

CAS Faculty Meeting Minutes
Thursday, February 11, 2021
Meeting Held on Zoom
3:31 p.m. to 5:12 p.m.

There were 70 Faculty Members Present

No Proxies were held at this meeting.

1. Announcements from the Chair

- **Upcoming CAS Zoom Faculty Meetings for Spring 2021**

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

- **“Women Negotiating Salary,” a virtual presentation and discussion, with Lindsey Ault-Authier '06**

5:00 p.m., Tuesday, March 16. RSVP is required, see information in the flyer.

Organized by SoCAM. For further information contact K.A. Schwab,
kaschwab@fairfield.edu.

- **Open VISIONS Forum, Annual Student Forum featuring Nadia Murad**

Thursday, February 11 at 8:00 PM, www.thequicklive.com, Access Code: NADIA21

- **Announcement regarding online election of at-large merit committee positions**

Prof. Harper-Leatherman reviewed those who will serve on the Natural Sciences and Mathematics Merit Committee. There will be one at-large member in the Natural Sciences and Mathematics and one faculty member will be elected this month.

Faculty will receive an email through a Blackboard vote. We will follow the approval voting procedure. The top vote getter will be elected to serve in the At-Large position.

Department	2019-2020 & 2020-2021	2020-2021 & 2021-2022	At-Large Candidate
Biology	Tod Osier	Catherine Andersen	Anita Fernandez
Chemistry & Biochemistry	Amanda Harper-Leatherman	Aaron Van Dyke	Kraig Steffen
Mathematics	Laura McSweeney	Janet Striuli	Chris Staecker
Physics	Angela Biselli	David Winn	
At-Large (one elected, odd years)			

She also reviewed who will serve in the Humanities Merit Committee. Two faculty in the Humanities will be elected to serve in the at-large positions. The top two vote getters will be elected.

Department	2019-2020 & 2020-2021	2020-2021 & 2021-2022	At-Large Candidate
English	Peter Bayers	Elizabeth Petrino	Bob Epstein
History	Gavriel Rosenfeld	Bill Abbott	Giovanni Ruffini
Modern Languages and Literature	Jiwei Xiao	Michelle Farrell	Sergio Adrada-Rafael
Philosophy	Dennis Keenan	Ryan Drake	Sara Brill
Religious Studies	Ronald Davidson	Nancy Dallavalle	Paul Lakeland
Visual and Performing Arts	Jo Yarrington	Laura Nash	Suzanne Chamlin-Richer
At-Large (two elected odd years)			
At-Large (two elected, odd years)	Jerelyn Johnson		

The following will serve on the Social and Behavioral Sciences Merit Committee.

Department	2019-2020 & 2020-2021	2020-2021 & 2021-2022
Communication	Qin Zhang	Michael Pagano
Politics	Gwen Alphonso	David Downie
Psychology	Linda Henkel	Susan Rakowitz
Sociology and Anthropology	Eric Mielants	Dave Crawford
At-Large (one elected, even years)	Mike Andreychik	

- **Announcement about call for Arts and Sciences Planning Committee (ASPC) Committee Membership**

The Arts and Sciences Planning Committee is comprised of the following members:

Elected Members

-2021-

Shannon Gerry (Natural Sciences & Mathematics)
Peter Bayers (Interdisciplinary Studies)

-2022-

Elizabeth Boquet (Humanities)
Gwen Alphonso (Behavioral & Social Sciences)

(Associate Deans Lacy and Sauer also attend meetings)

Ex officio

Richard Greenwald, Dean
Amanda Harper-Leatherman, Chair of CAS (2022)
John Miecznikowski, Secretary of CAS (2021)

There will be an election for a committee membership position in Interdisciplinary Studies and Natural Sciences and Mathematics. The term is for two years.

Prof. Bayers encouraged faculty to run for positions on the ASPC. The Committee members play an important role to shape agenda items at College Faculty Meetings. It has become a more important committee during these challenging times. The ASPC has worked to create the task force on professional advancement during COVID time period, which is on the agenda today. It is a good Committee for junior faculty. When you serve on the Committee, you get a lens of what is happening in the College of Arts and Sciences.

- **Announcement for call for CAS Secretary nominations**

Prof. Miecznikowski stated that he is honored to serve as Secretary of the College of Arts and Sciences. Serving in this important role allowed him to be part of the team that is planning for the future in the College of Arts and Sciences. He performs a great deal of public and behind the scenes work to facilitate the smooth functioning of the College of Arts and Sciences. As Secretary of the College of Arts and Sciences, he prepares communications that are sent to the College Faculty and takes minutes at College of Arts and Sciences Faculty meetings. In addition, he maintains the CAS Faculty Website. He encourages anyone who is interested to consider running for the position.

- **Announcement about call for CAS Teaching & Advising Award Committee**

There is an opportunity to serve on the Distinguished Teaching and Mentoring Awards Selection Committee

The Committee Members are

Richard Greenwald, ex-officio (CAS Dean)
Amanda Harper-Leatherman, ex-officio (CAS Chair)
Gwen Alphonso (2020, Behavioral & Social Sciences)
Michelle Farrell (2021, Humanities)
Janet Striuli (2022, Natural Sciences and Mathematics)

Prof. Alphonso has finished her service and a new faculty member in the Behavioral and Social Sciences will need to be elected.

