

**LEARNING AND INTEGRITY:
A Strategic Vision for Fairfield University**

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UNIVERSITY

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EXECUTIVE SUMMARY

In his October 2004 Inaugural address, University President Jeffrey P. von Arx, S.J., called Fairfield University to a new aspiration: to become recognized for leadership in producing graduates whose lives reflect personal integration, competence in multicultural understanding, and a commitment to professional responsibility. To achieve this vision within the next 10 years, he identified three strategic priorities, insisting that these would exemplify learning and integrity only if accompanied by an institution-wide commitment to increase racial and socioeconomic diversity among students, faculty, staff, and administrators and to foster an environment that supports their success.

Now, nearing the conclusion of a collaborative and comprehensive planning process to articulate a vision for the University, Fairfield University reaffirms its commitment to the mission of its founders, to its Catholic identity, and to its grounding in the values that characterize the Jesuit educational tradition. We also affirm, as the compass by which we will chart our future course, the strategic priorities proposed by Fr. von Arx and given shape during the planning process. These are:

I. Integration of the Core Curriculum

- A. The Academic Division will create coherence within the core curriculum, both horizontally across disciplines and vertically in relation to the major.
- B. Students will come to understand the impact of the core curriculum on their overall education and as the framework on which their major studies build.
- C. The Academic Division will create specific structures, drawing on the resources of the Center for Academic Excellence and the Office of Mission and Identity, to foster discussion of the spirit and specifics of the core among faculty who teach it.
- D. The Academic Division will develop a system for the coordination and regular assessment of the core, and increase the number of full-time faculty teaching within it.

II. Integration of Living and Learning

- A. Working across traditional boundaries, Fairfield University will create a more intentional and holistic living and learning environment, one that includes a comprehensive advising system and support for faculty initiatives that foster the integration of students' intellectual, social, ethical, and spiritual growth.
- B. We will develop a comprehensive, four-year living and learning program for our undergraduate students, with a range of goals articulated for each segment of the formative process.

- C. Most important, we will collaborate across divisions and departments to promote a campus culture that sustains our desired living and learning environment and a residential life setting that welcomes diversity and encourages respect.

III. Integration of Jesuit Values in Graduate and Professional Education

- A. The graduate schools will develop a comprehensive plan to promote and support the power of a Catholic and Jesuit education for all Fairfield students.
- B. Fairfield's graduate and professional programs will foster and support enhanced diversity among their faculty and students.
- C. Using data-driven strategies, the University will enhance the quality of graduate, professional, and part-time programs, and define and market what distinguishes Fairfield from other regional competitors..

This strategic plan also calls for specific supporting commitments:

Funding the Plan: The Advancement Division will focus on endowment building, especially for financial aid and faculty positions, and will increase major gifts and the donor base. The Finance Division will help identify and develop new revenue sources and evaluate existing programs.

Information Services and Technology: The Information Services Division will evaluate new technologies and services, and strive to reach consensus among faculty, staff, and students as to what these instructional, operational, and research enhancements should be and what timetables will best achieve our goals.

Shaping New Parameters: The institution will work across traditional organizational boundaries, adapt business practices that improve efficiency and effectiveness, and give priority to strategic considerations in the annual budgeting process.

Communicating the Fairfield Story: The University will develop and execute a sophisticated marketing plan based on research and analysis, to more clearly communicate to prospective students and benefactors the value (and values) of Fairfield's Jesuit education.

Looking Ahead: During the ten-year timeframe of this plan, the projects and programs it generates will require a willingness and commitment to work across divisional boundaries. To ensure effective financial planning and management, we will need to explore and weigh options, aware that certain decisions may lead to a reallocation of resources. *Fairfield University will, through strategic long range planning, sharpen its focus in choosing between strong and weak programs and directing resources to areas for which the University decides it wants to be known.*

OVERVIEW

In the competitive, dynamic landscape of higher education in the United States, Fairfield University offers a distinctive voice, that of a young, vibrant, student-centered institution with a nationally recognized faculty. The University is generously grounded in both the breadth of the Catholic tradition and the academic rigor that characterizes Jesuit education.

This combination of energy and depth allows Fairfield to embrace anew the Jesuit vision of “finding God in all things,” a motto that may well serve as the theological underpinning of our commitment to the integration of living and learning. In the classroom, in the residence halls, in campus coffee bars, and in the surrounding community, we value, as we stated in our Academic Long Range Plan, “the vigorous habits of mind and heart that promote a community marked by mutual respect, honest and open dialogue, the ability to disagree without rancor or withdrawal, empathy, and the willingness to change one’s position when evidence requires it.”

