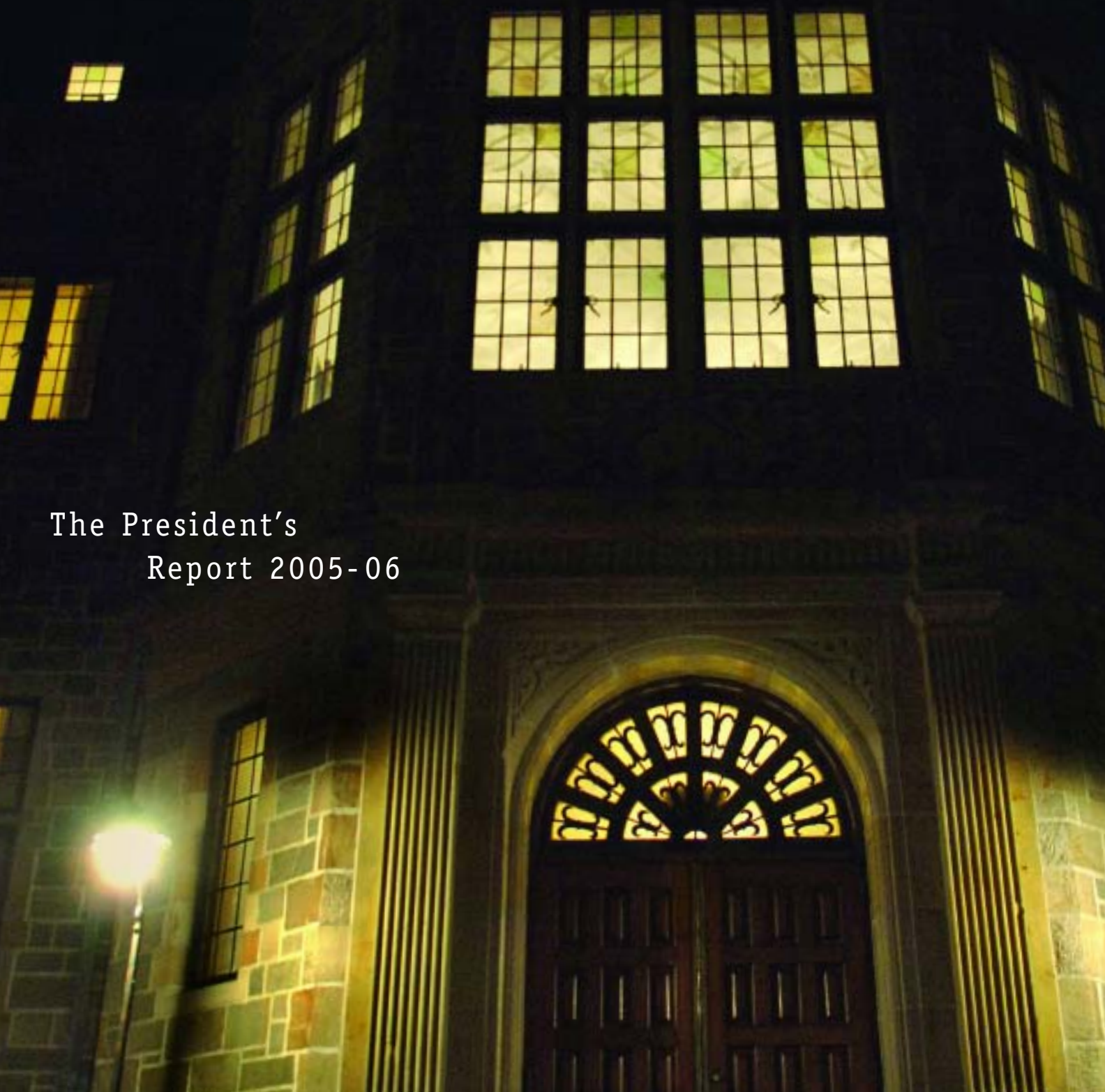


Fairfield*Now*

THE MAGAZINE OF FAIRFIELD UNIVERSITY / WINTER 2006

The President's
Report 2005-06



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Fairfield*Now*

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Letter from the President

As you read this letter, chances are that the windows of the room where you're sitting are closed – although whether they're closed to keep the heat inside or outside depends on where you live. In addition to helping regulate temperature, windows provide light. And they afford us a view – although whether to the outside or the inside depends on where you stand.

Through this 2005-06 President's Report, I am pleased to offer you a view of the year just passed, from the perspectives of students, faculty, administrators, and alumni alike. Each article herein reflects a window of opportunity that someone noticed, raised, and moved through to a new experience.

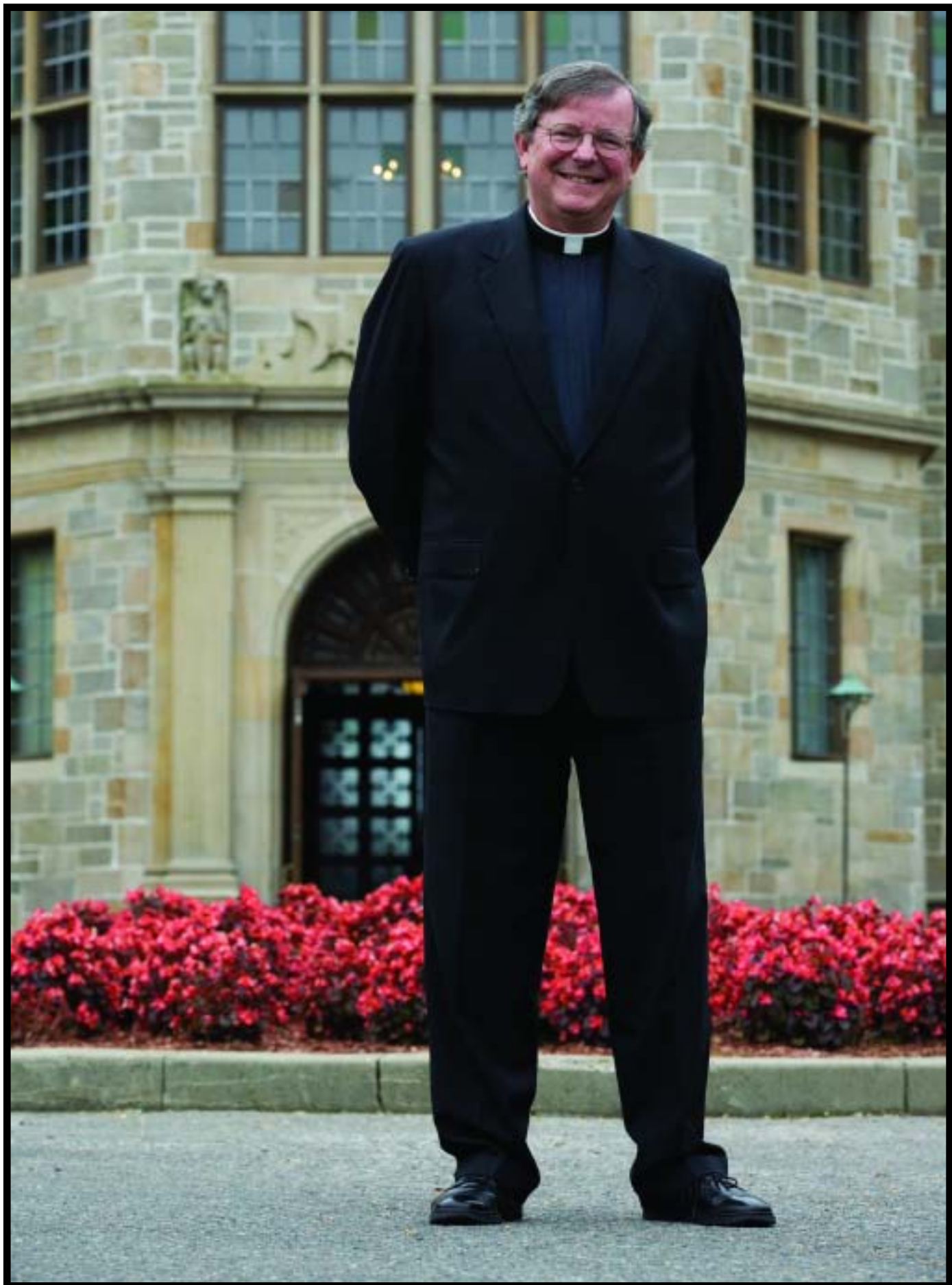
- Veteran teachers who created a cluster course so students could study core areas from different viewpoints.
- Freshmen women who opted to live on a math/science residence floor.
- A young graduate school faculty member who combined education, commitment, and values to forge a partnership in a Bridgeport elementary school.

The stories above, while not exhaustive, mirror the goals articulated in a community-driven strategic vision that the Board of Trustees approved for Fairfield University in December 2006. Its three primary goals are: 1) the integration of the core curriculum; 2) the integration of living and learning; and 3) the integration of Jesuit values in graduate education. Woven into each goal is an institutional commitment to increased racial and socioeconomic diversity – a hope for the future beginning to be realized through the 18 percent diversity of the current freshman class.