Two new CAS Faculty were introduced.

Prof. Olivier Nicaise introduced by Prof. John Miecznikowski

I'm very happy to introduce our new visiting assistant professor in chemistry & biochemistry, Dr. Olivier Nicaise

Olivier received his BS, MS, and Diploma in Advanced Studies in Chemistry from Université Pierre et Marie Curie/Paris VI. He went to the University of Illinois Urbana-Champaign to receive his Ph.D. in Chemistry. He was a postdoctoral research associate at the Université Catholique de Louvain in Belgium.

After finishing his postdoctoral fellowship, he has held full-time faculty positions at Hamline University, Alma College, Saint Louis University, Southern Connecticut State University, and Trinity College, where I met Olivier. In addition, he has held full-time teaching positions at Darien High School and North Haven High School. He has served as an adjunct professor of chemistry at Fairfield University since the summer of 2015.

Olivier is teaching General Chemistry II laboratory sections, Physical Chemistry II laboratory and Molecules of Life in the Spring 2021 term.

He is involved in the Chemistry Olympiad for high school students in the New Haven Section of the American Chemical Society.

Olivier is a volunteer in the Hamden Boy Scout Troop and for Habitat of Humanity.

Please join me in welcoming Olivier!

Prof. Christian Pierre, Assistant Professor of Physics introduced by Prof. Jonathan Stott

The physics department is pleased to welcome our new tenure-track professor of physics, Pierre Christian.

Pierre received his bachelors of physics from UC Berkley and a Ph.D. in Astrophysics from Harvard University. Most recently, he has been working as a postdoctoral research at the University of Arizona's Steward Observatory as part of the Event Horizon Telescope collaboration.

An expert on general relativity, Pierre has authored multiple peer-reviewed articles on supermassive galactic black holes and their evolution. You may remember the famous image of a black hole from two years ago that was on the front page of the New York Times — Pierre was part of the team responsible for that image.

We are very excited to have Pierre joining us this semester, so please join me in welcoming Pierre to the College Faculty.

2. Approval of the CAS Faculty Meeting Minutes from the November 9, 2020 and December 10, 2020 meetings

There was not a quorum to vote on the approval of the minutes.

3. Faculty Research Minutes: Three Faculty will be invited to present.

Dr. Wen Zhao, Assistant Professor of Communication

My research agenda focuses on strategic communication, which seeks to answer the question of “how corporations can strategically design persuasive marketing communication campaigns and use new technologies to influence consumers’ emotional, cognitive, and behavioral changes.” To be more specific, I have developed a research focus on corporate social responsibility (CSR). To develop this line of research, I have conducted both online experiments and surveys. My recent study examined how consumers processed different types of Virtual Reality (VR) CSR campaigns. One study found that individual variation plays an important role in the perception of CSR initiatives in VR campaigns. Further, I have conducted online experiments to examine the persuasive influences of moral emotions on individuals’ ethical consumption behaviors in the context of CSR environmental advertising.

My research has also investigated the underlying psychological factors that affect information processing and how global consumers make sense of health communication messages. For example, my recent publication examined how cosmetic surgery media exposure influences young women’s behavioral intentions of undergoing cosmetic procedures. I also expand this line of research on mental health issues.

Dr. Chelsie Counsell, Assistant Professor of Biology

Does a tropical embayment act as a sink or a source for reef fish larvae?

Many marine animals have a biphasic life cycle, in which adults with relatively limited ranges produce planktonic larvae with high dispersal potential. Understanding the spatial and temporal patterns of larval dispersal and retention are critical for describing marine population connectivity. In this study, I am working with a multidisciplinary team to investigate how coastal geomorphology affects connectivity patterns for a common reef fish by combining insights from ecological surveys, an oceanographic model, and genetics. The ecological surveys allow us to quantify the ratio of juvenile and adult fish across the coastline. Further, ecological surveys provide visual confirmation of newly settled juvenile fish on the reef. Our oceanographic team uses a Connectivity Modeling System to track simulated larvae across a set of Regional Ocean Modeling Systems. Our genetic team works with parentage analyses to identify parent-offspring pairs. I am leading the data synthesis for this project. Our study focuses on the windward coast of a tropical island with a large embayment. Fishers and the local community suggest this embayment acts as nursery habitat. Our data is supporting the importance of this habitat for juveniles; however, our data suggests the bay retains these individuals acting more as a sink than a source for reef fish.

