

Proposal for a New University Core Curriculum

1. Description, Overview, and Summary

A major goal of Core Curriculum revision at Fairfield University has been to provide undergraduate students with a learning experience rooted in the Jesuit and Catholic tradition of a humanistic liberal arts education that responds to the needs of the 21st century learner. Careful, critical analysis of the current Core Curriculum by a Fairfield 2020 Task Force resulted in recommendations, in December 2014, to create a new Core. Over the past three years, several revisions to the Core proposal have been made by additional faculty groups, and the proposal continues to retain a reduction in the number of courses and the desire to have a common Core for all undergraduates. The new University Core Curriculum proposed here (the *Magis* Core Curriculum) reduces the Core from 60 to 45 credits in a tiered experience with no exemptions. The *Magis* Core Curriculum also includes three Signature Elements: Writing Intensive (3 courses), Social Justice (3 courses), and Interdisciplinary (1 course) experiences that will be largely infused within Core courses. There is added flexibility in the third Writing Intensive course in that it can be fulfilled in a Core course or in a Major course.

2. Need and Rationale

Core Revision has been an ongoing process since 2014 (see Appendix D: Timeline), when the Core Curriculum Task Force was established as part of the Fairfield 2020 strategic planning process. This group was charged with (1) considering revisions to a Core Curriculum that has been in place for over 30 years, and (2) making recommendations based on those considerations. The data-driven process revealed that the current Core at Fairfield University is complicated and considerably larger than at comparable institutions; and recommended reducing the core from 60 credits (20 courses) to 45 credits (15 courses) to allow Fairfield University to compete with similar programs and to meet the needs of our students who often have rigorous demands in their major requirements.

In addition, the Task Force recommended keeping a discipline-based core and having a tiered experience that included 7 courses in Tier 1 (Orientation) and 8 courses in Tier 2 (Exploration). Finally, the Task force report called for one Interdisciplinary experience in Tier 2 and Writing Across the Curriculum (4 courses) requirements during the completion of courses in Tier 1. The Core Curriculum Task Force report can be found in Appendix E.

Since that time, the proposed Core Curriculum has undergone a number of revisions with input from faculty across the university (see the Appendix D: Timeline). Most recently, a Core proposal was approved by the Undergraduate Curriculum Committee (UCC) in December 2016. This proposal included several changes to the Task Force's original recommendations, including an alternate set of courses for Modern / Classical language available to students in the School of Engineering, the incorporation of World and U.S. Diversity courses into the Core Curriculum as Social Justice Signature elements, and a suggestion for approval of courses based on learning outcomes instead of academic discipline as defined by departments. The details of the December 2016 proposal can be found using this link:

http://faculty.fairfield.edu/corerevision/documents/core_proposal_dec6_16.pdf.

These changes were met with concerns by some faculty, and the proposal was returned to the College of Arts and Sciences (CAS) for further review and recommendations. A four-person CAS Core Revision Committee was elected by the CAS faculty to carry out this work. The committee met during a 2-day summer workshop, and 17 times between March and November 2017 to address concerns expressed by the College. Additionally, on the recommendation of the Deans of the professional schools, four faculty members (one from each school) were appointed by the Provost's Office to collaborate with the CAS Core Revision Committee. The recommendations from this committee, developed in consultation with the professional school representatives, were presented to the CAS faculty on November 10, 2017, who voted to endorse the structure (85 in favor, 17 opposed, 2 abstentions) and governance (79 in favor, 3 opposed, 2 abstentions) of the *Magis* Core Curriculum. Detailed information from the Committee, including reports and presentations addressing the Core, can be found on the College of Arts and Sciences website: http://faculty.fairfield.edu/cas/CAS%20MINUTES/AgendasMinutes_INDEX.html. Minutes and Draft Minutes from the CAS faculty meetings from October 24, 2017 and November 10, 2017 are provided in Appendix H.

Throughout the past year, members of the CAS Core Revision Committee identified concerns from faculty across schools and spoke with various stakeholders. The issues addressed included, but were not limited to, naming the Core, a change in the distribution of courses, the one-year Modern / Classical Language requirement and (a) the proposed substitution of Computer programming for students in the School of Engineering and (b) concerns from the School of Nursing about recruitment and impact on

students, the integration of Signature Elements developed during the summer of 2016, and the approval and oversight of course offered in the Core. Finally, we discussed ways to be more flexible within the Core by allowing students to take a Writing Intensive courses within in the Major, by encouraging course development between schools in the Signature Elements, and by removing the restriction (2 courses in 2 different departments) in the Social and Behavioral Sciences area. A side-by-side comparison of the Core Curriculum proposals from December 2016 and December 2017 is provided in Appendix G.

3. Objectives

One especially prominent goal of the Core revision process was to create a uniform Core Curriculum for all Fairfield undergraduates, as currently exemptions to some Core requirements are available to students in the professional schools. For instance, the requirement for Modern / Classical Languages varies between undergraduates in the College of Arts and Sciences (2 years), School of Business (1 year), School of Nursing (optional 2 years or the Visual and Performing Arts requirement), and the School of Engineering (no language requirement). At the same time, faculty and administration at the university recognize that the liberal arts experience provided by the Core Curriculum is one of the elements that make the Fairfield education distinct and valuable for all students. Core revision provides an opportunity to redefine the essential elements of this liberal education, and to reaffirm that all Fairfield undergraduates participate in and benefit from this curriculum. Hence, the major goals of Core revision are to provide a Core Curriculum that is (1) reduced in size and (2) a common experience for all undergraduates that continues to provide an experience grounded in the humanistic tradition.

4. Impact

The proposed 45-credit *Magis* Core Curriculum will replace the 60-credit Core outlined in the Journal of Record on pages 8-10 (see Appendix F). The reduction in size will allow students to have more flexibility in their course selections, while keeping the experience common to all undergraduates. Revisions to the Core Curriculum will also have an impact on the number of courses offered in certain departments. As stated in the Core Curriculum Task Force report, whenever possible, Core courses should be delivered by full time faculty. Continued assessment of Core offerings should ensure that this is the case, while encouraging full-time faculty to teach within the Core with incentives for faculty development.

5. Program Detail

The current proposal includes the following major changes to the Core Curriculum:

- **Naming of the Core.** The rationale for naming the Core is to highlight the Jesuit and Catholic mission of our University. The *Magis* Core Curriculum introduces our students to the humanities, sciences and the arts, and highlights the need for our students to become, through this study, “educated, mature human beings:” to write with clarity and power, to encounter the breadth of human voices and perspectives, and to think in a way that brings important disciplinary distinctions into genuine conversation. Faculty teaching courses in the *Magis* Core Curriculum are encouraged to include this terminology on their syllabi and to use it in promotional materials.
- **Reducing the number of required courses.** The proposed Core will be a reduction from 60 credits to 45 credits. This was initially recommended in the Task Force and has been retained in every revision of the Core proposal put forward.
- **Providing a common experience for all undergraduate students.** Under the proposed Core, all undergraduate students will take 15 courses, with no exemptions.
- **Organizing the experience into tiers.** The Core is organized into two tiers: Orientation courses and Exploration courses. Orientation courses are typically taken in the first two years at Fairfield. It is recommended that students will not use curricular credits to be exempt from elements of Tier 1, to ensure that all students have a common Orientation experience. Curricular credits may be applied toward graduation requirements or courses in Tier 2, and may be used to place students into upper division courses in Tier 1. Exploration courses will provide an opportunity for students to select courses from different areas based on their interests.
- **Infusing “Signature Elements” into the Core.** Writing Intensive (3 courses), Social Justice (3 courses), and Interdisciplinary (1 course) experiences will be infused into courses as students complete the Core. For increased flexibility, the third Writing Intensive course may be taken in Core or Major courses. Faculty development opportunities will be offered through the Center for Academic excellence to help adjust Core classes toward these elements, and careful rollout will ensure that enough sections are developed to meet the need of all undergraduates.

The proposal for the New Core Curriculum as amended by the AC on 2/12/18 is summarized below:

The *Magis* Core Curriculum

Mission

In *The Spiritual Exercises*, St. Ignatius writes: “Our one desire and choice should be what is *more [Magis]* conducive to the end for which we are created.” *Magis* denotes the cultivation of a disposition that acknowledges the generosity of God and embodies it in our generosity to others. The *Magis* Core Curriculum is deeply rooted in the Jesuit Catholic tradition and aims to provide an educational context for discerning the common good and for transforming students and faculty into men and women for others. As Fairfield University’s *Mission of the Core* (1999) states: “While these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are ‘the obligation of all educated, mature human beings.’” The *Magis* Core Curriculum supports and reflects the University’s Mission, educating the whole person and offering on-going opportunities for transformation. The *Magis* Core Curriculum weaves three “signature elements” throughout the disciplinary-based core courses: an Interdisciplinary element, a Social Justice element, and a Writing Intensive element.

Course distribution

ORIENTATION (7 courses)

- **English (Composition and Rhetoric)** (1 course)
- **Religious Studies** (1 course)
- **Philosophy** (1 course)
- **History** (1 course)
- **Mathematics** (1 course)
- **Modern/Classical Language** (1 course)
- 1 additional course in *either Mathematics or Modern/Classical Language*

EXPLORATION (8 courses)

- **Humanities**
 - Religious Studies / Philosophy / History** (2 courses in 2 *different* departments)
 - English / Modern Languages and Literatures / Classics** (1 course in **Literature**)
 - Visual and Performing Arts** (1 course)
- **Natural Sciences**
 - Biology / Chemistry and Biochemistry / Physics** (2 courses)
- **Social and Behavioral Sciences**
 - Sociology and Anthropology / Psychology / Economics / Politics / Communication** (2 courses)

Signature Elements

- **Interdisciplinary element (1 course):** *either* a team-taught course, *or* a cluster course, *or* an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
- **Social Justice element (3 courses):** one course providing an introduction to social justice (SJ1), and two additional social justice courses (SJ2), at least one of which accomplishes the learning outcomes through a **focus on race** (broadly construed), studied intersectionally with gender and class (SJ1 and one SJ2 course fulfilled within the Orientation and Exploration areas. One SJ2 course fulfilled within *either* the Orientation and Exploration areas *or* within a Major.)
- **Writing Intensive element (3 courses):** two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within *either* the Orientation and Exploration areas (Writing Across the Curriculum) *or* within a Major (Writing in the Disciplines).

The learning objectives for Signature Elements are provided in Appendix A. These will serve as the initial guidelines for the approval of courses fulfilling Signature Elements in the *Magis* Core Curriculum.

6. Administrative Structure and Governance

The Dean of the College of Arts and Sciences will appoint a tenured or tenure-track faculty member in the College of Arts and Sciences to be the Director of the *Magis* Core Curriculum. There will be a Coordinator for each Signature Element in the *Magis* Core Curriculum: Coordinator of the Interdisciplinary element, Coordinator of Social Justice element, and Coordinator of the Writing Intensive element. These three Coordinators will be tenured or tenure track faculty members in the College of Arts and Sciences, appointed by the Dean of the College, in consultation with the Director of the *Magis* Core Curriculum. The Director of the *Magis* Core Curriculum, the three Coordinators of the Signature Elements and the College Dean (or the Dean's designee) will constitute the *Magis* Core Curriculum Committee.

The Director of the *Magis* Core Curriculum shall:

- Oversee all aspects of the implementation of the *Magis* Core Curriculum;
- Oversee the ongoing execution of the *Magis* Core Curriculum, recommending changes and revisions to the faculty for approval when appropriate;
- Convene and chair meetings of the *Magis* Core Curriculum Committee at least twice a semester;
- Report to the College Faculty annually;
- Report to the General Faculty annually;
- Report to the Undergraduate Curriculum Committee annually.

The Coordinator of each Signature Element shall:

- Be available as a resource to faculty teaching courses that satisfy that particular signature element in order to enhance and improve the integration of the signature element into courses;
- Be available as a resource for faculty who would like to propose a course to satisfy that particular signature element;
- Monitor availability of courses to satisfy that signature element;
- Attend meetings of the *Magis* Core Curriculum Committee.

The *Magis* Core Curriculum Committee shall:

- Meet, at least twice each semester, to discuss the ongoing operation of all aspects of the *Magis* Core Curriculum;
- Draft a course approval process, including the ability to appeal a decision, to be submitted to the UCC for approval.
- Convene a meeting with appointed representatives from each of the professional schools at least once a semester.

7. Resources

A detailed budget is still being worked out that will include costs for the Director of the Core and Coordinators of each of the (3) Signature Elements. This updated budget will be submitted to the Educational Planning Committee (EPC) for review. (See Appendix B.) Expenses fall into 3 categories:

- Full-time faculty hires and release time
- Faculty support for course development
- Director / Coordinator roles: stipends and course release

Many courses in the proposed Core will mirror those already offered, but substantial faculty support will be needed to infuse the three Signature Elements into Core courses. Expenses and revenue sources are summarized below.

(a) Expenses: Full-time faculty hires, course releases, and course development

The report from the Core Curriculum Task force stated that when possible, the Core Curriculum should be delivered by full-time faculty. Achieving this may require additional hires, particularly in the areas of Writing Intensive, Social Justice, and Interdisciplinary elements across the Core. The Provost's Office has committed to prioritize hiring of faculty with expertise in these areas during implementation of the *Magis* Core Curriculum.

Writing Intensive Courses. The Writing Across the Curriculum (WAC) and Writing in the Discipline (WID) programs require that all students take one composition and rhetoric course (EN 10) and three additional Writing Intensive Core courses. This requirement replaces the current Core writing sequence (EN 11 and 12) for all students, which is primarily taught by adjunct faculty. It is expected that

all Writing Intensive courses, including EN 10, will be taught by full-time faculty members. Costs associated with the WAC element include the hiring of five non-tenure track faculty to teach EN 10, and professional development for 60 of our current faculty to teach Writing Intensive courses in the Core (WAC) and in the Major (WID). Once trained, it is expected that professors will teach 2-3 WAC courses per year. Additionally, the new Core proposes that professors teaching WAC or WID courses will be awarded 4-credits per course, to be paid as one course release for every three WAC/WID courses taught.

Social Justice (SJ) The *Magis* Core Curriculum requires that all students complete three courses with an SJ designation. This requirement replaces the current requirement for students to complete one US Diversity and one World Diversity course. Costs associated with implementing the SJ element include professional development to prepare 60 of our current faculty to teach Social Justice courses. It is anticipated that the pool of instructors for SJ courses will come from those currently teaching the 58 US and World Diversity courses, and from many of the service learning courses we currently offer each year. It is also anticipated that some additional courses will be needed to fulfill the demand for SJ courses over time, so beginning in 2019, requests for full time faculty hires that support SJ teaching will be prioritized.

Interdisciplinary Experience (ID) The *Magis* Core Curriculum requires that all students complete at least one interdisciplinary experience, by taking a single team-taught course, by taking a cluster of two courses together, or by taking one course with an instructor who has recognized expertise in two academic disciplines. The primary challenge to implementing the ID element will be scheduling--with team taught courses limited to the number of classrooms that hold 40 students or more and cluster courses limited to time code constraints. Costs to implement the ID component will include professional development for 25 pairs (i.e. 50 total) of faculty members.

(b) Expenses: Faculty Directors / Coordinators

Additional funds will be required for the Faculty Director of the *Magis* Core Curriculum, and for Faculty Coordinators (4) of the Signature Elements: Writing Intensive, Social Justice, and Interdisciplinary Experience. The compensation for each of these positions will be included in a document provided to the EPC after consultation with the administration (Appendix B).

(c) Current Revenue Sources:

A more detailed budget will be added to the proposal for consideration by the Educational Planning Committee. Below are two sources of revenue to help with the implementation of the *Magis* Core Curriculum:

- The Office of Academic Affairs secured a Davis Educational Foundation Grant to cover costs for initial implementation of the new Core. This grant provides \$75,000 during the pilot year of the implementation (2017-2018).
- The WAC component of the proposed Core replaces the current EN 11 and 12 Core writing sequence. Currently, nearly all of EN 11 and EN 12 courses (50 each semester) are taught by adjunct faculty at an approximate rate of \$5000 per course, for a total of \$500,000 per year.

The table below summarizes possible costs associated with implementing a new Core Curriculum.

Institutional Resources Going Forward

In order to prepare faculty for teaching in the three Signature Elements, the CAE has begun to facilitate Faculty Learning Communities and Course Design Institutes for cohorts of faculty members teaching for the first time in a signature area. The Director of Core Writing is working closely with the CAE Director of Curriculum Development to support faculty developing WAC courses as well as to support faculty teaching EN 10. In the first two years of implementation, the Davis Educational Foundation grant will support this work; after that, the Dean and the Provost will continue to resource faculty professional development, as the Coordinators of the Signature Elements work with faculty members to infuse Writing, SJ, and ID experiences into their courses.

COSTS	Pilot:	Year'1:	Year'2:	Year'3:	Year'4:
EN'10:'5'Non,tenure'track'faculty'at'a'rate'of' \$82,903.96'per'professor'(includes'salary'and'benefits)		\$414,519.80	\$422,810.20	\$431,266.40	\$439,891.73
WAC'PD:'Professional'developm't'at'a'rate'of'\$1000' per'faculty'member	\$20,000.00	\$20,000.00	\$20,000.00	\$5,000.00	\$5,000.00
WAC'Course'Releases:'Course'releases'at'a'rate'of' \$14,429.13'per'course			\$144,291.30	\$288,582.60	\$288,582.60
SI:'Professional'Development'at'a'rate'of'\$1000'per' faculty'member	\$20,000.00	\$20,000.00	\$20,000.00	\$5,000.00	\$5,000.00
ID:'Professional'Development'at'a'rate'of'\$1000'per' faculty'member	\$10,000.00	\$15,000.00	\$15,000.00	\$5,000.00	\$5,000.00
TOTAL COSTS	\$50,000.00	\$469,519.80	\$622,101.50	\$734,849.00	\$743,474.33
REVENUES					
Davis'Educational'Foundation'Grant	\$75,000.00				
EN'11'and'EN'12'Savings		\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00
TOTAL REVENUE	\$75,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00
BUDGET'REQUEST'='EXPENSES'A'REVENUE			122,101.50	234,849.00	243,474.33

9. Projections for the Future: ongoing assessment

The assessment work is ultimately in the hands of the UCC, which should regularly examine the Core Curriculum and recommend adjustments in the Core to the General Faculty for approval if necessary. Ongoing Core assessment will also take place under the guidance of the Director of the *Magis* Core Curriculum, who will work together with the Coordinators of the Signature Elements and report annually to the College of Arts and Sciences, General Faculty, and the Undergraduate Curriculum Committee. The learning objectives of the Signature Elements also provide a means for assessing student learning in the Core.

The rollout timeline includes three- and five-year assessments, to be developed by work with consultants, funded in part by the Davis Educational Foundation. In addition to the work of comprehensive Core Assessment, assessment of elements of the Core (such as Tier One or Tier Two, various curricular areas, or Signature Elements) will be routinely resourced and facilitated through the Center for Academic Excellence, where interested faculty members, departments, and programs can articulate through self-study the effectiveness of their contributions to the Core and guide their ongoing curricular revisions.

By building in ongoing assessment of the Core at the UCC level, as well as at other levels (such as the program and department), we can ensure that the curriculum truly serves the changing needs of our students, while avoiding another decades-long gap between revisions. The resulting conversation surrounding assessment will provide needed avenues of self-study and encourage curricular innovation. Ongoing assessment can also guide the future allocation of resources and faculty development. Continued assessment work, as approved by the UCC, will be supported by the Provost's Office through support from the CAE, support from Institutional Research, consultants and stipends for faculty who may engage in summer assessment work.

Appendix A. Current learning objectives for Signature Elements

Learning Outcomes for Writing Intensive courses:

Writing Across the Curriculum (WAC)/ Writing in the Discipline (WID) Learning Outcomes: (WAC courses must address no fewer than two of the following outcomes. WID courses must address Items 3, 4, and 5.)

