

Fairfield University

| 2013-14

**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. It provides an overview of the status and progress on the University strategic initiatives within the College, as well as on CAS priorities. It shares activities of our Board of Advisors and conveys our efforts to procure funding and otherwise advance the College and Fairfield University

By way of background, The College of Arts & Sciences is comprised of 164 full-time faculty members (149 TT, 9 Professors of the Practice, and 6 visiting faculty members). 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. Five graduate programs offer the M.A., M.S., and M.F.A. degrees.

Much of the material in this report was compiled under Dean Robbin Crabtree before she stepped down June 1, 2014. Incoming Dean James Simon has boldfaced some of the material he thought especially important as the College prepared for 2014-15 and beyond.

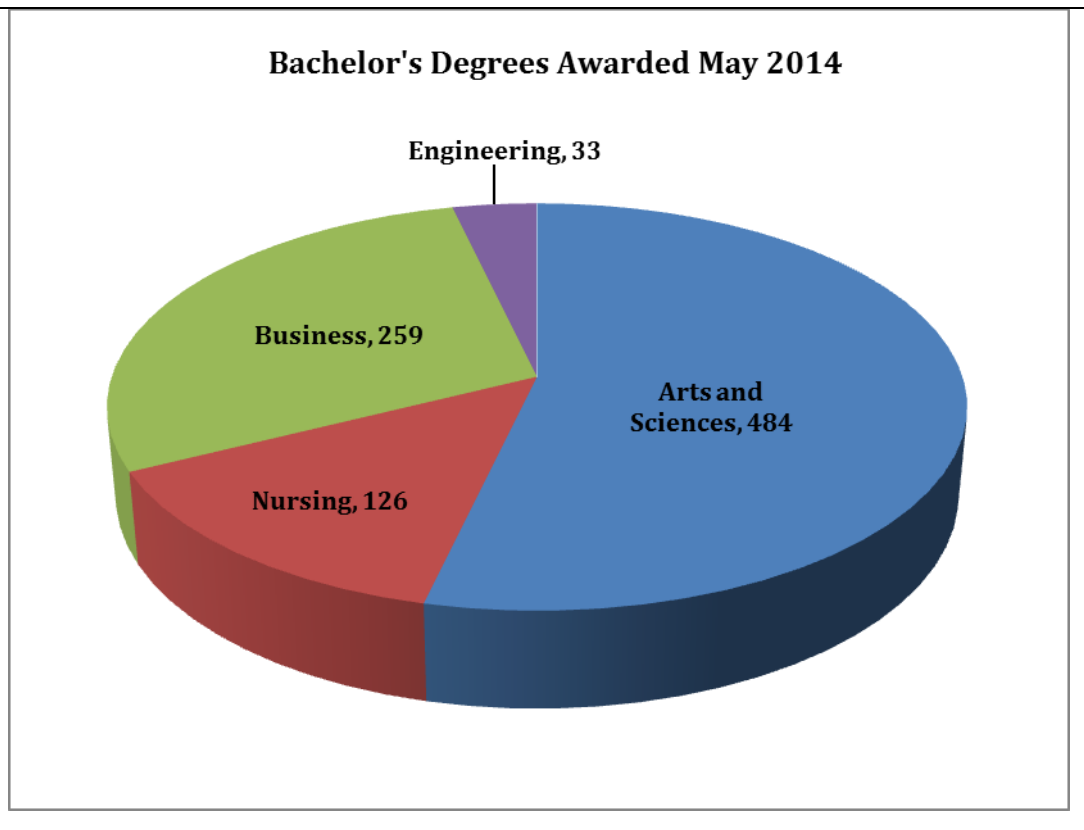
# CAS Highlights of 2013-14

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 that follow reflects our breadth and diversity. They illustrate 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.

## ***CAS Remains the Major Academic Component of University***

Despite a national decline in the number of students choosing liberal arts programs, slightly more than half of the students who graduated from Fairfield in May 2014 (484 out of 902) were from The College.



## ***New Vision for the Humanities Institute***

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 21<sup>st</sup>-century humanities at Fairfield University and to develop recommendations for initiatives and funding priorities for the next decade.

**Dr. Ronald Davidson of the Department of Religious Studies has been selected the Inaugural Director of the 21<sup>st</sup> Century Humanities Institute in the College of Arts & Sciences. With a Steering Committee, Dr. Davidson will develop this new Center and implement innovative curricular and co-curricular initiatives for the Fairfield campus and its greater community. The Humanities Institute endowment was established to ensure that the humanities flourish as the heart of a Fairfield University education. He is aided by co-directors Profs. Nels Pearson and Sara Brill.**

This initiative is envisioned as a companion to the Integrative Nursing and Health Studies Initiative (INHSI – see below), 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.

### ***Advancing Knowledge, Improving Care: Integrated Nursing and Health Studies Initiative at Fairfield University***

As introduced through a variety of presentations to the University community, the INHSI 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.

Dean Crabtree reported during the October CAS Advisory Board meeting that a pilot of the interdisciplinary Health Sciences Scholars program featured a research collaboration between Dr. Linda Henkel in Psychology and Dr. Alison Kris in Nursing and two of their students, funded for a 2-year project on cognition and aging.

There was an appointment of two Faculty co-Facilitators: Dr. Brian Walker of the Biology Department in CAS and Dr. Eileen O’Shea from the SON. They developed a web presence for the initiative and cultivated engagement from faculty in A&S departments as well as from Engineering, Business, GSEAP & Nursing faculty.

**Under incoming Associate Dean Brian Walker, work is beginning in summer 2014 for creation of a proposed minor in Health Studies. A full draft description of the minor should be ready by end of the summer, allowing submission to faculty committees early in Fall 2014**

## ***“Classroom to Career,” Student Advising Checklist Help Promote Professional Discernment and Career Readiness***

President von Arx has repeatedly commended The College’s Classroom To Career program; he has called it a model for the university. The program helps students gain the most from their college experience. Mapping activities and resources to career discernment and development of professional skills, C2C materials for each of the 19 degree programs in CAS is now integrated with the semester-by-semester student advisement process. We are also ensuring parents are aware of these resources, and that they encourage their students to participate proactively.

**In 2013-14 we built on the C2C success by mandating that all CAS students fill out a two-page CAS Student Advising Checklist before meeting with their faculty adviser for twice a year registration sessions. The checklist directs the student to use the C2C section for their major (or companion material for undeclared students) and look for ways to integrate their classwork, study abroad, summer jobs and other curricular and co-curricular activities so that decisions on selecting five courses arises out of the process. The program earned high marks from faculty and students and will be used again in 2014-15.**

**C2C also co-sponsored Media Career night, which attracted 110 students who heard from alums from Communication, Film/TV and English/journalism. Students then went to tables to meet with speakers in areas that interested them. The event also provided insight on areas where our current system places too much of a burden, such as students examining Comm-related courses across three disciplines and planning their courses and related activities.**

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, a featured story in May 2014 edition of *Conversations*, and also featured in the latest issue of *Fairfield Magazine*.

