FAIRFIELD 2020

THE WAY FORWARD
Dear Members of the Fairfield Community:

Fairfield was founded at a specific moment in history to address a clear need to provide higher education for young people who might otherwise have gone without it, and in doing so contribute to the good of society and the good of the world.

As we approach our 75th year, Fairfield University finds itself once again at a critical turning point in history — at a dynamic moment in our culture where new needs and opportunities have emerged to which we are called to respond with enthusiasm and courage. The fast-paced and globally interconnected world that unfolds before us is asking us to recreate and reimagine our institution if we are to remain true to our mission — to transform the world for the better through education.

I am delighted then, to be able to present to you Fairfield University’s new Strategic Plan, *Fairfield 2020: The Way Forward*, one that will guide us as we take the steps necessary to ensure that Fairfield remains relevant to today’s students, preparing them to be successful and serve as leaders in the economic, intellectual and cultural institutions of the 21st century. A plan that will ensure a more sustainable institution with a more balanced business model; and a plan that will keep us in the forefront of Catholic higher education. We have, in the years ahead of us, a unique opportunity for change, an opportunity to raise the quality of our University for the benefit of all those we serve — in classrooms and laboratories, in business, medicine, academia, technology, and the arts, and to extend our fellowship through the education of our brothers and sisters throughout the global community.

This strategic plan, the product of an intensive 17-month process, reflects the efforts and input from hundreds of members of the entire University community — students, faculty, staff, alumni, and administrators. Eleven task forces examined every aspect of our University’s programs and operations, and asked probing and at times provocative questions about how we could better serve our students, enhance our financial support for student scholarships and faculty research, increase our revenue, cut our costs, and expand our reach to meet the growing number of men and women who need further education, but require us to adopt more flexible, affordable and tech-savvy approaches in order to reach them.

This is a plan that builds on our strengths, while identifying new areas for growth that will allow Fairfield to fully express its potential. Above all, this is a plan that offers us the opportunity to more fully explore our Jesuit mission by transforming ourselves from within — boldly recreating our institution to serve the world as it is. Thereby becoming the University community that we are called to become.

I invite you to join me as we begin this exciting new chapter in our history.

Jeffrey P. Von Arx, S.J.
President
The fast-paced and globally interconnected world that unfolds before us is asking us to recreate and reimagine our institution if we are to remain true to our mission — to transform the world for the better through education.
A Vision Statement for Fairfield 2020

Fairfield University is a Catholic and Jesuit comprehensive university, one that holds the liberal arts as central to our institutional identity. As Catholic, we carry forward a rigorous intellectual tradition in our teaching and research; as Jesuit we take great pride in the Ignatian educational model that prizes cura personalis — the development of the whole person — as the foundation of just and vibrant communities.

Thus, as an undergraduate institution, we are committed to a collegiate experience for our full-time, traditionally-aged undergraduates based on a strong, integrated liberal arts curriculum in the setting of a mainly residential academic community.

As a comprehensive university, we are enriched, both at the undergraduate and graduate levels, with professional schools that witness to a commitment to ethical practice, social justice, and service to the wider community, especially the poor and marginalized. As we look forward, we remain committed to our central vision of forming reflective, discerning, highly educated citizens who are deeply invested in the common good.

We launched Fairfield 2020 in response to a new moment in our history. We currently face a significant challenge, as our business model, overly reliant on yearly tuition increases, is no longer sustainable. Moved to action by the gap between revenue and expenses, we are called to assessment and re-allocation across the board, focusing resources on efforts we find to be central to our success while also cultivating new, more sustainable and mission-centered programs. Thus, the reality of our financial situation calls for the greatest resources in imagination, creativity and cooperation; this new mindset will animate the process as we move toward Fairfield 2020.

Most importantly, our vision for the future places our students, and their need for a more strongly integrated academic experience, at its center. We can do this, employing a spirit of collaboration across schools and departments to design and deliver innovative educational programs that are both true to our mission and responsive to new opportunities and realities.

The new Health Sciences Initiative is an excellent model of this kind of collaboration, as the intellectual sophistication of individual academic departments are tapped with new staffing and curricular patterns that engage disciplinary depth without the blinders of a zero-sum, compartmentalized mentality. We must continue the good work we have already done to integrate our curriculum, more deliberately employing the Core Pathways as an invitation to create powerful pedagogical links among the core courses and perhaps to design new, interdisciplinary core courses. To strengthen these bonds, courses in the core curriculum should address agreed-upon learning outcomes and be evaluated on that basis.

All Fairfield students, finally, should benefit from strong faculty advising as they map academic programs that will best position them for long-term success in life and in their careers. More nimble than most of our peers, Fairfield is well positioned to do just this, as we develop an even more seamless, integrated approach to advising, mentoring, internships and career planning and placement.

Universities are, of course, ancient institutions that grow incrementally and often, it seems, by accretion. But during times of need they can also be sources for new, innovative and even radical thinking, and it is that kind of thinking — true to our mission, aware of the present moment, and hopeful and creative — that Fairfield needs now.

Founded in 1942, Fairfield University has been in the fortunate position of being heir to the distinguished history of Jesuit education, yet free of the burden of a long tradition of practice. We will need the strength of that history now, even as we benefit greatly from our ability to meet this moment with energy and innovation.

The reality of our financial situation calls for the greatest resources in imagination, creativity and cooperation; this mindset will animate the process as we move toward Fairfield 2020.

Founded in 1942, Fairfield University has been in the fortunate position of being heir to the distinguished history of Jesuit education, yet free of the burden of a long tradition of practice. We will need the strength of that history now, even as we benefit greatly from our ability to meet this moment with energy and innovation.
The Strategic Context

A university mission statement serves as an enduring explanation of purpose for a particular institution; a strategic plan, however, identifies a vision for the university’s enactment of its mission at a specific point in its history and delineates certain recommendations to achieve that vision. Every strategic plan, therefore, is constructed in response to the conditions — internal and external — that shape the context and define the times in which it is created. The current context of US higher education is complicated by a number of social and economic forces that question previously held assumptions about the role and structure of post-secondary schooling.

As Fairfield University nears its 75th anniversary, we are challenged to reconcile our rich tradition and historical legacy of providing a transformative education to traditionally-aged undergraduate students in a residential setting with the demands and pressures of these contextual forces.

