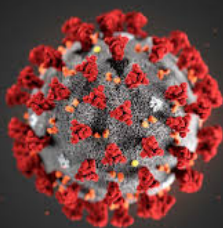


Faculty Welfare Committee/AAUP Newsletter

Excellence in Education



From the FWC/AAUP President.

Dear Colleagues,

As you are all aware, a Town Hall meeting is scheduled for later today (Wednesday July 8) at 3:00. I had an exchange with the Provost about communications HR had sent to individuals who had followed the process to self-identify as immunocompromised or in a high-risk population. At the end of the exchange, I said I was looking forward to the Town Hall, and the Provost said she, again, was planning to take *all* questions but suggested that “if there are key points/issues that from your perspective would be important for me to address at the beginning, I am open to hearing them.”

Well, the FWC Executive Committee *is* aware, from the huge response to our recent survey, that the Fairfield faculty continues to have concerns and questions for the administration, and that further clarification from the administration is desperately needed. There are many serious questions, and it seemed best to share them with the faculty as well as the Provost.

So, in preparation for tomorrow’s Town Hall Q & A, I’ve put together a list of the concerns that have come to members of the FWC EC from faculty all over the University. While it is by no means comprehensive, these are the things on people’s minds right now.

Also, we have included in this newsletter your answers to the last question on our survey, “**How can the FWC/AAUP support you in the coming semester?**” They are printed without comment or response, although I do hope every faculty member knows they can contact me or any member of the FWC EC at any time with a question or a concern. There are heartfelt concerns expressed here and it is important that they be shared with the community.(continued last page)

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Questions and Concerns from the faculty for the Provost's Town Hall

On decision-making and academic governance:

- ✱ It is long past time for legitimate faculty representation on the main COVID-19 Task Force. This body has been meeting since February and discussing all aspects of re-opening – including instruction in the fall – without any representation from the faculty. Is this body discussing contingencies following re-opening? What will be done if (when) the statistics on number of cases and number of deaths in our state changes dramatically in the fall? What will be done if there is a serious outbreak on campus in the fall? Discussions around questions like these require robust faculty input *now* with faculty representatives reporting regularly to the faculty.

On the AC motion in which faculty are “strongly encouraged” “to develop on-campus experiences that are consistent with their pedagogy, course goals and curriculum”:

- ✱ Affirm that decisions on these matters are being left to individual departments and programs, with notification to the Dean.
- ✱ Will the University provide the resources that faculty need to provide on-campus experiences *safely* under the health and safety protocols that are required? How do faculty make requests for their instructional needs regarding safe on-campus experiences? If the University is not able to provide the instructional resources to allow a faculty member to safely provide on-campus experiences, can the department approve a class being taught or moving online?

On requesting an accommodation to teach online:

- ✱ In addition to an accommodation request due to an individual being immunocompromised or being a member of a high-risk population, affirm that there is an accommodation for pedagogical reasons? That is, an accommodation because the Instructor's position is that, for a particular class, socially-distanced and in person or less than a full class and in-person is pedagogically inferior to online?
- ✱ Can faculty self-identify to HR to request an accommodation at any time during the fall semester?
- ✱ Will faculty who self-identify as being in a high-risk population be allowed to come to campus to work alone in a laboratory or an office?

On risking one's health and one's life:

- ✱ Will there be robust systems of testing, contact tracing and isolation that are up to CDC standards?
- ✱ Affirm that the campus community be informed daily of the number of cases or suspected cases?
- ✱ How does the University intend to enforce the Connecticut's Regional Travel Advisory that directs individuals arriving to CT from (as of July 7) any of the 19 states with positive test rates over state guidelines to self-quarantine for 14 days after arrival?
- ✱ Does the administration have a plan for what to do if (when) faculty become sick or are quarantined? Just relying on “volunteers” from the department is not enough. The administration must provide financial support. Hazard pay is warranted for faculty who step in for additional teaching.
- ✱ Under what conditions will the administration close the campus? How many infected/sick/dead students/faculty/staff is the University administration and Board of Trustees willing to accept?