Dr. Sara Díaz, Assistant Professor of Modern Languages and Literature

My scholarship extends from the Middle Ages to the Baroque, and focuses on gender, authorship, and comedic discourses in Italian literature. I have published a number of articles and book chapters that examine in the ways in which masculinity is threatened and affirmed in the prose and poetry of the so-called 3 crowns of Italian literature, namely, Dante, Petrarch, and Boccaccio. I have an accepted article on female sexual agency in Dante's works scheduled to appear later this year, just in time to coincide with the 700th year anniversary of Dante's death, and another piece on the traffic of women in Dante's lyric poetry that is currently under review. My interests in comedy and gender have led me to the prolific 17th century author, performer, and reputed courtesan, Margherita Costa. In 2018 I co-edited and translated her 1641 comedy *The Buffoons* for the U. of Toronto's "Other Voice in Early Modern Europe" Series, which was awarded Honorable mention by the Society for the Study of Early Modern Women and Gender. I am also close to completing a critical translation of Costa's 1639 *Love Letters* for the same series, and have an accepted article that examines this work through the lens of gender and disability slated to appear in 2022.

4. Update from Assistant Deans on Enrollment Management and Academic Policies

Assistant Deans Andrea Martinez and Colby Lemieux gave an overview of the work they focus on.

The Dean's office wanted to share some insight into what is happening when registration is happening. Students can be stressed out or looking forward to the new semester and finalizing their schedules. At the same time, many students are referred to the Dean's office. These students need more encouragement. Some students have complicated matters that are going on in their lives. The Assistant Deans work through these issues. The Assistant Deans also welcome and on-board the new transfer students. Dean Martinez specifically works with the seniors. In the Spring, there are January graduates and the Assistant Deans need to work towards clearing the graduates for the upcoming Spring. In addition, the Assistant Deans are working through students who pursued a withdrawal or experienced a dismissal at some point and are now being readmitted. The Assistant Deans want to empower the students so they can answer some of their questions on their own.

The Degree Evaluation is available to students on My.Fairfield. Students can find out information about what they will need to complete in order to complete their degrees. Many students believe that they need to complete tier one before they complete tier two. It is appropriate for students to sometimes explore tier two before tier one. Students also need to be reminded that electives are not only okay, but these courses are a wonderful way to explore new disciplines that they may have not otherwise considered. The electives do count toward a student's 120 total credits for graduation.

Dean Martinez discussed over enrollment requests. Students often email Professors to be let into classes. We want to shy away from that practice for a number of reasons. First, we are in a middle of a pandemic right now and we have to adhere to social distancing and we want to make sure that our professors are comfortable with the amount of students in their classes. The second is for pedagogical reasons. The third is that it is a time waste for all of you. The Assistant Deans want to reserve over enrollment requests for when students are in very extenuating situations, for example, when a student athlete has absolutely no other choice. Another example is when the student has a Dean of Students' issue and the student needs to be moved. Please tell your advisees not to contact professors but to contact the Dean's office instead.

Dean Martinez also works on enrollment management with the Department Chairs and Associate Dean Lacy. We have been thinking about the ways that we can be proactive and meet the demands of the courses of the Core. A challenge that we have been confronting is that we want to have some predictive modelling or information for our Chairs so they can make better decisions about the kinds of classes and the number of seats for each class. We did have about 400 students who did not go abroad this year. There were new challenges that the Deans worked with Department Chairs on this current academic year. Dean Martinez pointed out the Degree Evaluation and Academic Catalog and Course Registration buttons that are available on My.Fairfield.

Dean Martinez also discussed Academic Policies. An incomplete is an arrangement between faculty and student. Faculty should use their discretion. All of the expectation dates/deadlines must be in writing to the students. The Dean's office can be an extra layer of support. The Faculty

member has the right to determine if an incomplete is appropriate. The Dean's office does not have to get involved in these conversations.

In addition, Dean Martinez discussed Summer and Winter Course approvals. She reminded faculty to always refer students directly to the Dean's office. The Assistant Deans need to make sure that the student is eligible to take classes at another institution. Students need to have a compelling reason to take classes at another institution. We want to uphold the academic integrity of a Fairfield University degree. Be careful as advisors to when you tell students that it okay to take classes outside of the University.

Dean Lemieux then spoke about course withdrawals. She asked faculty to refer students who wish to withdraw to the Dean's office. The Dean's office will then work in consultation with the professor of the course the student is wishing to withdraw from. To ensure that this is endorsed and supported by a Faculty member, the paperwork will be completed electronically. It is not given to the student. We don't want the student to fall below 12 credits because students will lose their full-time status if they fall below 12 credits.

Dean Lemieux concluded her presentation by talking about academically at-risk students. There is an Academic Alert system that faculty can complete at any point in the semester. You can note your academic or behavioral concerns about a student on this site. If there are behavioral concerns of a non-emergency nature, you can refer a student to Case Management. The link is given below.

- https://cm.maxient.com/reportingform.php?FairfieldUniv&layout_id=21
- *To report life-threatening or immediate danger situations please call Public Safety at 203-254-4090, or dial 911.*

A frequent contact list will be sent out to all Faculty.

Prof. Harper-Leatherman then asked if there are any questions.

Prof. Huber asked about summer/winter credits. If a student is thinking of taking a class elsewhere, it should go through the CAS Dean's office. The Dean's Office will contact Department Chairs for syllabus review to see if it is appropriate to take the class elsewhere.