In January 2014, Fr. Jeffrey P. von Arx, S.J., eighth president of Fairfield, called the University community to action by initiating a comprehensive strategic planning process, Fairfield 2020: Building a More Sustainable Future, stating that “We must respond with energy and imagination, creating a bold new vision for the future that ensures our viability, builds on our foundations and propels us to a leadership position in this new era of higher education.”

For the past 17 months, over 200 members of the Fairfield University community — faculty, students, staff, administrators and alumni — have directly participated in strategic planning, serving on the Steering Committee or as members of one of eleven task forces, examining ways in which the University can build a new business model, lead in pedagogical innovation and transformative education, become more affordable, develop systems for outcomes-based decision making, revise the core curriculum, harness technology to introduce operational efficiencies, re-launch continuing education programs, grow graduate programs, increase diversity, and enhance the total student experience.

These discussions were instigated, informed, and at times provoked by a series of lectures, IDEAS: The Fairfield 2020 Lecture Series, for which renowned speakers were brought to campus to address current concerns in higher education. In addition to those assigned to task forces, countless other members of the University community were involved in strategic planning via attendance at these lectures, participation in discussions and forums, connections to the Fairfield 2020 webpage, and attendance at the task force report presentations.

In December 2014, the eleven task forces presented their findings to the Steering Committee, chaired by University Provost and Senior Vice President for Academic Affairs Dr. Lynn Babington and Executive Vice President and Chief Operating Officer Kevin Lawlor. Through a series of meetings and exercises in spring 2015, the Steering Committee reviewed the task force findings, organizing and integrating them into this final report.
The conclusions reached by this comprehensive effort are outlined in the following document, which provides a set of recommendations designed to position the University for sustainability in the year 2020 and beyond. The overarching context for these recommendations, introduced in the President’s initial charge and explored further by the Steering Committee, task forces, and greater University community, is the reconciliation of Fairfield’s Jesuit mission with the demands of the changing landscape of higher education in the United States.

A RICH AND VALUED TRADITION
Throughout the past year and half, we have been reminded of the rich tradition of Jesuit education that provides the foundation for our University and is articulated in our mission statement. A Jesuit education is transformative, and the potential of this transformation is promoted at Fairfield through its emphasis on a humanistic liberal arts education, residential experiences, interpersonal connections, and opportunities for individual reflection.

Indeed, there is much to be said for the value of this type of higher education for students and the society at large. Contemporary authors, such as Fareed Zakaria writing In Defense of Liberal Education, note that to abandon the liberal arts, which teach reading, writing and critical thinking, is a mistake. In addition to providing communication and analytic skills, the liberal arts provide a grounding in the humanities, including history and literature, which helps one better understand the human condition and subsequently increases the likelihood for empathetic decision-making and action. In his book, College: What it Was, Is and Should Be, Andrew Delbanco, author and Fairfield 2020 speaker, argues that liberal arts education which yields an informed citizenry is essential to the American democracy; and making such education available to as many as possible is central to America’s democratic promise.

According to Brandon Busteed, Fairfield 2020 speaker and Executive Director of Education at Gallup Research, in addition to the type of curriculum, the ways in which the curriculum is provided also adds value to the lives of our students. Recent research from Gallup demonstrates that personal support and hands-on experience during college strongly influence the extent to which students feel prepared upon graduation. We were interested to learn that the types of support — having motivating and caring professors — as well as the types of experiences — academic projects, internships and co-curricular activities — that Gallup identified as essential are consistent with the ways in which education is provided at Fairfield.

In addition to preparedness after graduation, aspects of life-long wellbeing identified by Gallup further resonate with the goals of a Jesuit education. Notably, the Gallup wellbeing indicators such as vocational purpose, goal orientation, supportive relationships, good health and community belonging are all consistent with the Jesuit ideal of cura personalis.

Thus, we conclude that there is much about a Fairfield University education to be valued. In the past 70+ years, we have primarily delivered that education to traditionally-aged, residential, full-time undergraduate students. As a relatively young university with a modest endowment, funds to support our annual operating costs have come primarily from undergraduate tuition and room and board revenues. Given the changing landscape of US higher education, however, this business model is no longer sustainable.

CHANGING LANDSCAPE OF HIGHER EDUCATION IN THE UNITED STATES
According to Robert Archibald and David Feldman, Fairfield 2020 speakers and authors of Why Does College Cost so Much?, in the post-2008 economy, increasing numbers of what were previously considered middle class and upper middle class families find themselves with less disposable income, and are making more discerning choices about the ways in which they use
Although according to all indicators a college degree continues to be a pathway to greater earnings potential and life-long financial security, many American families question the value of higher education and express concerns about immediate job-placement following college graduation. As result, families and individual students are more reluctant to borrow money to finance higher education and more likely to choose institutions, or higher education alternatives, that offer career-focused degree programs.

Increasingly, such higher education alternatives are entering the market place. According to Fairfield 2020 speaker Michelle Weisse, online education, facilitated by technology developed by MIT and Stamford, is the type of innovation that can and does disrupt a traditionally high-end market that is unwilling or unmotivated to embrace technological enablers that provide access to the historically underserved low-end of the market. Likewise, competency-based education programs, such as those offered by College for America at Southern New Hampshire University, provide alternative means by which students can earn college credit leading to a degree.

In his book, *College Unbound, The Future of Higher Education and What It Means for Students*, author and Fairfield 2020 speaker, Jeffrey Seligno, predicts that increasing numbers of students will opt out of the traditional four-year experience, charting their own path through higher education that emphasizes affordability, skill attainment, and career-preparedness over broad-based liberal arts, residential life, and connection to a single institution. This type of customized education accessed through the combination of traditional classroom experiences coupled with online learning opportunities may be particularly appealing to digital natives — those individuals born after 1980 — who have grown-up in a technology-rich environment.

Further complicating the picture for Fairfield University, demographic trends reveal that in the Northeast — the geographic area from which Fairfield primarily draws its students — the population of traditionally-aged white middle class undergraduate students (18 to 22 year olds) is decreasing. Simultaneously, numbers of low-income Hispanic high school graduates in Connecticut are expected to increase. Likewise, potential adult learners — individuals between the ages of 25 and 60 years old who do not hold college degrees — is on the rise.