Since its founding in 1942, Fairfield has become a regionally prominent co-educational university comprising six schools and offering a variety of undergraduate and graduate degrees. Signs of excellence include the highest accreditations possible in each school and the establishment of an institutional chapter of Phi Beta Kappa in 1995, making Fairfield one of the youngest universities ever to earn this distinction.

The past five years have seen steady progress in attracting increasingly excellent students. By all standard measures, we have improved the quality of the entering undergraduate class. We have added many new interdisciplinary programs, revised curricula, increased our success in grants for pedagogical development, furthered the integration of technology into the classroom, expanded our international involvement and diversity requirements, established a living/learning program called Ignatian Residential College, and broadened community partnerships. Also, we have significantly improved our physical infrastructure. Our recently concluded \$138 million capital campaign has greatly expanded and transformed the library, science facilities, campus center, athletic facilities, and residence halls, and has provided for a number of endowed faculty chairs.

Based upon these strengths, the three areas selected for particular strategic focus in this plan are meant, individually, to integrate the educational experience of our students and, collectively, to create a model worth replicating in American and Jesuit higher education.

These goals are:

1. The development of a strongly integrated core curriculum that encourages students to make connections across the core disciplines and into a more specifically focused major.
2. The cultivation of a systemic, campus-wide ethos that integrates living and learning in the academic, social, spiritual, athletic, and aesthetic aspects of life.
3. The reframing of our graduate and professional programs to more clearly reflect the value of their engagement with Fairfield's distinctive Jesuit character.

We have determined that these goals cannot be envisioned and evaluated apart from our institution-wide commitment to greater racial and socioeconomic diversity. Thus, each goal includes internal directives to foster and support such diversity.

Central to the implementation of these goals will be both the spirit and the practice of collaboration. More directly put, the execution of this plan requires a change in our institutional culture, from a practice of planning by division and/or unit to a practice of planning that routinely reaches across divisional lines to effectively engage the University as a whole.

Projects with the potential to make this strategic plan a reality will flow into the University's annual planning and budgeting practices, beginning in fiscal year 2006-2007. In competing for resources, successful proposals will include benchmarks against which to measure and assess progress.

THE CONTEXT AT FAIRFIELD: Commitments, Challenges, Opportunities

COMMITMENTS

Foundational to the integrity of our University commitments is our identity as a Catholic and Jesuit institution, a vision that grounds the entirety of this strategic plan. As we take steps to implement this plan, we will maintain existing commitments to:

1. Keep our undergraduate enrollment at current levels, while seeking expanded opportunities and programs in select areas of graduate and professional education.
2. Expect fiscal responsibility in all divisions and units, demonstrated by consistently balanced budgets.
3. Offer competitive compensation programs to all employees.
4. Provide a well balanced Division I athletic program.

In addition, this strategic plan recognizes an institutional commitment to enhanced benchmarks in all areas and decision-making based on planning, data, and yields.

CHALLENGES AND OPPORTUNITIES

In shaping this new strategic plan, the Task Forces and Drafting Committee (see appendix) kept in mind the internal and external forces putting pressure on all of higher education – including Fairfield University – to better understand the ways in which the University needs to adapt and change.

Diversity: racial and socioeconomic

Grounded in a Jesuit tradition that views racial, ethnic, and socioeconomic difference with deep respect, Fairfield University recognizes that the current composition of faculty, administrators, and students reflects neither the demographics of our time nor the goals toward which we aspire. The May 2005 report by Fairfield University's Committee on Diversity stressed that such diversity must be enhanced not only by including increased numbers of students from diverse racial and socioeconomic backgrounds, but also by creating programs that support a diverse campus culture.

As the world gets smaller through ease of travel and communication, all students benefit from a “global” learning environment. With this in mind, the University embraces the Committee recommendations in four broad areas, the accomplishment of which will require the commitment and ongoing efforts of the entire community. They are:

1. Increasing the racial and socioeconomic diversity of our community, including students, faculty, staff, and administrators. Recruiting students will require decision-making based on planning, data, and yields; hiring at all levels will demand rigor in developing diverse candidate pools. If such practices do not produce the desired results, the system will be changed.
2. Providing an environment that will increase the success of traditionally underrepresented students – one that supports intercultural experiences, exchanges, and engagements.
3. Preparing all students for participation and leadership in a diverse society.
4. Creating a thriving multicultural community.

Financial Aid

Fairfield must develop financial strategies to meet a greater proportion of student financial need. We must also enhance our ability to assess – through analysis and financial modeling – the impact of aid on undergraduate enrollment. In addition, as graduate programs seek to expand, there will be increased pressure to address the financial aid needs of this population.

While the most recent capital campaign demonstrated the commitment of our alumni to this vision, their relatively young average age (37) presents obvious challenges. While we remain, for now, a tuition-dependent institution, that fact is increasingly incompatible with our need to reach out to all qualified students, regardless of ability to pay.

