

Fairfield University

2010-11

**College of Arts & Sciences**  
**Annual Report**

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# Table of Contents

<b>INTRODUCTION</b> .....	3
<b>HIGHLIGHTS OF 2009-10</b> .....	4
<i>College Highlights &amp; Achievements</i> .....	4
<i>Faculty Achievements</i> .....	8
<i>Student Achievements</i> .....	13
<b>STRATEGIC DIRECTIONS AND PRIORITIES IN THE COLLEGE</b> .....	16
<b><i>PRIORITY 1: RESPOND TO THE NEASC ACCREDITATION REPORT</i></b> .....	16
<i>Implement a system of periodic program review</i> .....	17
<i>Continue and enhance systematic assessment of student learning outcomes</i> .....	17
<i>Refine and improve annual faculty performance review (Merit)</i> .....	18
<i>Improve systems of student advising</i> .....	19
<i>Update College Governance</i> .....	20
<b><i>PRIORITY 2: IMPLEMENT THE UNIVERSITY STRATEGIC PLAN IN THE COLLEGE</i></b> .....	20
<i>Core Integration Initiative</i> .....	21
<i>Integration of Living &amp; Learning</i> .....	22
<i>Integration of Graduate Education</i> .....	23
<i>Advancing and Supporting Diversity at the Institution</i> .....	24
<i>Advancing and Supporting University Mission and Identity</i> .....	25
<b><i>PRIORITY 3: DIRECT AND SUPPORT THE COLLEGE BOARD OF ADVISORS</i></b> .....	26
<b><i>PRIORITY 4: REORGANIZE CAS OFFICE FOR OPTIMAL EFFECTIVENESS</i></b> .....	27
<b>GOALS &amp; PRIORITIES FOR 2010-11 AND BEYOND</b> .....	29
MANAGE BUDGET CONSTRAINTS & OPPORTUNITIES.....	29
DEVELOP STRUCTURES & PROCEDURES TO SUPPORT FACULTY SUCCESS.....	29
ENGAGE STRATEGIC COLLABORATIONS ACROSS SCHOOLS.....	29
INTEGRATE PART-TIME PROGRAMS & STUDENTS INTO THE COLLEGE.....	29
FOCUS ON GLOBAL CITIZENSHIP AND CITIES.....	29
IMPROVE MARKETING/PR, PARTICULARLY OF GRADUEATE & PART-TIME PROGRAMS.....	30
DEVELOP FORMAL PLAN TO RENOVATE, EXPAND, OR RELOCATE CAS OFFICE.....	30
<b>LIST OF APPENDICES</b> .....	31

# 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 168 full-time faculty members (155 TT, 6 Professors of the Practice, and 7 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. As well, a new M.P.A. program is in development.

For the past three years, we have been pursuing a focused set of priorities from the 3-year plan launched in fall 2008; these priorities arose from the most recent NEASC reaccreditation review, the University Strategic Plan, and related directly to structural, programmatic, and procedural issues in the College. It is a testament to the fine staff in the College and the collaboration of individuals on and committees of the faculty that we have successfully completed this 3-year plan. That is, all of its major goals have been completed or, for those that are iterative by nature, have developed and instituted formal structures and routines. This success is due in large part to a new climate for collaborative work among the Dean, the administrative staff, the College department chairs and program directors, and the faculty at large. Significant outcomes from this year's work are highlighted in this report.

# Highlights of 2010-11

Appearing in this section are annual highlights from the College and its departments and programs, along with individual faculty and student achievements. The wide range of activities and accomplishments reflects our breadth and diversity, and illustrates the high quality of College outcomes in the areas of research, teaching and learning, along with service to scholarly associations, the university, and the wider community. Details of accomplishments in each area are appended.

## College Highlights & Achievements:

### ***Three CAS Departments Underwent Formal Program Review***

The departments of Mathematics, Philosophy, and Sociology/Anthropology each developed excellent self-studies that were distributed to external reviewers, who visited campus for 3 days each in the late fall and early spring. Rising from the requirements of NEASC and national best practices, the *Guidelines for Academic Program Review in the College of Arts & Sciences* (developed by a task force of the Arts & Sciences Planning Committee and formally endorsed by the Arts & Sciences Curriculum Committee and the Dean in a model of shared governance) were implemented successfully.

Animating the formal guidelines, an orientation program, a protocol for soliciting external reviewers, and a process for hosting campus visits were all developed by Associate Dean Joan Weiss who arranges and shepherds the campus visits of selected external reviewers. These six senior scholars and experienced reviewers lauded our Program Review Guidelines and raved about the efficiency and warmth of their experience with Fairfield. Each of the three departments has developed a “Revised Action Plan” according to the process outlined in the Guidelines, and are already moving forward on critical curricular revision projects and related activities.

Two of our interdisciplinary programs – Latin American & Caribbean Studies and Women’s Studies – began the two-year process of program review in fall 2010, will complete their self-studies during summer 2011, and will host external reviewers in the fall of 2011. Beginning the program review process with orientation also this fall will be American Studies, Communication, Math Graduate Program, Religious Studies, and Russian & Eastern European Studies. Every degree-granting department and program in the College, as well as each of the interdisciplinary minor programs, will follow suit in the queue and complete their external reviews prior to the

University 10-year accreditation visit. The cycle of review will begin again in fall 2017 after the institutional self-study and re-accreditation process are complete.

Again this year I must commend department and program enthusiasm and cooperation, as it provides a strong foundation for continued success. Reports of broad buy-in from faculty and shared responsibility for the work involved are positive signs. In all three cases where program reviews were completed this year, faculty lauded the experience it afforded them to engage deeply with their colleagues and expressed tremendous value for the richness of external reviewers' reflections, feedback, and advice. Special recognition also should be given to the Office of Institutional Research (Stehney) for their template materials and alumni surveys, the Academic Assessment team (Naser), and faculty experienced with program review (Simon), and the CAE (Miners, Nantz, and Torosyan) for sharing insights and guiding the process for each program. We are grateful for permanent budgetary support from the University Budget Committee and the Sr. Vice President for Academic Affairs. The development and successful implementation of a formal, cyclical, and routine process for academic program review is one of the most significant accomplishments in the College of Arts & Sciences of the past decade. Related to this is the significant advancement of the assessment of student learning in the College achieved this year, which is discussed in detail beginning on page 17.

### ***GLOBAL CITIZENSHIP: College engagement and leadership***

In many ways, the "Global Citizenship" focus arose naturally out of CAS faculty expertise, engagement, and passion, along with intensive discussions that occurred on and with the CAS Board of Advisors during the two years prior to the selection of GC as the University Focus for 2010-11. Given the natural synergy between the humanities, social/behavioral sciences, and natural sciences when it comes to global political, environmental, and economic interdependence, it is not surprising that the GC focus was featured in CAS curricula, individual courses, living/learning communities faculty-student research, lectures and events lead by CAS faculty, and myriad faculty engagements on and off campus. Interdisciplinary perspectives and forms of inquiry are required to grapple with issues of increased global interdependence and the need for concerted and informed action. Example of College commitments to the GC Focus included:

- Professor of Sociology Renée T. White was selected as facilitator of the Global Citizenship focus. Also noteworthy is that Associate Professor of English, Nels Pearson, was selected to co-facilitate the next focus on Cities.
- CAS Humanities Institute funded several Faculty/Professional Learning Communities connected to the GC focus, including communities related to the Jesuit University Humanitarian Action Network (JUHAN).
- Biologists Brian Walker and Ashley Byun-McKay, along with other College faculty, are leading the implementation of a new study-abroad program in Brazil. This collaboration with Universidade Estadual do Norte Fluminense (UENF) is being built on research collaborations and relationships built through the BI 318 Vertebrate Zoology class, which has

to-date taken two field research trips to Brazil with students. The new study abroad program will strengthen our opportunities for science students and is being funded by a grant from the U.S. Department of Education.