Although these two populations present potential new markets for Fairfield University, responding to these trends and the others that are shaping the current landscape of American higher education required Fairfield to re-examine its central position and reconsider how the best of its rich Jesuit tradition can be actualized and sustained in today’s context.

**A COURSE FOR THE FUTURE**

After 17 months of exploration and deliberation, the University has identified six essential priorities, which together provide a framework for how to proceed as we chart a course for the future. As community of learners in the Jesuit tradition, and in response to the current context of higher education, Fairfield University is committed to:

1. **GROWTH AND DIVERSIFICATION OF REVENUE STREAMS,**
2. **SPEED AND INNOVATION IN OPERATIONS, ACADEMICS AND STUDENT SUPPORT,**
3. **A FOCUS ON EXCELLENCE, OUTCOMES AND ACCOUNTABILITY FOR QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT,**
4. **FINANCIAL SUSTAINABILITY AND CAREFUL STEWARDSHIP OF ASSETS,**
5. **DIVERSITY, MISSION AND ENGAGEMENT, AND**
6. **A RENEWED SENSE OF COLLABORATION AND COMMUNITY.**
1 GROWTH AND DIVERSIFICATION

A key element to sustaining the future of Fairfield University will be growth and diversification of our revenue streams. Given the impact of the current economic climate, changing Northeast demographics, and innovations with the power to disrupt the traditional delivery of an undergraduate degree, we can no longer rely on undergraduate tuition to fund the University’s annual operating budget. We believe that growing and diversifying our revenue sources will provide a more stable platform from which to proceed.

Specifically, we recommend that Fairfield University embark on a deliberate and purposeful program to increase the following sources of revenue: (a) graduate programs, (b) online learning, (c) continuing education, (d) auxiliary services, and (e) undergraduate education.

a) Grow Graduate Programs

**Recommendation:** In order to increase and diversify our revenue streams, it is recommended that Fairfield University invest in growth of graduate programs.

**Rationale:** According to the Bureau of Labor and Statistics, post-baccalaureate enrollment has risen 32% from 2.2 million to 2.9 million in the past 10 years, a trend that is predicted to continue as individuals with graduate degrees will be increasingly in demand in many industries. The greatest opportunity for new program growth in higher education, therefore, lies with graduate programs. Fairfield University is well positioned to take advantage of this opportunity as it has many vital high-quality, high-performing graduate programs and strong professional schools.

Growing graduate programs will require investment in a number of initiatives, including support for online and hybrid learning and the potential expansion of five-year programs. In order to move quickly to new markets, support will be needed in the form of market research. In order to deliver high-quality programs consistent with the Fairfield University brand, support in the form of technological resources and faculty development is also recommended. Finally, to ensure student success in graduate programs, coordinated services specifically targeted to graduate student needs are recommended.

b) Increase Online Learning Opportunities

**Recommendation:** In order to attract a growing and viable market segment, lower cost and provide degree programs to a wider geographic market, it is recommended that Fairfield University increase its online learning capacity, capability and offerings through investment in technological infrastructure, professional development, and interstate program approval.

**Rationale:** The percent of students studying online continues to grow rapidly, with predictions that among the next generation of college students, one-third will study fully online, one-third will study only on campus, and one-third will do both. Currently, more than 80% of public universities and half of private colleges are responding to this trend by offering at least one fully online program. While Fairfield University has yet to enter the online market, its reputation for high quality educational offerings can help position it appropriately to potential students who have yet to access a Fairfield education. In order to fully capitalize on Fairfield’s entry into online education, resources will be needed to boost our technology infrastructure, prepare our faculty to teach online, and attain interstate approvals.

c) Re-launch Continuing Studies

**Recommendation:** In order to attract a rapidly growing market of adult continuing learners, it is recommended that Fairfield University re-establish its presence as an academic leader in the area of continuing studies by developing and implementing innovative part-time educational opportunities that satisfy career requirements and market demand. These continuing study programs should span both degree and non-degree offerings.

**Rationale:** According to a 2014 report by the National Center for Higher Education Management Systems (NCHEMS) commissioned by the Connecticut Conference on Independent Colleges (CCIC), 70% of Connecticut’s jobs in the year 2020 will require some kind
of post-secondary education. Currently only 46% of adults aged 18 to 64 in Connecticut hold a bachelor’s degree or higher. Thus, a shortage of qualified individuals in Connecticut’s labor force is anticipated. The NCHEMS report further concludes that private institutions in Connecticut have a role to play in meeting the state’s labor force demands.

While Fairfield University offers continuing studies opportunities under the broad classification of part-time studies, since the closing of University College in 2009, there has been no clear management system or accountability for enrollment growth or new program development. Further, Fairfield University is no longer recognized as a leader in continuing studies. It is recommended that resources be allocated to enrollment modeling, market research and environmental scanning, new program development, and promotional materials in order to re-establish Fairfield as a presence in adult education and capture a piece of this growing market share.

In addition to providing educational opportunities for adults without Bachelor’s degrees, it is recommended that Fairfield University explore possibilities for providing on-going education and specialized training to adult professionals with degrees. The University already offers a number of professional certificate programs in specialized areas related to our graduate degree programs. Building on this model, Fairfield should offer high-quality non-degree and custom programs for public and private organizations and professionals; opportunities to locate these programs on campus should be explored through our facilities master planning process.

d) Grow Auxiliary Services

*Recommendation:* In order to better utilize currently under-leveraged campus facilities and assets, it is recommended that Fairfield University provide convenient user-friendly, customer-responsive and cost-effective goods and services, and that the management of such goods and services be centralized.

*Rationale:* Amenities, including but not limited to, food services, bookstores, student identification-card services, conferences and events, printing, and vending, have the potential to generate revenue for the University while providing needed services to individuals on campus and in the surrounding community. Central management of such services can ensure coordinated branding, capitalize on endorsement opportunities, and ensure facilities’ improvements such that Fairfield University becomes a more attractive event destination.

e) Maintain an Undergraduate Enrollment of Approximately 4000

*Recommendation:* In order to maximize tuition revenue without incurring significant additional costs, it is recommended that Fairfield University grow and maintain an undergraduate enrollment of approximately 4000 students.