At the completion of a series of Writing Across the Curriculum and Writing in the Disciplines courses, students should:

1. Use writing as an instrument of inquiry across a variety of writing situations, both formal and informal;
2. Respond to and use responses to drafts in revision, and in this and other ways demonstrate metacognitive awareness about their writing;
3. Engage in writing that explores and responds to texts or other content in a discipline in ways that deepen student understanding, and communicate that understanding in rhetorically appropriate ways that provide information to others;
4. Make choices reflecting their awareness of purpose, audience, and the rhetorical context of the discipline in which they write; and
5. Employ the forms of attribution appropriate to academic discourse.

An Introductory Social Justice course (SJ1) will satisfy the following learning outcomes:

1. Identify values, beliefs, and practices of multiple cultures, worldviews, or perspectives;
2. Identify one's own social identities and elements of one's own culture;
3. Ask critical questions about assumptions, biases, or worldviews.

Two second-level courses (SJ 2) will satisfy the following learning outcomes:

1. Demonstrate understanding of the historical and/or contemporary context of power, inequity and oppression
2. Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society
3. Analyze one's own social identities, cultural values and privilege.
4. Explore answers to critical social questions from multiple perspectives and a variety of resources.
5. At least one of the two courses in the second level must focus on race (broadly conceived), studied intersectionally with gender and class.

Optional additional learning outcomes include

- Apply knowledge, awareness, and skills to problems of inequality and oppression
- Propose solutions to problems of inequality and oppression
- Commit to interrupting systems of power, privilege, and oppression

An Interdisciplinary Experience will satisfy the following learning outcomes:

1. Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study
2. Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view
3. Adapt and apply skills, theories, or methodologies across disciplines to explore complex questions and address problems

Appendix B: Proposed Budget

Proposed Budget for the *Magis* Core Curriculum

The costs associated with changes to the Core Curriculum include: (A) Course development and training / support for instructors, (B) Stipends and professional development for faculty directing the Core and Signature Elements, (C) Full-time faculty to teach courses in the Core. The rationale for these expenses is outlined below, and the approximate costs are summarized in Table 2. In each category, existing resources are discussed as well as projected new costs.

A. Course development and support for instructors

The proposed Core curriculum is a 45-credit distribution of courses with three signature elements: writing intensive (including Writing Across the Curriculum (WAC) and Writing in the Discipline (WID)), social justice (SJ), and interdisciplinary (ID) experiences. It also includes reduction in the introductory writing sequence, with one course (EN10) replacing two currently required in the English Department (EN11 and EN12).

For the Core Curriculum to be fully implemented, the University will need to offer approximately 150 WAC/WID designated courses, 150 SJ-designated courses, and 50 ID experiences annually. Although some courses may already meet these designations, implementing the new Core will require ongoing incentives for faculty and professional development to meet the needs of our student body.

Writing Intensive courses (WAC and WID)

The Writing Intensive program requires that all students complete one English course in Composition and Rhetoric (EN10) and three additional writing courses: at least two in the Core (WAC) and one additional course in the Core (WAC) or in the Major (WID). WAC and WID courses will be capped at 20 students, and course development stipends will be provided (\$1500). Content area professors teaching WAC and WID courses outside of EN10 will be awarded 4 credits per course, to be paid as one course release every three WAC/WID courses taught. Once trained, it is expected professors will teach 2-3 WAC/WID courses per year to meet the implementation of 150 Writing Intensive courses (beyond EN10).

Social justice courses

The new Core requires that all students complete three SJ-designated courses, which is an increase from the 2 required courses in US and World Diversity that are currently listed as graduation requirements. Many of the US Diversity, World Diversity, and Service Learning courses offered by the College of Arts and Sciences will meet the learning objectives outlined in the SJ signature element. (Currently 58 US and World Diversity courses and the 50 service learning courses offered are offered across the University.) Costs associated with SJ course development include training faculty in this area to prepare for 150 sections per year. Once trained, it is expected that faculty will offer 1-2 SJ courses per year.

Interdisciplinary experiences

The new Core Curriculum requires that all students complete at least one ID experience, by taking a single team-taught course, taking two cluster courses, or taking one course taught by a single instructor that has expertise in more than one academic area. There are two challenges associated with this: course development and scheduling. Because these will almost entirely be new courses, faculty will need to be incentivized to develop courses in this area. Another challenge relates to scheduling. Ideally, team-taught courses will enroll 40 students, and given the limited number of classrooms that can accommodate large groups, it will be difficult to schedule a large number of offerings in this format. Cluster courses may also be difficult to implement because of time code constraints. In addition, students in the professional schools (particularly the School of Nursing and the School of Engineering) will need to work carefully with the Core Curriculum Committee to ensure that courses are offered at times that would serve their students. Scheduling support from the University Registrar will be critical.

Costs to implement the ID component will include professional development for at least 25 pairs of faculty over the next few years; plus ongoing support for the development of new courses. The incentive includes working in teams during a 3-day summer institute. Once trained, faculty pairs are expected to offer at least one ID experience per year to meet the implementation demand for 50 ID experiences per year.

Existing resources and support:

- **A Director and an Associate Director of Core Writing** have been hired to begin the development of EN10 and to work with faculty and departments to develop writing intensive courses.
- **The Center for Academic Excellence** has existing funds to help with these initiatives. These funds have been used to form Faculty Learning Communities in the areas of SJ and WAC/WID courses (Fall 2017 and Spring 2018) and ID courses (Summer 2017). This group will also work to develop pedagogical workshops for faculty developing new courses in each of these areas, including a Summer Institutes for Interdisciplinary, Social Justice, and Writing intensive courses.
- **The Davis Educational Foundation Grant** (\$138K; currently about 90K) will also contribute to pedagogical development and faculty incentives to develop courses in each of these areas.

New costs:

New costs include incentivizing faculty to develop of new courses. We are proposing:

\$1500 stipends for faculty developing new courses in the area of SJ, WAC/WID, and ID courses.

Faculty will participate in 3-day Summer Institutes to assist with course design

ID and WAC/WID courses should be capped at 20 students / faculty member. In addition faculty teaching designated WAC / WID courses will receive course release after teaching three sections of WAC/WID courses.

B. Stipends & Professional Development for Directing the Core & Signature Elements

For implantation to successful, there will need to be continued oversight by Faculty Director of the Core and Coordinators for each of the Signature Elements. This is especially critical in the early years as the rollout occurs. The proposal includes continued support for the Director of the Core and the Director of Core Writing (although the name of this position may change), plus new Coordinator positions to oversee the SJ and ID initiatives.

Stipends / Course release

The Faculty Director of the Core and the Coordinators of SJ and ID Signature elements will be appointed by the Dean. The proposed incentives for the Director of the Core and Coordinators are:

- Director of the Core: \$15,000 and 1 course release / year
- SJ and ID Coordinators: \$5,000 and 1 course release / year (for at least the first 3 years)

These incentives will be particularly important during the rollout period, and can be revisited during the review process.

Professional Development for Faculty Directors / Coordinators

The positions of Director of the Core and Coordinators of each of the Signature elements will require leadership training and conversations with other schools and consultants to discuss best practices, especially in the area of assessment. Funding should be available for the Director of the Core and other representatives to attend at least 1 workshop or summer institute per year. The costs associated with these (using Association of American Colleges as a guideline) is approximately \$1500 per faculty member for conferences and approximately \$8000-\$10000 to send a team of 5 faculty and administrators to a summer institute, depending on the location.

Existing resources and support:

- Currently the costs for the Director of the Core come from the Provost's operating budget. Oversight for this role may require shifting funds into the College of Arts and Sciences.
- The costs for the Director of Core Writing and the Associate Director of Core Writing, including Professional Development costs, are already included in the budget for Academic Affairs.

- Additional funds have been provided to the CAE to account for new initiatives in SJ and ID courses. Some of these funds may be reallocated to pay for stipends for the Coordinators of SJ and ID courses.

New costs

- Funds for Professional development: attendance at least one conference or summer institute per year for an average of \$6000 per year.

C. Full-time faculty to teaching courses in the Core

Writing Intensive courses

It is expected that all courses that are offered as Signature Elements, including EN10, will be taught by full-time faculty. Costs associated with the EN10 course include the hiring of 5 non-tenure track faculty, which will be offset by the cost savings of one writing course (EN12) taught almost entirely by adjuncts as described below.

Existing resources and support:

Currently, nearly all of the EN11 and EN12 courses (50 each semester) are taught by adjunct faculty at an approximate rate of \$5200 per course for a total of about \$500,000 per year, as demonstrated in the table below (Table 1).

Table 1. Costs for adjuncts during academic year 2016-2017.

Semester	Course	Total Sections taught by Adjunct Faculty	Costs
Fall 2016	EN11	48	\$249,600
	EN12	2	\$10,400
Spring 2017	EN12	48	\$249,600
TOTAL			\$509,600

Social Justice Courses

Additional intellectual capital may be needed to fulfill the demand for SJ courses over time. Beginning in 2019, requests for tenure-track hires that support SJ teaching will be prioritized.

Staffing of Tier Two Core Courses

The object of Tier Two in the redesigned Core is “Exploration”: students will explore the various disciplines of the liberal arts and experience the fields in which the liberal arts faculty pursue truth and knowledge and advance the university’s intellectual mission. There, it is specified in the Core documents that Tier Two courses will be taught whenever possible by full-time faculty members in their areas of academic specialization.

The phrase “whenever possible” here acknowledges that on some occasions Tier Two Core courses may need to be taught by part-time faculty. But this necessity should be minimized, and the administration should take into consideration when making hiring and staffing decisions that each department should be staffed with full-time faculty sufficiently to cover the usual and expected number of Tier Two courses offered by the department. Thus, Tier Two teaching loads, as well as numbers of majors and minors, should be considered when determining future hires.

Table 2.

APPROXIMATE COST	Pilot	Year 1	Year 2	Year 3	Year 4
EN'10:'5'Non,tenure'track'faculty'at'a'rate'of \$82,903.96'per'professor'(includes'salary'and'benefits)		414520	422810	431266	439892
WAC'PD:'Professional'development'at'a'rate'of'\$1500' per'faculty'member	30000	30000	30000	15000	15000
SJ:'Professional'Development'at'a'rate'of'\$1500'per faculty'member	30000	30000	30000	15000	15000
ID:'Professional'Development'at'a'rate'of'\$1500'per faculty'member	30000	30000	30000	15000	15000
Director of the Core stipend	15000	15000	15000	15000	15000
Coordinator of SJ element stipend	5000	5000	5000	5000	5000
Coordinator of ID element stipend	5000	5000	5000	5000	5000
Professional Development for Director / Coordinators	6000	6000	6000	6000	6000
TOTAL COSTS	121000	535520	543810	507266	515892
REVENUES					
Davis' Educational Foundation Grant	90000				
EN'11'and'EN'12'Savings	0	500000	500000	500000	500000
TOTAL REVENUE	90000	500000	500000	500000	500000
BUDGET REQUEST = EXPENSES - REVENUE	-31000	-35520	-43810	-7266	-15892

Appendix C: Implementation--Possible Timeline

Spring 2018

- Meet with representatives from other schools to discuss careful rollout / timeline of the new Core.
- CAE Workshops acquaint faculty with key learning outcomes for WAC, SJ, and ID courses.
- CAE facilitates faculty learning cohorts for those committed to teaching pilot WAC, SJ, and ID courses in Fall 2017.
- Coordinators of Social Justice and Interdisciplinary experiences identified and appointed.

Summer 2018:

- Appointment of Coordinators of the Social Justice element and Writing Intensive element
- Course approval process drafted for courses offered in the Core, including an appeals process
- CAE Course Design Institutes prepares faculty in learning cohorts to teach WAC, SJ, and ID courses.

Fall 2018-Spring 2019

- Pilot early versions of WAC and SJ courses are offered by faculty who have participated in spring 2017 faculty learning cohorts and summer 2018 course design institutes.
- Ongoing CAE Workshops expand the pool of faculty prepared to teach WAC, SJ and ID courses.
- *Magis* Core Curriculum Committee reviews and makes changes to the Core Course Approval process and presents it to UCC.
- Course approval for courses in *Magis* Core Curriculum begins.
- Meeting with the Admissions and Registrar to inform them of upcoming changes
- Meeting with Honors Directors to discuss changes.

Summer 2019:

- Numerous CAE Course Design Institutes prepares a broader cohort of faculty to teach WAC, SJ and ID courses.

Fall 2019-Spring 2020

- Year One students enroll in Tier One.
- Ongoing CAE Workshops prepare faculty to teach WAC, SJ and ID courses.
- For faculty teaching WAC for the first time, faculty participate in a faculty learning cohort for the first year of teaching facilitated through the CAE.
- UCC establishes a Core assessment plan.

Summer 2020

- CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.

Fall 2020-Spring 2021

- Year Two students enroll in Tier 1.
- Year One students enroll in Tier 2.
- Ongoing CAE Workshops continue work to prepare faculty to teach WAC, SJ and ID courses.

Summer 2021

- CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.

Fall 2021-Spring 2022

- Year Three students enroll in Tier 1.
- Year Two students enroll in Tier 2.
- Year One students finish Core.
- UCC implements a Core assessment plan.
- Ongoing CAE Workshops continue work to prepare faculty to teach WAC, SJ and ID courses.

Summer 2022

- CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.

Fall 2022-Spring 2023

- Year Four students enroll in Tier 1.
- Year Three students enroll in Tier 2.
- Year Two students finish Core.
- Year One students graduate.
- Ongoing CAE Workshops continue work to prepare faculty to teach WAC, SJ and ID course

Appendix D: Detailed Timeline 2014-2017

2014: Fairfield 2020 Initiative, Core Curriculum Task Force

purpose: Comprehensive analysis of the undergraduate Core Curriculum.

- Determine if revisions were desirable.
- If warranted, to develop recommendations for a revised Core Curriculum based on that analysis.

process: Consultation with constituents across the University community, including

- Academic Affairs Cabinet, Associate Deans, Assistant Deans, ITS, Core Writing, Honors Program, General Faculty Secretary, Jesuit Scholar in Residence, Office of Academic Support and Retention, Office of Institutional Research, Mission and Identity, University Registrar

Analysis and review of:

- Fairfield University's historical documents on Core revision
- Student survey data
- Student focus group data
- Enrollment and transfer statistics
- Peer institutions' Core curricula.
- Graduating student transcripts.
- Current trends in higher education.

conclusions:

- Re-establish a uniform Core Curriculum for all Fairfield undergraduates.
- Maintain the Core as a distribution of various disciplines.
- Reduce the overall number of required Core credits from 60 to 45 credits.
- Scaffold the curriculum into two tiers.
- Add a Writing Across the Curriculum component to the first tier.
- Add an Interdisciplinary component to tier two.

Fall 2015-Spring 2016: Core Director & Core Advisory Council

purpose: Revise and consider all aspects of the proposed Core.

process: Meet with all departments in Arts & Sciences, ask for feedback & suggestions for improvements.

conclusions: Adjustments to the proposed Core.

March 2016: Meeting with Undergraduate Curriculum Committee

purpose: Consider the recommendations of the Task Force proposal and Core Advisory Council proposal.

process: UCC subcommittee made changes to the proposal, adding requirements.

conclusions: UCC voted to approve the UCC-amended proposal.

March 2016: Meeting with Academic Council

purpose: Consider the recommendations of the UCC amended proposal.

process: Core Director noted that the UCC-amended proposal ran counter to the goals and rationales of the Task Force and the Core Advisory Council.

conclusions: The AC voted to remand the proposal to the UCC and to instruct the UCC to reconsider the plan in light of the concerns of the Core Director and Advisory Council.

April 2016: Meeting with Undergraduate Curriculum Committee

purpose: Reconsider the Core proposal, as instructed by the AC.

process: Three possible Core proposals devised by the Advisory Council were presented to the UCC for consideration.

conclusions: The first proposal passed, so the second and third proposals were not considered. UCC also decided that U.S. and World Diversity should be included in the new Core.

April 2016: Meeting with Educational Planning Committee

purpose: Consider the resource needs of Core proposal passed by UCC.

process: Informational discussion, as the resource needs were not yet known.

conclusions: Core Director will return to the EPC after the summer 2016 work develops the implementation plan and resource needs of the proposed Core.

May 2016: Two meetings with Academic Council

purpose: Reconsider the Core proposal passed by UCC.

process: Discussion.

conclusions: Return to EPC with a more specific proposal regarding resource needs. Once that is passed by EPC, return to AC in 2016-17.

Summer 2016: Summer Working Groups

purpose: Develop implementation plans for Writing Across the Curriculum, Multicultural Competency, and Interdisciplinary Experience.

process: Robust peer review, analysis and discussion.

conclusions:

- Multicultural Competency was re-named Social Justice.
- Developed definitions, learning outcomes and resource recommendations for WAC, SJ and ID.
- Adjusted placement of WAC and SJ in the two Tiers, allowing for greater impact on students, and more flexibility for faculty members.

Fall 2016: Fall Working Groups

purpose: Finalize implementation details for all aspects of the proposed Core:

- Modeling Student Schedules.
- Distribution of Requirements.
- Resource Recommendations.
- Professional Development Needs.
- Governance and Committee Strategy.

process: Discussion and analysis.

conclusions: Finalized implementation plan and drafted full proposal for committee approval. This current proposal will be taken to UCC, EPC, AC and the General Faculty.

December 2016: Meeting with Undergraduate Curriculum Committee

purpose: Consider the recommendations from the Summer and Fall Working Groups

process: Discussion.

conclusions: UCC voted to approve the amended proposal.

December 2016: Faculty Development Day

purpose: Explanation of the revised Core

process: Discussion and questions

conclusions: Some concerns about Core Revisions were voiced.

January 2017: College of Arts and Sciences meeting

purpose: Explanation of the revised Core

process: Discussion and questions

conclusions: The CAS Core Revision committee was formed to review changes from April until December 2016, and to make recommendations

March 2017-November 2017: College of Arts and Sciences Core Revision Committee

purpose: Explanation of the revised Core

process: Ongoing discussions between committee members and various stakeholders, including representatives from departments and schools affected by the changes

conclusions: Revisions to the Core were made

July 2017 – October 2017: Consultation with Professional School Representatives

purpose: To share information about core revision process and seek input from professional school colleagues on proposed changes

process: Met with representatives initially to identify concerns and update representatives on the process; worked in the summer to discuss alternative proposals; worked collegially to see the impact of changes onto student schedules.

conclusions: Some changes were made to increase flexibility in the Core; shared the selected version of the Core with representatives.

November 2017: College of Arts and Sciences meeting

purpose: Proposal for a revised Core presented by the CAS Core Revision Committee

process: Discussion and questions

conclusions: The CAS approved motions to endorse the revised Core and to appoint Faculty Coordinators for each of the Signature Elements from the College of Arts and Sciences. The Coordinators will work together on approval of courses offered in the Core.

Appendix E. Final Report: Core Curriculum Task Force (Fairfield 2020)

Executive Summary

Problem and Background: Fairfield University's 60-credit Core Curriculum has remained relatively unchanged for the past 35 years. In its current configuration, the core is complicated, not universally understood by students, faculty and advising staff, and relatively large in number of required credits. Particularly problematic is the inequity in undergraduate curricular experience across the University, evident when the current core requirements are considered in combination with major requirements for total degree completion.

