

Fairfield University

2009-10

College of Arts & Sciences
Annual Report

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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 the University strategic initiatives within the College, as well as on CAS priorities; shares activities of our Board of Advisors; and conveys our efforts to procure funding and otherwise advance the College and Fairfield University

The College of Arts & Sciences is comprised of 167 full-time faculty members (158 TT, 5 Professors of the Practice, and 6 visiting faculty). The College includes 15 academic departments and 15 interdisciplinary programs accounting for 27 B.A. or B.S. degree programs along with approximately 40 minor programs, and we deliver more than three quarters of the undergraduate curriculum including the University Core Curriculum. As well, we have four graduate programs offering the M.A., M.S., and M.F.A.

Again this year, we made significant progress on an ambitious 3-year plan launched in fall 2008; all major goals have been met through the implementation of new practices and procedures or through the creation of a new climate for collaborative work among the Dean, the administrative staff, College chairs and program directors, and the faculty. Most noteworthy are the growing integration of College programs with our Living & Learning initiatives, and the faculty's increased involvement in graduate education and acknowledgement of its importance in the College of Arts & Sciences.

Every effort was made to be selective and brief in preparing this report while still providing an adequate accounting of our annual highlights, a clear delineation of our strategic directions, and to diligently representative content in enough detail to be useful.

Highlights of 2009-10

This section reports highlights from the College and its departments and programs, along with individual 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.

College Highlights & Achievements:

College of Arts & Sciences newsletter launched

The inaugural issue of *At the Core*, the new CAS newsletter, appeared in early fall 2009 followed by a late spring edition in May 2010. Articles feature current students and faculty, alumni accomplishments and engagements, and faculty achievements across the academic departments and interdisciplinary programs of the College. Stories focus on classroom and laboratory work, research innovations, campus life, internships, and community and international engagement. Newsletters are sent to major donors and highly engaged alumni, faculty and staff, community partners; they are also used in admissions and advancement work, and shared with parents and other visitors to campus.

CAS graduate programs exceeded enrollment and revenue projections

The economic downturn had a deleterious effect on CAS graduate program enrollments and revenues in FY'09. This year, we seemed to bounce back, exceeding overall projections for numbers of students, number of credit hours, and revenues. The launch and continued momentum of the MFA in Creative Writing is playing a significant role in this success. Similarly, the MA in Communication, begun in January with fewer than anticipated students and credit hours, bounced back in its first full year of operation. As well, there are a greater number of full-time students in this program, accounting for the growth in credit hours. Also noteworthy is that MFA and MA in Comm graduate students have made significant contributions to CAS operations; Sara Colabella (MA in Comm) and Tess Brown (MFA) served as graduate assistants in the College office. Tess additionally served as the graduate assistant to the new Director of Graduate Student Services, Mr. Jim Fitzpatrick, and in that role developed a graduate student newsletter, and organized receptions and other activities.

College engagement in and leadership for University “Areas of Focus”

Based on a CAS Board of Advisors funded initiative, the “**R&J Project**” came to fruition this year. Visiting artists Barbra and Sonja Berlovitz, founding members of the renowned *Theatre de la Jeune Lune*, spent spring semester mounting the performance of Shakespeare’s *Romeo and Juliet*. In a tour de force of integration, related programming included a project in the forensics chemistry class on poisons and potions, an exploration monks’ and priests’ roles in Elizabethan families and communities, an exhibition of costumes and drawings, and many other curricular and co-curricular offerings. Fairfield faculty, led by Dr. Martha LoMonaco and students were engaged throughout. The Humanities Institute provided significant supplementary funding. A model for a visiting artists program at Fairfield is one of many positive outcomes.

The “**Year of Activism**” grounded in two years of planning by the Peace & Justice Studies Program with significant leadership provided by Drs. Jocelyn Boryczka and Kris Sealey, included projects such as the “Posting for Peace” fashion show, the “Take Back the Night” march, Haiti relief work, campus activism, consciousness raising about global poverty and environmental issues, research on various social justice issues from across the disciplines, and community engagements on and off campus. The year’s focus culminated in the “Dare to Act, Act to Change” Communities in Action summit. Students, faculty, and staff from across the university presented outcomes from their many projects, including research presentations, theatrical and improvisational performances, and the evocative “Tunnel of Oppression” experiential performance art. The Humanities Institute funded a series of individual project grants.

A third focus on “**Latin American Culture**” involved many high profile events, notably the visit by author Junot Diaz, which included a major lecture and various classroom visits and other encounters with students and faculty. The series also included, among many activities, a performance and dance workshop by local Afro-Caribbean group “Alma Moyó,” where students learned the basics of ancestral dances by African slaves in Spanish colonies; a multimedia forum entitled “The Nuyorican Movement: Then and Now,” with prominent creators from this significant artistic wave initiated in the late 1960s; classrooms activities with graffiti artist John “Crash” Matos, as part of his exhibit at the Walsh Gallery; and a multimedia presentation of students’ experiences in Latin America (research, service, internships, and study abroad semesters), as a collaboration with the “Communities in Actions” Summit. Planning and execution were managed by the Latin American & Caribbean Studies program with significant leadership from Dr. Gisela Gil-Egui.