*Rationale:* The University has admitted an incoming first-year class of approximately 1,000 students for the past two years and expects to do so again this year. As our retention rate improves and new programs become available, we anticipate the rate of incoming transfer students will offset our attrition rate, such that class sizes of 1,000 students will be maintained, with the total undergraduate population approximating 4,000.
Growth and diversification at Fairfield University will require rapid response to the market forces that are driving social and economic changes in local contexts and on a global scale. Families, students, and industries are demanding universities not only stay abreast of and adapt to emerging trends, but also lead in innovative educational reform.

We believe that purposeful attention to speed and innovation will allow Fairfield University to better adapt to change. Specifically, we recommend attention to (a) internal decision-making, (d) online and hybrid models for delivery of educational programs, (c) innovative physical and virtual learning spaces, and (d) incentives for speed and innovation.

a) Streamline Internal Decision Making

Recommendation: In order to facilitate the timely development of new degree and certificate programs, it is recommended that Fairfield University implement methods for cross-functional collaboration between academics, marketing, and finance.

Rationale: The current practice of new academic program development is a “bottom up” process in which individual faculty members, in consultation with their departments, chairs, and deans, generate new ideas for programs. Ideas tend to be related to developing programs that fit the interests and expertise of existing faculty. An individual faculty member initiates the process of developing a program proposal and shepherding it through a succession of internal decision making bodies: various curriculum committees, the Educational Planning Committee, the Academic Council, and depending on the nature of the proposal, the General Faculty. In addition, new program proposals must include projections for revenue and anticipated costs, but there has been little guidance on what should be contained in those projections.

To accelerate the University’s responsiveness to market opportunities, market intelligence based on environmental scanning should be a source for new program ideas, in addition to faculty-generated ideas. Clear guidelines for cost and revenue projections — including staffing needs, marketing materials, and tuition pricing — should be developed. Recent advances in collaboration between internal decision making committees and program initiators, which have served to expedite new program approvals, should continue. Further collaboration between academics, marketing and finance can facilitate these recommendations.

b) Accelerate and Support Online and Hybrid Program Implementation

Recommendation: In order to enter the online education market, and provide increasingly flexible learning options within our current educational offerings, it is recommended that Fairfield University accelerate the development, approval and implementation of online and hybrid programs; and provide resources to ensure that faculty innovators can easily engage in these innovative pedagogies.

Rationale: Technologically savvy undergraduate students and adult-learners who desire flexibility are seeking new and alternative means to achieve their educational goals. Online education and hybrid programs that include both face-to-face classes and online learning experiences can engage these learners. Designed and delivered in harmony with the ideals of Jesuit pedagogy, such programs can prepare students for action as citizens of the world in ways that are consistent with our University’s mission.
The implementation of online and hybrid programs requires specific attention to and support for instructional design, technological infrastructure, internal program approval, interstate reciprocity, and incentives and professional development for faculty. It is recommended that the University commit the resources to these functions for the timely development of online and hybrid programs to ensure that faculty innovators and future students can easily engage in these emerging methods for teaching and learning.

c) Create New and Innovative Learning Spaces

Recommendation: In order to meet the needs of current and future students, it is recommended that Fairfield University create new and innovative physical and virtual learning spaces; and that these learning spaces be continually updated to sustain Fairfield’s position as a leader in innovative education.

Rationale: The National Education Technology Plan, published by the US Department of Education in 2010, calls for models of learning that provide engaging and empowering experiences for all learners; and recommends that schools leverage the power of technology to provide personalized learning and enable continuous and lifelong learning opportunities. According to the US DOE, an essential component of such learning models is a comprehensive infrastructure that provides students and educators with the resources they need, when and where they need them.

Fairfield University’s current learning environments — including classrooms and instructional technology resources — do not adequately support the work of faculty as they continue to engage in innovative and transformative pedagogies. A number of classrooms on Fairfield’s campus feature tablet-arm chairs that were purchased in the 1970’s or early 1980’s, and many have fixed furniture arrangements designed for traditional lecture-style instruction. Likewise, Fairfield’s technology for instruction is outdated, inflexible, and unable to accommodate the needs of today’s professors and students.

Significant upgrades to classroom facilities — including furniture, lighting, and sound systems — as well as significant upgrades to technology — including broadband connectivity, servers, software, hosted services, and administrative computing tools — are needed in order to support teaching and learning in our classrooms on campus, and as we venture into online learning.

d) Incentivize Speed and Innovation

Recommendation: In order to promote a culture of speed and innovation, it is recommended that Fairfield University develop an incentive program to recognize and reward innovations in operations, academics and student affairs.

Rationale: Currently at Fairfield University, there is little incentive for timely response to external forces or innovative practices. In contrast, current processes for program development and approval, faculty and staff evaluation, budgeting and annual reporting, may at times thwart creativity, risk-taking, and entrepreneurial thinking across all divisions of our University — administrative, academic, and student affairs.

Deliberate attention to a system of incentives that (a) encourage the development and use of innovative pedagogy, (b) reduce operational waste and inefficiency, (c) foster the development of new academic programs that are revenue generating and mission furthering, and (d) promote continuous improvement based on purposeful assessment of academic programs and living and learning initiatives, is warranted.

In order to meet the needs of current and future students, it is recommended that Fairfield University create new and innovative physical and virtual learning spaces.
EXCELLENCE, OUTCOMES AND ACCOUNTABILITY

Essential to the University’s fiscal health and long-term sustainability will be our ability to distinguish Fairfield as an institution committed to academic excellence, focused on student outcomes, and accountable for the quality of our programs and their continuous improvement. To these ends, we recommend (a) revising the undergraduate core curriculum, (b) updating our new-student orientation and transition experiences, (c) developing robust student mentoring programs, (d) expanding experiential learning opportunities, (e) maintaining a high-quality athletics program, and (f) implementing a university-wide system of assessment for continuous improvement and quality assurance.

a) Revise the Core Curriculum

**Recommendation:** In order to provide students with a high-quality academic program in the Jesuit tradition, it is recommended that Fairfield University revise the core curriculum.

**Rationale:** A hallmark feature of a Jesuit education is the foundation provided by a liberal arts curriculum in the humanist tradition. Such a broad-based education is valued for its intellectual and maturational benefits as it yields individuals who are capable of understanding, analyzing and responding to the complex problems of the world with empathetic consideration to the experiences of others, and advocacy for those who may be disadvantaged. At Fairfield University, this broad-based education is provided through the core curriculum, which currently requires undergraduate students to complete 60 credits across five areas of study.

