

CAS Faculty Meeting Minutes
Thursday, April 29, 2021
Meeting Held on Zoom
3:30 p.m. to 4:59 p.m.

There were 99 Faculty in attendance.

Proxies were held by/for

Prof. Marice Rose/Prof. Suzanne Chamlin-Richer
Prof. Marice Rose/Prof. Michelle DiMarzo
Prof. Katherine Schwab/ Prof. Philip Eliasoph
Prof. Lynne Porter/Prof. Marti LoMonaco
Prof. Laura Nash/Prof. Giovanni Ruffini
Prof. Laura Nash/Prof. Meryl O'Connor

1. Announcements from the Chair

- The Arts & Sciences Planning Committee has postponed the gathering and displaying of faculty accomplishments from the year (traditionally done at this last faculty meeting of the year) until the first CAS Faculty Meeting in the fall when we have the possibility for an in-person meeting.
- Prof. Miecznikowski added that he is still in need for four CAS Faculty to serve as Faculty Marshals for the CAS Academic Celebration for the Class of 2020 on Saturday, May 22nd. The ceremony will begin at 9:30 a.m. that morning for CAS and Egan graduates. Please contact him via email if you wish to volunteer.
- Apply for a **\$500 CAS Curriculum Innovation Mini-Grant**
Application Deadline: May 31st
Send proposals electronically to Jean Daniele (jdaniele@fairfield.edu)
- Tess Long had this announcement:

-Thank you for all the news you've been sharing! Marketing and communications has written more than 30 news@Fairfield stories for the College since January.

-Let's keep it up! Please share your stories with us for coverage at [Fairfield.edu/accomplish](https://www.fairfield.edu/accomplish).

-Marketing has supported more than 65 print design and jobs for the College since January and some folks are successfully using the self-service options – which is great. Thank you.

2. Presentation of CAS Staff Distinguished Service Award

Awarded to Jessica Tomcho

Her award citation is

“For her exemplary leadership in service and her transformative impact as an innovative and generous colleague, we celebrate Jessica Tomcho as the winner of the 2021 CAS Staff Distinguished Service Award. As Program Coordinator for the Department of Psychology and the Magis Core, Jessica’s enthusiasm and talent for exploring new efficiencies and solutions radiate well beyond the College because of her thoughtful and tireless engagement as a collaborative solution-finder. With the recent implementation of the Magis Core, for example, Jess pioneered and now manages a comprehensive process to archive course and instructor information for critical administrative initiatives including enrollment management, student advising, program and curriculum reviews, course attributes, and web updates. Ultimately, every collaboration and interaction with her colleagues, faculty, and students is handled with thoughtful professionalism, care to ensure their needs are met, as well as pride and creativity in all that she does. With great appreciation, the College of Arts & Sciences presents this first CAS Distinguished Service Award to Jessica Tomcho.”

You may congratulate the award winners at the kudos boards. The links to the kudos boards will be emailed to you.

3. Election for One-Semester (Fall 2021) Humanities position on ASPC

The candidates were Prof. Lynne Porter, Prof. Sunil Purushotham, and Prof. Jiwei Xiao.

Prof. Purushotham was elected and will be serving in the Fall of 2021.

4. Approval of CAS Faculty Meeting Minutes (March 2021)

http://faculty.fairfield.edu/cas/CAS%20MINUTES/AgendasMinutes_INDEX.html

Motion to approve (Boquet/Alphonso)

No corrections were offered.

The vote was 56-0-27. The March meeting minutes were approved.

5. Report from the Arts & Sciences Curriculum Committee Chairs, Brian Walker and Laura Gasca-Jimenez

Prof. Walker thanked the Committee Members

- Sergio Adrada-Rafael - Humanities
- Zhanar Berikkyzy – CAS At Large
- Christopher Casement – CAS At Large
- Ron Davidson – Humanities
- Carol Ann Davis – Humanities
- Laura Gasca-Jimenez – CAS At Large
- Jessica Karanian – Behavioral & Social Sciences
- Maggie Labinski – CAS At Large
- Marti LoMonaco – CAS At Large
- John Miecznikowski – Natural Sciences & Mathematics
- Brian Walker – Natural Sciences & Mathematics

The following new/revised (eight in total) programs were approved:

- Minor in Campaigns and Elections (Politics)
- Minor in Public Administration (Politics)
- Revised Curriculum for Master of Public Administration Program (Politics)
- Concentration in Economic Analytics in the M.S. in Applied Data Science program (Economics & Computer Science and Engineering)
- Minor in American Government (Politics)*
- Revised Curriculum for Masters in Industrial/Organizational Psychology (Psychology)*
- Major in Women, Gender, and Sexuality Studies (Interdisciplinary)*
- Minor in Rhetoric & Professional Writing (English)*
(a * indicates a Spring 2021 approval)

