

CAS Faculty Meeting Minutes
Thursday, December 10, 2020
Meeting Held on Zoom
3:30 pm to 4:55 p.m.

There were 85 Faculty in attendance.

No proxies were held for this meeting.

1. Announcements from the Chair

CAS Zoom Faculty Meetings for Spring 2021

- February 11th (Thursday)
- March 16th (Tuesday)
- April 29th (Thursday)

Registration is open for the Fall 2020 FDEC Day, which will take place on Monday, December 14, from noon to 2 p.m. on Zoom.

This semester's topic will be **Anti-Racism and Social Justice Teaching and Learning**.

Registration link: <https://form.123formbuilder.com/5744330/2021015-fdec-day-fall-2020>

Prof. Harper-Leatherman read the following motion that was passed in the November 2020 meeting:

MOTION: To further the ongoing commitment of CAS to support the highest possible professional advancement of its faculty in the areas of teaching, research, and service, a "Task Force on Professional Advancement during COVID Times" will be convened, comprising of a 5-person committee, with one member from each of the four schools, Communication, Arts & Media; Humanities; Social Sciences; and Natural & Behavioral Sciences & Mathematics and 1 at-large member. The committee so composed will include at least one member from each of the following ranks: Visiting Assistant Professor or Professor of the Practice; Assistant Professor; Associate Professor; Full Professor. The task force will gather information regarding professional advancement challenges facing faculty across levels and disciplines arising from the COVID pandemic, make recommendations for institutional supports and processes to address these challenges, and report back to the CAS faculty at its February meeting.

These five faculty members were elected by acclamation:

- Catherine Andersen, Associate Professor, Biology (*Natural & Behavioral Sciences & Mathematics*)
- Zhanar Berikkyzy, Assistant Professor, Mathematics (*Natural & Behavioral Sciences & Mathematics*)
- Betsy Bowen, Professor, English (*Humanities*)
- Philip Eliasoph, Professor, Art History and Visual Culture in VPA, (*Communication, Arts & Media*)
- Aaron Weinstein, Visiting Assistant Professor, Politics (*Social Sciences*)

CAS Merit Committee Elections:

The elections for At-Large Members of CAS Merit Review Committees will take place through an online election right around the time of the February 11, 2021 CAS Faculty Meeting.

2 two-year term At-Large members need to be elected for Humanities and 1 two-year term At-Large member needs to be elected for Natural Sciences and Mathematics through an online election that will run close to the February 11th CAS Faculty Meeting. Social and Behavioral Sciences does not elect an At-Large member this year, since it was determined at the November CAS Faculty meeting that Social and Behavioral Sciences will only have 1 At-Large member elected every other year. Therefore, all departments in Humanities and Natural Sciences and Mathematics (except Physics) should identify one candidate each that can go on the ballot for election to the At-Large positions.

In addition, each department has two members on the committee that each serve two-year terms in staggered years. Therefore, this year, each department needs to identify and/or elect on their own one departmental representative member to serve on the committee for the two-year term including academic years 2020-2021 and 2021-2022. Please see the tables below that come from the faculty.fairfield.edu/cas webpage. The first column in each table shows the faculty members that have finished their service, but are eligible to serve again. The second column in each table shows the faculty members that continue to serve this year, so are not eligible for current openings. The third column in each table is empty and needs to be populated by each department submitting a name of someone willing to serve for their department for the indicated two-year term. These department positions are determined by departments on their own. There are no College-wide elections for these.

All CAS Merit Review Committee members, both departmental and at-large, must be full-time tenured faculty.

Chairs should please send the name of a tenured faculty member determined by your department to fill the two-year term (2020-2021/2021-2022) opening for your department to Amanda Harper-Leatherman, CAS Chair (aharper@fairfield.edu) and John Miecznikowski, CAS Secretary (jmiecznikowski@fairfield.edu) by Thursday, January 28, 2021.

Chairs in Humanities and in Natural Sciences and Mathematics (except for Physics) should also each send one additional name of a full-time tenured faculty member willing to be on the ballot for the available At-Large positions.