I invite you, when reading through this Report, to see for yourself how its contents foreshadow the blessings to come as Fairfield University builds on its strengths and focuses on shaping a climate of education that forms as it informs. In such a climate, windows of opportunity will be open all year long.

Sincerely,

Jeffrey P. von Arx, S.J.
President



Fairfield's Strategic Vision: Windows to the Future

by Barbara D. Kiernan, M.A.'90

“Fairfield’s strategic plan will serve as a compass to guide the University into the future. With it in hand, our every next step will have a reference point by which to assess the potential of a given project or proposal to move us toward our “true north.” At Fairfield, our “true north” will be the integration of the core curriculum, of life and learning, and of Jesuit values into graduate education – not for their own sake, but for the glory of God, and the creation of a diverse environment that supports that sacred process. ... Clearly, trust will be an important element of our planning – not blind trust, but bold trust. Trust that as we seek truly life-giving goals for the students we serve, even the occasional blind alley will bear fruit.”

*Rev. Jeffrey P. von Arx, S.J.
Address to Alumni, Oct. 2005*

After a 25-year focus on the physical and programmatic growth that established Fairfield among the best regional universities of its kind, Fairfield’s strategic plan is poised to help separate the University from its peers in important and measurable ways. In December 2005, the Board of Trustees gave its stamp of approval to a strategic vision refined and reshaped during the course of 2005-06 in a collaborative process that involved nearly every facet of campus life. More than 400 members of the University community – faculty, administrators, staff, students, alumni, parents, benefactors, and advisory board members – contributed to the shaping and reshaping of this document.

Meant to be implemented in phases during the coming seven-to-ten years, the strategic vision promises to strengthen all that is good, all that is useful, all that is life-giving and spirit-building in Jesuit liberal arts, professional, and graduate education. A bold claim, to be sure (and not yet as quantifiable as it will be) as the University moves into the first year of implementation.

This President’s Report invites you to imagine what a more fully implemented plan will look like, through facets of each goal that foreshadow the expansion to come. Drawing on these existing strengths and strategically building on them will create a Fairfield University

known for its integrated approach to education and for the nimble-minded, holistic ways its graduates view the world and their place in it.

Already on campus, conversations make reference to the goals by number – Goal I, Goal II, Goal III – and almost everyone knows what each one means. Likewise, it’s the rare person on campus who does not realize that both fostering the Jesuit mission and increasing diversity and are integral parts of each goal – and everyone’s responsibility to bring about.

We now invite alumni, parents, benefactors, and friends to join the institutional “in crowd” by learning the lingo and its links to the kinds of learning to come!

Goal I: Integration of the Core Curriculum

Fairfield's core curriculum embodies the principal tenets of Jesuit liberal arts education: open-mindedness, respect for human dignity, formation in values, and attention to the religious dimension of life. These attributes arise through habits of mind that are shaped by an intentionally integrated core curriculum. At Fairfield, this body of knowledge comprises fully half the credits required for graduation. The integration of the core will come about in stages through faculty collaboration and creativity in delivering it. Through their efforts, connections will be more purposefully made across academic disciplines, becoming a wellspring of insight and energy to students as they pursue the more focused courses of their major. To that end, faculty members have begun a series of cross-disciplinary conversations and activities that will spark this goal to life.

Goal II: Integration of Living and Learning

The integration imagined by this goal recognizes that education is a holistic process involving mind, body, and spirit, and that every activity a student engages in offers another path to self-discovery. Currently, Ignatian Residential College offers one such model; special-interest residence hall floors are another. To implement stronger connections between living and learning, the academic and student affairs divisions are working collaboratively on concrete ways to help students become attentive to and reflective about the whole of their daily lives, and relate it to the wider world. As Fairfield University commits itself to creating a jewel of an environment and a network of support for students, the integration of living and learning – a lifetime quest – will become one of its hallmarks.

Goal III: Integration of Jesuit Values in Graduate Education

For decades, Fairfield University has developed master's-level programs to serve the needs of the region for competent teachers, counselors, engineers, nurses, and business executives. Academically, they are the best programs in the area. Goal III centers on making this fact more well known, and on bringing the process of earning a graduate degree into closer alignment with the Jesuit mission. Thus, efforts are under way to: 1) better serve the individual adult learner, 2) strategically infuse Jesuit values into the curriculum so that consideration of the common good becomes a habit of mind and an influence on the given profession, 3) make appropriate choices related to the growth of existing programs, and 4) ensure that new program development is consistent with Fairfield's mission.

Diversity

St. Ignatius recognized that each person is endowed with God-given gifts, and that activating these gifts depended in large part on a person's circumstances. He came to understand that education could serve as a powerful force for good in transforming individual potential into skills, values, and attitudes that could benefit, bless, and serve the world. While increasing the racial and socioeconomic diversity of Fairfield's campus could have been a stand-alone goal, the President and Board considered it too important to be seen as just one area's responsibility. This goal is not just about numbers; however, numbers do help move an institution toward a critical mass – within the faculty, administration, and student body. Only then can the *point* of diversity happen – interaction, understanding, and enlightenment. Thus, this goal is woven throughout the strategic vision, and relies on an entire institution for implementation.

Faculty Learning

by Meredith Guinness

Two years ago, Dr. David Schmidt was at a turning point. A respected associate professor of ethics in the Charles F. Dolan School of Business, he had a dynamic teaching style, technical expertise, and 14 years of solid experience.

But privately, he was in a career rut, frustrated by the difficulty of advancing beyond his early successes at Fairfield. “When I looked at my teaching,” he says, pausing, “I couldn’t get excited by simply repeating what worked; I wanted to keep improving.”

Enter the Faculty Learning Community, a group of four mid-career professors who spent the 2004-05 academic year considering the nature of teaching and how – once the thrill of tenure and the first book or research project is gone – to keep their classes engaging for their students and themselves. Through regular brainstorming sessions and chats over a meal, they discovered fresh teaching tools that had a strong impact on their careers and classes in 2005-06.

“I really think my teaching shifted dramatically,” says group member Jo Yarrington, professor of visual and performing arts in the College of Arts & Sciences (CAS). “I got to shake it up a bit.”

Dr. Elizabeth Boquet, professor of English (CAS), and Dr. Dennis Keenan, professor of philosophy (CAS), created the learning community, loosely basing it on more formal models at other universities. They decided to keep

their group small and intentionally invited professors from four different disciplines with very distinct teaching styles. For instance, Keenan, a former Teacher of the Year, is a strong, traditional lecturer, while Boquet thrives on small group interaction. Schmidt is interested in technology and assessment in the classroom, and Professor Yarrington, who has taught studio art classes for 28 years, thrives in an active, participatory environment.

The group set up a traditional first meeting with an agenda, but that was quickly tossed aside. What emerged was a more freeform space, where they could discuss immediate dilemmas and open up about their worries and perceived shortcomings, something that doesn’t come easy for seasoned professionals.

“Teaching can be lonely,” said Boquet, who has taught since 1990. “You prepare your syllabus, you close your door. You write, you close your door.”

“Sometimes you don’t talk to people about how you teach because you don’t want to find out that what you’re doing in the classroom is wrong or weird,” says 20-year-veteran Keenan with a laugh.

Putting pride aside, the group found sharing led to real results. At one meeting, they discussed Boquet’s attempt to use Internet chat in a class she says “went horribly awry. We had a long discussion about whether we can use chat – which is so ‘owned’ by students – in a pedagogical way,” Boquet says. “Can they move back and forth between those worlds?”



Dr. Schmidt got some solid advice on an Honors Program course he was setting up with a new professor he had never met. Keenan, who had found many small group situations stilted in the past, studied how Boquet incorporated them successfully and took that knowledge back to his classrooms.

Prof. Yarrington credits the group with solving what she saw as a persistent dilemma in her courses. Since they fill core requirements, her classes attract both future art majors and students who “haven’t picked up a



Well into their tenured careers (l-r), Prof. Jo Yarrington (studio art), Dr. Dennis Keenan (philosophy), Dr. David Schmidt (business ethics), and Dr. Beth Boquet (English) found a source of renewed inspiration when they formed a Faculty Learning Community.

drawing pencil since second grade,” and she struggled to keep sessions “rigorous, but realistic.” Meeting with her peers, she learned to let her students voice their opinions instead of presenting pre-ordained notions of art,

a move she believes made her classes more inspiring for all. “It made a tremendous difference with their engagement in the process,” she says. “That, for me, was a big leap.”

Looking forward, Yarrington and Boquet are working on a cluster course (see page 14) in which students will take both Boquet’s English 11 and Yarrington’s “Foundation Drawing.” Schmidt has taken the learning community idea back to the Dolan School, where the art of teaching has become a frequent topic in his Management

Department meetings.

And more professors will soon have the opportunity to join faculty learning communities through the Center for Academic Excellence (CAE). The Center hopes to have several groups up and running by 2007-08.

Dr. Schmidt believes learning community members will find the same kind of reinvigorating spirit he did. “Teaching? It’s hard,” says Schmidt, shrugging. “It’s good to have support and this was a really supportive group for me.” ■

Placing Fulbrights

by Meredith Guinness

As Associate Dean of the College of Arts & Sciences, Dr. Miriam Gogol has many duties, including advising students, working with the Dean on interdisciplinary programs, resolving departmental conflicts and, once a year, teaching a graduate class on U.S. working women.