While highly valued for its potential benefits, the core curriculum at Fairfield University has not undergone comprehensive revision in the past 35 years. There has not been systematic attention to student learning outcomes associated with the core, nor attempts to continually revise the core to respond to changing times and student populations. Subsequently, the core curriculum may no longer be meeting the needs of today’s learners by preparing them with the skills and competencies they need to be successful as they transition to vocations after college.

In order to address these concerns, while maintaining academic excellence in the Jesuit tradition, it is recommended that the core curriculum be revised. Specifically, a reduction in credits, a clear re-organization of the requirements, and a focus on interdisciplinary coursework are recommended. Additionally, attention to student learning outcomes and continuous improvement of the core via on-going assessment is needed.

b) Update New-Student Orientation and Transition Experiences

**Recommendation:** In order to support retention to maintain undergraduate enrollment, as well as grow graduate student enrollment, it is recommended that Fairfield University revise and renew its new student on-boarding programs at all levels.

**Rationale:** Important to student success in higher education often are the experiences they have during the first year. Particularly for traditional undergraduate students, experiences in the first year can help students connect to their institution and engage in learning in ways that will ensure positive outcomes. Students who return to the same institution after the first year are more likely to return in subsequent years and more likely to graduate. To these ends, it is recommended that undergraduate students at Fairfield University participate in a coordinated set of first-year initiatives, including orientation programs, first-year experiences, and academic coursework, designed to facilitate the transition to college and improve retention.

Initial experiences with the University are also important for our graduate students, particularly those who study full-time and/or come from other countries. In order to ensure the success of our graduate students, it is recommended that the University invest in coordinated, well-organized graduate orientation and support programs.
c) Develop and Implement Robust Student Mentoring Programs

Recommendation: In order to support degree completion and facilitate transition to career, it is recommended that Fairfield University develop and implement robust student mentoring programs with support from faculty, staff and alumni.

Rationale: For traditional undergraduate students, as well as graduate students and adult continuing learners, discerning a path through higher education and identifying next steps after college can be daunting, sometimes resulting in failure to complete one’s degree or failure to successfully transition to a meaningful vocation. Fairfield’s committed faculty, dedicated staff and connected alumni, coupled with its relatively small size and strong sense of community present an opportunity for the implementation of mentoring programs that can contribute to Fairfield’s uniqueness.

It is recommended that Fairfield University implement a robust mentoring program for our undergraduate students, characterized by student engagement with teams of faculty, staff and alumni mentors who aid in the navigation of degree completion requirements while helping students to identify and prepare for careers after college.

It is also recommended that the University continue to highlight distinctive strengths of our professional and graduate school programs, namely the strong student-faculty interaction that is a hallmark of these programs. Like mentoring for undergraduate students, this strong interaction should be aimed at career enhancement and access to professional networks for our graduate student population.

d) Expand Experiential Learning Opportunities

Recommendation: In order to increase our students’ post-graduation success and life-long well being, it is recommended that Fairfield University expand experiential learning opportunities.

Rationale: According to recent research from Gallup, workplace engagement is an important predictor of all aspects of well-being — vocational, social, financial, physical, and community — for US college graduates. Further, graduates who feel their college prepared them for life outside of school are more likely to be engaged at work. Such preparedness is best achieved via experiential learning opportunities — including internships or jobs where students can apply what they are learning in the classroom, engagement in co-curricular activities and organizations where they can learn leadership and collaboration skills, working on multi-semester projects where they connect learning across time and classes, or collaborating with faculty members on research projects.

It is recommended that all students at Fairfield University complete at least one experiential learning opportunity and that this opportunity be structured such that the student — guided by an advisor or mentor — will use the experience to enhance their classroom learning, acquire a new skill or competency, and/or be of service to the existing community. In order to ensure that all students at Fairfield University have opportunities for experiential learning it is recommended that options for experiential learning be expanded. Further, it is recommended that the nature and types of these opportunities be assessed and continually improved.
e) Maintain Athletics Programs that Contribute to the Total Student Experience

**Recommendation:** In order to engage prospective students, current students, and alumni — as well as enhance Fairfield’s recognition, reputation and profile — it is recommended that the University continue, leverage, and position a high-quality athletics program that is measured against appropriate internal and external benchmarks and metrics to evaluate the program’s success, resource allocation, contribution to the overall University, and the quality of the student-athlete experience.

**Rationale:** Varsity and club sports enliven the collegiate atmosphere at Fairfield University enhancing the student’s total experience. Varsity sports, in particular, attract applicants to our university, engage our students — as both participants and spectators — while they are with us, keep our alumni connected to Fairfield as they follow the progress of our teams, and provide valuable opportunities to market and position the University regionally and nationally. While any program’s viability will be judged by its results, excellence in athletics should be measured not only by the success of our teams but also by the life-skills student-athletes acquire through their participation in sports.

It is recommended that Fairfield University continue its club and varsity athletics programs. With respect to varsity athletics, it is recommended that the University continue to prioritize programs that are appropriate for our type of institution and the students we hope to attract, while being mindful of the changing landscape of collegiate athletics and seeking all appropriate opportunities to leverage athletics to raise Fairfield’s profile.

f) Engage in Assessment for Continuous Improvement and Quality Assurance

**Recommendation:** In order to assure quality and inform continuous improvement, it is recommended that Fairfield University develop and implement a program of regular, fact-based and purposeful University-wide assessment.

**Rationale:** Increasingly institutions of higher education are being called upon to demonstrate the value of their educational offerings, having to account to internal audiences, including students, parents, governing boards, as well as external audiences, such as accreditors, state and federal agencies, and the greater public. Further, the increasing availability of big data and analytic tools to evaluate those data provide opportunities for colleges and universities to make fact-based decisions to continually improve their functions.

