

**College of Arts and Sciences  
Dean's Council of Department Chairs  
Wednesday, March 5, 2014  
3:30 – 5:00 p.m.**

**Draft of Minutes**

**Attendees:**

Angela Biselli, Chair of Physics  
Jocelyn Boryczka, Chair of Politics  
Jean Daniele, Assistant to the Dean  
Joy Gordon, Chair of Philosophy  
David Gudelunas, Chair of Communication & Co-Director of Women, Gender & Sexuality Studies  
Jereyn Johnson, Chair of Modern Languages & Literatures  
Dina Franceschi, Interim Chair of International Studies  
Elizabeth Petrino, Chair of English  
Judy Primavera, Chair of Psychology  
Kathryn Nantz, Chair of Economics  
Laura Nash, Chair of Visual & Performing Arts  
Melissa Quan, Associate Director for the Center of Faith & Public Life  
Kurt Schlichting, Chair of Sociology & Anthropology  
James Simon, CAS Associate Dean  
Kraig Steffen, Chair of Chemistry & Biochemistry  
Brian Walker, Chair of Biology  
Joan Weiss, Chair of Mathematics & Computer Science  
Yohuru Williams, Chair of History & Director of Black Studies

**Regrets:**

Nancy Dallavalle, Chair of Religious Studies

**Approval of the Minutes**

Dr. Kurt Schlichting moved to approve the February 19, 2014 minutes and Dr. Weiss seconded the motion. All were in favor of the minutes with two abstentions.

**Announcements and Routine Issues**

*Update on CAS Awards* – Dr. Simon reiterated that during our February meeting the Dean's Council voted to move to a different format with a breakdown of 6 different categories— Humanities, Social Sciences, Natural Sciences, Interdisciplinary Programs, Modern Languages, and Visual & Performing Arts. Dr. Simon demonstrated the newly designed format and will distribute the link to department chairs for submission of their awardee(s) and a one-minute highlight describing the accomplishments of the recipient(s). There is an area for supplemental awards, which will be placed as an addendum to the program.

The award recipient will go up with their faculty sponsor; the selected readers will share the 150-170-word statement and then the student and faculty will be moved along for a photo in a designated area, as the program continues to move along. Readers have not yet been determined,

so nominations are welcome. We will seek readers with expressive voices and effective projections to ensure that the enthusiasm still exists.

#### *Advising and Registration Reminders*

- Dr. Simon mentioned that we will again use the newly designed advising checklist during advising sessions for fall 2014. A new program called Degree Works will be implemented sometime next year and will become the new advising tool. In the meantime the checklist process proved to be a helpful addition to student advising sessions, as Dr. Simon received positive reactions relative to its use.
- A digital copy of the checklist will be sent to both faculty and students, encouraging the students to do some pre-thinking about courses and other future plans.
- The feedback relative to this process was very positive. Faculty shared that many students came to their advising session with a physical and/or electronic version of their checklist. Faculty should continue to encourage students to come to advising sessions prepared; we want faculty to affirm the preparation and use it as a basis for a mentoring conversation. Simon will reach out again for feedback.

#### *5-year BA → MA in Education and advising the CAS Ed Minors*

The University has a five-year education program that begins with a bachelor degree in CAS and ends with a master's degree. The Graduate School of Education and Allied Professions advises the students enrolled in this five-year program, but they cannot manage the load of undergraduate advising.