Despite these challenges, the value of the Core Curriculum and its potential as a transformative educational experience are recognized by a variety of constituents across campus, including faculty, students, alumni and administrators. In the words of Fairfield alumnae Mary Ross '78, "*The Core Curriculum at Fairfield University is critical to the formation of a value system and critical thinking in line with the Jesuit tradition of men and women for others. The curriculum provides a foundation of knowledge from the humanities, math, science, religion, ethics, philosophy, and the social sciences. It encourages students to explore and respect different ways of knowing and solving problems in a complex world. The Core Curriculum informs the development of an intellectual, moral, and spiritual framework that enables Fairfield graduates to work in variety of disciplines, committed to life-long learning, aware of the interconnectedness of humanity and sensitive to the need for responsible social action.*"

The charge of the Core Curriculum Task Force was to consider revisions to the undergraduate Core Curriculum, and make recommendations based on those considerations for a Core Curriculum that is rooted in the Jesuit and Catholic tradition of a vibrant humanistic liberal arts experience and responds to the needs of the 21st century learner. In order to fulfill this charge, a 22-person Core Curriculum Task Force, comprised of faculty, staff, students, alumni, and administrators, engaged in a comprehensive analysis of the Core Curriculum, which involved multiple meetings, subcommittee work, consultations with members of the University community, collaborations with other *Fairfield 2020* Task Forces, and solicitation of feedback from the faculty. Through these processes, the Task Force amassed a large amount of evidence about Jesuit education, Fairfield University's students, and current trends in higher education, which informed its final conclusions and recommendations.

Recommendations: The Core Curriculum Task Force recommends that the Core Curriculum be reduced from 60 credits to 45 to 48 credits, organized in three tiers: orientation, exploration and integration.

Tier One: Orientation: In the first tier, students will be required to complete 7 courses (21 credits) in the traditional humanities. These courses include (a) one English course, (b) one math course, (c) one religious studies course, (d) one philosophy course, (e) one history course, and (f) two foreign language courses, at any level.

Tier Two: Exploration: In the second tier, students will be required to explore a variety of academic disciplines by taking a total of 8 courses (24 credits). These courses include (a) one literature course, (b) one visual and performing arts course, (c) one natural science course, (d) one social /behavioral science course, (e) one religious studies course, (f) philosophy course, (g) one math or natural science course, and (h) history or social /behavioral science course.

Tier Three: Integration: It is recommended that students have at least one inter-disciplinary experience in the Core Curriculum. Students may pursue this experience via a variety of different options within Tier Two. Students who do not complete an inter-disciplinary experience in Tier Two will be required to take one additional three-credit interdisciplinary course.

Resources: In order to fully implement the proposed revisions to the Core Curriculum, it is anticipated that the University will need to invest in the academic program by allocating resources in the form of personnel, programming funds, and facilities upgrades.

The recommended Core Curriculum was designed with specific consideration to the traditional 18-22 year old undergraduate student for whom the educational experience has the potential to be transformative. In order to achieve this potential, specific attention should be given to the disposition of the faculty who teach in the core, and to the extent possible the Core Curriculum should be delivered by full-time faculty. In addition, on-going support in the form of professional development should be provided to these faculty members so that the quality of the Core Curriculum is ensured. Funds for faculty hires as needed and professional development programming should be allocated accordingly.

In addition, the recommended Core Curriculum constitutes a substantial revision which will require oversight to finalize and implement. It is recommended that Director of the Core be appointed to oversee the final revision, approval and full implementation of the revised core. It is recommended that this Director be a member of the general faculty, tenured at the Associate Professor level or higher, and report to the Dean of the College of Arts and Sciences. In order to advance the work of the Core Curriculum Task Force presented in this report, it is recommended that the Director of the Core be appointed early in the spring 2015 semester. Lastly, the Core Curriculum Task Force recognizes that improved instructional facilities, both physical and technological, will be needed to support the innovative pedagogies (i.e., interdisciplinary course work) associated with the recommended revisions. The Core Curriculum Task Force endorses the recommendations for improved facilities put forth by the Pedagogical Innovation Task Force.

Background

Statement of Purpose The primary goals of the Core Curriculum Task Force were to (a) undertake a comprehensive analysis of the undergraduate Core Curriculum in order to determine if revisions were warranted, and (b) if warranted, develop a set of recommendations for a revised Core Curriculum grounded in a rationale based on that analysis.

Fairfield University's Core Curriculum has remained relatively unchanged for the past 35 years. As outlined on pages 50-51 of the undergraduate course catalog, the current core requires students to complete 60 credits distributed across five areas, including (1) mathematics and the natural sciences, (2) history, and the social and behavioral sciences, (3) philosophy, religious studies, and applied ethics, (4) English and the visual and performing arts, and (5) modern and classical languages. These areas of study were established prior to 1969, at which time the first documented review of the Core Curriculum was conducted. In 1969, undergraduate students were required to complete 81 credits (27 courses) of general education. Subsequent Core Curriculum reviews were undertaken in 1979, 1988, 1991, 2001 and 2005. The 1979 review resulted in substantial change, reducing the 81 credit core to the 60 credit core in existence today. Reviews in the following decades involved attempts to introduce interdisciplinary science courses, articulate the mission of the core and student learning outcomes associated with each area, introduce applied ethics into the third area, and animate the core via descriptive language. During the past 35 years, specific accommodations to the core requirements were proposed and accepted, such that there are currently exemptions to some core requirements for students in the schools of engineering and nursing, as well as the school of business.

Process

Organization of the Core Curriculum Task Force: The membership of the Core Curriculum Task Force was carefully constructed to include representatives from a range of constituents across campus, including faculty, current students, alumni, staff, and administrators. Faculty representatives included those from the College of Arts and Sciences as well as the professional schools, with differing levels of experience at Fairfield University. During the spring semester, Task Force members also volunteered to participate on one of three subcommittees, including (a) review of general education curricula at other institutions, (b) student perceptions of the Core Curriculum, and (c) needs of 21st century learners. Appendix A contains the full list of task force members and subcommittee assignments.

The Task Force met 19 times during the spring and fall semesters of 2014. Appendix B includes the macro-agenda for these meetings, summarizing dates, discussion topics and resources. Kim Baer, Academic Operations Coordinator, joined the task force in fall 2014 to record meeting minutes. In addition to these full task force meetings, members participated in subcommittee meetings, engaged in numerous informal small group discussions, and maintained regular electronic communication via e-mail and a *BlackBoard* community site.

Consultations: The processes of analyzing the Core Curriculum and making recommendations for revision was aided by consultation with a variety of individuals, listed in alphabetical order below.

- The Academic Affairs Cabinet, comprised of the Academic Deans (Bruce Berdanier, Don Gibson, Bob Hannafin, Meredith Kazer, Joan Overfield, and Jim Simon) and Academic Vice Presidents (Lynn Babington, Mary Frances Malone, Christine Siegel, and Yohuru Williams), meets bi-weekly. Revision of the Core Curriculum was a standing item on the Academic Affairs Cabinet meeting agendas during the fall 2014 semester. Deans provided input on the process of communicating with and seeking feedback from the faculty as conclusions unfolded and recommendations were developed.
- The Assistant Deans of the College and professional Schools, including Andrea Martinez, Sue Peterson, Dawn DeBiase, Terry Quell, and Ryan Munden, analyzed transcripts and developed anecdotal case studies of the class of 2014.
- The Associate Deans, Aaron Perkus, Brian Walker, Mark Ligas, Joyce Shea, Audrey Beauvais, and Bill Taylor, provided feedback and input about how the developing recommendations might impact students in their schools.
- Interim Dean of Boston College's College of Arts and Sciences, Greg Klauscher, S.J. participated in a phone conference with the subcommittee on core curricula at other AJCU institutions. Boston College has recently undergone a revision of its Core Curriculum. Klauscher's insights were helpful to normalize the experience of the Task Force, as well as identify important considerations for implementation of a revised core.

- Individuals from the Department of Administrative Computing, particularly Director Russ Battista and programmer John Milanese, provided transcript data for the class of 2014, as well as enrollment and transfer statistics for the class of 2018.
- The Department of Modern Languages and Literatures (DMLL), particularly Chair Jerelyn Johnson and faculty member MaryAnn Carolan, described recent revisions to the placement process for modern language core courses. Additionally, faculty from the DMLL provided input regarding criteria by which a reduction to the core language requirement might be appropriately implemented.
- The Department of Politics, particularly Chair Jocelyn Borczyk, expressed concerns about the potential reduction of core requirements to include only one social science course, and negotiated an alternative by which students would be required to take either a second history or second social science course.
- The Director of Core Writing, Cinthia Gannett, served as an essential consultant to the process. She attended several Task Force meetings, provided information about the process of core revision at other AJCU institutions based on her work with the Jesuit Conference on Rhetoric and Composition (JCRC), provided professional literature on writing across the curriculum in higher education, and prepared and presented an analysis of student work in the first year writing courses. She was aided in this work by core writing faculty members, Pam Chism, Mike DeStefano, Elizabeth Hiltz, John Burlinson, Jill Bordach, and Laura Marciano.
- Directors of the Honors Program, John Thiel and Susan Rakowitz, provided information about the nature of and logistics for interdisciplinary courses in the Honors Program, which helped to inform decisions about and recommendations for interdisciplinary study in the revised core.
- General Faculty Secretary, Susan Rakowitz, identified Journal of Record excerpts related to core revision, credit requirements, and the faculty's role in curricular decisions. In addition, she was instrumental in scheduling the Core Curriculum Task Force on the General Faculty meeting agenda in November 2014.
- Jesuit Scholar in Residence, Michael Fahey, S.J., edited several documents, including the initial Task Force charge, the revised charge, the developing vision of the core, and the core mission statement, to ensure that the language and content of those documents accurately represented the essential characteristics and ideals of Jesuit education.
- Heather Petraglia, Director of the Office of Academic Support and Retention, developed case studies depicting how students, particularly those who may enter the University without a declared major or change majors during the course of their study, navigate the current core requirements.
- The Office of Institutional Research, specifically Director Amy Boczer and Research Analyst Dan Grazynski, provided information from student and alumni surveys as well as summary data from student transcripts and enrollment statistics.
- Professor Vin Rosivach provided a history of core reform at Fairfield University, and contributed to the mission statement which grounds the proposed recommendations. See Appendix C.
- Nancy Dallavalle, member of the *Fairfield 2020* Steering Committee and University Facilitator for Mission and Identity, attended one of the Task Force meetings to present a model for core revision.
- University Registrar Bob Russo and Associate Registrar, Jennifer DeMartino, provided information about feedback about the ways in which students complete the current core, as well as summary statistics on transfer students.

Collaborations: In order to ensure that the developing recommendations from the Core Curriculum Task Force were aligned with those being developed by other task forces, co-chairs Christine Siegel and Mary Frances Malone met with the chairs and/or full membership of the Business Model Task Force, the Pedagogical Innovations Task Force, the Student Outcomes Task Force, and the Total Student Experience Task Force, for a total of six meetings during the fall semester.

Faculty Meetings: In order to ensure that the processes of the Task Force were transparent and engaged the General Faculty, the Chairs and/or members of the Task Force participated in eight different faculty meetings during the fall semester. During these meetings, the Task Force provided updates on their unfolding conclusions, presented potential options for core revision, and solicited the feedback from the faculty in the form of verbal and written comments.

Faculty Input via e-mail: In order to facilitate feedback from the General Faculty, and other members of the University community, a mechanism was implemented by which individuals could submit written comments to the Task Force electronically. Written feedback was discussed at subsequent Task Force meetings. The Task Force received a total of 30 written comments. Names of the individuals who submitted comments are listed in alphabetical order in Appendix D.

Evidence: Through its own efforts, consultations with members of the University community, collaborations with other *Fairfield 2020* Task Forces, and solicitation of verbal and written feedback, the Task Force collected and reviewed a substantial amount of evidence, listed below in the order in which it was reviewed.

- Fairfield University's historical documents on core revision, including those from 1969, 1979, 1988, 1991, 2001, and 2005.
- Professional literature and texts related to Jesuit education, from the Ratio Studiorum of 1599 up to and including, Fr. Aldofo Nicolas' Mexico City address of 2010. A full reference list is included in Appendix E.
- Core Curricula at other institutions of higher education, including the 27 other AJCU institutions as well as Gettysburg College, Providence College, Seattle Pacific University, University of Dayton, Villanova, and Wake Forest University.
- Survey Data from the Office of Institutional Research, including the 2006 Alumni Survey, 2010 FUSA Survey, the 2011 Sophomore Survey, Admitted Student Questionnaire for the classes of 2017 and 2018, and the College Senior Survey for the classes of 2009, 2010, 2011, 2012, and 2013.
- Data from focus groups conducted as part of the Core Pathways project in 2010.
- Transfer statistics from the classes of 2014, 2015, 2016, 2017, and 2018.
- Class of 2014 transcripts and case studies.
- Class of 2018 enrollment statistics.
- Professional literature on the needs of 21st century learners, college writing programs, and on general education reform initiatives. A full reference list is included in Appendix E.
- Potential models for core curricular revision.

Results

1. The Purpose of the Core Curriculum: Early in the process, each task force member submitted a written statement articulating his/her own views about the purpose of a Core Curriculum. Several themes emerged across these multiple perceptions, including (a) the belief that the Core Curriculum should be a common educational experience, (b) the importance of the relationship between the core and the major, and (c) the importance of both multi-disciplinary and inter-disciplinary study.
2. Student Perceptions of the Core Curriculum: Review and analysis of student survey data revealed mixed results. Students hold both positive and negative views of the core, and that student views change over time.

Positive Student Perceptions: Results from the 2013 and 2014 Admitted Student Questionnaire revealed that the majority of students who were admitted were attracted to Fairfield University because of the Core Curriculum, including those who chose to enroll in Fairfield (71% endorsing the core) and those who did not (55% endorsing the core). Additionally, one third of mentions by students participating in the 2011 focus group interviews on the Core Curriculum were positive, noting that the core supports the

major, the core provides exposure to new and different subject areas, and the core helps students become well-rounded persons.

Negative Student Perceptions: Conversely, two-thirds of mentions by students participating in the 2011 focus group interviews about the Core Curriculum were negative, describing the core as too long, too hard, or too intense. Likewise, on FUSA surveys conducted in 2010, the majority of students recommended improving the core by reducing the requirements. Finally, trends in the College Senior Survey data from 2009 through 2013 show declining satisfaction with the core, such that only 62% of 2013 graduates are satisfied with the core, down from 82% of 2009 graduates.

Changing Perceptions over Time: Analysis of comparable questions about the Core Curriculum across multiple surveys reveals that student perceptions of the core change over time, with first year students and sophomores having negative to neutral views of the core, and juniors and seniors holding more positive views of the core. These positive views appear to sustain past graduation, with nearly 70% of alumni endorsing the Core Curriculum.

3. *Comparisons to the Core Curricula at other Institutions:* The general education curricula at other institutions of higher education were reviewed and compared to Fairfield University's current requirements. Comparisons of Fairfield University's Core Curriculum with that at other institutions required agreement among Task Force members about the current core requirements, as well as reliance on publicly available information from other schools. Given these limitations, the analyses conducted revealed that Fairfield University's current 60-credit core is at the high end of the range of required general education credits in higher education.
4. *Student Experience of the Core Curriculum:* Transcripts from the undergraduate class of 2014 were analyzed to determine how students navigate the current core requirements within their total degree completion experience. Specifically, the Task Force was concerned with the extent to which majoring in more than one subject was impacting student perceptions about the size of the core.

Double Majors: Transcript analyses revealed that the majority of undergraduate students at Fairfield University do not double major. Of the 729 students who graduated in May 2014, only 102 (14%) earned a double major, with 56 being from the College of Arts and Sciences, 45 being from the Dolan School of Business, and 1 being from the School of Nursing. No students from the School of Engineering earned a double major in 2014.

Excess Credits: While few students double major, a large majority take credits in excess of those required for their degree program. Transcript analyses revealed that 82% of the graduates from the College, 93% of the graduates from the Dolan School of Business, 39% of the graduates from the School of Engineering, and 94% of the graduates from the School of Nurses completed excess credits.

5. *Free Electives:* Case studies for students from the class of 2014 were prepared and analyzed to determine how many free electives students in various degree programs are currently afforded. These results revealed a significant disparity in free electives. In the College of Arts and Sciences, humanities and social science majors, who are required to complete 10 courses (30 credits) for their major, have a minimum of 10 free electives in their degree program. Students in the College who major in either math or science have only 6 to 8 free electives, with pre-med majors having fewer. In the Dolan School of Business, the combination of University core and business core requirements leaves room for only 4 free electives; while students in the schools of engineering and nursing have a maximum of 2 free electives.
6. *Transfer Credits:* Transcript data from both the most recent graduating class (2014) and the most recent entering class (2018) were reviewed for evidence of transfer credits used to fulfill current core requirements. Results of these analyses revealed relatively few (average of 20%) of students transfer credits into Fairfield University, and the majority of those who do transfer between 3 and 9 total credits.
7. *Enrollment Statistics:* In order to further examine the question of curricular equity, as well as consider the impact of the proposed revisions, enrollment statistics for the class of 2018 were reviewed. These data revealed that the majority (53%) of first-year students are majoring in the one of the professional schools. Of those in the College, the majority (62%) are majoring in math, the natural sciences, or social sciences, with relatively few (20%) majoring in the humanities.

8. *Needs of 21st Century Learners*: Review of the professional literature on 21st century learners, as well as core curricular initiatives in other institutions of higher education, revealed that inter-disciplinary thinking, teamwork, and the ability to apply one's knowledge to solve real world problems are important outcomes of a general education curriculum.

Conclusions Throughout the past year, the Core Curriculum Task Force has worked in earnest to fulfill its charge, and achieve the goals of analyzing the current core and developing a set of recommendations for core revision. As Fairfield University's Core Curriculum has remained relatively unchanged for the past 35 years, this was a significant task, and depended on the collaboration and collective wisdom of the Task Force, as well as the engagement of many members of the University community. Through these efforts, the Task Force has arrived at the following conclusions.

1. There is value in a Core Curriculum, and the Core Curriculum at Fairfield University should be a common educational experience that complements the major and fosters both multi-disciplinary study and inter-disciplinary study to facilitate students' cognitive and affective development.
2. In its current configuration the Core Curriculum is complicated, not universally understood by students, faculty or advising staff, and is relatively large in number of required credits.
3. When analyzing the Core Curriculum, it is important to consider how the core and the major work together toward degree completion for all of our students. Given the variations in major degree requirements, the current core is experienced differently by students across programs within the College and between the College and the Schools.
4. A revision to the Core Curriculum is needed. The Core Curriculum can be streamlined to achieve curricular equity for students across our undergraduate degree programs.
5. The revised Core Curriculum should be tiered, and include three components: orientation, exploration, and integration.
6. The educational experience associated with participation in the Core Curriculum cannot be reduced to a set of competencies.
7. Specific attention should be given to the disposition of the faculty who teach the Core Curriculum. To the extent possible, core courses should be taught by full-time faculty. On-going support, in the form of professional development, should be provided to the faculty who teach in the core.
8. A Director of the Core should be appointed to oversee the final revision, approval and full implementation of the revised Core Curriculum.
9. The revised Core Curriculum should be aligned with the University's mission and grounded in its own mission and vision statements that are clearly communicated to students, faculty, and staff.
10. The recommendations for a revised core presented here are the Task Force's best attempt to actualize these points of agreement, but in their current form stand as a compromise, on the details of which we achieved varying levels of agreement.

Recommendations The Core Curriculum Task Force recommends that the current 60-credit core be reduced to a 45 to 48 credit core, organized in three tiers.

Tier One: Orientation: In the first tier, students will be required to complete 7 courses (21 credits) in the traditional humanities. These courses include (a) one English course, (b) one math course, (c) one religious studies course, (d) one philosophy course, (e) one history course, and (f) two foreign language courses, at any level.

It is recommended that all courses in Tier One be completed by the end of sophomore year, and that students not be allowed to place out of these courses. It is recommended that the English course in Tier One be a writing course, and that writing across the curriculum be a required component of the philosophy, religious studies, and history courses at this level. It is recommended that the math department make a decision about the math requirement in Tier One, with consideration to the constraints that may be placed on that decision by major requirements in the professional schools.