It is recommended that the University develop and implement a short and long-term assessment plan for quality assurance and continuous improvement via the coordination of multiple methods to track student progress, evaluate our academic and non-academic programs, and monitor the productivity of our faculty, staff and administrators.
SUSTAINABILITY AND STEWARDSHIP

Fairfield University’s future success depends on our ability to carefully reinvent our business model and implement changes with deliberate speed. The University has grown and thrived over its first 75 years by ensuring that critical resources were available to drive important priorities and by careful stewardship of the assets at its disposal. The primary source of these assets derived from tuition, as well as fees, room and board paid by undergraduate students, which together fund approximately 75% of the annual operating budget. These resources were supplemented with carefully managed debt as well as gifts from generous benefactors, which allowed us to grow our campus facilities and build a substantial endowment for an institution of our age.

Looking forward, a number of factors will coalesce that could significantly disrupt this financial pattern. The loss of tuition-pricing power, shifting demographics, and declining state and federal funding are among the many factors that will quickly render the current business model obsolete, requiring a new approach. Central to this new model will be (a) attention to facilities infrastructure, (b) continued portfolio reviews, (c) efficiencies in back office operations, (d) a focus on endowment fund raising, and (e) the use of sound financial planning to address issues of affordability.

Processes to routinely evaluate and revise our program offerings will be essential to the University’s ability to respond quickly to market opportunities for the growth and diversification we need to sustain financial stability.

a) Develop and Implement a Comprehensive Facilities Plan

Recommendation: In order to support student enrollment goals as well as academic and living and learning program initiatives, it is recommended that Fairfield University develop a comprehensive facilities plan to meet projected space and function needs without risking under-utilization of campus buildings in the future.

Rationale: The University’s infrastructure is aging, and subsequently in need of significant deferred maintenance, including updates to HVAC systems, roofs, carpeting, paint, etc. In addition, our classroom, dining and residential facilities are approaching capacity with our current enrollments of 3700 undergraduate students, and approximately 1200 graduate students. Increasing undergraduate enrollment to approximately 4,000, while simultaneously increasing graduate and continuing studies enrollment, will necessitate the construction of additional classroom buildings on campus. Anticipated increases in student enrollment — undergraduate, graduate, and continuing studies — may also require additional residential, dining, and parking facilities.

It is recommended that the University develop and implement a comprehensive facilities plan to guide the management of campus infrastructure — including both maintenance and new construction — so that current and future space and function needs can be met with minimal excess building capacity.

b) Continue Portfolio Review Process

Recommendation: In order to ensure that our academic and non-academic program offerings are focused in areas of particular differentiation, it is recommended that Fairfield University continue its portfolio review process by which all programs are routinely evaluated and those that lack competitive advantage are restructured or eliminated.

Rationale: Processes to routinely evaluate and revise our program offerings will be essential to the University’s ability to respond quickly to market opportunities for the growth and diversification we need to sustain financial stability.
Over the past three years, the University has worked to develop a portfolio review process through which all academic and non-academic programs are reviewed to determine if they remain current, competitive, and differentiated. This portfolio review has been most effective when implemented as a collaborative effort between the division of finance and the academic deans and non-academic division leaders. It is recommended that such a collaborative portfolio review process be continued.

Programs that are identified as not contributing at agreed-upon rates should be required to take corrective action. A formal sunset process should be implemented to retire outdated programs, making resources for new program development available.

c) Maximize Efficiency in Back Office Operations

*Recommendation:* In order to improve operational efficiency, and redirect resources to academic programming and living and learning initiatives, it is recommended that Fairfield University leverage technology to automate back office functions.

*Rationale:* Higher education institutions are often late to adapt new technologies to support regular office functions. At Fairfield University, a history of out-sourced management of administrative computing services coupled with poor inter-departmental communication and limited professional development for operations staff has resulted in a high-level of operational inefficiency.

The implementation of available technical solutions and established best practices could reduce the amount and redundancy of manual processing that is currently performed across campus, increasing productivity and efficiency. Specifically, the implementation of workflow for student advising, automated early alert systems, document management for curriculum and catalog changes, a travel management system and the adoption of budget reporting software are some examples of the opportunities enhanced automation can provide.

Full implementation of such solutions will require attention to inter-departmental communication and collaboration, as well as adequate training and on-going professional development for operations staff.

d) Focus Advancement Priorities on Endowment

*Recommendation:* In order to provide a larger sustainable offset for the operating budget, it is recommended that Fairfield University focus advancement initiatives on endowment growth rather than current use gifts.

*Rationale:* Currently, the University’s operating budget funds 90% of all financial aid costs. Given the current context of higher education, it is anticipated that the demand for both need-based and merit-based aid will continue to increase in the coming years. With tuition limited by the marketplace, any increases to the financial aid budget are best met through endowment growth.
Additionally, gifts made to the endowment can impact the development of academic programs and support dedicated faculty teaching and research. At Fairfield, 91% of our faculty hold the highest degree in their field. Endowing professorships will help us to retain our best faculty and to attract world-class scholars who teach with passion.

In order to ensure that we maximize this endowment growth, it is essential that we continue to invest in well diversified, professionally managed funds, and that we continue to monitor and control fees while holding spending to levels that are sustainable.

e) Address Issues of Affordability via a Sustainable Financial Model

*Recommendation:* In order to keep the cost of a Fairfield University education within the financial reach of the average student, it is recommended that Fairfield University pursue initiatives to reduce the University’s reliance on undergraduate tuition revenues.

*Rationale:* In the last 30 years, higher education costs have risen more rapidly than the rate of inflation, rendering a college education less affordable for many Americans. As a result, increasing numbers of students and families have turned to financial aid, in the form of subsidized and unsubsidized loans, to help them pay college tuition and fees. For their part, colleges and universities have offered discounts – based on need and/or merit – to help make post-secondary education accessible to a wide range of people. The net result of these attempts to address the question of affordability has been exorbitant student loan debt for individuals and the nation, coupled with an untenable price-discount balances for institutions.

Currently, the University’s operating budget funds 90% of all financial aid costs. Given the current context of higher education, it is anticipated that the demand for both need-based and merit-based aid will continue to increase in the coming years. With tuition limited by the marketplace, any increases to the financial aid budget are best met through endowment growth.

Clearly, strategies to improve college affordability other than loans and discounts are warranted. Over the past year and a half, we examined several of these strategies, including tuition freezes, program-specific pricing, and lesser time to degree completion; and have come to the conclusion that at this time Fairfield’s best solution to the question of affordability is to revise our business model to reduce our reliance on undergraduate tuition through growth and diversification of revenue streams as well as increases to the endowment, while concurrently reducing costs via improved efficiencies.
DIVERSITY, MISSION, AND ENGAGEMENT

As we work to secure a sustainable future for Fairfield University through growth, innovation, accountability, and financial stewardship, we must also attend to those aspects of our mission that call us to celebrate worth and dignity of all human persons, and value the diversity which individuals from a wide variety of backgrounds and traditions bring to our university community.