Thus, Fairfield will need to pursue nontuition based revenue opportunities in a more targeted and aggressive manner to supplement available aid and meet our diversity goals. Addressing these financial aid challenges, including a dedicated effort to increase need-based support, will be essential to creating the environment in which the social dimension of the Jesuit vision is lived fully. Fairfield will be at risk if we are not able to open our doors more widely to a diverse student body – students with a wealth of experience and perspective whose energy and vision will continually reanimate our own.

Enrollment

Fairfield University seeks to enroll academically engaged students in all undergraduate and graduate programs of study. Students best able to maximize their Fairfield experience and contribute to the community will be those who are eager to learn in a diverse atmosphere, intellectually curious, and concerned about the world around them.

Competition for the students who will best contribute to the atmosphere we envision will remain a key challenge for Fairfield. For undergraduate students, Fairfield has a perennial set of competitors, many of which have strong institutional reputations. At the graduate level, the challenge differs. Our programs are academically the strongest, in reputation and in fact. Yet these students choose their institution based on very practical factors such as location,

schedules, and cost. Thus, ongoing assessment will influence admission strategies in different ways at the undergraduate and graduate levels. Assessment will also affect our pricing structure, our programs, and our financial aid practices.

Although student retention and graduation rates at Fairfield far exceed the national average, we can improve these figures even more.

Changes in the culture of higher education

New technologies and the creation of new communication and information-sharing patterns have permanently altered the higher education environment. Advances in communication give today's students and faculty almost instant access to information about local, national, and world events and a unique opportunity to participate in a worldwide scholarly community. But the flood of information now available by new technologies presents new challenges. More than ever, students need guidance from faculty members and academic librarians to find, evaluate, and use quality information. Such skills will be essential in a world that needs people who can call upon varied ways of thinking when approaching a problem, who have skills in dealing with broad issues, and who are able to interact with other cultures.

Critical thinking skills, learned through the discipline of deliberation, can be fostered only through a thoughtful and reflective process. It is here that the model of Jesuit education brings a much-needed depth to our students. Ignatian pedagogy involves students in learning a given lesson, reflecting on its deeper meaning, imagining (or measuring) its affect on others, and evaluating the experience. This time-tested way of proceeding – complemented by opportunities for prayer, worship, and service to others – serves as the seedbed for the development of a broad set of skills that are shaped internally rather than by imposition.

As independent thinkers, information-literate citizens, and flexible problem solvers, Fairfield graduates will bring their intellectual skills and competencies to bear as they move through sequences of duties, skills, and responsibilities over a lifetime. As students acquire these skills at Fairfield, they are also developing a personal foundation that reflects the deepest commitments of our living and learning environment: a passion for excellence, a strong moral compass, self-knowledge, and a deep sense that there is an ultimate value “in all things.”

A Catholic and Jesuit University

Many of our undergraduate students, 80 percent of whom identify themselves as Roman Catholic, exhibit the “seeker” sensibility of the broader culture. This is often their parents' sensibility as well. Many come to us only lightly schooled in Catholicism (or any tradition). Yet they have a genuine longing for a spiritual life of integrity and worth that takes seriously their deepest needs – their thirst for justice, their desire for meaningful personal relationships, including a relationship with God, and their hopes and fears for the world we share. While we seek to form an institution that witnesses with critical fidelity to the rich spiritual, intellectual, aesthetic, and cultural tradition of the Catholic faith – and will seek to so by creating programs and positions – the perspective of Ignatian education insists that our students' “seeker” sensibility be respected as an experiential starting point, not dismissed as a problematic stumbling-block.

In a Catholic university, it is appropriate that Campus Ministry play a leading role in shaping the sacramental practice at Fairfield, inviting our students – undergraduate and graduate – into the rich tradition of Catholic Christianity. In addition, an integrated view of spiritual formation calls for collaboration between Campus Ministry, Student Services, and the Academic Division. We also need to enrich the diverse faith lives of our students, faculty, and staff by providing opportunities for worship, fellowship, and intellectual growth within their traditions.

Regional dynamics

Fairfield University belongs to several important communities that shape our patterns of enterprise and accountability. Our proximity to New York City and our location in the thriving Northeast corridor are obvious advantages, as world-class faculty members are attracted to a place where they can easily maintain and enhance their contacts with other scholars, artists, corporations, and national and global leaders. Further enriching campus life, these contacts can, in turn, easily be invited to campus as evening lecturers or short-term visiting faculty. Indeed, the University has become a well-established intellectual and cultural center in the region through the offerings of the Regina A. Quick Center for the Arts, the Open VISIONS Forum series, varied lectures, and the DiMenna-Nyselius Library, to each of which it dedicates significant financial resources.

