

Fairfield University

2011-12

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 156 full-time faculty members (145 TT, 7 Professors of the Practice, and 4 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 four 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, formal structures and routines have been developed and instituted. This success is due in large part to a climate of collaboration among the Dean, the administrative staff, the College department chairs and program directors, and the faculty at large. **We are now in the early phases of developing another strategic plan for the College.**

Highlights of 2011-12

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 of Arts & Sciences Highlights:

CAS and SON Deans Co-Chair Integrative Health Sciences Initiatives

An institutional priority has been placed on developing Health Sciences as an area of distinction for Fairfield University, based on the impressive outcomes from our programs in Biology, Chemistry, and Psychology, as well as in the School of Nursing and related accomplishments in the School of Engineering. Appointed by the President, Dean Robbin Crabtree launched the Integrative Health Sciences Initiatives Task Force and developed the first draft of a Vision and Case Statement for an expanded SON/Health Sciences building project. She assembled a task force of deans, faculty, and key administrators and invited new SON Dean, Lynn Babington, to co-Chair the task force. After a launch meeting with the President presiding in May 2012, three summer meetings were planned (June 10, July 11, and August 20) to engage key strategic documents related to the educational needs of health professionals in the 21st century, brainstorm and identify signature existing programs/initiatives and opportunities for growth, and outline corresponding needs for space and facilities. A portfolio including Vision Statement, Signature Programs, Funding Opportunities, and Building Specs will be ready for review at the September 20th SON Advisory Board meeting and October 11th CAS Advisory Board meeting. Revised materials will be ready to share with the Board of Trustees at their December meeting, with hopes that they will approve contracting with an architectural firm to begin renderings and initiate the permit process.

Relaunch of the Humanities Institute

The revitalization and animation of the liberal arts, particularly the humanities, is a special responsibility and mission for a Jesuit university. This has never been more important than at the present time, in an age when crass careerism, corporate ideologies, and expeditious marketing strategies often characterize the public discourse and decision-making about higher education. The College of Arts & Sciences must take leadership in this task on behalf of Fairfield

University. To this end, the Dean convened a “think tank” of faculty to explore directions for 21st-century humanities at Fairfield University and to develop recommendations for initiatives and funding priorities for the next decade. After a call for proposals and sifting of applicants, the following faculty members were selected as **21st Century Humanities Institute Fellows**:

- Sara Brill, Associate Professor of Philosophy
- David Crawford, Associate Professor of Anthropology
- Ronald Davidson, Professor of Religious Studies
- Philip Eliasoph, Professor of Art History
- Sonya Huber, Assistant Professor of English-Creative Writing
- Manyul Im, Associate Professor of Philosophy
- Jerelyn Johnson, Associate Professor of Modern Languages/Literatures-Spanish
- Sally O’Driscoll, Associate Professor of English-Literature
- Giovanni Ruffini, Associate Professor of History and Classical Studies
- Katherine Schwab, Professor of Art History

The **21st Century Humanities Fellows** are meeting this summer to identify compelling streams of thought as guideposts for a collective conversation; engage deeply in reading, intellectual exploration, review of national exemplars, and dialogue; and to produce written arguments that will help leverage external voices and shared conversation in relation to Fairfield University’s mission, identity, and context. The outcomes of this work should be a draft of a broad vision statement to guide our future work, a set of recommendations about strategic priorities for advancing this vision, recommendations for funding priorities for the Humanities Institute that will help realize this vision, any related structural and operational recommendations, and a complete list of resources that guided the work.

This initiative is envisioned as a companion to the Integrative Health Sciences Initiative, in order to ensure the ongoing visibility and vibrancy of Fairfield’s liberal arts programs in the Jesuit and humanistic traditions.

Closure of University College and Integration of Part-Time Students

For the second consecutive year, CAS Dean Robbin Crabtree served 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 2011-12 academic year, this process was concluded as follows:

- Committee on University College concluded research and consultations regarding integration and developed motions to close the school.
- The Undergraduate Curriculum Committee and the Educational Planning Committee voted to close University College.
- Academic Council formed a subcommittee to examine and make recommendations on various academic policy issues.
- The Arts & Sciences Curriculum Committee considered and voted to adopt the Bachelor of Professional Studies degree, the last degree-granting program in UC.

- Buy-in was 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
- The Dean made presentations to Deans & Directors, Sr. Management Team, and key administrators to ensure the broader community was updated and involved as needed.
- 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)
- Developed new Summer Scholars Program for high school juniors and seniors to replace some of the declining part-time revenues – this is collaborative across CAS, Student Affairs, and Residence Life.
- Two staff positions were closed as part of integration, three other UC staff members are being integrated into CAS (another was previously integrated into DSB).
- Integration of budgets, work, staff, and policies into CAS (and other units on campus as appropriate) continues.

CAS Grows Quality Graduate Programs

The four CAS graduate programs came closer to meeting their enrollment and revenue targets than we feared, despite the lingering effects of the economic downturn. **CAS graduate programs brought in \$1,822,800 in FY '12** (about \$79,200 less than projected). **This was the first time in 3 years when overall graduate revenues were below projections.** The American Studies program saw a slight (6%) gain in enrollments from the previous year, while reducing expenses by over \$10,000. The Communication MA program enrollments were down by about 9%, and costs also rose due to many students completing the program this year (and thus their thesis, which is conducted independently under paid faculty supervision). Projections had not taken this into account. In the Mathematics MS program, enrollments declined compared to last year (13%) after an unusually high enrollment (up 17% in FY '11); fortunately, expenses were \$17,000 below the previous year due to cost-cutting measures. Finally, the MFA in Creative Writing was down slightly in both revenues and enrollments, but the first cohort of FY '13 has met or exceeded its projection, so we are hopeful. Across the board, however, concerns persist regarding downward trend in graduate inquiries and yield, and (perhaps related to) upward trend in tuition.

The Dean undertook a significant revision in payments for various overload/adjunct teaching and student supervision in the graduate programs to align it better with the MOU, which will result in significant cost savings for each of these programs. Former practices were based on an old UC model, varied from program to program, and tended to cannibalize revenues to pay unbudgeted costs. These practices, some already instituted for spring 2012, will result in measurable preservation of graduate program revenues.

Consolidation of graduate program management in routine College operations. 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. Associate Dean Aaron Perkus, being realigned to CAS from UC, will focus on graduate program management, strategic planning, and new program development. **The MFA program is spearheading many innovative marketing and recruitment strategies, some of which may be adopted by other programs and advance Fairfield overall.**

Graduate student accomplishments abound; for example, this year five Communication graduate students had their research published in journals or conference proceedings. Fourteen Communication graduate students appeared as authors on regional and national professional conference presentations that were competitively selected through peer review. For a program in only its third year, these are terrific outcomes and provide for excellent visibility for the program and the University. Similarly, eight MFA students published books, articles, essays, stories, and poems. Twelve MFA students participated in the first residency in Galway, Ireland. The MFA program also developed a teaching practicum (post-MFA, for-credit) in first-year composition, which will be initiated in fall 2012, and a model for post-MFA continued mentoring. These will be distinguishing characteristics of our program and should help with recruitment.

This year, conversations continued regarding the development of two new graduate programs:

- The Master's in Public Administration is based on a good environmental scan and solid market research. Last summer's planning workshop 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, Gumpfer, 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 was approved by ASCC and EPC this year; it will go before Academic Council in the fall, and then to the State. We plan to market and recruit beginning late fall 2012 and admit the first students in fall 2013. Professor Mark LeClair warrants special recognition for his leadership and organization of this process. Connections with the Bridgeport Mayor's Office related to internships and student recruitment are already underway.
- The Master's in Liberal Arts or Humanities program development efforts are being led by Steve Bayne (Philosophy) and Aaron Perkus, with the participation of individuals from many departments (English, Modern Languages, Philosophy, Religious Studies, Visual & Performing Arts) as well as key administrators as above. This kind of program also did well in the initial market research, and shows promise for the future, though there remain many logistical and budgetary considerations to work out.