Fairfield University defines diversity in the broadest sense, reflecting its commitment to creating a more inclusive community representative of the diverse global community of which we are a part. Diversity encompasses not only racial, ethnic and religious variations, but also differences in socioeconomic backgrounds, cultural perspectives, national origins, sexual orientation, gender identity, age, ability and educational history.

As we chart our course for the future, Fairfield University should continue to seek ways to create a campus environment that proactively supports awareness of diversity, and attends to our Jesuit mission committed to the service of faith and the promotion of justice. To these ends, we recommend that Fairfield University (a) seek to maintain diversity among its students, faculty, staff and administration, (b) promote multicultural competence across campus, (c) increase opportunities for global experiences for students, (d) better leverage its partnership with the Association of Jesuit Colleges and Universities (AJCU), and (e) complete a mission and identity self-study.

a) Maintain a Diverse Campus Community

Recommendation: In order to make Fairfield University an institution of choice for a wide variety of students, it is recommended that we continue efforts to attract, recruit, and retain students, faculty, staff, and administrators from historically under-represented populations.

Rationale: In 1990, students of African-American, Native American, Asian, Hispanic or Pacific Island ethnicities made up only 6.7% of our undergraduate population. Through active recruitment and outreach, this percentage has increased yearly. Now, approximately 20% of the undergraduate student population identifies as AHANA, and more than 54 different countries are represented in our undergraduate student body. Diversity among our graduate students is even greater.

Attracting and retaining a diverse student body requires commitment to maintaining a diverse faculty and staff. In the past 10 to 12 years, our faculty has become increasingly diverse. Currently, among our full-time faculty 10% are natives from countries across the globe, over 12% identify as AHANA, and nearly 49% are women.

Students choose Fairfield because they recognize the importance of learning about, and living in, an increasingly dynamic and intercultural world. Faculty and staff choose Fairfield because of our welcoming community that strives to become a microcosm of the global community. In order to maintain and increase this valuable diversity, we recommend the University continue to attract, recruit and retain students, faculty, staff and administrators from historically under-represented groups. Specifically for students, it is recommended that we grow our endowment-supported scholarships for individuals from diverse and economically disadvantaged backgrounds.
b) Promote the Multicultural Competence

**Recommendation:** In order to achieve our vision of being inclusive across all aspects of university life — academic, administrative, social and spiritual — it is recommended that Fairfield University develop and implement practices to promote multicultural competence among students, faculty, staff and administrators.

**Rationale:** During the past year and half, as the Fairfield University community has been engaged in strategic planning, events in the national news — specifically the deaths of several African American males resulting from police action and response to those deaths by political activists in their communities — have highlighted the need for multicultural understanding in our country and among members of our own campus community.

The American Association of Colleges and Universities (AAC&U) in defining intercultural knowledge and competence notes that, “beyond mere exposure to culturally different others, the campus community requires the ability to: meaningfully engage those others, place social justice in historical and political contexts, and put culture at the core of transformative learning.” To these ends, it is recommended that Fairfield University engage in a number of strategies to promote multicultural competence on our campus, including (a) the re-examination and redesign of US and World diversity courses for undergraduate students, (b) the establishment of professional development programs related to multiculturalism for all employees — faculty, staff, and administrators, and (c) the development of structures within the University’s organizational model that are equipped to use critical events, conflicts, tensions — both on and off campus — as opportunities for experiential learning directed toward enhanced multicultural competence.

c) Increase Opportunities for Global Experiences

**Recommendation:** In order to prepare our current and future students to be productive members of society in an increasingly global citizenry and economy, it is recommended that Fairfield University increase opportunities for students to have global experiences.

**Rationale:** In his 2010 address to Jesuit institutions of higher education worldwide, Rev. Adolfo Nicolas, S.J., Superior General of the Society of Jesus, identified globalization as a defining condition of the current context that challenges Jesuit higher education. Among the positive aspects of globalization, Fr. Nicolas noted that it facilitates international communication and cooperation, which allows us to recognize that we are a single humanity, facing common problems and challenges. Further, this sense of common belonging brings with it a common responsibility for worldwide welfare, which Jesuit institutions are uniquely positioned to prepare men and women to contribute.

In order to best prepare our current and future students to be productive members of the global society, it is recommended that Fairfield University expand student opportunities for global learning and experience. Such opportunities include but are not limited to, increased study abroad options, international service learning trips, internships with international organizations, online courses with international students, and global-local initiatives where by students are immersed in a foreign culture via experiences at culturally diverse local destinations.
d) Better Leverage Partnerships within the AJCU

**Recommendation:** In order to maximize the potential of a Jesuit education, it is recommended that Fairfield University better leverage partnerships within the Association of Jesuit Colleges and Universities (AJCU).

**Rationale:** In his 2010 address, Fr. Nicolas further noted that because each of our institutions operates autonomously, the impact of Jesuit institutions working on the social project of higher education is limited. He quoted the 35th General Congregation, stating, “... in this global context, it is important to highlight the extraordinary potential we possess as [an] international and multicultural body.”

Indeed, opportunities for Fairfield University to leverage its relationship with other Jesuit institutions in America abound. The AJCU hosts over 35 affinity group conferences each year, facilitates partnerships for international outreach, and maintains an active federal relations network.

In response to this request, it is recommended that Fairfield University undertake a mission and identity self-study beginning in fall 2015.

e) Complete a Mission and Identity Self-Study

**Recommendation:** In response to a request from the Northeast Province, it is recommended that Fairfield University conduct a self-study of its mission and identity.

Collaboration and Community

Critical to the success of Fairfield 2020, and the recommendations put forth in this document, will be the University’s ability to foster a culture of internal and external collaboration by identifying a way of proceeding that describes how we intend to work together to enact the mission and vision of the institution.