- These students major in Math, Science, English, or History and also complete a minor in Educational Studies. Dr. Simon distributed a Minor in Educational Studies Advising Checklist, which listed required courses and the expected timeframe for taking them.
- He noted that there are currently 130 CAS students with this minor. These students have majors in the College, and their regular advisors need to fold into their routine advising information about the Educational Studies minor.
- He encouraged chairs to communicate with their faculty the need to advise these students, utilizing the Educational Studies minor check list, so that students integrate their efforts to meet the necessary requirements for the minor, thus ensuring their ability to roll into the MA program if they meet the admissions requirements.
- The Dean recommended that departments designate one advisor for all Educational Studies minors in their major who would reach out to their majors with this minor and incorporate it into the department's routine advising process.
- Since Psychology and English have approximately half of the total number of educational minors, she suggested that these departments have a designated adviser who specializes in the requirements for this group—someone who cares about students (perhaps someone with no active research agenda or who is not already engaged in intensive service). Some departments already have a faculty member who specializes in this area. For faculty who do not, they could reach out to Dr. Emily Smith.
- In ED, the 200, 241, and 329 courses require students to be finger printed in order to go into the schools. This is not the responsibility of the College. If students approach faculty advisors with this problem, they should be directed to Grad Ed, since this is their stipulation.

### *CAS internships Update*

- Dr. Simon shared that there are 44 students engaged in the City of Bridgeport Internship Program. He shared an abbreviated list of internship opportunities and will forward a more comprehensive list. Eleven of our sixteen programs are engaged in these opportunities.

### *CAS Assistant Dean Position*

- The Dean shared that semifinalists have been identified for the replacement of Assistant Dean DeBiase and final interviews will take place this week.
- We hope to announce a replacement soon and have the new person in place by early April.

### *ASCC Update*

- The question of Mentor status is still in a phase-out. ASCC will accept course proposals by e-mail rather than through the Mentor system.
- The Chair of ASCC, Dr. John Miecznikowski, will forward a note to faculty, as well as talk at the next March 7 College faculty meeting. Any questions should be directed to Dr. Miecznikowski.

### *Merit and Formative Feedback*

- ITS has communicated to the Dean that the online submission system is ready/functional.
- The Dean will prompt faculty to be prepared to submit their essays for Standard Merit and get committees ready for the process.
- The Dean continues to emphasize the formative aspects of this process, which according to the University Merit Plan should take place in departments. With various models, faculty may have conversations about their outcomes and goals. Sometimes this is with the chair, sometimes in pairs of faculty, etc.
- Faculty want and deserve regular and honest feedback.

### *Chair Succession Planning*

- In terms of succession planning, the chairs in the departments of Biology, Physics and Sociology are ending their term this year. Succession planning should be underway, with elections soon if they have not already occurred.
- Departments where chairs have one more year on their term should also talk to their colleagues to determine who is emerging. They should use their last year to mentor the upcoming chair.
- Normally, elections should take place in January each year in time for course scheduling for the following fall.
- Most of the remainder of the chairs will finish their term after FY'16.
- The Dean is available to talk with chairs to help strategize.

### *Faculty Search Update*

- The Dean has not received any updates relative to faculty search approvals for next year and will most likely not hear until the end of April.

- She will attempt to obtain full approval authorizations for next year before Fr. Paul's term expires.
- There were approximately 14 requests across the College for tenure-track searches, and the Dean is hoping for at least 7 approved searches.
- Searches in lines that have been open for awhile, departments with a high use of adjuncts, or areas where there are more than one vacancy will more likely to be prioritized.
- Departments with lower than 25% of sections taught by part-time faculty may have trouble getting searches prioritized given some departments use 40% or more. Of course, this ranges by discipline within national trends, and some vacancies may relate to essential areas of expertise and curricular coverage, so this is not a firm requirement.
- Your budget requests for *new* PoP, VAP, and staff positions for next year were not approved. None of the Staff requests or requests for f/t non-TT faculty were approved for FY'15. This includes all new lab staff. None of these made it into the budget submitted by the SVPAA.
- That said, the Dean is happy that our existing PoPs were all approved for continuation. The Dean mentioned that chairs may inform their continuing PoPs that these positions were supported by the SVPAA and Dean, but the Board of Trustees has not yet finalized the budget. The BoT meets on March 27 and the Finance Committee will meet before that to bring their full recommendations to the Board. We will know more in early April.
- As soon as the budget passes, the Dean will begin the Authorization to Hire process based on the sense of how many TT searches the SVPAA and the Dean think will be approved at the higher level. She will reach out to the appropriate chairs for search plans and job descriptions.

