year. What is the timeline about letting adjuncts and VAPs know about their status for next year. We have been able to have conversations with visiting faculty earlier this year. The official letters will go out in early summer.

The Dean stated that right now, we are still on board with our three-year plan for Faculty searches. As of today, no searches were cancelled or postponed for financial reasons.

8. Adjournment

Prof. Downie moved to adjourn. The motion passed unanimously at 5:06 p.m.

Respectfully submitted,

John R. Miecznikowski
Secretary of CAS 2017-2021