Formal guidelines for academic program review instituted in CAS

Rising from the requirements of NEASC and national best practices, the *Guidelines for Academic Program Review in the College of Arts & Sciences* was developed by a task force that was created and given its charge by the Arts & Sciences Planning Committee and formally endorsed by the Arts & Sciences Curriculum Committee and the Dean in a model of shared governance. In fall 2009 it was distributed to all department chairs and program directors and posted on the CAS webpage. These guidelines will facilitate continuous program improvement based on goals for program learning outcomes as grounded in the University mission, identity, and strategic plan.

A common orientation program was developed and launched in fall 2009. This orientation to academic program review integrated perspectives and assistance from the Office of Institutional Research (Stehney), the Academic Assessment team (Naser & Burrell), faculty experienced with program review (Simon), the CAE (Miners, Nantz, and Torosyan), the Dean and Associate Dean, and the new Sr. Vice President for Academic Affairs, Fr. Paul Fitzgerald, who shared insights from facilitating this process at his previous institution. This approach served to integrate the new program review process in the College with cross-campus initiatives.

The first three programs began the two-year review process in fall 2009 – Mathematics, Philosophy, Sociology & Anthropology. The process has unfolded smoothly, facilitated by Associate Dean Joan Weiss. Departments have been cooperative and enthusiastic, laying the groundwork for continued success. Reports of broad buy-in and shared responsibility for the work within these three departments are other positive signs. Campus visits for two external reviewers for each program begin in the fall of 2010. The CAS Dean's budget request to support this mandate was successful. Three additional programs – American Studies, Latin American & Caribbean Studies, and Women's Studies – are readying themselves to begin the two-year process of program review in fall 2010.

CAS Governance Document revision completed

A wholesale review of the College governance document was undertaken during 2009-10. Facilitated by Associate Dean Joan Weiss, a task force of the CAS Planning Committee reviewed the entire document for consistency, clarity, currency, and policy change. After broad consultation and based on careful research and editing, all proposed changes were discussed by the whole College faculty in March and, based on suggestions and feedback, revised for final approval by overwhelming affirmative vote in April.

College Dean to lead transition of University College

The Sr. Vice President for Academic Affairs appointed CAS Dean Robbin Crabtree to serve as Acting Dean of University College as part of a major restructuring initiative. Greater integration of part-time with full-time students and programs, streamlined administrative structures and services, and cultivation of high quality, innovative, revenue-generating programs are goals of this undertaking.

Faculty Achievements:

- ***Rank & Tenure:*** The following summarizes outcomes for 2008-09:
 - *Tenured and Promoted to Associate Professor:* Angela Biselli (PS), Jocelyn Boryczka (PO), Gisela Gil-Egui (CO), Terry-Ann Jones (SO/IL), Mark Scalese (VPA/NM), Brian Walker (BI), Min Xu (PS), and Qin Zhang (CO).
 - *Promoted to Professor:* Linda Henkel (PY), Larry Miners (EC/CAE), Shelley Phelan (BI), David Sapp (EN).

- Faculty Recruitment & Retention:
 - In 2009-10 the College hired 5 new faculty members in 4 formal searches (CO, EC, HI, MLL). As well, we recruited one of this year's four available Jesuits, Fr. Doug Peduti, SJ (for PH). In addition to their departmental-based programs, these 6 new faculty members are expected to have interdisciplinary connections to programs in Catholic Studies, Journalism, Latin American & Caribbean Studies, New Media, Russian & Eastern European Studies, and Women Studies. The Islamic world historian is expected to be instrumental in the development of a possible Islamic & Middle Eastern Studies program.
 - Jay Buss (EC), Ed Dew (PO), Jim Mullan (EN), and Ray Poincelot (BI) all retired after 154 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. Shannon Harding, Associate Professor of Psychology. The award inscription is in Appendix 1b.

- ***Scholarship:*** Faculty productivity in the form of scholarly output continues and is gaining in prestige and quality. The quantitative summary of this productivity for the current academic year includes:
 - **14 books published this year were authored or edited by College faculty**
 - **150 articles, chapters, and other publications appeared or were accepted**
 - **Nearly 200 presentations at professional meetings, 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 continued intensive engagement in efforts to procure external funding. The number of submissions, the amount of dollars received, and the prestige and variety of funding sources demonstrate clear success (details can be found in appendix 1d). Grant activity in the College exemplifies cross-divisional collaboration, seeks to explicitly advance the University's strategic priorities, and funds significant student engagement. The quantitative summary of CAS grant activity, across all categories is as follows:
 - **\$11,469,450 in submissions – nearly double last year!**
 - **\$ 2,880,333 still pending**
 - **\$ 1,636,746 funded, accounting for a respectable 19% success rate**

Grant Highlights:

- While few institutions receive even one, Fairfield University received two NEH Fellowships this year, awarded to Dr. Joy Gordon (PH) and Dr. Ron Davidson (RS), who also received a prestigious fellowship from the American Council of Learned Societies.
- Fairfield received its first Research Experience for Undergraduates (REU) program, funded by NSF. Dr. Shawn Rafalski (MA) spearheaded the successful application. This three-year grant is expected facilitate future REU submissions in the natural sciences.