The following 17 courses were approved in the Fall 2020 term:

- COMM 4353 - Latin American Media & the US (Brennan)
- EVST 2004- Causes and Solutions of Environmental Problems (Downie)
- ENGL 1235 - Jewish Identity in Literature (Epstein)
- ENGL 2310 - Rhetorics of Resistance (Gunter)
- ENGL 1245 - American Romanticism (Petrino)
- RLST 1203 - The Life of Jesus (Schmidt)
- RLST 2430 - Eastern Christianity: Europe, Africa and Asia (Schmidt)
- COMM 3326 - Free speech: from philosophical origins to digital debates (Iddins)
- PUAD 5470 - American Public Policy (Alberda)
- HUMN 3210 - Digital Publishing in the Humanities (Kelley and Davidson)
- RLST 2665 - Religion and Medicine in the U.S. (Willsky-Ciollo)
- ECON 3275/5275 - Managerial Economics (Nantz)
- PUAD 5400 - Statistics for Public Administrators (Alberda)
- PUAD 5425 - Administrative Leadership and Ethics (Alberda)

- POLI 2120 - The Politics of Care (Alphonso)
- SOCI 2130 - The Role of Money and Finance in Society (Mielants)
- SPAN 3286 - Language and Identity (Gasca-Jiménez)

The following 13 new courses were approved in the Spring 2021 term:

- MATH 3345 – Functional Programming (Staecker)
- ECON 5380 – Econometrics (Aksan)
- RLST 1211 – Introduction to the New Testament (T. Schmidt)
- HIST 2235/SOCI 2135 – Race in the Americas (Adair & Brunn-Bevel)
- RLST 2550 – Catholic 2.0: Faith and Practice (Dallavalle)
- POLI 2121 – Women in Politics (Alberda)
- ENGL 1040 – World Epics (Epstein)
- PSYCH 3610 – Cognitive Neuroscience (J. Karanian)
- WGSS 1101 – Introduction to Women, Gender & Sexuality Studies (Garvey)
- PUAD 5460 – Introduction to Public Safety Administration (Alberda)
- PUAD 5465 – Emergency Preparedness, response & Recovery (Alberda)
- PHYS 2286 – Modern Physics II (Winn)
- THRT 2250/AHST 2250 – Fashion Forward: A History of Fashionable Dress (Learson)

The following 4 Special Topics Classes were approved in the 2020-2021 academic year:

- HIST 3900 - Special Topics: From Black Power to Black Lives Matter
- PSYC 2900 - Special Topics: Pharmacology & Mental Disorders
- PSYC 2900 - Special Topics: Psychology of Gender
- HLST 3900 - Special Topics: Global Health: A Social Justice Perspective

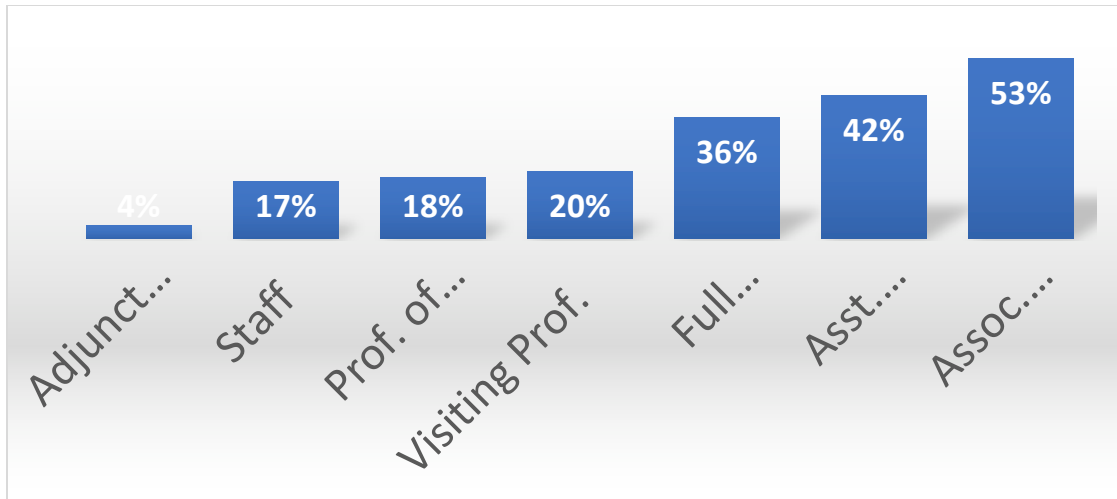
Prof. Walker stated that the ASCC Chair also handles course number changes, course name changes, and slight curriculum modifications. These are at the discretion of the Chair.

