

Fairfield University

2012-13

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 164 full-time faculty members (154 TT, 9 Professors of the Practice, and 1 visiting faculty member). The College is comprised of 15 academic departments and 19 interdisciplinary programs accounting for 27 B.A. or B.S. degrees and 40 minors. We deliver more than three quarters of the undergraduate curriculum, most notably the University Core Curriculum. As well, we have four graduate programs offering the M.A., M.S., and M.F.A. In fall we will launch a new Master's in Public Administration, and a Master's in Liberal Arts will launch in fall or spring.

Following on success achieving goals outlined in *CAS Strategic Priorities, Activities, and Timetable (2008-2011)*, we began working from two new documents: (1) *CAS Strategic Directions and Priorities 2012-2016*), in which we articulate three broad goals and related strategies; and (2) *CAS Distinguishing Characteristics* outlining the features of a Fairfield education for which we seek continued excellence (see the appendix 3a & 3b). Outlined in these documents are our significant contributions to the liberal arts education of all Fairfield students and goals for collective work in program development, curricular review and improvement, pedagogical innovation and instructional excellence, research and creative accomplishments, and advancement activities all arising from and seeking to animate the University Strategic Plan in service to Fairfield's Jesuit mission and identity.

CAS Highlights of 2012-13

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:

Advancing Knowledge, Improving Care: Integrated Health Sciences Initiatives at Fairfield University

As introduced through a variety of presentations to the University community over the past academic year, *Advancing Knowledge and Improving Care: Integrated Nursing and Health Sciences Initiatives at Fairfield University* responds to urgent health priorities, the exponential growth in the healthcare sector of the economy, and growing inequities in healthcare access and outcomes in the U.S. and around the world. At Fairfield, we recognize that all of our students need exposure to issues and challenges in healthcare and to cultivate health and healthcare literacy. **CAS Dean Robbin Crabtree and SON Dean Lynn Babington have developed a productive and energetic partnership involving cultivation of campus-wide involvement and the engagement of various external constituencies.**

This initiative is expected to result in new spaces, additional scholarships, pedagogical innovation, interdisciplinary collaborative courses and programs, and additional faculty to support Fairfield's academic programs and students, all geared towards engaging with current and future healthcare priorities. A number of activities already animate the initiative, such as the **pilot of the Interdisciplinary Health Sciences Scholars program, featuring a research collaboration between Dr. Linda Henkel in Psychology and Dr. Alison Kris in Nursing**, along with two of their students in a two-year mentored project, related to cognition and aging funded in part by the

Lawrence Family Foundation. Continued fundraising efforts to endow this program should result in 2-5 cross-school collaborative research teams each year addressing significant health-related challenges.

In order to maximize opportunities for faculty collaboration across all five schools at Fairfield, in spring 2013 we announced the **appointment of two Faculty co-Facilitators: Dr. Brian Walker of the Biology Department in the College of Arts and Sciences and Dr. Eileen O'Shea from the School of Nursing** will serve in this capacity for the coming two years. Their role is to facilitate cross-school faculty conversations, generate ideals for collaborative research and curricula, develop a web presence for the initiative, and plan a major conference or healthcare summit expected to involve students, faculty, alumni, and distinguished guests. Additional updates and activities related to the Integrated Health Sciences Initiative appear in appendix 3e.

New Vision for the Humanities Institute Endowment in the College

The revitalization and animation of the liberal arts, particularly the traditional 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 public discourse and private 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. Ten CAS faculty members selected as **21st Century Humanities Institute Fellows worked through summer and fall 2012 developing a long-range plan for the endowment** including strategies for allocating existing funds generated by the endowment, growing the endowment toward building a humanities center at Fairfield, and creation of student, faculty, and post-doctoral humanities fellowships.

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. As Fairfield increasingly branches out into professional educational endeavors and responds proactively to student and parental demands for career-ready graduates, we must simultaneously ensure that our most sacred roots are deep and strong. The work of the Humanities Institute Fellows and CAS Dean

will ensure that **the Humanities Institute will continue to be one of the most positively impactful sources of educational innovation and change at Fairfield University** as it has been for over three decades.

The resulting case statement was shared with University leaders as well as the CAS Board of Advisors for their feedback, and will be honed for use in donor cultivation along with proposals to foundation and federal funding agencies. Funding priorities associated with the growth of the Humanities Institute Endowment are aligned with the goals of the Fairfield Rising Comprehensive Campaign. The latest draft of the case statement is included in appendix 3f.

“Classroom to Career” Launched to Promote Professional Discernment and Career Readiness

One of the highest profile and consequential projects in the College this year was “Classroom to Career.” **This web-based resource is designed to help students connect their liberal arts core and major/minor programs, experiential education opportunities, their co-curricular activities, and programming/resources across the University intentionally to their career discernment, explorations, and planning during their four years at Fairfield.** Associate Dean Jim Simon worked with departments to generate content tailored to each program and collaborated with the web team in Marketing and Communications to ensure the initiative was live for spring advising. C2C is meant to be utilized by current students and faculty advisors, as well as to be appealing to prospective students and their parents. Several presentations across campus ensured broad awareness of “Classroom to Career.”

- Dean Crabtree and Associate Dean Simon presented the system to the CAS Advisory Board for early feedback. Several members added their advice to students for quotations embedded in the site.
- After demonstrations for the CAS Department Chairs, the website was launched in time for spring advising and registration and experienced over 1200 hits during that period. We’re monitoring it on an ongoing basis.
- Associate Dean Jim Simon presented C2C to the Board of Trustees at their June meeting. The Dean presented C2C to undecided students and their parents at spring Open House. In both cases it was very well received.
- The initiative is the cover story of the spring issue of *At the Core*, the CAS newsletter, and also featured in the latest issue of *Fairfield Magazine*.

- In related outcomes, Associate Dean Jim Simon worked closely with the Office of Community Relations to build an **internship program in collaboration with the City of Bridgeport**. More than a dozen Fairfield students – 12 from the College of Arts & Sciences – gained professional experience in Spring 2013 as the first cohort of for-credit interns. From the city’s animal shelter and environmental sciences office to the city attorney’s office and Mayor Finch’s office, students from a variety of CAS majors helped get this new program off to a fine start.

CAS Launched Two New Graduate Programs

The **Master’s of Public Administration** program was initiated by a group of interested faculty and developed in a series of intensive workshops during the summer of 2012. A workshop of 12 faculty members (joined by administrators) designed the basic goals, curriculum and structure of the program. Faculty were drawn from Economics, Politics, Sociology, Communication and English in the College, as well as Management in the Dolan School of Business. After going through all the relevant University committees, the MPA received approval from the State of Connecticut in February of 2013.

The MPA is targeted at professionals in city/state government and nonprofits in greater Fairfield County who seek a relevant advanced degree, professionals who want to transition to public service careers, and those who have recently completed undergraduate programs that emphasize service. The nonprofit track offers students a chance to pursue the degree in a region where many of the nation’s preeminent nonprofits are headquartered, which will enhance the internship and career opportunities available to our students. For students pursuing the state/local government track, strong ties with the city of Bridgeport open up unique research and internship opportunities. The MPA is a reflection of the University’s Mission Statement and its emphasis on service.

Similarly, the **Master’s in Liberal Studies** program was initiated by some twenty CAS faculty members who met with Dean Robbin Crabtree, Associate Dean Aaron Perkus, then-VP Judy Dobai, along with Marianne Gumpper and Cathy O’Donnell to discuss the possibility of developing M.A. programs in the humanities. After the market research was completed in May 2011, the MLS Working Group was formed to develop the program proposal. Faculty participated from English, History, Philosophy, Religious Studies, Sociology, Visual & Performing Arts, as well as Biology. With Steven M. Bayne as chair, the members of the MLS Working Group led the development of the MLS proposal.

After approvals from all appropriate University committees, the MLS program was approved by the State Office of Higher Education in April 2013.

An M.A. in Liberal Studies serves two main populations of students: those seeking personal enrichment and those seeking career enhancement. With its interdisciplinary approach and broad range of classes, an M.A. in Liberal Studies is an excellent fit for an adult learner interested in post baccalaureate education in an academic setting. An M.A. in Liberal Studies can also be an excellent choice for some seeking professional enhancement; for example a Connecticut public school teacher might find an interdisciplinary master's degree program an attractive way to complete the requirement for an MA or 30 credits beyond a baccalaureate. We will be working with the Office of Corporate Relations to help market the degree to area corporations and executives for enhanced intellectual, writing, and problem-solving skills adaptable to the business context, as well as for lifelong learning. The unique characteristics of our MLS program will be a team-taught interdisciplinary foundational course, *Self, Society, World*, and summer courses that include international immersion experiences.

New Summer Scholars Program Launched for High School Students

Based on a collaboration among CAS (Associate Dean Aaron Perkus and Assistant Dean Dawn DeBiase) and Residence Life, the Summer Scholars program was devised for and marketed to high school juniors and seniors to take regular college summer courses and launched in the summer of 2012. In the first year, 22 students (all but three in residence) from six states and the District of Columbia enrolled in two courses each in biology, communication, economics, international studies, sociology, and studio arts generating \$34,200 in tuition revenues. **Seven of the summer 2012 students are coming to Fairfield as full-time residential students in the class of 2017!**

This year the program grew 12% with students from six states and Puerto Rico enrolled in biology, economics, English, film, music, and sociology courses with gross tuition revenues of \$39,600. Two students from Bridgeport are on full scholarship. This program serves high school students seeking advanced college credits. The residential option drew the majority of participants in both summers; the geographic diversity is a pleasant surprise.

We are hopeful that this program will generate college applications from among those who may not otherwise have considered Fairfield University, and

that Fairfield will become a transfer option for summer students who begin college elsewhere and, for whatever reason, realize they will be happier here.

College of Arts & Sciences faculty members selected to undertake significant leadership roles at the University

Dr. Jocelyn Boryczka, Associate Professor of Politics, was selected Faculty Chair of Service Learning. Among other duties, Dr. Boryczka is spearheading development of service-learning components at our study-abroad site in Tanzania, and helping advance the Scholarship of Engagement at Fairfield. She succeeds **Dr. David Sapp, Professor of English, who was selected Associate Vice President for Academic Affairs.** Dr. Sapp will oversee all areas of Academic Advising and related first-year programs, including the academic components of summer orientation, the Cornerstone Courses, exploratory advising, and the pre-health professions and pre-law advising programs. His predecessor in this role, Dr. Beth Boquet, Professor of English, is returning to the faculty and to her role as Director of the University Writing Center, which is moving to the DiMenna-Nyselius Library at long last.

