
Fairfield University

2008-09

College of Arts & Sciences
Annual Report

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Dean

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Table of Contents

HIGHLIGHTS OF 2008-09	3
<i>Three new programs launched</i>	4
<i>Faculty Achievements</i>	4
<i>Student Achievements</i>	8
STRATEGIC DIRECTIONS AND PRIORITIES IN THE COLLEGE	11
<i>PRIORITY 1: RESPOND TO THE NEASC ACCREDITATION REPORT</i>	11
<i>Implement a system of periodic program review</i>	11
<i>Continue and enhance systematic assessment of student learning outcomes</i>	12
<i>Refine and improve annual faculty performance review (Merit)</i>	13
<i>Improve systems of student advising</i>	14
<i>Update College Governance</i>	14
<i>PRIORITY 2: IMPLEMENT THE UNIVERSITY STRATEGIC PLAN IN THE COLLEGE</i>	14
<i>Core Integration Initiative</i>	15
<i>Integration of Living & Learning</i>	16
<i>Integration of Graduate Education with University Mission and Campus</i>	
<i>Operations</i>	17
<i>Advancing and Supporting Diversity at the Institution</i>	18
<i>Advancing and Supporting University Mission and Identity</i>	19
<i>PRIORITY 3: DIRECT AND SUPPORT THE COLLEGE BOARD OF ADVISORS</i>	19
<i>PRIORITY 4: REORGANIZE CAS OFFICE FOR OPTIMAL EFFECTIVENESS</i>	20
GOALS & PRIORITIES FOR 2009-10 AND BEYOND	21
FOCUS ON LIVING & LEARNING	21
DEVELOP STRUCTURES AND PROCEDURES TO EFFECTIVELY MANAGE FACULTY	22
MANAGE BUDGET ISSUES, OPPORTUNITIES, AND CONSTRAINTS	22
RENOVATE CAS OFFICES	22
ENHANCE STRATEGIC COLLABORATION ACROSS SCHOOLS	23
AMPLIFY MARKETING AND COMMUNICATIONS EFFORTS	23
LIST OF APPENDICES	24

Introduction

This report and its appendices details the accomplishments of faculty, students, and staff in College of Arts & Sciences; provides an overview of the status and progress on strategic initiatives in the College; shares activities of our Board of Advisors; and conveys our efforts to procure funding and advance the College and Fairfield University

The College of Arts & Sciences is comprised of over 160 full-time faculty members, 15 academic departments and 15 interdisciplinary programs accounting for 27 B.A. or B.S. degree programs along with approximately 40 minors, and we deliver more than three quarters of the undergraduate curriculum including the University Core. As well, this year we made significant progress on an ambitious 3-year plan. Every effort was made to be selective and brief in preparing this report while also providing an adequate accounting of our annual highlights, a clear delineation of our strategic directions, and diligently representative content in enough detail to be useful to readers.

Highlights of 2008-09

This section highlights from departments and programs along with faculty and student accomplishments that illustrate the high quality of College performance in the areas of research, teaching and learning, and service to scholarly associations, the university, and the wider community. Details of accomplishments in each area can be found in the appendices.

Three new programs launched:

- A new **B.S. degree in Biochemistry** was approved by the State of Connecticut in the fall. This program is situated within what will now be known as the Department of Chemistry & Biochemistry. The program is a collaboration with faculty in Biology and the first students were enrolled this year. Drs. Matt Kubasik, Kraig Steffen, and Jessica Davis spearheaded program development and approval.
- The low-residency **M.F.A. program in Creative Writing**, a joint program of the English Department in the College and University College, was approved by the State of Connecticut and launched with better-than-expected enrollments (27, and there was no attrition between the first and second residencies), with 21 additional students joining the program for the July residency. Revenue projections are strong. Dr. Michael White has provided extraordinary leadership in program development and promotion; Elizabeth Hastings of University College provides excellent logistical and management support for the program.
- The **M.A. in Communication** on-campus program was approved by the State of Connecticut and admitted its first students in spring 2009. Due to the economic crisis, enrollment targets were less than anticipated (11 rather than 15 enrolled in fewer credit hours than projected). The corporate cohort MA program is preparing for its 5-year review, and an online certificate program in organizational communication is under consideration. Drs. Jim Shanahan and Michael Pagano have spearheaded these efforts.

Faculty Achievements:

- **Rank & Tenure:** The following summarizes outcomes for 2008-09:
 - *Tenured and Promoted to Associate Professor:* Sara Brill (PH), Suzanne Chamlin (VPA Studio Art), David Gudelunas (CO), Manyul Im (PH), Laura Nash (VPA Music).
 - *Promoted to Professor:* Cecelia Bucki (HI), Marcie Patton (PO), Jim Shanahan (CO). The Dean had her first annual meeting with all pre-tenure faculty members in the fall semester to create one venue for questions and answers, shared advice, and mentoring.
 - The Dean began conversations on whole career mentoring with the department chairs and invited long-standing associate professors to discuss readiness and planning for promotion

▪ **Faculty Recruitment, Retention:**

- In 2008-09 the College hired 10 new faculty members in 11 searches. Of note is that we hired Fairfield University's first Africanist scholar, an anthropologist whose work focuses on Mali, and two scholars with interest in Islamic studies. These 10 new faculty members are expected to have interdisciplinary connections to programs in Asian Studies, Black Studies, Environment, International Studies, Italian Studies, Peace & Justice Studies, Russian & Eastern European Studies, and Women Studies.
- Three tenure line faculty members resigned (Escobar went to Northwestern, Shanahan went to Boston University, and Lombart left for undisclosed personal reasons). One faculty member who was being recruited by another institution was retained.
- The death of Dr. John Orman, Professor of Politics, was a devastating blow to the College.
- Ralph Coury and Larry Kazura, History; Jim Keenan, Communication; and Bob Kelly, Economics all retired after nearly 100 years of combined service to the institution.
- Details of changes in personnel can be found in **Appendix 1a**.

