

**College of Arts and Sciences**  
**Dean's Council of Department Chairs and Interdisciplinary Program Directors**  
**Wednesday, September 7, 2011**  
**Kelley Center Presentation Room**

**Attended:**

Steve Bayne, Chair of Philosophy  
Cecelia Bucki, Chair of History  
Mary Ann Carolan, Chair of Modern Languages and Literatures  
Kevin Cassidy, sitting in for Director of Irish Studies  
Matt Coleman, Chair of Mathematics & Computer Science  
David Crawford, Chair of Sociology & Anthropology  
Nancy Dallavalle, Chair of Religious Studies  
Jean Daniele, Assistant to the Dean of College of Arts & Sciences  
Dawn DeBiase, Assistant of Dean of College of Arts and Sciences  
David Downie, Director of Program on the Environment  
David Gudelunas, Director of Women Studies  
Manyul Im, Associate Dean of College of Arts and Sciences  
Janie Leatherman, Director of International Studies  
Mark LeClair, Chair of Economics  
David McFadden, Director of Russian & E. European Studies  
Leo O'Connor, Co-Director of American Studies  
Aaron Perkus, Associate Dean of University College  
Susan Peterson, Assistant Dean of College of Arts and Sciences  
Elizabeth Petrino, Co-Director of American Studies  
Lynne Porter, Chair of Visual & Performing Arts  
Gav Rosenfeld, Director of Judaic Studies  
Vin Rosivach, Director of Classical Studies  
Ronald Salafia, Chair of Psychology  
Kris Sealey, Co-Director of Peace & Justice Studies  
James Simon, Chair of English  
Kraig Steffen, Chair of Chemistry & Biochemistry  
Anibal Torres, Co-Director of Latin American & Caribbean Studies  
Brian Walker, Chair of Biology and Co-Director of LACS  
Maggie Wills, Chair of Communication  
Joan Weiss, Associate Dean of College of Arts and Sciences  
Yohuru Williams, Director of Black Studies  
David Winn, Chair of Physics  
Qin Zhang, Director of Asian Studies

**Regrets:**

Jocelyn Boryzka, Co-Director of Peace & Justice Studies  
Dina Franceschi, Co-Director of Latin American & Caribbean Studies  
Marcie Patton, Chair of Politics

**Introducing New Chairs and Interdisciplinary Program Directors**

The Dean took a moment to introduce the following changes in department chairship and program directorship.

- American Studies (now has Co-Directors)—Drs. Leo O'Connor and Elizabeth Petrino
- Black Studies—Dr. Yohuru Williams
- Classical Studies—Dr. Vin Rosivach (returning from one-year sabbatical)
- Latin American & Caribbean Studies (Co-Directors)—Drs. Dina Franceschi and Anibal Torres of GSEAP
- Irish Studies—Dr. Nels Pearson
- Peace & Justice Studies (Co-Directors)—Drs. Jocelyn Boryzka and Kris Sealey
- Women Studies—Dr. David Gudelunas
- Visual & Performing Arts—Dr. Lynne Porter (returning to her term)

### **Approval of the Minutes**

Dr. Brian Walker moved to approve the minutes of the May 4, 2011 chairs meeting and Dr. Maggie Wills seconded the motion. All were in favor of the minutes with two abstentions.

Dr. David Downie moved to approve the April 20, 2011 Interdisciplinary Program Directors meeting and Dr. Leo O'Connor seconded the motion. Seven approved with several abstentions.

### **New Semester Update**

The Dean shared an enrollment snapshot highlighting the following information:

- New Freshmen Class Profile:
  - The average class rank dropped over the last 3 years from the top 18% (Fall 2009), to 20% (fall 2010), to top 22% (fall 2011). More of our students are coming from the middle tier than previously.
  - Average SAT is 1743.
  - Male/female ratio was much better than the last few years moving from 37%/63% to 42%/58%.
  - The percentage rate of first generation and students of color have declined considerably from last year moving from 22.8% to 14.3% for first generation students and 19.8% to 12.1% for student of color.
  - The percentage of students outside the core region (Northeast region) is slightly down.
  - Freshmen retention rate rose to 89.2% last year.
  - Sophomore retention is as low as it has been in 3 years by less than 1%.
  - Overall University enrollment is 3244 (up a little from last year at 3208).
  - Given the growth in nursing student enrollments, which is now a highly selective program, and the resumption of business applications that had dropped off during the recession, we will have fewer A&S students within the overall proportion of undergraduates.
  - The Dean suggested that as chairs are thinking of their major and minors, they may see a dip by 5% to 10%. This may not hold true across the disciplines, e.g. Biology majors are way up in numbers. Chairs should be keeping track and planning curricula/course schedules/faculty teaching loads accordingly.
  - The Admissions Office agreed to have a special recruiting session for science students. The Dean sees the promotion in sciences and math as a national priority. Given the kind of liberal arts education, deep mentoring, and graduate school level research experience students receive we have a distinctive environment to promote.