Prof. Walker asked if there were any questions. Since there were no questions, Prof. Harper-Leatherman continued on with the agenda for the meeting.

6. Report from the CAS Diversity, Equity, and Inclusion (DEI) Task Force

This task force was convened by Dean Greenwald in November 2020. The members of the task force were comprised from the faculty from across the CAS.

A survey was sent to CAS Faculty & Staff. The response rate by job title is given in the figure below.

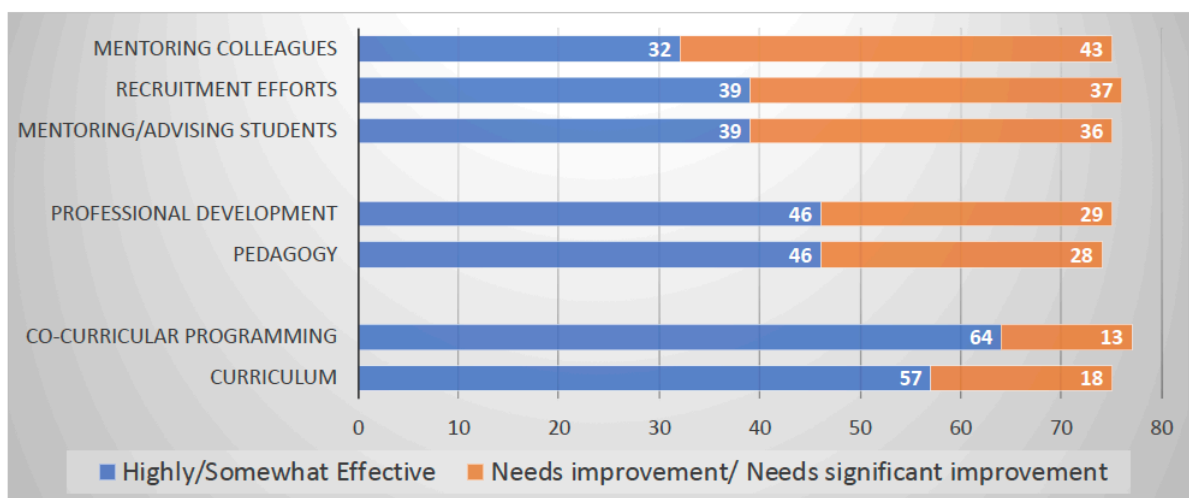


Approximately three hundred and seventy-six (376) full and part time CAS faculty and staff were sent an invitation and one reminder to complete the survey. Seventy-eight (78) members of the CAS community responded, a 21% response rate. Respondents were evenly distributed between those that had (46%) or had not (54%) participated in campus wide discussions or workshops on DEI issues.

Most respondents have worked at Fairfield University for four or more years and all four Schools of the College were represented.

One question that asked faculty and staff was *“How do respondents perceive CAS effectiveness/success at achieving diversity and inclusive excellence?”*

The data is given in the figure below.

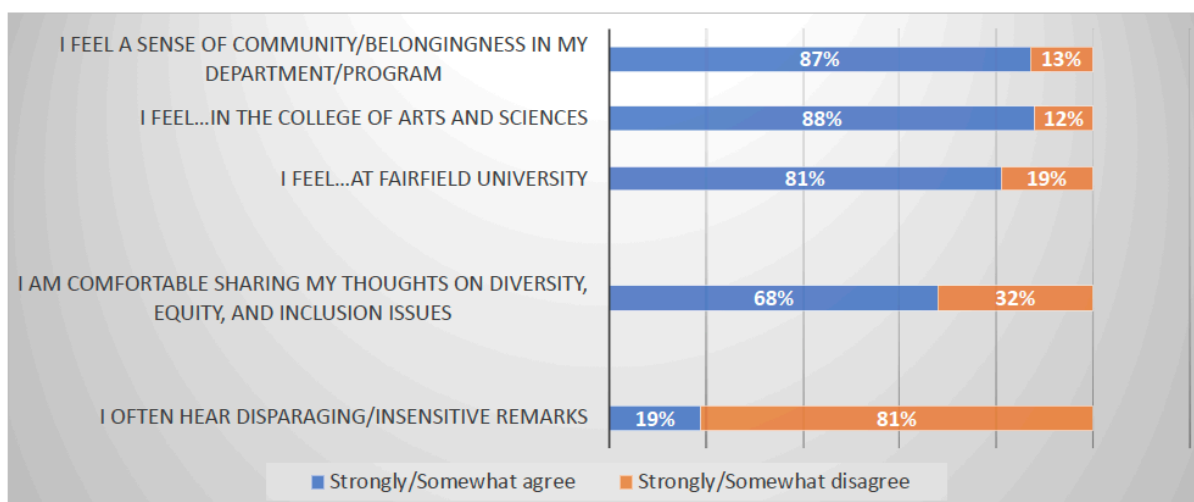


Another question that was asked was “How do respondents report about their own experiences relevant to diversity and inclusive excellence?”