We serve, in different ways, several important communities of which we are a part: the state of Connecticut, the diocese of Bridgeport, and the town of Fairfield. Regional economic dynamics, which include both the wealth of many in suburban Fairfield County and the poverty of many of its urban areas, offer a challenging nexus for responsible citizenship and service inspired by faith.

Fairfield's partnerships with area public and parochial schools include not only the professional credentialing of hundreds of their teachers and administrators, but also collaborative efforts to enrich the educational experience of children in grades K-12. In numerous other ways, from soup kitchens to literacy programs to health promotion, the University joins with community organizations to improve quality of life.

Such activities, characteristic of Jesuit education and long exemplified by the activities of Campus Ministry, reveal Fairfield's deep commitment to the promotion of justice and the service of faith. The establishment last year of the Aloysius P. Kelley, S.J., Chair in Catholic Studies, the recent launch of the Center for Faith and Public Life, and the Carl and Dorothy Bennett Center for Judaic Studies, now 10 years old, are resources that engage organizations and individuals regionally and nationally.

Regional needs are also served by our growing number of professional, graduate, and part-time programs, designed to provide well-prepared teachers, nurses, engineers, and business professionals. These sectors also draw on the University as a source of student interns, career recruits, faculty research, as well as education itself.

Accountability

For two decades, the costs of higher education have risen far more rapidly than the average cost of living. One cause of this has been the incorporation, across the board, of expensive new technologies and the infrastructures and personnel to support them. Other reasons include the addition of programs and faculty, as well as amenities to meet student/parent expectations and stay competitive. Parents, legislators, and business executives alike are challenging the rate of these rising costs and are calling for greater accountability.

Although the goals of universities and other nonprofits are generally rooted in specific value systems, they can nevertheless benefit from best business practices. In recent years, as resources have become more scarce, many nonprofits have successfully blended into their management scenarios practices common to the business world: financial modeling, market research, identification of trends, benchmarking, and program assessment.

Careful discernment of precisely how we are living the vision of Jesuit education – and whether we are effectively communicating this vision to our students – calls for regular, data-informed evaluation of academic and operational programs. What we discover will allow us to better align resource allocation with our stated goals.

Our commitment

The challenges and opportunities before us are substantial, yet they proceed from and dovetail strongly with our commitments. Most important, we believe that our Jesuit liberal arts curriculum, animated by the Ignatian teaching tradition that focuses on the student as a person (*cura personalis*), offers a distinct vantage point from which to effectively engage – and constructively challenge – the current culture. The implementation of the goals listed below will help all our students realize the connections between academic study, social and spiritual growth, and responsible, global citizenship.

Students who come to Fairfield will find a lively community of ever-increasing excellence and breadth. We therefore turn with confidence to the goals posed by this strategic plan and its vision for the future of Fairfield University.

THE PLAN IN FOCUS: Three Goals for Fairfield University

GOAL I: INTEGRATION OF THE CORE CURRICULUM

Overall Strategy:

Our core curriculum embodies the principal tenets of Jesuit education: open-mindedness, respect for human dignity, formation in values, and an attention to the religious dimension of our lives. We believe that these attributes will take shape through the kinds of study and discussion – the habits of mind – that occur with an intentionally integrated core curriculum. Such habits of mind also provide the intellectual foundation for openness to and appreciation of diversity.

Currently, Fairfield's liberal arts core comprises 60 credits distributed across five areas: math/science; history/social science; philosophy/religious studies; English/the arts; and language. To facilitate the integration of the core, we perceive a need 1) to begin breaking down the tendency toward mental compartmentalization and help students transfer information and skills from one discipline to another, and 2) to increase their motivation to use this knowledge in their major.

To accomplish this, we acknowledge the need for a more intentional, mission-driven focus on the delivery of the core among those who shape student attitudes to learning – especially advisors and those who teach in the core. We recognize the potential of the Center for Academic Excellence to take a leading role in facilitating the integration of the core.

Initiatives

- A. *Create coherence within the core curriculum, both horizontally across disciplines and vertically in relation to the major, through the mutual effort of faculty and students.*
 1. Guide and engage students in discovering relationships between academic disciplines that have different methods of inquiry and different bodies of knowledge.
 2. Give faculty members more opportunities to learn about the methods other disciplines use and the problems they explore.
 3. Recognize that learning the methods and content of other disciplines cannot be left to chance but requires institutional structures to support it.