Other Revenue-Generating Initiatives

The MFA program also devised new revenue generating opportunities: (1) A 6-credit combined pedagogical seminar connecting to the teaching of EN 11 & 12, and (2) and the option for continued mentoring with MFA faculty beyond degree completion (paid for and arranged through Fairfield). These new features will also assist in the recruitment of students,

as these are distinctive characteristics of our program. It will be important for tuition to remain at current levels in the MFA, and to increase only moderately in the other programs in order to remain competitive.

Pre-College residential program was inaugurated in the College of Arts & Sciences for high school seniors and students transitioning to college. This includes regular academic courses, co-curricular academic and social engagements, and mentoring.

Technology studies program, utilizing existing resources from CAS, DSB, and SOE, is under consideration for development as an undergraduate certificate (similar to a minor) and, if successful, it can be developed into a post-bac certificate or MS degree to market to new audiences. This program is in earliest discussions with the Deans for viability.

Integrative Health Sciences Initiatives are in discussion that may lead to cross-school MPA track in Healthcare Management, new undergraduate degree programs, and the potential to develop a post-bac program in pre-med (if we can initiate articulation agreements with UConn and Quinnipiac medical schools).

Program Review and Assessment

The programs in Latin American & Caribbean Studies (LACS) and Women's Studies (now Women, Gender, and Sexuality Studies-WGS) **each developed excellent self-studies that were distributed to external reviewers**, who visited campus for 2 days each in the late fall and early spring, respectively. As last year, both programs benefitted tremendously from this engagement.

Based on requirements in the Journal of Record, there was a 5-year review of the Catholic Studies program, and of the COMM Corporate Cohort MA program. Both of these revealed some concerns – there are no students pursuing Catholic Studies, and there is confusion as to the relationship between the Aloysius P. Kelley Chair and the directorship of the minor program. We closed the corporate cohort MA in Communication, as the on-campus program makes it redundant (and other market forces also influenced the decision).

The departments of Communication and Religious Studies, along with the programs in American Studies and Russian & Eastern European Studies began the two-year process of program review in fall 2011, will complete their self-studies during summer 2012, and will host external reviewers in the fall of 2012. Next fall, the departments of Economics, History, Politics, and Psychology, along with the Math graduate program, are scheduled to begin work on their self-studies, and the MFA will have its five-year new program review.

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 should be able 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 (see Appendix 1a).

Again this year I must commend department and program enthusiasm and cooperation, as it provides a strong foundation for continued success. There continue to be reports of broad buy-in from faculty and shared responsibility for the work. Faculty laud the experience it afforded them to engage deeply with their colleagues and expressed tremendous value for external reviewers' reflections, feedback, and advice. Special recognition also should be given to the Associate Deans, Joan Weiss and Manyul Im, for their guidance and work throughout the process. The development and successful implementation of a formal, cyclical, and routine process for academic program review remains one of the most significant accomplishments in the College of Arts & Sciences of the past decade.

Related to this is the continued advancement of the assessment of student learning in the College. **Every CAS department now has a formal assessment plan, is utilizing the NEASC assessment questions/rubrics in their assessment reports, and has been gathering and analyzing data for use in their decisions about curricula and pedagogy.** Some departments have completed multiple iterations of the process, while others remain in early stages, but all are engaged with increasing appreciation for the usefulness, if not the workload, of assessment.

Joint Board Meetings Advance University Strategic Goals

CAS – SON Joint Board Meeting (February) in NYC on Healthcare and Education

The two boards of advisors met concurrently in New York City at the law offices of Mayer Brown, LLC, hosted by John Mancini '86, a member of the CAS Board of Advisors. Dr. Patrick Kelley '76 P'12, Director of the Boards on Global Health at the National Institutes of Medicine and member of the SON Board of Advisors gave the keynote address: "Healthcare in the 21st Century: Educating All Students to Succeed within the Changing Technical, Ethical, and Global Healthcare Landscape. The Deans and board chairs of the Dolan School of Business and the School of Engineering were also present to develop plans for specific integrative health and applied sciences initiatives that will continue to distinguish Fairfield University as a provider of excellent preparation for pre-health professionals in the liberal arts tradition. The meeting inspired significant thinking toward the vision statement associate with the Bannow Health Sciences and School of Nursing expansion project.

CAS – DSB Joint Board Meeting (June) on "The Liberal Arts and Career Readiness"

The two boards met in the DSB Dining Room and shared an agenda around "reciprocal integration" of business and liberal arts education. A panel of four students, all from the class of 2012 – Greg Burke, Alice Guglielmoni, Maureen Kelley, and Alexander Lebow – formed the centerpiece of the meeting. Discussions of internships, study abroad, the DSB Business Plan Competition, close faculty mentoring, and other opportunities as informed by the Core Curriculum and academic majors were featured in their presentations.

These combined board meetings allow members to discuss issues, get to know each other, and cross-pollinate ideas. The feedback from both meetings was extraordinarily positive. Special kudos to Noel Appel, whose vision and hard work are so instrumental to the Advisory Boards project. Ms. Jean Daniele, Cathy Tuttle, and Karen Craig also deserve high praise for their organizational skills and gracious hosting.

Faculty Achievements:

- **Rank & Tenure:** The following summarizes outcomes for 2011-12:
 - *Nine Faculty were Tenured and Promoted to Associate Professor:* James Biardi (BI), Ryan Drake (PH), Jerelyn Johnson (MLL-SP), Scott Lacy (SO/AN), Shawn Rafalski (MA), Giovanni Ruffini (HI), Christopher Staecker (MA), William Vasquez-Mazariegos (EC), and Jiwei Xiao (MLL-CI)
 - *Two were Promoted to Professor:* Kathy Nantz (EC) and Gavriel Rosenfeld (HI)
 - Twelve 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 in EN Poetry, MLL-Spanish, PH-Ethics, PO-International Relations, PY-Cognitive/Clinical, and RS-Medieval Christianity (profiles of new faculty are in Appendix 1b). In addition to their departmental-based programs, these 6 new faculty members are expected to have interdisciplinary connections to programs in Applied Ethics, Catholic Studies, Educational Studies, Environment, Latin American & Caribbean Studies, International Studies, and Women, Gender, & Sexuality Studies.
 - We were disappointed when two additional authorized searches, in History-Islamic World and Mathematics, were postponed after semi-finalists had already interviewed and finalists were being identified.
 - The College is down 12 full-time positions compared to this time last year. Part of this is due to the slower pace in replacement hiring, part due to the reclassification of “phasers” as part-time (CAS phasers are teaching from 2-5 courses per year), and part is due to the decline in approvals for full-time visiting faculty in vacant lines. This decline in full-time faculty is of growing concern; particularly in English, History, Modern Languages, Philosophy, and Religious Studies this trend impacts our ability to offer the same high quality core curriculum.
 - 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. It is imperative we remain committed to hiring full-time and tenure-track faculty if we are to maintain our academic quality.
 - Diminished institutional commitment to the 95th percentile, more costly benefits, and declining total compensation may threaten our ability to recruit top quality faculty, retain our best faculty, and further taxes faculty morale. Fortunately, our faculty’s professionalism and commitment to the institution will not negatively impact their recruitment efforts.