*Discussion relative to hiring*

- Dr. Weiss commented that we have larger classes being taught by more adjuncts and the University seeks a continued increase in student enrollments. The Dean made it clear that the Deans of the schools continue to defend the academic division and the importance of funding instruction.
- Dr. Gordon asked for an explanation as to why the extreme measures of increasing the admissions and locking down the searches. The Dean commented that there is a much higher increase in cost of delivery of a Fairfield education—energy, food, health care cost increases—opposed to an approximate 2-3% maximum expected tuition increase. Based on this situation, revenues are going up slower than our costs. If we project this out based on current operation alone, we look at a deficit next year and a growing deficit year after year. The University is trying to contain costs and reverse this trend, even while increasing the number of students.
- The University is trying to diversify revenue streams, given that over 80% of our budget comes from full-time undergraduate tuition. This is not a good business model. Finance is trying to build a larger surplus to endure unpredictable situations, such as weather and enrollment instability.
- There also is a desire to strategically invest in particular areas of the University, but we don't have the budget surplus to make these investments. Fairfield routinely runs a 1-2% budget surplus, while Quinnipiac and other competitor institutions run 10-11%, giving them funds to invest in new programs, etc.

- The University also is trying to gain a realistic picture of how much money can be raised from the size and age of our Alumni base. Aggressive endowment growth is part of the Strategic Plan, but the expectations about this have to map to the reality of our donor base.
- What Higher Ed is facing and what our institution is facing is not an optimal situation. State schools are faced with different types of problems—salary cuts, furloughs, growing classroom sizes, etc., due to continued state budget cuts. Kevin Lawlor is committed to try to get in front of this; coming up with a way that our institution survives.
- Karen Pellegrino feels confident that we have a good enrollment picture relative to a lot of other institutions.
- The Deans and SVPAA are arguing for a slower pace of building the budget surplus and for cuts to come from areas of the University other than instruction.
- We are being told that cuts are taking place across divisions. The SVPAA was given a directive to cut the Academic Division budget by a certain amount, and he worked on doing this in a way that would not affect any current instructional resources. Other VPs were supposedly given the same directive to cut budgets in their area.

#### *Portfolio Review of Programs – FY '13 data*

- The Portfolio review is being redone with FY'13 data (previous version used FY '12).
- Kevin Lawlor mentioned that the College data looked good with a few areas for further consideration.
- The Dean commented that she places heavy emphasis on enrollment management because we risk our ability to hire new TT and other f/t faculty if our enrollment picture is not tight. The College looks better in this area with the FY '13 data than it did with the FY '12 data.

#### **Community-engaged departments and programs**

Ms. Melissa Quan, Director of Service Learning & Associate Director of Faith and Public Life; and Dr. Jocelyn Boryczka, Faculty Director of Service Learning and Chair of the Politics Department, were invited to facilitate a conversation around engaged departments.

The Dean opened the conversation by recognizing the extraordinary work of CAS faculty with our students, as they are experiencing wonderful learning and other outcomes. The more we demonstrate strong outcomes mapped to mission, the stronger it makes CAS and the academic division overall. As we weave community engagement into our academic programs, we strengthen our essentiality to the institution; this is our goal. Service Learning is one area where stronger integration takes place, essentially enacting the mission of the University.

Dr. Boryczka and Ms. Quan talked about Service Learning and Community Engagement in departments and programs. Their goals for the discussion were to share what the Office of Service Learning has been doing, where they hope to go in the future, learn more about community engaged departments and their connection to service learning, and discuss how CAS departments may participate in this work and how the Office of Service Learning can support their work. A PowerPoint presentation around these goals was discussed. (See attached

PowerPoint with discussion points). The following were additional comments relative to the presentation.