- B. *Help students understand the impact of the core curriculum on their overall education. As the basis of students' educational experience, the core forms the framework on which all major studies build and through which intellectual and social transformation becomes possible.*
1. Create ways in which students can: 1) reflect on how the questions explored in both core and major courses shape the way they think, 2) think more carefully about their choice of core courses, both in the planning stage and retrospectively, 3) integrate their core experiences with the coursework required for their major field of study, and 4) understand the value of the competencies fostered by their liberal arts foundation as they plan for life after Fairfield.
 2. Use new technologies, recognizing in them the kind of fresh approach to learning that Ignatian pedagogy has historically adopted when reading and responding to the signs and needs of the times. Such an appropriation might include an information literacy and technology competency requirement for students, or the introduction of "e-portfolios" to help them reflect on and understand the "wholeness" of their Fairfield education.
- C. *Create specific structures to foster discussion of the spirit and specifics of the core curriculum among faculty who teach it.*
1. Seek greater understanding among those who teach the core curriculum (including new, visiting, and adjunct faculty) of its spirit and its content. Because faculty education is a continuous process and Ignatian pedagogy testifies to the formative value of the liberal arts, we recognize the potential leadership roles of the Center for Academic Excellence and the Office of Mission and Identity in this regard.
- D. *Develop a system for coordination and regular assessment of the core curriculum.*
1. Given the primacy of the core curriculum called for by this plan, revise – with appropriate approvals – the current practice in which individual departments have responsibility for specific elements of the core and seek ways to create a system of ongoing oversight and assessment.
 2. Increase the number of full-time faculty teaching within the core. Working across disciplines, full-time professors are in a position to create and deliver an integrated vision of the core and provide the consistent advising and mentoring this new integration will require.

GOAL II: INTEGRATION OF LIVING AND LEARNING

Overall Strategy:

While the curriculum as a whole addresses the need to know the world, campus life activities also assist in the moral formation that the Jesuit tradition cherishes. We recognize at Fairfield University the need to challenge, in a constructive manner, a campus culture that sometimes reflects a lack of connection between classroom and other forms of learning.

This plan calls for an ongoing cultural change on campus, a process that will be successful only if it: 1) is institution-wide, 2) produces tangible change in the residential environment, including weekends, 3) increases opportunities for students to interact with those of different backgrounds, and 4) is driven by an academic program grounded in the Jesuit commitment to the education of the whole person.

Initiatives

- A. *Create a more intentional and holistic academic environment, one that drives the living and learning process.* To accomplish a vision-centered, intentional environment, we recommend stronger support for faculty curricular initiatives that foster the integration of intellectual, social, ethical, and spiritual growth. Faculty should be assisted in finding ways to engage students as members of an academic community, as more active participants in the classroom and, when appropriate, in scholarship, research, and creative activities.
 - 1. Establish a more comprehensive advising system for a student's four-year collegiate program. In concert with this advising system, a mentoring program should be developed to facilitate student contact with those who can talk about the value of lifelong learning and the development of a reflective adult self.
 - 2. Make clear to all students, during their first semester, Fairfield's institution-wide commitment to fostering connections between living and learning. Drawing on our Jesuit and Catholic mission, a specific program or seminar could serve to introduce students to the vibrant interaction of classroom and student life that marks the Fairfield University experience.

- B. *Develop a strong and comprehensive living and learning program for our undergraduate students.* While opportunities that integrate living and learning are currently available to our undergraduate students (such as the Ignatian Residential College), the threads that foster racial and socioeconomic diversity and unite the intellectual, aesthetic, spiritual, and athletic dimensions of student life need to be woven into the structural fabric of the Fairfield University experience. Better collaboration among faculty, student life staff, chaplains, and administrators must be established if we are to create the more-integrated four-year experience for undergraduates envisioned by this plan.

1. Articulate a range of goals for each stage of the students' formative four-year experience. This should not result in a list of additional requirements, but rather in a more deliberative approach to the college experience, one that lends focus and context to student options.
 2. Encourage student engagement with the arts, particularly because these can nourish and express the spiritual and aesthetic dimensions of life, and offer avenues to experience the beauty of diverse cultures.
 3. Exemplify the mission of Fairfield University through an approach to athletics and recreation that views physical activity as an integral part of human development. We recognize that our students' growth is enhanced by their participation in intramurals, recreation and fitness programs, club sports, and NCAA-sponsored intercollegiate teams. Fairfield is committed to a well-balanced and responsive athletic program that helps form students in their collegiate years and reengages them as alumni.
 4. Develop in students an awareness of and sensitivity to injustice, and inspire them to action on behalf of those who have no power and no voice. The responsibility for creating an environment that fosters service, advocacy, charity, and justice will span every department and division on campus.
 5. Foster an environment of scholarly inquiry that nourishes students' natural curiosity and encourages connections to wider bodies of knowledge. We recognize the role of the library in supporting this initiative.
- C. *Collaborate across divisions so as to promote a campus culture of living and learning.* Student Life and Campus Ministry programs play an integral role in the formative education of Fairfield students, working with them to develop their creative intellectual potential and fostering their ethical and religious values and a sense of social responsibility. Fairfield's integrated educational plan supports and enhances student learning and development. Most important, we recognize that the traditional classroom environment and life outside the classroom are not mutually exclusive, but rather have a real and potentially significant impact on one another.
1. Cultivate a residential life experience that encourages all students to exhibit self-respect and respect for others, to welcome diversity, to make constructive behavioral choices, and to feel responsible for and connected with each other. Challenge the too-powerful role and influence of alcohol on our campus, recognizing the obstacles it presents to building a vibrant campus culture.
 2. Provide first-rate student life programs and services in the areas of residence life, student activities, career services, health services, first-year programs, the performing arts, and recreation. Develop signature programs that highlight the integral role this "co-curriculum" plays in the overall development of students.