Then there's her passion – Fairfield's Fulbright program. Since joining the administration in 2003, Dr. Gogol and a team of dedicated professors on the Fulbright Committee and Advisory Board have made Fairfield one of the most successful universities in the country at securing coveted Fulbright grants for some of our most promising students.

In 2006, five graduates were chosen for Fulbrights, tying a record set in 2000 for the number of Fairfield students to receive the most prestigious international scholarship awarded by the U.S. government. In fact, for the second time in three years, Fairfield had more Fulbright scholars than any other non-research university with master's programs in the country.

As this year's recipients travel to China, Canada, Germany, Thailand, and the United Arab Emirates, they will truly be living out all that Fairfield holds dear.

"It's living and learning with a capital L and a capital L," says Dr. Gogol, relaxing in her sunny Canisius Hall office. "The application process is arduous, but I tell them, 'You'll never have this experience again. You're going to be a real academic, a scholar.' It's life-altering."

Securing a Fulbright is a lesson in itself, and Fairfield is distinctive in the

way it shepherds students through the process. Dr. Gogol and her committee target some students early in their Fairfield careers, often before they've considered life after graduation.

"If I'm teaching a class and I notice a very bright first-year student, I'll tell Miriam, 'watch out for this one,'" says Dr. Alan Katz, professor of politics in CAS, who is a member of the Fulbright Committee.

Dr. Gogol speaks about Fulbrights at the annual Dean's List dinner hosted by Dean of Freshmen Dr. Deb Chappell. In addition to international studies and other majors, she considers students in the Honor's Program and in education courses, who might be interested in rewarding international teaching assistantships.

An honor and an opportunity, the Fulbright funds students to go abroad for a full year after graduation to engage in independent research, study, work, or teaching. To win a grant, a student's proposal must be approved by the National Screening Committee at the International Institute of Education (IIE) before heading for the prospective country, where it undergoes a second review. With 5,623 applicants vying for just 1,207 grants in 2005-06, it is a highly selective process.

That's where Dr. Gogol and her committee come in. During their junior

Fairfield's success in placing Fulbright scholars around the world got a major boost when Dr. Miriam Gogol joined the College of Arts & Sciences as associate dean in 2003.





year, interested students meet with Dr. Gogol several times to refine their proposals before twice going before the University Fulbright Committee, which combs the applications for weaknesses. Because students never meet face-to-face with the IIE panels, their written proposals must be strong.

“I try to prepare the applicants to be thick skinned and to be committed,” Dr. Gogol says. “Part of our process is to educate them. They learn about grants and grant writing, networking nationally and internationally, and engaging in scholarship overseas. We consider the process a great education in and of itself.”

Dr. Gogol speaks from experience: In 1999, she was awarded a Senior Fulbright Scholarship to teach advanced-level seminars at Ostrava University in the Czech Republic. In recent years, IIE has emphasized immersion in the foreign culture, so Fairfield’s committee now requires that a community service component be part of each application. For instance, Laura Woelfein ’06, who is teaching recent immigrants to Germany this year, hosts an evening each week with the students’ parents so that they can come together and discuss their cultures.

“I see it as a people-to-people ambassadorship,” says Dr. Danke Li, assistant professor of history and a member of the Fulbright Advisory Board. “It’s important to make being part of a global movement part of our educational goals. What Fairfield is doing is cutting edge.”

Working with Fulbright applicants is a commitment, but it’s an effort worth making.

“In addition to showing understanding and respect for other cultures, we hope our students are expressing the Jesuit values of collaboration and concern for others,” Dr. Gogol says. “It’s so demanding and the students get so much out of it that I think – and I know others agree – it’s worth the investment.” ■

Looking Up

by Barbara D. Kiernan, M.A.'90

Chelsea Bailey '08 remembers the awkwardness well. "You could feel it in the room as we took turns introducing ourselves," she says, recalling the first meeting of her mentor group last year in Ignatian Residential College. "After we went around the room, it was like, now what?"

Not to worry. Reaching into her bag of tricks, Patricia Brennan, M.A.'79, decided it was time to play Two Truths and a Lie. She went first, challenging the seven sophomores in the group to guess whether: 1) she'd avoided being kidnapped in the Dominican Republic; 2) she'd met Fidel Castro; or 3) she was Phi Beta Kappa. Before long, students were telling their two truths and a lie, guessing if the person across from them was really allergic to peanut butter, had held the Stanley Cup, or played the oboe.

Brennan, now in her fourth year as a mentor in the living and learning program for select sophomores, continues to be dazzled by the caliber of students the program attracts. Established in 2001 through a grant from the Lilly Endowment, Ignatian Residential College offers students a host of ways to integrate the traditional "compartments" of student life in an atmosphere conducive to reflection. Vital to the program is a team of adult mentors, drawn from the ranks of alumni, faculty, administrators, staff, and friends of Fairfield, who volunteer because they care.

"From the moment I get copies of their applications, the kids in my group are in my prayers. I love them before I even meet them," says Brennan, confi-

dent that the foundation is in place for a community-building year.

"Patricia is awesome," says Bailey. "She's open about herself in a way that makes you feel like an equal." In Brennan's mind, such sharing is important in creating trust, but equally important is empowering students to make the mentor group their own. "The purpose of the mentor group," she explains, "is not to hang out or be best buddies. It's about learning to share at a depth that's different from what you'd do with everyday friends." Thus, from the get-go, Brennan has her students rotate responsibility for gathering, opening, and closing their monthly meetings.

"I offered to be the gatherer," says Sarah Nelson '07, now two years removed from the experience, "because I love being creative." Rather than send e-mail reminders about meeting dates and times, Nelson worked magic with colored paper and Sharpie markers, creating a different door hanger each month. To her delight, she began to notice the pumpkin- or leprechaun- or peanut-shaped reminders being used as bookmarks.

"Patricia sets the tone through little things," says Bailey. "She brings something symbolic to put on the table, like a candle (don't worry, we don't light it!), and something we can take away, like leaves or stones. She's someone you can turn to any time."

Brennan professes amazement at the things students come up with for opening prayer and closing comments. "Once they start doing it, they set



their own bar and then raise it," she says. At the end of each year, Brennan invites one member of the group to be her co-mentor the next year. "It's a joy having someone from within the circle step into leadership," she says, noting that the choice is never easy.

"When Patricia asked me to co-mentor, I was honored," Carlos Rom '07 e-mailed from his study abroad program in Spain. "Helping Patricia with meetings and sharing my experiences with the new kids was great. The friendships you make are forever."



Patricia Brennan, M.A.'79 (GSEAP), a mentor in Ignatian Residential College, often brings chocolate – and sometimes balloons – to make group meetings special. With her (fourth from left) are current and former mentees (l-r): Chelsea Bailey '08, Juan Hidalgo '09, Michele Brengaman '08, Alexia Asimar '09, and Andy Collins '09.

“The quality of students Fairfield draws is amazing,” says Brennan. “They’re smart. They do their work. And they get the importance of giving

back,” she enthuses. “They may not walk around saying AMDG [*Ad Majorem Dei Gloriam*, ‘For the Honor and Glory of God’], but they internalize it. When they hear of a need, they’re ready to step in and fill it.”

Which is precisely what Brennan did when she volunteered to be an Ignatian College mentor. “In my life, I’ve always had a friend with rock-solid faith, someone who could hold me in prayer during the rough times,” she says. “And professionally, I’ve had a series of mentors, so I’ve been very lucky.” A licensed

professional counselor with a private practice, Brennan earned her master’s degree at the University’s Graduate School of Education and Allied Professions and today specializes in grief and loss, often working with grieving parents. The mother of two grown children, she’s aware of how deeply parents love their children and how quickly life can change.

Being with vibrant college students provides the balance. “These kids,” says Brennan, “are good kids, and they are full of life.” ■

Partner in the Community

by Publications Writers

Many children don't jump at the chance to do math, and certainly not to stay after school to grapple with equations. "Usually, there are groans," says Catherine Nguyen-Ho '04, M.A.'06, today a teacher at the Six to Six Magnet School in Bridgeport. "Students often develop negative feelings toward math."

Last year, while working as a graduate assistant in the Graduate School of Education and Allied Professions (GSEAP), Nguyen-Ho saw how easily this attitude could change. So many fourth- and fifth-graders at Bryant School in Bridgeport wanted to join the Mighty Math Kids Club that organizers had to start a waiting list for the after-school activity.

This program – in which eager students delve into numbers, decimals, and fractions – began three years ago through a partnership between the elementary school and Fairfield University. Melissa Quan, then director of community service for Campus Ministry, brought Bryant administrators and Fairfield faculty together to brainstorm ways the University and its students could assist the school.

At that table was Dr. Jennifer Goldberg, assistant professor of curriculum and instruction in GSEAP, and Mayra Medina, numeracy coach

at Bryant. "We wanted to help students explore math in a fun way," says Dr. Goldberg, "and give them a positive experience that connected math and their everyday lives. Educationally speaking, understanding mathematics gives people power in what they can do, from approaching and solving everyday problems to opening up possibilities for college education and a future career."