Continuing our efforts promoting the ‘life of the mind’ for multi-generational audiences, and responding to the Dean’s institution of succession planning across the College, **Dr. Michael Serazio, Assistant Professor of Communication, is assuming the position of Deputy Director of the Open VISIONS Forum,** the University’s signature lecture series. Soon after joining our faculty in fall 2010, Dr. Serazio demonstrated keen interest in OVF and has twice been invited as a faculty respondent for on-stage dialogues with our distinguished guests. As one of our most productive junior faculty members, he is among a new generation of media critics whose frequent and timely postings appear in venues such as *The Atlantic*, *The Nation*, and *Bloomberg View*, in addition to his array of academic publications. NYU Press recently published his book *Your Ad Here: The Cool Sell of Guerilla Marketing*.

Dr. Nancy Dallavalle, Associate Professor and Chair of Religious Studies, continues serves as **Faculty Facilitator for Mission & Identity**, filling the gap left by Fr. Gerry Blaszcak’s departure. In this role, she coordinates with many other offices and individuals at the University to create programming, opportunities for engagement, and reflection/assessment activities for the university community.

Program Review and Assessment Become Routine

The Departments of Communication and Religious Studies, along with the Programs in American Studies and Russian/East European Studies each developed excellent self-studies that were distributed to external reviewers, who visited campus for 2 days each in the late fall or early spring. All three programs benefitted tremendously from this engagement.

The departments of Economics, History, Politics, and Psychology, along with the Math grad program began program review in fall 2012, will complete their self-studies summer 2013, and will host external reviewers in the fall of 2013.

Next fall, the departments of Biology, Chemistry/Biochemistry, and Physics, are scheduled to begin work on their self-studies, and the MFA will have its five-year new program review. The Bachelor of Professional Studies Program, moved to the College after University College closed, will also be reviewed next year, along with the Computer Science program in collaboration with Engineering, as we welcome a new Dean of the School.

Again this year department and program enthusiasm and cooperation must be commended, 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 find the experience affords them the structure to engage deeply with their colleagues and express tremendous value for external reviewers' reflections, feedback, and advice. The College Associate Deans, Aaron Perkus, Jim Simon, and Manyul Im guide and provide concrete support for departments and programs throughout the process.

Every degree-granting department and program in the College, as well as most of the interdisciplinary minor programs, is in a program review queue. Nearly all of these programs will have undertaken program review prior to the 2017 NEASC reaccreditation (see Appendix 1a). **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 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.** While some departments are in early stages of

developing assessment plans, others have completed multiple iterations of the process. All are engaged meaningfully. Faculty have a growing appreciation for the usefulness (if not the workload) of assessment. The College Associate Deans again deserve kudos for championing assessment and for their focused work supporting departments and programs in their assessment efforts, as well as helping them move associated curricular changes forward. **Resulting curricular revisions this year include:**

- The Math/Computer Science department revised some of its Core Math course series in consultation with the DSB, SOE, and natural science departments served by those courses.
- The Program on the Environment changed its name to Environmental Studies and is developing an academic major.
- The Department of Modern Languages & Literatures changed its core language courses back to 3 credits (after a 5-year experiment with 4-credit courses). They also adopted changes to their major and minor programs that allow students to take a limited number of courses on world languages and cultures that are taught in the English language rather than the target language, in order to make their majors/minors more interdisciplinary and integrative, and hopefully more interesting to students, as well. MLL also redesigned the Language Resource Center to be a hub for the department's faculty and students, as well as an ongoing site for language study, use of multi-media resources on languages and cultures, one-on-one language tutoring, and faculty development. Prof. J. Vincent Morrisette, long-time adjunct in MLL, is serving as coordinator of the LARC.
- The Department of Sociology and Anthropology inaugurated its anthropology minor and its dual major in SO/AN (previously they had only a Sociology major and a SO/AN minor).
- Women's Studies changed its name to Women, Gender, & Sexuality Studies and revamped its gateway and capstone courses.
- The Art History Program successfully proposed a Visual Arts Administration Concentration, developed in collaboration with the DSB.
- The New Media program changed its name to Film, Television, and Media Arts (FTM) and launched its curricular revisions based on changes proposed in its 5-year new program review.

Enrollment Management Efforts Achieve Significant Results

The College has carefully managed enrollment levels across all of its offerings in coordination with each department and program. Working with the Office of Institutional Research, Associate Dean Jim Simon and Assistant Dean Sue Peterson examined enrollment patterns in CAS across the College and within individual academic programs. Their report demonstrated that **we have successfully reduced the number of under-enrolled courses** over the 13-year period under study, with most notable progress over the past 5 semesters.

- While 18.9% of CAS courses had fewer than 10 students in 2000-01, only 10.8% had fewer than 10 students in spring 2013.
- The number of sections with 20-25 students grew over the same period, which allowed the College to reduce the total number of sections offered from 1554 in 2000-01 to 1352 in 2012-13 *even though the total number of undergraduate students increased* during that period!

As reflected in the “Portfolio Review” conducted by the SVPAA and VP of Finance in coordination with EPC, the College of Arts & Sciences is the most cost-effective of all the schools at Fairfield University, generating by far the most revenues with all of our individual programs “in the black.” This was true despite a highly-disadvantageous (to the academic division) formula of analysis, and using FY ’12, which was not nearly as strong as our FY ’13 data, particularly in our lowest enrollment programs, for which we made a number of proactive changes to maximize efficiency and collaboration (e.g., staff reductions in Computer Science and coordination with SOE on computing-related curricular changes).

While consolidating resources has been a key goal these past few years, we are pleased that we were able to resolve some longstanding enrollment challenges in a way that supports part-time faculty at the same time. For example, the return to a 3-credit model for core language instruction (saving us more than \$30,000 each semester) allows us to maintain more ideal enrollments in core language courses of 18-19 (instead of 20-22) as is recommended for appropriate pedagogy and optimal student learning. We will also pay full stipend for low-enrolled language courses that are required for students to meet their core requirement. Related to this point, the Faculty Salary Committee and Administration agreed to an adjunct pay model with only two levels (terminal and non-terminal degree; instead of six for varying

terms of service), which effectively raised rates for many of our part-time faculty.

While effective enrollment management is *de rigeur* in these challenging economic times for higher education, **we are cognizant of the downsides of “bottom line management” for faculty morale and for the quality of the educational experience for students.** We are confident that we have achieved the optimal level of efficiency at this time and, supported by the findings of the “Portfolio Review,” believe we have the rationale for an increase the size of the full-time faculty, particularly in those departments most associated with the Core Curriculum and the larger majors where enrollment trends are on the rise. After five years of slowed hiring, **we will seek to add tenure-track and other full-time faculty appointments,** resume a pace of faculty hiring that is equal to or greater than the pace of faculty attrition, and to align renewal of open positions and new positions to areas of greatest need and strategic importance in order to maintain Fairfield’s academic quality.

Comprehensive Efforts Contribute to Record Retention Rates

Fairfield enjoys unusually high first-year student retention and 4-year graduation rates. Contributing to these stellar outcomes are the CAS staff who work closely with students throughout their time at Fairfield and CAS faculty who engage students meaningfully in and beyond the classroom.

This year the Assistant and Associate Deans in the College of Arts & Sciences engaged with students through over 3,000 face-to-face, email, and phone meetings related to academic issues from unusual advising needs to degree checks to academic integrity issues to dismissals/probations and many others. Approximately 40% of these appointments are with fourth-year students and 24% of the total student traffic relates to degree evaluation and graduation status. This year we saw a leveling out of traffic related to first-year students and an increase of traffic from part-time students; these trends relate to the consolidation of University College and the establishment of the Office of Exploratory Academic Advising.

Specific highlights of efforts include:

- Early alert and mid-term estimates data demonstrate that among students who respond to outreach from our office outcomes are very high (these students proactively deal with their challenges and most get quickly back on track).

- Dismissal and Probation intervention data demonstrates that students who respond to outreach from this office and work (mainly) with Assistant Dean Dawn DeBiase have good outcomes. More than half (52%) get off probation through the successful use of Motivational Interviewing techniques and accountability measures. While 36% of these students continue on probation, only 10% of cases where students have responded to our outreach end up in academic dismissal (compared to 48% of those students who do not engage with the Assistant Dean).
- Early outreach to graduating seniors and borderline students by Assistant Dean Sue Peterson includes multi-layered contact via email, U.S. post, and phone in order to ensure students are aware of deficiencies. We instituted a protocol whereby students, who are very near the 2.0 minimum GPA requirement, are formally warned in order to avert the cases when seniors with no prior warnings fall below the requirement.

The quality of faculty instruction and faculty engagement with student recruitment contributes to high retention:

- The IDEA data for CAS faculty are consistently higher than that for Fairfield University as a whole, and significantly higher than that in the IDEA System nationally. The most significant differences between CAS faculty and others at Fairfield and others in the database are seen on scores for helping students develop skill in oral and written expression; learn to analyze and critically evaluate ideas, arguments, and points of view; and develop a clearer understanding of and commitment to personal values.
- Of the 39 faculty involved in June Orientation this summer, 29 were from the College.

CAS Faculty & Program Highlights

Faculty Achievements:

- **Scholarship:** The quantitative summary for the current academic year includes:
 - **CAS faculty published 289 articles, chapters, and other publications – up more than 40% from the previous year!**
 - **9 books published this year were authored or edited by College faculty**
 - **CAS faculty gave 480 presentations at professional meetings, invited talks, and/or exhibits/performances – up nearly 20% from last year.**

The list of all books appears in Appendix 1b. Many of the articles, chapters, and presentations are listed on Faculty Profile webpages and are uploaded into the Digital Commons.