Prof. Alphonso asked what criteria is used to see a student can take a course elsewhere. Dean Martinez stated it is a professional decision. It has to be compelling. Can the student take the class at Fairfield in the winter and summer at Fairfield? Why is the student taking the course? The student will have to explain these things to the Assistant Dean. Could the student fit the class in the fall or spring term? Does Fairfield University offer the class? Is there a financial burden? Can the student afford to take the Fairfield University classes? The student can take the class elsewhere to stay on track for graduation. Sometimes the faculty map out the student's schedule.

It is not cut and dry. We look at the situation on a case by case basis. We do not want to create barriers to do this.

5. Report from Task Force on Professional Advancement during COVID times

Prof. Bowen thanked the other faculty members on the Committee: Professors Andersen, Berikkyzy, Eliasoph and Weinstein.

We have a lot to be proud of this year as a College and as a University. The Faculty were able to continue providing instruction to our students.

The Charge of the Task Force is (November 2020 CAS Faculty Meeting)

“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.”

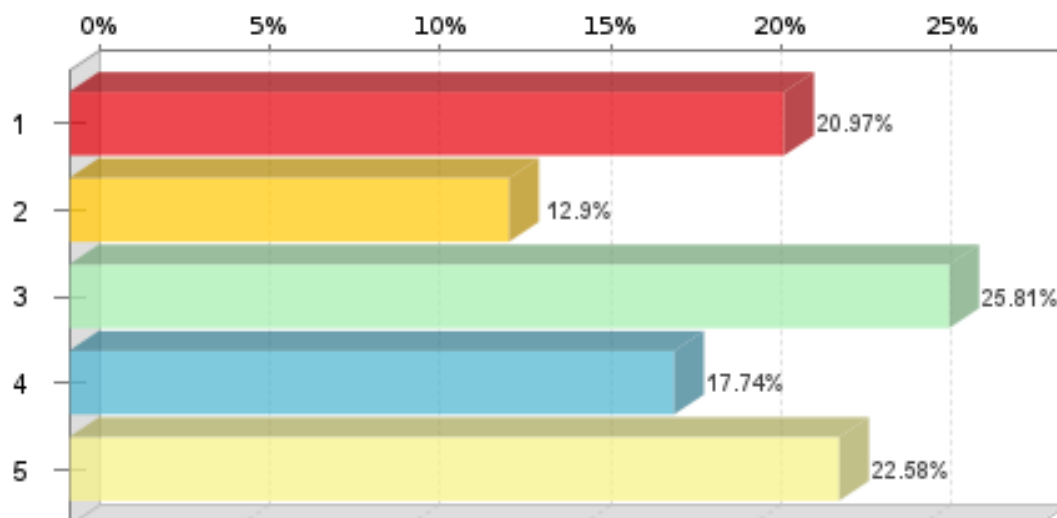
In the presentation today, we will present some of the information we have gathered. We distributed a survey to Faculty. We will eventually make recommendations for institutional supports and processes to address these challenges. We received feedback from 66 faculty members. The survey was distributed to CAS Faculty who taught in Fall 2020 or Spring 2020 (tenure track and non-tenure track). Twenty percent were identified as adjunct faculty, five percent as Professors of the Practice, five percent as Visiting Assistant Professors, seventeen percent as Assistant Professors, twenty-two percent as Associate Professors, and thirty-one percent as full Professors.

First, the survey asked how were your lives affected by COVID-19 outside of school. One faculty member wrote that “I have young children and I am the person primarily responsible for child care from breakfast to bedtime in my household.” Another spoke of having a child with a disability, being a primary caretaker for that child without access to the usual supports that they would have in non-COVID times. Another wrote that his or her responsibilities as Chair were spent assisting faculty with COVID related issues. Another wrote about the sadness he or she felt that made it harder to do things in the COVID time period. Our lives outside the classroom had profound effects on our professional advancement.

Here is selected data:

On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are you that these increased non-scholarly, non-teaching responsibilities will negatively affect you professionally?

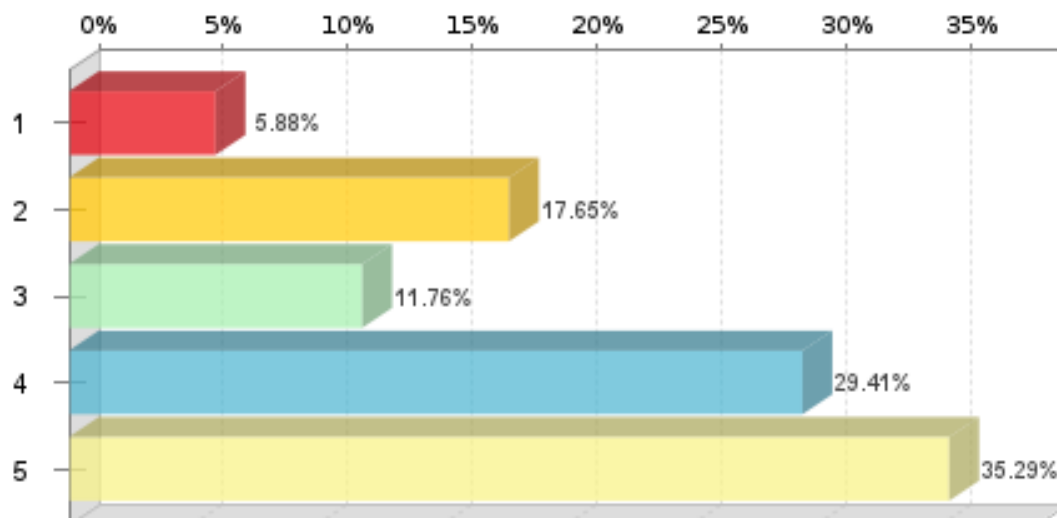
On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are ...