- Dr. Boryczka shared the meaning behind Service Learning. Academic learning is linked to and enhanced by meaningful and appropriate service that meets real needs in collaboration with community organizations and integrated with guided critical reflection on the disciplinary/professional, civic/social, and person/spiritual dimensions of learning.
- Service learning should be seen as one of the texts in the classroom integrated and considered from that perspective.
- Ms. Quan added that there are a variety of models used to integrate Service Learning at University. There are direct models for students in an education course, who are working in a school, but there are also indirect project based models for students who may be engaged with an organization, such as in a grant writing course organized into teams and matched with a community organization, writing a grant from start to finish. Similarly, students in a web development course are developing websites for community organizations and non-profits. There are research-focused courses, where students develop a research agenda and do research on behalf of an organization. Other examples include the Public Health Nursing course where students travel to Nicaragua over the intersession or during spring break, engaging with communities internationally.
- Dr. Boryczka shared a snapshot of Service Learning at Fairfield, offering some very interesting statistics, which are shown on the attached PowerPoint.
- Students experienced in SL courses are part of a Service Learning Associates (SLA) program. They are well educated and mentored in Service Learning pedagogy and available to help faculty carry out SL course logistics and facilitate student reflection, connect with community partners, and so forth. This has been a great development in the Office of Service Learning over the past several years mapped to national best practices.
- The Office of Service Learning has been recognition by national and regional bodies, such as the Carnegie Community Engagement Classification, New England Board of Higher Education, and Campus Compact. Ms. Quan is the key piece to sustaining these relationships.
- A number of faculty members are involved in the Scholarship of Engagement, publishing in journals and presenting at conferences.
- Community Engaged scholarship and teaching are now reflected in our R&T guidelines, effective as of fall 2013. As chairs are thinking about the pre-tenure annual review process, and as they have colleagues going up for R&T, it is important to work with them to reflect their community engagement to be sure it is recognized and valued in areas of research, teaching, and/or service as appropriate.
- Dr. Petrino asked what type of evidence should junior faculty as they engage in community-based work for their scholarship. Should they obtain letters from on-sight supervisors or have teachers write statements about the work that students are engaged in? Dr. Boryczka agreed with the materials suggested.
- In addition having faculty from outside of the department come into their SL classrooms for teaching observations and having faculty look at their IDEA evaluations in those courses, and offering feedback would be useful.
- The Dean mentioned that there are a lot of publications that could help with Service Learning techniques. Ms. Quan mentioned that there is a long list of journals on the

Service Learning website and our library created a community engaged resource page. Ms. Quan will share this link with department chairs. She emphasized the connections with faculty and community based partnerships.

- The R&T guidelines include having community partners as reviewers of faculty engaged research and sometimes the product looks different than traditional articles.
- Dr. Kathy Nantz reminded chairs that CAE has a summer conference this year. There is generally a good audience of 120 to 130 people.
- The Dean added that the Rank and Tenure Committee expects an evidenced based argument, so the evidence of peer review and outcomes is vital to that argument. It is important to talk about the value of this type of work and highlight it in the chair letter, as part of creating a culture where community engaged teaching scholarship and service is valued and visible. It is important to the value of public scholarship and the value of community engaged work. One way to do this is to make it visible and help colleagues document the value in evidence-based terms.
- Dr. Yohuru Williams emphasized that until this becomes part of our culture, he recommended encouraging faculty to publish about their community-engaged work, so there is a record other than letters from teachers and the community. He encourages junior faculty to write about what they are doing and have other scholars engage with them, so that it looks scholarly even if it is non-traditional.
- Dr. Boryczka and Ms. Quan are interested in meeting with chairs and/or entire departments to help faculty think through the process.
- The Dean commented that folks have been successful in making arguments about their community-engaged teaching and scholarship for many years, and also around the integrative nature of their teaching, research and service.
- The discussion moved to the issue of course designation. Having designated SL courses helps with assessment and allows the following:
  - Helps students find SL courses, as well as gives them fair warning
  - Tracks the number of SL courses and students attending
  - Communicates SL criteria and availability of support for developing courses & practicing sound SL pedagogy—Faculty are asked to submit for a renewal, so OSL can keep track of the course and to ensure it is appropriately listed in the course catalog.
  - Promotes best practices—OSL offers feedback on courses that are developing.
  - Ensures SL sections continue to meet core, program and department standards/expectations
  - Allows departments to bring different audiences of students into their courses and majors. It helps OSL reach larger audiences of students from a diverse set of backgrounds.
- A slide listing departments, how many Service Learning courses offered, and how many of these courses are offered regularly within each discipline was shared with department chairs. About 11 out of 17 of the departments are offering SL courses, with a number of them offering them regularly, though the numbers are not as strong as desired.