- Myriad events, engagements with students, and interfaces with Residence Life, student clubs and activities, and Service Learning/CFPL. An illustrative highlight was the mid-February conference “Political Turmoil in the Middle East: The End of Authoritarian Regimes in the Arab World?” Drs. Marcie Patton (PO), Eunsook June (PO), Ali Yaycioglu (HI), and Gisela Gil-Egui (CO) provided particularly engaging and insightful remarks. Student participation on the panel and in the audience was strong.
- Asian Studies sponsored two conferences on East Asia, one a collaboration with the Korea Economic Institute (KEI), a Washington, DC-based non-profit, which included student and faculty presenters along with experts from the FBI, the US State Department, and a North Korean defector, and involved a Sex-Party Negotiations simulation. Sarah Howe '07, who is currently Associate Director for Program at KEI, helped organize the meeting.
- Two CAS Board of Advisors meetings agendas focused deeply on GC and incorporated student and faculty presenters. As well, March event hosted by CAS B of A member, Harry Risetto '68 and another in Chicago later in the year featured Fr. Rick Ryscavage and Dr. Jocelyn Boryczka on the “Strangers as Neighbors” global migration/discourses of immigration project.
- Due to faculty perseverance and funding from the State Department for “critical languages,” our Chinese and Arabic language programs have become sustainable. The data on Russian language is not as promising, but all efforts are being made to ensure our ability to continue to offer this language and to link it with the programs in Russian & Eastern European Studies and International Studies.

## ***CAS Continues Commitment to Quality Graduate Programs***

**The four CAS graduate programs exceeded their enrollment and revenue targets** despite the lingering effects of the economic downturn. As detailed in Appendix S, the American Studies, Communication, Mathematics, and MFA in Creative Writing each exceeded their revenue projections and a total of \$1,937,725 was generated in FY '11. This total is \$175,000 over the projection for the year and represents an increase of over 800 credit hours and \$508,910 in revenues compared with the previous year. Of some concern is that spring '11 enrollments and revenues were below expectations in both the MFA and MA in Communication programs. It is unclear whether these are representative of a trend or, more likely, the result of a few students making decisions to take a semester off.

**Consolidating graduate program management in routine College operations remains a work-in-progress**, particularly because the four programs were developed in distinctive ways and their unique histories both enable and constrain their fullest integration. Significant efforts were put into galvanizing the Council of Graduate Programs in the College, made up of each of the grad program directors and their department chairs (or at least one other member of the program

faculty). This body, on which sits the Dean and other key administrators in Graduate Admissions and Marketing, engages key issues in program management, student engagement, faculty workload, and revenue sharing. The MFA program, developed collaboratively with University College, was moved squarely under the College of Arts & Sciences banner within the management of the English Department (supported in the Dean's office).

**This year, conversations unfolded that are likely to lead to the development of two new graduate programs in the College.** The first, a Master's in Public Administration, is very promising based on the environmental scan and initial market research. Planning the program through a May workshop May included participation from faculty in Communication (Arendt and Pagano), Economics (LeClair), English (Sapp), Politics (Greenberg), Sociology (Hodgson and Schlichting), as well as the Dolan School of Business (Gibson, Tromley) and several key administrators (Dobai, Gumper, O'Donnell, Perkus, and Wrinn). There was substantive engagement of professionals in city government and non-profit management (who have the MPA degree and routinely hire those with the MPA) along with a thorough review of nationally ranked programs and those at competitor institutions. The result was an outline of a program proposal that is expected to undergo review by faculty and administrators in the coming year. We plan to market and recruit during 2012-13 and admit the first students in fall 2013. Professor Mark LeClair warrants special recognition for his leadership and organization of this process. The second program under consideration is a Master's in Liberal Arts or Humanities. Conversations led by Steve Bayne (Philosophy) and Aaron Perkus similarly included individuals from many departments (English, Modern Languages, Philosophy, Religious Studies, Visual & Performing Arts) as well as key administrators as above. While not as far along in the program proposal process, this kind of program also did well in the initial market research, and shows promise for the future. As the American Studies graduate program goes through their formal external program review in the coming two years, its relationship to a broader MA in Liberal Studies or Humanities will also be considered. Both discussions include exploration of fit with Fairfield University mission and identity, along with market considerations. Roles for ethics, social justice concerns, and community-based learning have been part of curricular development.

### ***College Dean Leading Transition and Integration 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. During the 2010-11 academic year, significant progress was made, including:

- Administrative task force outlined broad and specific issues for consideration
- Financial task force explored cost-revenue history of University College for-credit and non-credit programs
- International Programs extricated from UC including realignment of staff and budgets
- Road map for integration developed
- Committee on University College engaged in research and made recommendations regarding integration

- Buy-in cultivated through close and transparent work with CAS Planning Committee, CAS faculty, the school Deans, and the Handbook Committees
- Frequent updates provided to the SVPAA, Exec VP, and the Sr. Management Team regarding progress and issues
- Presentation to Deans & Directors kept broader community updated
- Motions to close UC were shepherded through the shared governance committees
- Ongoing management of UC operations and supervision of UC staff; maintained high level of student serve and support
- Ramped up marketing efforts for part-time programs using Fairfield brand (not University College as a distinct brand)
- Budget development and strategic planning for integration of work, staff, and resources into CAS (and other units on campus as appropriate)

## Faculty Achievements:

- **Rank & Tenure:** The following summarizes outcomes for 2010-11:
  - *Tenured and Promoted to Associate Professor:* Mark Demers (MA), David Downie (PO and EV), Angela Kim Harkins (RS), Fr. Jim Mayzik (VPA-NM), Nels Pearson (EN), Marice Rose (VPA-AH), Michael Pagano (CO)
  - *Promoted to Professor:* Kathy Schwab (VPA-AH)
  - A record number of 15 faculty members have submitted their intent to apply for tenure and/or promotion next year.
- **Faculty Recruitment & Retention:**
  - Six new tenure-track faculty were hired in the College (BI, EN Creative Writing, EN Literature, EC, HI, and PO (profiles of new faculty are in Appendix 1a). In addition to their departmental-based programs, these 6 new faculty members are expected to have interdisciplinary connections to programs in American Studies, Educational Studies, Environment, Journalism, Religious Studies, Russian & Eastern European Studies, Women Studies, and the re-emerging Law & Society and Master's in Public Administration programs.
  - Faculty searches in the College continue to be characterized by a "Hiring for Mission" philosophy and praxis developed by the Dean in collaboration with Fr. Jim Bowler; resulting hires have exactly the right balance between teaching and research, and they both "get" and seek an institution of our type and with our mission.
  - It continues to be a "buyers market" for faculty hiring, and Fairfield is in the "sweet spot" in terms of the offering the ideal setting for faculty success: a beautiful campus in an ideal location, a highly-engaged and research active faculty who love teaching and demonstrate remarkable institutional loyalty, and excellent students.