Most faculty felt that the non-scholarly, non-teaching responsibilities affected them.

On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are you that lack of access to on-campus resources will negatively affect you professionally?

On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are ...



There was a big concern because Faculty could not get to their labs or their studies or to their research records. This would affect them going forward.

There was concern about not being able to present at conferences.

On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are ...



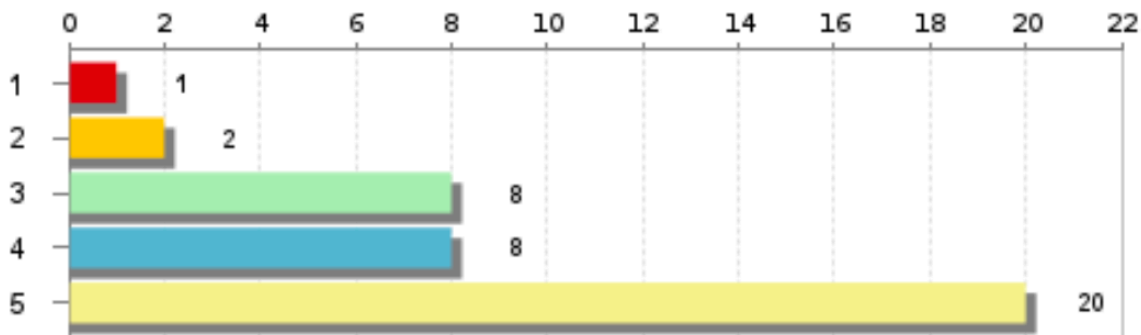
[t Graph](#)

Statistics based on **39** respondents;

Conferences were cancelled and people could not travel. People make connections in their field and learn about other work in their field at conferences. Even if the conference was held virtually and they were able to present, the opportunities for collaboration and to connect with others was negligible.

There was concern about not being able to publish.

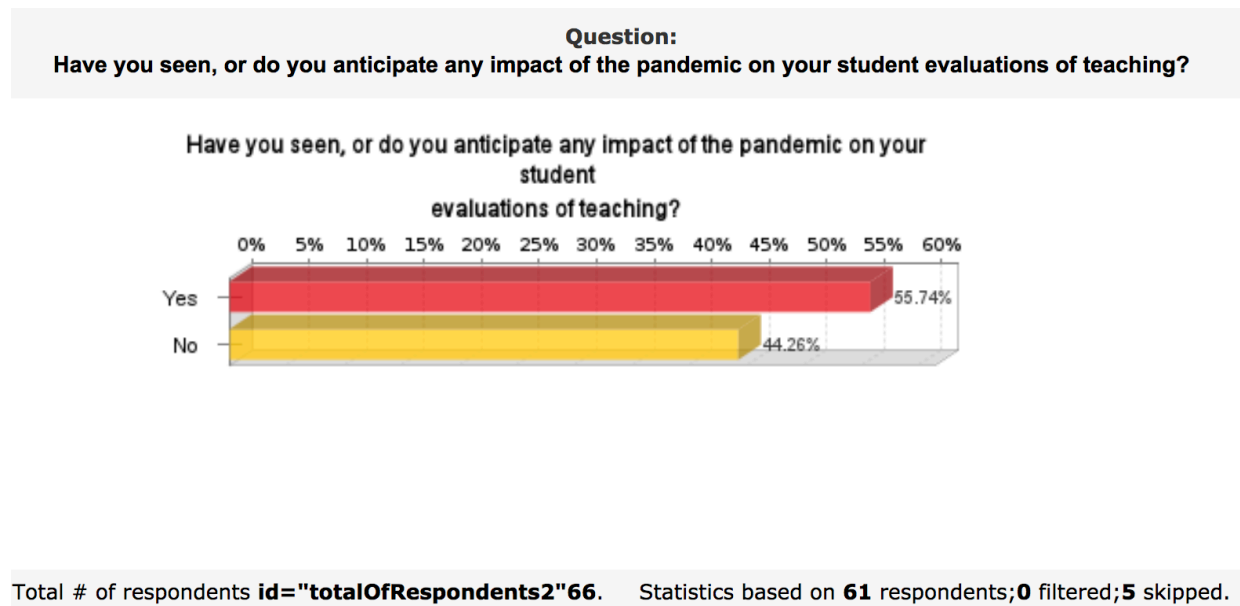
On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are ...