At Fairfield, Dr. Goldberg teaches a course on elementary education and mathematics for future teachers. At Bryant, Medina serves as a resource for teachers there. Although they work in different professional settings, each woman has a knowledge base that can help teachers 1) better understand how children learn mathematics and 2) know which teaching practices are most effective.

The two educators join forces regularly to brainstorm ideas for the Mighty Math Kids Club, which has been highly successful in reaching its target audience: young girls and minority students who need better representation in the field. Dr. Goldberg and Medina have integrated literature and other subjects into math education, and try to provide a variety of hands-on activities. Last winter, for example, the youngsters read *Grandfather Tang's Story*, talked briefly about shapes and

geometry, and then made cards, creating art for them by pasting foam shapes together.

At another weekly club meeting, Nguyen-Ho read the book *Fraction Action* by Loreen Leedy. She gave examples, such as explaining how a pizza slice is a fraction of the whole, and students discussed how fractions relate to their lives. The session ended with a crafts project using fractions. Sometimes, the club sessions cover concepts that the Bryant School teachers say their students are having trouble mastering in the classroom. "Everything is integrated," says Nguyen-Ho. "They see there's a connection between reading, writing, and math."

According to Dr. Goldberg, students come to the club with varying skills in mathematics. In many cases, they have already formed strong opinions about their ability – or lack thereof — in it. "We're trying to move students away saying things like 'I'm

Believe it or not, there's a waiting list of Bryant School students clamoring to join Mighty Math Kids Club, an after-school program that makes learning math fun. Here, Dr. Jennifer Goldberg, assistant professor of curriculum and instruction (GSEAP), and Mayra Medina, numeracy coach at Bryant, watch students "build" fractions.

not a math person' by helping them approach it as a part of all that we do in everyday life."

The club encourages students to not only excel academically, but also to behave in the classroom. Poor behavior will keep them out of the club. And they know there's a line of students interested in taking their place. Nguyen-Ho stresses the importance of having such clubs for students, particularly in schools with limited resources.

"In a way, I was one of them," says Nguyen-Ho, who went to school in Bridgeport. "I wish, when I was little, I had had activities like this to go to after school."

The club's activities sometimes extend beyond the classroom. As a way to encourage service to others, even among those who have little themselves, the Mighty Math Kids Club helped collect money after Hurricane Katrina and charted its

progress through the creation of graphs. The children have also had the opportunity to visit Fairfield University. Last spring, the Mighty Math Kids Club sat down with women's basketball Head Coach Dianne Nolan, who encouraged them to do well in school if they wanted to play college sports.

"You started to hear them say, 'I want to go to college,'" says Nguyen-Ho. "It was inspiring." ■



Point – Counterpoint

by Barbara D. Kiernan, M.A.'90

“Argument is an art,” says Dr. Edward Dew, professor of politics in the College of Arts & Sciences (CAS). And you’ll get no argument there from Dr. Jay Buss, the Roger M. Lynch Professor of Economics (CAS). You see, for the last decade, Drs. Dew and Buss have worked to perfect the art. Their canvas? The classroom.

For the valiant who sign on for Dr. Dew’s 8 a.m. “Introduction to Comparative Politics,” followed at 9:30 by Dr. Jay Buss’ “Introduction to Macroeconomics,” a fascinating experience is about to begin. It’s called a cluster course (or a course cluster, depending on your grammatical bent), in which two separate courses cover the same issues from the perspective of different academic disciplines.

Clearly, Drs. Dew and Buss enjoy the collegial collaboration that such an approach to teaching requires. It can be tricky, as Dr. Dew covers the history, geography, and culture of eight countries, one at a time. Dr. Buss teaches the economic theories that equip his students to apply them to the nations being studied in Dr. Dew’s course, among them France, Iran, Japan, and Brazil. “Economic principles like inflation, income distribution, and monetary policy look very different in each of those places, because of their

history, geography, and culture,” says Dr. Buss.

Every two weeks, the professors join forces for an extended classroom debate on a topic their students have studied, such as health care, human rights, or the role of government in a citizen’s life. “Watching them is like watching a tennis match, back-and-forth, back-and-forth,” says Nadine Hovnanian ’09. “Dr. Buss is vibrant, passionate; Dr. Dew is unflappable.”

Few college freshmen get to witness an intellectual exercise of this nature, much less be part of one in the core curriculum. “Because they’re all taking the same two courses together, the students get to know each other more quickly and bond at a higher intellectual level,” says Dr. Dew. “By the second week, when I walk into class I’m interrupting a conversation – and that’s at 8 a.m.!”

At first, Jeffrey Billingham ’09 found the very idea of registering for a cluster intimidating. “I wondered if the professors would expect more of us.” As it turns out, they did. For Billingham, the international focus of the cluster made for an assumption-rattling first semester. “I realized that the things we consider the norm in the United States are not so in other places,” he says, noting that income

distribution in Brazil and Russia precludes having a middle class, and that in Japan, the goal of work has been to do so cohesively, not competitively. “The cluster put a cultural spin on the numbers and a real-world focus on the politics.”



Hovnanian, the daughter of Armenian parents born in Romania (she speaks both languages fluently), reveled in the global perspective offered by the cluster. In fact, she and her parents ran into Dr. Dew at JFK International Airport last summer. “There we were, me less than five feet tall and he around six-foot-four, both on our way to Madrid,” she laughs. Ten days later, they ran into him again in Gibraltar. “Dr. Dew is very hands-on,” says Hovnanian, noting that his teaching includes showing films that document the country being discussed

(some of which he has made while traveling). “He’s an intellectual man with a peaceful aura who enjoys what he is doing.”

What he and his colleague are doing in the cluster, Dr. Dew says, “is equipping kids with a recognizable problem, giving them something they can sink their teeth into.” He and Dr. Buss then model how an argument goes so the students can recognize where the problems and differences lie. “By listening to conflicting views and contrasting positions, you can trace them back to their roots – in

different bodies of information,” says Dr. Dew.

Dr. Buss is a wellspring of ideas for debate: corruption in Russia, oil-rich countries, development in poor countries, the aging work population, immigration problems, and more. “On our own, Ed and I might not address these topics as interlocked problems,” says Dr. Buss. “But by each advocating from a different perspective, we really do challenge the students – and each other – to think.”

Both Billingham and Hovnanian agree. So pleased were they by the challenge and so taken by the interdisciplinary approach to learning that they each applied to and were accepted as sophomores into the Honors Program, which extends the method across all four years.

This development is a source of pride for both professors – no argument about it. ■



Twice a month, Dr. Jay Buss (left) and Dr. Edward Dew combine classes and go at it, each shaping and sharpening the debate from the perspective of their respective disciplines (economics and politics).

The Spiritual Exercises

by Barbara D. Kiernan, M.A.'90

In Fr. Thomas McMurray's opinion, God is an excellent tailor. It's a conclusion the Jesuit has come to after 20 years in the ministry of spiritual direction. In this, he serves as a companion and guide to persons seeking to deepen their spiritual lives through the *Spiritual Exercises* of St. Ignatius Loyola. Fr. McMurray, who graduated from Fairfield in 1969, returned in 2005 as associate director of mission and identity and, in that capacity, focuses on making the *Exercises* available to faculty, staff, administrators, and others in a variety of retreat formats.

During the *Exercises*, which the Office of Mission and Identity offers in three adaptations (eight weeks, five months, and eight months), retreatants commit themselves to a daily period of prayer and weekly meetings with one of several directors trained to share in this ministry. Not unlike the exercises and repetitions a varsity athlete does to fine-tune his or her skills, the *Spiritual Exercises* require discipline, diligence, and commitment if they are to bear fruit.

"At first, I found it hard to carve out the time for focused prayer," says Valerie Vincent, the mother of five school-age children and a part-time student in University College. "It was

difficult to push aside my 'to do' list, which always seemed so urgent."

Once she decided to spend her prayer time in the (far-quieter-than-home!) parish church, she found a rhythm that worked for her.

For Bill Murray, an adjunct professor of mechanical engineering, making time was less of an issue. "Being the efficient type, I chose the eight-week format. At some point around the sixteenth week, I noticed that I hadn't stopped," he laughs. "So Fr. Tom and I decided to keep going!"

One of the beauties of the *Spiritual Exercises*, written by St. Ignatius while he was still a layman, is their flexibility. Jesuits make them in a retreat setting during a 30-day period of silence. Yet wanting the *Exercises* to benefit as many spiritual seekers as possible, Ignatius recommended a number of ways these could be adapted to the circumstances of a retreatant's life.

Rose Olexovitch, a program assistant in the Department of Mathematics and Computer Science, found herself looking forward to her Tuesday morning meetings with Fr. McMurray. "I had never really read Scripture in this particular way," she says, "so I thought of it as storytelling. As I learned to read meditatively and imagine myself in various gospel scenes, the stories

began to relate to me – to my need for healing. I came to realize that Jesus's wounds did not go away, and neither would mine. Although pain can remain, human feelings about that pain can be healed."

"It is both humbling and energizing to see people drawn more and more deeply into Christ, and He wanting to engage them," says Fr. McMurray. "I find that each person I direct is a tailor fit for me. I am blessed through their honesty and I discover a clear grace for myself."

