

Arts and Sciences Curriculum Committee Meeting Minutes
January 28, 2020
3:30 p.m. CNS 8

Attendees: Sergio Adrada-Rafael (Chair), Rachele Brunn-Bevel, Carol Ann Davis, Ronald Davidson, Laura Gasca-Jimenez, Scott Lacy (Associate Dean), Martha LoMonaco, John Miecznikowski, Martin Nguyen, Brian Walker

Committee member Margaret Wills was unable to attend the meeting, but sent comments to the chair. The comments are inserted in this document in the appropriate sections.

Adrada-Rafael notes all the courses reviewed in this meeting want to be offered in the fall, so they will need to be approved today.

1. Approval of minutes from November 12, 2019 meeting

Motion: Davidson moves to approve; Nguyen seconds Vote: 7 in favor, 2 abstentions; motion passes

(Wills approved the minutes via email.)

Vote: All in favor

2. **Proposal to change the Film, Television, and Media Curriculum (Nash)**

- Nash – The Visual and Performing Arts program had their first external review last year. As a result of this, we received feedback from the 3 reviewers. Each program engaged in curricular reform. The Department of Visual and Performing Arts contains six separate and very distinct programs. We are now discussing the film program housed under the Department of Visual and Performing Arts. Questions proposed to us were “Are you a Liberal Arts film program or are you a BFA film program? Are you doing vocational film or are you doing a more holistic liberal arts film?” Our answer was we were trying to do both. We decided that we *need* to do liberal arts. We do not offer a BFA degree; we do not have the infrastructure here to provide a meaningful BFA program. We realigned our course offerings to fit into a standard BA program in film. Based on student feedback, we wanted to create the ability for students to focus in areas of real interest. They will have a baseline in all areas of film. Then, we will allow students to follow a pathway towards their interest. These are the rationales for the major.

The minor is often taken by students who are majoring in digital journalism, marketing and communication. Because they have other majors, they have different reasons why they wish to have a film minor. The main reason is that they need a reel. A reel is a display of what you have made and a show of what you can do. This is what you can take into a job offer. We wanted to create a minor that would be flexible for students in other majors, allowing them to get their reel and get their work out there. The world is digital right now. We have a full time film studies person (Claudia) who helped us think about the film studies portion. She helped us streamline some of the course offerings. This is a production centered major.

Most of the students who come here are interested in production not in studies, *but* should a student wish to pursue a degree of studies, it can happen because of the flexibility within their senior capstone project.

- Miecznikowski – In the proposed major, in the departmental minute’s section, it notes this is 30 credits. However, on page 2 of the proposal it states 33 credits.
(LoMonaco enters)
- Nash – There were a new set of minutes that came out. We sent a proposal stating it was going to be 30. The second set of minutes, noted it was 33. Because of the new Magis Core, we realized we did not have to reduce that far, there was more space. We debated, but settled on the 33 credits.
- Walker – Is there an issue with students unable to complete a 39 credit major? Is that a significant reason for reducing six credits?
- Nash- Yes, very few students come to Fairfield University to major in the Arts. Many of our majors are double majors. There is not enough space for them to have two extra classes.
- Wills noted: Good that they are making changes that align with external reviewer’s recommendations. Reasonable to have 33 credit major vs. 39, and glad they have recognized time demand of production course, thereby making it optional. I support their program changes- sensible and attentive to students’ best interests.

Motion to approve: LoMonaco; Davidson seconds

Vote: All in favor; motion passes unanimously

- Lacy asks the Committee if he is allowed to vote.
- Miecznikowski –In the past, the Committee has given another Associate Dean the ability to vote.
- Davis – Does the Dean vote?
- Miecznikowski - The Dean votes, yes, but we can have the Associate Dean vote based upon previous committees’ actions. I have the minutes to verify that.
- Lacy – He is happy to comply with the wishes of the room.

Motion: to accept Lacy (Associate Dean sitting in for Dean Greenwald) as a voting member of the Committee. Walker moves to approve; LoMonaco seconds

Vote: All in favor; motions passes unanimously

3. Editing and Publishing Certificate and Minor (English department)

- Davis – In the Arts, many of the majors are small and economical. There are other electives and things that they do. Many of the creative writing majors are editing and publishing 9 – 12 hours. These hours were not counting for anything, as there was not a minor. There was no way to substitute. If you substituted that many hours of your writing, your writing would go away as it is only a 30 hour major. We were working in many different publications and the students were getting jobs. One thought was to create a major in editing and publishing as a concentration within the English major. We did not feel like that was a good disciplinary move because all of the English concentrations are either writing or the study of literature. Editing would be a big departure as a degree. We thought the minor was a good fit and developed it as a certificate. This would bring in people from the business school, graphic

design and other areas. We researched what was offered in the area. We actually have students that go to the Columbia program after they graduate here for work that they did while they were here, but did not get it named. This is about making our work intentional, visible and countable. Full time professors are teaching these courses, but they are not counting toward a major or minor in the department. We can hook this up with internships as well. Much of this is what we already offer. We are making one course – Journalism, Editing and Design, which is making it more intentional. It is also meeting a need in digital journalism for students who want to be editors.