- **Rank & Tenure:** The following summarizes outcomes for 2012-13:
 - *Four faculty were tenured and promoted to Associate Professor:*
 - Amanda Harper-Leatherman (CH/BC), John Miecznikowski (CH/BC), Emily Orlando (EN), Kris Sealey (PH)
 - There was one unsuccessful case for tenure in the College
 - *Three faculty were Promoted to Professor:*
 - Dina Franceschi (EC), Danke Li (HI), and Yohuru Williams (HI)
 - There were two unsuccessful cases in the College for promotion to Professor
 - *CAS conducted comprehensive annual reviews of its 27 pre-tenure faculty.*
 - 25 received recommendations for continuing contracts.
 - Nine CAS faculty members have submitted their intent to apply for tenure and/or promotion next year.
- **Faculty Recruitment & Retention:**
 - Seven new tenure-track faculty were hired in the College in Chemistry (Biochemistry), Economics (econometrics), History (Islamic World), Math (one in Biostatistics and one in algebra and logic), Physics (astronomy), and Sociology (race/class/gender). Profiles of new faculty are in Appendix 1c. In addition to their departmental-based programs, these 7 new faculty members are expected to have interdisciplinary connections to programs in Black Studies, Educational Studies, Environmental Studies, Latin American & Caribbean Studies, International Studies, Russian/East European Studies, and Women, Gender, & Sexuality Studies, as well as the Integrated Health Sciences Initiatives.

- 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.
- The number of full-time equivalent faculty positions in the College is down. Part of this is due to the slower pace in replacement hiring, part due to the reclassification of phased retirements 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, 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 hire full-time and tenure-track faculty if we are to maintain our academic quality.
- We have sought authorization to search for 7 TT faculty during FY ‘14. These are in Biology (new), Communication (new), History (renewal), Modern Languages-Spanish (renewal), Philosophy (renewal), Religious Studies (renewal), and VPA/FTM (new). These decisions reflect strategic decisions to ensure Core courses are taught by more full-time faculty, and the realignment of faculty resources to large and growing programs.
- **Retirements:** Dr. Marie-Agnes Sourieau retired after 18 years of service to the Department of Modern Languages and Literatures, most recently as Acting-Chair. Dr. King Dykeman (PH) completed his phase out this year after 45 years of service to the institution. Dr. Al Benney (RS) retired after 46 years of service. Additional faculty members are in various places in relation to the phased retirement plan (Don Greenberg-PO, Jim Long-PH, John McCarthy-PY, Leo O’Connor-AS, and Richard Regan-EN).
- ***University Awards to Faculty:***
 - ***The Award for Distinguished Teaching in the College of Arts & Sciences*** was given to Dr. Bob Epstein, Associate Professor of English. The award inscription is in Appendix 1d.
 - Dr. Ashley Byun, Assistant Professor of Biology, was honored **Alpha Sigma Nu “Teacher of the Year”** (undergraduate) by the Jesuit Honor Society.
 - Dr. Brian Walker, Associate Professor and Chair of Biology, was awarded a **Fulbright** award and the **Robert E. Wall Award for 2012-13** to pursue research in Brazil in the.
 - Dr. Giovanni Ruffini, Associate Professor of History and Classical Studies, received the **Robert E. Wall Award for 2013-14.**
 - The program in Women, Gender, & Sexuality Studies named its “person of the year” award and honored Dr. Ellen Umansky, Professor of Religious Studies and Director of the Carl & Dorothy Bennett Center for Judaic Studies, with its **inaugural Lucy Katz Award.**
 - Dr. Michael Pagano, Associate Professor of Communication, was named 2013 **Cura Personalis Faculty/Staff Mentor of the Year.**

- Dr. Klug and Dr. Tod Osier, both Associate Professors of Biology, received the **Campus Sustainability Award**.
 - Dr. Kevin Cassidy won the Fairfield University **AAUP Chapter/Faculty Welfare Committee's Lifetime Service Award** that recognizes a faculty member who has spent his or her career working on behalf of the faculty and in support of our core academic mission. Prof. Cassidy also won the **Senior Summer Research Fellowship** at Fairfield University to continue his research in Northern Ireland for a book.
 - Prof. Sonya Huber, Assistant Professor of English/Creative Writing, was named the recipient of the **George Lang Award for AAUP Chapter Activism**. She also was nominated by Fairfield University for the 2013 Earnest Lynton Award for Service Learning.
 - This year's **CAS Departmental Award for Assessment and Integration (\$2000 augmentation to dept budget) went to the Communication Department** for continued progress on assessment of student learning and efforts to build assessment into curricular gateway, experiential, and capstone components. The Biology Department got second place (\$1000) for their longitudinal approach to assessing learning outcomes in the courses required of all science students.
- **Grant Activity:** The College continued intensive engagement in efforts to procure external funding. The number of submissions is less impressive than the previous few years, likely due to several key faculty having grants in progress; also there were key staffing vacancies in Advancement for much of the academic year. We do not seem to be having the same rate of success as in some previous years, though the prestige and variety of funding sources for proposals demonstrate positive outcomes (details can be found in appendix 1e).
 - **CAS faculty submitted \$3.1M in federal funding applications this year; none have been funded to date (\$976,991 is still pending). Challenges include reductions in federal budgets and the Sequester that has held up successful and highly rated proposals.** While applications for funded research have grown exponentially at Fairfield over the past decade, the staff support for government-sponsored programs has remained static.
 - **Foundation funding requests involving CAS faculty totaled nearly \$1.7M this year; so far \$411,000 has been funded and \$427,000 is still pending.** The hiring of a new Director of Foundation Relations late in the spring semester bodes well for continued and future success in this area.
 - **There were no corporate grant proposals this year;** little proactive support or creativity are demonstrated by the Office of Corporate Relations for CAS programs and projects. New staff in this area may produce positive and consequential change.
 - **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:
 - Our Department of State grant related to Brazil (Dr. Brian Walker, co-PI) funded a good deal of activity this year. Our final cohort of students studied at UENF in the fall. A January immersion-based course was offered at UENF, this time including a new

biology faculty member, Dr. Shannon Gerry, who also has begun some research collaborations with colleagues there. Faculty and administrators visited our partner institution during spring break. Drs. Ashley McKay and Brian Walker continued with their collaborations developed on prior trips. Two more immersion based courses, with 6 and 8 students each, launched for first iteration in the late spring. Drs. Ashley McKay and William Vasquez, both with Brazilian collaborators, team-taught courses on Tropical Insects and Water Resources in Brazil.

- Dr. Terry-Ann Jones and Kurt Schlichting were co-PIs on the \$90,000 Ford Foundation funded project about undocumented students led by the Center for Faith and Public Life. In collaboration with colleagues at Fairfield University, Loyola University Chicago, and Santa Clara University, Professors Jones and Schlichting completed a research project on undocumented students at Jesuit Universities.
- *Dr. David Winn* was awarded a \$91,000 grant from the Department of Energy to develop Secondary Emission Calorimeters. As part of his ongoing and international collaborations, he published 113 articles, including the discovery of the Higgs Boson on July 4th 2012 with 1002 citations. Notable are 4 other articles on the Higgs boson that received 484, 149, 108, 108 citations, respectively. He presented his work at 1 conference and 2 invited talks and supervised 5 summer students at Fairfield.
- Dr. Michelle Farrell, Assistant Professor of Modern Languages/Literatures-Spanish & Portuguese, received grants from the American Association of University Women publication grant, and travel awards from American Council on the Teaching of Foreign Languages and American Association of Teachers of Spanish and Portuguese.
- Dr. Jocelyn Boryczka, Associate Professor and Chair of Politics, serves as Co-Director for the Hagedorn Foundation Grant, "Strangers as Neighbors: Religious Language and the Response to Immigrants on Long Island, NY," totaling \$50,000. This grant is to the Center for Faith & Public Life.
- Dr. Judy Primavera, Professor and Chair of Psychology, received another annual renewal of \$17,500 from the F.M. Kirby Foundation for the Family Literacy Project. Also in Psychology, Assistant Professor Mike Andreychik received \$5,000 from the Brinkman Foundation for his research; Associate Professor Shannon Harding received a \$1,000 travel grant from R&D Systems for student travel to present their research; and Professor Linda Henkel is the co-PI (along with SON's Alison Kris) on the inaugural three-year \$52,000 Interdisciplinary Health Science Scholars Program grant.
- Dr. Gita Rajan is leading a project in collaboration with the Center for Faith and Public Life called "Impact India 2021: Elevating the Value of Girls and Women." The research project is focused upon documenting causes contributing to sex ratio imbalance in India. Phase I findings, based on a 10-month Pilot Study completed in 2012, were reported at a fall event in Washington, DC. Phase II involves assembling a coalition of 12 academic partner institutions and 14 community networks in India. These partners are helping Fairfield implement an expanded study of 36,000 families. Impact India 2021 will map pathways to education for young girls and chart access to employment for women, and recommend policy changes. The Office of University Advancement

and members of the CFPL Advisory Board are actively seeking support from corporations, foundations, and individuals for the \$2.35M project.

- Fairfield University is one of 50 sites nationwide selected to host the program series “America’s Music: A Film History of Our Popular Music from Blues to Bluegrass to Broadway.” “America’s Music” is a project by the Tribeca Film Institute in collaboration with the American Library Association, Tribeca Flashpoint, and the Society for American Music and has been made possible by a major grant from the National Endowment for the Humanities: Exploring the Human Endeavor. Dr. Laura Nash, Associate Professor of Music and Chair of the Department of Visual & Performing Arts, is the PI on the project, which will involve a concert series with film clips that will be free and open to the public, though the primary focus is on meaningful interdisciplinary engagement among faculty and students, particularly first year students through cornerstone classes and FYE groups, and also students in related courses. Programs will include a pre-concert lecture to contextualize the film clip, the showing of the film clip, follow-up Q&A with faculty, and a live musical performance. DVDs of all the films (30 discs in total) have been digitized for campus-wide use and the DVDs will be available in the library.

▪ ***Additional highlights from CAS faculty, departments, and programs:***

○ **CAS Faculty are serving their professional scholarly associations in key elected leadership positions.** For example:

- In English, Dr. Emily Orlando is Vice President of the Edith Wharton International Society, Dr. Elizabeth Petrino was elected a full Board Member and Membership Chair of the Emily Dickinson International Society, and Dr. Cinthia Gannett was elected President of the Jesuit Conference on Rhetoric and Composition.
- Five of our current MFA faculty either run or work as editors for their own presses or magazines; in addition to the professional prominence this brings to Fairfield, these presses also provide internships for both undergraduate English majors and MFA graduate students.
- Dr. Elizabeth Hohl, adjunct in History and Women, Gender, & Sexuality Studies, serves on the Scholars Committee of the Connecticut Women’s Hall of Fame and as Historian and Women’s Studies Scholar Consultant to the Ottery Group, a project that documents the legacies of 67 historic inductees to the Hall of Fame.
- In Modern Languages, Prof. Covadonga Arango Martin has been elected President of the Connecticut chapter of the American Association of Teachers of Spanish and Portuguese. Professor of the Practice Eileen Wilkinson continues to serve as President of National Alpha Mu Gamma Honor Society.
- In Physics, Dr. Angela Biselli, Associate Professor and Chair, served as an NSF proposal reviewer. Dr. Min Xu was appointed a member of the Editorial Board for ISRN Optics and served as proposal reviewer for NSF and Research Corporation. Dr. Vagos Hadjimichael was elected to the Connecticut Academy for Science and

Engineering and appointed by the Legislature to the Planning Commission for Higher Education in Connecticut.