- The Admissions Office has been more proactive in having programs around interdisciplinarity. The IDP Program Directors collaborated to present to prospective students and their parents on programming using interdisciplinary minors for core integration and creating a distinctive quality to their own academic program.
- The Dean mentioned that there is an e-mail address where faculty could express concerns relative to classroom, [classrooms@fairfield.edu](mailto:classrooms@fairfield.edu). The Registrar's Office is the contact office for issues related to classrooms. Bob Russo has been working with faculty to clarify needs.
- Dr. Mary Ann Carolan mentioned that there were some last minute classroom shifts. The Dean commented that some of these shifts could be relative to the class size.
- Dr. Cecelia Bucki mentioned that the Registrar's Office was not paying attention to enrollment caps. Over the summer, they were not mindful about adding students to courses. The Dean replied that the clear message in Enrollment Management for drop/add period was that the class limits were not to be overridden without approval from faculty or chair.
- Dr. David Crawford mentioned that he had two faculty who experienced additional students added without approval by the department. The Dean suggested that when these situations occur, faculty should bring them to Ms. Sue Peterson's attention, so she can intervene. She facilitates enrollment management for the CAS Dean's Office.
- The Dean reiterated that the budget situation is not great. It cost a lot more to land the class of '15, because more students qualify for financial aid and more students and families expect some kind of support. Delivering the education costs more than we charge. The endowment spinoff into the budget is still low. It depends on how well the market develops in terms of how our rolling three-year average draw down from the endowment will impact our budget. The Board of Trustees decreased the percentage of endowment funds going into the budget from a 5% distribution to 4%.
- The Dean expressed the importance behind changing our practices from doing more with less to doing less with less. What are expendable aspects of our programs that do not need funding any longer? What are less expensive ways of achieving a particular goal? These are questions each program should be asking and the faculty should be proactive about this. The Dean noted that the SVPAA appointed her to the budget committee this year and she expects to be a strong and vocal advocate for the Academic Division. The Dean meets with the VP of Finance from time to time to get a sense of the budget climate. The budget is not yet balanced for this year and we should not be surprised to see conversations about cutting this year's budget. The Board of Trustees will expect a balanced budget to be presented to them at their early October meeting.

### **CAS Associate Deans**

The Dean Welcomed Dr. Manyul Im, Associate Professor of Philosophy, into his new role as an Associate Dean of the College of Arts and Sciences. She shared a handout mapping out routine operations, committee assignments and meetings, and projects and strategic initiatives. The following information was shared.

**Terms of Office:** Dr. Joan Weiss (2009-2012)

Dr. Manyul Im (2011-2014)  
Dr. Aaron Perkus (permanent staff, UC)

**Routine business shared by all Associate Deans** (often with the Assistant Deans):

- CAS 100 staff supervision
- Admissions events
- Advising (interface with Academic Engagement staffs)
- Dismissals & Probations
- Student cases (academic dishonesty, grievances, etc.)
- Pre-tenure faculty annual review (Im, Weiss)
- Rank & Tenure – external reviewer availability (Weiss)

**Meetings** (ex officio or Dean's appointments):

- Dean's Council of Chairs (all)
- Interdisciplinary Program Directors meetings (Im)
- ASCC (Im)
- A&S Planning Committee (Im and Weiss)
- FDEC (Perkus)
- Web Advisory Group, CAS Rep (Im)
- Interface with UCC on various issues; e.g.:
  - Online courses (Im, Perkus)
  - Core integration & assessment (Im)
  - Forms & Academic Policies (Weiss)
  - UC transition & integration (Perkus)

**Projects and Strategic Initiatives:**

- A&S Awards (Weiss)
- Assessment of Student Learning (Perkus, Im; also Christine Siegel, GSEAP)
- Core Integration/Core Pathways Assessment (Im)
- Program Review shepherding
  - 2010-12- LACS, WS (Weiss)
  - 2011-13 - CO, RS, and AS (Weiss); RES (Im)
- Working with departments on curricular revisions; e.g. MLL (Im); NM (Weiss)
- ePortfolio/LEPS (Perkus)
- Individually Designed Major (IDMJ) (Weiss)
- NEASC 5-year (Perkus)
- New Downtown University Bookstore (Elizabeth Hastings)—Ms. Hastings was working with borders to host author readers. She will continue to look at programming that space.