- 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.
- We expect to search in 5-7 (out of 10) open faculty lines during FY '13.
- **Retirements:** Dr. Ed Deak of the Economics Department, Elizabeth Dreyer of Religious Studies, and Orin Grossman of the Music program retired after 92 combined years of service to Fairfield University. Six additional faculty members are in various places in relation to the phased retirement plan.
- ***The Award for Distinguished Teaching in the College of Arts & Sciences*** was given to Dr. Kris Sealey, Associate Professor of Philosophy and co-Director of the Peace & Justice Studies program. The award inscription is in Appendix 1c.
- ***This year's Departmental Award for Assessment and Integration (\$2500) went to the English 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**
 - **171 articles, chapters, and other publications appeared or were accepted – a growth of more than 15%!**
 - **Nearly 400 presentations at professional meetings, talks, and exhibits – nearly the number that were reported each of the past two years!**

The list of all books appears in Appendix 1d. Many of the articles, chapters, and presentations are listed in Eidos by department though this database is being phased out and faculty no longer tend to use it.

- ***Grant Activity:*** The College continued intensive engagement in efforts to procure external funding. The number of submissions is impressive, though we have not had the same rate of success as in the previous two years. That said, the prestige and variety of funding sources demonstrate clear success (details can be found in appendix 1e).
 - **More than \$6.5 in new federal funding applications, for which more than \$500,000 already approved in Government funding (\$626,060 pending)**
 - **More than \$130,000 in in Foundation funding (of nearly \$300,000)**
 - **Only 10,500 in Corporate-funded projects**

Grant activity in the College exemplifies cross-divisional collaboration, seeks to explicitly advance the University's strategic priorities, and funds significant student engagement. Highlights of funded projects include:

- **Dr. Shelley Phelan, Professor of Biology, received a \$380,000 grant from the National Institutes of Health to enhance program entitled Broadening Access to Science Education, or BASE Camp**, a residential summer science enrichment program at Fairfield University for young women who are rising juniors and seniors from high schools in our neighboring city of Bridgeport, CT. "BASE Camp" includes a week-long scientific research experience that engages students in exciting research projects led by our female science faculty and assisted by current undergraduate science majors. The NIH grant supports the expansion of the program from one week to two for the next five years. This supports our sustained efforts to advance science education, and to promote science among historically under-represented groups.
 - **Dr. Kraig Steffen received a one-year extension of the NSF CCLI Curricular Development Grant** for "Coupled Core Courses" in the amount of \$136,000. This project, now in its fourth year, has made considerable contributions to our Core Integration Initiative, and funded the development of highly-engaging core science courses for liberal arts and business students.
 - The **NSF funded Research Experience for Undergraduates (REU) Program in Math** is in its second summer. Primary mentors are Drs. John Lasseter, Laura McSweeney, and Steve Sawin of the Mathematics and Computer Science Department, along with Dr. Amalia Rusu from the School of Engineering, who collectively will be directing 13 students in intensive research projects. Dr. Shawn Rafalski serves as the program director.
 - Connected to our **Department of State funded Critical Languages Initiative**, this year we hosted **Fulbright language TAs** in Russian (2), Chinese, and Arabic again this year. In related work, we hosted the 28th visiting faculty member through the **Junior Faculty Development program in Russian & Eastern European Studies**; Tamara Jovic was the first from Montenegro. We Drs. David McFadden and Kathy Nantz, with colleagues from the DSB, continued to support the development of business education and engaged pedagogy in the newly independent states of the former Soviet Union, with a significant engagement in Central Asia this year.
- ***Additional highlights from CAS faculty, departments, and programs:***
- **The "International Year of Chemistry"** celebration at Fairfield included an alumni gathering at which speakers from every decade of our graduates shared their professional and academic journeys with current students. The lecture on Green Chemistry in memory of Joseph Breen '64, the worldwide founder of the green chemistry movement, was given by Paul Anastas, assistant director of research at the US EPA and director of the Yale Center for Green Chemistry and Green Engineering. The event was a collaboration between the Department of Chemistry & Biochemistry, the

- Science Institute of the College of Arts & Sciences, Alumni Relations, the Career Planning Center, and the Western Connecticut Section of the American Chemical Society.
- The Psychology Department hosted the **51st Annual Meeting of the New England Psychological Association (NEPA)** in October, which brought over 500 scholars and practitioners from around the region to present their research. Dr. James Garabino was the keynote speaker (co-sponsored by NEPA, CAS, and GSEAP). Twenty-four Fairfield University students who are members of the Psi Chi Honor Society and the Psychology Club served as volunteer staff; several students presented research. Dr. Judy Primavera served as Chair of Local Arrangements for the highly successful meeting. Fairfield graduate from the class of '82, Deborah Carroll (who is now an associate professor at Southern CT State University) was inaugurated as the new NEPA President.
 - **Dr. Laura McSweeny**, Associate Professor of Mathematics, was selected “**Teacher of the Year**” by Alpha Sigma Nu, the Jesuit Honor Society.
 - **Dr. Dave Winn**, Professor and Chair of Physics, is a researcher on the research team (that is, was instrumental in developing crucial pieces of the Large Hadron Collider) that seems to have confirmed the discovery of an elusive hypothesized quantum particle, resulting in what physicists are calling "one of the biggest observations of any new phenomena in our field in the last 30 or 40 years," a "triumphant day for fundamental physics" and "an historical milestone" that will be "the first in a ring of discoveries." Known as "the God particle," the Higgs boson is key to discovering why there is diversity and life in the universe. The NY Times article notes that "Confirmation of the Higgs boson or something very much like it would constitute a rendezvous with destiny for a generation of physicists who have believed in the boson for half a century without ever seeing it." Dr. Winn has been part of this project since 1983 and at least 29 Fairfield University students have worked on various experiments in his lab related to the project. Discussion of the discovery appeared in the NY Times, above the fold, and can be found at: http://www.nytimes.com/2012/07/05/science/cern-physicists-may-have-discovered-higgs-boson-particle.html?_r=1&ref=science
 - **Dr. Mike Serazio**, Assistant Professor of Communication, received the Gerald R. Miller Outstanding Doctoral Dissertation Award from the National Communication Association at their annual meeting – this is an award given once a year across all divisions and interest groups of one of the largest scholarly societies in the U.S. It is an extraordinary and extremely rare honor. The project, based on his 2010 dissertation (completed at the Annenberg School at the University of Pennsylvania) is called “Your Ad Here: The Cool Sell of Guerilla Marketing,” and will soon be published as a book by NYU press.
 - **Dr. Gwendoline Alphonso** was named the 2012 recipient of American Political Science Association's Walter D. Burnham Best Dissertation Award in Politics and History. The award will be presented at the American Political Science Association's annual convention meeting this August in New Orleans. This award is conferred by the American Political Science Association, the largest professional association of political scientists in the world. It is given for the best political science dissertation in the field of Politics and History, and is only awarded every two years.
 - **Dr. Brian Walker**, Associate Professor and Chair of Biology, won a Fulbright to Brazil, along with the Robert E. Wall Award. He will spend 2012-13 in Brazil, continuing his research on stress and environmental impacts on bird populations, and doing collaborative research with scholars at our partner university in Brazil, UENF, in

vertebrate biology and ecology. He will be in Brazil when our first group of students study abroad for a semester at UENF, a program funded through a State Department grant to Fairfield University and being launch next year.