- **The Award for Distinguished Teaching in the College of Arts & Sciences** was given to Dr. Kathy Nantz, Associate Professor of Economics and Facilitator of the Core Integration Initiative. **The award inscription is in Appendix 1b.**

- **Scholarship:** Faculty productivity in the form of scholarly output continues to increase. The quantitative summary of this productivity for the current academic year includes:

- **20 books published this year were authored or edited by College faculty**
- **100+ articles, chapters, and other publications appeared or were accepted**
- **200+ presentations at professional meetings, invited talks, and exhibits**

The list of all books, articles, and presentations that have been uploaded into Eidos appears in the **appendix 1c**, organized by department.

- **Grant Activity:** The College undertook record high activity in efforts to procure external funding, in terms of the number of submissions, the amount of dollars received, and the prestige and variety of funding sources (**details can be found in appendix 1d**). It is noteworthy that grant activity in the College exemplifies cross-divisional collaboration, often explicitly advances the University's strategic priorities, and funds significant student engagement. The quantitative summary of CAS grant activity, across all categories is as follows:

- **\$ 6,075,394 in submissions**
- **\$ 1,886,229 still pending**
- **\$ 2,147,175 funded, accounting for a 51% success rate**

Grant Highlights:

- **The first two NIH grants at Fairfield University:** Shelley Phelan (BI) and Min Xu (PS), both for cancer-related research; both projects will have undergraduate student involvement. In addition, CAS faculty research is being supported by several grants from DOD, DOE, FIPSE, and NSF in addition to a number of foundations and corporate sources.
 - **Community Engagement in the Arts:** Laura Nash (VPA-MU) was recently refunded by the Connecticut Department of Higher Education for the Summer Arts Institute for a 2-week professional development program for area teachers. **CAS Board Member Diane Allison of the Educational Foundation was instrumental in seeding this work. Since that original investment and as an outgrowth of that project,** Laura a renewal from the Dana Foundation; she also received an NEH fellowship for strengthening the link between research and teaching and fostering excellence in undergraduate music instruction.
 - **Global Citizenship and Justice:** Several submissions went out this year to NEH, AAC&U, and the Teagle Foundation related to our Global Citizenship initiatives. These grants were informed by work achieved last year by Dr. Renee White (SO and BS) and the College Board. Collaborators include the CAE, CII, offices in Student Affairs, and the Center for Faith & Public Life. CAS faculty are major forces on these projects (e.g., Jocelyn Boryczka (PO) on the Carnegie grant, and Gita Rajan (EN) and Janie Leatherman (PO and IL) on the Teagle project. Another exemplar is the two-year \$375,000 grant from FIPSE to advance the critical languages, written by Drs. Li & McFadden (HI), Leatherman, and Goldfield (MLL).
 - **The CAE received \$200,000 from the Davis Foundation** to continue the CII, with particular focus on institutionalizing the work in CAS departments. This grant consolidates the CAE-CAS partnership begun in 2008-09. The Dean and Associate Dean contributed significantly to the conceptualization of the project and the foundation visit that led to the award.
 - **Clare Boothe Luce Professorship** application is pending for determination in spring 2010. Numerous faculty from across the sciences and the SOE participated in institutional readiness research, which was the critical component of the application and the Luce visiting team's assessment. Dr. Amanda Harper-Leatherman did the initial inquiry that led to the proposal. Ms. Noel Appel provided extraordinary leadership and management.
- ***Additional highlights from CAS departments and programs:***
- Director of Black Studies and Professor of Sociology **Dr. Renee White was appointed the Academic Coordinator for Diversity and Global Citizenship** and invited by the AAC&U to the stateside meeting of the International Consortium for Higher Education, Democracy, and Civic Responsibility.
 - Completing her second year as the **Elizabeth DeCamp McInerney Chair in the Health Sciences, Dr. Shelley Phelan** conducted research and prepared two manuscripts for projects on which seven students have participated to date.

- Fairfield University hosted the International **Jesuit Association of Chemistry and Chemical Engineering Universities and Schools (ISJACHEM)** in June 2008. Five of our chemists presented research at the meeting.
- The **Resource Center for Core Science was completed** and the first courses were offered spring 2009 in this innovative instructional space, funded in part by the NSF.
- The **Health Professions Program (HPP)** was significantly revised with the selection of a new advisor, Dr. Geoff Church, in a full-time administrative position with ½-time teaching responsibilities, rotation of the HPP advisory committee, and identification of new priorities including the recruitment and retention of minority science students. There was an 89% success rate for 2008 medical, dental, and veterinary school health professions applicants, up from the previous three years (38%, 58%, and 17%).
- Associate Professor of History and Black Studies, **Yohuru Williams, was selected one of 10 “Emerging Scholars” by *Diverse: Issues in Higher Education***. He served as Vice President of the American Institute of History Education during 2008-09 while on leave from Fairfield.
- The **Judaic Studies program completed 15 years** at Fairfield University.
- Both the **Carl and Dorothy Bennett Center for Judaic Studies** and the **Center for Catholic Studies** continue to host high-profile and well-attended lectures and to attract significant participation from the surrounding communities and donations.
- Philosophy professor **Dr. Joy Gordon received the Robert Wall Award** for her work on the humanitarian dimensions of economic sanctions.
- **Dr. John Orman’s play, “Helen Keller Speaks,”** funded by a Humanities Institute grant, was performed at the Pepsico Theatre and received high praise.
- **The animal facilities renovation project was completed** under the supervision of various science faculty and the IACAC committee led by Dr. John McCarthy.
- **174 students provided over 5000 hours of service through the Adrienne Kirby Family Literacy Project**, led by Dr. Judy Primavera of Psychology; many of these hours were connected to service learning courses.
- **Dr. John Thiel was elected Vice President of the Catholic Theological Society of America**. This places him in a three-year commitment, leading to the position of CTSA President.
- **Dr. Elizabeth Dreyer’s “Called to Holiness”** book series is the centerpiece of alumni spirituality gatherings around the country. Her own book in the series, *Making Sense of God*, was recognized with an award from the Catholic Press Association.
- The **President’s Retreat on the Catholic Intellectual Tradition featured talks CAS faculty** (Drs. Dallavalle, Lakeland, and Keenan).
- **Dr. David Crawford was selected “Teacher of the Year”** by the Alpha Sigma Nu Jesuit honor society based on student nominations.
- Initiated in CAS Board of Advisors conversations, the **Bellarmino Museum project received an NEH Challenge grant** and attracted a major donation from distinguished alumnus John Meditz. Dr. Jill Deupi was appointed Interim Director.
- The **Department of Visual & Performing Arts revised their CIP codes** in cooperation with the State Department of Education, which will enable enhanced student recruitment and ensure qualification for veteran educational benefits.