- In Religious Studies, Dr. Ron Davidson was invited to be on the Religious Studies review panel for the National Endowment for the Humanities in Washington this summer. John Thiel continues to serve as the immediate Past President for the Catholic Theological Society of America. His Presidential Address, given in April, was “Creation, Contingency, and Sacramentality.”
- **CAS faculty are engaged in sustainability efforts on campus, in the surrounding community, and around the world.** For example:
 - Dr. Jen Klug, Associate Professor of Biology, received the “Friend of the Lake” award for her work founding and directing the Lake Lillinonah Volunteer Water Quality Monitoring Program.
 - Dr. David Downie, Associate Professor of Politics and Director of the Environmental Studies Program, serves on the Town of Fairfield Clean Energy Task Force (appointed by the First Selectman). He is a frequent participant on panels at community events, including the 2012 Town of Fairfield Earth Day celebration and the 2012 GOTV festival, and serves as an expert resource on GreenTowns.com. He is a negotiation report writer with the United Nations Environment Program during global negotiations on toxic chemicals and ozone layer protection. This year, he delivered testimony at the Connecticut General Assembly Select Committee on Children Public Hearing. His remarks were titled “Comments on Proposed Legislation Concerning GMOs and the Labeling of Children’s Food and Chemicals of Concern for Connecticut’s Children.”
 - Dr. Dina Franceschi, Professor of Economics, served on the City of Bridgeport’s BGreen2020 task force. She also developed a Fairfield University Bridgeport City partnership for a “Economic Valuation of Bridgeport City Parks Master Plan,” which began work as part of EC 225 course.
 - Scott Lacy is the Executive Director/Founder of African Sky (www.AfricaSky.org) and works in Mali each summer (and during weeks the University is not in session) on projects related to sustainable agriculture, food security, and resource conservation.
 - For the third year, the Campus Garden Project provided sustainably grown herbs and vegetables to the campus dining hall and the CT Food Bank in Fairfield. Food from the garden was featured in an episode of the HAM Channel’s “Nutrishous” with host Trish Doheny ’14. Campus executive chef Nick Pawlowski appeared on News Channel 12’s “What’s Cooking” to prepare a recipe highlighting the use of produce from the campus garden. The garden served as a field site for one BASE camp group that sampled the soil for beneficial nematodes as part of a research project. The garden also entertained a preschool class from the Early Learning Center that picked and ate radishes for a healthy afternoon snack. Drs. Osier and Klug serve as faculty advisors.

- **CAS Programs hosted a variety of conferences this year:**
 - American Studies held a full-day conference Sunday, April 21, 2013, at Alumni House on campus. The conference was designed to reinvigorate the American Studies Program and provide a forum for current student and faculty research. Professors Bayers and LoMonaco served as Conference Co-Directors. Panels were organized into three major areas of inquiry: American Popular Culture, Religion and America, and Gender in America; papers were competitively selected and presenters included undergraduates, graduate students, graduates of our MA program, and faculty. Professor Matthew Jacobson, Ph.D., the current President of the American Studies Association and the William Robertson Coe Professor of American Studies and History at Yale University, gave the keynote address, “From the Black Panthers and Nixon to Obama and the Tea Party: Interpreting the ‘Post’ of ‘Post-Civil Rights.’” Around 70 people attended the event in all.
 - The History Department sponsored the Connecticut History Day, which brought public and private high school students from around the region to campus in March to participate in this prestigious competition for history and social studies students. This was a partnership with local school districts and local historical societies.
 - Fairfield University’s Chapter of Model UN, advised by Jermain Griffin, Associate Director of International Studies, hosted the Regional High School Conference and welcomed 166 students from 12 high schools in New York, New Jersey, and Connecticut. Six members of the Model UN Club attended the Harvard Model United Nations in Boston, MA, February 14-17, 2013.
- Dr. David Gudelunas (CO and Women, Gender, & Sexuality Studies) was awarded as the top paper award at the International Communication Association annual meeting in the LGBT Studies Division **and** was named to the editorial board of the new journal *QED*.
- Dr. Qin Zhang (CO and Asian Studies) received a Top Paper Award at the Eastern Communication Association annual meeting from the Intercultural Comm Interest Group.
- Dr. Shelley Phelan (Professor of Biology) and Dr. Shannon Harding (Associate Professor of Psychology, developed a presentation about the NSF-funded BASE Camp program at Fairfield that has been accepted for presentation at the AAC&U's conference “Transforming STEM education. This program highlights Fairfield’s value for community-engaged scholarship and our efforts to advance science education for women and minority students.
- The Kirby Family Literacy Center was moved to newly configured spaces on the 4th floor of Bannow. Representatives of the Kirby Family Foundation visited Fairfield last summer as part of its long-standing support for this service-learning collaboration between Dr. Judy Primavera and Bridgeport’s Head Start program.
- Dr. Edrik López was named Robert Frost Scholar at the West Chester Poetry Center for 2013. This entails a monetary award along with an invitation to be a featured presenter in their annual seminar series.
- Prof. Carol Ann Davis and Newtown resident partnered with a teacher at Hawley Elementary School in Newtown on a 6-week poetry workshop for students (28) and

parents (15) in the wake of the tragedy at Sandy Hook Elementary. The project received funding from the Connecticut Writing Project and DonorChoose.com. English Professor Beth Boquet and Connecticut Writing Project Director Bryan Ripley Crandall supported the project, which culminated in a poetry reading and the publication of *In the Yellow Green Phase of Spring: Poems from Newtown*.

- Adjunct Prof. Christopher Poulos of the Department of Modern Languages and Literatures was selected an Aspen Teacher Leader Fellow by The Aspen Institute & Bellwether Education Partners.
- Anna Lawrence received the Albert M. Greenfield Foundation Fellowship in African American History. This involves research support and participation in a summer seminar.
- The Irish Studies program (and by extension Fairfield University) was invited to join the Atlantic Archipelago Research Group, a cutting edge international scholarly collective, housed at the University of Exeter, devoted to the study of literature, shared ecology, and post-devolution politics across the Anglo-Celtic British Isles. Program Director, Dr. Nels Pearson (Associate Professor of English) presented “Samuel Beckett, Water, and the Paradox of Irish Internationalism” at the group’s annual meeting.
- In spring 2013, Dr. Rosemary Feal, Executive Director of the Modern Language Association of America came to Fairfield on the invitation of the Departments of Modern Languages and Literatures and English. Dr. Feal spoke on “Commonly Taught Languages, More or Less: A Twenty-First-Century Approach,” and engaged students and faculty to think about the value of foreign language study beyond the curriculum.
- The Judaic Studies Program’s annual Jewish New Year (Rosh Hashanah) cultural celebration in the fall of 2012 attracted several dozen students, faculty, and staff. The annual Passover Seder was attended by more than 60 students, faculty, and staff in late March, for which Dr. Gavriel Rosenfeld did an extensive revision of the Haggadah.
- Drs. Joy Gordon (PH) and Gisela Gil-Egui (CO) facilitated the establishment of an agreement between the University of Havana's Center for Studies on the Hemisphere and the U.S., and Fairfield University's Latin American & Caribbean Studies program. The preliminary agreement was signed between Fairfield University and University of Havana, through its Center for Studies of the Western Hemisphere and the U.S. The agreement will make it possible for the University of Havana to host a group from the LACS capstone course, which will focus on Public Health Policies and Institutions in Cuba and also will allow Cuban scholars to do teaching and research on our campus each summer. Lilliana Fernández Mollinedo from the center for Studies of the Hemisphere at University of Havana, is spending six weeks here this summer to conduct research.
- Prof. Gwen Alphonso won the Walter Dean Burnham Best Dissertation Award in Politics & History, American Political Science Association for her dissertation “Hearth and Soul Regimes: Political Parties, Family Ideologies, and the Development of Social Policy in the 20th Century.” Prof. Alphonso was also selected to participate in the Early Career Workshop of the Law and Society Association in May 2013 and invited to participate in the Jack Miller Center Summer Institute, University of Virginia, in July 2013.
- Dr. Al Benney’s decades-long project of compiling a video archive of major figures in theology and religious studies manifests a creative collaboration with the DiMenna-

Nyselius Library and its Digital Commons project. He now has 35 scholars on YouTube, with more than 4000 hits, and 20 scholars on Digital Commons. The project now has a home page, linked to Digital Commons: http://works.bepress.com/alfred_benney/

- Jo Yarrington, Professor of Studio Arts, received fellowships from the New York Foundation for the Arts and the Joan Mitchell Foundation. She was selected Artist-in-Residence for Byrdcliffe at Woodstock and invited for an international artist residency at Cill Rialaig for her project: *On the Edge and In Between: Skellig Michael and the Blasket Islands*. She also received an Art in Public Spaces award from the City of Torrington for work at the Children's Museum, and a Commission Award from of the Arts Division of the Commission on Culture and Tourism in Torrington for her work, *Shadow Play*.
- VPA adjunct, Marion Belanger, was finalist for the Rome Prize and received an Honorable Mention at the 2012 International Photography Awards.
- Nancy Dallavalle (RS), Mark Demers (MA), Bob Epstein (EN), Dennis Keenan (PH), Sally O'Driscoll (EN), Gav Rosenfeld (HI), David Sapp (EN), Glenn Sauer (BI), Kris Sealey (PH), Kraig Steffen (CH/BC), and Janet Striuli MA/CA) are members of the President's Seminar on the Catholic Intellectual Tradition. Dr. Sauer also joined the advisory board of the Center for Catholic Studies. Both the President's Seminar and the Center are directed by the Aloysius P. Kelley Chair, Dr. Paul Lakeland, Professor of Religious Studies.
- Dr. Robbin Crabtree, Dean of the College of Arts and Sciences, received the 2013 Distinguished Woman in Higher Education Leadership Award for Administrative Excellence from the Connecticut Chapter of the American Council on Education Women's Network. Dean Crabtree also was selected as a finalist for the Thomas Ehrlich Civically Engaged Faculty Award given by Campus Compact.
- CAS Support for Faculty Professional Development in FY '13
 - In addition to the **travel budgets** allocated to each department and program in the College (based on \$1000 per capita subject to distribution according to department travel plans and policies), the Dean funded \$43,000 for travel to conferences and for related professional outcomes/development. Total support for faculty travel was +/- \$200,000.
 - The Dean supported 23 course releases for department chairs (in addition to the \$5500 stipends allocated through the MOU). Chairs with release time from teaching are required to report out annually about their ongoing research productivity.
 - The **Humanities Institute** funded 22 projects proposed by 30 faculty members for a total of \$83,310 in FY '13. Nine of the proposals related to faculty development, curricular review/revision, and re-envisioning the H.I.; 13 of the proposals were for public programming, student engagement, and other co-curricular enhancements.
 - The **Science Institute** funded four proposals involving seven different faculty members and 18 undergraduate students for approximately \$13,000 in support for research and travel to meetings. Approximately \$125,000 in new pledges were raised for the Science Institute Endowment (and quasi-endowment) during FY '13.
- The CAS Dean's budget funded nearly \$45,000 in **summer student housing** costs related to faculty research and student internships across the College and nearly \$50,000 in course releases as part of institutional **matching funds for faculty grants**.