## ***Aiding Bridgeport, Aiding Fairfield Students***

In a related effort, Incoming Dean Jim Simon continued to work 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. **Fifty students have now interned in less than two years.** 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. The College has asked Politics to play a larger role in managing the program

## ***WGS Leads celebration of 40<sup>TH</sup> Anniversary of Women on Campus***

As the centerpiece of Fairfield's year-long 40/20 celebration, the Women, Gender & Sexuality Studies program welcomed Sister Simone Campbell, of "Nuns on the Bus" fame, for a public lecture titled "The View from the Bus: Opportunities for Making Mischief" Thurs, April 3rd at 7 pm in the Kelley Theatre of the Quick Center. The lecture was preceded by a reception in the Quick Center lobby at 6 pm and, before that, a private meeting with WGS minors held at the Black Box Theatre. Many of us know Sister Campbell from her 2012 speech at the Democratic National Convention, or from her appearances on The Colbert Report, The Daily Show, Rachel Maddow, and 60 Minutes. She is perhaps best known as an organizer of the "Nuns on the Bus." Sister Campbell has worked tirelessly for healthcare reform in the U.S. and has been hailed by Dr. Paul Lakeland as "one of the most important progressive voices in American Catholicism." The 40/20 celebration, which recognized the achievements of women at Fairfield University, as well as an undergraduate interdisciplinary minor that is positively thriving, was made possible by the generous support of the following sponsors: The Humanities Institute of the College of Arts and Sciences; The Office of the President; The Center for Catholic Studies; The Graduate School of Education and Allied Professions; Student Affairs; The Dolan School of Business; The School of Nursing; The School of Engineering; The Bennett Center for Judaic Studies; Campus Ministry; and Women, Gender, & Sexuality Studies. The list of individuals to thank is too lengthy to include here but special mention must be made to Program Assistant Michelle Lesko, Graduate Assistant Megan Osborne, and Dean Robbin Crabtree for their unswerving support of this initiative. To quote one of the many affirmative emails which Drs. Gudelunas and Orlando received the day after the event: "Sister Campbell was just great – charming, witty, feisty – all the things that make for a strong speaker to commemorate the anniversary of WGS." And another: "wanted to let you know what a wonderful time I had this afternoon and evening. It was all so lovely, and I know I speak for us all when I say that the WGS minors present really enjoyed our time." We cannot imagine a more meaningful and memorable celebration of 40 years of women at Fairfield and 20 years of the WGS program.

## ***Successful Kickoff for MPA Program***

The Master's of Public Administration (MPA) program was launched in Fall 2013. Faculty from Economics, Politics, Sociology, Communication and English in the College, as well as Management in the Dolan School of Business, helped design the program. 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.

**Enrollment has met targets for two straight years. But The College has urged MPA faculty to consider changing traditional 14-week in-class courses to seven-week online or hybrid courses to better match student needs.**

The Master in Liberal Studies program has not attracted enough students and is currently moribund.

### ***Five-Year Programs Eyed***

Informal faculty groups worked in summer 2014 on plans to offer five-year programs to incoming students who want to emerge with a master's degree. The discussions center on

- English leading to an MFA
- Politics or Economics leading to a MPA
- Communication leading to a Master's degree (or possible 3/2 program)

### ***CAS faculty-organized conferences hosted at Fairfield University***

In April, Fairfield hosted the Association for the **Study of Connecticut History** annual meeting, with the theme "Connecticut Cities: Past, Present, and Future," which resonated with our yearlong focus on Cities. Several Fairfield University faculty and students participated in the meeting, along with scholars from UConn, Conn College, Yale, University of Hartford, and others, as well as staff from libraries, historical societies, and archives around the State. Dr. Cecelia Bucki, Professor of History and editor of *Connecticut History Review*, was the conference organizer. Co-sponsors included the Connecticut Humanities Council, the Barnum Museum, and the Fairfield Museum and History Center. Bridgeport Mayer Bill Finch participated on a panel, as did other state employees and journalists.

As we write in July 2014, Fairfield University is welcoming over 50 faculty and deans from Communication, Media and Journalism programs from around the country for the annual **AJCU Communication Conference**. The annual meeting, hosted this year by our Department of Communication, is full of sessions on interdisciplinary research, pedagogy workshops, leadership training, and discussions of technology. To showcase the best of Fairfield, our guests will be having a welcome reception with President von Arx, a tour of the Bellarmine Museum, and an authentic Connecticut clambake on Sheffield Island in Norwalk. Dr. David Gudelunas, Associate Professor and Chair of Communication, is the conference organizer. The conference also is expected to generate ideas for a potential School of Communication inside The College.

American Studies held its second annual AS conference in March featuring selected papers by 12 students and a keynote speaker, Prof. Carla Peterson, University of Maryland, College Park.

### ***Summer Scholars Program for High School Students***

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 Summer 2013, 26 students (all but two in residence) from six states and Puerto Rico and the District of



Columbia enrolled in one course each in biology, economics, English, sociology, and visual and performing arts generating \$39,600 in tuition revenues. **Five of the summer 2013 students are coming to Fairfield as full-time residential students in the class of 2018!**

This year, Summer 2014, the program grew 10% with students from seven states, Puerto Rico, and the island of Yap enrolled in biology, communication, economics, English, film, and philosophy courses with gross tuition revenues of \$46,800. One student from Bridgeport is on full scholarship. Another full scholarship was shared between two students from the island of Yap. 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.

### ***Program Review Success***

One of the major accomplishments of The College in the past 10 years has been to implement an innovative Program Review 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. In 2013-14 the Departments of Economics, History, Politics, and Psychology completed a self-study, brought in outside reviewers to look at their program, and benefitted from the resulting reports. Biology, Chemistry/Biochemistry, and Physics are set to complete their self-reports this summer and bring in evaluators in the fall.

There has been an amazing turnaround in faculty attitude, from “do as little as possible” to “gee, I like to show off how good our department is” in these Program Reviews. 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 guide, offer models, and concrete support for departments and programs throughout the process. Many external reviewers have said they will bring our template back to their schools for possible use.

**The list of curriculum changes that have directly followed the Program Review process is staggering.** Highlights:

- 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 awaiting formal approval from the state of Connecticut to commence the granting a BA in Environmental Studies.
- 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. 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.

Nearly all of our 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, some are utilizing the NEASC assessment questions/rubrics in their assessment reports and have 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.

LOOKING AHEAD: It's time for a program review of The Program Review. Associate Dean Perkus is surveying departments and will compile comments for discussions at the August Chair's retreat. We foresee a greater emphasis on assessment, capstones, and utilization of department-level IDEA results. In return, we need to eliminate some areas of the guidelines for review, as participants say some are too time-consuming as it is.

### ***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, Incoming Dean Jim Simon, 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 five 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 simultaneously supports part-time faculty. 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.

A final component has been the careful monitoring of department use of adjunct professors, encouraging a moderate (20-30%) use of adjuncts across the curriculum, not just in core classes. The variation across departments and programs is dramatic: 60 percent of the sections offered by Allied Ethics were taught by adjuncts over the most recent five year period, followed by English at 53 percent and Chemistry at 49%. At the other extreme, Politics has fought efforts to use adjuncts and employed them for only 5% of sections over this time, followed by Economics at 6% and Psychology at 9%

**Decisions by the CAS dean’s office on TT searches for 14-15 relied on this adjunct data; a low adjunct use department like Politics did not receive a search, while Chemistry did.**

### ***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 4,000 face-to-face, email, and phone meetings** related to academic issues including unusual advising needs to degree checks to academic integrity issues to dismissals/probations. Twenty percent of contacts related to Degree Evaluation/Graduation status issues. A significant increase in numbers of part-time students (up 300% over 2012-13) sought out College staff for inquiries. This trend relates to the consolidation of University College and the establishment of the Office of Exploratory Academic Advising.

A significant effort to reach out to students who were sent Midterm Estimates (n=258 in the college) continued. Students who proactively sought out consult in the Dean's office tended to be more successful at turning their grades around and avoiding probation.