Humanities (15 members in total)

| | 2018-2019 & 2019-2020 | 2019-2020 & 2020-2021 | 2020-2021 & 2021-2022 |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| English | Xie | Bayers | |
| History | Li | Rosenfeld | |
| Modern Languages and Literature | Campos | Xiao | |
| Philosophy | Bayne | Keenan | |
| Religious Studies | Thiel | Davidson | |
| Visual & Performing Arts | LoMonaco | Yarrington | |
| At-Large (2 elected Odd Years) | Brill | | |
| | Schwab | | |
| At-Large (1 elected, even years) | | Johnson | |

Natural Sciences and Mathematics (9 in total)

| | 2018-2019 & 2019-2020 | 2019-2020 & 2020-2021 | 2020-2021 & 2021-2022 |
|--------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Biology | Braun | Osier | |
| Chemistry & Biochemistry | Weddle | Harper-Leatherman | |
| Mathematics | Weiss | McSweeney | |
| Physics | Winn | Biselli | |
| At-Large (1 elected Odd Years) | Steffen | | |

Social and Behavioral Sciences (9 in total)

| | 2018-2019 & 2019-2020 | 2019-2020 & 2020-2021 | 2020-2021 & 2021-2022 |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Communication | Pagano | Zhang | |
| Politics | Downie | Alphonso | |
| Psychology | Primavera | Henkel | |
| Sociology and Anthropology | Crawford | Mielants | |
| At-Large (1 elected Odd Years) | Lacy/Brunn-Bevel | | |
| At-Large (1 elected, even years) | | Andreychik | |

2. Faculty Research Minutes: Three Faculty will be invited to present.**Danke Li (History)**

Kukan, a documentary film on China in WW II won a special Oscar in 1942, a remarkable achievement prior to the end of the Chinese Exclusion Act in the US in 1943. Although Li Ling-ai, a Chinese American woman designed, raised money to finance, and produced the film, the Oscar was awarded to Rey Scott, the film's white male photographer. Li was only acknowledged as a "Tech Assistant" in the Oscar award document. My research project studies how Li Ling-ai, while facing sexism and racism at home, creatively used film to support China's war efforts by showing Chinese people's resilience against Japanese military aggression to the American public. The film's success in the US promoted a positive image of the Chinese people in American media, in sharp contrast to the predominantly negative and stereotypical images of the Chinese exacerbated by the Chinese Exclusion Act since 1882. Kukan thus contributed to the promotion of people to people understanding of China and Chinese people in the U.S. during the war and resulted in advancing people to people diplomacy such as the United China Relief, a New York based organization for supporting Chinese people's war efforts.

Robert Nazarian (Physics)

My area of research is physical oceanography and climate science. As a modeler, I both use numerical models to study specific physical processes in the ocean and climate systems as well as work with collaborators to improve these models for future climate projections. Right now, I have two veins of active research, both of which involve undergraduates at Fairfield. The first vein is studying coastal ocean mixing due to internal waves. These waves, which are below the surface of the ocean, are important for the ocean and climate system, since they carry a significant amount of energy, and their subsequent breaking and mixing has implications for the

climate system, as well as local biological and chemical processes. One of our recent exciting results is finding new regions of mixing in the ocean which have not yet been observed. The second vein of research is using climate models to project the climate of Connecticut out to the end of the century. While ongoing, our research shows that Connecticut can expect a comparable volume of precipitation, but with fewer precipitation events as we get later into the 21st century. Our research shows that precipitation events will be more extreme, which will lead to a higher flood risk. We are continuing this research with collaborators and look forward to sharing full results soon.

Gwendoline Alphonso (Politics)

My research falls within the sub-field of “American Political Development (APD)” within political science, also known as ‘**Historical institutionalism**’. We examine the historical development of Political institutions - their causal patterns and dynamics - in order to provide historically-grounded frameworks and insights into **current** policy and political developments. My work centers on the “**family**” as an **evolving political institution** that I use to explain various political developments, such as the **conservative ascendancy** in the late twentieth-century, as well as policy developments such as the turn to **workfare** and the rise of the **carceral and neoliberal state**.