- Walker – Could any of these courses double count for core?
- Davis –Possibly one of these could count for the WIG course.
- Gasca-Jimenez – It is a great use of resources that you already have.
- Nguyen – Is it possible for people that have recently graduated and taken some of these courses to come back and get the certificate?
- Davis- I will find that out.
- Lacy – I will look into that as well.
- Wills noted: I fully support this proposal. I think it would be interesting to have Walter investigate more about the option for certificates at the undergrad level and what that might look like in comparison to a minor. Without that option currently, a minor makes perfect sense, and one that highlight a student’s editing and publishing skills will clearly be an asset in the job market. Employers look for exceptional communicators in the spoken and written word. Perfect also that this minor will leverage our proximity to the city and internships. I enthusiastically support this proposal.

**Motion: Walker moves to approve; Miecznikowski seconds
All in favor; motion passes unanimously**

4. Course Proposals

a. POLI 4310 War on Voting: Election Laws in the US (Alberda)

Motion: LoMonaco moves to approve; Nguyen seconds

- Davidson – This course needs prerequisites listed on the course proposal. They should list all the prerequisites for this course before it is sent to the Registrar’s office. The 4000 level must have prerequisites.
- Gasca-Jimenez – The Accommodation Policy needs to be updated. I liked the distribution and that peer revision gets 20 %.
- Miecznikowski- On Page 7 on the syllabus please let Gale know that the university does not give an A+.
- Davis- On the grading scale, A- is 90-93. It should be 90-92 so that A can be 93.
- Wills noted: – strong support for this course. It is aptly timed. Written assignments develop important skill sets, including the public hearing testimony – valuable. Peer editing is well used and will create good community in the classroom. The journal is also a worthwhile endeavor. Though this is an upper level course, I wonder if having the journal of 1-2 pages required every week is slightly onerous given the number of other writing assignments and the final? I suggest having the option of one week when they might choose to not journal given other assignments

due that week in her course or other courses. Really well designed class! Will she be applying for SJ designation?

Motion: Walker moves to approve with the minor comments noted in the discussion; Gasca-Jimenez seconds

Vote: All in favor

b. ENGL 1730 You Are Here: Reading and Writing Place (Huber)

Motion: Miecznikowski moves to approve; Davis seconds

- Walker – The percentages for the assignments are missing. A 20% designation is noted, but the additional 80% is not there. A table including percentages is necessary. It is not clear what the final assessment is. This needs to be clarified by the chair.
- Gasca-Jimenez- “Application: not everything that is on the ID app has to be in the syllabus. Put it out clearly and give the chart. <http://faculty.fairfield.edu/magiscore/#interdisciplinary>” was left behind on the first page on the syllabus. It was not part of the syllabus.
- Davis – I think she may have accidentally submitted the ID syllabus and think that there is another syllabus which would be more appropriate to this committee. The roman numerals map to learning outcomes for the signature elements. She uses a point system; there is a reference to it in the fine print. She usually does this with points, not percentages, but it is not here.
- Brunn-Bevel – Suggests asking Huber to send the correct syllabus to Adrada-Rafael.
- Wills noted: Fantastic questions in the course description/goals – makes me want to take the course. Really powerful to have them think about things we take for granted, like what it means to go on vacation, or things we don’t think to ask, like what a highway means and its connection to place and people. Will she seek SJ 2 designation for this course- nice variety of voices in the readings as far as male/female/ethnicity/place of the writer? Given interdisciplinary requirement of essay, and readings, will this be a WAC course too? ...just read the minutes and see that same suggestions were made at dept. meeting. I second those suggestions for SJ 2 designation as well as WAC. Strongest support for course approval.

Motion: Davidson moves to approve based on contingent circumstances - clarify the final exam, and include a table including percentages; Davis seconds

Vote: All in favor; motion passes unanimously

c. POLI 4314 Perspectives on International Politics (Iommi)

Motion: Miecznikowski moves to approve; Gasca-Jimenez seconds

- Gasca-Jimenez- The accommodation statement needs to be updated.
- Walker – Prerequisites need to be included.
- Davis – She should have a rubric for participation.
- Adrada-Rafael will suggest that to her.
- Brunn-Bevel agrees that it should be a suggestion not a requirement.