### ***Increased Use of IDEA Data***

Incoming Dean James Simon worked with all departments undergoing Program Review to analyze multiple semesters of aggregate data on their IDEA scores, looking at different curriculum levels over time. He also generated a chart showing all CAS Departments over multiple semesters and where they ranked compared to the CAS median and against their own discipline. Programs that were significantly lower than others met with Simon to discuss how they could address the problem.

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

All of the Fairfield 2020 task forces benefit from inclusion of CAS faculty members. Many faculty members chair or co-chair individual units, while several faculty members – Profs. Kubasik (CH), Lakeland (RS), Pearson (ENG), Rafalski (MA) and Williams (HI) – are serving on the 2020 Steering Committee.

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 serving as 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 to serve 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.

# CAS Faculty and Program Highlights

## Faculty Achievements:

- Scholarship: The quantitative summary for the current academic year includes:
  - **CAS faculty published 237 articles, chapters, and other publications.**
  - **11 books published this year were authored or edited by College faculty**
  - **CAS faculty gave 361 presentations at professional meetings, invited talks, and/or exhibits/performances.**

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 2013-14:
  - *Seven faculty were tenured and promoted to Associate Professor:*
    - Michael Andreychik (PSY), Soyong (Ashley) Byun (BI), Anita Fernandez (BI), Sonya Huber (ENG), Anna Lawrence (HI), Martin Nguyen (RS), and Janet Struili (MA)
    - There was one unsuccessful case for tenure
  - *One faculty was promoted to Professor:*
    - David Crawford (SO/AN)
    - There were two unsuccessful cases for promotion to Professor
  - *CAS conducted comprehensive annual reviews of its 23 pre-tenure faculty*
  - Thirteen CAS faculty members have submitted their intent to apply for tenure and/or promotion next year.
- **Faculty Recruitment & Retention:**
  - Nine new tenure-track faculty were hired in the College: Biology (2), Communication, History, Math, Modern Languages & Literatures, Philosophy, Religious Studies, and Visual & Performing Arts. Profiles of new faculty are in Appendix 1c. We sought authorization to search for 10 TT faculty during FY '15. These are in Chemistry/Bio-Chem, Economics, History (So. Asian), Mathematics, Modern Languages & Literatures (Italian), Philosophy, Physics, American Politics, Psychology, and Sociology. Four of these requests were approved in History, Chemistry/Bio Chem, Economics, and Psychology. These decisions reflect a strategic assessment to ensure Core courses are taught by more full-time faculty, and the realignment of faculty resources to large and growing programs.
  - **Retirements:** Dr. Jack Beal retired after 28 of service to the Department of Physics, Dr. Vagos Hadjimichael (PY) retired after 47 years of service to the institution. Dr. Dennis Hodgson (SO) retired after 38 years. Dr. Leo O'Connor (ENG) retired after 49 years of service. Dr. Larry Miners retired after 33 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, Peter Spoerri-MA.).

▪ **University Awards to Faculty:**

- The Award for Distinguished Teaching in the College of Arts & Sciences was given to Dr. Sara Brill, Associate Professor of Philosophy. The award inscription is in Appendix 1d.
- Dr. Shelley Phelan was named **Distinguished Faculty/Administrator** by Fairfield University for high level achievement and academic excellence. She received the award at the 27<sup>th</sup> Annual Fairfield Awards Dinner, a black tie gala in New York City in April 2014.
- Dr. Sonya Huber, Associate Professor of English, was honored **Alpha Sigma Nu “Teacher of the Year”** (undergraduate) by the Jesuit Honor Society.
- Dr. Giovanni Ruffini, Associate Professor of History and Classical Studies, received the **Robert E. Wall Award for 2013-14.**
- Dr. David Crawford, Professor of Sociology and Anthropology, received the **Robert E. Wall Award for 2014-2015.**
- The program in Women, Gender, & Sexuality Studies named its “person of the year” award and honored Dr. Robbin D. Crabtree, Dean of the College of Arts and Sciences, with its **inaugural Lucy Katz Award.**
- Dr. Jen Klug, Associate Professor of Biology, received the **CT Campus Compact 2014 Engaged Faculty Award** for her community-engaged research with Friends of the Lake. For the past several years, Dr. Klug and her students have monitored the water quality and ecology at Lake Lillinonah in Central Connecticut. The award is presented by CTCC to one faculty member in Connecticut whose scholarship, expressed in teaching, research, and/or service, reflects the highest degree of ethics and effectiveness, and responds significantly to the need for knowledge-sharing between academic disciplines and the public.
- Dr. John Miecznikowski, Associate Professor of Chemistry, was named the recipient of the **George Lang Award for AAUP Chapter Activism.** This award is given to a faculty member, who has been at Fairfield University less than 10 years and who has shown exceptional interest in and support of faculty governance at Fairfield University.
- Dr. Yohuru Williams, Professor of History, received the **2014 Martin Luther King Vision Award.** He was also named the 2014 FWC/AAUP Colleague of the Year.

- **Grant Activity:** The College continued intensive engagement in efforts to procure external funding as specified below and detailed in appendix 1e.
  - CAS faculty submitted approximately \$4.5M in federal funding applications this year; \$640,500 were funded to date (\$ 1,662,799 is still pending). Foundation funding requests involving CAS faculty totaled \$732,836 this year; so far \$191,200 has been funded and \$363,290 is still pending.
  - The one state grant proposal submitted this year was in the amount of \$9,999 was not funded.
  - Grant activity in the College exemplifies cross-divisional collaboration, seeks to explicitly advance the University's strategic priorities, and funds significant student engagement. Highlights of funded projects include:
    - Dr. Shannon Gerry (Assistant Professor, Biology) received a prestigious NSF grant *Evaluating Form, Function and Fitness relationships in Polyphenic blue gill for a total of \$563,365.*
    - Dr. David Winn, Professor in Physics, was awarded a \$43,000 grant from Fermilab for his work of research and development for the detector upgrade for the CERN experiment.
    - Dr. Margaret McClure, Assistant Professor in Psychology, received the NARSAD Young Investigator Award from the Brain & Behavior Foundation for \$50,000 (per year for the next 2 years).
    - Dr. Mark Demers, Associate Professor of Mathematics, received a grant of \$168,500 from the National Science Foundation for research focused on the study of mathematical models of particle systems with collision interactions that are central to the field of statistical mechanics and our understanding of chaotic dynamical systems. The grant will fund Fairfield undergraduates during the summers of 2015, 2016 and 2017. Special emphasis will be given to recruiting students from underrepresented groups in research mathematics. Students will disseminate results of their research at poster sessions and through publication in undergraduate or research journals, as appropriate.
    - Dr. Shawn Rafalski, Assistant Professor of Mathematics, received a renewal in the amount of \$260,000 for the Fairfield REU Program in Mathematics and Computational Science from the National Science Foundation. The next cycle of the program will be for three summers, 2014-2016.
    - Dr. Laura Nash, Associate Professor of Visual & Performing Arts, received a grant of \$177,000 from NEH for an instructional project relative to the Duke Ellington and American Popular Culture. This grant was pending from FY'13 and is now funded.