- **Dr. Michael White**, Professor of English and Director of the MFA in Creative Writing Program, received the Connecticut Book Award for Fiction for his latest novel, “Beautiful Assassin.” Three of our MFA faculty members won prestigious literary fellowships from the NEA (Nalini Jones, Porochista Khakpour, Suzanne Matson) and received \$25,000 to support their writing.
- **Dr. Scott Lacy**, Assistant Professor of Anthropology, received a Certificate of Congressional Recognition and Achievement from the U.S. House of Representatives as well as a Global Intercultural Achievement Award from Otterbein University, both for his work on sustainable community development, agricultural innovation, and food security in Mali, Africa.
- **Dr. Jerelyn Johnson**, Assistant Professor of Spanish in the Department of Modern Languages and Literatures, translated and staged the North American debut of “*Perpetual Peace*,” an original work by award-winning Spanish playwright Juan Mayorga. The play, on the theme of social justice and personal ethics, featured professional actors as well as members of the Fairfield University faculty.
- **Dr. Patricia Behre**, Associate Professor of History, was selected for the National Endowment for the Humanities seminar in Mystic this June on “The American Maritime People.” The seminar is an intensive month-long group working at directed readings and sharing research contributing to her project on Sephardic Jews in New Orleans.
- Professor **Lynne Porter**, Chair of the Visual & Performing Arts Department, has been invited to be an Affiliated Artist with the Bloomsburg Theatre Ensemble, which is celebrating its 35th season and has a very distinguished place in theatre history and the cultivation of professional artists, designers, and technicians. She has served as a guest designer on productions over the years, and the invitation to become an Affiliated Artist, which is a great honor, formalizes the relationship.
- Fairfield University was the recipient of a “**Green Coast Award**” in the university category. Presented by Connecticut-based Conscious Decisions Magazine, the Green Coast Awards honor and recognize individuals, businesses, services, and organizations throughout the state that are socially and environmentally responsible. **Dr. David Downie**, Director of the Program on the Environment, wrote the nomination.
- In related news, the Volunteer Center of Southwestern Fairfield County named **Eugenia T. Zavras**, Ph.D., assistant professor of the Practice of Biology, the “Outstanding Female Senior Volunteer” of 2011 for educating kids about the environment. She was singled out for the 25 years that she has volunteered at the Newfield Elementary School in Stamford, where she teaches an environmentally based program called “Riverwalk/River Study” that helps 4th grade students learn about all aspects of fresh water and river ecosystems and humans’ impact the environment.
- **Dr. Jill Deupi**, Director of the Bellarmine Muesum of Art and Assistant Professor of Art History, was accepted into the Association of Academic Museums and Galleries' Kellogg Leadership Seminar.
- **Dr. Danke Li**, Associate Professor of History, was appointed co-Chair of the President’s Institutional Leadership Council.

- **Dr. Nels Pearson**, Associate Professor of English and Director of Irish Studies, was appointed the co-facilitator of the University Focus on “Cities.” He has done an exemplary job of cultivating course development (including titles such as “Math & the City”) and the creation of many events in advance of the focus launch, and we can expect a rich and vibrant set of engagements.
- **Dr. Betsy Bowen**, Professor of English, received a small external grant to provide books to adults who are "light or non-readers." The books will be used through Bridgeport’s Mercy Learning Center for the students in their GED class. Dr. Bowen has been deeply engaged with the Mercy Learning Center for many years through her research and teaching in the area of literacy. These kinds of grants offer tangible support to the MLC's work and are important to shepherding the long-term partnership between the university and this Bridgeport agency.
- **Dr. Kathy Schwab**, Professor Art History, had her film "THE CARYATID HAIRSTYLING PROJECT" selected to be screened at the 9th International Meeting of Archaeological Film of the Mediterranean area and beyond. The screening was in Athens in mid-May. The film also was selected for the XXIII International Festival of Archaeological Film, which will be held in Rovereto, Italy in October 2012.
- **Dr. Mary Ann Carolan**, Associate Professor of Italian, Chair of the Department of Modern Languages and Literature, and Director of the Italian Studies Program, curated an exhibit of photographs by Antonio Riccio at the Bellarmine Museum of Art. The exhibit was integrated with her course on the Italian-American experience, and enjoyed much popularity with public audiences during its run.
- **Dr. Yohuru Williams**, Chair-elect of History, will be appearing on EBRU Today twice a month as a legal and political analyst. “Ebru Today” is a new morning news program telecast worldwide. It made its debut January 9, 2012 on The Ebru Television Network. It is seen on RCN cable in NYC, Philly, and select U.S. cities, Dish channel 782, and broadcast in many nations.
- **Dr. Mark Demers**, Associate Professor of Mathematics, was featured speaking on Dynamical Systems on NPR’s “where we live” with John Dankosky.
- **Dr. Martha LoMonaco**, Professor of Theatre, curated “Bravo! A Century of Theatre in Fairfield County” at the Fairfield Museum. It ran from September 25, 2011 to March 18, 2012, and included many exhibits and performances.
- The Women Studies program, through their self-study and external review, changed its name to **Women, Gender, and Sexuality Studies** to align better with current configurations in the academy and with contemporary intellectual work in these areas. Dr. David Gudelunas, WGS Program Director, led the effort.
- **Dr. Kurt Schlichting** and several students, some of whom are Corrigan Scholars, are engaged in a project called "Digital Newport," using GIS technology to understand the historical and contemporary sociological and cultural trends in this town. The work has been partially funded by donors, as well as funds raised through the nascent Community Research Center and the Dean.
- **Dr. Paul Lakeland**, Professor of Religious Studies and Aloysius P. Kelley Chair of Catholic Studies, facilitated "More than a Monologue," a series of four conferences (at Fordham, Union Theological, Yale, and Fairfield) on sexual diversity in the Catholic tradition.

Student Achievements

The class of 2012 included 453 students who received their B.A. (370) and B.S. (83) from academic programs in the College of Arts & Sciences. Graduate data by academic degree program appears in Appendix 2a. Noteworthy enrollment trends include:

- Interest in the Sciences continues to grow: Rapidly in Biology; Chemistry is up slightly; Biochemistry is growing as expected in the third year since its launch. Increased persistence in the natural sciences beyond the first semester or year – this is based on successful use of Peer Learning Groups (originally funded by the CAS Board of Advisors) and related retention strategies. This growth in student interest and student persistence in the natural sciences has significant budgetary implications related to facilities, faculty (and therefore start-up), lab staff, and operating budgets/consumables, and will require careful planning. Related to this, there is continued pressure on the natural sciences to service growing School of Nursing needs; excellent collaboration between CAS and SON facilitates careful planning.
- Strong enrollments across the social and behavioral sciences, as well as English (particularly journalism), persist.
- CAS students take good advantage of minor programs in the DSB and vice versa.
- 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. This is balanced by tremendous co-curricular student engagement in VPA performance groups, etc. which manifests core integration and integration of living & learning
- Faculty have remarked that student engagement in the classroom is also on the rise, particularly in Cornerstone Courses.
- **6 students in the class of '12 completed Individually Designed Majors (IDMJ)**; these were in Chinese Studies, Classical Studies, Middle Eastern/Islamic Studies, Russian Studies, Russian/Eastern European Studies, and Anthropology. There are 5 IDMJ majors approved for 2013, 6 for students in the class of 2014, and one so far, in Behavioral Neuroscience, approved for a student in the class of 2015 (listings appear in appendix **2b**). Numbers appear to be steady.
- **125 CAS majors in the class of '12 studied abroad in 24 different countries** during their junior year (these appear, by semester, in Appendix **2c**). This number does not include those who did short-term summer immersion or service trips during their four years at Fairfield.

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:

- **144 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 **2e**).