- Thanks to faculty search committees who did a fantastic job vetting applications and hosting campus visits, and to the staff for the excellent work they do in renewing our faculty. It is truly one of the most pleasant and joyful tasks for the Dean each year.
- A note on retention of faculty: We did lose a few great faculty to other institutions, as our terrific folks get ever more amazing opportunities based on their engagements and success at Fairfield. We try to see this as the mixed blessing it is: yes, we are losing great colleagues, but they are going off to soar on wings we helped them grow.
  - Three tenure line faculty members resigned (Dr. Kim Bridgford to direct a program at Westchester University, Dr. Philip Shaw to accept a tenure-track position at Fordham, and Dr. Ali Yaycioglu to accept a tenure-track position at Stanford University).
  - Dr. Renée T. White accepted the position of Dean of Arts & Sciences at Simmons College (on leave 2011-12 pending resignation).
- Retirements: Dr. Lisa Newton of the Philosophy Department and founder of the Program in Applied Ethics retired after 42 years of service to Fairfield University.
- ***The Award for Distinguished Teaching in the College of Arts & Sciences*** was given to Dr. Angela Kim Harkins, Associate Professor of Religious Studies. The award inscription is in Appendix 1b.
- ***This year's Departmental Award for Assessment and Integration*** went to the History Department for their progress on assessment of student learning and intentional process of undertaking specific curricular and pedagogical improvements based on their data.
- ***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:
  - **12 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 appears in Appendix 1c. Many of the articles, chapters, and presentations are listed in Eidos 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.

- **More than \$4.5 million in new federal funding applications**
- **More than \$875,000 in newly funded projects**
- **More than \$850,000 in foundation grants to individual faculty or to the University on which College faculty are key participants**
- Funded project highlights include:
  - **Research Experiences for Undergraduates Program in Mathematics and Computational Science (\$296,569)** is a summer program is sponsored by the National Science Foundation in a grant written by Drs. Shawn Rafalski and Steve Sawin. The program takes place on the Fairfield campus for eight weeks over the summer. The program is designed to give talented undergraduate mathematics majors (from both Fairfield and across the nation) the chance to experience what advanced mathematics research entails. The nine students (two of whom come from Fairfield University) in the program work in groups of three, each group under the supervision of a Fairfield Mathematics Department faculty mentor, on original research topics that are inspired by the research work of the faculty mentor. The student participants, who come from all over the country, are housed on campus in the Townhouses. Their travel to and from Fairfield University is paid for, and they are paid a stipend for the summer. The program also provides for travel to conferences in order to disseminate the work done in the program, as well as for professional development (one of the student groups attended a conference in Beijing, China).
  - **Duke Ellington and the Development of American Popular Culture (\$177,096)**, is funded by the NEH in a grant to Dr. Laura Nash. The NEH program is Landmarks of American History and Culture promoting workshops for for K-12 educators to engage in intensive study and discussion of important topics in American history and culture. These one-week programs will give participants direct experiences in the interpretation of significant historical and cultural sites and the use of archival and other primary evidence. Landmarks Workshops present the best scholarship on a specific landmark or related cluster of landmarks, enabling participants to gain a sense of the importance of historical places, to make connections between what they learn in the Workshop and what they teach, and to develop enhanced teaching or research materials. Dr. Nash's workshop welcomed 80 participants from 32 states, including Alaska.
- ***Additional highlights from CAS faculty, departments, and programs:***
  - Dr. Betsy Bowen, Professor of English, received the **2010 Carnegie Professor of the Year** for Connecticut and 2011 Connecticut Higher Education Community Service Award
  - Dr. John Miecznikowski, Assistant Professor of Chemistry, received the **Alpha Sigma Nu "Teacher of the Year" award**. Also Assistant Professor of Chemistry, Dr. Amanda Harper-Leatherman was selected a finalist in the Connecticut Technology Council's "Women of Innovation" program.

- Dr. Danke Li, Associate Professor of History, received the 2011 **Martin Luther King, Jr. Award**. She also accompanied President Jeff von Arx on a trip to China last summer, and another with Director of Service Learning Melissa Quan to build inter-institutional partnerships.
- Dr. Judy Primavera, Professor of Psychology, received the 2011 **Action for Bridgeport Community Development Community Service Award**
- Professor Jacqueline de La Chapelle Skubly, a part-time faculty member in our French Program, received L'Ordre des Palmes Académiques -- The "Ordre des Palmes Académiques" was created by Napoleon Bonaparte to honor eminent members of the University of Paris. In 1866, the award was extended to those helping in the promotion of French national education and culture outside of France.
- **Community Garden project**, led by Biologists Jen Klug and Tod Osier, provides a model of Integration of Living & Learning. The project is a collaboration among the Program on the Environment, food services, and facilities.
- Led by Drs. Nels Pearson (EN) and Jerelyn Johnson (MLL), the third 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.
- CAS faculty had a number of **prestigious fellowships** this year: Dr. Paul Lakeland, the Aloysius P. Kelley Chair in Catholic Studies, was awarded the **Alan Richardson Fellowship** and spent fall 2010 at Durham University in England. Professor of Religious Studies Ron Davidson had both the NEH Fellowship and the **ACLS Fellowship** this year. Philosophy Professor Joy Gordon also had an **NEH Fellowship**.
- Dr. Ive Covaci served in a one-year **post-doc funded by ASIANetowrk-Henry Luce Foundation**. As an expert in Japanese scroll art, she taught general and specialty courses in the Art History Program. Director of Asian Studies, Dr. Manyul Im (PH) wrote the successful grant.
- The **Department of Visual & Performing Arts has welcomed the new Quick Center Director, Gary Wood, into their community of artists and scholars**. This relationship forms the basis for greater connections between the academic programs and the arts, more emphasis on student productions, and a more functional cross-divisional collaboration.
- Recommendations from the **Health Sciences Committee**, chaired by the Dean with membership from all the natural sciences and some social sciences, produced **100% success for acceptances** in med school/vet school and other related graduate programs.
- Dr. Chris Staecker, Assistant Professor of Mathematics, traveled with three Fairfield Math REU students to the "International conference on Nielsen fixed point theory and related topics", held at Capitol Normal University in Beijing China, June 20-24. This small conference is held every 2 to 3 years, and *this was the first time that undergraduates have attended*. This trip was funded by the Fairfield Math NSF Research Experience for Undergraduates, the Fairfield University Sciences Institute, and the conference organizers at Capitol Normal University.
- The Irish Studies program has worked with Fairfield County to bring the **Bloomsday Celebration Fairfield County Irish Festival** to Fairfield University's campus. This collaboration allows for significant involvement of Fairfield faculty, showcasing our intellectual talent.