In addition to the Associate Dean Workflow, Ms. Jean Daniele created a CAS Workflow chart, listing staff and their associated operations and routine tasks they facilitate and monitor. This will give everyone a sense of who the contact person is for various inquiries. Ms. Daniele will share this list with chairs, directors, and program assistants through Xythos. The Humanities Institute proposals were sent out today, as well; Elizabeth Hastings is facilitating that process.

**First-year students**

Assistant Dean Dawn DeBiase discussed important considerations for advising first-year students, sharing handouts with some key points. A lot of the work previously housed in the Dean of Freshmen's Office is now being dispersed among various offices.

Ms. DeBiase discussed the following considerations, implications and suggestions relative to advising. The handout below was distributed to chairs and directors during the meeting.

## **1. Academic Advising Enhances Student Success, Satisfaction, and Retention**

According to the National Survey of Student Engagement (2005) the quality of academic advising “is the single most powerful predictor of satisfaction with the campus environment for students at 4-year schools.”\* Unfortunately, studies also indicate that academic advising is an area with which students are least satisfied.

In-person contact with the academic advisor is critical to student success. Students who meet with their advisors at least twice during the academic year also tend to be more engaged in “educationally purposeful activities” and self-report greater gains in personal/social development and competence.

Good academic advising profoundly impacts retention and graduation rates for certain student populations (“undecided” students, those switching majors/schools within the University, first-generation students with limited assistance from home in how to manage their collegiate academic experience). Our Office of Exploratory Advising is available to all first-year students (as well as some sophomores and juniors) who are in academic transition with regards to major selection. Project Excel, a federally-funded program which supports first-generation and/or low-income students, is another available campus resource.

### **Practical Suggestions:**

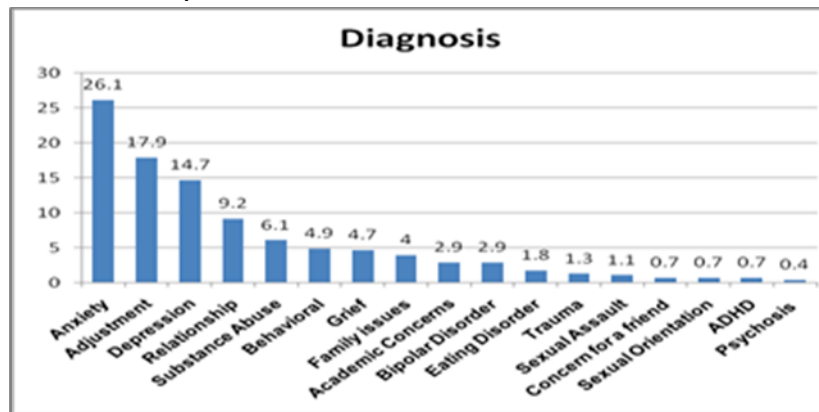
- ✓ Initiate contact with advisees (particularly first-year students) early and often!
- ✓ Collaborate with campus resources to provide a “tag team” approach to advising, particularly with special student populations
  - Office of Academic Engagement (x4025)
  - Debbie Chappell, Dean, Office of Exploratory Advising (x2047)
  - Carrie Rivera, Director, Project Excel (x2884)
  - Suzanne Solensky, Director, Undergraduate Academic Advising (x2044)
- ✓ Embrace the notion that “every advising contact is precious opportunity for meaningful interaction”\* and helps in cultivating meaningful relationships with students.
- ✓ Assist students in devising their own path to success. Don’t take the wheel for them, but rather allow them to steer their own route, with adequate guidance and support.

## **2. First-Year Students Are More Likely To Be “Distracted”**

First-Year Students bring an array of issues to college which may, and often do, impede academic performance. Some issues (homesickness, adjusting to sharing living space with a roommate, managing unresolved issues with a significant other from home, to name a few) are transient, mark the “normal” transition to college, and usually dissipate within several weeks.