- **404 students conducted independent or supervised research or creative projects, continuing the increases we've noted in recent years** (listed in Appendix 2f) and with more departments and programs engaging in supporting students in this work and reporting this data each year.
- **201 CAS students completed internships this year.** Students in Communication, English, and Psychology – all large majors – continue to make up the majority. These students, along with most of the internship sites, are listed in Appendix 2g.
- **More than 150 students were involved with the Adrienne Kirby Family Literacy Project** at ABCD's Head Start program during the 2011-2012 academic year. This year, The Kirby Center moved from the first floor of Bannow up to the fourth floor with the Psychology Department. We hosted a cite visit from the Kirby Foundation, and developed new, higher profile signage for the Center.
- **Three CAS students won Fulbright Awards:**
 - **Erin Eife '12** of West Chester, Pennsylvania, is a recipient of a Fulbright award to Ireland, which will afford a year-long study of the effectiveness of the country's proactive programs of re-integration of women prisoners into Irish society. Building on her study abroad experience in spring 2011, Erin will return to the National University of Ireland, Galway, to work with Professor Niamh Reilly, Co-Director of the Global Women's Studies Program, who will serve as her Fulbright sponsor.
 - **Julianne Whittaker '12** of Acton, Massachusetts, is a recipient of a Fulbright Award to Jordan. She spent fall 2010 studying at the University of Jordan, where she also interned with the United Nations Relief and Works Agency (UNWRA) for Palestinian Refugees and developed proficiency in Arabic, which she began studying at Fairfield. Julie's Fulbright is an English Teaching Assistantship. Based on a significant amount of service work with refugees, Julie also was selected for Fairfield University's William J. Kramer '60 Humanitarian Award.
 - **Kathryn Bimson '12** of Montauk, New York, won a Fulbright award to Thailand where she will bring experience instructing marine biology to students from 3 to 75 years of age-- work she has carried out with Cornell University's Marine Environment Summer Camp, and her responsibilities as a Biology teaching assistant at Fairfield University. After her Fulbright year, she plans to pursue graduate studies in marine biology.
- **80 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. There were a record number of submissions this year (52, compared to 37 and 15 in the previous two years). These awards and the students who received them, along with a list of faculty selection committee members and data on submission rates, is in Appendix 2h.
- **270 CAS students were inducted into the various disciplinary honor societies, and 52 CAS students were inducted into Phi Beta Kappa.** Assistant Dean Sue Peterson was selected for induction into Alpha Sigma Nu, which inducts a small number of faculty or staff each year.

- **74 CAS graduates were accepted into graduate programs** with Psychology students comprising more than 25% of the total of those reported. (Not all programs track or report this information, which is listed in Appendix 2i).
- **30 students are engaged in research with faculty members during the summer of 2012.** The Dean's Office pays for summer housing for all students who are supported by faculty grants or departmental research stipends. Total cost of summer 2012 housing for research students: \$46,875.
- **13 students traveled to New Orleans for the second annual Peace & Justice studies capstone** service experience with co-Directors Dr. Jocelyn Boryczka, Associate Professor of Politics; the Office of Service Learning partnered with P&J to assist with student travel expenses. The annual Take Back the Night event, facilitated by P&J co-Director Dr. Kris Sealey, Assistant Professor of Philosophy, reported record student turnout.
- **19 CAS students** and 10 CAS faculty members participated in the Jesuit Humanitarian Action Network (**JUHAN**) conference, held on the Fairfield University campus in June.
- **Samantha Bremer, Daryll Fay, and Cicily Collazo**, all students in the class of 2011 were successful in their application for a \$5000 **Laura J. Niles Foundation grant** for *Female Soldiers: Forgotten Heroes*. The grant is to benefit the *ABRI/Homes for the Brave* organization in Fairfield County. The proposal was developed as part of their service-learning project for the Fall 2011 EN/W 339 "Grant and Proposal Writing" course with adjunct Prof. Tom Sobocinski '70. This brings the total amount student projects have raised for nearby non-profits to around \$50,000 in the past few years.
- **Alyssa Amarain '12** was selected for **Teach for America**, and will be placed in New York. She is an English major focusing her studies on professional writing and creative writing. She studied abroad in Florence, Italy (fall), and Brisbane, Australia (spring), where she interned with Amnesty International Australia. She has been very active as a FUSA Senator, serving on the committees on Student Life, Living and Learning, and Constitutional Convention. She was an Orientation Leader for the Office of New Student Programs and served as a Tour Ambassador for the Office of Admissions for one year.
- **Alex Lebow '12**, Philosophy major, took second place in the inaugural **Business Plan Competition** sponsored by the Dolan School of Business. In fact, three of the four finalists had first and/or second majors in the College of Arts & Sciences.
- **Brian Ng '12**, marketing major with a minor in Asian Studies, had studied abroad in China and has now accepted a teaching position at Central China Normal University (other post-graduate employment data reported by departments appears in Appendix 2j).

Graduate Student Highlights

59 graduate students completed their master's degrees in American Studies (10), Communication (4), Mathematics (11), and the MFA in Creative Writing (34) programs this year.

- **The second annual Award for Graduate Student Service went to Ms. Eve Liptak** (Communication), for her work to advance the arts and arts education in Bridgeport.
- **Artem Aleksenko received a full fellowship to Stevens Institute** where he will begin his doctoral studies after completing his MS in Math at Fairfield. He was the co-winner of the Robert Bolger Award for the top graduate student in Mathematics this year.
- **Four MFA students garnered book contracts from important publishers and eight MFA students published books, articles, essays, stories, and poems:** Details can be found in the MFA annual report.

- GRAD STUDENT SPOTLIGHT: Annabelle Moseley, a graduate of the MFA in Creative Writing, has surprised the poetry world with her unique style and is creating quite a stir in national poetry circles. Poet and Master of Forms, Lewis Turco, was recently struck by Annabelle's innovative poem "Noah" after being asked to analyze the poem for its form. "Noah" is composed of 2 sonnets. The second sonnet, forming a mirror image of the first though in reverse order, is written from the bottom up. Turco was impressed enough to declare Annabelle the creator and innovator of the "mirror sonnet." She has used this form in another poem, as well: "The Sea Cave of My Mother," which is included in her newly published book *The Clock of the Long Now*.

Annabelle is the author of several books of poetry as well as the founder and editor of *String Poet*, a literary journal. A 2012 Pushcart Prize nominee, Amanda has published hundreds of poems in journals both nationally and internationally and in April 2011, her poem "Breakable" was one of 12 chosen by *O, The Oprah Magazine*, from a field of thousands, to be featured on Oprah.com. Annabelle is also a lecturer at St. Joseph's College and teaches poetry workshops at the Walt Whitman Birthplace.

- **Five Communication graduate students had their research published in journals or conference proceedings.** Fourteen Communication graduate students appeared as authors on regional and national professional conference presentations that were competitively selected through peer review. For a program in only its third year, these are terrific outcomes and provide for excellent visibility for the program and the University.
- **Lanz Boos, MA '11 (American Studies) was the Musical Director and Composer for the 2012 Theatre Fairfield performance of *The Glass Menagerie*.** The American Studies Program held a special reception for graduate students before the performance on April 27, 2012, after which the students enjoyed a "talk-back" with the cast.

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 2011-12, the fourth year of implementation and consolidation of strategic directions articulated in this plan, are provided here, along with goals for 2012-13 and early documents from a new round of strategic planning (Appendix 3b).

The emphasis of this year's annual highlights focuses on CAS operations (see pp. 30-34), where intensive planning and new protocol implementation, along with more effective data tracking methods, have been instituted. These efforts are designed to maximize student retention and most efficiently use instructional resources.