About ⅓ of respondents clearly indicated discomfort sharing their thoughts on diversity equity and inclusion. Almost 20% report hearing instances of bias toward underrepresented groups. Over 10% of our colleagues do not feel they are fully members of their unit or the College community.

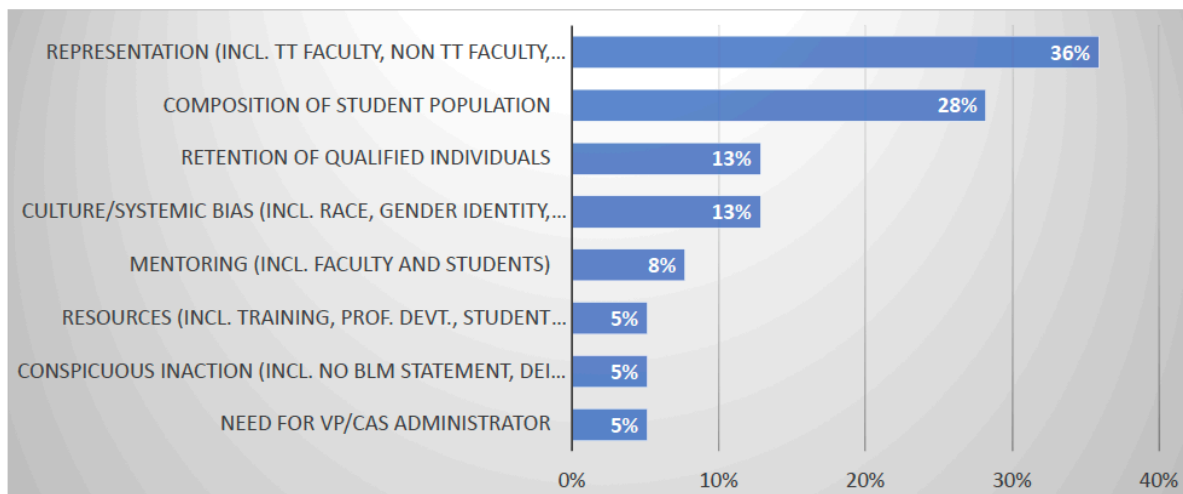
This theme reemerged among responses to the several open-ended questions in a general way (“There is no safe environment where faculty could openly discuss these issues without being labeled as trouble.”) or with reference to specific personal experiences (“...I am bitter about what I have had to endure...”).

Data is given in the bar graph below.



Another question was “What do respondents report as significant challenges to CAS efforts at diversity and inclusive excellence?”

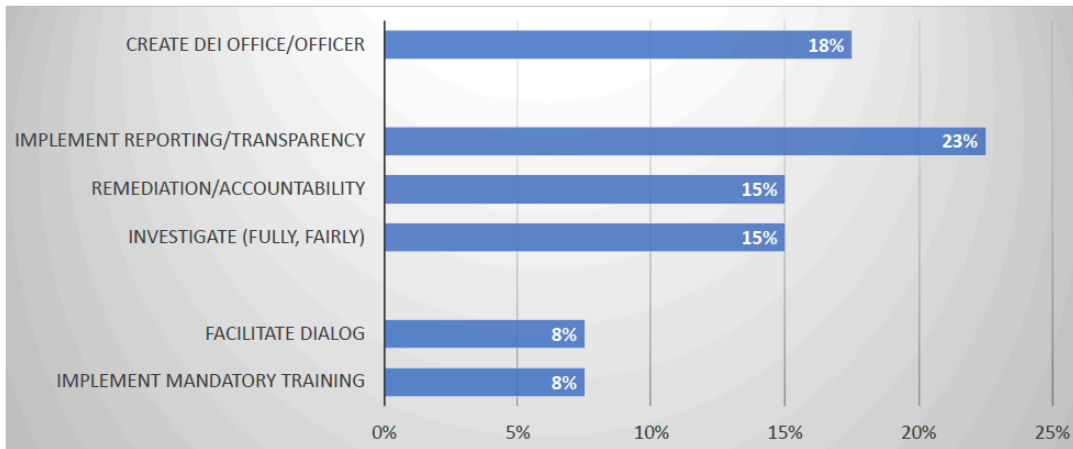
The data is given in the bar graph below.