CAS Student Highlights

Enrollment Trends

- **The class of 2013** included 478 students (+25 from the previous year) who received their B.A. (373) and B.S. (105) from academic programs in the College of Arts & Sciences. Two students received their AA degree (that program is in phase out). Graduate data by academic degree program appears in Appendix 2a. Noteworthy enrollment trends include:
 - **Interest in the Sciences continues to grow:** We experienced a 20% increase in the number of BS degrees awarded this year. Rapidly in Biology; Chemistry is up slightly; Biochemistry is growing and is expected to continue with the hire of a great new Biochemist. 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 (enrollments up 30-50% over 3-4 years ago); excellent collaboration between CAS and SON facilitates careful planning.
 - **Strong enrollments across the social and behavioral sciences**, as well as English (particularly journalism), persist. After a short dip in numbers of majors, the undergraduate Communication enrollments are trending up with the largest graduating group ever (121) expected in 2014.
 - **CAS students take good advantage of minor programs in the DSB and vice versa.** This is a distinctive advantage at Fairfield compared to many peer and competitor institutions.
 - **Five students in the class of '12 completed Individually Designed Majors (IDMJ);** these were in Environmental Science, Environmental Planning & Sustainability, Environmental Studies, Intercultural Studies, and Visual Media Marketing. These are listed in appendix 2b. There are 6 IDMJ majors approved for the class of 2014. Numbers appear to be steady.
 - **Growing interest in an Environmental Studies major** at Fairfield, which should help student recruitment, is precipitating faculty planning. We expect a proposal to go through committees and on to the State next year. This may require investment of another shared faculty line (like that of Dr. David Downie).
 - **122 CAS majors in the class of '13 studied abroad in 28 different countries** during their junior year (these appear, by semester, in Appendix 2c). This number of students is steady, though we are pleased that the diversity of locations is increasing, including more emphasis on studying in developing countries. This number does not include those who did short-term summer immersion or service trips during their four years at Fairfield.

- **207 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 2d.

Student Achievements

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 2e).

Undergraduate Student Highlights:

- Under the direction of Dr. Tommy Xie, Assistant Professor of English, **the *Mirror* was awarded the Second Place in Best Student Newspaper** at 4-year school with fewer than 5000 students' category. This is the largest national college media competition and one of the most prestigious awards for a college newspaper.
- **Arturo Jaras Watts '14 won the prestigious Udall Scholarship**, a national government award for students dedicated to careers related to environmental conservation and sustainability. Arturo is an Economics major with a minor in environmental studies. He founded Fairfield's Proactive Investment Club related to his environmental activism and believe in socially responsible investing. The PIC is dedicated to promoting investments that create positive social change in addition to generating a financial return. Arturo hopes that the PIC will help establish a permanent revolving green fund at Fairfield.
- **CAS students received many of the most distinguished University Awards this year:** The St. Ignatius Loyola Medal, given to one senior who has demonstrated commitment to the Jesuit ideals of high academic standards, community engagement, and participation in co-curricular activities, went to Daniel Jones, who majored in Politics with a minor in Anthropology. The William J. Kramer '60 Humanitarian Award recognizes one outstanding senior who has committed him or herself to volunteerism and service to an external community activity that best exemplifies the Ignatian tradition of being men and women for others. This year the University honored Sarah Joseph, with a major in Communication and an individually designed second major in Women, Gender, and Sexuality Studies.
- **229 CAS students presented research at scholarly meetings or were authors on published manuscripts; this is an increase of 85 students, or 38% over the previous year**, which had seen an increase of 41 students. These are listed in appendix 2f.
- **339 students conducted independent or supervised research or creative projects, a fall-off from the large increases we've noted in recent years** (listed in Appendix 2g), though more departments and programs are supporting students in this work and reporting this data each year.
- **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.

- **57 CAS students were honored at our annual CAS student awards event** in April. The CAS Awards Committees felt the competition was particularly fierce this year; for the four College-wide awards there were 44 separate entries involving 52 different students. 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.
- **212 CAS students were inducted into the various disciplinary honor societies, and 54 CAS students were inducted into Phi Beta Kappa** (these numbers are fairly consistent from year to 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). Few programs know post graduate employment for their students, but those who reported are listed in appendix 2j.
- **22 students are engaged in research with faculty members during the summer of 2013.** This is a 27% decline from last year, due to issues such as drop in federal funding, the effect of rank & tenure cycles, etc. 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 2013 housing for research students: \$35,880.
- **3 CAS students were honored with Student Achievement Awards** for outstanding seniors who have enhanced a specific University program went to New Media major Michael O'Keeffe for his athletic achievement on and off the field, Psychology minor Courtney Onofrio for her commitment to the development of clubs and organizations and service to the global community, and Communication major Alexandra Tarabour for her dedication to student advancement programs.
- **Student stories that animate these statistics and other highlights include:**
 - Gabrielle Arens '13 completed an individually designed major in International conflict resolution, Arabic, and Russian. She studied abroad in Amman, Jordan, during her junior year, and witnessed the Arab Spring movement while interning with the Jordanian Institute of Diplomacy and working with diplomatic attaches there. She also had an internship with a small women's empowerment NGO called Mortgage Initiative. Post graduate she will either be with Teach for America or working for Save the Children's new program while preparing a Fulbright application to do research on the role of street art in conflict resolution.
 - Gregory Burke '13 of Walpole, MA, completed a double major in economics and accounting with minors in philosophy and mathematics. The Magis Scholar was President of Alpha Sigma Nu Honor Society this year, a member of Glee Club, a mentor to the Ignatian Residential College, and led a service trip to Jamaica this year. He also is a co-author of a journal article with Drs. Ashley Byun and Nels Pearson that arose from an honors course he took with the two faculty members. Greg will be working at PriceWaterhouseCooper in Boston, pursuing his CPA certification, and planning to return to graduate school for a PhD in the near future.
 - Charlotte Adinolfi '13 completed her major in English/Journalism this year during which time she worked as Managing Editor of *The Mirror*, which won a national award this year. She completed five different journalism internships during her time at Fairfield in

addition to completing a minor in Peace & Justice Studies. She will spend next year serving as a volunteer for Catholic Charities Project SERVE in Baltimore before pursuing her career in journalism full time.

- Kaitlyn Buzard '13 graduated with a major in chemistry and minor in mathematics. She was a tutor for chemistry and received the undergraduate research award in chemistry while she was only a sophomore. Her research experience with Dr. Amanda Harper-Leatherman on the protein cytochrome c resulted in papers and publication submissions on which Kaitlyn appears as one of the co-authors. She plans to attend medical school.
- Lisa Capobianco '13 majored in psychology where she engaged in research with Dr. Mike Andreychik and was a teaching assistant under the supervision of Dr. Ron Salafia. She completed a formal internship at the Center for Growth and Development in Wilton, CT, where she worked with behavioral therapists to help children with autism. She also volunteered at Bryant Elementary School in Bridgeport and Osborn Hill Elementary School in Fairfield. This summer she will be working at the Cardinal Cushing Centers in Massachusetts, a therapeutic residential school for special needs children as a teaching assistant and has matriculated into Boston University's Ed.M. program for special education where she will gain her teaching credential. She plans to eventually pursue an advanced degree in counseling or art therapy.
- Carlin O'Donnell '13 graduated with a double major in English and Economics. He studied at the London School of Economics during his junior year, and had a class with the renowned philosopher Nancy Cartwright and discovered his deep interest in theoretical economics and the relationship between the field of economics and philosophy. This led to his choice to complete a philosophy minor, as well.
- Julianne Whittaker '13 is an International Studies and Economics double major and a member in several honors societies. She studied both Spanish and Arabic, and did cultural immersions in Jordan (for a semester) where she interned with the UN Relief and Works Agency for Palestinian Refugees and in Nicaragua (short-term service trip). She brought Fair Labor clothing to Fairfield as part of her role on the leadership team of Students for Social Justice. This led to a summer job in Washington, DC for the State Department's Bureau of Population, Refugees, and Migration and an internship during her senior year as a Refugee Resettlement Caseworker with the International Institute of Connecticut; she also volunteered as a translator through Connecticut Legal Service's Migrant Clinic. After graduation she will be working in Nicaragua with the International Organization of Migration thanks to a grant from the Carl Bailey Family Nicaragua Fund.
- Nancy Laskowski '13 graduated with a double major in English and Theatre with a minor in music. She was involved in 13 Theatre Fairfield productions during her time at the University and appeared on stage in 8 of those. During her time at Fairfield, Nancy was an educational intern and assistant director at Hartford Stage's Musical Theatre Summer Camp, and also served as the business intern for Theatre Fairfield.
- English major Daryll Fay was accepted to nine (9) law schools, all with full scholarships. She has accepted the offer at UConn and will begin there in the fall.

- Philosophy major Nick Harrison ('12) has successfully finished his first year of graduate study in the Ph.D. program in philosophy at the University of Utah. He did well enough to earn funding for next year.
- Maria Clinton (Communication) and Brittany Jenney (International Studies), both in the class of 2014, were awarded Bailey Family Funds for internships in Latin America and will work over the summer in Ecuador. Dr. Gisela Gil-Egui provided academic mentoring to the two students in developing their successful proposals.
- Taylor Szupiany '14 is a biology major who received the Phi Beta Kappa book award during her sophomore year and was inducted into the honor society as a junior. She has been conducting research with Dr. Jessica Davis related to Crohn's disease and is co-author on a paper that Dr. Davis has submitted for publication that reports findings related to potential drug therapeutics for the disease. She is president of the PAWS campus organization devoted to caring for neglected and abused animals at local shelters. She plans to attend medical school after graduation.