Tier Two: Exploration: In the second tier, students will be required to explore a variety of academic disciplines by taking a total of 8 courses (24 credits). These courses include (a) one literature course, (b) one visual and performing arts course, (c) one natural science course, (d) one social /behavioral science course, (e) one religious studies course, (f) philosophy course, (g) one math or natural science course, and (h) history or social /behavioral science course.

It is recommended that the literature course be taken from the offerings in either the Department of English or the Department of Modern Language and Literatures. It is recommended that for students majoring in the social sciences or the natural sciences, their Tier Two core courses in these areas be taken outside the department of their major. It is recommended that the history course at this level be taken from either offerings in the Department of History or from among the history course offerings in the Department of Visual and Performing Arts.

Tier Three: Integration: It is recommended that students have at least one inter-disciplinary experience in the Core Curriculum. Students may pursue this experience via one of four options. First, students may take a set of cluster courses. For cluster courses, the same cohort of students enrolls in two different courses. The professors for each course work collaboratively such that there are common questions, common readings and/or common assignments across courses. Second, students may take one team-taught interdisciplinary course. Third, students may take one individually taught course during which the primary professor enlists a single guest lecturer to introduce another discipline for five or more class sessions. Fourth, a student may take an interdisciplinary course taught by a single professor with disciplinary expertise, recognized by the departments, in more than one subject area.

Implementation

Resources: In order to implement the above-described recommendations for a revised Core Curriculum, resources in the form of personnel, budget, and facilities are required. A request for budgetary allocations for these resources has been submitted to the Business Model Task Force.

Full-time Faculty: Among its areas of consensus, the Core Curriculum Task Force recognizes the need to make the Core Curriculum a priority area of academic excellence by devoting the energy and expertise of full-time faculty to teach in the core, which may result in an increase in the number of full-time faculty.

Director of the Core: It is recommended that at a Director of the Core be appointed from among membership of the general faculty, tenured at the Associate level or higher, and report to the Dean of the College of Arts and Sciences. In order to advance the recommendations put forth here, it is recommended that this Director be appointed early in the spring 2015 semester.

Associate Director for the Center for Academic Excellence: It is anticipated that significant faculty development, including support for new course development, course redesign, assessment and interdisciplinary teaching, will be needed to implement the revised core as recommended. Although the Center for Academic Excellence (CAE) is the appropriate organizational structure to provide this development, the CAE cannot appropriately meet the increased demand for professional development with its current staffing configuration. It is recommended that an Associate Director for the CAE be hired to provide this additional professional development support.

Programming: In addition to personnel to support the faculty who teach in the core, it is anticipated that professional development programming will be necessary to implement the proposed core revisions. This programming may take the form of annual workshops, invited speakers, or instructional materials. It is recommended that an annual budget for professional development programming specific to the Core Curriculum be allocated.

Facilities: The Core Curriculum Task Force recognizes that improved instructional facilities, both physical and technological, will be needed to support the innovative pedagogies (i.e., interdisciplinary course work) associated with the recommended revisions. The Core Curriculum Task Force endorses the recommendations for improved facilities put forth by the Pedagogical Innovation Task Force.

Hand-Offs: From the beginning of its process, the Core Curriculum Task Force maintained the conviction that any recommended changes to the Core Curriculum would need to be approved through the typical channels of faculty governance for curricular revision. In keeping with this conviction, the Core Curriculum Task Force is handing-off the recommendations for revision to the Director of the Core, who with a faculty advisory group, can finalize the recommendations and shepherd them through the University's approval processes.

Throughout its process, Core Curriculum Task Force was primarily concerned with the educational experience of the traditional (i.e., 18 to 22 year old) full-time student for whom the curriculum has the

potential to be transformative. The constraints of that focus, as well as limits on time, did not allow for the consideration of the impact of the proposed recommendations for non-traditional (i.e., adult returning students, part-time students, transfer) students. The Task Force recognizes the increasing importance of these non-traditional students for the fiscal health of the University, and further recognizes that the recommended Core Curriculum may not be the appropriate educational experience for these students. Subsequently, the Task Force is handing-off the questions regarding the educational experience for non-traditional students to the recommended Director of the Core who will work in collaboration with whoever is appointed to oversee this special group of students.

Core Curriculum Full Task Force Membership

- Christine Siegel, Associate Vice President for Academic Affairs, Task Force Chair
- Mary Frances Malone, Associate Vice President for Academic Affairs, Task Force Vice-Chair
- Audrey Beauvais '90, Associate Dean and Assistant Professor of Nursing, School of Nursing
- Jocelyn Collen '06, Campus Minister for Immersions and Pilgrimages, Campus Ministry
- Robert Epstein, Associate Professor of English, College of Arts and Sciences
- Shad Etemad, Associate Professor Mechanical Engineering, School of Engineering
- Curtis Ferree, Senior Reference Librarian, DiMenna-Nyselius Library
- Daniel Grazynski '10, Research Analyst, Office of Institutional Research
- Shannon Harding, Associate Professor of Psychology, College of Arts and Sciences
- Walter Hlawitschka, Associate Professor of Finance, Dolan School of Business
- Dennis Keenan, Professor of Philosophy, College of Arts and Sciences
- Paul Lakeland, Aloysius P Kelly, SJ Chair of Catholic Studies, College of Arts and Sciences
- Kaitlin Maciejewski '15, Student, College of Arts and Sciences
- Valeria Martinez, Associate Professor of Finance, Dolan School of Business
- Kathy Nantz, Professor of Economics, College of Arts and Sciences
- Marice Rose '92, Associate Professor of Visual and Performing Arts, College of Arts and Sciences
- Mary Ross '78, Alumna, School of Nursing
- Matthew Rotondaro '16, Student, College of Arts and Sciences
- Joyce Shea, Associate Dean and Associate Professor of Nursing, School of Nursing
- Jonathan Stott, SJ, Assistant Professor of Physics, College of Arts and Sciences
- Janet Striuli, Assistant Professor of Mathematics, College of Arts and Sciences
- John Thiel '73, Professor of Religious Studies, College of Arts and Sciences

Core Curriculum Subcommittee Assignments

AJCU Core Curricula

- Shah Etemad
- Shannon Harding
- Dennis Keenan
- Mary Ross
- Jonathan Stott

Student Perceptions

- Robert Epstein
- Curtis Ferree
- Paul Lakeland
- Joyce Shea

Needs of 21st Century Learners

- Jocelyn Collen
- Daniel Grazynski
- Walter Hlawitschka
- Kaitlin Maciejewski
- Valeria Martinez
- Kathy Nantz
- Marice Rose
- John Thiel

Mission of the Core

Fairfield University, its faculty, undergraduate students and staff, share a common intellectual experience through the Core Curriculum. The mission of this Core, which is deeply rooted in the Jesuit Catholic humanistic tradition, aims to shape habits of the mind and heart, to develop foundations for molding a moral person, to provide an educational context for discerning the common good and to engaged students and faculty in exploring ways of proceeding intellectually and socially which can transform them to becoming women and men for others. As Fairfield's document, *Mission of the Core* (1999), stated: "While these values are given particular shape and texture in the Christian story that indelibly marks the history and identify of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are 'the obligation of all educated, mature human beings.'"

Adolfo Nicolas, Superior General of the Society of Jesus, offering this challenge to all Jesuit universities stated in April 2010: "Jesuit education should change us and our students...[A]nd the meaning of change for our institutions is 'who our students become,' what they value, and what they do later in life and work. To put it another way, in Jesuit education, the depth of learning and imagination encompasses integrates the intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable and faith filled world."

The Core Curriculum is a holistic experience in which faculty and staff share in a common purpose of helping students to think beyond their immediate educational needs, to sensitize them to a broader conception of the whole person's education in which the entire community is involved, the institution's *paideia*, modeling the virtues and practices which it is hoped students will acquire.

The design of the Core in its tiered approach provides an educational encounter for both students and faculty through which students can imagine how to engage intellectually through the lens of the Jesuit humanistic tradition. Courses in Tier One, to be completed within the first and second year, provide students with the introduction to the intellectual approaches essential to philosophical, religious, rhetorical, historical, quantitative and cultural inquiry within the Jesuit humanistic tradition. Tier Two introduces students to how various disciplinary approaches frame and engage the important intellectual issues for the common good. A culminating interdisciplinary approach allows both students and faculty to make the connections essential for integrative learning, for exploring pressing issues that call out for a just resolution, and for using innovative pedagogy. At its best, the Core can transform both students and faculty as they intentionally begin to set the intellectual framework for an education that will make a lifelong difference for the good as understood within the context of a Jesuit Catholic education for the 21st century.

University Members Submitting Written Comments

William Abbott	Sara Diaz	Dawn Massey
Sergio Adrada Rafael	Christine Earls	Laura McSweeney
M. Covado Arango-Martin	Michelle Farrell	Marcie Patton
Steven Bayne	Joel Goldfield	Shawn Rafalski
Jocelyn Boryczka	Hugh Humphrey	Susan Rakowitz
Betsy Bowen	Xiao Jiwei	Vincent Rosivach
Javier Campos	Jerelyn Johnson	Aaron Van Dyke
Mary Ann Carolan	Jacalyn Kremer	Michael White
Kevin Cassidy	Philip Lane	David Winn
Paul Caster	Joan Lee	
David Crawford	Douglas Lyon	

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Appendix F. Current Core Curriculum (Journal of Record: pp. 8-11)

3. The Core Curriculum and related items

The Core Curriculum:

The goal of a Fairfield education is to develop - in each student - the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the General Faculty has developed a general education Core Curriculum which all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

Options within the Core Curriculum:

Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with the approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

Area II: History and Social Sciences

- (1) 2 semesters of history. Hi 30 and one intermediate level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) 2 semesters in one or two of the social sciences.

Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 101 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) 1 additional course in either philosophy, religious studies, or applied ethics.

Area IV: English and Fine Arts

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)

(2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theater history, or film history.

Area V: Modern and Classical Languages

(1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

CR: 11/02/1987
amended AC: 04/10/2006
amended AC: 03/07/2011
amended AC: 03/05/2012

Nursing Core Requirement:

Nursing students must complete the Core Curriculum that is required of all Fairfield undergraduates with one exception. Nursing students enroll in either the two semesters of foreign language or the two semesters of fine arts.

AC: 12/04/1989

Dolan School of Business Core Requirement:

For students in the Charles F. Dolan School of Business, Area V of the core requirements is two semesters of the same language at any level.

AC: 04/02/2012

Core Courses for Undergraduate Students with Minor in Education:

Educational Psychology (ED 241) may serve as one of the two core courses in the Behavioral and Social Sciences for students seeking to complete the undergraduate education minor.

AC: 04/10/2001

Restrictions on Courses in Area III of the Core:

It would be understood with regard to Area III of the Core Curriculum as described above that no course could be accepted for core credit unless:

- a. In III (1), it was specifically approved by the Philosophy Department.
- b. In III (2), it was specifically approved by the Religious Studies Department.
- c. In III (3), it was approved either by the Religious Studies Department or by the Philosophy Department.

CR: 11/02/1987

Undergraduate Curriculum:

To the extent possible and appropriate, departments and schools offering courses in the core should provide as many options as possible, consistent with fulfilling their academic responsibilities within the core program. It is the function of the individual department or school to determine how this can best be done, subject to ratification by the general faculty. Any revisions in this approach (e.g., change in distribution between requirements and options) must be submitted to the UCC for its recommendations and subsequent submission to the general faculty for final approval.

Some departments or schools may require their majors to select specific options within the core offerings, which are more valuable to their particular program.

GF: 03/19/1970
amended CR: 04/20/1987
amended AC: 03/06/2011

American Diversity Requirement:

1. All undergraduate students beginning with the incoming 1995 class (class of 1999) will be required to take one course, which focuses on diversity and pluralism in American society.
2. Students will choose their course from a list of previously approved courses.
3. This new requirement will not increase the size of the present core, but a course taken as part of a student's major, or as an elective may be double counted to fulfill this requirement.

GF: 02/03/1995

AC: 03/07/2011

Criteria and Guidelines for Listing as an American Diversity Course:

I. Criteria

In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.

II. Guidelines

The reviewing committee must be receptive to the unique approach of each instructor and the manner in which he/she involves diversity principles in his/her courses/course sections.

Although diversity components are encouraged in all courses/course sections, introductory courses, by their general nature, will normally not fulfill this requirement, but are not precluded from being approved.

Depending on their subject area or disciplinary field, the courses might include:

- A. An interdisciplinary theoretical approach to the material;
- B. Study of the various and possibly conflicting ways difference has been understood and represented;
- C. Use of primary sources of a personal and experiential nature, such as memoirs and autobiography, which give voice to a multiplicity of perspectives and points of view.

GF: 11/17/1995

AC: 11/16/2015

World Diversity Requirement:

Students at Fairfield will take one course that focuses on a non-Western culture or society, exclusive of Europe, and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or scientific traditions. Though courses primarily emphasizing North American and European topics will NOT count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures CAN meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy this requirement. Moreover, such a course will NOT emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement. A similar mechanism as was used for the USA diversity requirement will be used for the approval of courses, and implementation of this World Diversity requirement.

It was determined that this requirement would apply first to the class entering in September 1999, i.e. the class of 2003.

GF: 04/17/1998

Appendix G. Comparison of Core Proposals: December 2016 vs. December 2017

I. Course Distribution: 45 credits (15 courses)

December 2016 (old)	December 2017 (new)	Change
-----	Magis Core Curriculum	Named the Core
Tier 1 (7 courses)	Orientation (7 courses)	Retained the “original” name from previous Core proposals for tiers
1 Composition and Rhetoric course	1 English course (Composition and Rhetoric)	Named the department
1 Philosophy course	Same	
1 Religious studies course	Same	
1 History course	Same	
1 Mathematics course	Same	
2 Modern / Classical Language courses Exception: Engineers take Computer Programming	1 Modern / Classical Language course (all students)	All students take 1 course in Modern / Classical languages. No exemptions by School.
---	1 Additional course in Mathematics or Modern / Classical Languages	Students can opt to take a year of Math or a year of Modern / Classical language based on interest / Major
Tier 2 (8 courses)	Exploration (8 courses)	Retained the “original” name from previous Core proposals for tiers
---	Humanities	Areas listed
1 Arts course	1 Visual and Performing arts course	Named the department
1 Literature course	1 English / Modern Languages and Literatures / Classics course in Literature	Specified departments
2 courses from Philosophy, Religious studies, or History	Same	
---	Social & Behavioral Sciences	
2 Social Science courses from 2 different departments: Sociology & Anthropology / Psychology / Economics / Politics / Communication	2 courses from Sociology & Anthropology / Psychology / Economics / Politics / Communication	No restriction (can be in the same department)
	Natural Sciences	
2 Math and Natural Science courses, at least one of which is Natural Science: Math / Biology / Chemistry / Physics	2 courses from Biology / Chemistry and Biochemistry / Physics	Additional course in Natural science. Math is moved to an option with Modern language in the Orientation tier.
Total Courses: 15	Total Course: 15	

The CAS Core Revision committee met 17 times in from March 2017-November 2017 to consider changes to the Core that were implemented from April 2016 to December 2016. The following suggested changes were made with regard to the distribution of 15 courses:

- **Naming the Core.** The Core was given a name (*Magis*) to highlight the Jesuit and Catholic tradition of building men and women for others. The proposed Core is grounded in courses in History, Religion, and Philosophy and the Signature elements strive to develop men and women for others.

- **Retaining the names for Tiers.** The committee felt the terms Orientation and Exploration provide context for completion of the Core.
- **Language requirement.** After consultation with the Modern Languages and Literature department and the School of Engineering, the committee proposed a compromise that will keep a common Core experience across schools. All students will be required to take one course in Modern / Classical languages (with no placeouts) plus one course in Mathematics. Students can then elect to take a second language course or a second Mathematics course to meet Core and / or Major requirements. This alleviates some of the difficulties that may be experienced by School of Engineering students and School of Nursing students that have science-heavy curricula for degree requirements; while allowing all students to have exposure to a language and culture course.
- **Naming departments and areas.** Because this is a discipline-based Core, small changes were made to highlight the importance of the areas (Humanities; Social and Behavioral Sciences; Natural Sciences) and departments within the Core.
- **Social and Behavioral science requirement.** After discussions with representatives from the professional schools, and chairs in the Social Sciences, the restriction on courses (2 different departments) was lifted. This will allow students to develop majors in the social sciences and may provide depth of study in those areas.
- **Natural science requirement.** By moving Math to an option in the Orientation tier (with Modern / Classical languages), we were able to retain two natural science courses within the Core. This was an issue that frequently came in on conversations with faculty.

II. Signature elements

December 2016 (old)	December 2017 (new)	Change
Writing Across the Curriculum	Writing Intensive	Name change to accommodate writing the Major (below)
3 Core courses	2 Core courses plus one additional writing course in the Core (Writing Across the Curriculum) or Major (Writing in the Discipline)	Students can fulfill the third writing course in their Major
Social Justice	Same	
3 Core courses <ul style="list-style-type: none"> • Introduction • 2 Intermediate: at least one considers race, gender, class issues 	3 Core courses <ul style="list-style-type: none"> • Introduction • 2 Intermediate: that consider race, gender, class issues 	2 courses will consider race, gender, class issues
Interdisciplinary experience	Same	
1 Course <ul style="list-style-type: none"> • team taught, cluster, individually taught 	1 Course <ul style="list-style-type: none"> • team taught, cluster, individually taught • At least on instructor in the College of Arts and Sciences 	Allows faculty from other Schools to team teach Interdisciplinary experiences
Total Experiences: 7	Total experiences: 7	

Changes:

The following changes were made to the Signature elements:

- The Writing Across the Curriculum element was changed to the Writing Intensive Element. After discussion with faculty from across schools and the Director of Core Writing, it was recommended that some students would benefit from having one of their writing intensive experiences be within their

Major (Writing in the Discipline). This allows for greater flexibility and encourages faculty to develop writing intensive experiences for majors.

- The Social Justice element (3 courses) will be retained in the Core, and will include one introductory course and two courses that consider race, gender, and class issues.
- The Interdisciplinary experience (1 course) can be met by a team taught course, cluster courses, or individually taught course. To encourage innovation between all faculty, team taught courses can be offered by faculty outside of the College, provided one instructor is in the College in a Core area.

The committee supported the idea of 7 total experiences, with a need for careful rollout and oversight.

III. Governance

The Core proposal dated December 2016, it was recommended that the approval of courses offered within the Core be determined by learning outcomes; replacing the current process in the Journal of Record that uses Core Reviewing units to determine whether courses “count” as Core requirements. The December 2017 Core proposal recommends appointing tenured or tenure-track faculty Directors of each of the Signature elements (Writing Intensive, Social Justice, an Interdisciplinary elements) within the College of Arts and Sciences and having them work with the faculty Director of the Core and the Dean (or their designee) to draft a course approval process, including the ability to appeal a decision. This process will be submitted to UCC for approval.

Appendix H: Supplementary Materials related to Approval Processes

Excerpts from minutes of College of Arts and Sciences Faculty Meetings

October 24, 2017

Prof. Shannon Harding (Chair) led the presentation. The other committee (CAS Core Revision) members were Prof. Beth Boquet, Prof. Johanna Garvey, and Prof. Dennis Keenan.

Core Revision began in 2014 with the formation of the Core Revision Task Force.

In 2015-2016 academic year, Prof. Epstein served as the Director of the Core. A proposal was passed by the UCC in the Spring 2016 term.

Working groups were formed in the summer of 2016. These groups worked on incorporating and implementing writing intensive, Social Justice, and Interdisciplinary Courses.

The revised proposal was presented at the FDEC Faculty Development Day in December 2016.