- Drs. David McFadden and Kathy Nantz received funding from the American Councils for International Education to continue faculty development initiatives in Central Asia.
 - Drs. Shelley Phelan and Min Xu received continued funding for their cancer related research from Research Corporation, extending both of their research agendas and providing more support for students to work as research assistants and collaborators. Dr. Xu is also developing patentable technology related to tumor detection; he received major new funding from the U.S. Army Medical Research and Materiel Command.
 - The BASE camp for girls was funded by a grant to Dr. Shelley Phelan (BI) from Bank of America bringing 25 girls from Bridgeport area high schools to campus to learn and practice science. In addition to Dr. Phelan, the faculty/mentors are Drs. Diane Brousseau (BI), Laura McSweeney (MA), Amanda Harper-Leatherman (CH), Jessica Davis (CH/BC), and Ashley Byun-McKay (BI).
 - Dr. Manyul Im received funding from the ASIANetwork/Henry Luce Foundation to host a post-doctoral fellow in Japanese Studies. Dr. Ive Covaci, whose work focuses on Japanese scroll art will join the Art History program for 2010-11.
- ***Additional highlights from CAS departments and programs:***
- Fifteen CAS faculty received recognition awards from the Sr. Vice President for Academic Affairs in teaching, research, and service (of a total of 18 faculty that were recognized); these are listed in Appendix 1e.
 - Visiting assistant professor in English and faculty member in the MFA program, Pete Duval, received the **Alpha Sigma Nu “Teacher of the Year” award**.
 - Vincent Morrisette, part-time faculty member in Modern Languages & Literatures, received the **“Adjunct of the Year” award**.
 - Several faculty are spearheading deep and varied engagements in Latin America featuring collaborative research involving students and study abroad experiences. Drs. Dina Franceschi and William Vasques (both in EC), along with Brian Walker, Ashley Byun-McKay, and Jim Biardi (all from BI) warrant particular mention.
 - Dr. Dina Franceschi (EC) received the **“Woman of the Year” award** from the Women’s Studies Program.
 - Led by Drs. Nels Pearson (EN) and Jerelyn Johnson (MLL), the second annual **“Poetry for Peace”** brought 65 children from 14 Bridgeport schools to campus to read 63 award-winning poems about peace. Fairfield undergraduates served as judges.
 - Dr. Javier Campos (MLL), professor of Spanish, was invited to read and discuss his poetry at the **International Poetry Festival** with poets from over 60 other countries. This festival, in Medellín, Colombia, received the Alternative Nobel Prize in 2006.
 - Organized by the foreign languages honor society chapter advisors Dr. Eileen Wilkinson and Angela Tauro, **Fairfield University hosted the Alpha Mu Gamma National Convention**. From 11 states and 13 AMG chapters, 150 participants from 16 universities attended. Of the 25 total presentations, 8 Fairfield University faculty and 9 students were authors on presented papers.
 - Dr. Paul Lakeland, the Aloysius P. Kelley Chair in Catholic Studies, was awarded the **Alan Richardson Fellowship**; he will spend fall 2010 at Durham University in England.
 - The **President’s Retreat on Identity & Diversity featured talks by CAS faculty** (Dean Robbin Crabtree and Drs. Bob Epstein and Renée White).

- 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.
 - The senior Art History majors, directed by Dr. Philip Eliasoph, curated an exhibition of professional artists' work at the Southport Galleries. Dr. Katherine Schwab's drawings and video on the caryatids of the Acropolis are receiving international attention.
 - **Visiting international faculty** members included Dr. Qasim al-Jumaily from Iraq through the "Scholar at Risk" program in History; Fulbright Teaching Assistant Elena Sergeeva from Omsk, Russia, in the department of Modern Languages & Literatures, and one JFDP Scholar, Atanasko Atanasovski, from Macedonia (mentored by Professor Pat Poli, Accounting). As well, Ms. Ateema Noor from Bahrain assisted with the Arabic Program. These scholars are supported by grants and other initiatives with significant leadership and coordination provided by Drs. David McFadden and Marie-Agnes Sourieau.
- ***College Faculty Leadership in Service:***
- **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 and will be Acting-Director of the CAE next year during Dr. Miners' sabbatical; Dr. Beth Boquet (EN) served as the inaugural Dean of Academic Engagement; and Dr. Curt Naser continued in his role as Facilitator of Academic Assessment. As well, Dr. Susan Rakowitz was instrumental throughout the major governance changes over the past two years, in addition to service two consecutive terms as chair of the Faculty Salary Committee.
 - **Of the 19 Handbook Committees, 12 were chaired by CAS faculty members.** Dr. Irene Mulvey (MA/CS) continued to serve in her third term as General Faculty Secretary, and Drs. Rick Dewitt and Steve Bayne (both of PH) alternated as Executive Secretary of the Academic Council.
 - Several College faculty members were elected to lead the **Faculty Welfare Committee** (Fairfield AAUP chapter) leadership (Rick Dewitt, Pres; Joe Dennin, VP; Bill Abbott, Secty) and serve on the executive committee (Jocelyn Boryczka and Susan Rakowitz). Susan Rakowitz (PY) was recognized as the "Colleague of the Year" and Don Greenberg (PO) was given the Lifetime Service Award, both annual FWC recognitions.
 - **Dr. Irene Mulvey was elected the President of the CT State Chapter of the AAUP;** she continued to serve as an elected representative of the 9th district (CT, RI, VT) to the national AAUP and has been nominated for the national executive committee of that body. **Dr. Matt Kubasik (CH) received the George E. Lang, Jr. award** for dedication to academic freedom and shared governance from the CT State Chapter of the AAUP. Several CAS faculty participated in state and national AAUP meetings (details are in Appendix 1f).
 - **27 College of Arts & Sciences full- and part-time faculty and staff members serve as advisors for student clubs and organizations.**

Student Achievements

The class of 2010 included 495 students who received their B.A. and B.S. from academic programs in the College of Arts & Sciences.