- Judaic Studies, the Bennett Center, and the University Chaplain collaborated to provide a series of **Kabbalah Shabbat services** as part of broader institutional initiatives to develop **inter-faith community and dialogue**, and to support the spiritual needs of our increasingly diverse students.
  - The Latin American & Caribbean Studies Program faculty were intricately involved in the development of the grant that has funded “**Tropical Environmental Science: Study Abroad for Science and Non-science Majors in Brazil.**” This program seeks to expand study abroad capacity at Universidade Estadual do Norte Fluminense (UENF), in Campos, Brazil, by creating a framework for future U.S. students to take credit-bearing courses. This pilot project will target *environmental science students* from Fairfield University and other U.S. universities and will create a sustainable and mutual partnership with UENF.
  - The Peace & Justice Studies program continued to engage a large number of students in **collective action on campus**. Events such as “Dorm Storm for Peace,” Carnival for Haitian Relief, and “Take Back the Night,” link classroom learning to student life and to the community.
  - Dr. Kathy Schwab’s **Caryatid Project has achieved enormous international visibility** through publications, lectures, events, and exhibitions including at Columbia University, at the Greek Embassy in Washington, DC, and at the Acropolis Museum in Athens, Greece.
- **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. Kathy Nantz (EC) directed the Center for Academic Excellence during Dr. Larry Miners’ sabbatical; Dr. Nantz also continued to facilitate the Core Integration Initiative; Dr. Beth Boquet (EN) serves as the Dean of Academic Engagement; Dr. Curt Naser completed his role as Facilitator of Academic Assessment; Dr. Danke Li (HI) agreed to co-chair the President’s Institutional Diversity Council, and Dr. Ellen Umansky (RS) now do-chairs the MLK Convocation/Celebration Committee.
  - **CAS Faculty provide significant leadership to scholarly societies.** For example, John Thiel served this year as President –elect of the Catholic Theological Society of America.
  - **Of the 19 Handbook Committees, 14 were chaired by CAS faculty members.** The new Sustainability Handbook Committee was spearheaded by CAS faculty: Jen Klug, Tod Osier, and Brian Walker of Biology along with Dina Franceschi (EC) and David Downie (PO). Dr. Irene Mulvey (MA/CS) continued to serve in her third term as General Faculty Secretary, and Drs. Rick Dewitt (PH) as Executive Secretary of the Academic Council.
  - The **Faculty Welfare Committee** gave the “Lifetime Service Award” to Joe Dennin (MA). The FWC newsletter, edited by Irene Mulvey (MA) won the Assembly of State Conferences Outstanding Chapter Newsletter for *the third consecutive year*.
  - **Dr. Irene Mulvey serves as President of the CT State Chapter of the AAUP** (she was recently elected to a second term); she is also serving a second consecutive term as a representative of the 9<sup>th</sup> district (CT, RI, VT) to the national AAUP, through which she serves on the national executive committee and she serves an appointed position on the National AAUP Committee on Governance. Dr. Rick DeWitt (PH) was elected the treasurer of the state chapter.

## Student Achievements

**The class of 2010** included 414 students who received their B.A. and B.S. from academic programs in the College of Arts & Sciences.

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

- Strong enrollments across the social and behavioral sciences
- Growing interest in the Sciences: Resurgence of Biology; Chemistry and Physics are up slightly; Biochemistry showing respectable start
- Continued pressure on the natural sciences to service School of Nursing needs
- Low enrollments in Visual & Performing Arts majors (which are more likely to be minors, core, electives, or co-curricular engagements for students) with the exception of New Media, which continues to grow

**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 **2b-i**). Some highlights of these achievements include:

- **170 CAS students presented research at scholarly meetings or were authors on published manuscripts; this is an increase of 41 over the previous year** (see Appendix **2c**).
- **412 students conducted independent or supervised research or creative projects, continuing the increases we've noted in recent years** (listed in Appendix **2d**) and with more departments and programs engaging in supporting students in this work and reporting this data each year.
- **252 CAS students completed internships this year** (an increase of 32 students; most of these are graduating seniors and some juniors). Students in Communication (64), English (45), and Psychology (55) make up more than half of the total. These students, along with most of the internship sites, are listed in Appendix **2e**.
- **157 students were involved with the Adrienne Kirby Family Literacy Project** at ABCD's Head Start program during the 2010-2011 academic year. Of these, 49 were doing service learning for PY264 Developmental psychology, 24 were work-study students (most are psychology majors), 2 were senior Psychology majors doing their applied psychology internship, and the rest were volunteers (mostly psychology majors).
- A University-wide celebration of undergraduate research was held on April 28, 2011. Included were the annual **Sigma Xi poster session**, where science students presented 41 independent and supervised research projects and a total of 64 students participated for a **20% increase from the previous year** (32 in BI, 3 in BC, 9 in CH, 1 in MA, 4 in PS, and 15 in PY). Many of these are part of projects that will be presented at professional scholarly meetings or faculty research publications on which students appear as co-authors. This year for the first time there was also a companion poster session for student research in the humanities, social &

behavior sciences, and the arts. We hope to begin adding a graduate student research component next year.

- **Two students traveled to China with Dr. Chris Staecker, Assistant Professor of Mathematics**, to attend the conference "International conference on Nielsen fixed point theory and related topics", held at Capitol Normal University in Beijing. Jacqueline Brimley (Fairfield '13), Matthew Griisser (Georgia Tech '12), and Allison Miller (Pomona College '12), who are all math majors participating in the NSF-funded REU experience this summer were *the first undergraduates who have ever attended this meeting*. These students are working for the summer on their own research in Nielsen theory, and while in Beijing they met all of the current leaders in the field, including many of the mathematicians whose work they are building upon. The conference consisted of 4 working days with research talks all day, and one excursion day with a trip to the Great Wall and the Temple of Heaven. The students are all considering graduate school in mathematics after they graduate. This trip was funded by the Fairfield Math NSF Research Experience for Undergraduates, the Fairfield University Sciences Institute, and the conference organizers at Capitol Normal University.
- All (but one) students in the College of Arts & Sciences, twelve tutors in **the Writing Center provided 1,317 total hours of support** to Fairfield undergraduates. Interestingly, 15% of appointments are with students from the School of Nursing.
- At the **Second Annual Speech Showcase**, over 50 people attended to watch seven of our Communication majors give informative and persuasive speeches about various non-profit organizations (e.g., the Playing for Change Foundation, Family House, The Invisible Children Org.) and significant social concerns (such as the Digital Divide, mental health issues, the story of the Chilean Miners, and the Alzheimer's disease).
- **81 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 **2f**.
- **291 students were inducted into the various disciplinary honor societies**. This is nearly 30% fewer than last year, which may or may not be a reflection of declining student quality or increasing standards for selection. Associate Dean Dawn Quintiliani was inducted into Alpha Sigma Nu, which inducts a small number of faculty or staff each year, and Ms. Jean Daniele, Assistant to the Dean, received the top-GPA award as a member of the largest ever graduating class of the Bachelor's of Professional Studies program; she was also selected for induction into Alpha Sigma Nu next year.
- **91 CAS graduates were accepted into graduate programs** with Psychology students comprising more than 25% of the total. (Not all programs track or report this information, which is listed in Appendix **2g**).
- **125 CAS majors in the class of '10 studied abroad in 24 different countries** during their junior year (these appear, by semester, in Appendix **2h**). This number does not include those who did short-term summer immersion or service trips during their four years at Fairfield.

- **Two CAS students won Fulbright Awards** for projects advised by CAS faculty (see International Studies annual report for details).

## Graduate Students

**52 graduate students completed their master's degrees** in American Studies (14), Communication (4), Mathematics (9), and the MFA in Creative Writing (25) programs this year; the first graduates of these programs are expected in January and May 2011.