FWC/AAUP Survey Results

19. How can the FWC/AAUP support you in the coming semester?

1	The Faculty Welfare Committee can support me in the coming semester by continuing to advocate for the academic freedom of all of our faculty.
2	Streamlined suggestions/guidelines for conducting classes and meetings: To prevent confusion from students and faculty, the streamlined guidelines are necessary. Other than CDC guideline, Fairfield University should clearly and frequently communicate with students and faculty about how to conduct in-person meetings in-class and outside of classrooms on campus as well as in the community. Please consider the pandemic may stay until the next year 2021. It is getting more difficult to save time for research productivity for tenure-track (non-tenured) faculty. Hope FWC/AAUP helps to find a way to discuss this matter in the university. Also, the evaluation system of teaching should be revisited. Transparent communication across groups will be appreciated.
3	Doing more surveys like this and using the results of the survey to strengthen the communication with the administration.
4	Money and Power. Valet Parking. Rose-petals strewed in classrooms. Cocktails. Get-Well Cards. Praise and Honors. Faculty meetings in Rio.
5	Continue to ask questions of new policies regarding Fall 2020, seek faculty presence on all committees making decisions
6	Keep communicating with admin and faculty.
7	I don't know yet... Thank you for all you are doing to help!
8	Help faculty have more control over pedagogical decisions. I want my classes in the Fall to be as successful for me and my students as they can be. I know my discipline, so I should decide pedagogical best practice for my courses.
9	Make a lot of noise about the lack of consideration for student & faculty well-being. I predict that one student will die and others will get infected and the U. will be forced to close again creating more chaos. I am very disappointed in administration and the lack of faculty input into the decision to reopen.
10	Be vigilant that the University enforces safety procedures, provides assistance for the various teaching methods for all faculty and offers additional compensation for adjunct faculty who need to redesign their course(s) to be hybrid or online.
11	Please keep doing what you're doing! You are lobbying for our interests and I greatly appreciate it.
12	by making sure faculty the option of teaching only online
13	Without knowledge of the state of Fall instruction, it is difficult to assess what can be done. It would have been better to have a more definitive plan in place rife with detail and possible options before asking this question and others in this survey. In-class instruction is the best method. On-line is a compromise that so far is necessary to protect the health of students and faculty. The decision to bring students back on campus for in-class instruction lies at the heart of institutional survival. We, as faculty, will need to be flexible to a much greater extent than before and be willing to extend our individual effort in order to preserve the existence of the institution (and our employment.) Temporary adjustments to loads and schedules are likely to be necessary. However, steps must be taken to protect what we have had in the past. Temporary changes should not become standard practices as environmental and health pressures are eased.
14	provide protections if teaching in-person, otherwise, teaching online.
15	Insure faculty have a say in what is happening.

FWC/AAUP Survey Results

16	<p>Assure the needs of faculty to provide appropriate teaching opportunities are attended to. It is difficult to meet student expectations when decisions are made out of my control that influence student evaluations of faculty. This is very unsettling, students were frustrated last semester due to the lack of communication and pandemic events, and although I met with them individually and as well as a group, they did not acknowledge any efforts in their evaluations and felt abandoned by the university or that they weren't really in school which was not true either. There was much stress and anxiety especially with graduate students who were working in health care settings with COVID patients.</p> <p>Formal strategies to support students and faculty during these unprecedented times is imperative to meet the needs of all involved.</p>
17	<p>Advocating for more flexibility for students and faculty to choose among a variety of instruction modalities.</p>
18	<p>Continue to advocate for faculty prerogative to set the curriculum and method of delivery.</p> <p>This is a rapidly evolving situation and it may not be the most productive use of faculty time to be on a COVID task force that meets every day. I understand and support the idea that as faculty we should have input into the process but we shouldn't be tasked with real-time monitoring.</p>
19	<p>You're doing a great job so far. Thanks so much</p>
20	<p>Continue to advocate for faculty involvement in the decision-making processes! Also, continue to advocate for faculty rights in terms of academic freedom and to advocate for protections for untenured (pre-tenure, NTT, adjunct) faculty.</p>
21	<p>Continue to advocate for flexibility in teaching methods.</p>
22	<p>Thanks to the FWC leadership for your work. In my [redacted number] years at Fairfield, I have observed the administration to be frequently dishonest, incompetent, and unethical. Fortunately, these vices have usually impacted only relatively trivial matters, such as issues of bureaucracy or faculty compensation. But now we are dealing with matters of health, including decisions that could result in additional deaths. I have no faith that the university's administration will oversee the reopening of campus in an effective or responsible way. (In fact, I would have serious doubts about that even in the counterfactual case of an honest, competent, and ethical administration, given how difficult it will be to maintain the necessary measures among the student population.) The opaque nature of the decision to return to campus in the fall, the lack of meaningful faculty or student contribution to such decision-making, and the administration's evasive emails to the faculty are already causes for serious c</p>
23	<p>Clear guidelines</p>
24	<p>Continue to push for clear and substantive use of faculty expertise and faculty committees in support of the efforts to respond to Covid. Work to implement some form of compensation for faculty for extra time spent developing/running/managing online/hybrid course work. Call for more staffing for CAE and IT, along with support for more tech. as appropriate.</p>
25	<p>Continue to demand transparency from the administration</p>
26	<p>Frequent, honest communication, and deference to faculty and student needs and comfortability</p>
27	<p>reach out to FWC members before sending memos to administration without hearing /soliciting our voices</p>
28	<p>Keep up the good work!</p>
29	<p>Not sure — it is unclear to me what the purview of the FWC/AAUP actually is. Sorry, but not sure.</p>