Graduate Student Highlights

- **64 graduate students completed their master's degrees** in American Studies (11), Communication (14), Mathematics (8), and the MFA in Creative Writing (31) programs.
- **The third annual Award for Graduate Student Service went to Ms. Cathy Barna** (MFA student) for her development of writing workshops through the Veterans Administration Outreach and ABRI Homes for the Brave transitional shelter, both in Bridgeport. The idea began as an academic project, and evolved into an ongoing community service engagement.
- Seven **Communication graduate students were authors or co-authors on papers that were competitively selected for presentation at professional scholarly meetings** of the National Communication Association, the European Association for Communication in Healthcare, or the International Association for Media Communication Research. **One of these papers, which was co-authored with SON faculty and students, as well, was accepted for publication** in the *Journal of Clinical Simulation in Nursing*.
- **Five MFA students had books either published or accepted for publication this year** in what continues to be an extraordinary trajectory of outcomes for students in this program. In addition, MFA students published dozens of poems, stories, essays, and articles. This is augmented by 6 books published this year by the MFA faculty, in addition to dozens of poems, articles, stories, essays, and public readings and talks by the faculty (see MFA annual report for details). **Several MFA students won competitive prizes for their writing this year:**
 - Travis Baker, winner of the Best of Maine, Clauder New England Playwrights Competition for "One Blue Tarp," which was included in 2013-14 Season at Penobscot Theatre Company in Bangor, ME
 - Nick Knittle, winner of the 2012 Fairfield/New Rivers Press Book Award
 - Heidi St. Jean, 2013 Scholarship Winner for the West Chester Poetry Conference and the 2013 Third Prize Winner of the Al Savard Memorial Poetry Prize

Strategic Directions and Priorities

This section highlights progress on the College of Arts & Sciences priorities. Emergent priorities, issues of concern, and related goals are also included in each section. Specific outcomes are discussed related to “Strategic Directions and Priorities 2012-2016” (most of these were highlighted and elaborated in the first section of this report). Updates on the routinization of and outcomes related to the Strategic Priorities, Activities, & Timetable 2008-2011 are also included below.

UPDATE ON “STRATEGIC DIRECTIONS AND PRIORITIES, 2012-2016”

This document outlines three overarching goals (see Appendix 3a). Highlights of outcomes related to each of these priorities are listed here.

I. Fostering Integrative Teaching, Learning, and Scholarship

- ✓ We are in the process of developing a more systematic approach to evaluating the Core and the assessment of student learning from the Core.
- ✓ Many departments and individual faculty use Core Pathways language on their syllabi and on IDEA evaluations. The Cas Associate Deans have worked with Student Affairs (particularly New Student Programs) to integrate the Core Pathways with the FYE and with the Office of Exploratory Advising to integrate them into peer advising programs.
- ✓ UCC has taken up a Core Assessment project and ensured all Core Areas have developed and posted measurable and demonstrable learning outcomes.
- ✓ Preliminary conversations have begun about developing a process for consideration of a wholesale revision of the Core. This should arise naturally from evaluation and assessment work, though without any formal structures responsible for this, it’s slow going.
- ✓ On the Dean’s urging, and based on consultation with the CAS Planning Committee, the SVPAA has agreed that the Deans will begin a discussion of a Core Revision process in the fall.
- ✓ Health Scholars Program inaugurated with interdisciplinary project (Psychology and Nursing) as discussed in the first section of this report. Re-launch of the Humanities Institute to support faculty scholarship and student-faculty research in the humanities.
- ✓ Programming on the Scholarship of Engagement led to revised R&T Guidelines that highlight the value of community-engaged teaching and research, which are under review by Academic Council for adoption in the Journal of Record.

II. Strategic Program Development

- ✓ Two new graduate programs developed and approved, as discussed in the first section of this report.
- ✓ Summer Scholars Program generates revenues and applications for full-time undergraduate admission, also as discussed in the first section of this report.
- ✓ Four→Five-year MA programs under consideration for Communication, Creative Writing, Math, and Film/Television/Media Arts (the latter could be BA→BFA).
- ✓ Interior Design non-degree program restructured to reduce overhead, raise tuition to the regular part-time rate, align adjunct stipends with the MOU (courses meet 85% of the full-semester, so adjuncts should be paid 85% of the MOU rates).
- ✓ Restructured the EMT Program to increase tuition up to market value and reduce the amount of paperwork (and staff time needed).
- ✓ Closed part-time, non-credit, non-degree programs that did not make financial sense or match with University mission.

III. Championing the Value of a Liberal Arts Education

- ✓ “Classroom to Career” initiative developed and launched as part of advancing the value of a liberal arts education for professional preparation. Details were discussed in the early part of this annual report.
- ✓ Working with a group of faculty in the College, the Dean has re-invisioned the scope and developed a case statement for growth of the endowment of the Humanities Institute. Details were highlighted in the early part of this annual report and the Case Statement and funding priorities appear in the appendices.
- ✓ Concerted work has been undertaken with University Admissions, Marketing, and Advancement to support their ability to promote CAS academic programs, the Core, the value of a liberal arts education, and the excellence of our faculty’s scholarly and creative accomplishments.
 - The Dean, and some departments, have annual meetings with Admissions staff
 - CAS newsletter, *At the Core*, used to cultivate broader understanding of CAS
 - Annual meetings of the Dean with Marketing & Communication division supplemented by regular interaction of Associate Deans with M&C staff. Plans for webpage development related to the Integrated Health Sciences Initiatives, the Science Institute, the Humanities Institute, and other major facets of CAS underway.
 - The Dean engaged in significant fundraising activities in coordination with University Advancement and Alumni Relations which included a trip to California and involved more than \$3M in funding requests (confirmations of pledges for approximately \$250,000 to date with most requests still pending).

UPDATES ON ROUTINIZATION OF AND OUTCOMES RELATED TO THE 2008-2011 STRATEGIC PRIORITIES DOCUMENT

While this document outlined a three-year strategic plan (see Appendix 3b), much of the work contained within it is routine and accomplishments continue to accrue. In addition to highlighting this year's key outcomes, a variety of challenges, concerns, and emergent priorities are listed here.

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.
- ✓ CAS Associate Deans have been instrumental in supporting the rigorous process, including providing frameworks and training for curricular mapping and assessment.
- ✓ 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. We have slowed the cycle for the minor programs, allowing them to queue up when ready and a sufficient number of affiliated faculty can share the work.
- ✓ 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:

- The program review process has accelerated the pace of changes in CAS curricula, which intensifies workloads for ASCC and UCC (and sometimes EPC and Academic Council), as well as the need for more integrated incorporation of changes across University offices and throughout our publications and web-based information.
- As could be expected, external reviews and Revised Action Plans might involve significant budget implications. That said, based on sustained budget crisis, departments and programs are being judicious in their goals and expectations.
- Departments are undertaking curricular reform in good faith; their efforts should be met with moderate and reasonable administrative support for achieving important and shared goals or the integrity of the program review process will be jeopardized.

Emergent Priorities: (1) Work with ITS to ensure systems integration includes curricular changes across multiple domains; (2) continue through the cycle finding space for the ID programs as needed; (3) 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:

Departments, and to some extent, interdisciplinary minor programs, have come to understand that measuring student learning outcomes and using information for program improvement is a routine part of faculty business in today's academy. They also are seeing how useful this data is during the self-study and program review process. Assessment activities this year include:

Highlights of accomplishments this year include:

- ✓ UCC/ASCC continue to take a more pro-active stance toward assessment of student learning. They developed and appointed a Core Learning Assessment Committee this year.
- ✓ Core Learning Outcomes (measurable and demonstrable) have been developed for all 5 Core areas.
- ✓ **AVP Christine Siegel has provided long-needed leadership around assessment, and this has supported the work of the Associate Deans in the College.**
- ✓ Departments in CAS are using the NEASC rubrics to guide their assessment efforts.
- ✓ All 16 academic departments (including International Studies) 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.

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. Annual salary negotiations, along with persistently low salary increases each year, significantly threaten the morale and engagement of the faculty.

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):

In 2010-11 we implemented the new University Merit Plan in the College, including development of an online application process.

Highlights of accomplishments this year include:

- ✓ All except a four faculty members in the College qualified for Standard Merit based on their submissions.
- ✓ Efforts to improve both R&T and post-tenure faculty productivity and success include:
 - The Dean held her fifth annual meeting with all pre-tenure faculty as a shared venue for questions and answers, peer advice, and mentoring.

- The Dean held her third annual meeting with all associate professors in the College was held to discuss whole-career mentoring and goal setting.
- 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.
- Department-based initiatives continue to develop to support faculty success in teaching, research and service. These utilize Peer Review of Teaching best practices, a variety of mentoring structures, and franker/more rigorous annual review processes.

Concerns and Challenges:

- The programmer who developed the CAS online merit application process left Fairfield and maintaining the program is a challenge.
- A variety of other technical and procedural difficulties will require us to modify our merit application process in the coming year.
- 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 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) Work with ITS to develop new or maintain and further refine the existing online merit application process; (2) Work with CAS Planning Committee to propose changes to the CAS annual performance review policy and procedures.

Improve systems of student advising:

Working with the Office of Academic Engagement, College staff and faculty continue to engage 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 to those new offices, which continues under Dr. Sapp’s leadership. CAS staff members collaborate closely with these initiatives and coordinate them with College-based efforts.

Highlights of accomplishments this year include:

- ✓ Transition to electronic student files completed as planned.
- ✓ “Classroom to Career” initiative integrated with the student advisement period and framed as, in part, an advising resource for faculty.
- ✓ Conversations with Department Chairs about improving quality of faculty advisement, creating mentorship in advising and mentoring.

Concerns and Challenges:

- Student survey data expressed widespread dissatisfaction with advising, but further scrutiny of the data and focus groups makes clear that what students mean is

“registration” (not advising as such). Efforts to improve “advising” should be focused on improvements in the online registration system, the role and use of waitlists, challenges associated with tight enrollment management, and other technical aspects affecting student satisfaction during the registration period each semester.