- This is a **300% increase in the number of graduate degrees granted by the College** over the previous year, a function of American Studies having the largest graduating class in years and of the new programs producing their first graduates.
- **The First Award for Graduate Student Service went to Ms. Tess Brown (MFA)**, who not only served as graduate assistant in the College office, but continued in her role as the graduate assistant to the new Director of Graduate Student Services, Mr. Jim Fitzpatrick. She consolidated routines related to a new graduate student newsletter, graduate student organization, and graduate student awards event; she also organized several receptions and other activities designed to heighten the visibility, engagement, and sense of belonging of our graduate students.
- **Two American Studies students had their capstone projects published:** Beth Lambert's book is *A Compromised Generation: The Epidemic of Chronic Illness in America's Children*, 2011 (Student Publications). Cathryn J. Prince's book is *A Professor, a President, and a Meteor*, 2011 (Prometheus).
- **Four MFA students garnered book contracts from important publishers:** David Fitzpatrick, Deb Henry, Annabelle Moseley, and Moriah Erickson. Dozens of MFA students published stories, poems, essays, and articles this year. Details can be found in the MFA annual report.

# 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 2010-11, the third year of this plan, are provided here, along with directions for 2011-12.

## **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 underwent external review this year (MA/CS, PH, and SO/AN). We will begin working with their Revised Action Plans in 2011-12.
- ✓ Two interdisciplinary programs are completing their self-studies (LACS and WS); they will host external reviewers in fall 2011.
- ✓ Engagement continues to be broad and meaningful, and the process is increasingly being met with enthusiasm. Review of the ID programs is a bit more challenging than reviewing dept-based programs, as ID program faculty are involved deeply in their depts. and often also in more than one ID program.
- ✓ The College budget, augmented for the first time in FY '12 to support the external review process, is sufficient for the time being. We'll need to assess the adequacy of this budget over time.
- ✓ Outcomes from earlier program reviews continue to be realized. Significant and exciting curricular and pedagogical improvements are being seen in Asian Studies, English, International Studies, and Modern Languages based on external reviews conducted between 2006 and 2009.

#### **Concerns and Challenges:**

- There is some question as to whether the interdisciplinary minor programs need to be reviewed at all (according to NEASC), or if they do, whether they need to be reviewed as often as the degree-granting programs; nevertheless, all academic programs should be reviewed in the first cycle.



- Participation from Applied Ethics, originally scheduled to begin program review in fall 2010, has not materialized. That program's status and reporting lines have shifted and a program review queue position needs to be determined, as well as which process will be used and who will oversee it.
- Given the number of academic programs in the College, the original schedule was for programs to be reviewed approximately every 8 years (less often than NEASC recommends, which is every 5-6 years) and to complete the first cycle two years after the 10-year NEASC review). We are attempting to revise the queue to get every program reviewed prior to the next 10-year institutional re-accreditation. This is a very aggressive schedule and may not be achievable. As well, programs are reluctant to shift their originally agreed-upon schedules, as planning and preparation is very labor intensive. Flexibility along with a supportive attitude from the Dean will be crucial to department compliance and enthusiastic participation by faculty.
- Given the workload expectations at Fairfield, and very small and shared support staffs in departments and programs, the Deans' office must play a major role facilitating these reviews. One Associate Dean cannot carry this responsibility alone, particularly if we hope to review a greater number of programs each year. The filling of the open rotating faculty Associate Dean line in CAS will be a tremendous help in this regard.
- Based on years of neglect and stagnation in many programs, external reviews and Revised Action Plans call for changes with significant budget implications. In Math and Philosophy, for example, the need for additional full-time (if not tenure-track) faculty members was established unequivocally in relation to strong data and institutional priorities. Similarly, International Studies is a growing program in need of another faculty member (2/3 dedicated). Departments are currently undertaking curricular reform in good faith, but if they do not see their efforts met with at least some moderate and reasonable administrative support for achieving truly important and shared goals, the integrity of the program review process will be jeopardized.

Emergent Priorities: (1) Connect the program review process to use of Digitization and other appropriate technologies in ways that dovetail with other initiatives and reduce use of paper; (2) Develop priorities for achieving recommendations and strategic goals arising from self-study and external review process; (3) We should take up the above and related issues 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:**

- ✓ Process put into place to achieve (near) full compliance with NEASC standard by fall 2012.
- ✓ Rubric developed for the "assessment of assessment" to monitor progress in CAS departments over time using the NEASC questions. Progress reports with next steps have been given to each department based on the spring 2011 view.

- ✓ All 15 academic departments reported meaningful progress on their assessment plans including the development of measurable learning outcomes, the generation of useful data from student artifacts, refinement of assessment techniques, and the implementation of new curricula and pedagogical strategies based on findings.
- ✓ Several department- and program-level workshops, funded collaboratively by CAE (Davis) and CAS, created significant progress. Department of English (especially Jim Simon) and Communication (especially Maggie Wills) warrant special commendation.
- ✓ UC Associate Dean Aaron Perkus, through his roles on the University Assessment Team and the LEPS/ePortfolio projects has played a significant role in galvanizing CAS assessment progress.
- ✓ UCC/ASCC have taken a more pro-active stance toward assessment of student learning, thanks in part to Manyul Im (chair of ASCC in fall 2010 and of UCC in spring 2011) who will be the new CAS Associate Dean and facilitate continued progress on program review and assessment of student learning.

**Concerns and Challenges:**

- Assessment at the academic program level competes with the work of assessing the core curriculum and assessing the living & learning initiatives. College faculty members are encumbered thrice in this work, and the most informed and engaged faculty are overwhelmed.
- A new awareness that the DSB gives a significant stipend to a small group of faculty to do school assessment undermines the claim that this is routine faculty work that should live within normal department business. As well, it functions as a further inequity between the funding of work in CAS and DSB. While DSB uses dean's discretionary funding for this, CAS discretionary funding is not of a scale to compete.

Emergent Priorities: (1) Development of a clear portfolio for the second Associate Dean in CAS related to assessment; (2) Development of permanent resources and structures to support this work and a sustainable pace for the iterative process once all departments have established and executed full-fledged assessment programs.

**Refine and improve annual faculty performance review (Merit):**

Implement new University Merit Plan in the College.

**Highlights of accomplishments this year include:**

- ✓ The College faculty approved a Divisional Merit Review process and elected representatives for three divisional merit review committees who read and rated all applications for standard merit.
- ✓ A streamlined online submission system was developed and implemented (kudos to Jay Rozgonyi and Chalise Grogan of C&NS who worked with CAS merit committee to devise it).
- ✓ The Dean held her third annual meeting with all pre-tenure faculty as a shared venue for questions and answers, peer advice, and mentoring; the first annual meeting with all associate professors in the College was held to discuss whole-career mentoring and goal setting. These efforts are expected to improve both R&T and merit processes.

- ✓ 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.
- ✓ A number of department-based initiatives have developed to support faculty success in teaching, research and service. For example, following Math's lead, Philosophy has developed a Peer Teaching Network to share and advance teaching excellence. Biology has developed benchmarks for faculty contributions across all three areas based on department productivity data.

**Concerns and Challenges:**

- There continues to be no budget to fund additional and extraordinary merit. This undermines the integrity of annual reviews, continues to erode faculty confidence in the system and in the administration, and functions to breed cynicism among even newer faculty, for whom a merit pay plan was logical and desirable.
- The Dean has referred consideration of systematic performance review procedures for part-time faculty to the Faculty Salary Committee, who has shown no interest in it. Some university-wide systems or structures are warranted.