- **CAS Support for Faculty Professional Development in FY '14**

- Faculty travel budgets were increased from \$1,000 to a \$1,200 allotment for all full-time faculty and Professor of the Practice. This increase of \$200 per faculty member was funded from the CAS Dean's travel budget. In addition, the Dean funded approximately \$35,000 towards additional faculty research. Total support for faculty travel was +/- \$225,000.
- 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 Dean continued to advocate for an increase in CAS Chairs and Directors stipends with a successful outcome. The MOU for FY'15 will reflect an increase in chairs and directors stipends (\$6,000/\$3,000).
- The **Humanities Institute** funded 24 projects proposed by 28 faculty members for a total of \$91,828 in FY '14. Six of the proposals related to faculty development, curricular review/revision, and re-envisioning the H.I.; 18 of the proposals were for public programming, student engagement, and other co-curricular enhancements.
- The **Science Institute** funded six proposals involving seven different faculty members for approximately \$7,200 in support for research and travel to meetings. \$20,000 in new pledges was raised for the Science Institute Endowment during FY '14.
- The CAS Dean's budget funded approximately \$35,000 in **summer student housing** costs (summer 2013) related to faculty research and student internships across the College.

- ***CAS Initiatives featured at major national and international conferences; faculty attract national media coverage***

Getting the message out about the good work going on at Fairfield that leverages our Jesuit and liberal arts traditions for the benefit of our students and the community is a major goal of the CAS Dean. These presentations contribute to Fairfield's national profile.

- Outgoing Dean Robbin Crabtree presented at the AAC&U Annual Meeting in Washington, D.C., about Fairfield University's efforts to institutionalize service-learning and community-engaged teaching, learning, and scholarship. She was on a panel with the other finalists for the prestigious Thomas Ehrlich Award for Civically Engaged Faculty.
- Dr. James Simon, incoming Dean in the College presented about our "Classroom to Career" initiative at the annual meeting of the Council of Colleges of Arts and Sciences, then again (with Associate Dean Aaron Perkus) at the *International Conference for Academic Disciplines* in Barcelona, Spain.
- Dr. Shannon Harding, Associate Professor of Psychology, and Dr. Shelley Phelan, Professor of Biology, presented at the annual AAC&U STEM conference about the BASE Camp initiative. **Broadening Access to Science Education** is an NIH-funded project for Bridgeport high school girls to engage in mentored science education with



our faculty and undergraduate students each summer.

- Dr. Linda Henkel, Professor of Psychology, presented her research on photography and memory at the Milken Institute's annual Global Conference (see <http://www.globalconference.org>). The research has since been featured in an interview with Dr. Henkel on NPR, was mentioned by Ed Helms in his commencement address at Cornell University, and was the subject of a short story on Good Morning America.
- Min Xu, Associate Professor of Physics, had his research about scattered light in the non-invasive detection of prostate cancer featured on the Congressionally Directed Medical Research Programs website this month.
- Dr. Katherine Schwab, Professor of Art History, has been selected the 2014 Shouky Shaheen Distinguishes Lecturer at the University of Georgia; she will give several talks in Athens, GA as part of this honor.
- Carol Ann Davis, Assistant Professor of Creative Writing, had one of her poems nominated for the prestigious Pushcart Prize in literature. An essay that appeared in Fairfield University's literary journal, *Dogwood*, was also nominated for a Pushcart; *Dogwood* is edited by Professor Sonya Huber, Assistant Professor in Creative Writing, and many of our undergraduate creative writing students participate in editing and publishing this nationally-visible journal. Professor Huber had one of her essays about parenting and "grit," published in the *NYTimes* online edition this month.
- Dr. Mike Serazio, Assistant Professor of Communication, has been selected for the National Seminar on Jesuit Higher Education sponsored by *Conversations* magazine. Through this role he will write for the magazine and participate in guiding editorial focus. He was awarded Book of the Year by the NCA Visual Communication Division for his manuscript published last year by NYU Press.
- Dr. Michelle Farrell, Assistant Professor of Spanish and Portuguese in the Department of Modern Languages & Literatures developed the use of "teletandem" technology for live language and cultural exchange for her business Portuguese students with English-language students at the Universidade Estadual de Sao Paolo. She and the partner professor in Brazil have developed a paper entitled "Ignatian Pedagogy in Action: Fairfield Students of Portuguese with a Business Focus Use Classroom Technology to Connect with the Universidade Estadual de São Paulo, Brazil" to be presented at an upcoming conference in New York.
- Dr. Dina Franceschi, Professor of Economics, presented at the World Congress of Environmental Economists this summer in Istanbul. Only 50% of papers submitted were accepted. This is a premier gathering of this group internationally.

- **Individual Faculty Accomplishments**

- Jen Klug, Associate Professor of Biology, is working with Colleen Carty '14 (Biology major, Honors Program) for 3 semesters on a project designed to support the Lake Lillinonah Volunteer Water Quality Monitoring Program (<http://faculty.fairfield.edu/dockmonitoring/>) Colleen has been working on ways to present the data to volunteers and other interested parties in a consistent and clear fashion. For her honors thesis, she developed a template for an annual report that summarizes data collected in a given year. The Monitoring Program is primarily funded by Friends of the Lake and the Biology Department with some funds from the Science Institute (2012) and the Lake Lillinonah Authority (2013).
- Dr. Klug also participated in a recently awarded NSF grant. The project is a Transforming Education in STEM (TUES) Type I proposal titled **The use of high-frequency data to engage students in quantitative reasoning and scientific discourse** (\$199,565; awarded July 1, 2013). For this project, several faculty from around the country will participate in short workshops where they develop activity modules using high frequency environmental data, and the effectiveness of these modules will subsequently be assessed in a variety of courses. Given that these types of automated data collection systems are becoming increasingly used for environmental research (such as the buoy Dr. Klug works with on Lake Lillinonah), they argued that it was important to expose undergraduate students to this state-of-the-art approach to doing science, which requires particular quantitative skills beyond those that are typically used in a standard lab course exercise.
- Betsy Bowen, Professor of English, mentored Laura Johnson, a senior English major in the Honors program, on a research project. The nature of the research included implications or connections to issues of interest to the public. Laura worked on her Honors capstone with Betsy Bowen, doing research on an early childhood education program offered at Mercy Learning Center, an adult literacy center in Bridgeport for low-income, low-literate women. She has unusual experience with adult literacy for an undergraduate (or actually, for most adults). Laura's research is related to work that Betsy Bowen engaged in on adult literacy and specifically on Mercy Learning Center. An article about that research, which was co-authored with Kathy Nantz, Professor of Economics, has been accepted for publication this fall in College English. This research did not involve Laura, but involved another undergraduate student, Evan Anderson, who has been working with Kathy Nantz.
- The milestone discovery of the Higgs boson - the so-called "God particle" - and the subsequent Nobel Prize in Physics for theorists Peter Higgs and François Englert announced recently have strong ties to Fairfield University. Dr. David Winn, professor of physics, with the aid of nearly 40 Fairfield students over the past 25 years, and in collaboration with other scientists, created and prototyped the device that measures the energy and direction of particles swirling around the CERN Large Hadron Collider in Switzerland, the world's largest particle accelerator, in which the experiments took place. The container that held the 1,500-pound prototype on its journey to CERN several years ago was emblazoned with the words "Fairfield University." This is a once-in-a-generation scientific discovery.