PRIORITY 1: Respond to the NEASC accreditation report

This priority was divided into five realms of activity in which we continue to make significant progress developing, routinizing, and assessing.

Implement a system of periodic program review:

Highlights of this year's progress include:

- ✓ CAS programs continue to cycle through external review, and to develop Action Plans based on responding to administrative and reviewer feedback.
- ✓ 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.
- ✓ Budgets seem to be sufficient to support this process.
- ✓ Faculty are moving outcomes from each program review forward in the form of curricular changes, pedagogical innovation, assessment, and related program revisions.

Concerns and Challenges:

- Given the workload expectations of faculty at Fairfield, and very small and shared support staffs in departments and programs, the Deans' office must play a major role

facilitating these reviews. The addition of a second Associate Dean in the open line (vacated by Beth Boquet two years ago) has been positively consequential.

- Participation from Applied Ethics, originally scheduled to begin program review in fall 2010, has not materialized. A program review timeline needs to be determined, as well as which process will be used and who will oversee it.
- Based on years of neglect and stagnation in many programs, external reviews and Revised Action Plans support changes with significant budget implications. Departments are currently undertaking curricular reform in good faith; 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.
- That said, based on sustained budget crisis, departments and programs are being judicious in their goals and expectations.

Emergent Priorities: (1) Understaffing in the Office of Institutional Research, along with not filling the Director position, will have an impact on the program review process. (2) Assess the guidelines document with the CAS Planning Committee once the first cycle is completed (2017-18 or so).

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:

- ✓ Full compliance with NEASC standard using the NEASC rubrics.
- ✓ 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-funded) and CAS, created significant progress.
- ✓ 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 continue to take 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).
- ✓ Core Learning Outcomes (measurable and demonstrable) have been developed for all 5 Core areas. Work will be undertaken to correlate these to the IDEA outcomes and the Core Pathways so that all understand the relationship among them.

Concerns and Challenges:

- While faculty are beginning to understand assessment and take it more seriously, the work of assessing the core curriculum, assessing the majors, and assessing the living & learning initiatives falls mainly on CAS faculty.

- A renewal of earlier hostilities between faculty and the administration threatens to jeopardize much progress in this area.

Emergent Priorities: (1) Development of permanent resources and structures to support assessment 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 CAS Merit process unfolded with minor technical glitches. All except a dozen faculty qualified for Standard Merit based on their submissions.
- ✓ The Dean held her fourth annual meeting with all pre-tenure faculty as a shared venue for questions and answers, peer advice, and mentoring; the second 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. These utilize Peer Review of Teaching best practices, a variety of mentoring structures, and stronger annual review processes.

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 the faculty.
- 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 (all three CAS Associate Deans are interested in this issue); (2) Based on a review of the glitches this year, further refinement of divisional merit review committee process and online merit submission system is needed.

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 then Associate Vice

President for Academic Affairs) and brought much of this portfolio of work with her. CAS staff members collaborate with these initiatives and coordinate 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 – see protocols and outcomes in the section on CAS operations
- ✓ CAS Dean and VP Academic Affairs Boquet met regularly 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 Offices of Academic Planning, Exploratory Advising, and Academic/Disability Support with clear division of responsibilities.

Concerns and Challenges:

- Faculty and staff continue to express grave concerns about the advising of student athletes.

Emergent Priorities: (1) Complete the transition to electronic student files; (2) Continue to 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:

- ✓ CAS Dean and Associate Deans worked with the Committee on Rank & Tenure to revise R&T Guidelines related to the external letter process, the timeline, and the development of language related to engaged scholarship and advising.
- ✓ Dept and program-level by-laws are now in development with English and International Studies leading the way and providing useful models. Sociology/Anthropology, the Program on the Environment, and others developed first drafts.
- ✓ Associate Dean Manyul Im developed clear and electronically supported processes for ASCC and the Registrar's office to ensure streamlined communications and effective archiving of all curricular revisions.
- ✓ Minor revisions and inconsistencies in the CAS Governance Document continue to be addressed in a collegial process.

Emergent Priorities: (1) Develop 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; (3) Develop elaborations of R&T procedures that are unique to CAS for inclusion in CAS governance document; (4) Develop language related to term limits (and exceptions) for department chairs and program directors.

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) jeopardizes the well being of the institution and its members.**

Core Integration Initiative

There is a new focus on institutionalization of core integration in CAS departments and programs rather than locating it in the CAE. Associate Dean Manyul Im led this initiative and worked closely with UCC, Department Chairs, and Student Affairs staff to ensure **students are engaging with the Core Pathways** in meaningful ways.

Highlights of accomplishments this year include:

- ✓ 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.
- ✓ Associate Dean, Manyul Im working to ensure core pathways appear on syllabi and are included in CAS assessment activities.
- ✓ Pilot ePortfolio project with FYE leads to development of exemplar core pathways portfolios (see Appendix 3c for descriptions and links to student ePortfolios).
- ✓ Departments continue to implement significant core integration in conjunction with their curricular revisions and assessment work.
- ✓ ePortfolio unfolding in EN 11; FYE using ePortfolios; demonstration of system and discussion of implementation ideas with CAS chairs and program directors
- ✓ Innovative and integrative core courses continue developing across the curriculum. Two SOE courses were approved for the natural sciences core, furthering the project of core integration.

Concerns and Challenges:

- Too many part-time faculty are teaching in the core, particularly in EN, MA, MLL, PH & RS. Significant efforts must be put into place to enhance full-time faculty in these areas.
- Change in DSB core language requirement (from 2 semesters at the intermediate level to 2 semesters at any level) may negatively impact language majors and minors if there are declining enrollments creating the inability to run a full range of courses.
- Curricular redundancy between CAS and SOE needs to be examined in order to ensure optimal and strategic use of instructional resources and to achieve vertical and horizontal integration. Part-time evening engineering program has too few students.

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 Deans and Orientation program staff 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

There is unclear leadership or structures of oversight for Goal II; nevertheless, CAS continues to participate in an array of related initiatives.

Highlights of accomplishments this year include:

- ✓ Development of Pre-Law Advisor (collaborating with Career Planning Center and Law & Society Faculty working group)
- ✓ Inauguration of the “Curriculum to Career” initiative – all departments and programs in CAS developing 4-year career readiness program outlines for their students
- ✓ Development of procedures related to Cornerstone Courses: schedule planning at the department level, orientation and registration, and enrollment management.
- ✓ Continued CAS faculty leadership in the sophomore residential colleges
- ✓ Immersion trips with faculty to Nicaragua, New Orleans, and Brazil articulated with courses

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. Some goals and objectives are not coordinated well across divisions.
- 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. It is also troubling when insufficient enrollments necessitate 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.
- 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.

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 3d. Two new graduate programs are in development.

Highlights of accomplishments this year include:

- ✓ Revisions in payment structures for adjunct/overload teaching in the graduate programs were realigned with the MOU; significant reductions in payments for independent studies, etc. will result in preservation of approximately \$75,000 of revenues across programs.
- ✓ Enrollment in CAS grad programs are down slightly, and every effort is being made to buttress recruitment. Coordination is strong among relevant university units.
- ✓ 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.
- ✓ MPA program passed ASCC and EPC with minor revisions; it goes to Academic Council in the fall and then on to the State. Planned marketing and recruitment for fall 2013 launch.
- ✓ Math Dept developed formal by-laws for the graduate program; Elizabeth Petrino and Marti LoMonaco appointed co-Directors of American Studies to enhance leadership effectiveness and to facilitate modernization of the program.