FWC/AAUP Survey Results

30	Clarification, advocacy, and assisting with maintaining transparency between faculty and administration. Thank you for all you do:)
31	Thank you for your work to support faculty!
32	Be faculty voice and represent their best interests.
33	Continue to be the advocate for academic freedom and faculty engagement in governance issues! Continue to remind faculty and administrators alike about AAUP standards and principles, thereby holding University administration accountable to shared governance. Continue to solicit the views of faculty, individually and collectively, on matters related to teaching, research, and service during these unprecedented times. Continue to champion the rights of all faculty, full-time and part-time. Continue to protect against the exploitation of contingent faculty. Continue to advocate for the equitable treatment of all faculty within and across the schools/college. Continue to practice open communication with faculty. Continue to stay well -- Thank you for the powerful letter addressed to President Nemac and Provost Siegel -- for conducting this particular survey, and perhaps prompting the Provost's recent Town Hall and subsequent activity of the Academic Council.
34	By getting the administration to stand aside and let us do our job. Crisis-mode merely empowers the administration to the detriment of the faculty.
35	thank you for reaching out- you are all wonderful advocates for us!
36	Give work security especially to those professors who are not tenure-track. All faculty should have at least guaranteed to have job security and health insurance, at least during the pandemic is still active.
37	Represent our concerns
38	You are doing it now!! Keep it up! Thank you!
39	By being the same excellent advocacy group it has always been.
40	Fight for faculty control over their classes and their own well-being.
41	Keep up the good work!! :)
42	keep fighting for our rights ... we keep being told that we have to make the educational experience comparable for students in class and online so the university does not get sued ... to me, that is really dictating what I do and how I do it. PS 1- the answer about part-time faculty & health care ... if part-time can buy into university health care than so should retired faculty who have many years of service but are abruptly cut off from health care upon retiring (honestly, it is the only reason why I stay) ... and about extra compensation - I think that ALL faculty part time & full time deserve extra compensation AND, while I am on the subject, it was an insult to be asked to fill out the merit review during this crisis. There was no extra merit to be had. We were working our asses off trying to teach as best we could, some of us were dealing with the stresses of childcare, home schooling, elderly relatives, loved ones who were sick, etc. and the administration somehow thought it
43	I think the FWC/AAUP will need to be the voice of the faculty here--present the data, give the views of the faculty anonymously. I am concerned that we will not be integrated as faculty in decision making, since there were already faculty chosen to participate on committees. For that reason, there will need to be evidence presented of how the majority of the faculty feel and what they need to move forward with our plan. I am optimistic that we can offer an outstanding education with the support of our administration, staff, and faculty.