The Current Committee was formed based on a motion that was passed on January 27, 2017. The four-person committee was charged to bring a proposal to the Faculty of the College of Arts and Sciences for a vote.

January 27, 2017 CAS meeting:

*“The faculty of the College of Arts and Sciences directs the Arts and Sciences Planning Committee to conduct an election of a four-person committee, drawn from the full-time faculty of the College of Arts and Sciences, to bring to completion the proposed revision of the Core Curriculum as it stood in the spring of 2016 (while incorporating the work accomplished by faculty in the summer of 2016 on the writing across the curriculum component, the interdisciplinary component, and the social justice component), and shepherd this proposal through the process of: (1) approval by the faculty of the College of Arts and Sciences, (2) approval by the appropriate Faculty Handbook committees, and (3) approval by the General Faculty. The committee will consist of one former member of the Fairfield 2020 Core Curriculum Task Force, and one former member of each of the Summer 2016 Working Groups (the Writing Across the Curriculum Component, the Interdisciplinary Component, and the Social Justice Component). **The four-person committee will aim to bring a proposal to the faculty of the College of Arts and Sciences for a vote.**”*

The committee was elected in February 2017. They met weekly. They met with stakeholders: The School of Engineering, and the Department of Modern Languages and Literature, the Office of Mission and Identity and the Office of Service Learning.

Prof. Shannon Harding was appointed the new Director of the Core in Summer 2017. A University Core Revision Committee was appointed as well.

The Suggestions for Change are

1. Naming the Core
2. New Course Distributions
 - Modifications to the version that passed the UCC
3. Signature Elements
 - Endorsement of the Signature Elements
 - Flexibility in the Writing Intensive element
4. Governance and Approval of Courses
 - Recommendation for retaining approval of core courses within departments and Core Reviewing Units

- Suggestions for UCC oversight on Signature Elements and an appeals process.
5. Administrative Oversight
- Recommendations for additional directors for the Signature Elements.

The committee supports naming the core, “The Magis Core Curriculum” and has integrated the name into the Core Mission Statement.

“*Magis* is a Latin word that means “more” or “better.” *Magis* denotes the cultivation of a disposition that acknowledges the generosity of God and embodies it in our generosity to others. The word and the disposition it represents are related to the phrase *Ad majorem Dei gloriam*, “for the greater glory of God.” Throughout the Core curriculum at Fairfield University, students will be challenged to reach for more in their intellectual and personal development, as they share a common curriculum in the Liberal Arts. They will be inspired to embrace both rigor and reflection, in a process of on-going change and growth. The University’s Core Mission is deeply rooted in the Jesuit Catholic humanistic tradition and aims to provide an educational context for discerning the common good and to engage students and faculty in exploring ways of proceeding intellectually and socially, which can transform them into men and women for others. As Fairfield University’s *Mission of the Core* (1999) stated: “While these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are ‘the obligation of all educated, mature human beings.’” The *Magis* supports and reflects the University’s Mission, educating the whole person and offering on-going opportunities for transformation. The *Magis* weaves three “signature elements” throughout the disciplinary-based Core courses: an Interdisciplinary element, a Social Justice element, and a Writing Intensive element. At its best, the Core can transform both students and faculty as they begin to set the intellectual framework for an education that will make a lifelong difference for the good as understood within the context of a Jesuit Catholic education for the 21st century.”

The goals for core revision are

- To establish a Common Core for all undergraduate students
- To reduce the overall number of credits from 60 to 45 credits (20 courses to 15)
- To maintain the Core as a distribution of courses in various disciplines.

The April 2016 Core Proposal consisted of the following courses

TIER ONE: ORIENTATION (8 courses)

- 1 English writing course
- 1 Religious Studies course*
- 1 Philosophy course*
- 1 History course*
- 1 Mathematics course
- 1 Arts/Literature course
- 2 Modern / Classical Language courses, at any level

TIER TWO: EXPLORATION & INTEGRATION (7 courses)

Humanities: 3 courses in 4 different areas (PH; RS; HI; Arts& Lit)

Natural Sciences and Mathematics: 2 courses: at least one science

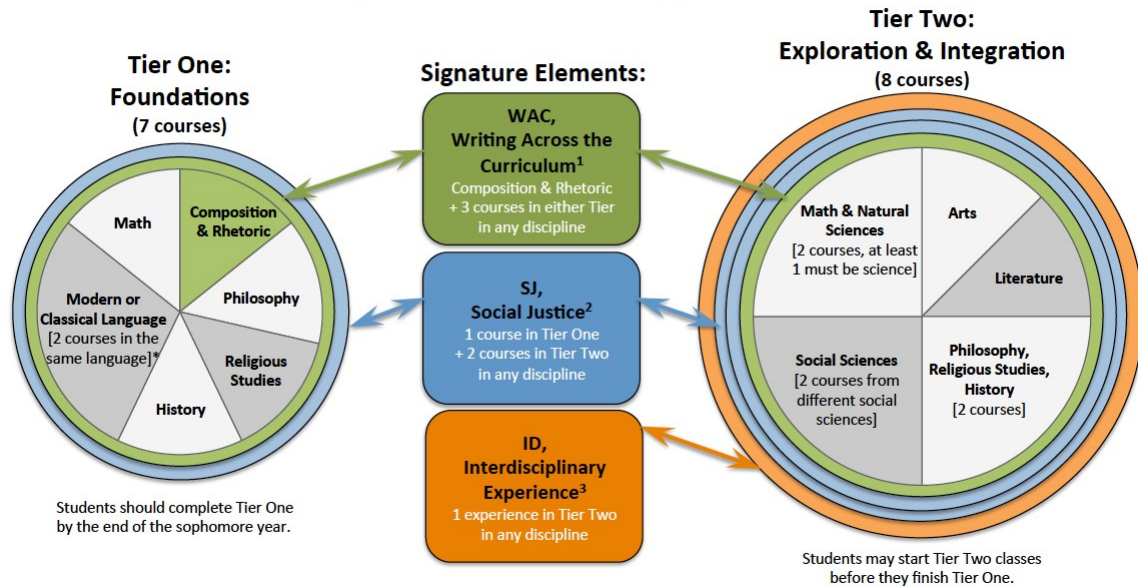
(MA; BI; PS; CH)

Social and Behavioral Sciences: 2 courses in 2 different departments
(SO & AY; EC; PO; PY; CO)

Integration: 1 pair of cluster courses, or 1 team-taught or individually taught interdisciplinary course

The December 2016 Core Proposal consisted of the following courses

1a. Proposed University Core



- 7 courses in Tier 1 and 8 Courses in Tier 2
- Arts & Literature removed as a “choice” in Tier 1 and into Tier 2 as separate elements
- PH, RS, HI become “choose 2 out of 3”
- SOE students (only) allowed to take a year of Computer programming in lieu of Modern / Classical language courses

Presently, the Modern Language Requirement Varies by School:

- CAS requires completion of a language to the intermediate level
- DSOB requires two semesters of language at any level
- SOE has no language requirement
- SON allows students to fulfill the language requirement OR the VPA requirement

The Core Proposal presented in December 2016 did not have a common experience for all. It did not have support of the Department of MLL. Computer programming is vastly different from spoken languages. The Core that was presented in December 2016 did not address concerns from SON.

The Core Proposal October 2017:

ORIENTATION

- 1 Composition and Rhetoric course
- 1 Religious Studies course
- 1 Philosophy course
- 1 History course
- 1 Math course
- 1 Modern / Classical Languages Course
- Plus one additional course in Math or Modern / Classical Languages

EXPLORATION

• Humanities

- 2 courses* in Religious Studies/Philosophy/History
- 2 courses* in Visual and Performing Arts/Literature

• Natural Sciences

- 2 courses in Biology/Physics/Chemistry
- **Social and Behavioral Sciences**
- 2 courses in Sociology & Anthropology/Psychology/Economics/ Politics / Communication

*indicates that courses must be taken in two different departments.

No restrictions on courses in the Natural, Social, & Behavioral sciences

The proposed core provides a common experience for all students. It also keeps the “split” between Arts/Literature from the December 2016 proposal. It also gives all students exposure to courses in Modern/Classical Language and retains two Natural Sciences Courses in the Core. It also addresses the need for flexibility within the professional schools.

The CAS Core Revision Committee supports the Signature Elements and makes the following recommendations:

Writing Intensive Courses: Three writing intensive courses. The third course can be fulfilled within the core (WAC) or within the major.

Social Justice Courses: Three Social Justice Courses. The majority of committee members felt that Social Justice courses should remain in the Core.

Interdisciplinary Courses: One Interdisciplinary course. The Committee recommends that at least one instructor should teach within the core in team-taught courses.

The Committee recommends the following for the implementation of the Signature Elements:

- The Committee recognizes the need for careful rollout and assessment of these courses to meet student demands.
- The Committee recommends that each of the signature elements are overseen by a Faculty Director; similar to the Director of Core Writing.

The Committee recommends the following governance/course approval process:

- The Committee recommends that approval of Core courses remains within departments / reviewing units as outlined but recognizes the need for an appeals process.
- An approval process needs to be developed for each of the three signature elements: Writing Intensive, Social Justice, and Interdisciplinary courses.

The Committee recommends the following administrative structure:

- Faculty Directors for each signature element
- A reporting structure for all Directors to the Dean of the College of Arts and Sciences
- An advisory committee for each signature element that will work on course development and approval
- An appeals process set up in consultation with Directors as appropriate

Prof. Harding concluded her presentation by stating that the Committee is presenting an aspirational core. There are many good elements in the core.

The Chair, then called on Prof. Marice Rose to speak. She read the following statement:

“I want to thank the core committee for the time and energy they have expended, I know the task is far from easy. Today I speak as an alum, Class of 92 French and Art History double major, and as a member of the Visual and Performing Arts Department, the members of which share the concerns I bring to you today. First, some background for those new to Fairfield; VPA is an umbrella department of 5 major-and minor granting programs: Art History; Film, Television, and Media; Music; Studio Art; and Theatre. We have one program that is only a minor, Graphic Design.

The core today is the same as it was when I graduated, there is no doubt that it needs to change. My colleagues and I are deeply concerned that the proposed core lacks the flexibility that is necessary for a 21st century core, would have a severe impact on our department, and is imbalanced among the humanities.

In the current core, students are required to take one history of a visual or performing art, and one applied course (examples include watercolor, film editing, acting).

The proposed core requires one VPA, history or applied, but does not allow for a second. With most of our students currently being encouraged to take the second of their arts requirements abroad when they study away---and rightly so---with only one core course, very few students would be taking VPA on campus, especially since most of our majors discover their art major when they take it for core first or second year. This was confirmed in our alumni event this weekend during Homecoming. Fairfield students do not default to arts courses as electives.

We are the only department in the new core in which a student does not have the option to take more than one course. Every other department or discipline could have a student taking two courses. Yes, they could take more art if they want junior or senior year, we are not preventing their elective choices, but the core--- as written and publicly communicated--- is a message about what we value for a Fairfield education. If the new core is approved, how will this disparity be rationalized, especially in terms of the Humanities distribution, where only one art course is possible and deemed necessary, while two courses in other departments are a possibility?

Study of the arts, and creation of them, are not new disciplines. They are important to a Jesuit, Catholic education and to the original Jesuit mission, as the Fairfield University art museum's international loan exhibition on the art of the Gesu church will make clear this winter. We sincerely hope that the rigor of our courses is not in question. The arts are overwhelmingly the disciplinary home of people who identify as women and as LBGQTQ, so what this disparity communicates to our students, faculty, and staff should be considered on those terms as well.

Thank you for listening.”

The Chair then called on Prof. Jiwei Xiao who read the following statement:

“On behalf of the Dept. of Modern Languages and Literatures, I would like to make the following statement regarding the CAS Revision Committee's proposal for the Core Curriculum:

After careful deliberation and thorough discussion among all the full-time faculty in DMLL, we have reached the conclusion that we cannot support this newest version of the core revision.

First and foremost, the reduced language requirement to one semester plus a possible second semester is against our belief that language is at the center of the liberal arts education offered at Fairfield University, and against the DMLL's commitment to its mission.

Second, the new Core requirement of 1 Modern/Classical Language course plus 1 additional course in either Math or Language is not clear to us now and may cause confusion in the future to both faculty and students if implemented. We don't know the exact reasons why the DMLL is pitted against the Mathematics Dept. And we have questions with regard to the exact meanings of this new requirement. These questions have not had a chance to be addressed because the Core Revision Committee told us they were unable to meet with us since they had not met with the School of Engineering. However, the change made to this particular component of the core has a direct impact on the course offering of the DMLL, not the School of Engineering.

Third, the DMLL is not included in the Exploration component of this new Core. We respectfully and earnestly request that the Modern Languages and Literatures Dept. be listed as a Humanities Department in the Exploration section. Not only do DMLL faculty teach cross-listed literature and cinema courses for

English and VPA departments, we also teach humanities courses in target languages at advanced levels. Our faculty are published authors of books and peer-reviewed journal articles. The non-English humanities courses should count towards the new Core.

We understand the Core Revision Committee's dilemma in negotiating different parties' requests and demands; they are charged with a mission almost impossible to accomplish. But as a language and literature department, we fear that this is going to become part of a larger pattern speaking to the existential crisis of the liberal arts. The expanded Professional Cores are making it difficult for their students to have a major in the College of Arts and Sciences. A minor would be possible. But on a larger scale, this approach increases the professionalization of CAS courses to the detriment of the liberal arts. The New Core pushes us toward a service program. It makes double majors in the CAS and the Prof. Schools less likely.

Today we are faced with a globalizing world of increasing diversity and competition. Our society is going to be more not less polyglot in the future. By cutting language to the bare bone of one course and plus are we not doing a disservice to our students? This is a critical moment for all of us. We are wavering between hope and fear as a school and a university, just as our country is too. We are at a crossroad. We must choose wisely. For without doing so, we will fail generations of Fairfield students to come.

For all these reasons, we do not support this newest version of the core revision."

Prof. Harding stated that many comparable institutions do not have a language requirement. We are a comprehensive university that meets the needs of liberal arts majors and science majors and other majors that may be burdensome to our students. Students will attain a certain level of knowledge of language or literature in this core. Some cores have exemptions for science students.

Prof. Carolan stated that you are giving students a choice to avoid math or a foreign language. Why are we comparing ourselves to other colleges and universities rather than what everyone else is doing?

Prof. Bowen spoke in favor of the proposal. We are unlikely to find a perfect solution. This proposed "Core" gives us many things that we need. There is an exciting change in the WAC requirements that is in in the student's major. This gives students a choice to improve writing in the disciplines.

Prof. Torff thanked the committee for their hard work. He is not in favor of the proposal. The new core sends the wrong message. Requiring only one course in the arts is not serious. When we eliminated the University College several years ago, we showed that the University is not serious to this segment of students.

Prof. McFadden has two concerns. No one has brought up the fact that languages are very structured. Cutting elementary languages in half does not make sense. There are five sub-disciplines in Visual and Performing Arts. Having only one course in the fine arts is reducing our emphasis on humanities. This is the wrong time to do this.

Prof. McClure asked about the Social Justice component. She wondered why the Social Justice component can only be housed in the Core and why can't we have a director of Social Justice? Prof. Harding responded that having the Social Justice requirement outside of the core would be detrimental.

Prof. Crawford thanked the committee. He asked, under exploration, could you take a literature course in Modern Languages? Prof. Harding responded, "Yes." He also asked why are we not asking student to take courses in different departments in the Natural & Social Sciences. Prof. Harding responded that having a restriction would limit students in Nursing to take courses in psychology and earn a minor in psychology. There was no pushback from limiting the restriction.

Prof. Leatherman agreed with Prof. McFadden's comments.

Prof. Downie made an observation that having a unified core will involve compromises. We will see further erosion to professional schools over time. We should argue that we need a requirement in Chinese, Russian, or Arabic and we need four semesters of mathematics.

Prof. Nash wanted to know why the committee did not meet with Prof. Pearson, the director of the Humanities. Prof. Harding stated that the Committee met with stakeholders where changes were proposed. If people did not contact us, we did not meet with you.

Prof. Bayne wondered why the magic number is 15 courses for the proposed core? Why not 16 courses? Prof. Epstein said that the committee was given a charge to find a way to have a common core and not to increase the size from the current proposal. We do not want to disadvantage us with regards to the rest of the University. We had to find a way to reduce the core and have a common core with the professional schools. The resources are going to business, engineering, and nursing. We have disadvantaged ourselves since the professional schools have a reduced core requirement. Prof. Harding responded that the School of Engineering has 144 credits required for graduation.

Prof. Johnson stated that the School of Engineering had changes that they wanted to make. They wanted to expand their hands-on practical courses. Nursing wanted to recruit students and having two-course language requirement would hinder recruiting students. Prof. Harding responded that 16 Jesuit schools have Nursing Programs. Of these 16 schools, only six have a language requirement. The proposed core requires all students to take a language course and gives students a chance to fall in love with languages. There are no place-outs with languages.

Dean Greenwald worries about our questioning the curricular process of other schools. The School of Engineering is under pressure by ABET to reduce the number of credits. How can students complete the requirements in four years? We need to keep in mind that we will lose students to other schools for Engineering and Nursing.

Prof. Boquet stated we always went back to the common core experiences. We wanted to focus on the commonality piece. English will lose at least 1200 seats per year. We are moving toward an aspirational core. It was important for us to save space in the core for things we value. We prioritized this over other things.

Prof. Rosivach wondered why we did not think of a further common core for the College of Arts and Sciences. If it were possible for us to have requirements for the College of Arts and Sciences, a lot of us will be more comfortable with the changes that are proposed. Second, why is the renamed core "*Magis*." How will the name change affect teaching in my class?

Prof. Mielants stated that he is in favor of having our students studying more languages. He also mentioned that we have seen a gradual increase in U.S. Diversity and World Diversity courses from the School of Business.

Prof. Klug spoke in favor of the proposal. She stated that the committee did a fabulous job bringing in all of the pieces. It gives B.S. students in the College of Arts and Sciences a chance to minor, and many students minor in MLL.

Prof. Thiel spoke in favor of the proposed core. It is a compromise. Politically, this is absolutely crucial and the committee prepared the common core brilliantly. If we don't make changes now, the core will be eroded again in two to three years. The committee did a superb job in creating the new core.

Prof. Steffen also spoke in favor of the proposed core. The proposed core is well thought out and well researched. We don't have to be so slow in changing things in the future.

Prof. Carol Ann Davis stated that if the core proposal does not pass, the Social Justice components were in the proposal that passed the Undergraduate Curriculum Committee in December 2016.

November 10, 2017

Prof. Shannon Harding mentioned that the Core Revision Committee has continued to meet with the Department of Modern Languages and Literature (MLL) and the Department of Visual and Performing Arts (VPA) and the Director of the Humanities. The revised proposal strives to achieve a common core for undergraduate students across the University.

Prof. Harding made the following motion, which was seconded by Prof. Bowen.

Motion: The Faculty of the College of Arts and Sciences endorses “The *Magis* Core Curriculum” and recommends that the undergraduate core curriculum be revised accordingly.

The *Magis* Core Curriculum

Mission

Magis is a Latin word that means “more” or “better.” In *The Spiritual Exercises*, St. Ignatius writes: “Our one desire and choice should be what is *more* conducive to the end for which we are created.” *Magis* denotes the cultivation of a disposition that acknowledges the generosity of God and embodies it in our generosity to others. The word and the disposition it represents are related to the phrase *Ad majorem Dei gloriam*, “for the greater glory of God.” The *Magis* Core Curriculum is deeply rooted in the Jesuit Catholic tradition and aims to provide an educational context for discerning the common good and for transforming students and faculty into men and women for others. As Fairfield University’s *Mission of the Core* (1999) states: “While these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are ‘the obligation of all educated, mature human beings.’” The *Magis* Core Curriculum supports and reflects the University’s Mission, educating the whole person and offering on-going opportunities for transformation. The *Magis* Core Curriculum weaves three “signature elements” throughout the disciplinary-based core courses: an Interdisciplinary element, a Social Justice element, and a Writing Intensive element.