Other issues are more serious and may significantly impair student functioning. Recent studies suggest that nationwide, college counseling centers report an increased frequency and severity of student’s mental health concerns\*. During the 2010-2011 academic year at Fairfield:

- Nearly 70% of students who utilized Counseling were CAS students
- First-year students represented the largest client cohort (30%)
- Anxiety (26%), Adjustment Issues (18%) and Depression (15%) were the most commonly assessed issues.



**Practical Suggestions:**

- ✓ Recognize that academic difficulties may be the result of other adjustment problems.
- ✓ As evidence suggests that, *because troubled students often solicit the assistance of their academic advisors\**, it is critical that faculty make appropriate referrals to *campus resources*, informed by the content of the conversation with the student:

Emergency Issues:	Department of Public Safety (x4090)
Financial Aid Issues:	Financial Aid (x4125)
Health Concerns:	Health Center (x2241)
Learning Disabilities: (x2615)	Academic and Disability Support Services
Emotional/Adjustment: (x2146)	Counseling and Psychological Services

**3. Most First-Year Students Require An Adjustment Period**

The generation of “Millennial Students” (those born between 1977-1997) are technologically savvy, having always used computers and cell phones. The culture of immediacy in which they reside, however, leaves many “Millennials” ill-equipped to manage frustration when results aren’t immediate. “Millennials” have short attention spans and expect quick answers to a myriad of academic questions including transfer credit evaluations and advising assignments.\* A number of “Millennials” lack the skills (and for many, the confidence) to appropriately communicate with faculty and staff, using terse, grammatically incorrect e-mails as the communication mode of choice (if not outright ignoring well-intentioned outreach by faculty and staff).

The expectation of earning strong grades in college, with little study, aptly suggests their “culture of immediacy.” When asked, many first year students often proudly report that

strong grades earned in high school “came easily” and did not require extraordinary effort. Though Fairfield continues to attract the best and brightest students both nationally and internationally, many first-year students are challenged by the adjustment to college level work and expectations. Even those who performed well in high school may struggle during the first year of college, and beyond.

This fall, the number of “Rising Sophomores” placed on academic probation in the College has nearly doubled (Fall 2011 = 27 students, Fall 2010 = 15, Fall 2009 = 14). While the precise reasons for the increase are unclear, we know that many students begin college with insufficient study habits, lack of academic discipline, and poor time management skills. **In an economic climate where student retention is essential to the sustainability of critical University programs, efficient and effective work with struggling students is more important than ever.**

**Practical Suggestions:**

- ✓ Engaging faculty and staff who “set the bar high” for student performance create optimal institutional conditions for student success.\* Therefore, always set clear expectations with students, and hold them accountable as young adults.
- ✓ Utilize technology and social networking (judiciously) to connect with students
- ✓ The University communicates all essential information to students via Stagweb e-mail. Remind students to check their e-mail on Stagweb at least once daily.
- ✓ Encourage face-to-face meetings whenever possible.
- ✓ Remember that advising sessions are teaching and mentoring opportunities.
- ✓ Refer academically struggling students to any one (or several) useful campus resources, such as the Writing Center, the Math Center, Academic and Disability Support Services, or other tutorial services available departmentally in the College.
- ✓ Consult with an Assistant Dean in the College (x2227) if you have concerns about a student’s poor attendance and/or performance.

**4. The “Helicopter Parent”**

“Helicopter parents”, those “who hover over their college-age children and challenge administrative decisions,”\* can be particularly challenging for faculty. FERPA guards the college student’s rights to academic privacy, and therefore, academic records cannot be disclosed to parents or anyone without the student’s consent. FERPA releases, vetted by University counsel, are available in the CAS Dean’s Office. If you choose to speak with a parent, the student must sign the release, and it should be kept in the student’s academic file (through the Dean’s Office).

**Practical Suggestions:**

- ✓ If a parent requests academic information regarding his/her student, you can explain that federal law prohibits you from discussing academic issues.
- ✓ Often, parents do not realize that while they had the right to access academic information when their student was in high school, these rights transfer exclusively to the student in college. Simply acknowledging that this may be frustrating for the parent may be helpful for the parent to hear.