- One of four 2013 Alpha Sigma Nu Book Awards went to “Jesuit & Feminist Education: Intersections in Teaching and Learning for the Twenty-First Century.” Dr. Jocelyn Boryczka, associate professor and chair of politics, and Dr. Elizabeth Petrino, associate professor and chair of English, co-edited the book, one of just four recognized this year by Alpha Sigma Nu, the honor society of Jesuit colleges and universities. Several other members of the Fairfield University community were participants in the conference that grew into this book and had essays appear in the volume: Dr. Elizabeth Dryer, retired professor of religious studies; Dr. Paul Lakeland, Aloysius P. Kelley, S.J., Chair of Catholic Studies; Dr. Robbin Crabtree, Dean of the College with her co-authors Joe DeFeo, associate dean of students and director of student development, Melissa Quan, associate director of the Center for Faith and Public Life; and Dr. David Gudelunas, associate professor and chair of communication. University President Jeffrey P. von Arx, S.J., wrote the forward. The Alpha Sigma Nu Book Awards promote excellence in scholarly research at Jesuit institutions.
- Ms. Dawn Pilotti of the Art History Program in the Department of Visual and Performing Arts was chosen CAS outstanding Adjunct Teacher of the Year for 2013-14, selected by a committee of faculty and administrators from a number of nominees. Dawn’s excellent teaching evaluations evidence significant student learning in her courses, and her deep devotion to our students and our Jesuit mission was evident throughout the nomination. Her teaching is innovative, fosters excellent writing skills, and engages the “big questions” as they relate to art and culture. The award for Adjunct Teacher of the Year is one of ways Fairfield recognizes the important role that part-time faculty play in the education of our students. Currently there are two subcommittees of the Academic Council looking at governance roles for part-time faculty and working conditions, respectively.
- The 67th University Film and Video Conference gave their Bronze Award to Dr. Elizabeth Haas, Visiting Assistant Professor of Film Studies, for her essay, "The Politics of Documentary and Fictional Disaster Films: Two Case Studies," an analysis of how recent American disaster films depict human agency and government action responding to crisis. The UFVA is attended by over 250 national and international filmmakers, scholars and teachers.
- Fr. Frank Hannafey, Associate Professor of Religious Studies, received first place for Best Feature Article by the Catholic Press Association of Canada and the United States. The award was for his essay, “Spiritual Life and the Catholic College Student,” that appeared in *Spiritual Life* magazine. It was called “a thoughtful article that respectfully and emphatically wrestles with students’ experiences of faith, while seeking tangible answers to how religious educators can better serve students on college campuses.”
- Dr. Qin Zhang, Associate Professor of Communication, was awarded with a top paper prize from the Intercultural Division of the Eastern Communication Association.
- Dr. Evanjelos Hadjimichael of Physics was honored with the Outstanding Teaching Award of the American Society for Engineering Education (New England section); he

was inducted in the Connecticut Academy for Science and Engineering and was appointed to the Planning Commission for Higher Education for the State of Connecticut.

- Dr. Cinthia Gannett, Associate Professor of English and Director of Core Writing, presented with several Fairfield University undergraduate students at the Ninth Annual Conference on the Teaching of Writing at the University of Connecticut in April. Their panel focused on perspectives gained through a pilot project to enhance the educational experience of our Core Writing students that involved e-portfolios. Fifteen faculty representing 25 sections of EN 11 participated in this pilot project to foster students' agency as learners, thinkers, and co-creators of their education -- an aim aligned with the enduring Jesuit educational goal of "eloquentia perfecta."
- Dr. Gannett was elected as President of the Jesuit Conference on Rhetoric and Compositions and asked to serve on the Editorial Board of *College Composition and Communication*, a leading journal in the field.
- Dr. Emily Orlando was the featured speaker for Edith Wharton's 152<sup>nd</sup> birthday celebration at her historical home up in Massachusetts.
- Dr. Marti LoMonaco, Professor of Visual & Performing Arts, was the recipient of the Inaugural Louis Rachow Distinguished Service Award in Performing Arts Librarianship and for Extraordinary Leadership of the Theatre Library Association, Bruno Walter Auditorium, Lincoln Center in New York.
- Mark Scalese, Associate Professor of Visual and Performing Arts received the 35<sup>th</sup> Annual Telly Award for *Robert Man*.
- Dr. David Gudelunas (CO and Women, Gender, & Sexuality Studies) was awarded as the top paper 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 4<sup>th</sup> 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, Assistant Professor of English, 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 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 made it possible for the University of Havana to host a group from the LACS capstone course over spring break, which focused on Public Health Policies and Institutions in Cuba. The partnership will also allow Cuban scholars to do teaching and research on our campus in future summers. 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.

# CAS Student Highlights

- 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 20<sup>th</sup> 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/](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 Student Highlights

## Enrollment Trends

- **The class of 2014** included 902 undergrad students who received their B.A. (393) and B.S. (91) from academic programs in the College of Arts & Sciences. Graduate data by academic degree program appears in Appendix 2a. Noteworthy enrollment trends include:
  - **Interest in the Sciences continues to grow:** Incoming Biology majors increased this year, as did the number of majors in Biochemistry. The latter is expected to continue to expand, and the hire of our new Biochemist, Dr. Aaron VanDyke, as energized the program. We continue to employ tools such as Peer Learning Groups (BI) and additional recitation sessions (CH) to facilitate retention of our students beyond the first year. Loss of science majors to other programs, however, continues to be problematic. This may be due to the weaker preparation of incoming students, and the lack of any type of remedial programs to help students get “up to snuff” on the important basic science background material to allow them to subsequently be successful in the sciences. Increased growth in the sciences is coupled with a significant financial stress, as our science curriculum is heavily “lab based.” Hands on learning via labs is integral to our program, but is also extremely expensive.
  - **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 a continued large number of majors (102) and minors (14) 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. Most of the Marketing minors come from The College.
  - **Nine students in the class of '14 completed Individually Designed Majors (IDMJ);** these were in Anthropology with a Concentration in Folklore, Asian Studies, Classical Studies and Psychology, Creative Multimedia Journalism, Environmental Studies, Islamic & Middle Eastern Studies, Judaic Studies, Latin American Studies, and Social Justice & Social Work, . These are listed in appendix 2b. Currently there are 4 IDMJ majors approved for the class of 2015 and 2 declared in the class of 2016. Numbers appear to be steady. This appears in appendix 2b.
  - **Growing interest in an Environmental Studies major** at Fairfield, which should help student recruitment, is precipitating faculty planning. As stated above, the proposed new BA in Environmental Studies is currently at the state for final approval. This may require investment of another shared faculty line (like that of Dr. David Downie).
  - **138 CAS majors in the class of '14 studied abroad in 29 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.

- **224 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:***

- 262 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.
- 284 students conducted independent or supervised research or creative projects (listed in Appendix 2g). 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 2013-2014 academic year. 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, are in Appendix 2h.
- 307 CAS students were inducted into the various disciplinary honor societies, and 49 CAS students were inducted into Phi Beta Kappa (these numbers are fairly consistent from year to year)
- 109 CAS graduates were accepted into graduate programs. (Not all programs track or report this information, which is listed in Appendix 2i). Few programs post graduate employment for their students, but those who reported are listed in appendix 2j.
- 23 students are engaged in research with faculty members during the summer of 2014. 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 2014 housing for research students: \$35,721.



### **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 Eric Lynch, who majored in Politics. Daniel Jones, a 2013 Politics major, who won the St. Ignatius medal, won a Fulbright award to engage in research in El Salvador.
- **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 Astrid Massiel Quinones, with an Individually Designed Major in Social Justice & Social Work.
- **The Student Achievement Awards** recognize seniors who have shown exceptional dedication to, and enhancement of, a specific Fairfield University program, activity, organization, or project. The senior's commitment to this activity must have resulted in the activity attaining a new level of achievement not possible without the student's participation. This year the University honored Bayan H. Abunar (Chemistry-BioChemistry major), Craig Spencer Colpitts (Economics major), and Alexander John Long (Communication major).