Emergent Priorities: (1) Provide support of an Associate Dean to Chairs in CAS related to hiring, supervision, retention, and performance review of part-time faculty; (2) Based on a review of the glitches this year, refinement of divisional merit review committee process and online merit submission system.

**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. This goal of the original CAS 3-year Priorities document was mostly restructured when Associate Dean Beth Boquet became Dean of Academic Engagement and brought much of this portfolio of work with her. CAS collaborates with these initiatives and matches them with College-based efforts.

**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.
- ✓ New intake procedures developed in CAS and implemented by grad assistants and work-studies continued to be efficient and effective; goal is to ensure students are advised by their faculty.
- ✓ CAS Dean and Dean of Academic Engagement met weekly to strategize changes in structures and procedures, troubleshoot issues, and do implementation planning; we held two combined staff meetings to work out transition issues related to closure of Dean of Freshmen office, electronic files, etc.
- ✓ Developed initial structures and procedures in CAS to appropriately interface with the Dean of Academic Engagement with clear division of responsibilities.

- √ Data on academic probation cases using new motivational interviewing and case management procedures, implemented by Assistant Dean Dawn (Quintiliani) DiBiace, demonstrated fewer dismissals and other positive results. Her scholarly research project with PY/Stats Professor Ron Salafia and Will Johnson in Student Diversity Programs will be presented at the next national NACADA meeting.

**Concerns and Challenges:**

- Many faculty and staff have expressed grave concerns about the advising of student athletes. We are working with the Dean of Academic Engagement, who also believes institutional integrity must be established and maintained with regards to the education, advising, and treatment of these students.
- Need for providing more clear and decisive leadership (through the Academic Planning group, in particular) and need for clarified reporting lines.
- There is insufficient and inefficient project management from the Office of Exploratory Advising; several projects were delayed due to ineffective management and lack of clear communication.
- The volume of changes and high degree of uncertainty surrounding them continues to contribute to significant stress among staff members.

Emergent Priorities: (1) Harness leadership and management potential of two Assistant Deans in CAS to manage new work while streamlining existing work; (2) Adapt old systems and develop new systems for managing student cases, degree audits, etc. more efficiently; (3) Ensure faculty remain the primary academic advisors for students and that they are prepared to do so effectively.

**Update College Governance**

Wholesale review and revision of the CAS governance document was achieved in 2009-10. The revised document continues to be revised in order to support effective governance in CAS.

**Highlights of accomplishments include:**

- √ Small revisions and inconsistencies continue to be addressed in a collegial process.
- √ Dept and program-level by-laws are now in development with English and International Studies leading the way and providing useful models.

Emergent Priorities: (1) Ensure clarity of departmental and program voting rights for non-tenure-track faculty and administrators with faculty status; (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 and ongoing progress is being made in the College on the main goals of the Strategic Plan. However, with the Exec VP taking a sabbatical and there already being insufficient leadership for too many individual strategic initiatives and projects, it will be imperative for us to be discerning and selective with priorities for resources and time in the coming year. We cannot implement every project and achieve every goal without sufficient leadership or resources. There is grave concern in the College that shifting resources away from the fundamental academic mission (while growing the total number of students) in order to maintain stubborn progress on unfunded initiatives and projects will jeopardize the well being of the institution and its members.

### **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 since the Strategic Plan was formed, and guides proliferating faculty initiative and innovation with resources, leadership development, and accountability structures. This year we prepared to move to the next iteration of institutionalizing a culture of horizontal and vertical integration of the Core.

#### **Highlights of accomplishments this year include:**

- ✓ Departments continue to implement significant core integration in conjunction with their curricular revisions and assessment work.
- ✓ Upon CAS Dean's urging, UCC took a more active role in understanding and endorsing the Core Integration Initiative. Core Pathways now have measurable learning outcomes articulated and these have been endorsed by UCC.
- ✓ New Associate Dean, Manyul Im, hired with the explicit role of moving Core Integration more fully into the College, including ensuring core pathways appear on syllabi and are included in CAS assessment activities.
- ✓ ePortfolio unfolding in EN 11; preview of system and discussion of implementation ideas with CAS chairs and program directors
- ✓ Humanities Institute prioritizes strategic initiatives, especially core integration, as well as engagement with the University Focus (Global Citizenship).
- ✓ Innovative courses are developing across the curriculum. Collaborations between faculty in Physics and Studio Arts, for example, are arising directly from the Core Integration Initiatives.

#### **Concerns and Challenges:**

- Too many part-time faculty are teaching in the core, particularly in EN, MA, MLL, and PH. Significant efforts must be put into place to enhance full-time faculty in these areas.
- 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 and away from College leadership.

- While CAS faculty members continue to be disproportionately represented in the advising workshops, advisor training, and academic support responsibilities (Writing Center, Math Center, Health Professions, etc.), the overall number and range of CAS faculty who are deeply engaged remains smaller than is ideal.
- Leadership pool is unsustainable. Existing faculty leaders are burning out and with the Exec VP's sabbatical, more work is coming our way.

Emergent priorities: (1) Examine budgets, course enrollments, and faculty load in the sciences because growing nursing programs and larger incoming classes are taxing current resources; (2) Work with Dean of Academic Engagement to ensure that all students complete PH 10, RS 10, and HI 30 within their first 3 semesters. (3) Work with SVPAA to cultivate more cross-school conversation on and professional school responsibility for VERTICAL core integration 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 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 and activities continued to work toward implementation.

#### **Highlights of accomplishments this year include:**

- ✓ Development of procedures related to Cornerstone Courses: schedule planning at the department level, orientation and registration, and enrollment management.
- ✓ Continued CAS faculty leadership in four of the five sophomore residential colleges
- ✓ Dean served as mentor for the Leadership in the Ignatian Tradition residential college
- ✓ Integration and student academic engagement prioritized in Humanities Institute awards, including several significant programs this year on the Scholarship of Engagement.
- ✓ 35 College of Arts & Sciences full- and part-time faculty and staff members serve as advisors for the 65 student clubs and organizations.

#### **Concerns and Challenges:**

- It is unclear whether the Integration of Living & Learning, particularly the administrative structures put into place for implementing and facilitating its goals, is actually succeeding. Collaborating across divisions has been very difficult and met with much resistance; specific expectations and the effectiveness of leadership all need to be assessed.
- A significant challenge will be to continue to advance L&L initiatives while tighter budgets and more intensive enrollment management require faculty to do more with less. For example, this year insufficient enrollments necessitated dropping a few Cornerstone designations after faculty were recruited to do them.

- 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. Several CAS faculty are working with Office of Service Learning through Connecticut Campus Compact re: Scholarship of Engagement in R&T guidelines.
- The scale of the L&L residential communities is becoming untenable and student complaints are proliferating. Impact on recruitment and retention of undergraduate students must be assessed, along with the impact that lack of understanding of these initiatives and/or disagreement with its goals are having on parent and alumni giving.
- The most important work toward Integration must be done within the Student-Faculty relationship – it is the only persistent and compelling piece of data we have about improving student engagement and success. Yet we continue to have difficulty growing the number of TT and other full-time faculty. Too many resources are going into Student Affairs programming with no data that this is successful (and much data that it is not, particularly in terms of current student satisfaction and new student recruitment).

Emergent Priorities: (1) Work with the SVPAA, 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. NOTE: The Dean continues to urge movement on these issues but is not in a position (of authority or in relation to her work load) to lead in these areas.