- ✓ Encourage and empower parents to communicate directly with their student regarding academic issues and encourage students to be frank and forthcoming with their parents.
- ✓ Feel free to refer persistent parents to the Dean's Office (x2227). One of the Assistant Deans will respond to the parent.
- ✓

\* Gordon, V., Habley, W., & Grites, T. and Associates (Eds.). (2008). *Academic advising: A comprehensive handbook* (2<sup>nd</sup> ed.) San Francisco: Jossey-Bass.

**The Dean mentioned that the CAS Dean's Office is open to assist faculty with students issues.**

We want our students to be academically successful and grow as independent adults, while they attend the University. If we do not attend to them as whole people we are likely to create a cycle of them pulling away. Connecting with the student or providing them with a supportive environment so they could reach for their goals would make a great difference. This should be a signature for a Jesuit/Fairfield education.

**FERPA**—This is a federal law that guards the students' rights relative to sharing their grades with their parents. It is against the law for a faculty member to disclose personal or academic information to parents, unless we have the student's signature on the FERPA Release Form. The Dean mentioned that Ms. DeBiase will develop a script for common scenarios that faculty could refer to if a parent calls or e-mails. We do want to encourage students to talk to their parents, as well as parents encouraging the students to talk to faculty. Refer persistent parents to the dean's office.

The Dean shared that she will be inviting Dr. Tom Pellegrino, Elizabeth Garvey, and Ms. DeBiase to have a longer Dean's Council conversation around these issues. Greater detail about FERPA and dealing with student issues will be discussed during a future Dean's Council meeting.

The following questions were addressed:

- Anibal Torres asked if FERPA applied to students who were still a minor. Some freshmen students begin their college career before reaching the age of 18. The answer to this question was unknown; therefore will be determined and communicated at a later date.
- Dr. Perkus mentioned that even if the FERPA form is signed, he recommended that students be present when talking with parents. The Dean commented that our goal is to help students understand and protect their rights. It is their responsibilities to speak to their parents not ours. The philosophical piece is just as important as the operational piece. Helping students understand that they have rights, they are valuable, and symbolic of larger issues.
- Dr. Bucki mentioned that there is some confusion as to whether the Dean's office is the go-to place in terms of class release time for family events or tragic situations. Ms. Peterson commented that the Dean's Office encourages students to deal directly with their faculty. The Health Center will not certify illnesses. There is a protocol that the Dean's Office follows for a death in the family. Either the Dean of Students Office or the Dean's Office will receive notification of a death in the family. This area is shared among offices, as well as faculty. The Dean encourages faculty to have an attendance policy that holds students accountable for their absences. For e.g., students receive three absences that they could use as they want.



- Dr. Perkus mentioned that it is faculty discretion to approve makeup work. This should not be determined by the dean's office. If a student decides to grieve a situation they need to provide documentation that they were in an extraordinary situation that was out of their control. There is a process to follow. Students should first address their issue to their faculty, then chair, then the Dean's office as they see fit. The Dean recommended that chairs speak to their faculty about having clear policies that are enforceable but fair. Dr. Im mentioned that the ASCC noticed a large discrepancy among syllabi in terms of attendance policies. Some were so vague; there was no way for the student to understand the policy.
- Dr. Steffen expressed his concern with any legal issues relative to faculty making illness decisions. The Dean mentioned the only accommodations we are required to make are for documented disabilities, in which case we will receive expectations relative to the student's disability.
- Dr. Crawford mentioned that accommodation for athletes is different. When the team is traveling, faculty are expected to accommodate the student. The Dean commented faculty generally receive, in advance, the athlete's sanctioned absences. She shared that Ms. DeBiase is on the STAGS Council, which will focus on getting better advising and academic support for student athletes. The feedback the Dean received from faculty has been sent forward. The Dean's office and Office of Academic Engagement is well aware of concerns that colleagues have relative to student athletes and there are policies in place to ensure that there is greater academic integrity.
  - Dr. Bucki noted that the Academic Disability Office was in transition, but is hoping that there will be communication to students that they need to inform their professors of their disability and the appropriate approved accommodations prior to the day of an exam. The Dean mentioned that whenever these situations occur, faculty should inform the Dean's Office.