Motion: Walker moves to approve; Gasca-Jimenez seconds

Vote: All in favor; motion passes unanimously

d. COMM 2252 Broadcast Communication (TBD)

Motion: Gasca-Jimenez moves to approve; Davidson seconds

- Gasca-Jimenez- The Accommodation Statement needs to be updated.

- Davidson – Yes, the most current accommodation statement should be included. There should be suggestions in terms of breakout of the various items, the percentages appear, but there is no class participation listed. To bring this shell in line with the standard, best practices of the College of Arts and Sciences would be a good idea.
- Adrada-Rafael – Comments on the breakdown of the grading. Exams and tests count for 60% of the grade.
- Gasca-Jimenez – Exam 3 and is missing from the schedule. We see a final exam popping up. I assume that is exam 3. This needs clarification.
- Davidson – Generally, final projects are supposed to have greater value.
- Davis – Are the broadcast paper, project and critique all part of the final or spread throughout the semester? It is crucial to know when the exam is and whether all 3 of the broadcast assignments are at the end of the semester.
- Lacy – The scripts are here, but not at this level. I think there is writing that we are not aware of that would be implied.
- LoMonaco – One textbook seems to be elementary.
- Davidson – We need to cut a little latitude to have incoming faculty embrace the project of their own syllabus and provide them with the kind of direction that would be appropriate. Notes from the curriculum committee in addition to the approval of the course would be more than sufficient for them to be able to read into their system, as we understand this shell to be simply that. A shell for them to fill in in a much more aggressive and intensive, intentional manner meeting the best practices of the College of Arts and Sciences. A revision of this syllabus prior to hiring this person would not be out of the question.
- Lacy – One potential idea: Approve a special topics shell before the deadline; run a special topics shell called Broadcast Communications. The new faculty then builds the class.
- Davidson – Since it is a new course, the ASCC still has to approve the Special Topics course (a new number). Then, when a course is proposed to fit into that shell, it goes to the chair.
- Lacy- Based on the metrics and analysis they have done to create this program, they are expecting dozens of students.
- Davidson – I think it would be best if we find this course insufficiently rigorous to satisfy the minimum criteria of the ASCC and that we ask the person who is a new hire to resubmit the course in the beginning of the fall semester.
- Davis- This is overly general; it prevents us from evaluating it.

The Committee decides to relay to the chair that there is not enough information to evaluate this course. Adrada-Rafael will pass along the reservations discussed by the Committee and offer him the opportunity to attend a Committee meeting for discussion.

e. BIOL 1020 Bioinspiration: Innovation inspired by Nature (Rodríguez)

Motion: Walker moves to approve; Nguyen seconds

- Adrada-Rafael – I liked the technology tools.

Vote: All in favor, motion passes unanimously

f. HIST 1110 Modern Europe: From Humanism to Hitler (Rosenfeld)

Motion: Walker moves to approve; Miecznikowski seconds

- Gasca-Jimenez – The Accessibility Policy is missing.

Vote: All in favor, motion passes unanimously

g. ENGL 3078 Postcolonial Adaptations (Desgranges)

Motion: Miecznikowski moves to approve; Nguyen seconds

- Adrada-Rafael- I liked the grade distribution - how it is explained, how it is written and the format.
- Davis – I liked the engaged discussion prompts and that they are a high percentage.

Vote: All in favor, motion passes unanimously

h. COMM 2333 Public Relations Strategy Development (Yook)

Motion: Nguyen moves to approve; Miecznikowski seconds

- Gasca-Jimenez – The Accessibility Policy needs to be updated.
- Miecznikowski-Both Communication courses set a 15-week semester, but we do not have that here. They will have to adjust their syllabus to 14 weeks.

Vote: All in favor contingent upon syllabus and accessibility, motion passes unanimously

i. COMM 3333 Public Relations Management and Campaigns (Zhao)

Motion: Walker moves to approve; Miecznikowski seconds

- Miecznikowski- They will have to adjust their syllabus from a 15-week semester to 14 weeks.
- Brunn-Bevel –The syllabus says it is a 4000 level, but the online one says a 3000 level. This should be clarified.
Gasca-Jimenez – The Accessibility Policy needs to be updated.

Vote: All in favor contingent upon syllabus and accessibility; motion passes unanimously

Meeting is adjourned at 5:10 p.m.

Minutes submitted by Jean Siconolfi