Goal II: Living/Learning

3. Ensure that appropriate role modeling and mentorship are available for students by encouraging faculty, administrators, and staff to reach beyond their “institutional niche,” making such interaction a visible commentary on our institutional self-understanding.
4. Develop and promote leadership opportunities for students, demonstrating clearly how such opportunities are grounded in Jesuit education’s commitment to develop “men and women for others.”

GOAL III: INTEGRATION OF JESUIT VALUES IN GRADUATE AND PROFESSIONAL EDUCATION

Overall Strategy:

If we are to have wholeness as a Catholic and Jesuit university, with undergraduate and graduate programs that are valued equally, we must be more intentional in educating Fairfield's graduate, professional, and part-time undergraduate students about Jesuit values and commitments that are presumed for the undergraduate experience. At the same time we must acknowledge the unique research and service contributions of our graduate and professional faculty.

Mission-driven graduate and professional education will enhance and complement our already distinctive programs and the exceptional ways they serve our local communities and the society at large. While many of our graduate programs already benefit from the richness of a diverse student body, increasing this diversity will further enhance the quality of the education we provide.

At the graduate and professional levels, the humanistic approach that characterizes Ignatian pedagogy – with its emphasis on human dignity – adds value to the education Fairfield offers and creates additional competencies in those who then serve others through it.

Initiatives

- A. *Promote, develop, and support internally the power of a Catholic and Jesuit education for all Fairfield students.*
 1. Develop a comprehensive plan to infuse Catholic and Jesuit ideals into our graduate and professional education programs in order to create a University-wide sense of identity and community. Our programs will emphasize the centrality of these ideals in our lives as ethical and socially engaged scholars, professionals, and leaders.
 2. Identify ways to integrate Fairfield's graduate, professional, and part-time undergraduate students into our community more fully and foster a sense of personal wholeness by enhancing support systems and services.

- B. *Promote and support enhanced racial and socioeconomic diversity among our graduate/professional faculty and students.*
 1. Examine current patterns for the distribution of resources in our graduate/professional programs and consider an intentional realignment of those resources, as well as a focused strategy for the generation of new resources.

Goal III: Graduate/Professional

2. Use scholarly sources and local studies to develop institutional practices that will create a welcoming learning community that attracts and retains faculty and students from diverse racial and socioeconomic backgrounds.
- C. *Enhance the quality of our graduate, professional, and part-time programs, and define and market what distinguishes Fairfield from other regional competitors. It is our goal that in the next decade, Fairfield University will be known for distinctive graduate and professional programs and the exceptional ways they serve our local communities and society at large.*
1. Increase the number of full-time faculty to ensure academic rigor, continuity of mission, and personalized education.
 2. Use data to assess and analyze needs of prospective students to ascertain local, state, and regional needs that create opportunities for program development; and to evaluate how Fairfield can be of service to diverse communities and to the common good.
 3. Develop interdepartmental experiences for professional/graduate students to develop a deeper understanding of their vocation, examine pressing ethical issues in their professions, and become leaders to bring about change in the world.
 4. Strengthen efforts to develop strong alumni relations with this important segment of the Fairfield student community.

SUPPORTING THE PLAN: Essential Systems

In addition to the creative role our faculty and administrators will play in developing the tactics that give life to this plan, its gradual implementation will depend heavily on infrastructures and programs already in place, as well as on required enhancements. What follows are reports that represent other major divisional units of the University – their successes to date and their plans to meet the challenges called for by this strategic plan.

FUNDING THE PLAN

Fairfield University continues to operate on the solid financial ground created by 35 consecutive years of operating in the black, sound financial planning, a realistic and successful budget process, and increased success in fundraising. However, the University, like most institutions of private higher education, remains largely tuition dependent. Lessening this dependency during the next ten years is our goal. This will require data-driven planning and a re-examination of the mix of traditional funding sources: tuition revenue, budget reallocations, new revenue streams, tax-exempt borrowing, and fundraising. Funding will need to support not only the plan, but also our current priorities in compensation, facilities maintenance, and technology infrastructure and services.