### **Graduate Program Development**

*Master's in Public Administration* (handout was distributed by Dr. Mark LeClair)

There was a three-day workshop in late May discussing curriculum for the MPA program. The MPA is going to be a program housed in the College of Arts and Sciences. The Dolan School of Business will contribute to the program, but because of AACSB accreditation standards they cannot run the program. The following curriculum was discussed, along with affiliated departments:

- Prerequisite: Statistics—taken within last five years
- Core—Core curriculum consists of the following.
  - Financial Management & Budgeting (to be developed)—Economics
  - Human Resource Management (MG 505)—DSB
  - Introduction to Public Administration/Theory of Public Administration (to be developed)—Politics
  - Leadership (CO 522 or MG 504)—Communication or DSB
- Ethics & Multiculturalism—One course from the following list
  - Ethics & Communication (CO440)--Communication
  - Discrimination in the Workplace—DSB
  - Diversity in the Workplace—DSB
  - Race & Ethnic Relations—Sociology

- Gender in the Workplace—Economics
- Intercultural Communications—Communication Grad
- Women in the Workplace—American Studies Grad
- Communication—Two courses from the following list
  - Professional Rhetoric & Presentations (CO528)—Communication
  - Grant Writing and Administration—English
  - Media Relations—English (new course)
  - Advanced Technical Writing—English
  - Management Communication (MG 510)—DSB
- Two Tracks that would fit best in the Fairfield Curriculum
  - Non-Profit Management
  - City/Municipal government
- Stages of Approval Process
  - The core courses in red still have to go through the core approval process. After these are approved they will need to go to the ASCC, EPC, and then the Academic Council
  - New course approvals submitted in 2011-2012—Media Relations; Management for Nonprofits; Law & Ethics for nonprofits; Philosophy of Philanthropy; Structure of Philanthropic Sector
  - Course upgrades from undergraduate to graduate level courses—Race & Ethnic Relations; Gender in the Workplace; Advanced Technical Writing; History of Philanthropy; Regional Economic Development; Urban Politics; and Geographic Information Systems.
- Preliminary Survey—There was an environmental scan of programs in the region, a market survey with inquirers in our customer base, and a focus group with Alumni. It was determined that the only competition for the University would be UCONN Storrs.
- The Dean commented that chairs should learn who, of their colleagues, participated in these grad program development workshops, and they should bring questions and requests to the departments. If faculty currently teach courses that may interface with the MPA program, they should communicate this to LeClair, particularly if they would maximize efficiencies. For e.g. Communication already offers some of the mentioned courses in their grad program; therefore, these courses will service two graduate programs.
- Dr. Walker asked if there were any projected student numbers. LeClair shared that they will try to obtain a cohort of 50-75. Based on the market research, the program would primarily be evenings, weekends, and hybrid formats. It was clear that working professionals are the primary market. LeClair shared that the Director of Planning from the City of Fairfield and a representative from non-profit agency came to talk about the role of the MPA.

*Master's in Liberal Studies*—Dr. Steven Bayne discussed the progress on the implementation of the MLS Program.

- Dr. Bayne shared that a group of faculty interested in a master's program in the humanities gathered for discussion. Initially one of the questions was whether we were interested in disciplinary master's degrees or interdisciplinary master's degrees. This still remains an open question.
- Judy Dobai, Corey Wrinn, and Aaron Perkus helped perform a market research. They found that there was a strong interest in a Master's in Liberal Studies Program.