Bar Graph

Statistics based on **39** respondents;

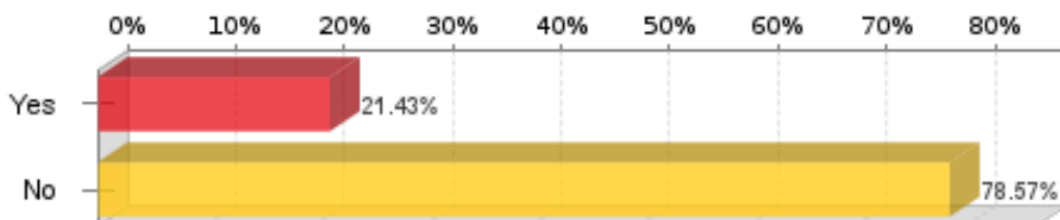
Faculty were concerned about publishing. Reviewers were taking much longer and grant reviews took two to three times as long. People were hampered in their ability to present their work and bring it to an audience.



The faculty were concerned about teaching during the pandemic. Faculty were teaching in tents and wearing masks. This would have consequences on student evaluations. This was a concern for faculty who are looking towards promotion or promotion and tenure.

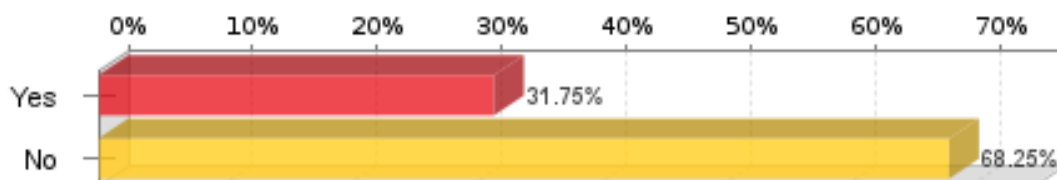
We have a responsibility as a profession to assess and observe our colleagues as teachers and our junior colleagues rely on us for chances to be observed and document that for their future promotions.

Peer evaluations of teaching are required for promotion. Have your department members or other faculty members been able to observe ...



These faculty are lacking the records that they will need to move forward.

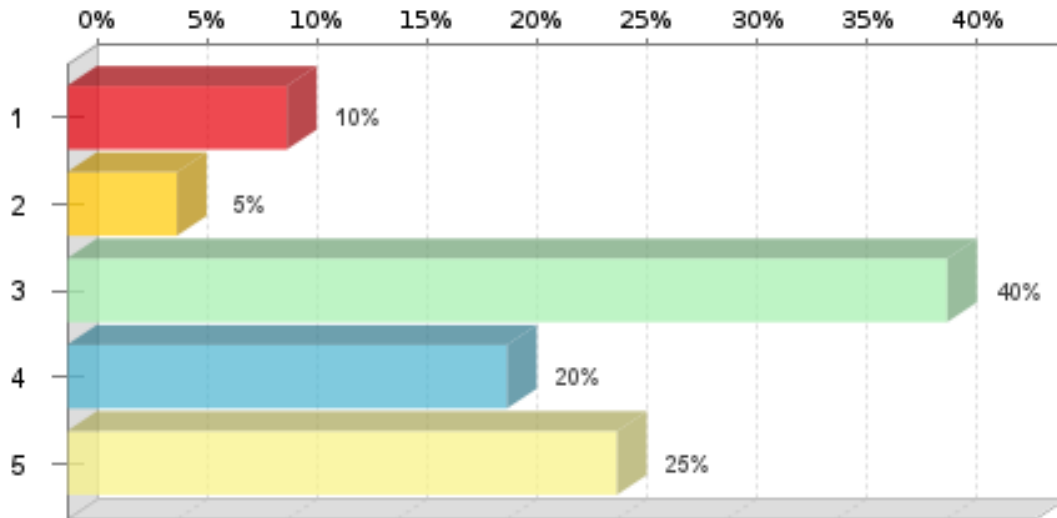
Has the pandemic affected your ability to perform service to the University and/or discipline (e.g. serve on committees or review for scholarly ...)



As a result of the pandemic, Faculty are faced with more burden for service. This is especially true for Academic Council and Rank and Tenure, who did all of their work through Zoom. Department Chairs were taking on extra work. Other people were shut out of opportunities for service that they would normally have been able to do.

On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are you that your inability to perform service will negatively affect you professionally?

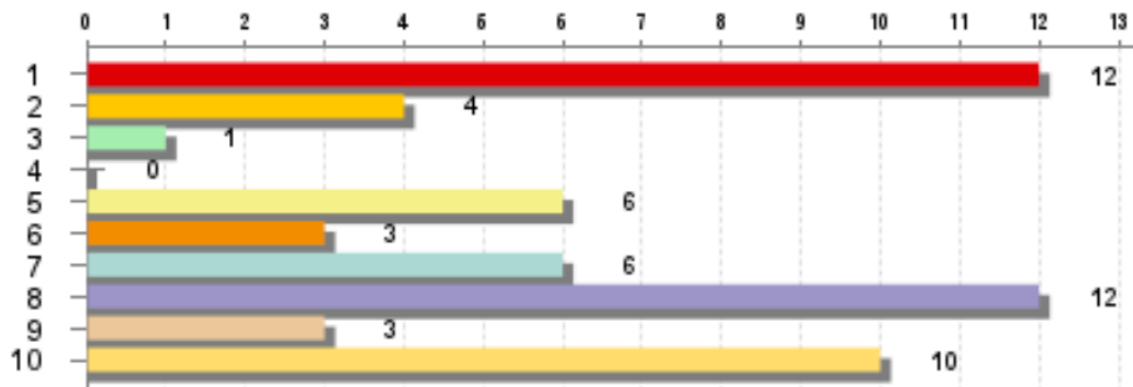
On a scale of 1-5 (with 1 being "not at all concerned," and 5 being "extremely concerned") how concerned are ...