- The **Writing Center gave 1576 individual student consultations** and continued the innovative use of iPods to document, assess, and study peer tutoring sessions. Director Betsy Bowen and her tutors published an article and gave a presentation on this work.
- **Visiting international faculty** members included Dr. Qasim al-Jumaily from Iraq through the “Scholar at Risk” program in History (to continue in 2009-10); Fulbright Teaching Assistant Professor Yasir Hamed from Bahrain in Modern Languages & Literatures; and two JFDP scholars, Nino Dondoladze from Georgia (mentor Dr. Johanna Garvey) and Hallybagt Orazova from Turkmenistan (mentor Dr. Betsy Bowen). Drs. Olga Filimonova and Tatiana Vorontsova from Russian’s Herzen State Pedagogical University came to explore ongoing inter-institutional collaboration, as did a delegation of 10 administrators from FINEC.
- **College faculty members continue to provide significant leadership to the University on strategic initiatives and extraordinary service in governance.** Dr. Larry Miners (EC) directs the Center for Academic Excellence; Dr. Kathy Nantz (EC) facilitates the Core Integration Initiative; Dr. Beth Boquet (EN), following two years as Associate Dean of the College, has recently been promoted as the inaugural Dean of Academic Engagement. These commitments are vital to the realization of the University strategic plan; however, they also take some of the most talented educators out of the classroom. As well, Dr. Irene Mulvey (MA/CS) was elected to another term as General Faculty Secretary, and Dr. Betsy Bowen (EN) served as the Executive Secretary of the Academic Council. **Of the 19 Handbook Committees, 14 were chaired by CAS faculty members.** Dr. Bo Epstein received the CT State Conference/AAUP George E. Lang, Jr. award for dedication to academic freedom and shared governance. This service reflects the dedication to service and commitment to the institution of College faculty members. However, it may also indicate a decreasing emphasis on institutional service among the faculties of the professional schools, for whom such service may not count as significantly in department or school performance evaluations.
- **28 College of Arts & Sciences full- and part-time faculty and staff members serve as advisors for student clubs and organizations.**

Student Achievements

XXXX undergraduate students began the year as members of the class of '09; XXXX graduated by August 2009.

XXX graduate students completed their master’s degrees in American Studies (XX), Communication cohort (13), and Mathematics (XX).

Enrollment data appears in [appendix 2a](#).

Students in the College of Arts & Sciences reflect similar commitments to excellence and achievement as do our faculty. Some highlights of these achievements include:

- **75 CAS students were honored at our annual CAS student awards event** in April, which was attended by the President, most of the vice presidents, and many of the deans and directors

from across the institution, in addition to faculty, students and their parents. The list of these awards and the students who received them is in [Appendix 2b](#). As well, we had six Fulbright finalists; one of them was selected. (Jessica Randall will go to Costa Rica).

- **300 students were inducted into the various disciplinary honor societies.** The Dean, who studied Spanish, French, and Italian, was inducted as an honorary member into the Alpha Mu Gamma foreign languages honor society. See [appendix 2c](#) for lists of these inductees.
- **103 CAS graduates were accepted into graduate programs** (most in the class of 2009, though faculty also track recent grads). Students from Biology (45) and Psychology (22) made up 65% of this total, though not all programs track or report this information, which is listed in [appendix 2d](#).
- **78 CAS students presented research at scholarly meetings or were authors on published manuscripts** (see [appendix 2e](#)). These were among the **192 students who conducted independent or supervised research or creative projects** (listed in [appendix 2f](#)); students from Biology, Communication, Psychology, and Visual & Performing arts made up nearly 65% of the total, though not all departments and programs reported this data.
- **220 CAS students completed internships this year** (most were graduating seniors, though many juniors also do internships). These students, along with most of the internship sites, are listed in [appendix 2g](#).
- **The 15th Annual Woman of the Year award went to “Project Peg,”** a group of students doing performance and activist work on women’s issues, gender & sexuality, and feminism, which was originally funded by a Brinkman Student Diversity Grant and is now in their fourth year. Members of this group produced **“The Vagina Monologues”** and performed **“Body and Sold,”** an original play by a local playwright about human trafficking.

Some stories behind these highlights Include:

- Alexandra Gross '09, last year’s winner of the environmental studies award, this year won the journalism award. She graduated with an English/Journalism major with minors in Environmental Studies and Politics. Alex was the editor in chief of *The Mirror*, and one of four seniors living in the first Earth House, an experiment in sustainable living that seeks to serve as an environmental and social educational tool for the University community. Alex’s research for her honors thesis focused on local and sustainable food systems and their impact on rural and global communities; she ate only local food this year.
- Gary Heussler '09, undergraduate major in Biology working with Drs. Sauer and Harriott, participated in the summer '08 Research Experience for Undergrads program at University of Iowa. These competitive, federally funded experiences involve 10 weeks of full time research with a professor at the host institution; students receive housing and a stipend. Gary’s research is in the area of microbiology. During the Midwest floods in June a large portion of the campus was underwater and had to be evacuated. Gary helped evacuate the lab and assisted flood relief efforts for the greater University and Iowa City

communities. Gary won this year's award for outstanding senior in Chemistry. He was accepted into Iowa's Ph.D. program but will be going to **University of Texas.**