Vincent found journaling about her prayer an especially fruitful exercise. She swears the pencil wrote by itself, so absorbed did she become in her reflections. During the course of her eight-month retreat, she began to notice that every time she imagined herself in a gospel scene, she placed herself in the background: as a maid walking behind the donkey on the way to Bethlehem, at the edge of the crowd during the miracle of the loaves and fishes. "I began to get frustrated with being at a distance from Jesus, with always being a follower. My desire to move closer to Him grew, and I prayed to move into his inner circle and be with Him as an apostle," she says. "I wanted to see His face."

Because each retreatant is unique,

the retreat unfolds differently within each. “In general,” says Fr. McMurray, “the *Exercises* create a movement toward greater inner freedom. They gently reveal negative self-images and constraints that arise from false notions of God. They create a movement away from fear and toward harmony with the authentic self.”

Murray’s family and friends now tease him, telling him he’s lost his fire. What he’s really lost, he says, is his insatiable desire to win – be it a chess game or a point in conversation. “I thought I didn’t have any fears and false notions,” he says. “But a memory kept coming up of my mother playing cards with a longtime friend who had Alzheimer’s. When the others in the group became annoyed, mom would remind them, ‘It’s only a game.’ That memory became a source of reflection, grace, and change for me.”

Murray began trying not to win arguments and engineer conversations, but to listen to others with his heart. “It felt uneasy for a while, which is normal when you give up old notions to try on new ones. Gradually I saw that while I could win, I could also hurt others while doing so. I’m not nearly as aggressive because I now choose to err in favor of the relationship. Others may tease me about losing my fire, but I have more energy than I’ve had in years. The fire is burning inside.” ■

For Thomas McMurray, S.J., the opportunity to expand Fairfield’s *Spiritual Exercises* ministry has been a custom fit for his calling.



Double Commitment

by Chris O'Connor

Juggling schedules and time commitments is something every successful college student learns to do. And then there's a special breed who take that juggling and commitment to the extreme. Consider, for example, the varsity athletes at Fairfield who play at the Division I level while also majoring in nursing. Last year, 18 students claimed this distinction; this year there are 20.

Like most Fairfield students, nursing majors take five classes per semester and complete a 60-credit liberal arts core curriculum on the road to their degree. The pace of their juggling becomes greater as they progress because during the second semester of sophomore year, they begin to factor in clinical rotations at off-campus sites where they will practice the skills, poise, and competence they are taught in their classroom and labs. Keep in mind that Stag student-athletes spend an additional 20 hours a week in athletic-related activities, including practices, weight training, and competitions.

Despite the demands on his time, Dan Ryan '07, captain of the men's cross country team, says having the full schedule has helped him. "As a freshman, I didn't run cross country and my days were very unstructured," he says. "Now, though I don't have a free second, I know what I need to do and when I need to do it, to get everything accomplished."

Janna Breitenwischer '08, who plays defense and midfield on the women's soccer team, takes full responsibility

for staying on top of her studies. "In high school, if I missed something, I could let it slide and I'd still do OK," she says. "Now I know that I need to get things done on time, and make things up quickly if I'm away for a game, or I will really fall behind." She figures out conflicts in advance and is proactive in talking with her professors, which usually results in a solution that works for both.

"Our scholar-athletes are typically quite strong students, so they really are top-notch in their abilities to excel in both areas and manage their time appropriately," says Dr. Theresa (Tavella '79) Quell, assistant dean. "As health care providers, we feel very strongly that students should be well-rounded, and often it is a sport or other non-academic activity that helps 'maintain their sanity' when the stress level rises."

The first-year nursing curriculum consists mainly of the University's core courses, so students' schedules are quite flexible at the outset. "We strongly encourage prospective students to continue their sport for at least freshman year, after which they can decide if they want to continue," says Dr. Quell. In most cases, they do.

Of the University's 19 varsity teams, nursing majors currently participate in field hockey, women's golf, softball, volleyball, rowing, men's and women's cross country, and women's lacrosse, soccer, swimming, and tennis.

"I sometimes work with the athletes when they have to miss a nursing lab in order to be at a game, says Diane



Mager, director of the Learning Resource Laboratory. "We make arrangements to go over what they miss, or we work it out so that they can sit in on another lab on a different day. The same is true for test-taking."

Depending on the sport, student-athletes usually practice either before or after their clinicals, and seldom need to miss one for sports unless the team makes the playoffs. In these cases, students schedule additional clinical time to complete their hours.



Nursing student-athletes practice all the time – in class, clinicals, lab, field, and court. Five of the School’s 18 varsity players are (l-r): Nikki Zoller ‘08, Melissa Saviski ‘08, Lynze Murphy ‘09, Dan Ryan ‘07, and Courtney Price ‘09.

An integral part of a nursing major’s preparation, clinicals take place at hospitals, agencies, and long-term care facilities in the area. Under the supervision of a Fairfield professor, students engage in direct patient care

and gain exposure to various facets of the field including surgical, mental health, pediatric, and geriatric nursing. Fairfield students also do a rotation at the School’s Health Promotion Center in Bridgeport, where they work with underserved populations, educating them about health issues, and sharing tips on health and wellness topics.

“Clinicals help reinforce that this is what I am going to be doing for a living after college,” says Ryan. “They have helped me realize that being a nurse is in fact what I want to do.”

Finding time to study is a challenge for both Ryan and Breitenwischer. Ryan spends nearly every night at the DiMenna-Nyselius Library, often staying until the building closes at midnight. For Breitenwischer, finding time for homework is a little more difficult. “I have two night classes, so that cuts into my time. I do most of my work the other two nights and on weekends when we don’t have games. When we have road games,” she laughs, “my ride on the bus is with books open.” ■



Division 20 (Adult Development and Aging) of the
American Psychological Association and
The Retirement Research Foundation

Melissa Wright

Undergraduate Research
August 2008

[Signatures]
President, 2008 Division 20

National Science Award

by Alejandra Navarro

When we're young, we tend to see the glass as half empty. By the time we've lived through five or six decades, our perspective changes and we begin to see the glass as half full. That's the crux of the socio-emotional selectivity theory in psychology: younger adults focus on the negative, while older adults focus on the positive. Melissa Wright '06, in her honors thesis "Emotional Bias in Source Attributions for Younger and Older Adults," found evidence that not only reinforces this theory, but also shows that people must make an effort to be selective. In addition, they are frequently able to recall the source of the information they are drawn to.

Wright's honors thesis was completed as a requirement of the Honors Program under the guidance of Dr. Linda Henkel, associate professor of psychology in the College of Arts and Sciences, who served as Wright's advisor on the research project. Dr. Henkel describes Wright's honors thesis as complex and remarkable.

"This level of a project is more like a master's thesis than a senior thesis," says Dr. Henkel, an expert on cognitive aging. "It was not just something done for the sake of learning, but a project that is making a contribution to the field."

When Melissa Wright '06 won an American Psychological Association award for her research, she had no idea that only one undergraduate in the nation receives the honor annually.

So much so that professionals in the field took notice of Wright's work. In May 2006, the American Psychological Association's Division on Adult Development and Aging named Wright the first-place winner of the prestigious Division 20 Research Award. Funded by the Retirement Research Foundation, a division of the National Institutes of Health, the award is given to one undergraduate and one graduate student in the nation each year and comes with a \$500 prize. This is the first time a Fairfield University student has received the honor.

"I was really surprised," says Wright, who graduated with a degree in psychology and received the Rev. Thomas A. McGrath, S.J., Psychology Award for superior academic achievement. "It was exciting receiving a national award and being recognized by the American Psychological Association."

For her senior thesis, Wright tested 48 college-age students and 42 older adults in the summer and fall of 2005. Each participant was shown a series of words (identified as positive, negative, or neutral) and a photo of the person who said the word. Each was asked to recall the words and the source. Older adults were more accurate in remembering the source of positive words, while younger adults were more accurate in remembering the source of negative words. Some participants had their attention divided by a listening task; in those cases, they recalled the

opposite of what they had remembered when paying full attention.

"What we really learned is that it's an effortful process," Wright explains. "You need all of your resources to make that bias. For older adults, if your attention is divided, you aren't going to be able to focus on that positive information."

In April, Wright presented her research at the Fairfield University Sigma Xi poster presentation and Dr. Henkel presented it at the Cognitive Aging Conference in Atlanta, Ga. "Melissa is what you like to see in students," Dr. Henkel says. "She brings great insight to the table."

Wright's experience illustrates Fairfield's dynamic learning environment, which offers rich educational opportunities beyond the traditional classroom. "I definitely learned more than I expected," says Wright, who is currently enrolled at the University of Connecticut in preparation for its speech-language pathology program.

"It was an eye-opening experience to execute a whole experiment from beginning to end," she says. "I'm very thankful that I had the opportunity to conduct this research, and I'm especially grateful to Dr. Henkel for her guidance and support throughout my time at Fairfield. She influenced every aspect of the study, and nothing that I've accomplished would have been possible without her." ■

Brains + Beauty

by Meredith Guinness

Chanelle Blake '09 thought she had finished studying for her psychology exam last spring. But each time she stepped out of her room, a friend studying for the same test in the hall would ask her another question.