- An organizational meeting is scheduled for Wednesday, October 12, 2011. Some faculty expressed interest in developing a course, and they are putting together course descriptions. Bayne invited all who were interested to attend the meeting. An announcement will be distributed.
- There does not seem to be an overwriting organization stating what is required to be offered in a MLS Program. So the program has much more flexibility than the MPA. The College recently joined the Association of Graduate Liberal Studies Programs, and Drs. Bayne and Perkus will attend an annual conference in October.
- Dr. Gudelunas asked how different this program is from American Studies. Bayne mentioned that the program does not focus specifically on the United States or the American experience.
- The most well known Liberal Studies Program around the area is Wesleyan. Some programs do not have a core set of requirements, while others have interdisciplinary core where they may start with specific courses for the humanities, and then move into concentrations. History seemed to be a popular potential concentration in the survey.
- Dr. Im shared that Cal State LA had a Liberal Studies PA Program. It was largely a fast track program to a teaching certification, so some time Liberal Studies is code for getting a degree for teaching. The Dean mentioned that this likely would not be true at Fairfield, though some of our GSEAP graduates may choose to return for this MALS.
- Dr. Carolan shared that some Liberal Studies Programs draw from a large population interested in becoming writers.
- Dr. Williams commented that this type of program also attracts retirees or folks interested in a value-added degree. It is ideal for teachers but the program may target a general population interested in a career change or expanding their interest in a particular area. If it is marketed appropriately and distinguished from American Studies we should be able to make a favorable impact.
- The Dean mentioned that the idea is to maximize synergy between these programs. Several American Studies courses could be for Liberal Studies, as well as some of the MPA courses, and the occasional humanities driven communication course. The idea would be to have opportunities for different markets, inclusive of students who have been students at Fairfield in other master's programs or who may become students in other master's program. We do have a lot of repeat business in Fairfield, because of our geographic clientele.
- Dr. Winn asked if students could take science courses for liberal studies. Bayne mentioned that Dr. Dennis Keenan is working on an idea that would work well with co-teaching with a science faculty. There is no preconceived notion that the sciences would be excluded. It may be odd to have a concentration for the sciences in that degree, but even that is not out of the question.
- The Dean mentioned that if any colleagues have expertise in an area that would work with this program, bring ideas to Bayne and he will incorporate them. The interest to create this program was brought forward by the faculty. Market research for the program was more promising than anticipated. With faculty passion and untapped expertise that our undergraduate curriculum is not manifesting for individual faculty members, these programs could be a delight. Those teaching graduate students find that it enriches their lives. Department and individual commitments to these programs are important. Departments should be discussing what percentage of seats in an existing master's class could be contributed to a new program (potentially), what percentage of a teaching load at the upper level might be contributed, because it will take all of us to

accomplish this. In some parts of the curriculum there is much more flux than others; some faculty never have the opportunity to teach an upper level class.

- The Dean noted a few ways that graduate programs can enhance the undergraduate program, as well—as we grow the faculty related to these grad programs (using some of the revenues generated from them), and the undergraduate students will have access to more areas of the discipline, because more faculty will join the University associated with these specialized areas. We are seeking a win/win conceptualization to enhance the undergraduate experience while also serving new graduate student markets and generating new revenues.

### **Announcements**

#### *Dean's Council Meetings for 2011-12*

The Dean shared a list of possible topics for FY'12 Dean's Council meetings. Some dates are set with agenda topics that were mapped out for discussion during the August Chairs' Retreat, which was cancelled due to the hurricane. We are looking at confirming an extra Dean's Council meeting for Wednesday, September 28, so the University attorneys could join the group for discussion. Other topics missed at the retreat will be folded into already scheduled Dean's Council meetings. The October 5 meeting will focus on assessment and will be presented by Drs. Perkus and Simon. Between now and the October meeting the Dean will forward to chairs (via e-mail) a score sheet, inclusive of feedback and next steps and comments specific to your department. The Dean will pull American Studies and International Studies into this cycle.

#### **The Dean asked chairs to forward their input for consideration, in terms of topics for FY '12 DC meetings.**

#### ***Take-A-Way Follow-up***

Dr. Nancy Dallavalle suggested that the Dean distribute a take-a-way follow-up (one-page summary) each Friday following Dean's Council meetings, briefly covering the following information.

- Summarize important points from meeting (150 words or less)
- Short list of timely to-do's (not large projects)—listing information to share with faculty, meetings to attend, etc...
- Section linking to references and contact information for various topics discussed.

Dean's Council Minutes will still be distributed generally one-week prior to the next Dean's Council meeting.

#### ***FY '12 Budgets and FY'13 Budget submissions***

The Dean shared that the Vice President did not give the deans directives to cut budgets, but she asked chairs to be prepared for possible cuts. There is enrollment contingency built into the budget, but enrollment contingency cannot cover the amount of funds it cost the University for financial aid. The Vice President will report this information more specifically at the General Faculty meeting and the Budget Committee will have forums, etc.

Ms. Jean Daniele is trying to track down information about FY'13 budget submissions. We sent a request to both the SVPAA and the VP of Finance asking for a budget timeline and sharing that we offer chairs and directors a minimum of two weeks to work on budget requests, and a minimum of four weeks for the Dean's office to assess these submissions, before forwarding the overall College budget to the SVPAA. The Dean commended the chairs and directors on their

efforts to include all funding that had fallen through the cracks over the years. We want to continue to have rigorous and transparent budgeting on all the expenses we have (especially salary related issues—adjunct, stipends for workshops and summer compensation, etc...). We expect that the College budget will be due early December; therefore chairs and directors submission would be around the last week of October or the first week of November. Confirmed deadlines will be communicated.

The meeting was adjourned at 5:00 p.m.