- This year's recipient of the Mary Louise Larrabee Prize for Excellence in New Media Film Television and Radio is Katherine Reilly '09. Kat simultaneously pursued undergraduate study in Studio Art and Film, combining her impressive design skills with creative film and television projects. For her capstone project, Kat combined animation and live action story, all set in a cardboard world; a video was created to document the experience. Kat's creative process and innovation set new standards for the New Media students.
- Marisa Voloshin '09, this year's recipient of the Classical Studies Prize, graduated with an Individually Designed Major in Classical Studies and a joint major in Psychology. She was also co-captain of the women's tennis team, which won the MAAC championship and also went to the NCAA tournament in California. Marisa's capstone paper, "Sappho: Not Just for Women," examined the relationship between the poetess' female voice and contemporary male stereotypes of the feminine. Next year Marisa will be coaching tennis and teaching Latin and Greek on the secondary level.
- **Recent Alumni Highlights:** Marco Ambrosio '07 and Jen Miller '07 who organized the national FACE AIDS student conference at Fairfield in 2007 based on work that began in Renee White's class, have continued their dedication to address the AIDS pandemic. Jen works for Google and has embarked on a multifaceted plan to incorporate FACE AIDS and Partners in Health into the community service initiatives of her employer. Jen's stated goal is to make sure that "AIDS never leaves the radar of any American." Marco is writing a book highlighting the creative ways nations have responded to HIV/AIDS and raised funds to support his travel through the US, Nicaragua, India, Thailand, Rwanda, and Ukraine where he has interviewed people as varied as a UNESCO adviser, the head of an Indian multinational devoted to building regional clinics and a Thai woman in the final months of her life. Marco has created a DVD documenting his experiences and he travels around the U.S. sharing his experiences. In fall 2009 he was to matriculate at Johns Hopkins Bloomberg School of Public Health, but administrators there have encouraged him to defer for a year so that he can complete and publish his book.

Strategic Directions and Priorities

The College of Arts & Sciences began an ambitious 3-year agenda of priorities beginning July 1, 2008. The full 3-year plan is delineated in a logic model in [Appendix 3a](#). An overview of the goals and highlights of the accomplishments during the first year are provided here.

PRIORITY 1: Respond to the NEASC accreditation report

Several issues were flagged during the NEASC self-study and in the visiting team report that were relevant to the College and required our attention prior to the 3-year interim report. These issues were articulated in College planning documents and presentations to the faculty under one overarching objective: To develop the habits and procedures for periodic review and continuous improvement and to re-conceptualize these related activities as part of our regular professional responsibilities as teachers, scholars, members of departments, and employees at the institution.

This comprehensive priority was divided into five realms of activity; significant progress was made in all five areas as delineated below. Process dimensions of this work as well as outcomes are discussed—a vital aspect of moving past old divisions and trenchant problems in the College was the development of a truly collaborative and mutually respectful way of proceeding.

Implement a system of periodic program review:

The Dean developed a task force formed from among department chairs, interdisciplinary program directors, and members of the College curriculum committee (ASCC). We consulted the literature on best practices and examples from a variety of other institutions and disciplinary societies. A draft document was broadly vetted and the revised document was approved by the ASCC, whose formal charge indicates shared responsibility for ensuring quality academic programs in the College (see Guidelines for Academic Program Review in the College in [Appendix 3b](#)).

Highlights of the new procedures include:

- ✓ The structure developed reflects shared responsibility for overseeing program review between the ASCC and the Dean with the process led by departments and programs in relation to their own priorities and objectives and the University mission/strategic plan.
- ✓ The process is characterized by consultation with and systematic utilization of campus and external disciplinary resources and experts; the Director of Institutional Research has been an advisor throughout the process and will help with implementation. The Dean and the

Director of IR are devising template reports including alumni and senior surveys and Banner reports that will be of use to departments and programs.

- √ As a reflection of the growing understanding and enthusiasm for program review, the first programs will begin the full two-year process in fall 2009 (Philosophy, Mathematics/Computer Science, and Sociology/Anthropology). Asian Studies piloted the document for their self-study, which was underway when the document was created and the English department provided compelling illustration of the ways a program review can precede meaningful programmatic renewal and revision. All CAS departments and interdisciplinary programs have begun planning for their turn.

Concern: Each program review is likely to cost between \$5000 and \$10,000 (annual cost anticipated to be \$25,000-35,000). This includes funding intensive summer work (e.g., week-long retreat/workshop) for each department/program, and the cost of bringing 1-2 external reviewers to campus. This is an unfunded mandate for the College. Currently, **the Dean plans to use Humanities Institute funds when appropriate, but has no regular operating or discretionary budget to sustain this requirement of NEASC.**

Continue and enhance systematic assessment of student learning outcomes:

This year departments came to understand fully that student learning outcomes data is required in program reviews. Assessment activities, which developed slowly during the early 2000s and faltered from 2007-08, proliferated this year related to core and major/minor program learning outcomes.

Highlights of accomplishments include:

- √ 12 of 15 departments reported meaningful progress on their assessment plans including generating useful data, refining assessment techniques, and implementing new pedagogical strategies based on findings.
- √ The 15 interdisciplinary programs (IDPs) embarked on a common assessment project, focus on integrative components, common learning outcomes of interdisciplinary inquiry, and program-specific learning outcomes. Four focus groups were conducted in the IDP capstone courses that produced useful data to inform ongoing efforts and next steps in the coming year. This was the first time IDPs focused on assessment. International Studies piloted a global citizenship assessment protocol that will be useful across the institution.
- √ The first departmental award was given for progress in and utilization of assessment research. Four departments applied; the award went to the Department of Visual and Performing Arts. The applications will be posted on the College webpage and each department receives feedback on their application as well as their assessment activities.
 - 1st place: Visual & Performing Arts for a well written and organized proposal that demonstrated systematic departmental work on integration and assessment, and articulated clear core learning outcomes and methods for assessing them in a productive and collegial process.
 - 2nd place: Psychology - PY presented a very thorough and thoughtful application that focused on its vertical integration work in relation to its major curriculum. Psychology's application was the most "scholarly" of the nominations.

Concerns: The time and resources required for quality assessment remain significant perceptual barriers to faculty buy-in and enthusiasm. One component of this concern relates to the uncertain status of Dr. Curt Naser as the u(n)official Director of Assessment; a formal announcement including title, job description, and budget have not been communicated broadly to the faculty. In a related issue, the status of the Eidos database remains ambiguous: Is the institution fully invested in this system being the official platform for assessment? Is the database secure, maintained effectively, sustainable, and accountable through systems of shared governance?