“Finally, I said, ‘C’mon down to my room and let’s study together,” says Blake, a student in the School of Nursing. “I *thought* I was done studying, but I realized I wasn’t. We learned a lot from each other and, by the time we were done, it was midnight or 1 a.m. At that hour of the night, I could never see myself walking to another dorm to study with someone.”

Blake didn’t even have to walk downstairs. She’d wisely signed up for the first-ever Women in Math and Science Floor, a unique living and learning community providing support to gifted young women as they pursue demanding degrees in what are often male-dominated career paths. About 30 freshman women lived on the Champion Hall floor in 2005-06, taking classes and studying together, and – perhaps most importantly – offering that crucial empathy that can be key to keeping women interested in math and science.

“Having taught freshmen for a number of years, I find that one of the biggest deterrents to staying with a science major is a lack of shared interests

with a roommate or friends and a lack of shared commitment to the workload and study habits that are required of science majors,” says Dr. Shelley Phelan, associate professor of biology in the College of Arts & Sciences. “If students can find a small peer group, a support base, early on, then they tend to stick it out.”

On that score, the floor was ideal: In addition to taking many classes together, the group heard from guest lecturers, and created group study and tutoring sessions, which helped them bond. They also understood the often-rigorous workloads and expectations for science and math majors, and made an extra effort to keep the floor’s atmosphere quiet and conducive to study.

On a few nights, tutors in particular disciplines came to the floor lounge, offering assistance for anyone who needed it, says Carol Cirotta '09, a biology major.

“It was a great little community,” she says. “Every time you have a lab, you have these small questions and it’s usually on a weekend and it’s so nice to be able to just go and knock on the next door and get the answer. When you’re on the floor, everyone is available.”

Which is not to say they didn’t balance hard work with a little fun: Several of the women joined a field

trip to a New York City exhibition on the human body and they had a contest to create a Women in Science and Math T-shirt with “Brains + Beauty” emblazoned across the front.



“One of my prized possessions,” quips Dr. David Schmidt, professor of ethics in the Charles F. Dolan School of Business, who worked with the pilot program.

Dr. Phelan says she was excited to be involved in the project, as was Dr. Olivia Harriott, another associate professor of biology who met with the students. Both understand the need for female role models and mentors in math and the sciences. The University has increased the number of women on the science staff but, Dr. Phelan

says, it’s important for women students to interact with them.

“Women tend to connect with each other in a different way,” she says. “There’s more conversation, more support. Just saying, ‘I’ve been through that. I know what that’s like.’”

Based on the success of the 2005-06 program, the Office of Residence Life extended the program this year for a new group of 25 students, this time on the first floor of Gonzaga Hall, says Area Coordinator Jason Downer. This year’s programming will

include a Meet the Professors night, and the students are considering a field trip to a research laboratory on Long Island.

Because this year’s program was open to freshman and sophomores, Cirotta was one of the first to sign up for another year, becoming an informal mentor herself. As a resident advisor just one floor up in Gonzaga, Blake, too, says she frequently encourages the women on her floor who are taking science and math classes. If she can’t answer a question, she’s quick to send them downstairs, where she knows they’ll find help.

“We’re there for the freshmen now, too, so we’re hoping to keep more people in [the science and math fields],” Cirotta says. “We found we can act to push ourselves and realize we’re capable. We can do this.” ■



Dr. Shelley Phelan, associate professor of biology (seated, bottom left), knows that finding a small peer group really helps young women “stick it out” in the fields of math and science. Here Dr. Phelan joins a dozen of the students who’ve opted to live on the Women’s Math and Science Floor, a residential option in Gonzaga Hall. With her are (back row, l-r): Shannon Glen ’09, Tara Kalberer ’08, Christina Klecker ’09, Anne Sawicki ’09, Jennifer Dombrowski ’10, Yoon Hee Cho ’10, Amy Hosking ’09. (Front row, l-r): Alexandra Erhardt ’09, Dr. Phelan, Becca Bowes ’09, Carol Cirotta ’09, Julia Macina ’09, and Michelle Deloge ’09.

Habit of Engagement

by Barbara D. Kiernan, M.A.'90

Dr. Michael Tucker, professor of finance, says he's known in the Charles F. Dolan School of Business as "the guy who'll try anything." But supervising an independent study project from a hospital bed in New York while awaiting a liver transplant? No doubt about it – he'll try anything.

Actually, Dr. Tucker wasn't in the hospital when he agreed to shepherd the service-learning project that four master's candidates had agreed to undertake on behalf of Habitat for Humanity of Coastal Fairfield County. But a gall bladder attack last January created a medical emergency for the professor. "Once they got that emergency under control," he says, "I had to stay in the hospital until a suitable liver became available. Since I was there for weeks, I used the time to create assignments, make connections by phone, and stay in touch with the students by e-mail. I think I gave them about 1,000 pages of reading!"

Not quite, says Steve Clark, MBA/Finance '07, who had been a regular weekend volunteer with Habitat years earlier, joining others to build decent, simple, efficient, and affordable homes for low-income families. "With work, school, and family commitments, it seemed impossible to find the time to get involved on my own again," he says, "so for me, this project was a natural fit."

The project would draw on

knowledge that Clark, Stefania Fable, Conor Ryan, and Joseph Stolarski had acquired as graduate students in finance, and require them to tailor it to a non-profit organization's needs. Their task was to determine if the local affiliate, formerly called Habitat for Humanity of Greater Bridgeport, could increase the value of its largest asset (mortgages), and by so doing, increase the number of homes it starts each year. But how, you might wonder, did this opportunity land in their laps?

Enter Michael Guarneri '84, a senior project manager at GE Energy Financial Services and a member of the University's Trustees Advisory Council. One of Guarneri's colleagues at GE Financial serves as Habitat's chair, and brought the need for such a study to the attention of his coworkers. Knowing of Fairfield's efforts to make service learning an integral part of the curriculum, Guarneri contacted Dr. Dana Wilkie, assistant dean for graduate studies at the Dolan School, to determine if this project fit the criteria.

"It seemed to relate directly to Fr. von Arx's inaugural address, in which he made the integration of Jesuit values into graduate education a priority," says Dr. Wilkie. She asked Habitat for a formal proposal to confirm what the expectations and deliverables would be, and once she was sure of both rigor and reasonableness, passed it on to the Finance Department. Dr. Tucker,



a service-learning veteran, jumped at the chance to be project advisor.

That settled, Dr. Wilkie called a meeting of M.S. in finance and MBA/finance students who had just one finance elective pending. "I was looking for a certain GPA," she says, "and for students whose answer to, 'what do you want out of this besides three credits?' indicated a genuine interest in service." To her delight, twelve students were interested. To



Now back in the classroom, Dr. Michael Tucker, professor of finance, directed four master's candidates in a service-learning project for Habitat for Humanity – from his hospital bed.

her disappointment, she could choose just four.

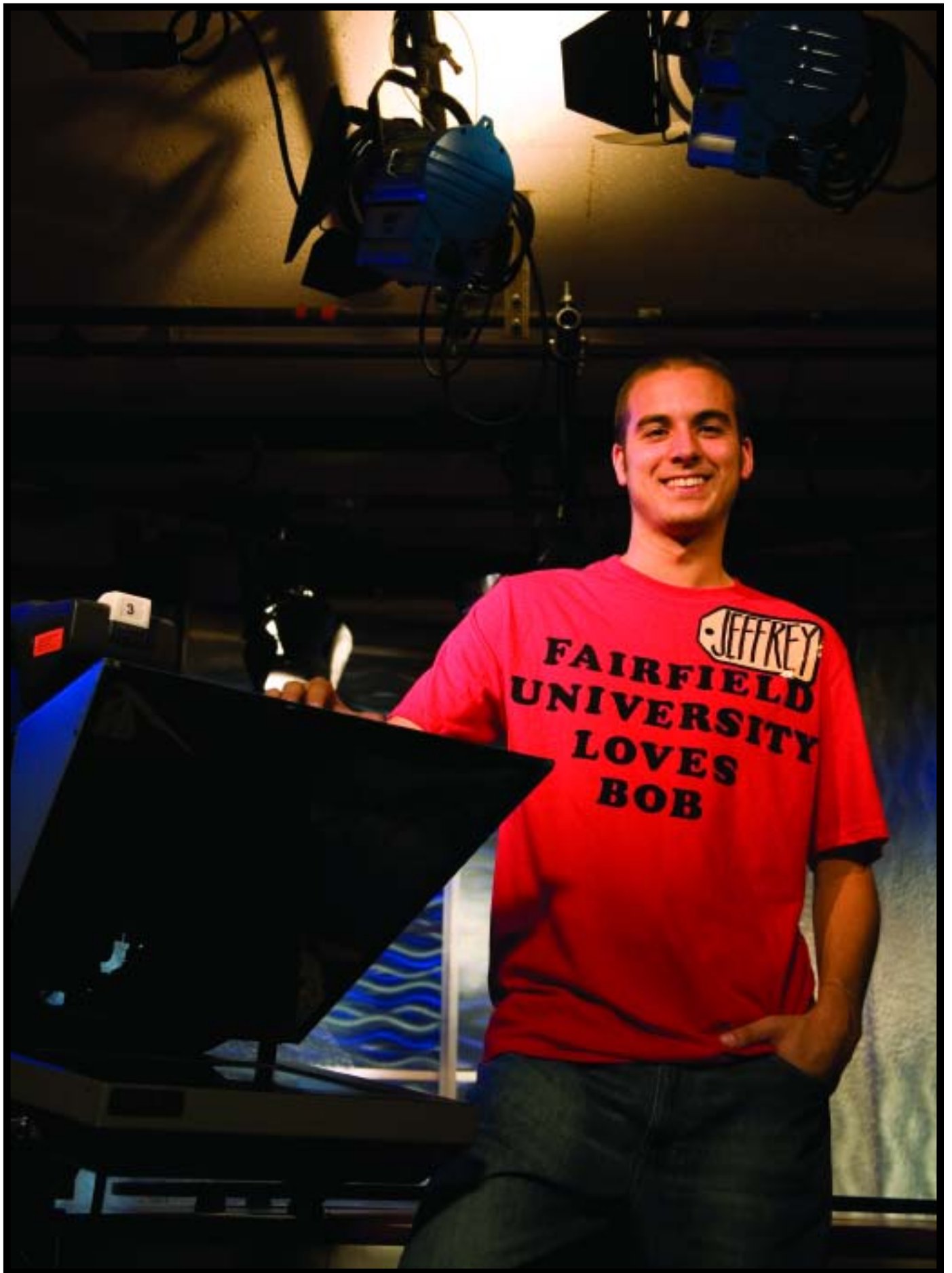
And did those four work! They studied the affiliate's cash flow, its existing mortgage portfolio, its previous mortgage transactions, and what other Habitat affiliates around the coun-