FWC/AAUP Survey Results

44	Hold meetings and workshops about resiliency and flexibility with teaching/learning in new ways. Things take time and people need support through it! Thank you for taking the time to create this survey to hear the voices of the faculty. It is much appreciated.
45	Present an informed and unified set of responses and demands to the the university administration about reopening. Fact-check administrative claims about safe practices under quarantine with real-world and on campus experiences of faculty members. Protect faculty who choose to teach from home. Demand detailed information from administration that addresses the extremely likely scenarios of student and faculty exposure and sickness to Covid-19 such as contingency plans if and when students and/or faculty become ill. Lobby for increased health care financial support in case of illness resulting from exposure to Covid-19. Effectively represent the increased risks of reopening to contingent faculty, part-time faculty, staff, and custodians (many who are people of color).
46	i think more hands on training for BLACKBOARD and zoom etc would be very helpful. Would like to understand state restrictions to better understand constraints. Until I know what is happening in fall How can I prepare
47	allowing faculty voices to be heard among the decision makers
48	Frequent (at least monthly) communications.
49	Help us to resist efforts to force us to be in classrooms that are simply not safe!
50	Be available in case of problems that may arise
51	Advocate for us vigorously. Yes, students have rights, but where is faculty rights?
52	Promote effective support for faculty from the university administration.
53	Urging more communication from Faculty leaders about the Fall term. Urge more communication from Dept Chairs to faculty in the Department as well.
54	Continue surveys and communication
55	Thank you For all you do.
56	Get a petition going. Demand online only in the fall. How are they going to split up classes? They are doubling the work but not the pay. Get all faculty to demand that we do not do in person classes in the fall.
57	Encourage people to teach in person, or at least to have an on-campus experience for those students who want one (e.g. no in-person classes, but students can still show up to dorms, food courts, etc.). I don't want to see the university fail if students bail on our very expensive university being taught online in favor of cheap online courses from a state school.
58	Advocate for technology upgrades to classrooms to enable videotaping and broadcasting.
59	Coordinate a new training series for how to create free-standing course content with built in assessments so that course content can be delivered dynamically independent of an instructor and instructors can facilitate small group discussions/extension activities. The current model of building "modules" in Blackboard with some readings, built in quizzes, videos is disjointed and archaic compared to how pay for services platforms are operating. Happy to share how one of our partners- Wilson Reading- presents content in this manner - candidates love it and it frees the instructor to extend candidate learning.

FWC/AAUP Survey Results

60	I'm fine
61	Please provide on line voting for each department anonymous for on line vs on ground and based on the number of faculty votes, the department should decide.
62	Insure that faculty has input and representation on ultimate decision making for the fall semester. As it stands now, teaching combination of in-class, hyflex and on-line will require a significant increase of time, preparation, and hours. Many other schools are not coming back to campus after the Thanksgiving break and completing the semester on-line, which makes sense if virus comes back.
63	Advocate for course release advocate for clear communication from administrators
64	Don't know.
65	They are doing a great job speaking up for faculty.
66	I am not sure; I like to believe that the administration is looking to ensure that we are safe and I feel that they are doing what they can to take our needs into consideration, while still trying to ensure that we make quality online/in person (where appropriate) courses so that our students come back. With the prices students pay at Fairfield U, it would not be surprising that if our online courses seem "sub-par" then they would possibly opt out of a semester with us, and instead, go to a community college near their homes. Given that we have already lost 11 million dollars, I am hoping that all colleagues follow not only safe distancing protocols while on campus, but that they do whatever is necessary (as will I), to ensure our courses are excellent whether online or in person. And if that means doing so without added compensation during an unprecedented pandemic, then in this absurd time, where many are losing jobs, getting furloughed, and businesses are closing for good, I feel
67	By making sure there is communication among administration, faculty, students, and staff and relaying that communication effectively.
68	It would be good to have any guidelines or things to keep in mind from FWC/ AAUP in order to successfully teach in the coming semester. At the same time, if there are any particular things that we should do or for that matter don't do to protect us from any legal consequences, we would like to know from the FWC/AAUP point of view so that we don't violate any regulations as we continue to adjust in our teaching.
69	I respectfully ask that FWC leadership be better listeners and respond with more equanimity than is often demonstrated. As much as I don't trust the top administrators up the hill--and I don't at all--the CAS Dean's office has been honest, open, and working hard. They need a break. Let's direct our ire/frustrations at the real culprits--and we all know who they are.
70	Making sure that any information shared with HR is actually not held against part-time faculty for future hiring
71	rally faculty members together and get our voices heard.
72	Of tantamount helpfulness would be if the FWC/AAUP distribute specific information about how the committee is already poised to help. Also, if FWC/AAUP were to lay out their responsibilities to faculty, I could more actively ideate how the committee could help. I would like to be reminded of their role and functions.
73	I envision a lot of unhappiness on the part of students, given how much they pay and how much of the usual experience (pedagogy, class discussion, etc.) will be missing. Part of teaching is theater, and teaching with a breathing mask on is bad theater. My guess is that student evaluations will reflect that unhappiness. Implications for merit pay and R&T?