ORIENTATION

- **English (Composition and Rhetoric)** (1 course)
- **Religious Studies** (1 course)
- **Philosophy** (1 course)
- **History** (1 course)
- **Mathematics** (1 course)
- **Modern/Classical Language** (1 course)
1 additional course in *either Mathematics or Modern/Classical Language*

EXPLORATION

- **Humanities**
Religious Studies / Philosophy / History (2 courses in 2 *different* departments)
English (Literature, including selected courses in English translation) (1 course)
Visual and Performing Arts (1 course)
- **Natural Sciences**
Biology / Chemistry / Physics (2 courses)
- **Social and Behavioral Sciences**
Sociology and Anthropology / Psychology / Economics / Politics / Communication (2 courses)

Signature Elements

- **Interdisciplinary element (1 course):** *either* a team-taught course, *or* a cluster course, *or* an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
- **Social Justice element (3 courses):** one course providing an orientation to social justice, and two additional social justice courses that addresses race, class, and gender. (All courses within the Orientation and Exploration areas.)

- **Writing Intensive element (3 courses):** two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within *either* the Orientation and Exploration areas (Writing Across the Curriculum) *or* within a Major (Writing in the Disciplines).

Prof. Johnson thanked the committee for their hard work. She made the following friendly amendment:

EXPLORATION

• **Humanities**

Religious Studies / Philosophy / History (2 courses in 2 *different* departments)

English or MLL or /Classics (1 course)

Visual and Performing Arts (1 course)

The Modern Languages and Literature (MLL) Department is a Humanities Department. Faculty in MLL teach literature courses in the target language. The amendment was seconded by Prof. McFadden.

Prof. Bucki asked for clarification about where the amendment would be placed in the motion.

Professors Thiel and Pearson spoke in favor of the amendment.

Prof. Keenan asked if this would affect VPA courses that are cross-listed in other Departments.

Prof. McFadden called the question. Seconded by Prof. Umansky. The vote to call the question passed with one no vote.

The amendment passed overwhelmingly.

Prof. Xiao made an amendment to the motion. She wanted to require two semesters of the same modern or classical languages at any level with no place-outs. This was seconded by Prof. McFadden.

Prof. Baginski asked if a student comes in with AP credit, how would this affect their language placement? Prof. Johnson responded that AP credits would place them in a certain level of a language and will not place a student out of a language.

Prof. Harding spoke against the motion, since this would increase the number of courses in the core curriculum to 16 courses or reduce the mathematics requirement.

Prof. Harding stated that the task force recommended a year of a foreign language at any level. This did not work for the School of Engineering and as a result, the School of Engineering came up with a compromise, which is engineering students can take computer programming. In the proposed Core Curriculum, every student will still have exposure to a modern/classical language.

Prof. Mulvey spoke against the amended motion. We are trying to reduce the core and the Mathematics Department is accepting the reductions to the core.

Prof. Thiel spoke against the amended motion. We charged the committee to develop a common university core. All of our disciplines are taking a hit and the Core Committee negotiated a compromise that was brilliant.

Prof. Carolan spoke in favor of the amended motion. She felt that only requiring one semester of a foreign language was insufficient.

Prof. Rakowitz called the question. Prof. Bowen seconded. The question was called.

Vote on the amendment: (18 in favor, 78 opposed, 3 abstentions). The amendment failed.

Prof. Dallavalle suggested the following revision, which was seconded by Prof. Baginski:

In *The Spiritual Exercises*, St. Ignatius writes: “Our one desire and choice should be what is *more [Magis]* conducive to the end for which we are created.” *Magis* denotes the cultivation of a disposition that acknowledges the generosity of God and embodies it in our generosity to others. The *Magis* Core Curriculum is deeply rooted in the Jesuit Catholic tradition and aims to provide an educational context for discerning the common good and for transforming students and faculty into men and women for others. As Fairfield University’s *Mission of the Core* (1999) states: “While these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are ‘the obligation of all educated, mature human beings.’” The *Magis* Core Curriculum supports and reflects the University’s Mission, educating the whole person and offering on-going opportunities for transformation. The *Magis* Core Curriculum weaves three “signature elements” throughout the disciplinary-based core courses: an Interdisciplinary element, a Social Justice element, and a Writing Intensive element.

Prof. Lakeland called the question, which was seconded by Prof. Epstein. The question was called with one person voting against and one abstention.

Prof. Umansky asked if we voted on this now, would this preclude further discussion on the mission statement later on? Prof. Harding mentioned that the Mission statement came from the motion that was passed by the UCC.

The vote on the amendment to the mission statement was (90 = in favor; 1 = against, 5= abstentions). The amendment passed.

Prof Epstein asked if courses in psychology and anthropology will still count toward the natural science core. Prof. Harding stated that the courses may have to be cross listed.

Prof. Boquet mentioned that the Core Revision Committee wanted to see the Jesuit mission stated in the core curriculum. The Core Revision committee wanted to name the core curriculum.

Prof. Biardi proposed an amendment: change the word mission to rationale. Seconded by Prof. Fernandez.

Prof. Davis spoke against the amendment. She also mentioned that the Committee put a lot of effort in preparing the motions and that we should move away from word smithing at this time.

Prof Salafia stated that we are voting on the core curriculum. We can discuss the mission statement at a later time.

Prof. Rosavich wanted to come back to the word “MAGIS” at a later time.

Prof. Thiel called the question, which was seconded by Prof. McClure seconded. The question was called.

The vote on the proposed amendment by Prof. Biardi was (2 = in favor, 77 = against, 12 abstentions). The motion failed.

Prof. Bowen spoke in favor of the amended Core Curriculum as it will move us to a shared core across the University.

Prof. Bowen called the question on the amended motion, which was seconded by Prof. Tullis. The vote was 58 in favor and 4 opposed. The question was called.

The amended core curriculum is

The *Magis* Core Curriculum

Mission

In *The Spiritual Exercises*, St. Ignatius writes: “Our one desire and choice should be what is *more [Magis]* conducive to the end for which we are created.” *Magis* denotes the cultivation of a disposition that acknowledges the generosity of God and embodies it in our generosity to others. The *Magis* Core Curriculum is deeply rooted in the Jesuit Catholic tradition and aims to provide an educational context for discerning the common good and for transforming students and faculty into men and women for others. As Fairfield University’s *Mission of the Core* (1999) states: “While these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are ‘the obligation of all educated, mature human beings.’” The *Magis* Core Curriculum supports and reflects the University’s Mission, educating the whole person and offering on-going opportunities for transformation. The *Magis* Core Curriculum weaves three “signature elements” throughout the disciplinary-based core courses: an Interdisciplinary element, a Social Justice element, and a Writing Intensive element.

ORIENTATION

- **English (Composition and Rhetoric)** (1 course)
- **Religious Studies** (1 course)
- **Philosophy** (1 course)
- **History** (1 course)
- **Mathematics** (1 course)
- **Modern/Classical Language** (1 course)
1 additional course in *either Mathematics or Modern/Classical Language*

EXPLORATION

- **Humanities**
 - Religious Studies / Philosophy / History** (2 courses in 2 *different* departments)
 - English or MLL or /Classics** (1 course in Literature)
 - Visual and Performing Arts** (1 course)
- **Natural Sciences**
 - Biology / Chemistry / Physics** (2 courses)
- **Social and Behavioral Sciences**
 - Sociology and Anthropology / Psychology / Economics / Politics / Communication** (2 courses)

Signature Elements

- **Interdisciplinary element (1 course):** *either* a team-taught course, *or* a cluster course, *or* an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
- **Social Justice element (3 courses):** one course providing an orientation to social justice, and two additional social justice courses that addresses race, class, and gender. (All courses within the Orientation and Exploration areas.)
- **Writing Intensive element (3 courses):** two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within *either* the Orientation and Exploration areas (Writing Across the Curriculum) *or* within a Major (Writing in the Disciplines).

Prof. Crawford moved to use paper ballots and this was seconded by Prof. Johnson. The vote was (35 = in favor, 24 = opposed). The use of paper ballots was passed.

The amended core curriculum passed: 85 in favor, 17 opposed, 2 abstentions.

Prof. Harding made the following motion. Seconded by Prof. Abbott.

Motion: The Faculty of the College of Arts and Sciences recommends the following administrative structure for the *Magis* Core Curriculum:

Faculty Administrative Structure

The Dean of the College of Arts and Sciences will appoint a full-time faculty member in the College of Arts and Sciences to be the Director of the *Magis* Core Curriculum.

There will be a Director for each Signature Element in the *Magis* Core Curriculum: Director of the Interdisciplinary element, Director of Social Justice element, and Director of the Writing Intensive element. These three Directors will be full-time faculty members in the College of Arts and Sciences, appointed by the Dean of the College, in consultation with the Director of the *Magis* Core Curriculum.

In the event that any one of the four Directors steps down, the Dean will appoint a replacement.

The Director of the *Magis* Core Curriculum, the three Directors of the Signature Elements and the College Dean (or the Dean's designee) will constitute the *Magis* Core Curriculum Committee.

The Director of the *Magis* Core Curriculum shall:

- Oversee all aspects of the implementation of the *Magis* Core Curriculum;
- Oversee the ongoing execution of the *Magis* Core Curriculum, recommending changes and revisions to the faculty for approval when appropriate;
- Convene and chair meetings of the *Magis* Core Curriculum Committee at least twice a semester;
- Report to the College Faculty annually;
- Report to the General Faculty annually;
- Report to the Undergraduate Curriculum Committee annually.

The Director of each Signature Element shall:

- Be available as a resource to faculty teaching courses that satisfy that particular signature element in order to enhance and improve the integration of the signature element into courses;
- Be available as a resource for faculty who would like to propose a course to satisfy that particular signature element;
- Monitor availability of courses to satisfy that signature element;
- Attend meetings of the *Magis* Core Curriculum Committee.

The *Magis* Core Curriculum Committee shall:

- Meet, at least twice each semester, to discuss the ongoing operation of all aspects of the *Magis* Core Curriculum;
- Draft a course approval process, including the ability to appeal a decision, to be submitted to the UCC for approval.

Prof. Rosavich moved to adjourn. (8 = in favor. 47 = against). Motion to adjourn fails.

At this point in the meeting, Prof. LoMonaco departed and Prof. McClure Chaired the meeting.

Prof. Lakeland amended the motion to replace the words full-time faculty member with “tenured faculty member.” This was seconded by Prof. Mulvey.

Prof. Harding wanted to keep the wording as is.

Prof. Huber asked if the words “tenured faculty member” could be replaced with “tenured or tenure-track faculty members.”

Prof. Bowen, spoke against the motion since it disenfranchises the person we just hired to lead core writing.

Prof. Lakeland withdrew his amendment and Prof. Mulvey withdrew her second.

Prof. Bowen made a motion to replace the words full-time with tenured or tenure track. Seconded by Prof. Boquet. The question was called and was passed with 4 no votes and two abstentions.

Prof. Schwab asked about assessing the core in three and five years. The assessment of the core curriculum was addressed in the proposal.

Prof. Epstein asked if this motion has to go back to the Undergraduate Curriculum Committee. Prof. Harding stated that her understanding is that it will go to the Undergraduate Curriculum Committee, then the Educational Planning Committee, then the Academic Council and then the General Faculty.

The amended motion is

Motion: The Faculty of the College of Arts and Sciences recommends the following administrative structure for the *Magis* Core Curriculum:

Faculty Administrative Structure

The Dean of the College of Arts and Sciences will appoint a tenured or tenure-track faculty member in the College of Arts and Sciences to be the Director of the *Magis* Core Curriculum.

There will be a Director for each Signature Element in the *Magis* Core Curriculum: Director of the Interdisciplinary element, Director of Social Justice element, and Director of the Writing Intensive element. These three Directors will be tenured or tenure-track faculty members in the College of Arts and Sciences, appointed by the Dean of the College, in consultation with the Director of the *Magis* Core Curriculum.

In the event that any one of the four Directors steps down, the Dean will appoint a replacement.

The Director of the *Magis* Core Curriculum, the three Directors of the Signature Elements and the College Dean (or the Dean's designee) will constitute the *Magis* Core Curriculum Committee.

The Director of the *Magis* Core Curriculum shall:

- Oversee all aspects of the implementation of the *Magis* Core Curriculum;
- Oversee the ongoing execution of the *Magis* Core Curriculum, recommending changes and revisions to the faculty for approval when appropriate;
- Convene and chair meetings of the *Magis* Core Curriculum Committee at least twice a semester;
- Report to the College Faculty annually;
- Report to the General Faculty annually;
- Report to the Undergraduate Curriculum Committee annually.

The Director of each Signature Element shall:

- Be available as a resource to faculty teaching courses that satisfy that particular signature element in order to enhance and improve the integration of the signature element into courses;
- Be available as a resource for faculty who would like to propose a course to satisfy that particular signature element;
- Monitor availability of courses to satisfy that signature element;
- Attend meetings of the *Magis* Core Curriculum Committee.

The *Magis* Core Curriculum Committee shall:

- Meet, at least twice each semester, to discuss the ongoing operation of all aspects of the *Magis* Core Curriculum;
- Draft a course approval process, including the ability to appeal a decision, to be submitted to the UCC for approval.

Vote on Amended motion: (79 = in favor, 3 = opposed, 2 = abstentions).

Prof. Epstein thanked the core curriculum for their hard work.

UNDERGRADUATE CURRICULUM COMMITTEE DRAFT MINUTES- Excerpt

DATE: December 5, 2017

MEMBERS PRESENT: Cynthia Bautista, Bruce Berdanier, Rachelle Brunn-Bevel, Ryan Drake, Johanna Garvey, Richard Greenwald, Laura McSweeney, Martin Nguyen, Pierre Orelus, Walter Rankin, Giovanni Ruffini, Amalia Rusu, Michael Sciandra, Christine Siegel, Janet Striuli, Kraig Steffen, Sriharsha Sundarram, Vishnu Vinekar, Maggie Wills, Carol Ann Davis (guest), Shannon Harding (guest), Janie Leatherman (guest), Jeremiah Mercurio (guest)

REGRETS: Meghan Jackson (FUSA Rep), Michael McDonald (Chair)

Proposal for Revision of the Core

Shannon Harding, Director of the Core and Chair of the Core Revision Committee presented the proposal for the revision of the core. Shannon stated that there were amendments to the proposal from questions that were asked at the general faculty meeting (handout attached).

Shannon stated that the new core initiative began in 2014. The current core has been in place since 1979. This current core consists of 60 credits and the new core 45 credits.

In April 2016, the UCC committee approved a proposal for core revision presented by Bob Epstein, then Director of the Core, and charged those working on core revision to incorporate US and World Diversity requirements into the proposal. In summer 2016, Lynne Porter was appointed the new Director of the Core, and faculty working groups formed to address issues of implementation. Based on the work of those groups and the Core Revision Committee, a new proposal for core revision was presented and passed a vote of the UCC in December 2016.

In order to address concerns about the revised proposal, the College elected a 4 person committee including Shannon Harding in January 2017. Other members of this committee are Johanna Garvey, Elizabeth Boquet and Dennis Keenan.

The committee has met 18 times. The committee spoke to many stakeholders and representatives from all schools. On November 10th a new proposal was voted on by the College of Arts and Sciences and passed with 85 in favor and 17 opposed. This is the proposal that the UCC has in front of them, with some minor amendments to be discussed.

Shannon identified the differences between the current proposal and the one passed by UCC one year ago. She stated that the name of the core was changed to The Magis Core Curriculum to be in line with the University's mission. The new core allows for flexibility. The course distribution of the orientation (7 courses) and exploration (8 courses) are attached and listed on page 4. There are signature elements that are department based and involve 7 courses: Interdisciplinary Element (1 course), Social Justice Element (3 courses) and the Writing Intensive Element (3 courses).

With the language requirement being reduced to one course, there is a common experience for all students. The governance is listed on page 6. Shannon clarified that there would be a Director of the Magis Core and Coordinators of each of the three Signature Elements. The Director, Coordinators and the Dean of the College would constitute the Magis Core Curriculum Committee.

Shannon noted that additional funding would be requested for full time faculty hires release time, faculty support for course development and director and coordinator roles for stipends and course releases. The details of these requested will be prepared for consideration by the EPC.

Members of the General Faculty had asked for clarification regarding advanced placement credits. Shannon noted that the current proposal does not allow for the use of curricular credits in Tier One, but that curricular credits can be applied to Tier Two or graduation requirements.

Shannon Harding proposed that the core curriculum approved at the UCC in 2016 be replaced with the new one proposed today.

Discussion:

M Nguyen inquired about the amendment submitted that addressed the Committee members will convene a meeting with appointed members from each of the professional schools one each semester. He asked who appoints the members.

S Harding noted that the Dean from each school would appoint a member.

C Siegel clarified that when members are appointed to the committee, she works with the Deans to appoint members who have been endorsed by faculty.

L McSweeney stated that there was some concern among the professional schools regarding the social justice classes residing in The College.

CA Davis noted that with interdisciplinary courses, all schools can be included.

A Rusu stated her concern with the signature elements and language requirement and how this would make it impossible for the School of Engineering (SOE) students to study abroad as they would have less flexibility.

S Harding reported that all professional schools have some concern. There will be a need to be careful on the roll-out of the signature elements. She also stated that there is a 3-year and 5-year assessment built into the new core. If it is a true problem, it would be evaluated and addressed.

S Harding stated that it is important for representatives from the various schools to give feedback and map out sections, time slots etc. She encouraged A Rusu to help map out what the SOE needs.

CA Davis noted that a lot of research has been done on active learning for the signature elements. She is expecting that some courses may include more than one signature element. For example, Social Justice and WAC could be taught together in one class.

R Greenwald noted that institutions larger than Fairfield University have figured out how to offer many sections and what time slots would be needed for courses. There are outside vendors that can help with the mapping.

J Garvey stated that clarification was needed for the wording on the first amendment. Discussion took place and the following changes to the first amendment was proposed.

“Strike: with no placeouts. It is recommended that students will not use curricular credits to be exempt from elements of Tier 1, to ensure that all students have a common Orientation experience. Curricular credits may be applied toward graduation requirements or courses in Tier 2, and may be used to place students into upper division courses in Tier 1.”

A motion was made to accept the new core with the changes to the first amendment listed above from page 3 of the proposal. [Garvey/Steffen]

Discussion:

B Berdanier stated his concern for the SOE students. He feels the engineering students will need more depth. It will make it difficult to recruit students with the new core. He also noted that he understands the University’s need to move forward with a new core.

J Striuli asked about the timeline for implementation.

C Siegel stated that we would need approximately a year once the new core is approved. She anticipates, if approved by the General Faculty in spring 2018, implementation would occur in fall 2019. We would need to approve the structure first. First year students would begin with the new core. There may be a petition from upper classman to be part of the new core.

R Drake asked why petitioning would be an option for upper classman. They should graduate with the conditions when they began the program.

G Ruffini spoke against the new core. He objected to the procedure taken with the second round of revisions. UCC already approved the core in December 2016. He feels that The College does not govern the core and does not have the right to send back a new proposal. He also strongly disagrees with the reduction of the language requirement.

K Steffen strongly stated that he is in favor of the new core. The new proposal represents 4 years' worth of revisions. This gives us a common core for all students. It puts us in a place to move forward. It is not perfect for everyone but modifications can be made and assessments will be done as we progress.

A Rusu noted her concern about putting the SOE students at a disadvantage.

R Drake stated that he was against the motion. He does not feel that it is necessary to have a common core for all schools.