13 graduate students completed their master's degrees in American Studies (3), and Mathematics (10). There were no graduates this year in the MFA and M.A. in Communication programs this year; the first graduates of these programs are expected in January and May 2011.

Enrollment data by academic program appears in Appendix 2a. Noteworthy trends include:

- Marked growth in International Studies; last students on the old curriculum graduated
- Slight drop in number of Biology majors
- Chemistry and Physics are up slightly; Biochemistry showing respectable start
- Communication undergraduate major still large, but settling into manageable numbers as the nascent New Media/Film major takes foothold as an alternative

Undergraduate students in the College of Arts & Sciences reflect similar commitments to excellence and achievement as do our faculty. Summaries, by academic program, of student accomplishments appear in Appendix 2d). Some highlights of these achievements include:

- **129 CAS students presented research at scholarly meetings or were authors on published manuscripts; this is a 40% increase over last year** (see Appendix 2f).
- **400 students conducted independent or supervised research or creative projects, more than double last year** (listed in Appendix 2g); students from Biology, Communication, Psychology, and Visual & Performing arts again made up 65% of the total with a greater number of experiences for students and more departments reporting this data than last year.
- **220 CAS students completed internships this year** (most graduating seniors and some juniors). These students, along with most of the internship sites, are listed in Appendix 2h.
- **150 students each week volunteered in Head Start classrooms** in Bridgeport through the Adrienne Kirby Family Literacy Project.
- Annual **Sigma Xi poster session featured 35 original research projects** (16 in Bio, 8 in Chem, 3 in Physics, and 8 in Psychology) conducted by 53 undergraduate student researchers who were mentored and supervised by their faculty.
- **83 CAS students were honored at our annual CAS student awards event** in April, which was attended by many members of the administration in addition to faculty, students and their parents. The list of these awards and the students who received them is in Appendix 2b.
- **376 students were inducted into the various disciplinary honor societies.** See Appendix 2c for lists of these inductees. Associate Dean Dawn Quintiliani was selected for induction into Alpha Sigma Nu, which inducts a small number of faculty or staff each year.

- **86 CAS graduates were accepted into graduate programs** (most in the class of 2010, though faculty also track recent grads). Students from Psychology (22), Biology (16) and English (12) made up 58% of this total, though not all programs track or report this information, which is listed in Appendix 2g.
- **137 CAS majors in the class of '10 studied abroad in 20 different countries** during their junior year (these appear, by semester, in Appendix 2i). This number does not include those who did short-term summer immersion or service trips during their four years at Fairfield.
- At least **7 CAS graduates are going into post-graduation service** programs such as the Jesuit Volunteer Corps. Post-graduation employment (if reported) appear in Appendix 2e.
- **24 MFA students published** poems, song lyrics, stories, chapters, novels, or works of non-fiction. Details on many of these are included in Appendix 2j.
- **Graduate students and faculty in Communication and Nursing co-authored four papers** that were accepted for presentation at four different professional conferences. Two of these will be published in the proceedings.

Some stories behind these undergraduate and graduate student highlights:

- Iulia Basu ('10) published a paper in *Journal TAK (Theta Alpha Kappa, the Religious Studies Honor Society)*, as a runner-up to the Clark Award for the best undergraduate paper. Her paper traces how images of the feminine appear in the Hebrew Bible Prophets and uses 25 bibliographic references. A psychology major, Iulia's work began in RS 10 and RS 251 with Dr. Angela Kim Harkins. Iulia received a Religious Studies Student Research Grant (funded by the College Board of Advisors), which supported her research. She will be at the University of Chicago next year, pursuing a Masters program in Psychology.
- Kevin Goncalves ('11) and Katie Sullivan ('11), both biology majors, shared the award for distinguished work in the natural sciences this year for their examination of effects of two antioxidant proteins on growth properties in breast cancer cells. Their work, funded by an NIH grant under the supervision of Dr. Shelley Phelan, was presented at the annual American Association for Cancer Research conference in Washington, DC and on campus at the Sigma Xi poster session. Kevin plans to develop a career in cancer research. Katie will pursue a Ph.D. after graduation.
- Communication major Meg Hallissy ('10) received the award for distinguished work in the social and behavioral sciences for her project on the corporate communication strategies of media conglomerates during changing economic circumstances under the supervision of Dr. Gisela Gil-Egui. She studied media companies' letters to their stockholders using state-of-the-art computer-assisted text analysis of the corporate discourse combining economics and communication theories. She was accepted into the supremely competitive NBC Page Program—where people like Steve Allen, Regis Philbin, Ted Koppel, Michael Eisner started.
- Robert Ley ('10), a double major in Philosophy and Politics with minors in Asian Studies and Judaic Studies, was inducted into honors societies for language, philosophy, and political science, in addition to Phi Beta Kappa and Alpha Sigma Nu. His interdisciplinary curriculum