FWC/AAUP Survey Results

74	Make certain faculty needs are met and environment is as safe as possible for those working on campus.
75	You are already doing the great work of serving overtime during these summer months, so thank you. We will need some protection and amplification in order to assert our rights as the pedagogical authority for our classes. We will also likely need some support for any economic stresses that are put on faculty. We will all be working as twice as hard as ever in order to make sense of this plan. We need support to get some from FWC for the ideas raised in #18.
76	Ensuring that faculty have a say in how the semester proceeds, should we still be in the midst of a pandemic.
77	Please continue to be a voice for faculty autonomy in the classroom. We need to be able to be thoughtful and select what will work best for each of our classes.
78	I'm willing to go above and beyond the normal expectations to ensure my classes are a success. I just want to be assured that faculty benefits will be protected, and that the University will agree to use some of its rainy-day reserves for this once in a lifetime rainy day.
79	Technical support.
80	Just keep doing what you all are doing!
81	The FWC/AAUP can continue to press the administration for clear policies and administrative support. I think faculty are willing to go above and beyond in this case, but I am incredibly concerned that the administration's communication thus far seems to be that individual faculty and departments are on their own to deal with the situation (and on their own time). While I think there is a place for faculty autonomy and disciplinary specificity, delegation of problem solving does not seem to make for a cohesive and coherent response to the crisis.
82	To be available if an issue arises
83	Recognition that this isn't just a teaching issue. While that is by far the most prevalent concern, dedicating such time to being an effective teacher in potentially three different learning modes requires three different preps (for each course). This will be devastating to my research progress for tenure. FWC/AAUP can advocate for tenure-track faculty tenure clock extensions for potentially a multi-year period.
84	Continue to do exactly what you are doing. Maybe a zoom membership meeting?
85	I think the FWC/AAUP has done an excellent job with advocacy. Supporting contingent faculty during this difficult time is incredibly important as adjuncts and other non-tenure track faculty members are anxious about university budget cuts. This, along with significant changes to course delivery and the general anxiety wrought by COVID, negatively impacts the mental and emotional well-being of contingent faculty. Thus, creating more resources for non-tenure track faculty is paramount.
86	Keep raising issues and holding senior administration accountable. Please continue to advocate for NTT faculty.
87	share ideas of best practiceses
88	Be the voice for faculty and bring up issues with respect to teaching concerns we all are trying to address for the Fall semester.
89	keep making your voices heard and advocating for what is realistic, good and fair
90	Keep the communication channels open.

FWC/AAUP Survey Results

91	Continue to voice the concerns of all faculty.
92	Continue to ask the administration to consider faculty views and to push for faculty voice on the committees making decisions. Thank you!
93	Just be available
94	Request resources and weekly communication from administration about what is happening.
95	Not sure at this time
96	I hope the FWC will speak out loudly and consistently on behalf of faculty and secure from the administration the right for faculty to A) determine our own teaching methodologies, ones that we know will best serve our students, and B) push against the Academic Council agreement that every section must offer some sort of face-to-face experience. Doing so provides only a ridiculous facade that seeks to suppress potential litigation but does nothing to secure the best learning conditions for students. This top down decision-making also unfairly burdens the least secure faculty among us (from Associate professors who seek promotion to untenured Assistants and most especially to non-tenure track, particularly adjunct, faculty.
97	Push for a clear plan from the administration. Everything seems vague right now. Also, push for the establishment of clear University policies on wearing masks, social distancing, etc. Frankly, with HyFlex and no access to technology that would enable faculty to tape classes and discussions (share with students not in class), faculty will be creating multiple approaches and different pedagogy for each class session - up to three! No real help and no additional compensation.
98	Continue to push for clarification and support faculty voice. Thank you for all you do!
99	Please keep in touch, continue speaking up on behalf of faculty, and sending out updates so that I am aware of the actions of FWC/AAUP. Thank you very much.
100	Continuing to communicate and also to circulate surveys like this one, hold meetings of the full membership of FWC, connect with the handbook committees, communicate with Academic Council (as has been done this month), and generally support all faculty, including those who are part-time and those who are not tenure-stream. It is also helpful to be informed about what other institutions are doing, as well as what the AAUP supports and recommends.
101	Keep making a case for allowing faculty to decide how to teach! Thank you for your work!
102	Further develop training for teaching online--the current offerings have not been helpful Provide some guidance and training to department chairs about how to support faculty during times of crisis Reduce service expectations
103	Keep doing your awesome work. Stay in consistent communication with us.
104	Nothing major
105	Continued support for faculty representation and possible enhanced compensation (even just a stipend) for amount of time required to fulfill spring. Thank you!
106	by putting the Fairfield University community's safety and health first
107	monitor work expectations / and have Support for the Adjuncts and part time folks doing the work for the "less than proactive" full time faculty that "opt out"...the Adjuncts cannot be expected to "carry the weight"making \$10,000 versus \$120,000 is not "equity in scale for work done"