Refine and improve annual faculty performance review (Merit):

The ongoing contention about the merit review process, individual plans, and annual outcomes was flagged by NEASC as in need of resolution. The Dean's 3-year plan for the College included goals of streamlining the review process, reviewing department plans and procedures for commensurability across the College, closing the feedback loop to ensure that outcomes of annual review are transparent; requiring all department plans have formative aspects so that annual performance reviews serve the primary goal on increasing faculty productivity and success. Early in the new academic year, the Faculty Salary Committee and administrative team decided to tackle this issue at the university level, and so we determined that the College should wait for those outcomes before proceeding. It was also more efficacious for the Dean to use her political capital and energy in areas where greater progress could be achieved (e.g., program review, assessment, advising, etc.).

Now that the University has a new common plan for annual performance review, in the coming year focus can be on implementing this plan in the College. This will entail developing and reviewing department rubrics and ensuring transparency and feedback.

Highlights of accomplishments include:

- ✓ Dean Crabtree served on the Salary Committee's Administrative Team that devised the new university-wide plan for annual performance review, which was adopted by General Faculty vote.
- ✓ The 2008 performance reviews were conducted cooperatively despite the knowledge that there would be no raises this year; department assessments of faculty performance were meaningful up to the current levels known as "sustained" and "A-0"

Shortcoming: Expectations for "additional" merit remain too low and departmental rubrics are not sufficiently rigorous (new merit plan should address some of this concern though Dean Crabtree argued for an even more rigorous scale)

Concerns: The status of the new merit plan, which is a marked improvement on current annual performance review frameworks, is unclear because the full "package" of governance changes negotiated by faculty and administration did not pass General Faculty vote. This will make it difficult for the Dean to implement next steps positively and cooperatively. A significant proportion of the faculty continues to be skeptical about having a merit pay plan that has yet to be meaningfully funded. It will be difficult for department chairs to feel empowered in a

context of ongoing governance negotiations and threats (to the Handbook by the administration and trustees, and to take legal action or reduce engagement by the faculty).

Emergent Priority: Consideration of performance review procedures for part-time faculty. In the vanguard of evaluating part-time faculty performance and providing formative review is Director of Core Writing, Dr. Cinthia Gannett. Her methods provide models for others.

Improve systems of student advising:

Advising was identified as problematic in two consecutive NEASC re-accreditation cycles (1997 and 2007). Specific activities to redress this problem included implementing immediate stop-gap measures with greater role for dept chairs and key faculty in collaboration with Assistant and Associate Deans; working with AVP, VP Student Affairs, and Senior VP to identify and develop innovative comprehensive advising for Fairfield University; and working with the Dean's Council to develop coordinated CAS advising structures and procedures.

Highlights of accomplishments include:

- ⇒ New intake procedures developed in CAS and implemented by grad assistants and work studies; initial assessment of new procedures indicate they are efficient and effective
- ⇒ CAS and Study Abroad staff developed clear delineation (and flow chart) of relevant shared and separate advising activities
- ⇒ CAS sent a group to NACADA national and regional meetings for to bring best practices back to campus; this was a cross-divisional initiative
- ⇒ Conversations with department chairs and program directors highlighted importance of advising to student engagement and success (Wabash data and NACADA resources shared); conversations about advising as teaching initiated
- ⇒ CAS Assistant Deans continued to offer advising sessions with participation of all departments and most newer faculty
- ⇒ CAS Dean and Associate Dean played significant roles in developing and implementing the new Dean of Academic Engagement; CAS contributed \$10,000 toward new office's operating budget for the Cluster Courses.

Emergent Priority: Develop structures and procedures in CAS to appropriately interface with the Dean of Academic Engagement with clear division of responsibilities.

Update College Governance

Also flagged by NEASC as a concern, several aspects of College governance required attention. Following reaccreditation and the President's Blue Ribbon Commission report, it was clear that we needed to review College governance structures and documents. In particular, the question of the CAS chair selection process was flagged by NEASC and the BRC. In addition, it was important to ensure current practices be compliant with existing CAS policies and to develop appropriate new structures/policies and revise documents accordingly.

Highlights of accomplishments include:

- ⇒ Chair compensation aligned to demands related to assessment, program review, and implementation of the strategic plan (approved plan is in **appendix 3c**)
- ⇒ New CAS governance procedures on chair selection were developed, which include Dean's appointment of chairs following department elections; these were developed collaboratively between Dean and department chairs with CAS Planning Committee
- ⇒ CAS committee charges reviewed, memberships and activities aligned for CPC and ASCC
- ⇒ New Council of Graduate Programs in the College developed
- ⇒ Roles and responsibilities for interdisciplinary and graduate program directors were delineated and added to the governance document.
- ⇒ All CAS governance changes were adopted by CAS faculty vote and approved by the administration and the Board of Trustees (new CAS governance document reflecting all changes, other than the Council on Graduate Programs, which has yet to go before the Board of Trustees for approval, appears in **appendix 3d**)

Emergent Priorities: Capitalize on positive momentum in the College w/o succumbing to unresolved university shared governance controversies. (1) Review College governance structures and documents and (2) facilitate creation of department governance documents and explore opportunities for meaningful participation for part-time faculty.

PRIORITY 2: Implement the University Strategic Plan in the College

This priority and the many activities involved were organized in relation to one overarching objective: **Align CAS resources and activities to the University Strategic Plan; bring the strategic priorities into all discussions, all planning activities, all work, and all resource-acquisition efforts.** This comprehensive priority was organized around the three goals of the strategic plan infused with concern for diversity, mission, and identity. Significant progress was made as delineated.

Core Integration Initiative

Consolidating a formal partnership among the College, the CAE and Core Integration Initiative (CII) on faculty development, integrative pedagogy, and other core integration and CAS curricular and pedagogical priorities has framed the work of advancing Goal I of the strategic plan. The new focus on institutionalization of core integration in CAS departments and programs represents the first concerted effort to advance Goal I of the strategic plan undertaken by the College administration, which has now matched proliferating faculty initiative and innovation with resources, leadership development, and accountability structures.

Highlights of accomplishments include:

- ⇒ Humanities Institute prioritized strategic initiatives, especially core integration. Six funded proposals specifically advanced department-based core integration work and three others related to course pairings or other kinds of integrative work. Nearly all proposals articulated clear connections to goals of the University strategic plan and/or College priorities.