The survey included a series of open response questions soliciting faculty perspectives on a variety of issues. Question 9 on the survey asked respondents to give what they think are the one or two largest challenges to College efforts at diversity and inclusive excellence. Qualitative analysis of responses revealed a set of broad themes repeated by many individual respondents. Most frequently mentioned were a lack of diversity in faculty, staff, and the Board of Trustees; and the composition of our student population. Several identified structural problems that might lead to reduced diversity, potential cultural/systemic biases—individuals specifically mentioning race, class, economic status, gender identity, sexual orientation, and faith/ethical orientation. Others identified the need for mentoring and other resources, including efforts to increase retention of qualified individuals. Multiple responses mentioned the conspicuous lack of action in support of the value of diversity, equity and inclusion; or larger societal events (i.e. the Black Lives Matter movement) by the University. Unique responses included a need for more diverse invited speakers, need for a senior leadership position (i.e. a University VP for DEI issues), or a College DEI officer.

Another question was *“What do respondents recommend to address bias and discrimination?”*

The results are given in the bar graph below.

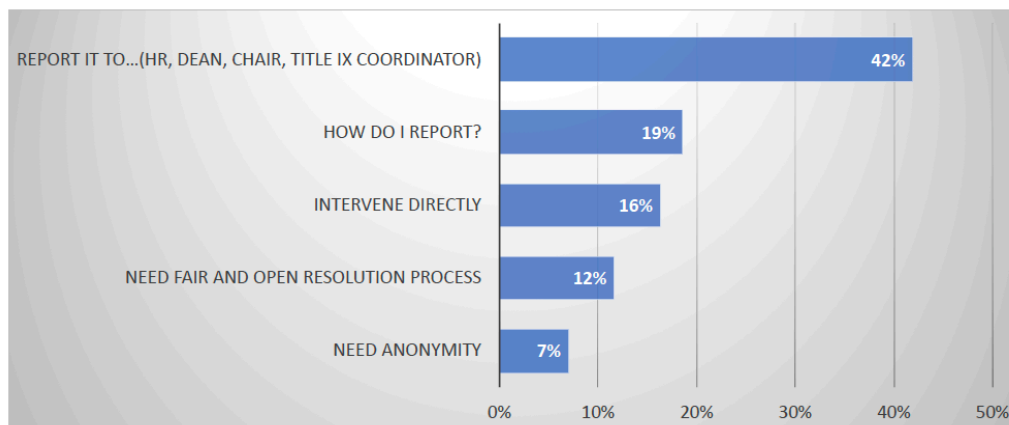


Responses clustered around three main areas:

1. Creation of a University-wide office focused on diversity issues
2. Investigation in an unbiased and clear manner, complemented by regular reporting (one response suggested the Jeanne Clery Act of sexual assault reporting as a model) and a defined process of remediation and accountability.
3. The need for professional development resources and/or mandatory training on diversity, equity and inclusion issues.

Other noteworthy single responses called for intervention by the Dean (i.e. when department chairs, HR are ineffective) and diversifying the membership of the University's Rank and Tenure Committee.

Another question that was asked was *"What should individual faculty and staff do when experiencing or encountering bias/discrimination?"*



The majority of respondents clearly indicated reporting the incident. However, responses variously mention Human Resources, the Dean's office, department chairs, or the University Title IX coordinator as the appropriate contact. Some respondents specifically mentioned they did not know who to report to, even though they viewed reporting as the appropriate

response. Others would report, but were hesitant to do so since they wanted anonymity, or identified a need for a fair and open reporting process. Only a few responses mention direct intervention.

What additional issues emerged (directly or indirectly) from survey results during Task Force discussions?

- Survey response rate was low (21%) and is likely weighted toward participation from individuals with strong views on DEI issues
- We are likely to be missing important issues and perspectives that would emerge from greater input by adjunct faculty and staff
- Concerns about disproportionate workload and compensation are included in responses to several of the open-ended questions.

The task force concluded that they need to find a model that works for us.

The DEI recommendations are

- Designate a DEI Representative to the Dean's Office.
- Establish a DEI Standing Committee or Council composed of faculty, students, staff.

These three items are crucial to the success of the DEI Task Force.

- Conduct Further Study of DEI Issues and Needs.
- Fund DEI Efforts and Initiatives.
- Develop a Shared Vision.

An important goal of the task force is to diversify the student body and faculty and staff.

The task force will also have to

- **Research and Address Equity Issues**
As part of this, the task force will gather data, request tracking, and address equity-related questions.

Another goal is inclusion through mentoring

- **Increase and Incentivize Mentoring of Students, especially Students of Color**
The task force proposes a free lunch program; workshop; match mentors with students.

Another goal is to

- **Strengthen and Incentivize Mentoring of Faculty and Staff**
The task force proposes a free lunch program; mentoring committee; recognition; staff

The task force recommends to

- **Build a CAS common space to expand post-pandemic social interaction and inclusion**
Cultivate a more inclusive sense of community
A physical space for greater social interaction.

Future CAS fundraising efforts and construction plans to prioritize this need.