FWC/AAUP Survey Results

108	Advocate for leaving space to faculty and student personal judgment and choice. Face cover should NOT be required.
109	help raise millions of dollars to support COVID-19 adaptation measures for teaching on campus help explain to faculty that this is an immensely fluid situation of decisions making under conditions of uncertainty and inadequate resources help explain that besides shutting down there is no perfect safety. Economically, FFU cannot shut down or go online entirely if others do not. Those are facts. So there will be risks for everyone - just like there are for most of the global population that are not independently wealthy. help faculty understand things that can be done to lesson the significant chance that Fairfield will be sued like so many other schools
110	I believe tenured faculty need to make a statement rejecting the University's current approach to co-governance and faculty sovereignty on these issues. Untenured, non-TT, and part-time faculty are now in a position where they cannot be confident, particularly in an economically stressed climate, that their resistance to University policies regarding teaching on-campus will not be used against them when renewal decisions are made.
111	Be assertive of faculty involvement in decision-making, and faculty authority in how courses will be taught and assessments structured.
112	Continue to be available as a resource - Thanks for all you do!
113	Consider not sending incendiary and short-sighted emails to the administration in the name of all FWC when they are clearly drafted by a small number of faculty. Your doing so actually ERODES the strength of the academic division. We need to support each other (including the academic administration) as best we can rather than acting like entitled children upset with the grown ups. That's how it reads and that's what it is. Our jobs are at stake if we can't deliver effective education at Fairfield, and it doesn't really work to continually cut the legs of all that are trying to assist us in doing that out from under them. So don't speak for faculty unless you're willing to ask what we actually think, feel, or want. You've sent at least two letters in our name prior to sending this survey, which does NOT inspire confidence in your judgment or professionalism, and makes the professoriate look petulant and entitled.
114	Not sure
115	Ask the President & Provost to communicate more often (say twice per week) on the status of thinking for the fall 2020 semester. so that faculty can plan more effectively. Send information out by e-mail, not by inclusion in any website.
116	The seeming gist of this survey is that the administration is not attending to faculty governance, and I think that's probably true. At the same time, faculty governance does not work quickly, and when it does it often works poorly. The pass / no pass debacle is a case in point. I think some of our norms of collaborative decision making are going to take a hit. I don't think that's avoidable. I hope the FWC continues to advocate for deliberative faculty governance without becoming inflexible or strident, and that we work very hard to reclaim rights (which are really responsibilities) being abrogated during this crisis. I do not expect the crisis mode to cease for at least a year, so we need to be patient and play the long game. I do not want this moment to usher in a new unilateral decision making model later. That's my primary concern. So, for this semester, I'm fine. Thanks.
117	Find a way to stop the top-down take over of the University. Feels like we're living with Fox News-decision making. Senior Administration needs courses on what it means to be modern, Jesuit, and inclusive - seems the entire campus, but them, understands what those words mean. They are an embarrassment to us all.