Concerns and Challenges:

- Student retention in our graduate programs is very high (e.g., 93% in the MFA), but the number of applications overall is on the decline. This may be due to a combination of pricing, marketing, and economic factors.
- 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.

- 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, as is student performance overall.
- 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.

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 (AS grad began in fall 2011; MA grad begins in fall 2012).

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. Over the past few years, we have introduced retention efforts that focus not just on the needs and experiences of diverse faculty, staff, and students, but that foreground conversation about organizational reflection and change.

Highlights of accomplishments this year include:

- ✓ Dean continues “Hiring for Mission” conversations with all search committees; diversity is situated within these conversations in relation to the Catholic Intellectual Tradition, Ignatian Pedagogy, Affirmative Action, and University strategic goals.
- ✓ Six new faculty hired in 2011-12: all six candidate pools had qualified minorities and members of historically under-represented groups represented; all of these candidate pools had members of these groups among the finalists. One search culminated with an international woman scholar; women were hired in 3 of the other searches.
- ✓ Cancelling or postponing faculty searches in open lines (when salary is available) jeopardizes diversity goals as well as institutional reputation.
- ✓ 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. Progress has been slow, though the U.S. and World Diversity committees are working.
- ✓ Interdisciplinary programs in the College foreground institutional diversity as a significant priority, and work tirelessly to produce programming that enriches campus culture, that supports culturally diverse faculty and students, and that spotlights social justice issues.

Concerns and Challenges:

- Climate for GLBTQ students continues to be hostile and degrading; normative hegemonic white male masculinity performance scripts are insufficiently problematized in campus structures and operations (and often reified in discussions of recruiting male students to Fairfield).

- The decision not to conduct national searches to fill openings in key administrative positions (e.g., VP Student Affairs, Dean of Students, Office of Disability Support Services, etc.) leads to persistent lack of diversity as well as making the institutional diversity commitment seem disingenuous.
- Opportunities for diverse faculty hires are waning due to budget constraints (number of searches reduced, funds for incentives reduced, etc.); slow turnover and few staff hiring opportunities leads to persistent lack of diversity among staff.
- Retention of minority faculty remains a concern. Climate and other issues are particularly concerning for African American and Latino faculty. Small number of faculty from historically under-represented groups continues to be a problem.
- 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. Faculty are very demoralized on this point.

Emergent Priorities: (1) Work more proactively to provide diversity training to all CAS leadership and to root out prejudice within academic departments; (2) Continue to ensure that approved faculty searches encourage focus on diversity and social justice in job descriptions, search processes, and hiring decisions; (3) Continue to coordinate with the President's Institutional Diversity Council on programming and other initiatives; (4) Continue to advocate for IR and HR to assess 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 the principal animator of the mission.

Highlights of accomplishments this year include:

- √ Associate Dean Joan Weiss participated in Collegium this year; Associate Dean Manyul Im participated in the AJCU Leadership Seminar – this enhances their ability to lead mission.
- √ Greater and more intentional integration of mission with departmental and program self-concept, routine work, and reports.
- √ Dean continues to integrate elements of Ignatian philosophy and the Catholic Intellectual Tradition into all remarks to faculty and students.

Concerns and Challenges:

- Alternative plans to cover M&I work (in the absence of Jim Bowler and Gerry Blaszczak) drew more CAS faculty out of the classroom (through course release) and CAS faculty leadership/energy away from College projects.
- Fairfield faces persistent struggles to be inclusive while reinforcing Catholic identity.

Emergent Priorities: (1) Continue to help identify future ICP participants, professional development opportunities for department chairs, etc.; (2) Continue implementation of Ignatian principles (as learned in the ICP) in management of the College and its programs.

PRIORITY 3: Direct and Support the College Board of Advisors

The activities related to this priority are 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 completed his first year as faculty Board member as did Dr. Jill Deupi, Bellarmine museum director, as an ex officio member.
- √ A large number of CAS faculty and students again 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.
- √ Joint board meetings with SON and DSB led to productive outcomes in the form of donations and other support for key initiatives.

Concerns and Challenges:

- 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.
- The work is time consuming and staff intensive. Given Dean’s other responsibilities, there has been insufficient time to devote to this work. The addition of one Associate Dean and redistribution of some operations may help address this perennial challenge.
- Emphasis on academic needs and CAS priorities is unclear in the coming Comprehensive Campaign. Interface of the Campaign with the school Boards of Advisors is as yet unclear.
- Traction and support for building the endowments in the College seems to have waned.

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) CAS Dean should be included in a greater number of face-to-face solicitations with the President, SVPAA, and/or SON Dean.

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.”* **This year, the CAS Annual Report provides extended summaries of many significant outcomes, as well as appendices with data and procedural information.**

Highlights of accomplishments this year include:

- √ **Developed data tracking procedures for student appointments, academic dishonesty, probations and dismissals, early alerts and academic warning, midterm estimates, and**

other routine operations so that we can better monitor change and the effectiveness of new protocols.

- Given the movement of declared first-year students into the schools from the former Dean of Freshman office, the amount of student traffic, as well as the number of contacts and appointments have risen by around 25%. Since September 2011, there were **4002 student appointments** (for advising related to academic matters, grievances, medical issues, transfer, etc.) with the CAS staff (complete data appear in Appendix 4a).
 - This year there were **20 academic dishonesty cases** (10 in each of the fall and spring semesters), committed equally by male and female students, with the bulk of incidents arising among first- and second-year students. 15 of the 20 cases involved plagiarism from online sources. Three cases resulted in Fs for the course; all others resulted in a grade of 0 on the assignment. All cases were settled without the Dean's intervention (data can be found in Appendix 4b).
 - While **academic dismissals** have been holding steady for the past three years (at 22-26 each year), the number of **academic probations** has risen significantly this year to 40 (from 24 and 26 the previous two years). However, this figure includes first-year students for the first time, as previously those were tracked by the Dean of Freshmen Office and not CAS. Prior freshmen data were not recorded or tracked, so few conclusions can be drawn at this time (data in Appendix 4c). Assistant Dean Dawn DiBiase has developed intensive outreach and management procedures to retain these students and move them toward academic success using Motivational Interviewing techniques. With the collaboration of Dr. Ron Salafia, Professor and Chair of Psychology, and Will Johnson, Director of Student Diversity Initiatives, Dawn has demonstrated statistically significant success using these methods (information on this initiative can be found behind the table in Appendix 4c).
 - Increasingly proactive strategies (and data analysis) for **academic warning, midterm estimates, and early alerts** were instituted. For those students who respond to this outreach, there is a high success rate with getting them back on track – 78% of those who respond to early alert outreach achieve grades of C or better, but only 43% of those who do not respond achieve the same outcome. (Information on protocols and success rates can be found in Appendix 4d).
- √ **Budget and Enrollment Management** protocols have been stepped up in CAS. After four consecutive years of exceeding our approved adjunct budget (though allocations were not always what was requested through demonstrated need), we had **\$380,000 surplus in the adjunct budget** (including the graduate programs) and had **\$89,226 in operating budget surplus for FY '12**. Jean Daniele, Assistant to the Dean, Sandy Richardson of UC, and CAS Assistant Dean Sue Peterson worked closely with operations staff to track funds carefully. We closed all under-enrolled sections that were expendable and instituted tighter enrollment management expectations for departments and for UC in its last year, and we will continue in the same vein. This work is complicated by the fact that we submit course schedules 6-9 months prior to knowing what actual enrollments will be, and due to declining part-time enrollments (based on economic, pricing, and other factors). A description of CAS budget accomplishments and challenges is found in Appendix 4e).
- √ **Dr. Joan Weiss, Professor of Mathematics, completed her 3-year term as Associate Dean.** Major accomplishments include developing annual routines in support of the program

review process, developing and implementing protocols for the new R&T external letters process, and facilitating wholesale revision of the College governance document. After sabbatical, she returns to teaching in the Math Department. **Dr. Jim Simon, Professor and Chair of English, began a 3-year term as Associate Dean** on July 1.