- ⇒ Department Chairs ½-day retreat on Core Integration last August, designed by Dean Crabtree, with Drs. Boquet, Miners, and Nantz, included participation of the Executive Vice President. Retreat outcomes included chair plans for furthering department work on core integration, assessment, and integrative pedagogies and to develop activities in and ideas for how these will coordinate across departments
- ⇒ Associate Dean Beth Boquet, along with Professor Nantz, Torosyan, or Miners, visited each department during the '08-09 academic year to continue core integration work
- ⇒ Two Dean's Council meetings (December and April) followed up on core integration work with chairs reporting out their progress and best practices
- ⇒ \$200,000 Davis Foundation Grant for ongoing core integration in CAS
- ⇒ Interdisciplinary Program Directors undertook a Core Integration Research/Assessment Project working closely with the Director of Institutional Research
- ⇒ Related to the Dean's priority of developing a culture of whole-career mentoring, we began developing a formal system for peer review of teaching undertaken through work with chairs, CAE workshops for faculty, FDEC faculty development program, and in conjunction with the annual reviews of pre-tenure faculty.
- ⇒ Discussion and development of activities related to part-time faculty development, supervision, and evaluation with an emphasis on core teaching (CAE took the lead here, working closely with Director of Core Writing, Cinthia Gannett, who visited every EN adjunct's classroom this year. Plans for deepening this work are underway for 2009-10)

Emergent Priorities: (1) Work with new SVPAA to cultivate more cross-school conversation on core integration *vertically* with the goal of improving professional student and faculty discourse about the core, their understanding of core integration, and initiatives related to integration of core to specific professional majors, to professional education more generally, and to career and post-graduation planning; (2) Work with CII and IR to assess progress as measured in faculty attitudes & behaviors and student learning outcomes.

Integration of Living & Learning

As core integration was foregrounded during 2008-09, the integration of living and learning will be featured during the 2009-10 academic year. Groundwork for this focused work is well underway.

Highlights of accomplishments include:

- ✓ CAS administration and faculty were key players in development of residential living & learning communities—design, teaching, advising, and promotion (Boquet, Boryczka, McFadden, Miners, Nantz, and R. White deserve special mention)
- ✓ 11 CAS faculty taught 9 service-learning courses in 2008-09. Notably, students from Dr. David Sapp and Tom Sobocinski's ('72, '78, of WorkPlace, Inc.) fall grant writing course were successful in obtaining \$12,000 from two proposals they wrote for Operation Hope.
- ✓ CAS Dean convened "Inter-initiative Conversations" bringing together CII, L&L, Service Learning, and Academic Diversity Liaison to share activities, plan for coordination, etc.
- ✓ CAS Dean and Associate Dean worked closely with Exec VP to develop new Dean of Academic Engagement position and structures
- ✓ Developed and implemented a plan to account for significant activity supervising internships, independent studies, and student research in a resource-neutral strategy

- √ The interdisciplinary programs produced a staggering number of lectures, films, field trips, and other events; as well, involvement in L&L residential communities, creating faculty intellectual community, international immersion components, and intensive advising that characterizes the IDPs is tremendous
- √ Similarly, the Visual & Performing Arts faculty produced 40 exhibits, musical and theatrical performances, lectures, and other events for the University and surrounding communities
- √ CAS faculty led efforts to develop and advance University-wide “themes” for integrative programming. The programs in Latin American & Caribbean (Drs. Gil-Egui and Sourieau for “Latin American Culture”) and Peace & Justice studies (Dr. Boryczka for “Year of Activism”) and the Visual & Performing Arts Department (Drs. LoMonaco and Porter for “The R&J Project” and Dr. Eliasoph through Open Visions) have been particularly instrumental.

Concern: The most significant challenge will be to continue to advance L&L initiatives while tighter budgets and more intensive enrollment management will require faculty to do more with less. Faculty reward and recognition structures (within Fairfield University procedures and within the profession more generally) do not sufficiently acknowledge the kind of engagement we are asking faculty to undertake.

Emergent Priorities: (1) Work with new SVPAA to determine appropriate role for College in advancing L&L objectives and encourage greater cross-school collaboration on Goal II; (2) Work across divisions and with IR on assessment of changes in faculty attitudes & behavior and student learning outcomes.

Integration of Graduate Education with University Mission and Campus Operations

The College of Arts & Sciences now has four graduate programs accounting for a notable proportion of the University’s graduate students and revenues. The development and enhancement of CAS structures to administrate growing number of graduate programs has become necessary. This was coordinated among existing CAS structures and in partnership with other University offices in order to effectively develop, market, manage and assess graduate programs in the College.

Highlights of accomplishments include:

- √ Council on Graduate Programs in the College was developed (and approved as addition to the CAS governance document) as a mechanism for greater coordination and accountability of graduate programs; roles and responsibilities clarified and formally delineated; succession plans for directors being considered
- √ ASCC clarified governance structures for graduate programs regarding new program development, program review, and course/curriculum oversight; American Studies curriculum review to ascertain courses have been duly approved
- √ Integrated marketing strategies developed and implemented for CAS graduate programs working with Office of Graduate Admissions and Marketing
- √ CAS graduate assistants took over undergraduate student advising intake and file management effectively streamlining the process and enhancing their own professional development

Emergent Priorities: (1) Work with new SVPA to determine appropriate role for College in advancing Goal III objectives and to encourage greater cross-school collaboration; (2) Assess CAS services for graduate students and determine if augmentation is needed (e.g., evening office hours); (3) Collaborate with new (pending) Graduate Student Coordinator in Student Affairs division and new Dean of Academic Engagement to determine appropriate advising and support initiatives for graduate students; (4) Work with each of the graduate programs to identify mission-supportive activities and initiatives.

Advancing and Supporting Diversity at the Institution

The College is committed to advancing and enhancing the diversity of our faculty, staff, and students with an emphasis on inclusion and institutional transformation. Discussions and activities related to diversity connect to the Catholic Intellectual Tradition and our social justice mission. The Dean introduced retention efforts that focus not just on the needs and experiences of diverse faculty, staff, and students, but on organizational reflection and change.

