Fairfield University
Faculty Development & Evaluation Committee (FDEC) Meeting
November 7, 2012
9:00-10:30
CNS 103

AGENDA

**Members Present:** Gwen Alphonso, Mike Andreychik, Cinthia Gannett, Meredith Kazer, Valeria Martinez, Mary Frances Malone, Emily Smith (Chair)

**Guests Present:** Aaron Perkus, Pat Calderwood, Suzanna Klaf

Scribe: Gannett

1. Approval of Minutes (October 3, 2012) Approved.

   Addressed several items
   - The paper/online issues.
     Those choosing online 573: again half defaulted.
     Who is defaulting? How can we understand whether people simply do not choose because they are satisfied with the format, or because they uniformed, or indifferent.

   - Meredith Kazer and Tracy Immerso went to the internet user group presentation on IDEA. Their findings:
     1) Fairfield is in the minority in that faculty “own” the data here, while most schools have full access to all the data and use it for multiple assessment purposes. There are some national studies, and many institutions use group summary reports to get interesting program, department, or college wide information.
     2) Discussion: Did people at Fairfield look at the uses for and implications of aggregated data use during the IDEA planning process? Did faculty agree to that? What can be traced back to individual?
     3) Emily/Tracy felt that the Fairfield faculty did not discuss the uses of aggregate data fully. The Deans do get aggregate data for various purposes now. Departments might use it to do some formative program assessment.
     4) Pat: Are there issues of consent? Faculty do not know how to use the data still for themselves fully yet.
     5) We might consider sharing some pilots with aggregate data LATER – sharing what faculty learned collectively?
6) Aaron can share his PowerPoint for Dean’s Council on the implications of using IDEA for aggregate reports.

7) Tracy: If there are fewer than three sections: they will not do the aggregate analysis so that individuals cannot be recognized.

8) Suggestion: We could look at a course (Like a large section). We should share our analysis with others when we have insights.

9) How do instructors perform relative to all the others on a course?

10) It might be useful to consider doing something like a curriculum map – from student’s point of view to see what they see as the course’s aims and goals and then can compare with faculty choices. Faculty may end up choosing a more coherent set of AIMS that they choose to analyze.

11) We can take the lead to share the potential and possibilities with other faculty.

12) There will be an IDEA assessment conference in February: Pat and Christine will attend.

13) We should highlight resources for using IDEA effectively for Tenure and Promotion and send links with suggestions to increasing success rate.

14) We should get info on how many complete the FIF?

15) Aaron: Do we need a student evaluation for every single class? (from conference? Could we sample selectively?)

16) We raised the issue of how to help affiliates to use IDEA more effectively.

17) In 2014: IDEA may become fully online.

**AC discussion of online default for part-time faculty**

- Meredith: Report on Meeting with Academic Council:
  - We explained that we did not make a recommendation for one form or another. The Academic Council decided to go with the default as paper. Much negativity about the whole process. 7/5. Will happen in Spring 2013. Summer is an open question? Academic Council will probably go to paper for summer. Environmental and Work concerns were discussed. Meredith will go back again as necessary.

**Action Item:** Be proactive about uses of IDEA (individual and group).

**Mentoring Subcommittee: FDEC Day.**

- Doesn’t make sense to do an FDEC event in December given the turbulence of the semester and changes in the final class and exam schedule. We can focus on May.

- Can collaborate with CAE for May meeting and the conference: What about during Spring break? Sense was that few faculty will come.

The CAE Conference with Mary Deane Soricelli will be on May 30. Too late to coordinate with FDEC Faculty Development day. We will leave it open for now: possibly the FDEC Day could prime the pump and then we could do something as a session for the CAE conference.
Report from Mentoring Subcommittee

MENTORING: Info gathering/education: Take the year to gathering information? Do some focused groups? Organized around different ranks and status of faculty? There are many different mentoring configurations on campus. We could showcase effective models of relationships/networks.

FDEC should recruit people for the focus groups. Deans will be asked to discuss/write about their culture. CAE has an event on Peer Review of Teaching; may bring Deans to that as well. MFM will raise this with Dean’s Council.