FWC/AAUP Survey Results

118	Keep pressing for clarification of resources and expectations for teaching. It feels like the workload is going to be double without any extra support.
119	Ongoing assessment of faculty needs and support.
120	Thanks to the FWC for their advocacy already. It has been extremely helpful. As someone who does have a family member as part of the defined vulnerable populations for Covid, I'm spending this summer trying to think about what's best for the health of my family this fall. I'm also thinking about how I can best adapt my courses for students that might be on/off campus. Continued advocacy on both of those fronts would be extremely helpful.
121	Voice our opinions to the administration regarding freedom to use our own discretion for our courses.
122	It is great that the Rank and Tenure Committee has discussed the impact of Covid on our research, but what about the rest of us, those who, for example, are full professors? Summer has long been a time for research, but it seems this summer will be consumed by course prep for the high flex methods and learning new software. I've already attended two CAE workshops in June. As a member of the Dolan School, we have AACSB requirements for maintaining our status as "Scholarly Active" faculty. Two of my current projects have been negatively impacted by Covid. Perhaps the FWC/AAUP needs to inform the administration that more faculty are negatively impacted by COVID from a research perspective than just those going up for a promotion and/or tenure.
123	Please let us know what the state of CT requires of universities as employers to ensure the safety of faculty and staff.
124	very good
125	Continue with your advocacy and representation of the faculty. Reach out to faculty with periodic surveys, or have a faculty-only ZOOM meeting where we can share our concerns with each other. FWC/AAUP could then bring our concerns and recommendations forward to the administration. Please continue your advocacy for adjuncts to be compensated for the work that they did putting courses on-line and working with small groups and individually to make sure that all students completed their courses. Adjuncts with whom I work are spending an enormous amount of time this summer preparing for fall. I am meeting with them regularly to review and develop their Blackboard classes. They need to be recognized and compensated.
126	advocate for low-residency solutions, rather than asking faculty to make impossible dreams come true
127	By continuing to hear us and communicating concerns to administration.
128	Unsure at this time since plans given are still conceptual and not finalized. I am concerned individuals who self identify.
129	Keep pressure on administration re faculty needs -- Go FWC! I will back you 100%.
130	Continue being the voice for faculty as these important decisions are being made!
131	You all are doing a wonderful job under very difficult circumstances. I have heard no adequate explanation from the University why we could not sort out a number of in-person classes, and a number of on-line classes, rather than this strange requirement that all classes have an in-person component, which seems to me the most unsafe, least advisable course of action. Any work that you could do to insist on some clear answers and discussion to this question would be much appreciated.
132	Continue to let us be heard - (and thank you). I have no clout on campus and will therefore probably just comply with everything I'm told out of fear for losing my job (which is/would be coupled with fear for my health) - the FWC makes me feel like my concerns can be heard.

FWC/AAUP Survey Results

133	Keep doing what you are doing....communicating and advocating
134	By continuing to advocate for faculty with administration in the exact manner the FWC/AAUP is has been doing (thank you!).
135	This is a difficult situation for everyone involved. We as faculty need not make it worse by impossible demands. This situation will not last forever and we have to maintain flexibility in an impossible situation that has no defini answers.
136	I hope that I will not have to call upon them for assistance
137	We need to stay online until a vaccine is available for all the faculty, staff, and students.
138	Keep doing what you're doing. The FWC letter about two weeks ago seemed to move admins into action, getting info out to us. The next area that will need elucidation/response is the AC motion from Friday, June 18, saying that courses that move online need to have some "in-person experience" for students. What the hell does that mean? And how can we do it?
139	Thanks for all you are doing already! I understand the economic realities of not re-populating campuses in the fall, but I am very concerned about campus re-openings and these concerns are being borne out everywhere that people are being brought back to campuses. (Look at what is happening with the resumption of athletic trainings, for example.) Beyond our campus community, I am very concerned about the health and well-being of the communities in which our campuses are situated. This is not an FWC issue, obviously, but it is a concern.
140	Advocate for our freedom to teach the way we think is best.
141	Provide current information on faculty rights as well as responsibilities during this pandemic. Please continue to represent faculty concerns and uphold principles of academic freedom. Thank you!
142	Please see above. I am not sure how FWC can best communicate these concerns to the administration, but I know that we need your help to do so. I appreciate the extraordinary dilemma posed by the pandemic to business as usual, but think we could have been a lot more creative at Fairfield with going fully online , or only partially on campus, for the fall semester, and then finding a way to make that work for students and their families.
143	Continue to make efforts to ensure that the administration adheres to appropriate principles of shared governance.
144	Hard to know given so much uncertainty. I would just want FWC/AAUP ready to field faculty questions/concerns as they arise and if need be advocate on behalf of faculty.
145	Workshops
146	Survey faculty periodically such as this and provide feedback to administration.
147	Continue to press the administration for clarity about how decisions are being made and faculty involvement in those decisions. Assert that faculty have the primary decision for content delivery. Assert that faculty need to be on these committees. Assert that faculty need to know what conditions will cause university closure due to the virus. Just how serious will it need to get? Assert that the university will pay for faculty acting as in-class surrogates for faculty teaching online, if the university continues to insist that each class have in-person components. Assert that the university will pay for faculty who take over a class from another faculty member who has fallen ill from COVID-19 or has to take care of a family member who is ill from COVID-19.