Highlights of accomplishments include:

- ✓ 10 new faculty hired; 9 candidate pools had qualified minorities or members of historically under-represented groups well represented; 8 candidate pools had members of these groups among the finalists; 2 searches culminated with members of U.S. minority groups and 1 selected an international candidate.
- ✓ Significant funding provided by Humanities Institute to advance university diversity initiatives (\$35,000+, equivalent to nearly half of the total awards given this year)
- ✓ Dean's Council of Chairs had one meeting focused on diversity in relation to hiring, retention, and institutional culture shift. Dean asked that all 15 departments have representatives at the various institutional diversity events and asked that those in attendance bring conversations back to the departments
- ✓ Dean worked with Dr. Renee White to develop job description for academic diversity liaison position and advised on announcement strategy, budget, etc. Conceptualization and title reflect vital intersections of the local and the global.
- ✓ Worked closely with faculty and student affairs professionals on significant diversity programming—most notably the 2-day Tim Wise visit including lecture and workshops (major leadership provided by Dr. Kris Sealy) followed by Barbara Love's workshops. Dean Crabtree worked with Director of Institutional Diversity, Larri Mazon, to connect and promote this programming with the Senior Management Team.
- ✓ Initiated discussions related to minority retention in the STEM fields and community outreach to disadvantaged schools.

Emergent Priorities: (1) Move to the next level in any approved faculty searches to more strongly encourage focus on diversity and social justice in job descriptions, search processes, and hiring decisions; (2) Work with CII and UCC to determine appropriate reconsideration of diversity requirements and characteristics of these designated courses; (3) Coordinate with Academic Liaison for Diversity and Global Citizenship on programming and other initiatives; (4) Work with IR and others on assessment of diversity efforts.

Advancing and Supporting University Mission and Identity

The University strategic plan makes clear that all activities should be linked to or infused with our institutional mission and identity as a liberal arts educational institution that is both Jesuit and Catholic. Through her work with chairs, program directors, faculty, and staff, the Dean began exploring and promoting roles for reflection, service, and lifelong learning in faculty life.

Highlights of accomplishments include:

- ✓ The Dean facilitated conversation with chairs and with all search committees about “hiring for mission” with Jim Bowler and Mark Guglielmoni. RC & JB reported on the process to Senior Management Team and Institutional Diversity Council; RC published short piece in *Dean & Provost* on this process.
- ✓ All departments were asked to comment, in their annual reports, on their activities to advance institutional mission and identity
- ✓ As participant in inaugural cohort of the Ignatian Colleagues Program, the Dean was able to integrate Ignatian philosophy into all remarks to faculty and students. Particularly noteworthy were her introductory remarks at “Women of the Year” award event focused on the influential women in development of Ignatian spirituality
- ✓ Dean incorporated Ignatian pedagogical principles in all Dean’s Council, IDP directors’ meetings, CAS staff retreat
- ✓ CAS staff engaged in service together in July (serving dinner at Prospect House)
- ✓ First ever “Day of Service” added to the annual chairs retreat in August 2009

Emergent Priorities: (1) Dean asked by University Advancement and Alumni Relations to participate in development of alumni service/immersion trips; (2) Continue to work with Fr. Jim Bowler to identify future ICP participants, professional development opportunities for department chairs, etc.

PRIORITY 3: Direct and Support the College Board of Advisors

A significant and still relatively new set of activities relates to working with the College Board of Advisors to advance and support the goals of the College within the larger advancement strategies of the University. The activities related to this priority were framed by one overarching objective: **Restore and enhance the status of the College of Arts & Sciences as the oldest, largest, and most diverse school at Fairfield University, the guardian of the University’s liberal arts and Jesuit educational traditions, home of the core curriculum, and site of innovation and excellence in teaching, research, and service.**

Highlights of activities and accomplishments include:

- ✓ Three-year funded projects winding down; recognized and celebrated achievements
- ✓ Facilitated the first set of member rotations; ongoing identification of new members
- ✓ Transition of faculty representative (Schwab → White)
- ✓ Continued themes identified for CAS initiatives (Global Citizenship, Environment)
- ✓ Launched online community/course page for the board

- √ Inaugurated “The Core Stories Project” as one member engagement activity and also to build archive of materials to use in web rebranding, core integration work on campus, admissions/student recruitment, and advising
- √ Development of individual engagement plans for each of the CAS board members; activities featured career discussions focused on the liberal arts as preparation for careers in science, business; programs for “Called to Holiness” book series,
- √ Build the endowments and identify priorities for funding (e.g., endowed faculty positions, faculty research support, global and community engagement of faculty and students, etc.).
 - Science Institute case statement developed and targeted for \$3.5 goal
 - New Endowment for Integration, Innovation & Excellence case statement developed; also targeted for \$3.5 goal. Received the first \$10,000 donation, to fund exemplar faculty-student research and international engagement projects as a way to illustrate the goals and outcomes of the new endowment
- √ Dean embarked on one-on-one visits with major gifts officers (working particularly with Hope Ogletree); developing strategy for regional alumni visits (Chicago, Boston, the Hamptons) working with CAS Advancement Liaison (Noel Appel)
- √ Promoted the idea of long-term planning (site, design, and fundraising) for a CAS building that would include a Center for Interdisciplinary Inquiry

Emergent Priority: Develop CAS strategic plan for advancement of the College covering grants, donor relations, and endowment and capital enhancements.

PRIORITY 4: Reorganize CAS Office for Optimal Effectiveness

Due to significant personnel changes over the past few years, the style and goals of the new Dean, and increasing dissatisfaction among CAS staff, it was necessary to conduct a comprehensive audit of roles, responsibilities, workload distribution, routine practices, and so forth. These activities were undertaken with one overarching goal: **Create appropriate organizational structures, a team of personnel, operational procedures, and adequate facilities commensurate with the status and workload of the College of Arts and Sciences.**

Highlights of accomplishments include:

- √ CAS office staff responsibilities and workflow audited, adapted for optimal distribution and productivity, and culture shift initiated through open meetings and transparent decision-making within an environment of teamwork and shared enterprise
- √ Dawn Quintiliani (former Assistant Dean of Freshmen) was selected as the second Assistant Dean (new position). This has led to a total reconfiguration of CAS operations, along with significantly enhanced student case management, more optimal management of student records and routine advising.
- √ Associate Dean positions both conceptualized as rotating faculty positions to focus on strategic work for the College and other administrative functions. Joan Weiss, Professor of Mathematics, was selected as the second Associate Dean; will oversee program review process, governance document review, and advancement of our WiSTEM initiatives