C Siegel stated that today's vote is on the new proposal before us. The revised core with 45 credits was already passed by UCC in December 2016. Committee members should look at the new material and vote whether they want to revert back to the core from 2016 or support the one before them today.

R Greenwald stated that he has been a part of many core revisions. It is a lot of work and not an easy process. The reality is that the new core has been voted on and there is a new motion in front of us with amendments. He feels that the new motion is better than the one from last December.

J Striuli spoke in favor of the core. She noted that the new language requirements opens language to more students. That everyone should keep in mind that this is just the beginning of the process. It is not the end product. Changes and modifications will be made as it is rolled out and assessed.

L McSweeney was in favor of the new core proposal. It represents a lot of conversations among faculty and administrators. It also has a universal core for all students which is the heart of the Jesuit education.

M Nguyen spoke in favor of the new proposal. The common core reinforces our brand as a Jesuit University. It is a compromise and not perfect but a perfect proposal is not needed. There will be three and five-year assessments made. Course corrections can be made if needed.

J Garvey was in favor of the new core proposal. The language requirement is expanded to all students. It is aspirational to work on implementation and roll-out for faculty. Faculty are committed to this and she feels that there will be a positive outcome. Johanna also thinks the majority of the students may take more than one language.

A vote was taken on the new core proposal with adjustments to the first amendment submitted.

Motion passed: 10-1-2

Letters of Support from Directors of Core Writing and Center for Academic Excellence

DATE: 8 January 2018
TO: Dr. Shannon Harding, Director of the Core Curriculum
CC: Dr. Christine Siegel, Provost
FROM: Kim Gunter, Director of Core Writing and Writing Across the Curriculum
SUBJECT: Support for the Proposal for a Revised Core Curriculum

I write to indicate my support for the current proposal for a revised Core Curriculum.

While I support this revision for many reasons, let me outline two of the most salient. First, the revision of the Core delineates a reconceptualization and a significant updating of the writing curriculum on our campus, one that reflects changes within the discipline of Rhetoric and Composition. For instance, Writing Across the Curriculum (WAC) scholarship flourished as early as the 1980s, and WAC programs have long been common at universities of all types across the country. The new WAC initiative provides an exciting opportunity to update the writing curriculum, to increase the total amount of writing instruction Fairfield students receive, and to demonstrate for students that writing knowledges and skills are not concerns only of persnickety English professors. Second, Core revision allows the Core Writing Program to move to a more sustainable staffing model. In Fall 2017, over 90% of current Core Writing classes were taught by adjunct faculty. While many of these faculty are exceptional, many must also teach at multiple universities and, thus, cannot be as accessible to students as full-time faculty and cannot attend Core Writing Program meetings and professional development workshops. Add in the frequent turnover of these faculty, and we cannot ensure that we are providing a consistent curriculum across sections of Core Writing courses in any given semester, let alone over a given period of time. With the University's commitment to moving to full-time hires for the Core Writing Program, not only do we have the potential to bring to campus Ph.D. specialists in Rhetoric and Composition, but we also can grow a *true* writing program that offers a current, informed, and consistent approach to writing instruction.

Many of the resources that we will need to institute these curricular changes are already in place and/or are currently being negotiated. For instance, as mentioned above, we anticipate hiring five full-time, non-tenure track faculty for the Core Writing Program prior to August 2018. The cost of these faculty's salaries will be abated by the fewer number of part-time faculty that we must employ. Additionally, salary costs will be met in part by halving the total number of sections of Core Writing that students are required to take within the English Department (Core Writing moving from a year-long EN 11/EN 12 sequence to an EN 10 course dispersed across Fall and Spring semesters). We do anticipate increasing the total number of full-time Core Writing faculty to eight by Fall 2019 as these faculty will be expected not only to teach within the Core Writing Program but to serve as WAC Consultants for faculty across the university who seek to create WAC/WID courses within their departments and to hone their teaching of writing in these classes. We do not anticipate increased facility resources to institute the WAC Program, and in fact, with half as many Core Writing classes offered by the English Department, it may be that some classroom space will be freed up.

As you know, budgetary planning for 2018-19 is currently underway. Because Writing Across the Curriculum will be a *new* initiative upon the revised Core's adoption, WAC currently has no budget simply because it has not previously existed on our campus. I anticipate working with the administration to build a budget appropriate to the scope of the initiative via the normal budgetary process. For example, WAC will certainly seek to host a 2018 Summer Institute for Core Writing faculty to transition to a new, WAC-informed EN 10 class (the new class to be piloted in Fall 2018); similarly, WAC foresees offering a Summer 2019 Institute for faculty across the disciplines to support their revision of syllabi to meet new WAC goals and outcomes, with all institutes providing stipends to faculty participants. I am not in a position to know whether these stipends will be paid from a WAC budget that will emerge from re-allocated funds, new funds (for instance, via grants or development), and/or through strategic collaborations with other units on campus. However, I look forward to working with faculty colleagues and Fairfield's administration to learn more about the University's budgetary process. Similarly, it is my understanding that faculty who seek to develop Social Justice and Interdisciplinary courses are currently to be compensated with stipends for that work but that faculty who teach WAC courses are incentivized with a future course release after the second offering of a WAC class. It may be that Academic Affairs and the Director of the Core move to make compensation for all three signature elements consistent.

Though shifted, new, or collaborative resources will need to be nailed down through the 2018-19 budgetary process, it is clear that early planning committees' decision to pay for a full-time Core Writing faculty by halving the Core Writing curriculum within English anticipated and prepared for the (by far) largest single budgetary expense. Thus, with resources largely anticipated and with needed, innovative changes in the curriculum that will benefit all students promised, the proposed Core revision has my full support.



The Center for Academic Excellence

Dr. Shannon Harding
Director of the Core

Dear Dr. Harding,

As you requested, we are writing on behalf of the Center for Academic Excellence to make clear that we are in support of the timeline laid out in your Magis Core proposal and will continue to offer the professional development support needed to prepare faculty to effectively implement the courses and deliver the learning goals outlined in the proposal. Throughout the Core Revision process in recent years, the CAE has provided support and counsel as requested, convening working groups, facilitating conversations around the signature elements, and developing projections for everything from training budgets to sample course schedules. We have found the work challenging and rewarding, and we are all committed to doing everything we can to see a successful implementation should the proposal meet with the approval of the General Faculty.

Last summer, in preparation for the Core revision, the CAE integrated Core signature elements within our existing course-design-institute structure, tailoring a Summer 2017 CDI specifically to interdisciplinary teaching, and we have plans for CDIs for each of the three signature elements this coming summer 2018. Institutes such as these will continue until the Core is fully implemented, and after that, we will continue to orient new faculty to the Core learning goals as part of our work with them during their first years.

Our Core preparations have continued into the current academic year, when the CAE prepared for the proposed Core rollout by hosting a pair of Faculty Learning Communities dedicated to Writing Across the Curriculum and Social Justice. It is our intention that the faculty who work in these groups will be ready to become leaders in the larger planning and training efforts that would commence in the summer 2018. The CAE fully intends to coordinate these professional development efforts with the Director of the Core and with any other designated leaders in the Signature Element areas. Looking ahead, over the next two to three years the CAE will specifically address professional development needs related to core implementation and consider the Core when planning our yearly programs and offerings.

To address what is likely the most obvious need, we have in place two Directors of Curriculum Development (Carol Ann Davis and Kris Sealey), and we are prepared to commit 50% of their time to the not-insignificant task of assisting our faculty with the design and re-design of many

January 9, 2018

required courses, and subsequently with the development of an assessment plan for the Core. Of course, our Director of Mentoring, Emily Smith, will continue to guide the leadership and new faculty cohorts through the process of leading the initiative and on-boarding colleagues, and our Director of Learning Technologies, Jay Rozgonyi, stands ready to identify and integrate any useful technology that may make the Magis Core courses more effective and engaging for students.

The CAE has been a party to crucial aspects of the Core Revision for some time now, and we remain committed its successful implementation. We are all very excited about the opportunities for student learning and faculty development that the Magis Core presents, and while we're not unaware of the scale of the project or the challenges that it poses, we look forward with eagerness to the collaborative work that lies ahead for a broad range of faculty. Specifically, the revision of our leadership structure to include four collaborative co-directors assures we will be prepared to support the implementation and assessment of the Magis Core at the same that we meet the obligations of other essential CAE programs in line with our mission.

Sincerely,

Carol Ann Davis

Jay Rozgonyi

Kris Sealey

Emily Smith

Directors, The Center for Academic Excellence

Educational Planning Committee Minutes- Excerpt

Date: Thursday, January 18, 2018

Members Present: Bruce Berdanier, Anne Campbell, Anita Fernandez, Lucrecia Garcia Iommi, Shannon Kelley, John Miecznikowski (Chair), Iman Naderi, Christine Siegel, Vincent Rosivach

Regrets: Jaclyn Conelius, Richard Greenwald, Jacqueline Vernarelli

AGENDA ITEM #2: New University Core Curriculum

Shannon Harding, Director of the Core and Chair of the Core Revision Committee presented the proposal for the revision of the Core. Core Revision has been in process since 2014, when the Core Curriculum Task Force was established as part of the Fairfield 2020 strategic planning process. Over the past three years, several revisions to the Core proposal have made, and the proposal continues to retain a reduction in the number of courses and the desire to have a common Core for all undergraduates. The new University Core Curriculum (the Magis Core Curriculum) reduces the Core from 60 to 45 credits in a tiered experience with no exemptions.

The proposal includes is three signature elements that are infused in the Core courses: Writing Intensive (3 courses), Social Justice (3 courses), and Interdisciplinary [ID] (1 course). There is added flexibility in the third Writing Intensive course in that it can be fulfilled in a Core course or in a Major course.

New administrative structure consists of a Director of the Magis Core Curriculum, and coordinators for each of the signature elements.

Resources include:

- Full-time faculty hires and release time
- Faculty support for course development (many courses exist but will need additional sections. Funding is used to train faculty.)
- Director roles: stipends and course release (\$1,500 stipend for faculty participating in each of the initiatives; they will work on course development and in three-day summer institutes to develop the courses and teach them).

The first class of students taking courses in the new Core would be Fall 2019.

Questions

- B Berdanier inquired about course development and the 350 courses in the Core. S Harding explained that the ID courses are new, with a few exceptions of current team taught courses.
- B Berdanier inquired about the budget for 240 courses for development, with 80 in each category. C Siegel clarified that the budget is for training of instructors. Once they are trained, they are expected to teach one or more courses. Training is per faculty member, not per course.
- V Rosivach referred to teaching across the curriculum courses, and asked if there is compensation for the additional work. S Harding stated that they are treated as 4-credit courses, capped at 20.
- L Garcia Iommi commented that the 3-day summer training is short, and asked if skills (specifically writing) could be developed in three days. S Harding stated the 3-day workshop is intended for faculty who would like to teach writing in their courses. Writing intensive courses could be imbedded in any course that a faculty member teaches. There could be continued faculty training in the Center for Academic Excellence. C Siegel explained that writing instruction does not stop in the first year. Students would take three writing courses, which carries them through the curriculum.

- S Kelley asked about the appointment for coordinators. C Siegel stated that currently this initiative sits in the Office of Academic Affairs. It may ultimately sit with the College. The Director will report to the Provost or the Dean. If a call is made for faculty to apply, then the Provost or Dean would appoint.
- S Kelley inquired about full-time faculty load, benefits, and length of contract. C Siegel stated that Professors of Practice (PoPs) would be hired with a three-year appointment, full-time with benefits, non-tenure track. The goal is to replace approximately 50 adjuncts hired annually in English, replacing them with five full-time faculty.
- V Rosivach asked where current faculty fits into the new Core and the transition. S Harding stated that some courses will map directly with the new courses. There is a long timeline before implementation to discuss this with faculty.
- A Fernandez inquired about the interdisciplinary aspect, and how many experiences students need. S Harding stated that they plan for 50 team taught courses per year.
- V Rosivach expressed concern about funding possibly taken from other programs and new buildings projects. C Siegel commented that most new buildings are funded by donations and not operating money. The first year we are not teaching so there is a cost savings with the grant money. M Trafecante is aware that the Academic Affairs budget would need to be increased.

J Miecznikowski thanked S Harding, at which point she stepped out of the room.

Discussion

Motion to endorse the new Core Curriculum “on the assumption that it will be fully and appropriately funded, including unanticipated costs”: V Rosavich. Second: L Garcia Iommi.

Vote

In favor: Unanimous

Academic Council: Excerpt of Draft Minutes, February 5, 2018

Faculty Members Present: Professors Bardos, Bayne, Bhattacharya, Boryczka (ES), Downie, Ebrahim, Garvey, Gerard, Huber, Johnson, Kelley, Lawrence, Miecznikowski, Mulvey, Rakowitz (GFS), Rusu (Chair), Smith, Staecker, Zera.

Administrators Present: Deans Greenwald, Ligas. Interim Provost and SVPA Siegel. **Invited**

Guests: Professors Mark LeClair (7a), Shannon Harding (7b), Johanna Garvey (7b) **Regrets:** Dean Kazer, Berdanier, and Hannafin.

Proposal from the Core Task Force

Professor Harding and Professor Garvey presented from the Core Task Force.

Professor Harding: What you have before you is a proposal for the new Core, which begins on p. 25 in your packet. That is what went before UCC with revision, updated budget and timeline, and was approved by EPC with some changes on p. 58 and 68. Some minor suggestions for changes to the social justice component are described on p. 69.

Before we start, I wanted to provide some background into this process. Core revision began in 2014 with formation of Core Curriculum Task Force, representatives across all schools. The recommendations were to reduce the number of core classes from 60 to 45; to keep it discipline or department based; to have tiers and a writing intensive experience and interdisciplinary elements. This core was meant to be a common experience.

Since that time, a number of revisions have happened. In April 2016 UCC approved a Core under the leadership of Professor Epstein. He was asked to incorporate the World and US Diversity Courses into the Core Proposal. Before that time, those were outside the Core. Summer working groups emerged, and those groups proposed incorporating the signature elements, including World and US diversity and interdisciplinary courses. In Dec. 2016 a revised proposal passed UCC under the direction of Professor Porter, including a compromise between the School of Engineering and the Dept. of Modern Languages and Literature, which violated one of the key principles of core revision, which was to have all students share a common experience. In Jan.

2017 the Core Proposal returned to CAS under Interim Provost Siegel, which led to the Core Revision committee that met and listened to stakeholders, including representatives from the School of Nursing, Dolan School of Business, GSEAP, and the School of Engineering. The committee worked on models and impacts on students. The result was the proposal in front of you, supported by CAS faculty (85-13-2). Changes were shared with the General Faculty in December 2017. A number of concerns were raised at the GF meeting about the Social Justice component. In response to those concerns, a group of relevant faculty met and discussed, which resulted in a few additional changes on p. 69.

Now we're ready to talk about the plan, on p. 27, which is the plan for the new Core, which is called the Magis Core to highlight the Jesuit nature. It retains the common experience, the reduction to 45 credits. It is department or disciplined based. It is a tiered experience with Orientation and Exploration. It has added flexibility, including the feature that a student in Tier One can take either an additional course in Math or Modern Language. Everyone takes one course in math and one in language. There is greater flexibility with regard to the signature elements. There are 7 courses in the orientation level, including 1 in English composition, 1 Religion, 1 Philosophy, 1 History, 1 Math, 1 Modern Language, and 1 additional in either Math

or Language. It's expected that students will complete these two levels within first 2 years. We recommend that AP credits not be applied at this level. At the Exploration level, classes are divided based on areas. We retained the interdisciplinary experience of the signature elements. These can be team-taught, cluster courses, or interdisciplinary.

In the Social Justice signature element, 3 courses are retained in core, an introductory course and 2 others. In the Writing Intensive courses: 3 are required, two in Orientation and/or Exploration, and the third either in the core or in the major as Writing in the Disciplines. With regard to social justice element, what passed UCC, two courses focused on race. We're recommending that only one will be required to be related to race. As described on page 69 of the packet, a report was generated by subset of faculty from the social justice group recommending a change to the description, which reads, "Students will take three Core courses with the SJ designation, one as an introduction to Social Justice (SJ1), and two at a second level (SJ2) At the second level, at least one of the two courses must accomplish the learning outcomes through a focus on race (broadly construed), studied intersectionally with gender and class." The learning objectives worked on in that committee are also included.

Other materials include on p. 54 the proposed timeline for implementation of the Core. This includes a roll-out beginning in Fall 2019. So for 2019, we're talking about implementation of the 15 courses. That would occur for incoming freshman. For signature elements, it will take a bit of faculty development. In Spring 2018, we will be meeting with faculty to discuss roll-out of signature elements, and many of these will be new courses.

In terms of governance on p. 28, in addition to proposing the changes to the Core, we have some suggestions about a governance structure, and within this, we've spelled out the role for the director, included coordinators for each of the signature elements and their responsibilities. We've created a Magis Core Curriculum Committee to help with ongoing administration and to draft a Core approval process that will have to go through UCC. We've included the need to meet with representatives from across the schools to ensure we have enough sections and to plan.

Professor Ebrahim: Two questions. The foreign language: Is there a chance for students to drop this, for example if a student comes in with perfect Spanish?

Professor Harding: Everyone would have to take one course.

Professor Ebrahim: What is the benefit if someone is perfect in a language for studying a new language?

Professor Johnson: What we hope is that there would be no placing out. For Modern Language, this person could place into a more advanced class. Even if they speak the language, they might not be perfect.

Interim Provost Siegel: I think this question has been before the Core for 4 years. Are we looking at competencies or learning experiences? The assumption beneath this question is that our goal is competencies, as opposed to learning experiences. We made a decision to look at the inherent value of studying this at the collegiate level. There's something about the study of language that is separate from proficiency. There's something about studying language at the collegiate level that we have decided is a benefit of studying here at Fairfield.

Professor Bardos: Under the Orientation level you can take 2 language or math, then there are choices. Would it be possible for schools to mandate those from within the Core?

Professor Harding: Yes, that's possible.

Professor Garvey: They would still have to take at least one language.

Professor Bardos: But the business school could mandate.

Interim Provost Siegel: The school could suggest.

Professor Harding: The current Core does this.

Interim Provost Siegel: “Mandate” is a word we want to avoid.

Professor Lawrence: With the question of taking an advanced language, we could draw a parallel to English and taking a literature. It’s a lovely option to connect their place of origin to a higher level of study.

Professor Bayne: One question, on p. 26, about the impact: there’s a sentence that trails off in the middle.

Professor Harding: I’m sorry. There are errors in the document, you received. In conversion between PDF and Word, this didn’t save appropriately.

(Professor Harding later distributed wording with minor typos corrected)

GFS Rakowitz: Thank you all for your work. It’s an impressive indication of compromise, particularly around language and the size of the core. The one thing in here I don’t see as a compromise is why the Social Justice is not doing what the Writing did, which is that the third Social Justice could be taken in the major rather than the college.

Professor Garvey: We shouldn’t be comparing writing to social justice; it’s like comparing apples and oranges. We wanted a fourth SJ course, surveyed all the research, and eventually pared down to three. I’ve had many meetings on this issue. When we met the last time in the SJ working group, we did think about the fourth. Writing has four—EN 10, 2 in the core, 4th in core or major. We thought about the four, but they’re different. We decided that this question wasn’t our purview as a committee. Our purview was always the Core, to put Social Justice into the Core. Now our job is to put Social Justice courses in the Core. We decided not to because we didn’t want to direct the Schools to require it.

GFS Rakowitz: I’m not an expert in social justice. I understand that the Core is in the disciplines, but the signature elements are cross-disciplinary. In principle, is it possible to have social justice taught outside the CAS?

Professor Garvey: Of course it’s possible. But we didn’t want to bring that question into the discussion, as it was not part of our charge. By the way, there was a mistake in one version of the proposal, but it was supposed to be 1 course about race, not 2.