Initiatives

- A. *The Advancement Division will strive to increase the endowment, particularly to support the University's student financial aid goals and fund additional faculty positions pursuant to the plan.*
 1. *Student Aid Endowment.* Need-based financial aid endowment will become a major component of the University's future fundraising efforts. While the University seeks to move closer to providing 100 percent of demonstrated, need-based financial aid, the estimated cost of endowing such a program for just five years of this plan's ten-year horizon would be \$350 million. (This figure assumes, in addition, a \$10 million allocation from University operating funds to student financial aid during those five years.) The magnitude of this challenge clearly reveals that it will be feasible to move only incrementally toward such a laudable objective, one that eludes almost all colleges and universities.

2. ***New Faculty Positions.*** The plan recognizes the need for additional faculty positions if we are to realize the goals of core curriculum integration and the infusion of Jesuit values into graduate programs. On average, each new position requires an endowment of \$1.5 to \$2.5 million, depending on academic rank. Although the specific number of faculty positions needed has not been determined, ten new positions, for example, would require an endowment increase of between \$15 million and \$25 million. Fundraising for endowed chairs and professorships also will become a major component of fundraising. As with student aid endowment, new funding sources will be required. The total requirement will depend on the number of new positions needed.
- B. The Finance Division will assist in the identification and development of potential new revenue sources as well as in the evaluation of existing programs.***
1. ***New Programs.*** In collaboration with other divisions, the Finance Division will assist in the financial evaluation of potential new programs, establishing requirements for approval.
 2. ***Existing Programs.*** The Finance Division, in collaboration with other divisions, will develop financial information to evaluate existing programs for possible reallocation of resources under a systematic review of all major programs.
- C. The Advancement Division will develop a plan that will support a culture of major gift investment in Fairfield among the University's constituencies.***
1. ***A Culture of Major Gifts.*** While the University's development program will continue to support current operations, largely through the Annual Fund, it must build on the major gifts program that contributed so significantly to the success of the last capital campaign if it is to meet the expanded endowment, capital, and other funding requirements of the next ten years. To that end, the Advancement Division, working collaboratively across the institution and with expanded volunteer leadership, will seek to create a major gifts culture among Fairfield University constituents – alumni, parents, and friends.
 2. ***The Donor Base.*** The Advancement Division, in collaboration with the Academic Division, will find ways to engage constituents more effectively and build the donor base. A review of current programs and services, particularly those for alumni, will reveal those that most clearly meet a need. The Division will also make efficient use of technology in its communications and assist in identifying and recruiting an expanded cadre of volunteer leaders, particularly in the establishment of School Advisory Boards, which have a fundraising focus.

PROVIDING AN INFORMATION SERVICE AND TECHNOLOGY FOUNDATION

Today's students easily and routinely adopt the latest computing, telecommunications, and entertainment devices, and are comfortable with new learning experiences that complement and challenge traditional methods. This new generation expects that a university campus will support these forms of communication, information and computer literacies, technologies, and services.

As we look forward another 10 years – as this strategic plan asks us to – continual evaluation of all such technologies and services will be critical. The University, through the Information Services Division, will strive to reach consensus among faculty, staff, and students as to what these enhancements should be and what timetables will best help us achieve targeted goals. To accomplish this, the I.S. Division will remain as flexible as possible and:

1. Continue to enhance Fairfield's information technology infrastructure and its access to information resources and services.
2. Establish an institutional commitment to support faculty, staff, and student collaboration and training, while ensuring that priorities are established, communicated, and implemented.
3. Enhance teaching opportunities and information literacy among students through the creation, acquisition, organization, communication, and delivery of information in all its forms.
4. Ensure the convergence of enhanced telecommunications and software applications so they support both learning and effective administrative operations.
5. Coordinate the creation of digital libraries that will complement our traditional library, enhance access to information, and preserve the scholarly record.
6. Promote respect for a balance between intellectual property rights and the concept of "fair use" in our educational environment, and ensure the privacy of patron records.
7. Continue to focus support on activities that are sustainable, scalable, secure, and that support institutional priorities.

It is critical that our plans address and balance the current and future needs of students, faculty, staff, and our broader community while incorporating instructional, operational, and research initiatives. Just as important, the plan must delineate how information services and technology can promote growth opportunities and innovative ideas rather than focus exclusively on operational efficiencies or expansion of current services.

Areas of development include better integration of information resources and technology into teaching where appropriate and effective, expansion of support for online learning, and the careful expansion of new technologies and information services throughout the administrative and academic operations on campus. While we cannot predict the future, we are certain that information and technology services will play a critical role in our lives and that effective use of technologies will have a positive impact on our support for teaching and learning at Fairfield University.