### **Student stories that animate these statistics and other highlights include:**

- Arturo Jaras Watts graduated summa cum laude from Fairfield University with a major in Economics and minors in Asian Studies and Environmental Studies. Arturo has been an outstanding student in our classrooms. He served as a departmental peer tutor, helping many grateful introductory-level students learn to use Excel. He also worked as a research partner with Prof. Mark LeClair compiling a data set on international charitable giving behavior. To obtain this data, Arturo spent many hours on line and on the phone during the summer 2013, talking to people about their giving. He presented this work at the annual meetings of the Northeast Business and Economics Association in November 2013. Over his entire undergraduate career, Arturo relentlessly pursued the theme of socially responsible investing. He won a prestigious Udall scholarship, awarded to support projects on the environment. He attended a national conference to share his research on the "greening" of investment portfolios. He was instrumental in founding a green revolving fund at Fairfield that funneled cost savings from energy conservation projects into a fund for further green initiatives on campus. Arturo is moving on to continue his studies at the University of Warwick, where he will study finance.
- Lindsay Wrinn'14 and Angela Sammarone'15, English majors/Women, Gender & Sexuality Studies minors, were the recipients of a national contest, the inaugural undergraduate research prize sponsored by the Wharton Society, recognized for their project on male hysteria in Edith Wharton's fiction.
- CAS students are publishing in the *Times*; Ms. Felicitas Heinen, junior biology major, had her letter about bias against gay athletes published in the sports pages last month. She

was prompted to consider writing an editorial by Dr. Philip Eliasoph's long-standing extra credit assignment designed to promote civic engagement for students in his core courses. This was the seventh letter in three years to be published and Dr. Eliasoph was recognized nationally as one of the faculty who incorporate the *NYTimes* in their classes.

- LACS had an exceptional track-record in promoting student research and immersion in Latin America with a record number of ten entries at the Undergraduate Research and Creative Accomplishments Symposium and thirty eight students participated in field trips to Cuba, Nicaragua, and Guatemala. There were three independent studies related to the region, two students completing semester abroad experiences in Argentina and Nicaragua and three students working on internships in Peru, Dominican Republic and Nicaragua.
- Kevin Greener graduated Summa Cum Laude with a Major in Physics and a Minor in Mathematics. Kevin was selected as Valedictorian of the Class of 2014. He was honored with an Achievement in Physics Award by the Physics Department and was inducted into Phi Beta Kappa. In his Junior year, he engaged in research involving cancer detection with Dr. Min Xu and an internship for an insurance company over the summer. In addition to his academic achievements, Kevin is on the varsity swim and diving teams, and holds the campus record for the 1500m freestyle. He will take next year to prepare for the GRE, or to attend a Post-Bac program to pursue studies in Medical Physics or a related field.
- Josina James (Psychology Major) graduated summa cum laude and was inducted into Psi Chi as a sophomore and Phi Beta Kappa as a junior. She served as Vice President of Psi Chi her senior year. She has been a volunteer for the Kirby Literacy Project for all four years of her undergraduate career. Josina engaged in numerous research projects and presented the results of one of her studies at the annual meeting of the New England Psychological Association in 2013. She will be attending the University of Connecticut's Masters in Social Work program in the fall.
- Victoria Dolloff graduated Phi Beta Kappa with a major in Studio Art and a minor in Anthropology. Victoria received the award in the College of Arts and Sciences for the highest GPA in any Humanities, Sciences and Arts as well as the departmental Mary Louise Larrabee Award for outstanding work in Studio of graduating seniors. Victoria was accepted to graduate school at Hunter College in New York City where she plans to pursue a Masters of Fine Arts in Sculpture beginning next January.

### ***Graduate Student Highlights***

- **51 graduate students completed their master's degrees** in American Studies (7), Communication (12), Mathematics (4), and the MFA in Creative Writing (28) programs.
- **The third annual Award for Graduate Student Service went to Ms. Angela Rudas** (Comm Grad student) and Ms. Michelle Lesko, MA, was awarded the **James J. Keenan Award** for Outstanding Achievement by a Communication Graduate Student at the A&S Annual Awards Ceremony.

- MFA students and faculty, with the support of Fairfield University, published a paperback and e-Book called *Now What?*, which was selected by Amazon as one of their best reference books and received a major positive review in *The Writer*.
- Summer 2014 MFA will be running their first Summer Writer's Conference, which includes four alums and five new students. Director White will be running this workshop and is excited to work with this group of alums.
- Between poems, essays/article, and stories MFA students published some 100 pieces in the past year in what continues to be an extraordinary trajectory of outcomes for students in this program
- Several MFA students either won competitive prizes for their writing this year or have engaged in notable work relative to their writing:
  - **Michael Hamilton**, a 2013 alumnus, won the Peace Corps Writers 2013 Best Book of Poetry award for his first book, "The Land of the Four Rivers" (Cervena Barva Press, 2012). His book contains 30 poems dealing with what he saw and experienced in Armenia. Readers have praised his poems' "evocative clarity and accessibility."
  - **Michael Bayer's** (July 2011) short story was published in the July issue of *ThugLit*. His story, "We Three Kings," will be published in the 2015 issue of *The Westchester Review*, due out later this year. Both are published pseudonymously under the name Leon Marks.
  - **Chris Belden's** (January 2011) story, "The Finger" won 2<sup>nd</sup> place in the *Sixfold* summer fiction contest and will be published this summer at [www.sixfold.com](http://www.sixfold.com). Film rights to Chris's novel *Shiver* have been optioned by Big Fan Films & writer/director Michael Maren.
  - **Joe Carvalko** (January 2011) published *The Science and Technology Guidebook for Lawyers*, along with Cara Morris, for ABA Publications, released June 24. It is the first comprehensive text aimed at legal professionals to help them understand the important role science and technology play in rationally dealing with global warming, evolution, genetic engineering, privacy, intellectual property, criminal justice, and the imminent explosion of electronic medicine. A book review for his book, *The Techno-human Shell-A Jump in the Evolutionary Gap*, has also appeared in *Jurimetrics*, *The Journal of Law, Science, and Technology* WINTER 2014 (VOL. 54, NO. 2). He has also published the article "Who Should Own In-the-Body Medical Data in the Age of eHealth?" in *IEEE Society and Technology Magazine*, Summer edition. His poem "County Road 80" has been accepted for publication in the 2014
  - **Jeanne DeLarm-Neri** (January 2012) was accepted into BreadLoaf's 10 day August conference in Vermont this summer. She also just returned from the Westchester Poetry Conference. Kim Bridgford's inaugural issue of *823 On High* will include one of her poems.
  - **Rebecca Dimyan's** (January 2013) essay "State of Belonging" will be published in the next issue of *Under the Sun* (July 2014). She's also writing monthly food features for the Home Monthly, a section of Hersam-Acorn Media.
  - **Christine Koubek's** (January 2013) essay "Portrait in Nature and Nurture," which appeared in *Brain, Child*, placed second for the American Society of Journalists and Authors 2014 First Person Award. She was recently interviewed by *Adoption Perspectives*

Radio and continues to write stories for the online publication she co-founded, "Secret Sons & Daughters—Adoptee Tales from the Sealed Records Era," including a piece on a new Ohio bill that adoptees in other states envy, "A New Era Begins for Ohio Adoptees," <http://secretsonsanddaughters.org/2014/03/20/new-era-ohio-adoptees/>. (Only twelve U.S. states allow an adopted person to access his or her original birth certificate). Christine received a fellowship from VCCA, the Virginia Center for the Creative Arts, and had her residency in April.