My current book and related projects now focus on the **interplay between race and family** and analyze court transcripts and archival materials from the Pre-Civil War period of slavery to argue for the enduring existence of **two racial family policy logics**, which, I claim, have become naturalized in state and national policy and can trace their long roots to antebellum slavery. One is outward-facing and constructs black families in terms of their **economic utility to labor markets**, and the other which is inward-facing and white and constructs families as **affection-based nurturing units**. These two racial family policy logics, I show, have naturalized an insidious enduring **family double standard in American public policy** that impact families in racially disparate ways: on the one hand impelling enhanced state support for and recognition of private affection, child nurturing and parental autonomy for primarily white families (most recently seen in the extension of marriage equality for same-sex families) while, on the other hand, naturalizing the regulation, oversurveillance and coercion of black and brown families into low-wage job markets, systematically separating parents from children and devaluing their bonds of affection.

3. Strategic Planning Update and Future Steps

Associate Dean Lacy gave an update about Strategic Planning. He wanted to start his update that he will not conclude with the formation of a task force or a committee. He reviewed the collectively articulated strategic goals that were passed by the CAS Faculty in October 2019. These strategic goals summarize what the College of Arts and Sciences does. We did not know that we would be facing a pandemic at this time. He commented that forming these strategic goals was good since this will allow us to function better after the pandemic is over.

Four Strategic Goals are

1. Achieve High Standards of Distinction in Teaching and Learning
2. Support Faculty Research and Creative Accomplishments
3. Pursue Truth, Inclusive Excellence, and Social Justice
4. Sustain and Enhance the College's Resources

These goals are abbreviated versions. These are things we aspire to do better.

If you look at the third goal: Pursue Truth, Inclusive Excellence, and Social Justice: Rooted in the Jesuit Tradition, provide an education that forms, informs, and transforms students into men and women for others.

- Build a community of learners, grounded in academic freedom, that pursue truth and the development of whole persons.
- Offer academic and co-curricular experiences that increase the socioeconomic, racial, ethnic, ideological, and religious diversity of faculty, students, and staff.
- Promote the human dignity of all individuals so they are empowered to combat systems of injustice and serve the common good.

We articulated these goals in a thoughtful process since we aspire to do things better. None of us have the bandwidth to add things to our work lives. We will not silo these goals. Instead, let us activate the goals.

We have a three-year trajectory that can better serve and promote our work. We have a malleable path forward that could unify our collective voices all across the college.

| CAS STRATEGIC GOALS 3-YEAR TRAJECTORY | | 2021 | | 2022 | | 2023 | |
|--|-----------------------|------|------|------|------|------|------|
| | | SPR | FALL | SPR | FALL | SPR | FALL |
| OPERATIONAL | Goals as compass | | | | | | |
| | Annual reporting | | | | | | |
| | Review trajectory | | | | | | |
| ASPIRATIONAL | Develop objectives | | | | | | |
| | Strategic initiatives | | | | | | |
| | 360-degree review | | | | | | |

There are three operational pathways toward our strategic goals. The first is "Using Goals as a compass." Let's remember these when we are in Committee and Department meetings. Perhaps, we could devote a meeting every year to think about what we are doing and what we

have been doing to activate these goals from our own way and in our own way and on our own terms as a Department.

The second is “Annual Reporting.” Let us think about how we can frame what we are doing as Departments and Committees and Programs. We already write on what we have done but we can use these frameworks to see what we are doing together and pursuing in different ways. We are becoming more cohesive in what we are doing in the College at a collective level. The Dean’s office will work with the Chairs and the Directors to think about how we can insert these four goals directly into the objectives for each program.

The third is “review trajectory.” We can use the fall semesters on committees, in Departments and in the Dean’s office to review where we are headed. Is there something that needs to be changed, moving forward?

The trajectory is adaptable and will allow for all kinds of innovation and inclusion.

There are also aspirational pathways. The first is to develop some objectives about the business that we are doing and to think about those objectives as ways we can pursue these four goals. We will also focus on strategic initiatives. How do the strategic goals inspire the work that we are doing? In the Fall of 2023, we will do a 360-degree review, to assess the trajectory and the goals themselves.