The floor was opened for discussion around the challenges in moving from occasionally to regularly offered SL courses and challenges that prevent faculty from offering SL courses.

- Dr. Jerelyn Johnson mentioned that in the Department of Modern Languages and Literatures there is an issue with who would teach SL courses, since they have such a large turn over with adjuncts. Staffing and stamina in teaching an SL course is an issue.
- Dr. Brian Walker commented that there may be a challenge for freshmen and sophomores to get off campus easily. Ms. Quan mentioned that this is a challenge but they have been able to manage it. The OSL helps with transportation.
- Dr. Joy Gordon mentioned that for Philosophy there is a curricular issue. When they went through curricular review it was hard to see how community engagement could be integrated. Since then, they engaged in their program review, and the department reshaped their introductory courses that may create some opportunities. They also have more robust slate of 200-level courses. This may enable them to revisit the idea of adding SL courses, since they are now mapping out their curriculum much more thematically.
- Dr. Judy Primavera commented that the challenge for the Psychology Department is the number of students in courses. In order to service the department, there are approximately 28 or 30 students in a class, so the logistics of transporting is difficult. Dr. Boryczka recommended the use of an SLA to help with the logistics.
- Dr. Williams mentioned that the History Department went through their program review too. One problem they are faced with is that faculty are drawn in so many different directions (area studies programs, residential college programs, and other initiatives), making it difficult for faculty to commit without giving something else up. This is the impediment for a lot of faculty. If they engage in a SL course, they question whether the course could be sustained, since they may prefer to engage in another initiative.
- Dr. Primavera mentioned that from the community partner's perspective, dropping in for one semester to engage in Service Learning and then abandoning them for the following semester would only work for a specific type of community partner. This would not work with the Head Start Program. Service learning is doing for the community not so much for the University.
- Ms. Quan added that the OSL is seeking ways to sustain more courses and move away from the one-off/one-time course. We try to be honest with the community, particularly when it is a new course. The intention would be to continue the partnerships but the course may not work. A lot of the one-off courses were early in the years of SL, but we are now having a better yield in the sustained courses. She also noted that our community partnerships are often sustained across many courses and student experiences, so it is not required that faculty teach their SL courses every semester.
- The Dean commented that in terms of the notion of being spread too thin, faculty do tend to involve themselves in too many initiatives. Individual faculty members tend to develop a very broad array of courses, and then offer none of them regularly. She noted that the larger majors tend to have fewer courses in the curricula than the smaller majors. Some disciplines have a solid curriculum with a fairly common experience for the students. One way to look at this is to think about the learning outcomes for the 100-, 200-, and 300-level courses, and ask: where do program and course learning outcomes best map to community engagement?



The Service Learning Advising Committee worked on a new strategic plan last year. The following goals were shared.