- **Sally Nacker** (January 2013) received an "honorable mention" for *The Wayfarer: A Journal of Contemplative Literature* Book Prize for her collection *Vireo* (the third nod for the collection within a year) in May. That same month she published her paper, "Wings and Windows: My Letter to Amy Lowell," as a web project on Winona Media: <http://winonamedia.net/2014/05/wings-and-windows-poet-sally-nackers-letter-to-amy-lowell/>. Her poems appeared in the spring issue of *The Wayfarer: A Journal of Contemplative Literature* (<http://homeboundpublications.com/the-wayfarer-spring-2014-issue-now-available/>), and in the summer issue of *Mezzo Cammin: An Online Journal of Formalist Poetry by Women* (<http://www.mezzocammin.com/iambic.php?vol=2014&iss=1&cat=poetry&page=nacker>)
- **Sarah Sleeper's** (July 2012) poem, "Dogs of Ecuador," was longlisted for the Fish 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 portion 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 seek to develop a more systematic approach to evaluating the Core and the assessment of student learning from the Core, perhaps tied to expected recommendations from the Task Force on the Core.
- ✓ **The College is a long-time supporter of the Core Pathways, but uncertainty about their future has slowed our efforts to develop them further.** Some 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.
- ✓ The Health Scholars Program was inaugurated with interdisciplinary project (Psychology and Nursing) as discussed in the first section of this report.
- ✓ Re-launch of the Humanities Institute will 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

- ✓ The MPA was launched. Five-year MA programs under consideration for Communication, Politics and History into MPA, Math, and Film/Television/Media Arts (the latter could be BA→BFA).
- ✓ Summer Scholars Program generates revenues and applications for full-time undergraduate admission, also as discussed in the first section of this report.
- ✓ Restructured the EMT Program to increase tuition up to market value and reduce the amount of paperwork (and staff time needed).

## III. Championing the Value of a Liberal Arts Education

- ✓ “Classroom to Career” initiative continued 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.
- ✓ 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.
  - **Dean Simon met with Admissions VP Pellegrino in June and outlined steps CAS departments could take to attract more applicants.**
  - 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.

## **UPDATE ON ROUTINIZATION 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 areas of activity in which we continue to make significant progress developing, routinizing, and assessing.

#### **Highlights of this year's progress include:**

- ✓ CAS departments and 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 continued to take a more pro-active stance toward assessment of student learning. They have developed and appointed a Core Learning Assessment Committee, and Core Learning Outcomes (measurable and demonstrable) have been developed for all 5 Core areas. **(Note: Dean Simon has slowed work in this area because of uncertainty surrounding continued emphasis on Pathways.)**
- ✓ Departments in CAS are using the NEASC rubrics to guide their assessment efforts.
- ✓ All 16 academic departments (including International Studies) reported 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 and can compete with efforts to assess a major or curriculum components.
- Annual salary negotiations, along with persistently low salary increases each year, 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 six 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 sixth annual meeting with all pre-tenure faculty as a shared venue for questions and answers, peer advice, and mentoring.
  - 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:**

- Lack of funding for merit raises beyond the minimum level discourages faculty from taking the process seriously or serving on evaluation committees.

**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:**

- √ Creation of the CAS Student Advising Checklist, which led (a projected) hundreds of students to a more careful preparation for advising meetings each semester
- √ 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:**

- Despite our promise for *cura personalis*, Faculty enthusiasm about advising and mentoring varies widely and may resemble a bell-shaped curve: those at one end are dedicated, those in the middle do what they must do, and those at the tail end do as little as they can get away with.
- 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:**

- √ Department and program-level by-laws are being developed across CAS
- √ Minor revisions and inconsistencies in the CAS Governance Document continue to be addressed in a collegial process.
- √ A College Mission Statement was drafted and approved by the faculty.
- √ Creation of College Mission Statement, a 15-week collegial process that produced unanimous agreement

## **Fairfield University College of Arts & Sciences**

### **Mission Statement**

(adopted 1 May 2014)

The College of Arts and Sciences is the academic foundation of Fairfield University. It serves its students, faculty, and staff, as well as the University's other schools and the larger community, through teaching, research, and service in the Jesuit tradition. In classrooms, studios and laboratories, on campus and around the globe, our faculty and students work together, calling on the vital intellectual values of analysis, reflection, discernment and imagination to understand the past, engage our present and shape our personal and collective futures.

The College challenges students to learn and grow, personally and professionally, through departmental and interdisciplinary majors and minors, as well as graduate and continuing education programs. It provides an integrative immersion in the liberal arts through the breadth and depth of the Core Curriculum and its cross-disciplinary Core Pathways. It sponsors a host of academic and cultural activities that connect the University to the broader world and promote life-long learning. In all its endeavors, the College encourages openness to difference and a willingness to view the world from diverse perspectives.

As a community of scholars, the College engages in innovative research and professional activities in a spirit of collaboration across disciplines, in order to advance knowledge and solve real-world problems. It fosters and mentors student research to support the next generation of informed and articulate scholars, thinkers, and public intellectuals. College faculty lead national and global academic communities and demonstrate their commitment to the public good through scholarship and creative work.

As a community of educated citizens, the College responds to the Jesuit call to be women and men for others by seeking to instill in its students a habit of service and a life-long commitment to social justice in their personal and professional lives.

We undertake this journey together -- exploring the complexities of the human condition,

experiencing the wonders of artistic creation, investigating the intricacies of the universe, and reflecting on the mysteries of the sacred -- so that we may all do our part to promote a just and peaceful world. In all that we do, the College of Arts and Sciences affirms the enduring importance of a liberal arts education in the Jesuit tradition.

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. (4) **Look at additional labor categories**

## **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.

There is growing 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**

Again, The College has slowed active work in this area due to competing priorities.

#### **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 101, RS 101, and HI 10 within their first 3 semesters. (2) Work with SVPA 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. C2Cco-sponsored many CPC events
- √ **Dean Simon has worked extensively with Student Affairs to create a Co-Curricular Transcript, being rolled out with the freshman class this fall. The transcript will enable students to record activities, on the academic and student affairs sides, that complement coursework. The process is automated, and students then have the option of using the certificate to market themselves.**
- √ Department and program-level by-laws are being developed across CAS
- √ Minor revisions and inconsistencies in the CAS Governance Document continue to be addressed in a collegial process.
- √ 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, and it allows us to make good on our pledge of cura personalis.