- exemplified the integration that is a signature of Fairfield's strategic plan. Beyond the classroom, Robert was the treasurer for FaceAIDS and conducted independent research on ecofeminism. He will attend law school at Northeastern University in the fall, and intends to pursue a Ph.D. in the future to reach his long-term goal of being a university professor.
- First-generation college student Anthony Nicoletti ('10) received the award for distinguished work in the visual and expressive arts as well as the award for highest academic achievement from the Visual & Performing Arts department, the first time in recent memory that a student won both awards. With dual majors in English and Studio Arts, Anthony's work includes creative writing, site-specific art installations, printmaking, and photography. He plans to make arts, teaching, and scholarship his vocation and will pursue a graduate degree after spending next year finding the right program.
 - Twins Christopher and Geoffrey Staysniak ('10) won many accolades their senior year for academics and service. Chris received the Bellarmine Medal, the Gleason Prize, and a Student Achievement Award, as well as the Koscher Award in the Arts. He was active with the Campus Green Initiative. Geoff's capstone paper, "A Secular Bridge Between East and West: The Jesuit Scientific Transmission During the Late Ming and Early Qing Dynasties," under the direction of Dr. Danke Li, won the Asian Studies Award. Geoff will be teaching English in China with the Maryknoll China Service Project next year and after this volunteer teacher's program, and hopes to get a graduate degree in Chinese Studies.
 - Kristen Van Vleck ('10) majored in International Studies with minors in Economics and Latin American & Caribbean Studies. She spent a semester abroad in Managua, Nicaragua, where she worked as an English tutor for children, participated in a service trip building houses in a rural community, and collected data for a research project about water quality and availability under the direction of Dr. William Vasquez. Kristen remains active in the New Haven/León Sister Cities Project helping to coordinate collaborations between non-profit organizations in Nicaragua and academic institutions in the U.S. Kristen hopes to teach English and do volunteer service in Latin America through the summer and then will join the competitive "Teach for America" program teaching ESL in Houston.
 - MFA student David Fitzpatrick (first cohort) had two pieces of non-fiction published recently: "Toast" in *Barely South Review* and "My Decade on Broadway" at *New Haven Review*; as well, "Just Neighbors" was published in *Fiction Weekly* in 2008. He has recently signed a book contract for the memoir he's been working on while in our MFA program.
 - Melissa Tantaquidgeon Zobel (3rd cohort MFA student), who is the tribal historian for the Mohegan Tribe, has just published her fourth book, a novel called *Fire Hollow*. It tells the story of a powerful Medicine Woman and her son's cross-cultural adventures. Zobel recently won a Native-American essay prize, the Alaska Native Insight Competition for her essay on the recession and recovery in Indian Country. She received a call from the President of the Alaska Federation of Natives with the announcement.
 - Communication graduate student Greg Caso and Dr. Michael Pagano have are working with Drs. Suzanne Campbell and Eileen O'Shea of the SON. They co-authored a poster, "Health communication and simulations: A pilot study," which was presented at the *9th Annual, International Nursing Simulation/Learning Resources Centers Conference* in Las Vegas. In addition, they will presented "Enhancing nursing education: A multi-technology-interdisciplinary approach," at *EduLearn 10: An International Conference on Learning and New technologies*, in Madrid, Spain. This collaboration exemplifies cross-school integration in teaching and research.

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 2009-10, the second year of this plan, are provided here, along with directions for 2010-11.

PRIORITY 1: Respond to the NEASC accreditation report

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.

Implement a system of periodic program review:

Highlights of this year's progress include:

- ✓ Using the document developed last year, three departments launched their self-studies this year (MA/CS, PH, and SO/AN).
- ✓ Three interdisciplinary are scheduled to begin the fall (AS, LACS, and WS).
- ✓ Engagement has been meaningful, and the process is increasingly being met with enthusiasm.
- ✓ The College budget seems to have been augmented sufficiently to support the scheduled visits for external reviewers in the coming year, along with other routine expenses related to periodic program review. We'll need to assess the adequacy of this budget over time.

Concern: Currently, given the number of academic programs in the College and the newness of the process within our annual routines, the cycle schedule is for programs to be reviewed approximately every 8 years. This is less often than NEASC recommends (every 5-6 years), yet given the expectation at a school our size (and given the department/program level staffs) that the Deans' office to play a major role facilitating these reviews, we simply don't have the staff or funding to review a greater number of programs each year. We should take this issue up with NEASC in our next institutional self-study.

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.

Highlights of accomplishments this year include:

- ✓ 14 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.
- ✓ Findings from the interdisciplinary program common assessment project were used to generate plans for gateway and capstone experiences and other student engagements.
- ✓ Department- and Program-level discussions are underway with Curt Naser, who is finding faculty more engaged in assessment work, and seeking to revise their assessment plans based on first cycle findings.

Concerns: The work of assessment at the academic program level is competing with the work of assessing the core curriculum and assessing the living & learning initiatives. College faculty are encumbered thrice in this work, and the most informed and engaged faculty are feeling overwhelmed.