try were doing. Based on this research, they spelled out four options that could help HFHCFC better assess and enhance its annual building capabilities, and created a computer model that shows how variables such as discount rate, sales proceeds, and mortgages sold affect the bottom line.

At the end of spring semester, the group made a formal presentation on campus to the Habitat Board, detailing what a more organized effort at securitization (selling of mortgages) would

do for cash flow and the ability to construct more housing. "The study confirmed that the approach we'd been taking is the right one, but that we need to become more systematic in projecting," said a clearly pleased Rev. Bob Knebel, executive director of the Habitat chapter.

Listening in – via teleconference from home – was one very proud professor, too weak to attend but on the mend. Now back in the classroom, Dr. Tucker got his new liver in April. ■



Come On Down!

by Nina M. Riccio

What does it take to get Bob Barker and the production staff of *The Price is Right* to notice you? If you're Jeffrey Michaud '07, you're in Los Angeles for just a few weeks, and you've wanted to be on the show since you were five, you don't leave your chances to luck.

"I watched the type of people they choose, and they're all outgoing and enthusiastic," says Michaud, who clearly has no problem with either of those attributes. "It's a very interactive show with a lot of audience participation, but the people up on stage have to carry it off. Obviously, they don't want anyone up there who's not going to be able to have fun." On the day of the show, Michaud showed up wearing a custom-made "Fairfield University loves Bob" T-shirt and turned on the charm for the producers, who were giving audience members 15-second interviews. "I answered their questions, and just as they turned to leave, I let them know that I was involved with the Ham channel here on campus, and that I had been a TV host." That stretched the interview to just 30 seconds, "but I could tell it went well," he says.

It turns out he was right. When the show began and four names were called, his was one of them. "The screaming, the hugging, the enthusiasm, it's just unbelievable," says Michaud. "Everyone is there for their 15 minutes of fame!"

Michaud walked away with a prize – a pool table – but that's not all he

got out of the show. A communication major in the College of Arts & Sciences, Michaud has been particularly interested in consumer behavior and product placement, topics he's studied under Drs. David Gudelunas and Robbin Crabtree. "*The Price is Right* is all about product placement, guised in the artifice of the game," he says. "For 30 years, it's put a shift on the traditional way of thinking about advertising. You're watching the show thinking about how the contestants will do; you're not thinking about the products, but they're right in front of you."

It's a safe bet to assume that some of Michaud's observations from the show will appear in the honors thesis he's writing on product placement. "TiVo and video digital recording are challenging the existence of the traditional 30-second ad spot, now that people can fast-forward through commercials," he says. "The technology has forced manufacturers to find different routes to bring their products to viewers' attention. There are episodes of *Survivor* or *The Apprentice* where the whole show revolves around branding. There are ethical questions to be answered here, too. For instance, do you disclose who has paid for the show?"

In the summer before his junior year, Michaud had one of his best outside-the-classroom learning experiences, when he landed a coveted internship with the MasterCard Priceless campaign. His essay and video clip were good enough to beat out 42,000 other college applicants for one of 12 spots. Their mission: to design a

grassroots marketing campaign for a little-known band. That internship introduced him to California, and he grew to love its open and creative atmosphere.

Michaud returned to Los Angeles last summer to do an internship with Universal Music, a position that allowed him to work behind-the-scenes in the entertainment industry. "My job involved working with our extensive music library, helping the creative directors of movies, TV shows, and commercials find the music they need for a scene. It's the work these people do that can really make or break a scene." The internship cemented Michaud's desire to work in the entertainment industry. "This internship was a synthesis of all I enjoy – music, T.V., and film. I know I want to work in the industry in some capacity," says the Connecticut native.

Dr. Crabtree, chair of the Department of Communication, has no doubt that Michaud will succeed in whatever he does. "He's totally engaged in learning and always prepared for class, yet there's an ease with which he approaches his work. Everything he does is A-quality," she says, recalling the Argument and Advocacy class she taught in which he gave a speech on the global AIDS crisis. "It was the best I've heard in 24 years of teaching. He got everyone else in the class to care because of the emotion with which he approached the subject. It's the kind of moment a teacher lives for." ■

Senior Jeffrey Michaud sports the T-shirt and megawatt smile that won him a spot on *The Price is Right*.

Curtain Calls

by Nina M. Riccio

The problem started with a kiss.

Up until then, the 20 or so thespians, all Theatre Fairfield graduates who had returned to campus in April for their own mini-reunion, were working through their scripts with nary a problem. The play – actually, a staged reading of Tony Kushner’s *Angels in America, Part One* – “is one of the most important of the second half of the 20th century,” says Dr. Marti LoMonaco, professor of visual and performing arts and the play’s director. She had chosen it for that reason, plus the fact that its cast-intensive nature allowed her to accommodate all the returning alumni she knew she’d get once she sent out the invitation to return. She was right; alumni from ’92 to ’05 flooded back to campus last April, coming in from New York and Massachusetts and Florida, with one eager actor cutting short a bachelor party and taking a red-eye from North Carolina, all for the chance to work with each other, and with “Dr. L,” one more time.

“Being a theatre major is such an intense experience,” explains Luke Wrobel ’96, the bachelor-party drop-out, in a sentiment echoed by everyone else interviewed. “We spent so much time together. We knew everything about one another, and our lives were very exposed to one another because that’s the nature of acting. My recollection of my years at Fairfield was of practically living at the theatre; I was there in my pajamas half the time.”

That kind of intense, shared experience has sparked a pride and loyalty in theatre majors that’s hard to miss. The genesis of the on-stage reunion began over dinner at Dr. LoMonaco’s house one night, says Stefanie (LaFond) Borsari ’94, a Theatre Fairfield Alumni Board member and now a major gifts officer at the University. “For three years now, we’ve had a fall reunion, where we have dinner on the weekend that coincides with the first undergraduate play of the year,” she says. “We were looking for a fun way to get people to come back in the spring, and decided that nothing was more fun than our days in the theatre.”

Creating opportunity for alumni to network and to meet undergraduates was another reason for the gathering. “Our alumni take their roles as elder statespersons very seriously, and they’re very generous with their time when younger graduates call,” says Dr. LoMonaco. After the *Angels* performance, current theatre majors were invited to work with theatre alumni on a late-night improv game session.

January LaVoy ’97, the sole returnee currently making her living as an actress, admits that she used to feel “there was a lot of mystery” surrounding people who ended up in theatre. “There’s no blueprint. Everyone’s path is unique. It’s important for those who are aspiring to have contact with others who are working in the field, to be able to create a collage of what the options might be.” LaVoy, who made



her film debut in *War of the Worlds* (she was the Brazilian neighbor’s wife), stresses that Fairfield’s theatre program is truly “liberal arts.” “We each had the chance to design lighting, buy props, paint scenery, and do costumes, in addition to our time on stage,” she says, noting that a broad theatre background like that is not the norm in schools “that are known as theater powerhouses.”

Back to the play, which bills itself as “a gay fantasia on national themes.”



Dr. “L” (rear center), flanked by her *Angels*, was delighted when her Theatre Fairfield alumni returned in robes to rehearse and stage a reading – in one day!

The kiss under question was supposed to be long and soulful; the problem was that Kevin Ahern '96 and Rob Esposito '94, the two actors who had to execute it, were clearly trying to get it over with as quickly as possible. “Look as if you mean it!” admonished

Dr. LoMonaco. Several attempts later, just when the situation looked as if it would merely dissolve into a stretch of embarrassed laughter, veteran LaVoy stepped in to save the scene, offering a couple of quick tips – a hand on the jaw, a turn of the face – that the two were able to work with.