There is a moderate concern here.

What would help?

Guidance on conducting peer teaching reviews for online/remote classes



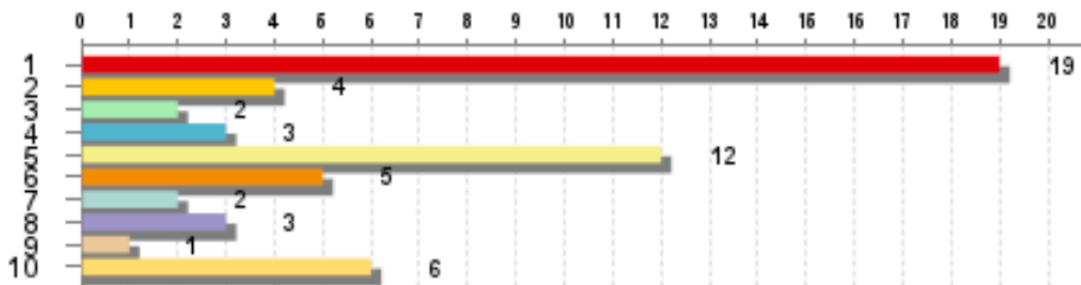
[ort Graph](#)

Statistics based on **57** respondents;

Many people said it would be useful to have guidance to conduct peer teaching reviews for online/remote classes.

Workshops on developing grants or publication opportunities that are less tied to space

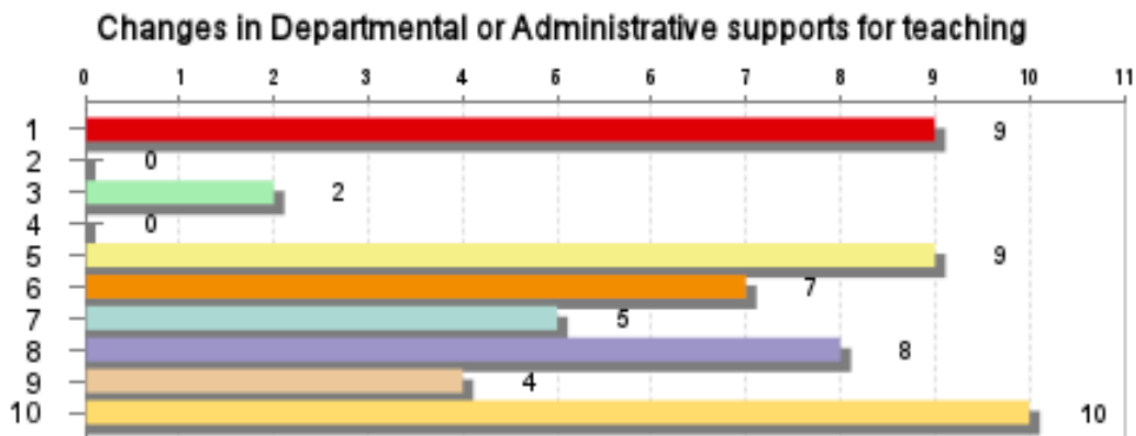
(e.g. discipline specific pedagogy or survey-based research)



Report Graph

Statistics based on **57** respondents;

Colleagues in the sciences said it would be useful to develop publication opportunities that are less tied to space, particularly a laboratory. Faculty want to be less vulnerable to get into their laboratories.



rt Graph

Statistics based on **54** respondents;

People would benefit from changes in departmental or administrative supports.

The next steps are to complete the analyses of the survey results, to consult National resources

- [AFT and AAUP Principles for Higher Education Response to COVID-19](#)
- [AAUP Pandemic Resources](#)

to develop recommendations, and to present recommendations to CAS Faculty.

Prof. Alberda asked two questions. Some of the data said single mothers are hit the hardest. How will that play a role in the data. Did not ask for gender for the survey. Most of the comments did not mention gender. I would not be surprised if our data matched National data.

To ensure anonymity, we did not ask gender.

One person said in the comments, I wasn't so much affected because I do not have kids. Some said they had responsibilities for kids and elderly parents.

Prof. McClure thanked the committee. We are all stretched thin. She thanked everyone for doing this important work.

Prof. Alphonso thanked everyone for the amazing job. She was curious how many surveys were sent out and what was the response rate. It was sent to all who taught COVID Spring and COVID

Fall. 66 responses were submitted. Prof. Bowen will check with institutional research how large a pool that was. The response rate was lower than we hoped. If you have things you wish that you had said to us, or it slipped by us, please email to Prof. Bowen. Please write task force in the subject line.