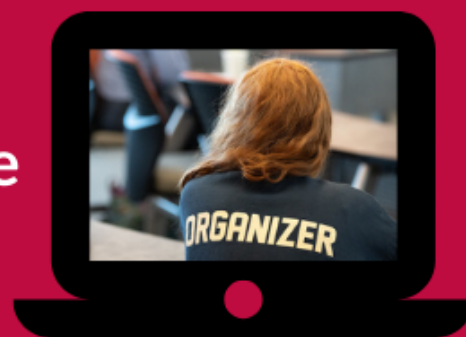
FWC/AAUP Survey Results

148	making the administration aware of the Faculty body concerns
149	Advocate for non-tenure track faculty teaching load and for the best interests of quality teaching - HYFLEX will be detrimental to all faculty members' ability to teach effectively.
150	I would first like to thank the AAUP for all of their support on these issues. As it stands, the requirement of the administration to have all faculty create an in-person experience for courses feels like a violation of academic freedom, and will invite undue burden on their colleagues. While the administration is attempting to make it appear that some of their decision process is guided by ensuring "a high-quality of education", it seems more clear that their decisions are based on finances and fear of lawsuits. I would appreciate the AAUP's continued support in seeking and sharing the voices of faculty who do not feel that it is safe (or even academically advantageous) to return to campus, and feel confident that they can offer high-quality online learning experiences, as it is clear that our colleagues comfort levels and preferences greatly vary.
151	Keep pushing for us!
152	By continuing what you are doing and being the voice of faculty. Thank you!
153	Pressing the administration so that we can teach online, at least in the Fall.
154	Fight to ensure that our system of faculty governance is respected and used by the administration. Criticize the administration's bypassing of our faculty governance system. Ask the administration why the Ed Tech Committee and the Educational Planning Committee appear to have been totally left of of the decision-making process. Ask the administration why, after all of its assurances this spring that we are in great shape financially with a rainy-day fund, it is insisting on bringing students and faculty to campus, where they will, despite all precautions, be exposed to Covid-19.

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FWC/AAUP Mission

We promote faculty welfare, broadly defined, through chapter programs and activities designed to advance academic freedom, advance the economic and professional status of the faculty, encourage faculty participation in governance, and inform the community about AAUP standards and policy statements to ensure higher education's contribution to the common good

From the FWC President (continued from page 1)

Before I get to the list of concerns, I would be remiss to not make note of my dislike of the Town Hall format. A Town Hall format is often used, at other institutions, to bypass academic governance. A “Town Hall” is a way for an administration to provide information and answer questions, and that can be a good thing. In my view, though, if we were on contract and on campus, information is better provided and questions are better answered at a meeting of the General Faculty. At a GF meeting, we would have a written record of the meeting, and the GF could take action. Let me be clear: I am not suggesting that our administration is attempting to bypass academic governance in this instance. Our Provost and my Dean are pro-faculty and pro-shared governance. My point, simply, is that Town Halls do not, cannot and should not replace meetings of the General Faculty. It is only at meetings of the GF where the faculty can take action and make the faculty position known to the administration.

There’s always more news and not enough room, but our chapter’s Black Lives Matter statement was picked up by national AAUP! See: <https://academeblog.org/2020/07/01/fairfield-university-fwc-aaup-says-black-stags-matter/>

In Solidarity,
Irene Mulvey
FWC/AAUP President

FWC/AAUP Executive Committee: Irene Mulvey, President; Maggie Labinski, Vice-President; Bill Abbott, Secretary; Paul Baginski, Treasurer; At-large members: Peter Bayers, Anita Fernandez, Anna Lawrence, Sonya Huber. Immediate Past-President Rona Preli.

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