Chair Rusu: I am not going to ask you how you ended up with the 4 courses for SJ when we previously had 2, US and World Diversity. And I am not going to ask why are you sending the message that my service learning course is no good. But I would like to ask you about the AP math classes. Are they transferrable or not?

Professor Harding: Right now math are in tier one plus one possible additional class. We will have to discuss this with the Math faculty. I think they would have to take at least one math class while here and we’ll have to discuss to see if the second will count.

Professor Bhattacharya: There’s no math in tier two.

Professor Harding: At one time we talked about math at tier two, but those conversations still have to be had with the Math Department.

Chair Professor Rusu: On natural science, in the past, courses had natural science that were outside the specific departments named. At this point what has happened to that designation? Is it true that no other courses will be considered?

Professor Harding: There will still need to be an approval process, and courses will still be able to be cross-listed with natural sciences.

Professor Gerard: I have a concern about AP credits, as that ability to apply AP classes attracts high-level students to the nursing program. Is it possible to look at AP credits to see what percentage would still be brought?

Interim Provost Siegel: Analysis was done about the AP credits brought to Fairfield; an average brought in between 3-6 credits, which is not a huge number and much lower than many people believe. In the proposed core, AP credits can’t be applied in tier one, because we’ve said that study of these subjects at the collegiate level at Fairfield is a hallmark of the education we want to provide here.

ES Boryczka: I wanted to ask a question about the language on p. 69. I remember that conversation in the GF meeting, and I think I raised a similar question. I was wondering if you could give your thoughts on the current way that social justice is framed, as “race” with “class and gender,” simply because

intersectionality wouldn't give any weight to one or any particular ascriptive variable. Indeed, the language could be reframed to state "At the second level, at least one of the two courses must accomplish the learning outcomes through *an intersectional analysis of race, class and gender*. My second question is, what was the thinking about other ascriptive variables such as sexuality, religion, etc.?"

Professor Garvey: To offer points of clarification: in our conversation I called a meeting of the SJ working group. Everyone said these courses must be core. We addressed concerns, starting with the phrasing that "At least one should consider race" was batted around. We typically don't do "race" on its own in any social justice courses. Since 1990 intersectionality has been prominent in discussions of social justice. This is a "writing by committee" issue, and I could see the way you rephrased it. Our main point was that race needs to be there, central to that description.

Dean Ligas: Two questions: First, what is the rationale for the seven signature elements? Professor Harding: That came out of summer working groups. At first, writing was limited to tier one. We looked at best practices in writing, and that number came out of those meetings. We also met with Kim Gunter, the new director of Core Writing. And now we have this flexible model that includes writing in the disciplines. The interdisciplinary section has been there from the beginning. The idea of four courses always been there since 2014. The SJ courses came out of a UCC conversation, and in addition we had a number of issues with regard to race on and off campus. We took this as an opportunity to include this element in the Core as we were brainstorming about other models. The SJ committee wanted the number expanded from 2 to 4, and then there was pushback with concern about how to fulfill those requirements, and we compromised on 3. When we were working in summer groups, we expressed the hope that many of these tiered classes will fulfill more than one requirement. In addition, if you look to other Jesuit models, others are appearing on the landscape similar to ours.

Dean Ligas: To follow up, I know that the US and World Diversity requirements are separate from the Core. Would it be possible for someone to have to take 22 courses under this proposed model because not enough classes would be available to meet the requirements?

Professor Harding: We'll consider this carefully, this is an aspirational core, but we've got to make sure there are enough sections.

Professor Garvey: There are faculty learning communities running currently as well as a Course Design Institute for this summer to design SJ courses so that students will not have to take additional courses.

Professor Harding: Kim Gunter has already started to meet with departments to make sure we're meeting learning objectives for Writing Across the Curriculum.

Professor Downie: Is there anything US-centric about the SJ requirements?

Professor Harding: No.

Professor Bhattacharya: If someone comes in with AP Calculus, would you be having courses designated so that the student can use that credit?

Professor Harding: That hasn't been discussed yet. Those discussions can take place as soon as this passes. We have had preliminary conversations with faculty, but we need to have conversations with the full Math and Modern Language Departments. AP credit can be applied to tier 2. Students can't opt out of tier one.

Professor Bhattacharya: On the signature elements, why wouldn't my classes count? I don't see culture listed anywhere in the SJ criteria. Race, class, and gender can be entirely US based. There's no culture on page 27, there's a possibility of an entire category of classes.

Professor Garvey: You have to look at the learning outcomes. They spell out what the faculty will have to do.

Professor Boryczka: That's listed on p. 69.

Professor Bhattacharya: But culture is not listed in the Magis Core Curriculum.

Professor Garvey: The learning outcomes all include culture.

Dean Greenwald: To get to Dean Ligas's question about courses, the Registrar has modeled that we can offer enough courses.

Professor Mulvey: Our discussions within the Math department are ongoing, but I would envision that we'd have many different courses that would count. The problems that are raised, we will address.

Professor Bayne: I wanted to ask about the resources list under p. 28, where it says the details are still being worked out.

Professor Harding: The updated budget is in a different place. We are proposing a couple of other positions. We were trying to work out approvals and to get these documents to the necessary committees. On pages 58-68, you'll see this went before EPC and unanimously passed with the recommendation of a few support positions.

Professor Bayne: Another question: these 5 NTT positions in English: are they PoPs?

Interim Provost Siegel: We hired 2 of these positions, we will hire 2 in fall, and we will hire 2 in the following spring. This hasn't passed yet.

Professor Mulvey: This doesn't seem to fit with the PoP language in the Journal of Record.

Professor Bhattacharya: Where do you see the SJ happening? In English, where? Will Economics take up the Social Justice element?

Professor Garvey: I would envision it in any course, including some in Math.

GFS Rakowitz: Do we want to discuss now, or continue and recess for next week, seeing as how time is getting short?

Professor Downie: I move to approve the motion in the packet, the motions we suggested on p. 17.

Motion: Academic Council recommends that the GF approve this motion for the Core Curriculum (Downie/Miecznikowski).

Professor Bayne: Regarding the relationship between this motion and the motion passed by EPC on p. 68, that motion expressly includes the point that the Core be fully and completely funded. GFS Rakowitz: I wrote this motion not having seen the EPC motion. This is a potential problem, one that we can incorporate.

ES Boryczka: I would like to see this go before the GF. We've spent years discussing. I see that this is something I would support moving forward.

Professor Ebrahim: I think it's very early to move this forward. How will students meet 7 out of 15 signature elements; it seems we need to do more research.

Professor Bhattacharya: We don't have adequate time to discuss this, so I am speaking against the motion.

Motion to recess until a time chosen by the ACEC with the intent of getting this in front of the GF (Mulvey/Downie).

Motion approved unanimously (15-0-0).

ACADEMIC COUNCIL
Draft Minutes
Monday, February 12, 2018, 4:10-5:00 p.m.
(Reconvened from February 5, 2018)
Diffley Board Room

Faculty Members Present: Profs. Katsiaryna Bardos, Steven Bayne, Mousumi Bhattacharya, Jocelyn Boryczka (Executive Secretary), David Downie, Ahmed Ebrahim, Sally Gerard, Sonya Huber, Jerelyn Johnson, Shannon Kelley, John Miecznikowski, Irene Mulvey, Susan Rakowitz (Secretary of the General Faculty), Amalia Rusu (Chair), Emily Smith, David Zera

Administrators Present: Interim Provost Christine Siegel, Deans Meredith Kazer, Richard Greenwald, Interim Dean Mark Ligas

Regrets: Deans Bruce Berdanier and Bob Hannafin, Profs. Chris Staecker, Anna Lawrence

RECONVENED FROM 2/5/18:

7. New Business

b. Proposal from the Core Task Force

Upon recess of February 5, 2018, meeting, this was the motion on the floor:

Motion: Academic Council recommends that the GF approve this motion for the Core Curriculum (Downie/Miecznikowski).

Prof. Rakowitz: Last we spoke, we had a motion on the table, but it did not address the changes that were at back of packet that the Core Committee brought to our meeting for inclusion. These changes had to do with the wording of the Social Justice component of the Signature pieces of the Core Curriculum proposal. I would like to postpone the motion to approve until we address the SJ issue.

Prof. Mulvey: Why not remove the motion and redo it later?

Prof. Downie: As the person who made the original motion, I agree to withdraw.

MOTION: To withdraw the original motion on the floor in order to discuss the Social Justice changes. [Downie/Mulvey]

Motion passed: 14-0-1

Prof. Rakowitz: I would like to propose we replace the language on pg. 27 of packet regarding the Social Justice element, with the new proposed language on pg. 69 that the Core Committee brought to us last week (adjusted for parallel structure) and that we revise the language to allow one course to be taken in the Major.

MOTION: To replace this text on page 27:

Social Justice element (3 courses): one course providing an orientation to social justice, and two additional social justice courses that addresses race, class, and gender. (All courses within the Orientation and Exploration areas.)

with:

Social Justice element (3 courses): one course providing an introduction to social justice (SJ1), and two additional social justice courses (SJ2), at least one of which accomplishes the learning outcomes through **a focus on race** (broadly construed), studied intersectionally with gender and class (SJ1 and one SJ2 course fulfilled within the Orientation and Exploration areas. One SJ2 course fulfilled within *either* the Orientation and Exploration areas *or* within a Major.)

[Rakowitz/Downie]

Prof. Downie: I speak in favor of the motion.

Prof. Rakowitz: I think it makes perfect sense to get a grounding in these ideas in the core, then you can see how they play out in your major if you wish.

Prof. Bardos: I speak in favor of this change. We in the DSB have created courses that would fit this.

Prof. Bhattacharya: My concern is that the word culture is not there. Which course here could they take "global culture"?

Prof. Johnson: It is specified in the learning outcomes for the specific SJ courses that were included in the packet, appendix E, page 53.

Prof. Mulvey: I'm not sure what we're approving, then. I would think the learning outcomes should be included here in what we're approving.

Prof. Bhattacharya: We're only approving pages 27-30, correct?

Prof. Rakowitz: If we approve the core and the other motions we've suggested, then the director of the Core has to come back to the Council to get approval of language for the Journal of Record.

Prof. Kelley: I understood that we are approving all appendices, which includes the revision requested by the Core Committee.

Prof. Rakowitz: I don't think we're approving all appendices which include all the learning objectives. All we're doing here is changing the SJ component to say that one of the last two SJ courses can be in a student's major if he/she wishes.

Prof. Ebrahim: So we're approving principles, not specifics.

Prof. Smith: The language in the learning outcomes is intentional, so if you're going to approve the core, we're saying these are the outcomes that we'll approve. It's unfortunate that the outcomes are in appendix, because they are essential, not peripheral, to the new Core curriculum.

Motion to amend the motion to replace the learning objectives on pg. 53 with those on pg. 69 as follows:

Replace this text on page 53:

"An "Orientation to Social Justice" course will satisfy the following learning outcomes:

1. Identify values, beliefs, and practices of multiple cultures, worldviews, or perspectives
2. Identify one's own social identities and elements of one's own culture
3. Ask critical questions about assumptions, biases, or worldviews

Other “Social Justice” courses will satisfy the following learning outcomes:

1. Demonstrate understanding of the historical and/or contemporary context of *either*
 - a. race, class, and gender, *or*
 - b. power, inequality, and oppression
2. Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society
3. Analyze one’s own social identities, cultural values, and privilege
4. Explore answers to critical social questions from multiple perspectives and a variety of resources

Optional additional learning outcomes include:

- Apply knowledge, awareness, and skills to problems of inequality and oppression
- Propose solutions to problems of inequality and oppression
- Commit to interrupting systems of power, privilege, and oppression”

with this text from page 69:

“An Introductory Social Justice course (SJ1) will satisfy the following learning outcomes:

1. Identify values, beliefs, and practices of multiple cultures, worldviews, or perspectives;
2. Identify one’s own social identities and elements of one’s own culture;
3. Ask critical questions about assumptions, biases, or worldviews.

Two second-level courses (SJ 2) will satisfy the following learning outcomes:

1. Demonstrate understanding of the historical and/or contemporary context of power, inequity and oppression
2. Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society
3. Analyze one’s one social identities, cultural values and privilege.
4. Explore answers to critical social questions from multiple perspectives and a variety of resources.

At least **one** of the two courses in the second level must **focus on race** (broadly conceived), studied intersectionally with gender and class.

Optional additional learning outcomes include:

- Apply knowledge, awareness, and skills to problems of inequality and oppression
- Propose solutions to problems of inequality and oppression
- Commit to interrupting systems of power, privilege, and oppression

[Rakowitz/ Miecznikowski]

Prof. Rakowitz: A reminder: we are making these changes at the request of the Core Committee. They are in a separate document on pg. 69, because they were not included in the document approved by the UCC, so it was not appropriate to simply change a document that had already been approved.

Prof. Ebrahim: Will we know how the current US and World Diversity courses fit in to this new SJ component?

Prof. Downie: Yes. A committee will look at that.

Prof. Rakowitz: With or without this change, it was never going to be the case that diversity courses would automatically become SJ courses. They need to be approved.

Prof. Bhattacharya: US and World Diversity Committees were subcommittees of UCC, will they still be?

Provost Siegel: As you can see in the documents, yes the committees to approve SJ courses and other signature element courses would still be in UCC (pg. 28)

Motion passes 17-0-0.

Prof. Rakowitz: Now we are voting on the amended motion. To clarify, what we're doing is inserting overview language that the Core Committee included, but also making the change that 3rd SJ course would be allowed to be taken outside core, in Major, if so desired.

Motion Passes 17-0-0

Prof. Rakowitz: Now we can move on to the motion to approve the core proposal, pg. 17. I suggest adding the language from the EPC regarding it being fully funded:

Motion: The Academic Council recommends that the General Faculty approve the proposal for a new university core curriculum on the assumption that the new core curriculum will be fully and appropriately funded, including unanticipated costs.

[Miecznikowski/Downie]

Provost Siegel: The EPC wanted assurance that unforeseen expenses will be funded as well.

Prof. Bayne: What are the conditions so that the assumption is true? What's the process? How would we find out?

Provost Siegel: Well, we recognized that this needs to be part of Academic Affairs budget.

Dean Greenwald: Also, the expenses were put in the new budget going forward in CAS.

Prof. Rakowitz: If a problem were to arise, the core director would come to EPC and the AC.

Prof. Bayne: This doesn't say where the money would be coming from if there were unforeseen expenses. Perhaps it will come from future faculty salaries/raises? Is that something we need to worry about?

Provost Siegel: If there are unforeseen costs, they won't be exorbitant, we've worked very carefully on the budget. I cannot anticipate that it would be a problem. The budget is such that an increase in unexpected costs would not cause us to largely reduce another area in the budget.

Prof. Ebrahim: This all looks good on paper; but I see problems with implementation. It's very difficult for students to finish all elements of new Core within only 15 courses. Especially if a student comes with 4-5 AP classes, which would not be applied in first group, so he/she would have to take all 7 out of 11, so it will be difficult to get all signature elements in only 7 classes. And then what if students study abroad? Also, it would seem like Fairfield is not encouraging them to take AP credits.

Dean Greenwald: Larger and more complex schools than us have done this and made it work. We need to better map out the courses, plan based on students as they're in pipeline, how many courses we'll need to offer, etc.

Provost Siegel: Regarding AP credits: we found that on average, students are only bringing in 3-6 credits from APs. That translates in to 1-2 courses being exempted, not 4-5. We haven't ruled out study abroad courses counting for the signature elements. They would have to be vetted through approvals in same way. Also we have to consider rollout: we will roll out the 15 courses first, then incorporate the signature elements over time. As Rich said, universities bigger than us have figured it out, I'm sure we can find a way that works.

Prof. Ebrahim: I think we should put language in that says we will allow students to have waivers if they cannot fit in the signature elements before they graduate.

Provost Siegel: I don't think that is necessary because we already do that, the Deans can authorize those waivers now in special cases, we don't need additional language in this document saying so.

Prof Bayne: I speak against the motion. I seriously appreciate the work everyone has put into this. However, within the reduction from 20-15 courses, 4.5 of them are from the Humanities. The sacrifice is just too great. Students are better served by the current core with the current exemptions we have.

Prof. Mulvey: I would like to get back to the question of AP credits. The Math department is one where students tend to bring AP credits. I feel comfortable that we'll figure out a way around it. The problem won't be on Math's end. Remember, when students have taken AP statistics we accept it for credit right now, but the DSB does not. They require students to take statistics here.

I feel the principles behind this new core curriculum are good and this is a way to accept these principles.

Prof. Rusu: Dean Berdanier of the School of Engineering could not make the meeting because he is away at a conference, so he asked me to read his comments to the Council: "I cannot speak in favor of this Core Curriculum proposal. Unfortunately, the fundamental concept in this core-development process has been that all students at Fairfield would take the same prescriptive set of courses. I have consistently tried to explain the fragility of this concept, the missed opportunity for true broad-based faculty participation in core curriculum, the unresponsiveness of the resultant model to society's challenges, and the impact on the School of Engineering."

Prof Rakowitz: I speak in favor of the motion, mainly for the reasons we've heard. We just heard an argument that it's too big and a few minutes ago we heard that it's too small. It's a compromise proposal. It's an impressive compromise.

Prof. Huber: I speak in favor of the motion. It has been a wide range of opportunities we've had to consider, a long and involved process. The Core Committee has been careful in their preparation of this proposal.

Prof. Johnson: While my disapproval and disappointment of the reduction in Humanities courses in general and in language courses in particular still stands, I will not speak against this motion because I feel it needs to be brought in front of the General faculty for a discussion and vote.

Prof. Bardos: We need exceptions for students who are able to speak multiple languages. Might be worthwhile. We're trying to attract a more diverse pool, in many cases they'll be speaking other languages so we'll discourage them from attending. Also, AP credits were not counting toward Orientation, only Exploration. That's backward. It's a better pool of students

who take AP courses, so we won't be encouraging them to attend Fairfield if we don't accept AP courses. For example, would we make a student who comes in with AP math credits take a lower course when here?

Prof Mulvey: The Math department hasn't discussed this, but I can assure you the last thing we'd do is have them take a lower level course. We'll come up with a great plan for them to take a course that is above and beyond what they took in high school.

Dean Kazer: I speak in favor of the motion for all reasons said. It's a good map for going forward. It's a strong guideline that will move it forward. It works for Nursing and Health Studies and is a good compromise between what we've had and what we want.

Prof. Bhattacharya: Details still need to be worked out, but I speak in favor. I have confidence in our ability to figure out the details as they come up in front of this committee.

Prof. Ebrahim: Speaks against motion for all reasons said before. There are side effects here – courses will go into electives, or not go toward anything.

Prof Kelley: I speak in favor of the motion and would like to highlight one line on page 26 of the packet: "core courses should be delivered by full-time faculty." This is important to me and to the English department.

Prof Mulvey: Point of information: Are we approving from pg. 25 through all appendices as revised today?

Prof. Rakowitz: We are approving all the appendices that include policy, we wouldn't be approving the minutes, for example. So, we're approving everything in document that is policy language.

Prof Downie: Point of information: when a body votes on a certain document that references substantive information in appendices, then you are approving those appendices. If reference documents are also included in there, that is different.

Motion passed 10-2-2

Now the second motion on pg. 17:

Motion: If the core is approved by the General Faculty, the Core Director will return to the Academic Council by the end of the Spring 2018 semester with proposed revisions to the Journal of Record. If the core is approved by the General Faculty, the Core Director will return to the Academic Council in the Fall semester of 2018 with a detailed timeline and proposal for implementing the new core. [Mulvey/Boryczka]

Motion passed 14-0-0

Motion to adjourn [Rakowitz/ Boryczka] passed at 5:00 pm.

Respectfully submitted,
Jerelyn Johnson