There are DEI Programs and Resources

- **Support Professional Development and Create Online Resources for Teaching and Researching DEI Issues**
- Develop DEI activities;
- Offer diversity training programs;
- Highlight DEI-related achievements through CAS newsletter and social media;
- Create a DEI webpage devoted to news announcements and updates and DEI teaching resources;
- Develop DEI-related service-learning courses and outreach programs

Other recommendations are to

- **Collaborate with Existing Offices and Groups on Campus**
- **Clarify Protocols and Resources to Resolve DEI-related Issues**

The DEI Task Force was thanked. The members of the task force are

Prof. Jiwei Xiao (Co-chair), Jim Biardi (Co-chair), Sunil Purushotham, Rachele Brunn-Bevel, Mehmet Cansoy, Mary Ann Carolan, Elizabeth Hohl, Kris Sealey, Maggie Labinski, Laura Nash, Liyang Zhang, Adam Rugg, Rose Rodrigues, Matt Kubasik, Lydia Willsky-Ciollo, Nadia Zamin, Geoff Church, Matt LaClair, Janie Leatherman, Jonathan Stott, Associate Dean Glenn Sauer, Associate Dean Scott Lacy (as liaison from Dean's Office), and Dean Richard Greenwald.

Dean Greenwald thanked those who served on the committee to start this important work. A small group will work toward bringing this proposal forward. We all recognize the importance of this work.

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

Prof. Bowen gave a presentation representing the Committee, which was comprised of Profs. Andersen, Berikkyzy; Bowen; Eliasoph; & Weinstein

The charge of the task force was "to 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."

The timeline followed by the task force was

2020

- November: formed

2021

- January: developed & distributed survey
- February: presented results to College of Arts & Sciences
- March: developed recommendations; distributed draft to CAS faculty
- April, presentation at CAS meeting

The task force consulted the following sources

- Survey of CAS faculty members
- [AFT and AAUP Principles for Higher Education Response to COVID-19](#)
- *Chronicle of Higher Education* (2/25/21) "[Faculty are Suffering from Burnout. These Strategies Could Help.](#)"
- AAUP, [Pandemic Resources: FAQs on AAUP Principles and Standards.](#)
- Purdue University, Leadership Center, Best Practices Tool #1: Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)

Overall, there was one question that drove the planning and report. What support do faculty need to continue professional advancement in and after COVID times? Faculty should not be penalized for conditions that they cannot control.

The recommendations from the task force are

- Faculty evaluation and development
- Support for teaching
- Support for NTT faculty
- Other areas

In the category for Faculty Development Evaluation, the recommendations are

1. Provide the option to stop the tenure track without penalty
2. Adjust expectations for tenure and promotion
3. Encourage inclusion of impact statements in tenure documents, merit applications, and internal grants.
4. Anticipate unusual student evaluations of teaching
5. Provide support and workshops to help faculty with place sensitive research and creative work
6. Expand criteria for funding professional conference travel

In the category for Support for Teaching, the recommendations are

1. Provide guidance to chairs and senior faculty on conducting observation of teaching in hybrid courses
2. Provide additional support for managing tech demands of flexible/hybrid teaching.

NTT and Adjunct faculty have devoted enormous amounts of uncompensated time to revise their courses for pandemic teaching. We recommend honoring that work by providing:

1. Early notice of reappointment,

2. Preference to current NTT faculty for rehiring, when possible,
3. Opportunities to continue teaching the online courses that they developed.

In the category of other areas, the recommendations are

1. The Dean and department chairs should reduce or postpone non-urgent projects.
2. Information about the University's short-term disability, long-term disability, and the dependent care leave policies should be added to the faculty resources on the COVID page.

Dean Greenwald thanked the committee for their important work. The conversation will be continued. He will work with faculty to implement what they can.

Prof. Alphonso asked what we should do in terms of next steps at the institution. Prof. Bowen answered that these recommendations will be presented to the ASPC and the ASPC can take the next step.

Prof. Alphonso also asked to what extent personal dilemmas should be accommodated. Prof. Bowen answered that the Committee did not address this for service and committees. The survey noted that these are lasting disruptions. It is unknown how long it will last. In the publication realm, there will be a ripple effect for a while.

Prof. Yarrington asked a question about creative accomplishments and research. She had a few grants from the Research Committee or Humanities Institute. When do these funds come in? Prof. Bowen answered that she should contact the person or organization that offered the grant.

Prof. Farrell asked about pending work, such as program reviews. Prof. Bowen answered that everything that is non-routine should be approached with the thought in mind can it be delayed until next year. Prof. Bowen asked everyone to think about timing.

Prof. Striuli said reports that have to be submitted to the FRC are granted an extension of two years.