Goals & Priorities for 2009-10

- ✓ Budget management systematized significantly; identification of key budget irregularities and deficiencies; maintained faculty salary monies (tenure-track or visiting lines; temporary use in summer start-up salary for faculty or staff and lab support for academic programs)
- ✓ Mentoring junior faculty and peer review of teaching was taken up as major initiatives for the Dean's Council and in collaboration with CAE and FDEC; the Dean initiated the first annual meeting with all pre-tenure faculty in the College
- ✓ Dean initiated "Faculty Wisdom" lunches to hear perspectives of and explore whole-career mentoring issues with most senior faculty members in each department
- ✓ Effective conflict management strategies employed successfully in five departments to resolve faculty conflict (some interpersonal, some related to search processes)
- ✓ Dean's ad hoc committee memberships were rotated for the first time in 8 years

Concerns: The CAS staff is now down to 2 non-exempt (full-time operations assistant, Jean Siconolfi and part-time operations assistants Fran Yadre and Cathy Alberti, who is being share with the Physics department during adjustment period after losing their program assistant position) and 4 exempt positions (Assistant to the Dean Jean Daniele, rotating faculty Associate Dean Joan Weiss, and Assistant Deans Susan Peterson and Dawn Quintiliani). This staff is too small for our proportion of the Academic Division we manage, yet the space we occupy is at its limits for use, with no office for the open 2nd Associate Dean, no private workspace for Ms. Jean Daniele who manages significant amounts of confidential material, and many of our files are not in secure given the patterns of use of the CNS 100 conference room.

Throughout the discussion of each of the strategic directions and priorities above, concerns and emergent priorities were delineated. Thoughts on the opportunities and challenges related to existing and emergent priorities are identified here, along with some additional goals and priorities for the coming year.

Focus on Living & Learning

- Professional development and advancement of this initiative through Chairs retreat, dean's council meetings
- Continue to promote and support interdisciplinarity in curricular innovation, research, and through learning communities for students and faculty
- Link to and continuation of core integration project
- Advance international and global citizenship initiatives, particularly through increasing study abroad in non-traditional locations (particularly in Latin America), promoting "critical

languages,” and enhancing re-entry activities for students (spearheaded by IL and area studies programs and MLL department in collaboration with University College.

Develop structures and procedures to effectively manage faculty

- 30-40 junior faculty reviews per year
- 8-14 tenure and promotion cases a year
- Mentoring of junior faculty uneven; need more common strategies, better communication
- Need for whole-career mentoring programs for faculty (begin with an FLC?)
- Recruitment and hiring – there have been 8-12 searches per year on average in the College for the past 6 years; 4-5 searches have been authorized for 2009-10
- Funds for full-time non-tenure track lines are diminishing yet there is increased pressure to convert PT to FT positions with the new Professor of the Practice faculty category
- Part-time faculty issues – need department commitment to oversight, university- and college-wide professional development programs, etc.)
- Planning for demographic shifts including significant numbers of retirements, presence of 4 generations on the faculty (traditionalists, boomers, gen-Xers, and millennials)

Manage Budget Issues, Opportunities, and Constraints

- Rising costs, increased productivity, and heightened competition for revenues have implications for:
 - Realignment of existing resources and management of budget cuts
 - Distribution and use of lab fees in sciences and languages
 - New faculty lines needed to meet the demands of the strategic plan
 - Ability to meet increasing hiring and start-up costs
 - Faculty professional travel, publication subvention fees, and similar costs of high rate of productivity among all faculty, particularly the new members
 - Salary enhancements, retention monies, salary equity for current CAS faculty
 - Budget regularization and sustainability measures needed for science start-ups, equipment purchases and maintenance, and new Biochemistry program
 - Ability of the Humanities Institute to continue supporting unfunded University strategic initiatives and activities (e.g., faculty learning communities, program review, core integration work, etc.) beyond reasonable CAS budget alignment
 - Implementation and sustainability of the new program review guidelines
 - New program development or targeted program enhancement
 - Support of part-time faculty development and initiatives
 - Dean’s discretionary budget for strategic projects and advancement of College priorities
- Endowment growth will be crucial (NONE provided for 2009-10)
- Other economic, demographic, and geographic opportunities and constraints must be considered in all planning activities

Renovate CAS offices

- 2-3 staff added since current configuration designed; 1 Associate Dean position currently open with no office to accommodate someone if they could be identified
- CNS space not commensurate to CAS proportion of University operations

- Current space configuration (particularly use of the AVP's conference room) involves significant disruption of staff work flow
- Remodel cancelled for the third year in a row

Enhance strategic collaboration across schools

- Promote better distribution and cooperation on the work, resources, and leadership required for Goals I & II of the strategic plan
- Enhance opportunities for professional school students to do interdisciplinary minors (e.g., DSB and Asian Studies)
- Collaborate with GSEAP on revisions to the education minor
- Devise strategies so that the professional school students can better manage the large core curriculum load (e.g., new language requirement to advance critical languages, address problematic postponement of foundational courses such as HI 30, PH 10, and science core)
- Identify and implement graduate course exchanges and cooperative program development
- Facilitate incorporation of engineering programs into CAS; develop appropriate model for integration and provide structures for faculty leadership and participation

Amplify Marketing and Communications Efforts

- Continue close collaboration on development and promotion of innovative new revenue generating programs (e.g., graduate degrees, post-baccalaureate certificates, interdisciplinary professional degrees)
- Work with marketing/communications staff to redress significant loss of academic content and focus resulting from the University web rebranding
- Enhance department- and program-based PR capacities (for news media, institutional promotion, faculty and program profile, student recruitment, etc.)
- Develop inclusive and participatory procedures for generating and coordinating University-wide "themes" for integrative programming

List of Appendices

1. 2008-09 Faculty Highlights

List of Books

List of Other Publications

List of Presentations

2. 2008-09 Student Highlights

Honor Society Inductions

Research Projects

Graduate School Admittance

3. Strategic Directions and Accomplishments

Priorities for the College of Arts & Sciences, 2008-2011

Guidelines for Academic Program Review in the College

Chair Compensation Plan

CAS Governance Document - Changes highlighted