### **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. These details can be seen in Appendix 3b. Two new graduate programs are in development.

#### **Highlights of accomplishments this year include:**

- ✓ Enrollments in CAS graduate programs exceeded projections and grew by 800 credit hours.
- ✓ Total revenues from graduate programs increased more than \$500,000 over previous year.
- ✓ Council on Graduate Programs in the College became a mechanism for greater coordination and accountability of graduate programs; roles and responsibilities clarified and formally delineated; succession plans for directors being considered.
- ✓ Budgets review for revenue sharing, faculty load accounting, and remuneration of individualized learning experiences (e.g., independent study and thesis) underway in collaboration with SVPAA and VP Finance.
- ✓ Market research for MA in Liberal Studies and Master's in Public Administration very promising. Significant cross-school collaboration underway re: MPA.
- ✓ Math Dept developed formal by-laws for the graduate program; Elizabeth Petrino appointed co-Director of American Studies to enhance leadership effectiveness and to facilitate modernization of the program.

### **Concerns and Challenges:**

- Growth in graduate programs may cannibalize undergraduate programs and undermine progress on getting more full-time faculty into the core. Growth of full-time faculty will be essential to the growth of credible, high-quality, and successful graduate programs.
- Diverse program histories have led to divergent financial models resulting in equities that are difficult to redress. Non-commensurable program types eschew common frameworks.
- In order to meet enrollment and revenue projections, CAS graduate programs are not as selective as they should be. Fortunately, quality of applicants is generally strong.
- Rising tuition costs of graduate programs leading to recruitment challenges. MFA program is currently the priciest program in the country and has now become more costly for students than the longest-running and most prestigious programs in the country. Faculty and Dean recommend tuition freeze for two years.

Emergent Priorities: (1) Ensure searches for TT faculty include consideration of existing and emergent graduate programs in configuration of positions/ads and teaching loads; (2) Continue to collaborate with Director of Graduate Student Services Coordinator and Dean of Academic Engagement to determine appropriate advising and support initiatives for graduate students; (3) Ensure graduate programs undergo thorough program review (MA and AS begin in fall 2011); (4) Standardize instructional and operating costs, to the degree possible, of graduate programs (across the institution with an eye to equity and fairness, but also prudent resource management).

### **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 well 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 continues “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.
- √ Six new faculty hired in 2009-10: all six candidate pools had qualified minorities and members of historically under-represented groups well represented; all of these candidate pools had members of these groups among the finalists. One search culminated with a member of a U.S. minority group; women were hired in 5 of these searches.
- √ A search for the Animal Facility Manager and for a second faculty Associate Dean both resulted in hiring members of U.S. minority groups.
- √ Worked with OHR on DOL audit of personnel and in documenting variance in salary and merit awards.



- √ Continued discussions related to minority retention in the STEM fields and community outreach to disadvantaged public schools. Associate Dean Joan Weiss leading a STEM grant proposal to support first-generation science students.
- √ Through the Dean's urging, UCC is undertaking assessment of the U.S. and World Diversity requirements, the courses, and attitudes/behaviors of the faculty who teach them.

**Concerns and Challenges:**

- Opportunities for targeted diversity hires waning due to budget constraints (e.g., search in PO could have netted two fine minority candidates instead of one; EN search could have culminated in advance hiring of a minority poet instead of postponing search to next year)
- Retention of minority faculty is a concern; climate and other issues particularly concerning for African American faculty with one of few AA colleagues leaving for a deanship. Small number of African American faculty continues to be a problem.
- Slow turnover and few staff hiring opportunities leads to persistent lack of diversity among staff.
- Institution is losing progress on achieving student diversity goals, which impacts the educational program and classroom experience, continues to be a problem within student culture, and reduces our ability to recruit diverse faculty.

Emergent Priorities: (1) Continue to ensure that approved faculty searches encourage focus on diversity and social justice in job descriptions, search processes, and hiring decisions; (2) Coordinate with newly constituted President's Institutional Diversity Council on programming and other initiatives; (3) Associate Dean will coordinate with Office of Student Diversity Programs to strategize enhancing candidate campus visits to highlight diversity of student body; (4) Work with IR and others as appropriate 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. The College of Arts & Sciences continues to be the guardian of these institutional identities and principle animator of the mission.

**Highlights of accomplishments include:**

- √ All departments were asked to comment, in their annual reports, on activities that advance institutional mission and identity; these continue to reflect greater and more intentional integration of mission with departmental and program self-concept and work
- √ Dean integrates elements of Ignatian philosophy and the Catholic Intellectual Tradition into all remarks to faculty and students.

**Concerns and Challenges:**

- Fr. Jim Bowler's departure from Fairfield after a decade of progress on engaging faculty in M&I work is a real loss. Building trust in this area is not easy.
- The late-breaking news that Fr. Gerry Blaszcak has been called to Rome is a huge blow (right-left punch). A critical mass of CAS faculty and administration had developed

extremely generative collaborations and strong relationships with Fr. Gerry and his departure will be a real blow to forward motion.

- Alternative plans to cover M&I work may draw more CAS faculty out of the classroom (through course release) and CAS faculty leadership/energy away from College projects.
- Persistent struggles to be inclusive in a variety of venues even while reinforcing Catholic identity (e.g., CM-sponsored vigil for recent high profile teen suicides did not acknowledge teens' homosexuality as the reason for their persecution, the resulting suicides, etc.).
- Climate for LGBTQ students continues to be hostile and degrading; normative hegemonic white male masculinity performance scripts are insufficiently problematized (and often reified in discussions of recruiting male students to Fairfield).

Emergent Priorities: (1) Continue to help 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; (3) Interface with new Mission & Identity leadership structure following Fr. Bowler's planned departure from the role and the unexpected move of Fr. Blaszcak to Rome.

### **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:**

- ✓ New members added with the goal of expanding the size of the Board from 12 to 20 or so.
- ✓ Matt Kubasik, Associate Professor of Chemistry, will replace Renee White as the faculty Board member; he will be the first natural scientist to serve in the role.
- ✓ New focus on the arts; member recruitment from among local arts patrons and incorporation of the Bellarmine museum director as ex officio member.
- ✓ A large number of CAS faculty and students participated in CAS Board of Advisors meetings and other advancement events. These individuals do an incredible job of showcasing our programs, illustrating our outcomes, and engaging alumni and donors.
- ✓ Year-long focus on Global citizenship (see meeting agendas in Appendix 4a)
- ✓ Individual phone calls during summer '11; feedback solicited from and engagement plans developed for each of the CAS board members resulting in several events that further engage alumni and/or highlight CAS programs and needs.

#### **Concerns and Challenges:**

- Advancement work is time consuming and staff intensive. Given the Dean's other responsibilities with management of program and personnel matters in the College, there has been insufficient time to devote to this work. Staff in the College is stretched

dangerously in support of these events, meetings, and other activities. Advancement staff attention is shifting to other projects and is not providing earlier levels of support even as demands for events, engagements, and donor discussions are growing.

- Emphasis on academic needs and, within those, CAS priorities is unclear in the coming Comprehensive Campaign. Interface of the Campaign with the school Boards of Advisors is as yet unclear. Traction for building the endowments in the College seems to have slipped.
- Lack of genuine and meaningful faculty engagement in decision-making bodies related to the Campaign continues to compromise its credibility and fails to effectively capitalize on useful faculty energy, expertise, and ability to attract support from alumni and donors.