Refine and improve annual faculty performance review (Merit):

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.

Highlights of accomplishments this year include:

- ✓ All continuing College faculty who applied qualified for sustained merit.
- ✓ CAS faculty ad hoc committee was elected to develop a College-wide implementation scheme using divisional committees (humanities, natural sciences/mathematics, social/behavioral sciences) rather than department-based committees to conduct annual performance evaluations and assessment for merit. Conversations are unfolding collegially. This plan will be reviewed by all CAS faculty in September for an October vote.
- ✓ The Dean held her second annual meeting with all pre-tenure faculty to create a shared venue for questions and answers, peer advice, and mentoring. These and other mentoring efforts initiated by the Dean in collaboration with the CAE and department chairs are beginning to produce positive results.
- ✓ The Dean continued conversations on whole career mentoring with the department chairs. Emphasis is on continued excellence in teaching and scholarly accomplishments, mentoring others, and leadership-in-service.

Concerns: There continues to be no budget to fund additional and extraordinary merit. This erodes faculty confidence in the system and the administration, breeding cynicism among even newer faculty, for whom a merit pay plan was logical and desirable.

Emergent Priority: Consideration of performance review procedures for part-time faculty. The Dean has referred this matter to the Faculty Salary Committee.

Improve systems of student advising:

Working with the new Office of Academic Engagement, College staff and faculty engaged deeply in revising first-year registration, June orientation, and advising procedures for first-year students.

Highlights of accomplishments this year include:

- ✓ CAS staff participated as leaders/presenters in advising workshops for faculty
- ✓ CAS Dean's Council of chairs focused two meetings on advising and student engagement
- ✓ CAS co-funded NACADA national and regional meetings to bring best practices back to campus; this was a cross-divisional initiative.
- ✓ Health Professions Program and Advisor realigned to Office of Academic Engagement. This forms a model that might inform re-emergent pre-legal advising program.
- ✓ Data on probation cases using new motivational interviewing and case management procedures, implemented by Assistant Dean Dawn Quintiliani, demonstrated fewer dismissals and other positive results. She presented her results at the regional NACADA meeting and has developed a scholarly research project with faculty on this topic.
- ✓ New intake procedures developed in CAS and implemented by grad assistants and work studies continued to be efficient and effective
- ✓ CAS Dean and Dean of Academic Engagement met weekly to strategize changes in structures and procedures, troubleshoot issues, and do implementation planning
- ✓ Developed initial structures and procedures in CAS to appropriately interface with the Dean of Academic Engagement with clear division of responsibilities.

Concern: Volume of changes and high degree of uncertainty created significant stress among staff members. Some was substantive (e.g., change of school policy issue) and some was created by uncertainty-anxiety.

Update College Governance

Wholesale review and revision of the CAS governance document was achieved. The revised document appears on Appendix 3b.

Highlights of accomplishments include:

- ✓ Revision brings document up-to-date in all areas
- ✓ College committee charges and memberships were reviewed and revised
- ✓ Task force (subcommittee of the College Planning Committee) worked collegially with the Dean and chairs throughout the process as led by Associate Dean Joan Weiss.
- ✓ 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 (document has been presented to the Sr. VPAA, who will pass it to the President, for final approval).

Emergent Priorities: (1) Move forward with creation of department by-laws, and (2) 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.
- ✓ Many departments moved forward to implement significant core integration work developed over the past two years. A wholesale review of EN 11 and the creation of common learning outcomes; development of 100-level literature courses for core, several new clusters and other courses featuring integration and engagement are among the many examples.
- ✓ Implemented Davis Foundation Grant with first year of integrative pedagogy workshops
- ✓ Ongoing 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).

Concern: College faculty leadership of University strategic initiatives is significant. 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. CAS faculty members are disproportionately represented in the advising workshops, advisor training, and academic support responsibilities (Writing Center, Math Center, Health Professions, etc.). Leadership pool is not sufficient deep to make this sustainable. Existing leaders are burning out.

Emergent priorities: (1) Examine budgets, course enrollments, and faculty load in the sciences; growing nursing programs and larger incoming classes are taxing current resources. (2) Work with Dean of Academic Engagement and CII to ensure that all students complete PH 10, RS 10, and HI 30 within their first 3 semesters. (3) 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; (4) Work with CII and IR to assess progress as measured in faculty attitudes & behaviors and student learning outcomes.

Integration of Living & Learning

Goal II: Living and Learning was featured during the 2009-10 academic year.

Highlights of accomplishments include:

- ✓ Department Chairs ½-day retreat on Living & Learning August 2009, designed by Dean Crabtree, with Deans Boquet and Cady Melzer; Two Dean's Council meetings (December and April) followed up on core integration work with chairs reporting out their progress and best practices
- ✓ Living & Learning was the focus for two of this year's three CAS Board of Advisors meetings. Members learned about the residential learning communities, innovation in academic advising, service learning, and other high impact practices.
- ✓ Integration and student academic engagement prioritized in Humanities Institute awards
- ✓ Dean served as FYE Community Associate fall 2009
- ✓ Assistant Dean Sue Peterson attended NACADA, the National Academic advising Association, as part of an 8-person team from Fairfield (other reps from CAE, Student Affairs, and FUSA, led by Dean Boquet).
- ✓ Assistant Dean Dawn Quintiliani presented her research about using the Motivational Interview Model with students on academic probation at the regional NACADA meeting.
- ✓ Drs. Kraig Steffen (CH) and Jim Biardi (BI) presented with Dean Boquet at the AAC&U meeting on Faculty Roles in High-Impact Practices. They also presented with Dr. Kathy Nantz at the CAE Pedagogy and Technology conference. Both presentations were related to the integrative work of their core science cluster.
- ✓ CAS faculty taught 19 service-learning courses in 2009-10, twice the previous year.
- ✓ CAS faculty were key players in development of the 5 new residential living & learning communities—design, teaching, advising, and promotion (Drs. Jocelyn Boryczka, David Downie, David McFadden, Lynne Porter, and Renée White deserve special mention).
- ✓ The Communication Department held the First Annual Speech Showcase at which 14 CO 101 Argument & Advocacy Students gave their top speeches to approximately 90 people in the BCC. Students prepared for weeks for the event, coached by Rhonda Trust-Schwartz, and spoke on a variety of topics related to the common good.

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 the SVPA, Deans, and Rank & Tenure Committee on updating R&T guidelines so they more adequately reflect faculty work on strategic initiatives

and in student engagement; (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 four graduate programs in the College of Arts & Sciences posted growth in enrollments and revenues, in all but one case exceeding projections (with an overall positive variance from projections). These details can be seen in Appendix 3c.

Highlights of accomplishments this year include:

- √ Enrollments in CAS graduate programs as a whole exceeded projections: American Studies: 39 (under projection), Communication: 33, MFA in Creative Writing: 63; and Math (MS): 30 for a total of 165 graduate students in 2009-10 (1653 total credit hours versus 1356 projected).
- √ Revenues from graduate programs in the College are up (after a disappointing 2008-09): \$1,428,815 (12% over projections). Total revenues from graduate programs increased \$835,490 over the previous year due to better-than-anticipated growth in Communication and MFA programs, and slight resurgence in Math.
- √ Council on Graduate Programs in the College was implemented as a mechanism for greater coordination and accountability of graduate programs; roles and responsibilities clarified and formally delineated; succession plans for directors being considered
- √ Began explorations of possible new graduate programs (e.g., low-residency MFA in the arts; MA in Liberal Studies, Masters in Public Administration)

Emergent Priorities: (1) Work with new SVPAA to encourage greater cross-school collaboration; (2) Collaborate with Director of Graduate Student Services Coordinator Dean of Academic Engagement to determine appropriate advising and support initiatives for graduate students; (3) Continue discussions of new graduate program development with departments; (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:

- √ Dean conducted “Hiring for Mission” conversations with all search committees; diversity is situated within these conversations in relation to the Catholic Intellectual Tradition, Affirmative Action, and University strategic goals.

- √ 6 new faculty hired in 2009-10: 5 candidate pools had qualified minorities or members of historically under-represented groups well represented; 3 candidate pools had members of these groups among the finalists; 1 search culminated with a member of a U.S. minority group and 1 Jesuit was hired.
- √ Continued discussions related to minority retention in the STEM fields and community outreach to disadvantaged schools
- √ Moved that the UCC charge the U.S. and World Diversity Subcommittees with assessing the effectiveness of these requirements, the courses, and attitudes/behaviors of the faculty who teach them. Motion passed, project will be initiated in fall 2010.

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) Coordinate with Academic Liaison for Diversity and Global Citizenship on programming and other initiatives; (3) Work with Institutional Research 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.

Highlights of accomplishments include:

- √ Dean completed the 18-month Ignatian Colleagues Program as a member of the inaugural cohort, participated in the Sr. Management Team 4-session series on Ignatian Spirituality, and engaged in intellectual study of the Exercises with Chaplain Gerry Blaszcak.
- √ Dean's "Hiring for Mission" work was featured in her Ignatian Colleagues Program Capstone presentation and continues to frame work with search committees each year.
- √ All departments were asked to comment, in their annual reports, on their activities to advance institutional mission and identity; these reflect greater integration of mission with departmental and program self-concept and work.
- √ Many faculty focus their research on topics related to social justice, or conduct research in collaboration with community agencies in the local area; looking for these interests is increasingly common in faculty searches.
- √ CAS staff and department chairs shared a day of service with students in August 2010.

Emergent Priorities: (1) Work with Fr. Jim Bowler to identify future ICP participants, professional development opportunities for department chairs, etc.; (2) continue implementation of Ignatian principles in management of the College and its programs.

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 this year include:

- ✓ Three new members added
- ✓ Focus on Living & Learning, global citizenship (see agendas in Appendix 4a)
- ✓ Individual engagement plans developed for each of the CAS board members such as science event in Boston, healthcare forum in D.C., alumni reception in the Hamptons, intellectual property discussions, development of Jesuit recruitment and retention fund
- ✓ 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 received \$150,000
 - New Endowment for Integration, Innovation & Excellence case statement developed; also targeted for \$3.5 goal – seeking leadership gift

Concern: The advancement work is time consuming and staff intensive. Given the Dean's responsibilities with management of program and personnel matters in the College, there is insufficient time to devote to this work. Staff in the College is stretched dangerously in support of these events, meetings, and other activities.