Jesuit communities often refer to our way of proceeding, a phrase that invokes the distinctively vibrant, creative, and collegial tone of their communications, structure and interpersonal relations. “Finding God in all things,” and regarding others as made in the image of the divine, Jesuits are drawn toward the construction of a collaborative future that mirrors the zeal of Ignatius and the lively, outward-facing company that gathered around him.

We recommend that Fairfield University embrace this Ignatian way of proceeding as a refreshing and energizing challenge to business as usual, and to go forward, as we undertake these new strategic initiatives, with a renewed sense of collaboration and community. Specifically, we recommend that the University (a) improve internal communication, (b) promote cross-campus collaboration, (c) create new gathering spaces on campus, (d) expand our corporate, academic and community partnerships, (e) develop structured mentoring programs for faculty and staff, and (f) secure life-long engagement of our alumni.

a) Improve Internal Communication

Recommendation: In order to establish the collective commitment necessary to successfully implement this strategic plan, it is recommended that Fairfield University improve its processes for internal communication.

Rationale: According to the Society for College and University Planning (SCUP), the success of any strategic plan in higher education requires the full and collective commitment of members of the university community. Such commitment is best assured when all stakeholders are informed about the process, the resulting recommendations, and any implications for impact on departments and/or individuals.

b) Establish New Collaborative Cultural Norms

Recommendation: In order to enact specific recommendations put forth in this document, it is recommended that Fairfield University establish new norms for cross-campus collaboration.

Rationale: Institutions of higher education are complex enterprises, designed to deliver a highly specialized service to a targeted population, while simultaneously providing a wide-range of amenities — housing, dining, health and wellness, safety and recreation — in support of that service and population. Conducting such an enterprise in a way that is fiscally responsible will require a renewed commitment by faculty, staff and administrators to address pressing financial and structural concerns with a spirit of collaboration and mutual support.

Indeed, many of the recommendations put forth in this document will require cross-campus collaboration. Growth of graduate and continuing education programs, for example, will depend on positive working
relationships between academics, enrollment management, finance and marketing. The creation of new and innovative physical and virtual learning spaces requires effective joint decision-making by facilities, information technology services, and academics. The development of effective first year programs, mentoring models, and experiential learning opportunities will necessitate collaboration between academic and student affairs. Sound stewardship of the University’s assets demands cooperation between the divisions of finance, facilities, advancement, and information technology.

As we look to enact these strategic initiatives, it is recommended that Fairfield University commit to a culture of collaboration and identify specific ways of proceeding to enhance that culture.

cpy) Create New Gathering Spaces on Campus

Recommendation: In order to further facilitate internal communication and cross-campus collaboration, it is recommended that Fairfield University create new and enhanced gathering spaces on campus.

Rationale: Increasingly, the work of collaborative groups across campus will not be limited to specific meeting times in conference rooms, but will require continued conversation and cooperation throughout our work day. Inter-disciplinary faculty teams, cross-departmental staff and administrative teams, as well as mixed planning teams, need places — both virtual and physical — that allow them to interact comfortably and exchange ideas that contribute to collective solutions to achieve our shared goals. Currently, our campus has few of these collaborative workspaces. In conjunction with campus planning recommendations, it is recommendation that Fairfield University create and enhance its gathering spaces on campus.

d) Expand our Corporate, Academic and Community Partnerships

Recommendation: In order to implement the various and comprehensive recommendations put forth in this document, it is recommended that Fairfield University expand our corporate, academic and community partnerships.

Rationale: Consistent with our Jesuit mission, Fairfield University has a proud tradition of community engagement, and social justice advocacy. In January 2015, Fairfield was selected by the Carnegie Foundation for the Advancement of Teaching for its prestigious Community Engagement Classification, which recognizes exemplary institutions for exceeding in volunteerism, academic service-learning, and community-engaged scholarship.

Several initiatives outlined in this document will require Fairfield University to expand our partnerships with the local and global community in order to achieve our goals for 2020. New partnerships with local community colleges, for example, may help the University to reach and best serve the growing populations of adult and economically disadvantaged learners in Connecticut. Meeting the needs of an increased population of graduate students may require partnership with local landlords who provide safe and affordable off-campus housing. Expanding opportunities for experiential and global learning will require us to increase our partnerships with local and international corporations, as well as non-profit agencies.
e) Develop Structured Employee Mentoring Programs

Recommendation: In order to support individual members of our University community as they work to enact the proposed recommendations, it is recommended that Fairfield University develop structured mentoring programs for faculty and staff.

Rationale: Several of the recommendations outlined here will require faculty and staff members to revise the ways in which they work. Changes to the core curriculum and the advancement of online learning, for example, will require faculty to rethink the content and delivery methods of their classes. Advances in technology to improve back office operations may result in changes in the day-to-day work of our operations staff. Faculty, staff and administrators will require professional development and ongoing mentoring to adapt to these new ways of working and continue to grow and succeed at Fairfield University.

Although there are some effective faculty-mentoring practices in place, these practices are not consistent across schools and departments, with variations in mentor-mentee relationships and variations in support for faculty moving toward tenure and promotion. Further, while we identified many examples of senior employees serving as mentors to new staff employees, Fairfield University currently lacks formal programs for staff mentoring and professional development. In order to support our employees in their individual success as well as support the sustained success of Fairfield University, it is recommended that we implement formal programs for employee professional development and mentoring across campus.

f) Secure Life-long Engagement with our Alumni

Recommendation: In order to build a sustainable future, it is recommended that Fairfield University secure life-long engagement of our alumni.

Rationale: Fairfield University has an extensive network of over 42,000 alumni that spans throughout the United States and to dozens of countries around the world. This network is supported and maintained via 10 distinct local chapters from Boston to Los Angeles, an active online community, and several annual events. Alumni of Fairfield University provide some of our best opportunities for word-of-mouth marketing, professional networking, financial support, and community partnerships. Specific to the recommendations of this strategic plan, Fairfield’s alumni will be instrumental to the development of robust mentoring models, the expansion of experiential and global learning opportunities, and the growth of our endowment to support student scholarships and faculty teaching and research.
Go Set the World Aflame

FAIRFIELD

KOT

2015

THANKS MOM & DAD!
MISSION STATEMENT OF FAIRFIELD UNIVERSITY

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth and freedom, and it values the diversity, which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines— their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the esthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present and its future.

Fairfield recognizes that learning is a life-long process and sees the education that it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education, which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.