Emergent Priorities: (1) Ensure CAS Board of Advisors is built to capacity and that the members are effectively engaged with fundraising opportunities; (2) Determine a role for CAS Board of Advisors in relation to the new Health Sciences Building expansion, in particular; (3) Dean should engage in a greater number of face-to-face solicitations as the cadre of Associate Deans is in place and able to take on management of CAS projects.

## **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 this year include:**

- ✓ Adapted to and intensive collaboration with new chief Vice President of Finance for complete overhaul of budget procedures. While change is challenging and expectations have not been communicated systematically or clearly (or sometimes at all), the new procedures are better, more transparent, and much more fiscally responsible. Ms. Jean Daniele deserves special commendation for her close work with Ms. Tracy Immerso, the VP of Finance, and her staff.
- ✓ Identified 2<sup>nd</sup> Faculty Associate Dean (for the position vacated by DAE Beth Boquet) – Associate Professor of Philosophy Manyul Im will be joining the CAS team on September 1.
- ✓ Continued audit of office staff responsibilities and workflow, 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
- ✓ Continued to rotate Dean’s ad hoc committee memberships (which hadn’t been done in more than a decade).
- ✓ Cross-training of operational staff across CAS, UC, and broader institutional projects.
- ✓ Moving staff into the old conference room significantly reduced traffic and distractions in the office leading to a much more favorable work environment. This also provided a more private workspace for Ms. Jean Daniele who manages significant amounts of confidential material.
- ✓ A scaled down renovation of this space to accommodate three staff members will provide a one- to two-year reprieve before we need to expand our footprint.

### **Concerns and Challenges:**

- The CAS staff is too small for its proportion of work within the Academic Division and at the broader university, yet the footprint of the space we occupy is at its limits. It is unclear the degree to which this capital project is being prioritized beyond CAS (though it has been identified as urgent in at least 5 consecutive budget requests). The identification of additional space for the College will remain urgent with the likelihood of incorporating members of the current University College staff by summer 2012, along with several existing and likely new part-time credit and non-credit programs, and the student traffic that comes with them.
- With minimal turnover in operational staff at Fairfield University, there remain long-time employees across the College who do not have the skills for the new expectations associated with their jobs and our needs. Yet, we do not pay enough to recruit operations/management savvy individuals with high-level technical skills for the non-exempt positions. While more rigorous annual performance reviews are helping to clarify expectations there remains budgetary and skills deficits for the achievement of goals and meeting new expectations.
- In a climate of rigorous program review and innovation, along with calls for increasing integration and implementation of strategic initiatives, the budget constraints are becoming untenable. The work of implementing the strategic plan cannot be done on faculty members' backs while research expectations are also increasing. As well, the strategic initiatives themselves are insufficiently funded leading to the splitting of limited funds and personnel attention/energy across too many initiatives. In lieu of hiring more faculty and academic staff, new programs and new initiatives must be accompanied by a restructuring of budgets and workload expectations without compromising the central instructional mission of the university.

Emergent Priorities: (1) Develop distinct and clear portfolios of responsibilities for the Assistant and Associate Deans so they can manage ongoing procedural changes and new expectations along with leading the operationalization of strategic initiatives; (2) Ensure UC and CAS staff are moving toward integration of operations using common standards and protocols; (3) Work with facilities and SVPAA on planning for more space for CAS operations and space that integrates operations (particularly with Academic Engagement).

# Goals & Priorities for 2011-12

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 related goals and priorities for the coming year.

## **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
  - Shift Humanities Institute from supporting unfunded University strategic initiatives and activities (e.g., faculty learning communities, program review, core integration work, Bellarmine Museum, etc.) toward its original purposes given exhaustion of the excess accumulation in the fund
  - Program review; new program development or targeted program enhancement within unchanged operating budgets
  - 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
- Streamline budget: assess the need for each budget org number
- Utilize restricted funds, where available, to offset operating budget cuts and realignments

## **Develop structures and procedures to support faculty success**

- Continue with rigorous tenure-track searches in order to identify and recruit the best faculty for Fairfield University
- Adapt Associate Deans' portfolios to more effectively share substantial workload for junior faculty reviews, rank & tenure, and faculty recruitment
- Refine departmentally-based mentoring programs and structures
- Continue development of departmental effectiveness in selection, supervision, and evaluation of part-time faculty
- Alignment of CAS resources to faculty research and engagement (e.g., Humanities Institute)

## **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
- Adapt enrollment management in response to expected change in DSB language core
- Collaborate with GSEAP to implement new educational studies minor and 5-year program
- Identify and implement graduate course exchanges and development of new collaborative graduate programs; focus on the MPA as it intersects with DSB and SON
- Continue progress made this year for greater integration of engineering programs with sciences in CAS including the scheduling of core courses and supervision of faculty teaching part-time engineers.
- Participate in search for and recruitment of new Dean for the School of Nursing
- Work with SON on design of and planning for Health Sciences Building expansion

## **Integrate Part-time Programs and Students into the College**

- Finalize recommendations for University College integration and transition
- Shepherd program changes (including recommendations for closing UC) through the final stages of appropriate administrative and/or faculty committees (Academic Council, General Faculty, and State of Connecticut)
- Adapt CAS operations to accommodate former UC programs and personnel as appropriate
- Build academic engagements that utilize the new Post Road Fairfield University bookstore

## **Focus on Global Citizenship and Cities**

- Continue to promote and support interdisciplinarity in curricular innovation, research, and community engagement; promote the new College Endowment to sustain these initiatives
- Support professional development and advancement of the annual focus through Chairs retreat, dean's council meetings, Humanities Institute funded events, etc.

## **Improve Marketing/PR, Particularly of Graduate & Part-Time Programs**

- Continue close collaboration with Marketing on development and promotion of innovative new revenue generating programs (e.g., graduate degrees, post-baccalaureate certificates, interdisciplinary professional degrees)
- Work with Marketing and ad agency to develop more creative, compelling, and effective marketing of graduate and part-time programs to increase recruitment and enrollments
- Enhance department- and program-based PR capacities (for news media, institutional promotion, faculty and program profile, student recruitment, etc.)
- Implement proactive communications plan related to the transition of UC programs

## **Develop Formal Plan to Renovate, Expand, or Relocate CAS offices**

- Remodel needed along with increased footprint for CAS operations due to growth in staff, purview of responsibilities, and to optimize functionality.
- Stop-gap measures for two years in a row will not address all the needs.
- **THIS CAPITAL PROJECT SHOULD RECEIVE TOP PRIORITY FOR SUMMER 2012**

# List of Appendices

## **1. 2010-2011 Faculty Highlights**

- a. Faculty Recruitment – New Faculty Bios
- b. CAS Award for Distinguished Teaching
- c. Faculty Publications
- d. Summary of CAS Grants Activity (government, foundation, corporate)
- e. Summary of National Leadership to AAUP

## **2. 2010-11 Student Highlights**

- a. Spring 2011 Enrollments
- b. Student Achievements
- c. Student Publications and Presentations
- d. Student Research Projects
- e. Student Internships
- f. Student Awards
- g. Graduate School Acceptances
- h. International Study
- i. Post-Graduate Employment and Graduate School Acceptances

## **3. Strategic Directions and Accomplishments**

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

## **4. CAS Board of Advisors 2011-2012 Meeting Agendas**