PRIORITY 4: Reorganize CAS Office for Optimal Effectiveness

There is 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:

- ✓ Continued audit of office staff responsibilities and workflow for optimal distribution and productivity, and culture shift initiated through open meetings and transparent decision-making within an environment of teamwork and shared enterprise
- ✓ Staff adapted to new chief academic officer, new expectations and priorities
- ✓ Budget management continued to be systematized; collaboration with Tracy Immerso in Sr. VPAA's office was key
- ✓ Effective conflict management strategies employed successfully in three departments to resolve faculty conflict (some interpersonal, some related to search processes)
- ✓ Continued to rotate Dean's ad hoc committee memberships

Concerns: The CAS 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 appropriately secure given after hours use of the CNS 100 conference room. The identification of additional space for the College has become even more urgent with the likelihood of incorporating members of the University College staff,

Goals & Priorities for 2009-10

several existing and likely new part-time credit and non-credit programs, and the student traffic that comes with them.

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.

Lead Integration of University College

- Review all University College programs and staff configurations
- Develop recommendations for program and structural changes
- Shepherd program changes (including recommendations for closing programs) through appropriate administrative and/or faculty committees
- Adapt CAS operations to accommodate former UC programs and personnel
- Make recommendation about the future status of University College as an entity
- Advance the integration of part-time and other non-traditional students into the College

Renovate, Expand, or Relocate CAS offices

- Remodel needed along with increased footprint for CAS operations because:
 - CNS space not commensurate to CAS proportion of University operations
 - 2 staff were added since current configuration designed; as well, 1 rotating faculty Associate Dean position remains open due to lack of space, and 4 additional personnel are likely coming into the office from UC requiring close proximity for effective supervision and collaboration
 - Current space configuration involves significant disruption of staff work flow due to office traffic, as well as over-crowding
- Remodel cancelled for the fourth year in a row
- **REQUEST THIS CAPITAL PROJECT RECEIVES TOP PRIORITY FOR SUMMER 2011**

Focus on Global Citizenship

- Professional development and advancement of this initiative through Chairs retreat, dean's council meetings, Humanities Institute funding
- Continue to promote and support interdisciplinarity in curricular innovation, research, and community engagement; promote the College Endowment to sustain these initiatives
- Advance international and global citizenship initiatives, particularly through study abroad in non-traditional locations (notably Latin America, Asia, and Africa), promoting "critical

languages,” and enhancing re-entry activities for students (spearheaded by IL and area studies programs, MLL department in collaboration with Office of International Programs).

Develop structures and procedures to effectively manage faculty

- 30-40 junior faculty reviews per year; 8-14 tenure and promotion cases a year
- Continue strong search and hiring practices
- Continue development of departmental commitments to and skills in supervision and evaluation of part-time faculty, university- and college-wide professional development programs, etc.)
- Planning for demographic shifts including significant numbers of retirements, presence of 4 generations on the faculty (“traditionals,” “boomers,” “gen-Xers,” and “millenials”)

Manage Budget Constraints and Opportunities

- Rising costs, increased productivity, and heightened competition for revenues impact:
 - New faculty lines to meet the demands of the strategic plan; ability to meet increasing hiring and start-up costs; equipment purchases and maintenance
 - Salary enhancements, retention monies, salary equity for current CAS faculty
 - Faculty professional travel, publication subvention fees, and similar costs of high rate of productivity among all faculty, particularly the new members
 - Ability of the Humanities Institute to continue supporting unfunded University strategic initiatives and activities (e.g., faculty learning communities, program review, core integration work, Bellarmine Museum, etc.)
 - Program review; 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 priorities
- Endowment growth and raising current use funds is high priority
- Focus on strategic cuts and budget alignment along with revenue generation appropriate to University mission and market context

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
- Collaborate with GSEAP to implement the new education minor and 5-year program
- Identify and implement graduate course exchanges and development of new collaborative graduate programs
- Encourage greater integration of engineering programs with sciences in CAS

Amplify Division of 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)
- Enhance department- and program-based PR capacities (for news media, institutional promotion, faculty and program profile, student recruitment, etc.)

- Develop proactive communications plan related to the transition of UC programs

List of Appendices

1. 2009-10 Faculty Highlights

- a. Faculty Recruitment (and other personnel changes)
- b. CAS Award for Distinguished Teaching
- c. Lists of Faculty Accomplishments (books, publications & presentations, grants)
- d. Summary of CAS Grants Activity (government, foundation, corporate)
- e. CAS Faculty Receiving Special Recognition from the Sr. Vice President for Academic Affairs
- f. Faculty Participation in National AAUP

2. 2009-10 Student Highlights

- a. Spring 2010 Enrollments
- b. Student Awards
- c. Honor Society Inductions
- d. Summary of Student Achievements by Academic Program
- e. Post-Graduate Employment and Graduate School Acceptances
- f. Student Publications and Presentations
- g. Student Research Projects
- h. Student Internships
- i. International Study
- j. MFA Student Publications

3. Strategic Directions and Accomplishments

- a. Priorities for the College of Arts & Sciences, 2008-2011
- b. CAS Revised Governance Document
- c. CAS Graduate Program Enrollments & Revenues

4. CAS Board of Advisors 2009-10 Meeting Agendas