We have been doing this work all along and we need to incorporate them into what we are doing.

Associate Dean Lacy then took questions and comments.

Dean Greenwald thought of three words to describe the process. The first word is capture. Why not utilize these products to capture what we are doing? The next word is focus. We will start focusing on these goals. We will think about how we will integrate them into committees and Dean’s office work. The third word is re-tune. Once you capture and focus on it, you can assess it. It is living and fluid. It is not as dull as most strategic plans come. The Dean thanked Associate Dean Lacy for moving this forward without burdening others.

Professor Petrino thanked Associate Dean Lacy and Dean Greenwald. When we talk about reporting out publicly, is there any intention so faculty will be aware of them. Is there some way to make the Strategic Goals public? Associate Dean Lacy said the Dean’s office can report on these goals on a meta level to those outside of the College. We need to articulate what we are doing as a College. We need to communicate to what we are doing and what we aspire to do better.

Dean Greenwald added that the pandemic has done a couple of things in higher education. It has refocused everyone’s attention. We thought at first committees would do this work. We need to capture what is moving on. We need a portal that is more robust.

Prof. Pearson stated that the first goal could be renamed “to achieve distinction in teaching and learning.” Associate Dean Lacy said that these goals are evolving and could be rearticulated as time goes on.

Associate Dean stated that CAS Secretary Miecznikowski will be posting these Strategic Goals to the CAS Faculty Website very soon.

4. Report from Pam Paulmann, Program Coordinator for Violence Against Women ACT Grant

Pam Paulmann oversees a grant from the Department of Justice Office on Violence Against Women. She is starting year three of a grant that the University was awarded for this. The first year was dedicated to strategic planning, the second-year implementation which was thwarted by COVID, unfortunately.

The collaborative resource team is comprised of members of the University community, the Center for Family Justice, and the Fairfield Police Department. There are about 30 members on the team.

The mission of the collaborative team is to promote a healthy and safe campus culture, prevent incidents of gender-based violence (sexual assault dating domestic violence and stalking), and support and empower those affected.

We are trying to achieve our mission by the following:

- Promoting positive social norms
- Teach skills in training
- Provide opportunities for community members
- Create protective environments
- Support Victims/Survivors. Want to get resources to those who need it to heal.

We are all players in this. Faculty need to be aware that this happens on our campus.

According to 2019 Climate Survey Fairfield Student Respondents stated:

13% of students who responded experienced sexual assault*

69% alleged the perpetrator was a fellow student. *

97% feel valued in the classroom

93% feel they are treated fairly and feel faculty are concerned about them

Faculty have a lot of influence on the students at Fairfield.

Pam concluded with a few takeaways. These can be incorporated into our work.

Post a statement in our syllabus or our email signature.

- One can state what we tolerate and what we do not tolerate.
- Discuss role of sexism, violence or power.
- Acknowledge positive role models and stories!
- Attend campus prevention and training events.
- Be a Role Model.
- Be kind and inclusive. This allows us to promote a safe and healthy campus culture.

Pam can be reached at

ppaulmann@Fairfield.edu

Prevention & Resource office

Pam then took comments and questions.

Prof. Alphonso summarized what was said in the chat. Prof. Carol Ann Davis talked about framing it in the context of inclusive excellence, so we can then relate it directly back to the strategic goals that were just discussed. She also asked for a statement that can be included on syllabi.

Pam stated that she will make handouts available to faculty. After the meeting, the materials were posted onto the CAS Faculty Website.

Prof. Boquet asked if there is an opportunity for a grant extension to go beyond the current three-year window. Pam stated that we can apply for a no-cost extension in February, because we haven't spent everything in the grant yet. In addition, there is a possibility to apply again for the grant.

Prof. Walker asked how LGBTQ students are included in your programming and support. Pam replied students who identify as LGBTQ+ can be affected in higher amounts in sexual violence. Pam is working with others in the campus community give more support to this group.