SHAPING NEW PARAMETERS

To achieve the goals articulated in this strategic plan, the University needs to begin shaping a new culture and adapting business practices that will improve efficiency and effectiveness as follows:

1. The University administration will take the lead in diffusing organizational boundaries while expanding opportunities for problem solving through cooperation and collaboration across divisional units and schools.
2. All units will be charged to review and assess programs regularly for effectiveness and to maintain fiscal accountability.
3. All divisions will guide funding requests through the existing University operating and capital budget schedules.
4. The review of requests and the budget committee activity will include strategic considerations in determining the level and timeline of funding. This is especially important for initiatives that might require multiple years to complete or might be deferred to future years because of the timing of their implementation.
5. To develop more efficient and effective operations, this plan will require us to choose between strong and weak programs and consider the reallocation of resources, so that support will be directed to areas for which the University wants to be known.

COMMUNICATING THE FAIRFIELD STORY

Achieving the goals defined in this plan and realizing the articulated vision calls for Fairfield, as an institution and community, to clearly communicate to alumni, prospective students, and parents the following: who we are (or want to be), what we stand for, how we differ, and where we excel. In other words, what is the value of the Fairfield experience and what will the benefits be for those whom we seek to engage in a relationship with us whether that be as a student, an alumni volunteer, a donor, a corporate partner, a foundation investor, a supportive legislator, or as a friend and neighbor.

This will require the development and execution of a sophisticated marketing initiative based in research and analysis: a “product” (e.g. academic programs, resources and services) that reflects our values and is relevant to prospective students; a cost that is affordable and competitive; and finally, clear and consistent messaging, imagery, and methods of delivering the “Fairfield Story” that motivate our various audiences to act. Doing so will require a University-wide examination of current marketing efforts, and the budget and staffing levels that support them.

LOOKING AHEAD

As we look ahead ten years, we envision students and their parents choosing Fairfield because of the added value of a Fairfield education. The experience of integrated learning that we offer will help students to discover themselves, clarify their values based on self-knowledge, and make decisions about their lives based on these values. Thus they will be well prepared to lead lives of competence, caring, and compassion in service to the world and the God who created and sustains it.

APPENDIX

Task Force and Drafting Committee Membership

TASK FORCE I:

Integration of the Core Curriculum

William Abbott, Associate Professor of History
Betsy Bowen, Associate Professor of English
Evangelos Hadjimichael, Dean, School of Engineering
Linda Henkel, Associate Professor of Psychology
Dennis Keenan, Professor of Philosophy *
Paul Lakeland, Aloysius P. Kelley, S.J. Professor of Religious Studies
Shelley Phelan, Associate Professor of Biology
Lynne Porter, Associate Professor of Visual and Performing Arts/Theatre
Vincent Rosivach, Professor of Classical Studies (Chair)
Kurt Schlichting, Professor of Sociology
David Schmidt, Associate Professor of Religious Studies and Business Ethics
Edna Wilson, Dean, University College

TASK FORCE II:

Integration of Living and Learning

Debnam Chappell, Dean of Freshmen
Nancy Dallavalle, Associate Professor of Religious Studies **
Terrence Devino, S.J., Associate University Chaplain
Deirdre Eller, New Student Programs
John Gallagher '05
Jillian Grant '05
Olivia Harriott, Associate Professor of Biology
Katherine Kidd, Director of International Studies
Fran Koerting, Associate Dean of Students For Residence Life and Housing
Mark Ligas, Assistant Professor of Marketing (Chair)
James Mayzik, S.J., Assistant Professor of Visual and Performing Arts,
Director of Ignatian Residential College, Director of Media Center
Jeanne Novotny, Dean, School of Nursing
Karen Pellegrino, Director of Undergraduate Admission
Thomas Pellegrino, Assistant Director of Student Activities
Alison Sexton, Senior Associate Director of Athletics, Senior Women's Administrator,
Compliance Officer

TASK FORCE III:

Integration of Jesuit Values in Graduate and Professional Education

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Cathleen Borgman, Director of Corporate Relations
Anna Martin, Associate Professor of Finance
Walter Conlan, S.J., Rector of the Fairfield Jesuit Community
Margaret Deignan, Dean, Graduate School of Education and Allied Professions
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Marianne Gumper, Director of Graduate and Continuing Studies Admission
Donald Joy, Associate Professor of Software Engineering
Wendy Kohli, Associate Professor of Curriculum and Instruction ***
Jean Lange, Associate Professor of Nursing
Leo O'Connor, Professor of American Studies
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Drafting Committee

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Wendy Kohli, Associate Professor of Curriculum and Instruction ***
Mary Frances Malone, Associate Academic Vice President
Mark Reed, Associate Vice President of Student Services and Dean of Students
Timothy Snyder, Dean, College of Arts and Sciences

* Liaison to Living/Learning Task Force

** Liaison to Core Curriculum Task Force

*** Liaison to Jesuit Values in Professional Education Task Force