6. Remarks from the Dean with Question and Answer Session

The Dean thanked the Task Force on Professional Advancement during COVID times and Betsy again. We will hear from another task force at the next CAS Faculty meeting. The Dean is looking forward to the recommendations from the task forces.

The Dean had two announcements. In planning any events in the Spring term or future semesters, please loop in Lori Jones at the Quick Center. Lori is putting together a college wide calendar which we can use when planning for our classes.

We also pledged, when the Quick Center joined the College of Arts and Sciences, that we would find ways to engage our students in these cultural and artistic outlets. If students do not attend these events, they are missing an opportunity to engage their minds. The Quick Center staff will help with logistics moving forward.

The Dean thanked the CAS Dean's Office for putting out non-stop fires. In particular, the Dean's office has been engaged in budgeting this year. The University is making some progress in recognizing the important role the College of Arts and Sciences plays. The College of Arts and Sciences is the central academic feature of the University. The University is recognizing the important work that the Faculty are doing and how stretched the Faculty are, in relationship to the Core. The Dean's office is putting together a predictive packet that will look at multiple years out for what the need for the Core will be and the Dean's office will tie that into line requests. There may be shortages in certain departments and we need to make sure that we do not wind up in a worse position in a year or two for now.

There will be a three-year template for hiring new Faculty. Information will be added about retirement replacements. There are a couple of searches going on now. The College will continue to push forward and we will get there over time.

Information about the three-year template for hiring new Faculty have been shared with Department Chairs. The Dean wants to make the information transparent so everyone will know whose Faculty lines were funded. There needs to be an understanding why some Faculty lines were funded and others were not funded.

The Dean stated that when he interviewed for the position, the Core was supposed to be voted on and passed before he arrived. The Core Curriculum was passed in his first year as Dean. The Core curriculum included important commitments that the University would make. One is that

the Core would be taught by full-time Faculty. Additional full-time Faculty will be needed to support the Core.

In 2018, the Undergraduate Curriculum Committee created a Committee to study WAC/WID equity. That committee met and made recommendations to the Provost, which have been accepted. The Dean's Office took that and created an operational plan to what the Faculty recommended and the Provost accepted. The recommendation includes a transparent process for course releases moving forward. Once you teach three WAC/WID courses, you are eligible for a course release. A Faculty member can receive one course release per academic year. Faculty will need to self-initiate the course release. There will be an on-line system. Once a faculty member has taught three WAC/WID courses, a faculty member can submit an application and then talk to their Department Chair. The program coordinator keeps a spreadsheet of all of the courses that have been approved by the Committee. The Dean's office will then certify eligibility. The course releases cannot build up over time and then take a semester or a year off. The Department Chairs received this information yesterday. Paying for these course releases is a big-ticket item that is in the budget.

The Dean then asked if there were any questions.

Prof. Mielants asked if this is included in the budget for the years to come. The Dean answered that there is an increased adjunct budget and also the commitment to hiring full-time faculty. The Dean's office is working with Institutional Research to look at what the needs will be in the Core. There will be hires.

Prof. Walker asked the following question for clarification. He asked if he teaches WAC/WID classes and is eligible for a course release, but the course release is not taken in the first eligible semester, then the courses I teach in the meantime are not counted.

The Dean answered that the policy is any faculty member who teaches three WAC/WID courses are entitled to one course release per year. If four people want to do it in a Department in a Spring semester, that may not be a good idea.

Prof. Walker then stated if there are five Biology professors who are eligible, then the Chair will have to decide if those course releases can all be taken that next semester. If not, then someone will have to wait to take the course release.

Prof. Bucki asked how the WAC/WID course release would interfere with potential course releases for independent studies and overseeing internships. The Dean answered that some departments have banking systems for supervising independent studies and internships. The WAC/WID course release is separate.

Prof. Huber missed the part about a train wreck coming. Once the core starts rolling, there is a definitive need to hire faculty in critical areas. The Dean answered that the Core was passed to

not rely on adjuncts. Departments are measured on number of majors. Some have a lot of majors. Some critical departments, like Physics, do not have a lot of majors, but teach a lot of students. In the future, the move to numbers of majors to FTEs will be needed.

Prof. Alphonso asked if there is a statute of limitations, when can you use the WAC/WID course release. She also asked if the WAC/WID course release will apply to visiting professors. The Dean answered that the recommendation from the committee is that it will include full-time tenure track and Professors of the Practice, only. This is not a perfect recommendation. It is a step in the right direction. There will be conversations in departments about curriculum offerings. If the chair needs additional adjunct support, funding will be added to the Departmental budget.

Prof. Alphonso went back to Prof. Walker's question. If you cannot take a leave in the first eligible semester, you should teach another WAC/WID course. The Dean answered that you cannot bank course releases. It will get easier over time. Faculty will teach the requisite number. It has to be fair and measurable. A Department may be short one semester and will need adjunct replacement funds. The Dean's office will provide this.

7. Adjournment

Prof. Harper-Leatherman moved to adjourn. There was no second.

Respectfully submitted,

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