- Faculty and staff continue to express grave concerns about the advising of student athletes. These have been communicated to the appropriate personnel.

Continuing Priorities: (1) Ensure faculty remain the primary academic advisors for students and that they are prepared to do so effectively; (2) Coordinate with the Office of Exploratory Academic Advising and related areas to ensure students are well served.

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 Planning Committee proposed and A&S faculty created a subcommittee to recommend CAS-specific R&T protocols in areas where there is ambiguity or school latitude in the Handbook. Recommendations were adopted by faculty vote and will form a “guidelines” document for Dean, Chairs, Candidates, and the broader faculty.
- ✓ Department and program-level by-laws are being developed across CAS; a subcommittee will be formed to check them for consistency with the Handbook and Journal of Record.
- ✓ Minor revisions and inconsistencies in the CAS Governance Document continue to be addressed in a collegial process.

Emergent and Continuing 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 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 a vacuum in the Exec VP office there has been insufficient leadership for and too few resources dedicated to many of the individual strategic initiatives and projects. Direction and priorities remain a bit unclear. We have pared down our focus on those aspects that are most central to CAS mission and those most in tune with CAS faculty initiatives and energies. **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. Similarly, growth in the professional school populations (students and faculty) and decline in CAS enrollments (and faculty) as a total of the overall institution seems to be occurring absent any strategic conversation.

Core Integration Initiative

With the change in leadership in the CAE, the institutionalization of core integration is de facto in CAS departments and programs. Associate Dean Manyul Im has 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:

- ✓ The Associate Deans continue to work with departments and individual faculty to ensure Core Pathways appear on syllabi and are included in CAS assessment activities.
- ✓ Pilot ePortfolio project with FYE was continued this year. It is unclear whether we will continue to support Digication, so this initiative is not being pushed until that is clear.
- ✓ Departments continue to implement significant core integration in conjunction with their curricular revisions and assessment work.
- ✓ With new UCC protocol for getting non-core courses to count toward core requirements, we expect to see a number of SOE, SON, and DSB courses apply to carry core science or social science credit.

Ongoing Concerns and Challenges:

- Too many part-time faculty are teaching in the core, particularly in EN, MA, MLL, PH, and RS. We will seek to enhance the number of f/t faculty in these areas.
- Change in DSB core language requirement (from 2 semesters at the intermediate level to 2 semesters at any level) is wreaking havoc on our intermediate language enrollments (e.g., elementary Chinese may have 12-15 students, and intermediate level study may garner only 5-6).
- 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. The new SOE Dean has welcomed collaboration to resolve these issues, particularly as concerns courses in Math, Computer Science, and Physics.

Ongoing Priorities: (1) Continue to work with Chairs, Deans, and Orientation program staff to ensure that all students complete PH 10, RS 10, and HI 30 within their first 3 semesters. (2) 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. (3) Initiate a process whereby we can begin to reflect upon our current Core and move toward an outcomes-based revision of the Core Curriculum to reflect contemporary educational goals and student learning.

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:

- √ “Classroom to Career” initiative has significant interface with Career Planning Center
- √ Of the 45 faculty members who taught 60 different courses associated with our Sophomore Living & Learning Communities this year, 39 were from the College of Arts & Sciences.
- √ Of the 28 service-learning courses offered this year, 10 were taught by CAS faculty members.
- √ CAS faculty leadership continued in two of the three sophomore residential colleges
- √ Immersion trips with faculty to Nicaragua, New Orleans, and Brazil were articulated with courses
- √ Faculty are working with the Office of International Programs to develop study abroad internships, service learning courses, and mission-driven academic experiences

Concerns and Challenges:

- 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 significant engagement of faculty is often invisible to others. 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.

Integration of Graduate Education with University Mission

Enrollments in the four graduate programs in the College of Arts & Sciences have variously posted modest growth or small declines. These trends are seen in Appendix 3c.

Highlights of accomplishments this year include:

- √ Successful approval of the MPA and MLS programs. These programs were discussed in the front part of this report.
- √ Enrollments in CAS grad programs are down slightly, and every effort is being made to buttress recruitment. Coordination is strong among relevant university units. Summer numbers posted an improvement from spring forecasts.
- √ 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. result in preservation of approximately \$75,000 of revenues across programs. New enrollment management policies were developed to ensure the optimal relationship between providing students the curricula they need to progress toward degree and maintaining sustainable costs in relation to revenues.

- √ Associate Dean Aaron Perkus assumed primary responsibility for overseeing and managing CAS graduate programs. He coordinates closely with the Office of Graduate Admissions, the Marketing & Communications Division, the Directors of each of our graduate programs, with the Deans/Grad Directors of other schools (particularly DSB) as necessary related to shared courses, and with the Registrar.
- √ Succession plans for program directorships and policies related to program steering/advisory committees have been put into place for the first time across all CAS graduate programs. These have been built into the program proposals for the newer programs, and added to the existing programs.
- √ 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.
- √ The MFA successfully concluded its fourth full year of operation. In the year 2012 we graduated 31 students, in two cohorts. While the program saw diminishing numbers of students enrolled during 2012 and into winter 2013 (10, 16, and 5, for an average of 10.3), the program was able to enact a series of significant cost-cutting measures to reduce costs both for the University and for students; we were thus able to propose and have granted a tuition reduction that was seconded by the Administration and passed by the Board of Trustees. This tuition reduction (by over \$500 per semester), combined with savings realized during the residency, permitted us to offer a total reduction in cost to the student. The program is now below the crucial \$8000 figure for tuition and below the \$9000 figure for total student costs. This cost reductions combined with other changes resulted in a return to earlier levels of enrollment for the summer residency (21 new students as of this writing).
- √ The MFA program introduced two new concentrations—Publishing/Editing and Spiritual Writing. The first has 6 students already concentrating in it, while the latter has one. The Publishing/Editing concentration will provide our current students with strong vocational training as well as offer a natural attraction for prospective students. Our inaugural post-grad MFA teacher training was a big hit, with 13 students applying and 5 being selected. The program also captured the revenues lost from missing enrollment targets for the Winter 2013 residency.
- √ The Psychology Department collaborated with the Graduate School of Education and Allied Professions to support their plan for a 5-year Masters in Industrial-Organizational Psychology. There is now the option for undergraduate psychology majors to take PY420: Introduction to Industrial/Organizational Psychology, have it count as an undergraduate psychology elective or, if they pursue the Masters in I/O, serve as one of the graduate-level foundation courses.

Concerns and Challenges:

- Student retention in and satisfaction with our graduate programs is very high, though recruiting new students continues to be a challenge in the current economic climate and given our market constraints (population, competition, cost, etc.).

- Meeting f/t faculty hiring needs in relation to the graduate programs will be important; this requires coordination across several departments involved in the interdisciplinary degree programs

Emergent Priorities: (1) Ensure searches for TT faculty include consideration of existing and emergent graduate programs in configuration of positions/ads and teaching loads.

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:

- ✓ Summer 2012 Chairs Retreat included a half-day session on promoting and managing diversity with scholar/consultant Susan J. Pliner. As a result, the Dean initiated conversations with Institutional Research and Human Resources about the University's related surveys/data and its analysis.
- ✓ 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.
- ✓ Seven new faculty hired in 2012-13. Six of the candidate pools included qualified minorities and members of historically under-represented groups; three had members of these groups among the finalists. Of the seven faculty hired, three are women, one is African American, one is international, and one is a Jesuit.
- ✓ Through the Dean's urging, UCC has mandated assessment of the U.S. and World Diversity requirements, the courses, and attitudes/behaviors of the faculty who teach them. Progress has stalled.
- ✓ The interdisciplinary programs in CAS continue to be champions for institutional diversity, and produce programming that enriches campus culture, supports culturally diverse faculty and students, and spotlights social justice issues.

Concerns and Challenges:

- Opportunities for diverse faculty hires are waning given fewer searches each year (6-7 over each of the past 4 years compared to a typical 10-12 in earlier years, which kept pace with faculty departures). Funds for incentives to hire and support diverse faculty also are scarce. Low 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 particularly concerning for African American faculty. Small number of African American faculty continues to be a challenge, as does the small number of faculty from members of other historically under-represented U.S. minority groups (whereas international faculty seem to have higher levels of success and satisfaction).

- The institution continues to lose progress on achieving a more diverse student body, and this impacts the educational program and classroom experience for all our students, continues to be a problem within student culture, and reduces our ability to recruit diverse faculty and students. Faculty are very demoralized on this point.

Continuing Priorities: (1) Work more proactively to provide diversity training to all CAS leadership and to root out unconscious prejudice, tacit/structural biases, and micro-aggressions 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 using appropriate analytics.

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:

- ✓ The Humanities Institute re-Vision foregrounds Jesuit heritage and educational traditions.
- ✓ Dr. Paul Lakeland, Professor of Religious Studies, continues to serve as the Aloysius P. Kelley Chair and Director of the Center for Catholic Studies through which he produces a variety of interesting programs and engagements.
- ✓ Dr. Nancy Dallavalle, Associate Professor and Chair of Religious Studies, continues to serve as the Faculty Facilitator for Mission & Identity. She organized a number of programs this year that brought together a variety of University constituents.
- ✓ Dr. Ellen Umansky continues to serve as the Carl and Dorothy Bennett Chair and Director of the Bennett Center for Judaic Studies. The programming and engagements she sponsors through the Center animate the Jesuit priority for inter-religious understanding, tolerance, and dialogue.
- ✓ Dr. Martin Nguyen, Assistant Professor of Religious Studies, serves as advisor to the Muslim Student Association and, through that organization, engages students and faculty in a variety of programs that raise awareness.
- ✓ Associate Dean Manyul Im participated in the AJCU Leadership Seminar – this enhances his ability to lead mission.
- ✓ Dean continues to integrate elements of Ignatian philosophy and the Catholic Intellectual Tradition into all remarks to faculty and students.

Emergent and Continuing 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, integrating these histories and philosophies into remarks for students, parents, and faculty.