- Increase the number of courses. By 2017 they would like to double the offerings. The long-term vision is that every student will have the ability to take a SL course within their core and/or major.
- Increase focus on community outcomes, which is where the field of community engagement is going. In the early years of the service learning movement, the focus was on student learning. High quality service learning does enhance student learning, but there is not a lot of research in the area of how it impacts the community.
- Dr. Boryczka is working with the Office of International Programs to develop Service Learning as a hallmark of our study abroad program. When students study abroad there will be some service learning experiences, with a goal to ensure they are engaging with the communities in meaningful ways.
- We have growth in the models of SL courses, such as the earlier mentioned Public Health Nursing course, travelling to Nicaragua 4 times a year working with the same community and carrying on the same project.

Ms. Quan spoke about developing community-engaged departments. This initiative originated with Campus Compact in 2003. The original goals were to help departments map community engagement.

- How is SL linked to curriculum, to student learning outcomes, and faculty research?
- Examine the links of SL in relation to retention and success in college.
- How is service learning linked to promotion, tenure, and other recognitions and rewards?

She shared a visual around helping departments map community engagement into their programs. Where is community engagement and community outcome in the courses, how was it connected to faculty, teaching, research and professional service? This initiative has many different models. A model from the California State University system was shared.

She mentioned that for the past six years the OSL offered course development grants, giving out five to six grants per year. This resulted in a number of service-learning courses but not necessarily a strategic approach where they would be able to achieve a departmental model.

They are opened to realigning these resources towards an engaged department model if there was faculty interest. They could possibly maintain three individual course development grants and reserve the remaining funds for department grants. They are interested in learning if chairs are interested in this type of work.

- Dr. Walker just finished talking with different departments and schools at the University involving the Integrative Nursing and Health Studies Initiative. They are formulating some ideas and plans and will present it to the Deans. It seems obvious that health initiatives will go hand in hand with partnerships outside of the University.
- Dr. Boryczka offered to send additional information to chairs if there was interest. They are happy to visit departments to brainstorm ideas.

- Dr. Franceschi asked about the interdisciplinary programs. The Dean commented that we are not just talking about departments; we are talking about academic programs. Any degree program or minor program is a site for becoming an engaged program.
- Dr. Boryczka added that we do have folks that feel they are being pulled in a variety of different directions a lot of which is with IDP. The question to think about is how we could cross-pollinate and connect these spaces together. We have cross-listed courses in a variety of different areas that may be prime suspects for more integrative work. It helps us broaden our scope and helps find ways to integrate across disciplines.
- Dr. Nantz mentioned that it makes more sense within the interdisciplinary programs. The Dean added that on the campus compact website, under resources for faculty, there are resources listing syllabi by discipline, so faculty can see what is going on at other schools where similar courses to those in their department are being offered, including the usual slate of required courses in a discipline.
- The Dean commented that the important piece is to focus on the learning outcomes and acknowledging these outcomes are for students. This is an approach that helps develop students around applied and situated knowledge, as well as engagement and social responsibility. These are general learning outcomes that we have across all of our courses.

The OSL is seeking help from departments with collecting data relative to community engagement in the following areas for the Carnegie Community Engagement reclassification.

- Student Research
- Internships
- Capstone Projects
- Other ways it is integrated into majors outside of SL designated courses.

Dr. Gudelunas reminded the group that this type of information is reported in departmental annual reports. The Dean mentioned that Ms. Quan will follow up with department chairs through e-mail, so that they could cut and paste this information from their annual reports. It is not necessary to worry about formatting.

Ways for CAS Chairs to collaborate with the OSL and how OSL can support department chairs and faculty were discussed and listed in the attached PowerPoint. Many of these issues were featured in the previous discussion.

Department Chairs were informed that the OSL has student scholarship funding from a donor who is interested in supporting student engagement in these types of experiences. These can be used to supplement students own resources for domestic and international immersion, Funds were given to a student for one-week experience in Nicaragua, for example.

The Dean and Chairs thanked Ms. Quan and Dr. Borycka.

Meeting was adjourned at 5:00 p.m.