Prof. Pearson said the Humanities Institute will be flexible regarding awards.

8. Presentation of CAS Distinguished Teaching Award, CAS Distinguished Student Advising & Mentoring Award, & CAS Distinguished Faculty Mentoring Award

The Dean thanked all who nominated colleagues for College of Arts and Sciences Distinguished Faculty Awards.

The faculty who nominated colleagues are

- Sergio Adrada Rafael
- Gwen Alphonso
- Michael Andreychik
- Beth Boquet
- Betsy Bowen
- Javier Campos
- Suzanne Chamlin-Richer
- Mark Demers
- David Downie
- Laura Gasca-Jimenez
- Lauren Gaskill
- Shannon Harding
- Liz Hernandez
- Jerelyn Johnson
- Jessica Karanian
- Margaret McClure
- Irene Mulvey
- Shelley Phelan
- Luis Alberto Rodriguez Cortes
- Joan Weiss

Dean Greenwald presented these three awards:

2021 Award for Distinguished Teaching in the College of Arts and Sciences

Professor M. Covadonga Arango-Martín, Spanish Program, Department of Modern Languages and Literatures

For her outstanding and sustained dedication to students in the area of teaching, Professor of the Practice M. Covadonga Arango-Martín, of the Department of Modern Languages and Literatures, is awarded the 2021 College of Arts & Sciences Distinguished Teaching Award. The awards committee was impressed by Professor Arango-Martín's profound commitment to innovative pedagogy in and beyond the classroom. Her letter writers share that Professor Arango-Martín is an integral and indispensable part of the Spanish Program. Her teaching excellence is demonstrable in various ways from her dynamic classes, to her impressive following in which students eagerly take her courses from one semester to the next, as well as the meaningful supportive relationships, in and out of the classroom, that she offers to students from their first semester at Fairfield to beyond graduation. Students in their testimonials reflecting on her teaching use the terms 'inspiring', 'love', 'respect', 'close-knit community', and 'feeling heard' as their experiences in Professor Arango-Martín's classroom. Due to her commitment and love for the field, many cite her as their primary reason for adding a major or minor in Spanish. Professor Arango-Martín not only teaches students, but also her fellow colleagues in faculty development workshops that she creates for both the Department and the Program. Her colleagues applaud her willingness to share her student-centered

approach, and her generosity to accompany fellow colleagues one-on-one in their implementation of her pedagogy in realistic and adaptable ways. Her nominators explain, “for Professor Arango-Martín, no semester, and no lesson is ever wasted as an opportunity for her to impact students for the better, help them to feel seen and recognized as the dynamic learners and individuals they are.” Therefore, the College of Arts & Sciences Distinguished Faculty Awards Committee honors Professor M. Covadonga Arango-Martín with the 2021 College of Arts & Sciences Distinguished Teaching Award. Congratulations to you, Professor Arango-Martín.

2021 Award for Distinguished Student Advising and Mentoring in the College of Arts and Sciences

Professor Laura McSweeney, Department of Mathematics

For her outstanding and continuous dedication to students in the area of academic or co-curricular advising, Dr. Laura McSweeney, Associate Professor of Mathematics, is awarded the 2021 College of Arts & Sciences Distinguished Student Advising and Mentoring Award. The awards committee recognizes her excellent work in building long-term opportunities for students, such as programs within the Department of Mathematics, internship opportunities for students, and procurement of funding for the work of the students. Dr. McSweeney’s incredible knowledge of University processes, enthusiasm for the engagement and success of students, long-term vision for a competitive institution, and attention to the smallest details allow her to run successful programs that positively influence many students, not only at Fairfield University, but in the larger community as well. While Dr. McSweeney’s work branches out in several directions from a rooted and genuine interest in student success, the nomination comes for her significant work with a local middle school which is an example of successful vertical integration in mathematics education involving middle school students, undergraduate students, K-12 teachers, and faculty from Fairfield University. Her colleagues note, “what is remarkable is her ability to balance enthusiasm for the long-term vision with a realistic assessment of what is possible at the moment.” Further, her letter writers recognize her leadership in creating new programs in statistics that will help several students at Fairfield University to be more competitive in a data-driven world. In the words of her nominators, she is an “invaluable colleague and a force to be reckoned with.” For all of these professional achievements that are permeated by a deep attention to student advising and mentoring, please join the College of Arts & Sciences Distinguished Faculty Awards Committee in congratulating Professor Laura McSweeney for the honor of being granted the 2021 College of Arts & Sciences Distinguished Student Advising and Mentoring Award.

The Dean thanked those who served on the planning committee. The faculty put together a call for this Distinguished Faculty Mentoring Award.