### **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.

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

- √ Monthly meetings of Dean’s Graduate Program Council to look for synergies across programs, trade best practices
- √ Launch of MPA program and strong entering class for second year
- √ Associate Dean Aaron Perkus continues 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.
- √ The Publishing/Editing concentration, now entering its second year, had 7 enrolled students and provides our current students strong vocational training and also offers a natural attraction for prospective students. Also entering its second year, the post-grad MFA teacher training option continues to attract many MFA graduate applications from which 5 students were selected. All students who have completed this program, both this year and last, are currently English department adjunct professors. This 5th semester option captures the revenues lost from missing enrollment targets for the Winter 2013 residency and Spring 2014 semester.
- √ The MFA successfully concluded its fifth full year of operation. We graduated 28 students, in two cohorts. While the program saw diminishing numbers of students enrolled (Summer '13 =17 enrolled and Winter '13/Spring'14=5 enrolled, 5<sup>th</sup> semester teacher training = 5 enrolled), the program continues to maintain the series of significant cost-cutting measures to reduce costs both for the University and for students implemented the previous fiscal year. This tuition reduction (by over \$500 per semester), combined with savings realized during the residency, permits us to offer a total reduction in cost to the student and continues to allow us to be competitive with the most popular and well-established MFA programs nationwide.
- √ 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:**

- Inadequate marketing funds, both for individual graduate programs and across the university program. Confusion as to whether marketing funds should be requested through College or through the marketing office
- 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
- CAS Dean encourages faculty to teach 1/6 load at graduate level, but this has negative impact on undergraduate program

Emergent Priorities: (1) Ensure searches for TT faculty include consideration of existing and emergent graduate programs in configuration of positions/ads and teaching loads. (2) Increased marketing funds (3) Expanded efforts to create five-year BA + graduate programs

### **Advancing and Supporting Diversity at the Institution**

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

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

- √ Dean continues “Hiring for Mission” conversations with all search committees; diversity is situated within these conversations in relation to the Catholic Intellectual Tradition, Ignatian Pedagogy, Affirmative Action, and University strategic goals.
- √ 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 (4 in 2014-15; 6-7 over each of the past 4 years, compared to a typical 10-12 in earlier years, which kept pace with faculty departures). That only FOUR hires have been approved for the upcoming year is particularly stressful, although understandable considering university-wide faculty hiring. 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.
- **College to discuss plan to designate members of each search committee to inject consideration of gender, racial diversity into the process**

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 set to relaunch; 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.
- √ 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:**

##### **Advisory Board meetings focus on key University and College priorities (agendas appear in appendix 3d):**

- Fall meeting featured updates of the Comprehensive Campaign and Integrated Nursing & Health Studies Initiatives, Humanities Institute update associated with the Humanities Institute Endowment and Classroom to Career. Dean Crabtree engaged in an introduced the topic relative to the Inter-Religious Dialogue, focusing deeply on engaging questions of faith in relation to Jesuit priorities, and on manifesting our identity through institutional change, including changing demographics of students, faculty, and staff. The presentation clearly mapped how we manifest our Jesuit mission and identity demonstrated through our curriculum, in agendas of scholarly and creative work, mentoring of student experiences and through many living and learning opportunities, as well as in relationships with surrounding communities. Drs. Paul Lakeland, Ellen Umansky, Martin Nguyen, and Glenn Sauer prepared topics for presentation on inter-religious dialogue to discuss with CAS Advisory Board members.
- Winter meeting was scheduled to be hosted by John Mancini '86 in NYC; but, unfortunately, was cancelled due to inclement weather.
- Summer meeting started with a joint Advisory Board meeting with presentations from Rev. Jeffrey von Arx, S.J. University President, Kevin Lawlor, Executive Vice President, and Mark Reed, Sr. Vice President. The focus was on *Fairfield 2020*, as well as an update on the University’s fundraising progress. The CASBA adjourned to an individual group discussion previewing the earlier session with the President and Vice Presidents.
- Our recently assigned CAS Advisory Board Advancement Liaison, Ms. Julie Tuozzoli, changed her position at Fairfield; therefore, Chris Pates, major gifts officer will serve as our CAS Advisory Board Liaison.

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

- Advancement staff turnover has been a significant challenge this year for tracking Advisory Board giving (which Noel Appel 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.**
  - In 2013/14 there were more than 4000 **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 **35 academic dishonesty cases** (26 in fall and 9 in spring). This number is up from the previous year (29) and from the two years before (20 and 25). There were three repeat offenders this year. At least 27 of the 35 cases involved plagiarism from online sources or inappropriate uses of mobile devices during exams. Outcomes of cases resulted in a variety of decisions including 5 Fs for the course, 28 grades of 0 on papers, 1 student received a D on assignment, and 1 student was permitted an opportunity to rewrite their paper. All cases were settled without the Dean’s intervention, that is, by the CAS staff working directly with the faculty and students. There was one appeal and one case still pending. (data can be found in Appendix 4b).  
**We encourage the SrVPAA to look at similar statistics from other academic units.**
  
- ✓ Combined two part-time positions into one full-time administrative assistant; major part of portfolio is to increase social media use for office through College postings on its own twitter and Facebook accounts.
  
- ✓ **Budget Management** continues to be managed by Ms. Jean Daniele, Assistant to the Dean. She continues to work closely with Ms. Tracy Immerso, discussing budgetary situations, sharing ideas for best practices, and working through conflicts encountered throughout the year. This year the College’s overall operating budget was had a surplus of \$62,987.60 (inclusive of MFA surplus of \$22,763.07). Monitoring this year’s adjunct budget was a little more challenging, as our adjunct budget was much tighter. Courses taught by adjunct faculty in the areas of summer, intersession and on-line needs to be more closely accounted. In the past, funds were budgeted through University College for these courses. Chairs were asked to streamline the cost for summer, intersession and on-line into departmental budgets, including their requests in FY’15 budget submissions. With the assistance of Ms. Daniele, department budgets are being carefully monitored by program assistants. Ms. Daniele continues to play an active role in the budget submission process, which requires a great deal of communication between, the Dean, the Manager of Operational Management, department chairs, and program directors. (A description of CAS budget accomplishments and challenges is found in Appendix 4c).

- ✓ **Enrollment Management** protocols continued this year in CAS. Based on better budget processes and careful use of instructional resources, we had **approximately \$60,000 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. 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. Daniele, Assistant to the Dean and Staff Manager in CAS, continues to manage the operational workflow of our office, making suggestions on how to handle various projects. She continues to ensure that CAS staff has the appropriate knowledge and training in management of academic records, budget policy and procedures, and use of Banner for various operations in order for staff to support chairs and directors efficiently. She handles conflict management when necessary and shares thoughts on ways to resolve issues to increase the productivity of the office with the goal of having a fully efficient staff, where everyone has the ability and confidence to handle their workload independently. She encourages staff to perform as leaders.
- ✓ This year there was a reconfiguration of the support staff in the CAS Dean's Office, replacing two part-time program assistants with a full-time project assistant. The demands in the Dean's Office require an assistant with a high level of technical skills and **social media knowledge**. Ms. Daniele, Ms. Martinez, and Dr. Im screened all applications, inviting three candidates on campus for an interview. We had a successful search, hiring Ms. Kat Phrasavath.

**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. Deadlines should be posted earlier; approved budget amounts should be announced sooner
- 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) Immediate launching of an online system to log student appointments and arrivals, which they will see, outcomes. Will allow easier aggregating of student visit statistics; (2) **full use of social media via new staff assistant.**

# Goals & Priorities for 2014-15

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**

- **Work with SrVPAA to explore additional faculty labor categories**
- Continue to identify and recruit the best faculty for Fairfield University with an eye toward increasing diversity
- 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 programs, including cross-division graduate programs
- Continued work with SON on Integrated Nursing and Health Studies 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 INIHSI building expansion
- Facilitate the integration of the SOE into Bannow and related construction projects
- Collaborate with Facilities and Safety on 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.

## **Improve student opportunities**

- **Possible School of Communication (within The College)**
- Bachelor of Professional Studies program (average of only 6-14 graduates per year)
- Service Learning courses (average of only six sections per semester)
- Alerting Chairs to events in other departments they may want to replicate; many additional Majors Nights and Alumni Nights are examples that have already taken place

## **Work with Task Forces, SrVPAA, and Executive Vice President to Develop and Implement 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.

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

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- b. Individually designed majors in the class of 2014
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