Prof. Alphonso asked about COVID related aspects regarding gender related violence. Is there increased gender-based violence during the pandemic? Has this informed any aspect of the grant? Pam responded that we did not see this coming. We worked with students to identify healthy and unhealthy relationships. This has been exacerbated by COVID. Some cannot access resources.

Prof. Alphonso also asked about the intersectionality of race with gender in terms of violence? Has this been acknowledged and how? Pam responded that we have developed subcommittees to focus on this as well. We are working on this and hope to have more time to do so during the course of the grant.

Prof. Braginsky asked if the team is looking for an extension of the program for assertiveness training. Pam commented that is a great point. We do try to teach intervention skills. The students do not want to disappoint others and offend someone. The students realize that not everyone will like you and you will not get along with everyone. You do have to value and respect, everyone.

Prof. Brennan stated that he conducted a First Year Experience (FYE) course last year. In what way is this work introduced to students who first enter Fairfield University. Pam stated that the training comes better when it comes from a peer. In terms of FYE, all students receive some training in a computer program, and then the students receive more training in person. Most students who are affected by sexual violence are affected in their first semester.

5. Remarks from the Dean with question and answer session

The Dean was glad that Pam Paulmann could present her project. Her work is an important resource for the community as a whole.

This is the last CAS faculty meeting for 2020, which was a terrible year. A national survey of faculty showed stress (stress about teaching and developing curriculum, personal safety, family stress, childcare stress, and worry about the financial stability of institution) really hit home. The Dean recognizes the stress that the CAS faculty are in. The faculty have done so very much. The level of heart and soul that motivated the work of the faculty impressed me. Through it all you maintained your roles in shared governance as committees such as the Academic Council and the Undergraduate Curriculum Committee continued to meet and deal with important issues. The Dean admired the ability of the faculty to soldier on to this point of the semester we currently online ourselves at.

The Dean admitted there were times when he wasn't sure that we would make to the finish the semester in person. The faculty have been flexible in your pedagogy, teaching in classrooms, tents, and on Zoom. The students have reported a high level of appreciation for the faculty to the Dean. Students and parents are sending emails of praise to the Dean because faculty have spent extra time working with students under stress. The Dean is proud of everything you have accomplished.

The spring semester will be here before we know it. Faculty will need to continue to think about flexibility for the spring term. We don't know what the spring term will bring. The virus will be heightened in January, and we hope it will be less prevalent as the semester progresses—sort of the inverse of what we saw last Spring. The Dean asks faculty to reach out to their classes and let them know the plans for the Spring term. If students have resource issues or need temporary grant assistance, there is a process for that. The University and Dean's office have a fund.

The Dean then took questions.

Prof. Mielants thanked everyone in the Dean's office for what they have done. In 2021, should we assume that Faculty will not teaching in person until the last week of February. The Dean responded that students will not be required to be on campus until February 8, 2021. Faculty have flexibility as to when they can start their on-campus experiences. Faculty can use their judgement based on their own risk assessment.

Prof. Mielants then asked the Dean if he anticipates that more faculty will be hired as a result of the Magis Core? The Dean responded that it is a priority to hire full-time tenured track faculty moving forward. The Dean will work with the Dean's council to move the three-year faculty hiring plan up to date. In the Northeast, many schools' applications are down 14-20 percent. Thus far, we have received more applications than we did last year. We are expecting the same size class in the Fall of 2021. There is a desire for students to come here and be on campus. We need a plan to offer the classes that are necessary. We can't do that long term without full-time faculty.

Prof. McSweeney asked about the Pass/Fail procedure. Are 1000 courses for the major eligible to be taken as PASS/Fail? This was ambiguous in the email that Mark Ligas sent out.

Prof. Rakowitz answered that all 1000 level courses are eligible for pass/fail.

The Dean left with well wishes. In the last three years, we concluded this meeting with cheers, snacks wine and beer. I miss that and hope that we can resume this tradition soon. The Dean asked everyone to safe. My toast to you for the new year is simple: that 2021 has to be better than 2020. The quicker it happens, the happier we will all be. The Dean wished everyone a happy holiday season.

6. Adjournment

The meeting adjourned at 4:55 p.m.

Respectfully submitted,

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