2021 Award for Distinguished Faculty Mentoring in the College of Arts and Sciences

Professor Elizabeth Boquet, Department of English

For her outstanding and tireless mentoring of faculty, staff and students across the University, Dr. Elizabeth Boquet, Professor of English, is awarded the very first offering of the College of Arts & Sciences Distinguished Faculty Mentoring Award. The awards committee was impressed by Dr. Boquet's consistent mentoring of faculty and staff at all stages of their careers. Dr. Boquet is particularly attuned to the needs of faculty and staff from underrepresented groups and to those in times of transition, especially when advancing into leadership roles. Her nominators share that Dr. Boquet helps 'junior colleagues to find their inner strength, building them up for greatness.' Many faculty and staff cite the impact that Dr. Boquet has had on their personal trajectories. One faculty member wrote, "In a way that no other administrator and no other colleague in my department could, Beth helped me understand I was not an anomaly but rather a member of the Fairfield community with unique gifts – and unique needs to be supported." Dr. Boquet has also mentored countless colleagues while in leadership roles within the Writing Center, the Dean's office, and the Provost's office. Her colleagues consider her a, 'skilled networker who regularly connects people with like-minded interests and goals at conferences, campus events and even in virtual environments.' One colleague wrote, "She included me in events where I could meet others and always introduced me when we were with faculty that I didn't know. Without her advice and support, I do not think I would be tenured or even still working here." Through the remarkable endorsement of her peers throughout the University, the College of Arts & Sciences Distinguished Faculty Awards Committee honors Dr. Elizabeth Boquet with the inaugural 2021 College of Arts & Sciences Distinguished Faculty Mentoring Award. Congratulations to you, Dr. Boquet.

This award is important because it provides visibility to those who build everyone else up.

Prof. Covadonga Arango-Martín thanked everyone. She was touched and was grateful for her colleague's support.

Prof. McSweeney is speechless. She thanked everyone and stated she could not do it without her colleagues.

Prof. Boquet commented that she is in amazing company. She thanked the Dean and the Committee for this new award.

You may congratulate the winners at these Kudos Boards:

Jessica Tomcho

<https://www.kudoboard.com/boards/qXrqFn0i>

Covadonga Arango-Martin

<https://www.kudoboard.com/boards/m34jhJfW>

Laura McSweeney

<https://www.kudoboard.com/boards/cfCxYLYc>

Beth Boquet

<https://www.kudoboard.com/boards/QZ9n2TaH>

9. Remarks from the Dean with Q/A Period

The Dean is extending his congratulations to the four award winners. The Committee was impressed by the number of nominations.

The Dean thanked Prof John Miecznikowski for completing his second-term as CAS Secretary. John has served as CAS Secretary since July 2017. The Dean commented that John takes the CAS Faculty meeting minutes, organizes the meetings and does all of the important things behind the scenes for the ASPC. The Dean was grateful that John did the work as CAS Secretary so graciously and well. The Dean added that John will be stepping up for more leadership.

The Dean thanked all of the Faculty for their tireless work. They are always engaged. In so many ways, this has been a tough year for Faculty as they had to, balance child care, home issues, and other issues in their lives.

The Dean thanked the Faculty for helping us get through this collectively.

The Dean is working with Department Chairs to finalize a three-year hire plan. There are 33 requests for tenure-track hires. He mentioned that he hopes to come to consensus for hiring in years 1, 2, and 3. Some departments will be happier than others in terms of timing. But, it seemed clear to the Dean that all of the requests were necessary.

Departments will be getting their budgets soon.

There will be travel monies available for the next fiscal year.

The Dean does not think that we are going to get back a complete pre-pandemic operations in the fall of 2021. But, his sense is it will get better. He suspects that in the fall, we will be wearing masks, as we need to keep everyone safe. We are also expecting a sizable number of students to be vaccinated.

To help with this effort, there was a vaccine clinic last Wednesday. There is another one in two weeks and one during orientation.

Enrollment as of Monday, April 26th, there are 1100 deposits. We expect 1150 deposits or more. We expect some melt.

He mentioned that the College has been building back. We added 42 new faculty in the last four years in the College. The strategic work we are doing still continues. The DEI work we are leaning in to is significant and important. The Dean is committed to working with the Committee.

The Dean's office worked tirelessly this past year to do everything possible to support faculty through a difficult time.

There are retirements this year. My hope is that we can gather in September and convince some of them to come back. We may need to have the reception outdoors under a tent.

The Dean has enjoyed his coffee hours. He regrets that he could not drink coffee with everyone in person. He will continue these coffee hours in the summer. In the fall, the coffee hours will be a mix of in person and on Zoom. The attendance has been high at the coffee hours and the communication has been helpful.

10. Adjournment

Harper-Leatherman/Yarrington at 4:59 p.m.

Respectfully Submitted,

John R. Miecznikowski
Secretary of CAS 2017-2021