Resources on Creating a Mentoring Culture: We should probably read sections as a Committee. MFM will also ask the Dean’s Council to do some reading. Maybe the CAE could create some short versions/executive description for faculty use.

Aaron attended session on Advising: Mentoring and Advising not part of the reward structure. We should possibly connect with the Advising Initiative. How can we create greater visibility and formal acknowledgement?

AP: Maybe new VP might work with this? MFM: Use the Jesuit ideals of culture and context/cura personalis: Could be part of teaching portfolio/e-portfolios. Can we make this a signature organizational feature of the institutional?

Pat: From R &T—Advise has a space/Mentoring – academic, community-building, no clear place except in your personal statement to talk about citizenship and relations with others? Maybe come back after discussion of community-engaged scholarship.

Our work this year can help us build the cultural infrastructure: Work on Sustainability, Recognition for what we do, Awards? Mary Dean Sorcinelli might consult with the administration on these kinds of conversations.

Advising? There were two focus groups—we have considerable data? Experiences? Type? Number? Quality? Suzanne Solensky and IR did that research. How could we show how we are doing our work and the quality of our advising? How could faculty gather and document their work? How do we keep track?
Who owns advising? Too diffuse? One of the issues? Think about graduate levels as well.

4) How do people define mentoring? Is it a good idea to create a standard definition? Or better to encourage a variety of working definitions?
5) What about an assessment system/evaluation for whole mentoring initiative? Do we need a process? What might that look like?

Streamlined Merit Process

The proposal to streamline the merit process was submitted to AC on 10/29/12. There is no work back from Academic Council yet.

University College (UC) slot on FDEC.

[Note: This was a very wide-ranging conversation that did not proceed in a linear fashion.]

1. Update from Bob Epstein RE: AC subcommittee on part-time faculty’s response to our recommendation to consider an additional ex-officio spot to represent part-time faculty. The ongoing question at hand is how to more fully empower affiliate faculty and find ways to increase their voices and serious participation in the regular work and decision-making of the University, particularly in areas that concern faculty development and evaluation.

Dr. Epstein explained that it would not be possible to create an ex-officio slot for an adjunct member, since they do not have “officio status” to begin with. The composition of the FDEC is controlled by the Faculty Handbook and to create a formal slot for an adjunct faculty would require a change in the Handbook itself.

Since Faculty Development and Evaluation are critical concerns for adjunct faculty and Fairfield relies on an increasing number of adjunct faculty in key curricular areas, our Committee should find ways to “understand the lifeworld of affiliate faculty” – the material conditions under which part-time faculty enact their many roles and responsibilities, and interact with the institution at all levels (course, department and program, university-wide initiatives and projects), and the supports, limitations, and challenges they face in their work here. There is no university-wide inventory of adjunct work and academic supports available, and no infrastructure of support except through individual departments. In some schools, they can even be seen as competing with full-time faculty for summer or online courses.

Clearly the FDEC can invite adjunct faculty (undergraduate faculty and/or graduate faculty) on an occasional or regular basis as “guests” to committee meetings, as we consider whether we want to request a permanent slot through the Handbook Committee.
Another option might be to create an ongoing network/working group of affiliate faculty to coordinate concerns and initiatives and have that group report regularly to the FDEC. The FDEC will work in close collaboration with the new Task Force on Affiliate Faculty (Meredith Kazer and Cinthia Gannett will also serve on that.) to raise visibility and identify appropriate courses of action.

Committee members are encouraged to forward names of adjunct faculty who might have the time, interest, and inclination to be invited as guests to the FDEC meetings.

**Decisions on FDEC Membership:**

1) Aaron Perkus will serve out this year in his capacity of University College/part-time student/faculty representation.
2) We will seek to ensure representation from each school or college: therefore, we will seek to include membership from the School of Engineering, which is not represented currently.

**Next Meeting:** November 28, 9:00-10:30, CNS 103
Scribe: Kazer