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:

- √ The Dean traveled to California with major gifts officer Chris Pates to introduce the Integrated Health Sciences initiatives to various alumni and parents with significant expertise or business interests in health-related fields
- √ New CAS Advisory Board members include first members from California (Jim Higgins ’70 and George & Terese Kemble P ’15)
- √ Advisory Board meetings focus on key University and College priorities (agendas appear in appendix 3d):
 - Fall meeting featured discussions of the Comprehensive Campaign and Integrated Nursing & Health Sciences Case Statement
 - Winter meetings highlighted the “Classroom to Career” initiative and was hosted by John Mancini ’86 in NYC
 - Summer meeting focused on Integrative Arts Education and the Bellarmine Museum, and included a discussion of the Humanities Institute Case Statement
 - Drs. Paul Lakeland, Ellen Umansky, Martin Nguyen, and Glenn Sauer are preparing a featured topic on inter-religious dialogue for the CAS Advisory Board’s October 2013 meeting.
- √ With the departure of Ms. Noel Appel, who was the Advancement Liaison to the College and facilitator of the CAS Board of Advisors, Ms. Julie Tuozzoli, Director of Alumni Career Services, was assigned to be the new Advancement Liaison.

Concerns and Challenges:

- Advancement staff turnover has been a significant challenge this year for tracking Advisory Board giving (which Noel used to do), and for overall management of the Advisory Board project.
- Advancement staff attention and expertise has not provided earlier levels of support requiring more of the Dean and her staff.

Emergent Priorities: (1) CAS Dean (and SON Dean) should be included in a greater number of face-to-face solicitations with the President and/or SVPAA and/or major gifts officers related to the Integrated Nursing & Health Sciences Initiative. (2) More CAS faculty should be engaged in the donor cultivation process as the Comprehensive Campaign intensifies.

PRIORITY 4: Reorganize CAS Office for Optimal Effectiveness

One overarching goal was articulated: *“Create appropriate organizational structures, a team of personnel, operational procedures, and adequate facilities commensurate with the status and*

workload of the College of Arts and Sciences.” Highlights significant outcomes this year, as well as appendices with data and procedural information, are included in this report.

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.**
 - This year there were more than 3000 **student appointments** (for advising related to academic matters, grievances, medical issues, transfer, etc.) with the CAS staff (complete data appear in Appendix 4a).
 - There were **29 academic dishonesty cases** (20 in fall and 9 in spring), for a 30% increase from last year. These infractions were committed more or less equally by male and female students (the one repeat offender in the group was male). While 10 cases were among first-year students, not surprising, the other cases were distributed more or less equally across the other classes. At least 24 of the 29 cases involved plagiarism from online sources or inappropriate uses of mobile devices during exams. Outcomes of cases resulted in a variety of outcomes including 5 Fs for the course, and 27 grades of 0 on the paper, project, or exam in question. All cases were settled without the Dean’s intervention, that is, by the CAS staff working directly with the faculty and students and, in most cases, the student accepting the faculty member’s punishment without appeal (data can be found in Appendix 4b).
 - Assistant Dean Dawn DeBiase continued with her **intensive outreach and management procedures for academically at-risk students** to move them toward academic success using Motivational Interviewing techniques (this year’s outcomes were reported in an earlier section of this report related to retention efforts). This year we added a letter to the home with a follow-up phone call to the parents alerting them that the Dean’s Office needed to see their student. This protocol does not violate FERPA (as no specific information is provided about the student’s academic performance), but it does ensure parents are alerted to a potential issue. Information on **academic dismissals** and **academic probations** appears in Appendix 4c. Increasingly proactive strategies (and data analysis) for **academic warning, midterm estimates, and early alerts** were continued this year. These were discussed in the earlier section of this report (further information on protocols and success rates for these retention efforts are in Appendix 4c).
- √ **Budget Management** continues to be painstakingly managed by Ms. Jean Daniele, Assistant to the Dean, who coordinates closely with Tracy Immerso, Manager of Academic Operations in the SVPAA’s office, along with Finance, Accounting, and Payroll as needed. This year we had approximately **\$153,000 in operating budget surplus** (most of this was due to the small winter cohort in the MFA and the fact that some of the Dean’s travel funding commitments ended up not being submitted as planned by faculty). We continued with intensive collaboration Finance Division for complete overhaul of budget procedures. Ms. Jean Daniele deserves special commendation for her close work with Ms. Tracy Immerso, the VP of Finance, Julie Dolan, and her staff. A description of CAS budget accomplishments and challenges is found in Appendix 4d).

- √ **Enrollment Management** protocols continued this year in CAS. Based on better budget processes and careful use of instructional resources, we had **approximately \$200,000 surplus in the adjunct budget** (including the graduate programs, see Appendix 4e). Jean Siconolfi and Sandy Richardson, reassigned to CAS from UC, along with CAS Assistant Dean Sue Peterson work closely with departments and operations staff to track enrollments and instructional budgets carefully. We continued with efforts to close all under-enrolled sections that were expendable. Associate Dean Jim Simon and Assistant Dean Peterson are working with Institutional Research to study longitudinal enrollments in the College. Some of this information was reported in the front section of this report.
- √ **Integration of former UC staff and operations.** Most of the integration has gone smoothly, though our ability to recruit part-time students and online curricula are challenged by the lack of institutional strategic planning and resources for these purposes. We will work with the new EVP on these issues in the coming year.
- √ 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), budget policy and procedures, use of Banner for various operations, developing tailored reports to meet the needs of individual programs, and other forms of support for chairs and directors.

Concerns and Challenges:

- We continue to be concerned that Systems and Procedures are not well integrated at the University, though we are making progress in both areas. It also should be noted that staff members in Finance and Payroll are prone to an unusual number of errors and inexplicable number of holdups on paperwork.
 - The strategic initiatives continue to be insufficiently funded leading to the splitting of limited funds and personnel attention/energy across too many initiatives. More faculty and academic staff are needed to support new programs and new initiatives or workload expectations will compromise quality.
 - **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 backs while research expectations are also increasing and the number of full-time faculty to share the load of governance is shrinking.
- √ **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 2013-14

Throughout the discussion of each of the strategic directions and priorities above, concerns and emergent priorities were delineated. Some overarching strategies and goals related to those priorities are listed here.

Support Faculty Excellence

- Continue to identify and recruit the best faculty for Fairfield University
- Continue to develop and refine department mentoring programs and structures
- Enhance department selection, supervision, and evaluation of part-time faculty
- Align CAS resources to support faculty teaching excellence, research, and engagement with students outside the classroom
- Re-launch Humanities Institute and participate in related fundraising

Continue and Enhance Strategic Collaboration Across Schools

- Collaborate with Deans of other schools to develop innovative collaborative programs
- Continue integration of SOE programs with sciences in CAS; in particular, determine whether or not to consolidate computer science and computer engineering programs.
- Participate in search for and recruitment of new SVPA and new Dean of the GSEAP
- Continue work with SON on Integrated Nursing and Health Sciences Initiatives and related fundraising

Enhance Marketing/PR in Relation to Programs and Faculty

- 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.)

Collaborate with Facilities on Vital Capital Projects

- Participate as needed in fundraising and design elements related to the SON expansion
- Facilitate the integration of the SOE into Bannow and related construction projects
- Collaborate with Facilities and Safety on long-range plan full-time staff augmentation related to safety issues, particularly in Bannow Science Center and Visual Arts facilities.
- Work with Facilities to identify short- and long-range strategy for increased footprint for CAS operations due to growth in staff, purview of responsibilities, and to optimize functionality.

Reduce Intensity of “Bottom Line” Management

Since the fall of 2005 and the economic crisis that led to a recession along with a paradigm shift for higher education finance, the College of Arts & Sciences has undertaken an elaborate series of resource optimization efforts as reported monthly to the SVPAA and annually in the FY reports. While many of these measures were long overdue and corrected inequities and poor use of institutional resources, others entailed significant sacrifices that, over time, have taken their toll on faculty and staff management abilities, faculty morale, and adversely affected the quality of the academic program. Remarkably, over that same period of time, the undergraduate and graduate student experiences have seen many improvements. Most recently, the enrollment crises encountered during this period seem to have been less than long-term trends, and current trends inspire more optimism. Even as we seek more and better ways to manifest the Fairfield University mission in what are irrevocably changed contexts and expectations for higher education in the U.S., we want to ensure that we don’t unnecessarily compromise the quality of our central mission.

- Rising costs, increased expectations for productivity, and heightened competition for revenues have negatively impacted the College, e.g.:
 - Loss of full-time/tenure-track faculty lines through which we can meet the demands of the strategic plan; slower hiring pace leads to over-reliance on adjuncts
 - Decreased ability to meet increasing hiring and start-up costs, equipment purchases and maintenance, and consumables – this is a particular challenge in the sciences where enrollments are growing
 - Salary enhancements and retention monies for current CAS faculty are non-existent
 - Faculty professional travel, publication subvention fees, and similar costs are rising due to the growing rate of productivity among faculty, particularly newer faculty
 - Program review; new program development, or targeted program enhancement is challenged within unchanged or reduced operating budgets
 - Utilization of restricted funds to offset operating budget cuts and realignments

- Portfolio Review of all academic programs in CAS supports increase in instructional and operational resources.
 - Among all our degree programs, Computer Science still requires some work
 - Portfolio analysis could be disaggregated for a better look at Modern Languages and Visual & Performing Arts
 - Some of our graduate programs could have higher enrollments, with particularly uneven recruitment trends in American Studies and Communication, but all are clearing a profit.
 - Overall CAS is the most cost-effective school at Fairfield, far exceeding the other schools in tuition dollars generated and students taught.

- At the same time that intensive resource management has been important and necessary these past 5 years, **we must be vigilant that “bottom line” philosophies and protocols do not compromise our academic mission, the quality of our academic programs, or the success and wellbeing of our faculty and staff.** Therefore, the following goals will be pursued in the coming years:

- The Dean will look to increase department travel budgets in recognition of rising costs, increased faculty productivity, and the importance of faculty development and visibility to the overall quality of the institution.
- The Dean will seek to return the number of full-time faculty to 168 or more, focusing on areas in which too many sections are currently taught by adjuncts, as well as large majors and those identified for targeted growth.
- The Dean will augment the staff supporting graduate and interdisciplinary programs in the College, beginning with the addition of one half-time position, hopefully growing it to full-time over three years.
- The Dean will continue to ramp up fundraising efforts and work with Advancement to build the CAS endowments and enhance the current-use donations in support of our strategic priorities and to maintain our distinctive academic quality.

Work with Executive Vice President to Develop Strategic Plans

- For online education
- For adult, continuing, and part-time education
- For community enrichment programming
- For other revenue generating opportunities
- For distribution of broader institutional revenues better to the academic division, particularly in support of the Core Curriculum and liberal arts mission.
- Associate Deans have in many cases already developed “white papers” on topics of strategic importance to the academic division and the University.

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