- ✓ **Incorporated three staff members from the closed University College.** Dr. Aaron Perkus continues to hold the title of Associate Dean, but now in CAS, with an expanded portfolio including part-time students, graduate programs, and assessment. Elizabeth Hastings, Director of Lifelong Learning, reports through CAS for non-credit/non-degree/enrichment programming, as liaison for the Academic Division to the downtown bookstore, and as coordinator for the low-residency MFA program. And Sandy Richardson will support operations in these areas, in addition to augmenting operations support for all CAS activities. This year we engaged proactively in the project of operations integration, including standardizing/calibrating all academic policies, student protocols, and operational routines.
- ✓ Ms. Jean Daniele, Assistant to the Dean and Staff Manager in CAS, developed a series of **professional development workshops for CAS operations staff.** These have included training in management of academic records, enrollment management (with Assistant Dean Sue Peterson), and developing tailored reports to meet the needs of individual programs. She is working to develop a workshop in collaboration with the Finance Division on budget management.
- ✓ Jean Daniele and Sue Peterson are **training new CAS Department Chairs** and Program Directors to use Banner for budget and enrollment management.
- ✓ Continued with intensive collaboration Finance Division 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, Julie Dolan, and her staff.
- ✓ Continued to rotate Dean's **ad hoc committee memberships** (which hadn't been done in more than a decade). Normalized **CAS elections for faculty committees** as facilitated by the CAS Planning Committee. Special recognition for CAS Faculty Chairs Sally O'Driscoll and Bob Epstein, and CAS Faculty Secretary, Scott Lacy, who reorganized CAS web-based documents and meeting archives.
- ✓ **A scaled down renovation of the CNS 100 space** accommodated three realigned staff members; this reconfiguration will provide at most a 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; facilities staff believes our space is overcrowded (indeed it's likely the highest per capita use of space at the University).

- **Reliance on restricted budgets for FY '12 (in lieu of any operating funds)** led to the demoralization of faculty in the interdisciplinary programs, who do most of the co-curricular intellectual programming on campus. Decision-making process was not transparent, and decisions were not communicated to the Dean or program directors in a timely fashion.
 - **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. If we do not grow the size of the faculty and academic staff, new programs and new initiatives must be accompanied by a restructuring of budgets (from outside the academic division) and workload expectations (within the academic division) without compromising the central instructional mission of the university.
- √ Emergent Priorities: (1) Continue to audit office staff responsibilities and workflow, incorporating and integrating former UC and CAS operations ensuring optimal productivity and synergy. Continue to support the culture shift to open meetings and transparent decision-making within an environment of teamwork and shared enterprise; (2) 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; (3) **Work to buttress faculty morale in the face of significant deterioration in faculty-administration relations.**

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

- Engage in Portfolio Review of all academic programs in CAS in order to support resource allocation decisions. A few degree programs may need to be discontinued, combined, or otherwise revised in order to maximize enrollments and resource management.
- Rising costs, increased expectations for productivity, and heightened competition for revenues continue to negatively impact the College:
 - Loss of full-time/tenure-track faculty lines through which we can meet the demands of the strategic plan
 - Slower hiring pace causing backlogs in curricula and over-reliance on adjuncts
 - Decreased ability to meet increasing hiring and start-up costs, equipment purchases and maintenance, and consummables – this is a particular challenge in the sciences
 - Salary enhancements, retention monies, and salary equity for current CAS faculty are non-existent; many high-performing faculty are particularly disgruntled (promise of merit never delivered)
 - Faculty professional travel, publication subvention fees, and similar costs are rising due to the growing rate of productivity among all faculty, particularly the new members
 - Program review; new program development, or targeted program enhancement is challenged within unchanged or reduced operating budgets
 - No Dean's discretionary budget for strategic projects and advancement of priorities
- Endowment growth and raising current use funds remains a high priority
- Shifting Humanities Institute from supporting unfunded University strategic initiatives and activities (e.g., faculty learning communities, program review, core integration work, Bellarmine Museum, etc.) and revising funding priorities for Humanities in the 21st Century (including faculty and student research and development of a Center)
- Focus on strategic cuts and budget alignment along with revenue generation appropriate to University mission and market context
- Utilized restricted funds, where available, to offset operating budget cuts and realignments

Support Faculty Excellence

- Continue with rigorous tenure-track searches in order to identify and recruit the best faculty for Fairfield University
- Continue to develop and refine departmentally-based mentoring programs and structures

- Continue development of departmental effectiveness in selection, supervision, and evaluation of part-time faculty
- Align CAS resources to support faculty teaching excellence, research, and engagement with students outside the classroom (Humanities Institute, Science Institute, the new endowment and current use fundraising)
- Relaunch Humanities Institute to support and advance distinctive vision and funding priorities and to guide Advancement in donor conversations.

Continue and Enhance Strategic Collaboration Across Schools

- Adapt enrollment management in response to change in DSB language core
- Collaborate with Deans of other schools to develop innovative collaborative programs
- Continue integration of SOE programs with sciences in CAS; in particular, consolidate computer science and computer engineering programs.
- Participate in search for and recruitment of new Dean of the SOE.
- Continue work with SON on design of and planning for Health Sciences Building expansion
- Continue to promote better distribution and cooperation on the work, resources, and leadership required for Goals I & II of the strategic plan

Integrate Part-time Programs and Students into the College

- Finalize University College integration and transition in collaboration with Finance, Registrar, Admissions, Exploratory Advising, and Marketing
- Prepare for formal program review of the BPS, now offered through CAS
- Continue to adapt CAS operations to integrate former UC programs and personnel
- Build academic engagements that utilize the new Post Road Fairfield University bookstore

Focus on Cities

- Continue to promote and support interdisciplinarity in curricular innovation, research, and community engagement
- Support professional development related to and faculty engagement with the annual focus through Chairs retreat, dean's council meetings, Humanities Institute funding, 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, more compelling, and more effective marketing of graduate and part-time programs
- Enhance department- and program-based PR capacities (for news media, institutional promotion, faculty and program profile, student recruitment, etc.)

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.
- **THIS CAPITAL PROJECT SHOULD RECEIVE TOP PRIORITY FOR SUMMER 2013**

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- a. CAS Program Review Queue
- b. Faculty Recruitment – List of New Faculty
- c. CAS Award for Distinguished Teaching
- d. Faculty Book List
- e. Summary of CAS Grants Activity

2. 2010-11 Student Highlights

- a. Spring 2012 graduation statistics
- b. Individually designed majors in the class of 2012
- c. International Study
- d. Student Achievement Summary
- e. Student Publications and Presentations
- f. Student Research Projects
- g. Student Internships
- h. Student Awards
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3. Strategic Directions and Accomplishments

- a. Priorities for the College of Arts & Sciences, 2008-2011
- b. Draft Strategic Planning Documents for 2012-
- c. Pilot ePortfolio / Core Pathways
- d. CAS Graduate Program Enrollments & Revenues
- e. CAS Board of Advisors 2011-2012 Meeting Agendas

4. CAS Operations Accomplishments – supplementary materials

- a. Student appointment data
- b. Academic Dishonesty
- c. Dismissals and Probations data and related information
- d. Academic Warning, Midterm Estimates, & Early Alerts
- e. Summary of Budget Accomplishments & Challenges