And that, says stage manager Megan (Ferrara) Hoover '99, is what Theatre Fairfield is all about. “Many of us didn’t even know one another before that Saturday morning, yet we

very quickly fell into an understanding of how to work together. We began rehearsal at 10 that morning, and that evening were able to put on a stunning performance of a really, really challenging piece.” Hoover currently teaches English and theatre at Fairfield Prep but admits she ‘might take a turn on stage’ the next time the opportunity arises. And that could be as early as 2008, since the Board plans to make this on-stage reunion an every-other-year performance. ■

Out of Africa

by *Nina M. Riccio*

It took her a few years, but Patricia Dunn '05 finally saved the \$5,000 she needed for the luxury African safari she had been dreaming about. She scheduled time off from her position as a nurse administrator at Greenwich Hospital and even completed a class in Swahili so she could converse with the people she met. Then something unexpected happened ... something called Hurricane Katrina.

For Dunn, a Connecticut resident who earned a bachelor's in nursing at Fairfield last year through the School of Nursing's RN-to-BSN program, Hurricane Katrina brought back memories of the helplessness and frustration she felt after 9/11. Back then, she couldn't help out because she wasn't on the Red Cross registry, even though she had been a nurse for five years at that point. She took the initiative in the following months, beginning studies for her BSN and taking classes in disaster preparation and mass casualty care. Then she made sure she was on that list to be contacted in case of another national disaster. A few days after Katrina hit, she got an e-mail. "The Red Cross said that the impact of this hurricane had been tremendous, and they asked for nurses who could spare any two-week period to come down and help," recalls Dunn.

It wasn't an easy decision for Dunn to make – she had that African safari to think about, after all. Ultimately, however, "I knew that

going down was something I just needed to do," she says. On Sept. 6, just eight days after Hurricane Katrina left an unprecedented wake of destruction in Mississippi and Louisiana, Dunn was on a plane. She flew to Alabama because the airports near the coast were all closed. The Red Cross teamed her up with two other nurses, gave them a car, and told them to drive to Gulfport, Miss.

Dunn was stunned by the devastation she saw. "For an hour's drive in from the coast, there was absolutely nothing standing intact," she recalls. "There was no running water or electricity, and the area was under martial law. Signs said that looters would be shot. It was pretty terrifying." In the looming darkness, the three were unable to find the Red Cross headquarters, so they drove up to the only building they saw with a generator and working lights. It turned out to be the Mississippi Housing Authority, and they spent the night on the office floor.

"In New Orleans, the damage was great because the levees broke and everything was flooded," says Dunn. "Mississippi's Gulf coast area was destroyed because it got hit with the full force of the hurricane. There was absolutely nothing left of historic Biloxi or Gulfport." After a one-day training session, each nurse was on her own. "We were given our own vans and told to cover a certain geographic area. I filled the van with



whatever first aid supplies and food I could get from the warehouse, then parked in what had been a church lot, and treated the people who came." Simple things could present an unexpected challenge, she says. "In the 105 degree heat, the bandages wouldn't stick. I was literally using duct tape to close wounds." More frustrating for Dunn, however, was the fact that, even in a crisis and despite the fact that many of the local hospitals were closed, she was not allowed to diagnose, pre-



Dreams of an African safari turned to dust for Patricia Dunn, RN, BSN'05, who opted to invest in further education – not vacation – so she could volunteer in times of national crisis.

scribe antibiotics, or suture a deep gash. “I knew then and there that to really be of help I’d have to become a nurse practitioner.”

The two-week experience affected Dunn so deeply that she’s readjusted

her life goals. “I had always been happy to work in the hospital, maybe become a nurse manager one day and make a good living,” she says. “But working in Mississippi was such an emotional, transformative experience that I realized that kind of field work is what I need to do. Now, my goal is to join Doctors without Borders or Operation Hope one day.” To that end, she’s asked Greenwich Hospital for a reassignment to the Emergency

Department (“It’s much better preparation for the work I intend to do,” she says), and is going back to school – to Fairfield University, of course – to get her master’s degree and become a nurse practitioner. It will take two-and-a-half years, but Dunn is sure the time and effort will be well worth it. After all, Africa will always be there, and the next time she books a trip to the region, it’s more likely to be to work than to play. ■

On Fairfield's Behalf

by Barbara D. Kiernan, M.A.'90

If Julie (Coyle '94) Davis could find the picture she knows is in a box somewhere at home, you could have seen her as a four-year-old Fairfield enthusiast waving pom poms at a Stags basketball game. Daughter of the late Hugh Coyle '53, Davis says she grew up on campus tagging along with him to rugby matches, basketball games, and assorted alumni events. "Fairfield is in my blood," says Davis, director of advancement technology and development relations. "I went here, two of my sisters went here, I met my husband here, and I've worked here for nine years."

Those nine years included work in corporate relations and annual giving, where she developed a mastery of technology that earned her promotion to director of Development Services, the nine-person office that deals with gift records, donor files, report generation, and more. In 2004, Davis assumed her current position and, in 2005-06, shepherded the establishment of the University's new Alumni Online Community. "I've never been afraid of computers or technology," says Davis, "and it's always obvious to me that more can be done. I have an energy for figuring that out."

Speaking of energy, Jessica Colligan '03 is a five-year member of

Fairfield's development team, if you count the two years she spent as a reliable and capable student worker in the Office of Development Services. A communication major, Colligan didn't intend to go into the development field, but two days before graduation – at the farewell party being given her by the office – a chance conversation led to her landing a full-time job in the Office of Annual Giving. Her specific focus would be building the Senior Giving Program and donations from young alumni. "I'm embarrassed to say this," she confesses, "but earlier that year, when I received my Senior Giving brochure in the mail, I threw it away. I didn't think it applied to me because I didn't have a job lined up or a lot of money to spare. I had the same 'Fairfield is rich' perception that many students and young alumni have."

It's a perception she now knows is skewed. Today she realizes how much tuition *doesn't* pay for and views annual giving as a way to honor and model the example Fairfield graduates have given since the first class went forth in 1951. Fifty-five years later, Colligan marvels at the impact thousands of small gifts can make when combined. And she should know. As an undergraduate work-study student, she witnessed staffers painstakingly enter





Helping their alma mater advance gives special joy to (l-r): Stefanie (Lafond '94) Borsari, Cristina Dieguez '99, MBA'06, Vic D'Ascenzo, M.A.'88, Jessica Colligan '03, and Julie (Coyle '94) Davis.

gifts and pledges into a database as they came in, to ensure accurate record keeping and to prompt speedy acknowledgment of each and every donation. "It didn't take long for me to realize," she says, "how much modest gifts really matter over time."

You'll get no argument there from Vic D'Ascenzo, M.A.'88, who gradually crossed a bridge from sports information to fundraising at Fairfield a decade or so ago. After agreeing in 1987 to shepherd the Lyons-Lademan Athletic Fund, which raises additional revenue for specific varsity teams, he began to catch the development bug. "I saw the difference those 'extras' could make for a team," he says. "I enjoyed being the connection between a slew of faithful alumni who were passionate about sports and the student-athletes and coaches looking to enhance their programs."

Since then, D'Ascenzo has risen through the ranks in the Advancement Division, spending four years in Annual Giving (with a focus on reunion years) before moving into the major gifts arena. "I find working in major gifts very satisfying because of the immediate impact that level of giving can have. Being competitive in hiring quality faculty, especially if they'll be moving into Fairfield

County, is not cheap,” says D’Ascenzo. “Nor is creating the diversity we need to prepare graduates to enter a multi-cultural workforce. I believe in what we do at Fairfield, and believe we do it the right way. That’s why it’s not difficult to ask for a gift.”

But that takes practice, as Cristina Dieguez ’99, MBA’06, can attest. Last year, after five years focusing on

different aspects of Annual Giving, she assumed responsibility for The President’s Circle, the University’s premiere giving society. Dieguez still remembers her first face-to-face “ask” for a gift at the \$5,000 level. “I froze when it came time to make the ask,” she laughs, remembering how she kept the conversation going until she could work up her courage again. “It

took me a few minutes, but I did it. I said the words really, really fast, but I got them out!” To her delight, the donor said yes. More important, however, she began to know to her toes the source of her motivation: she wasn’t asking for herself, but for the University she loves and the students who benefit from what she can raise.

And she should know. For the past two years, Dieguez has served as moderator of the Model UN Club, working with students who share her passion for the complexities of our global world. She has also traveled with students to Nicaragua as part of the Arrupe Volunteers Program sponsored by Campus Ministry. “For me, being involved with students brings my job full circle,” says Dieguez, who received her MBA at Fairfield this past May. “When asking for Circle-level gifts,” she says, “I *know* what the gifts I ask for can do for the students. They’re smart; they’re committed. I know the kind of students we’re turning out!”

Stefanie (Lafond ’94) Borsari knows what it’s like to be a student who benefits, in her case through a gift directly linked to a specific donor. Most special to her was the Mary Louise Larrabee Scholarship, a stipend awarded each summer to one visual

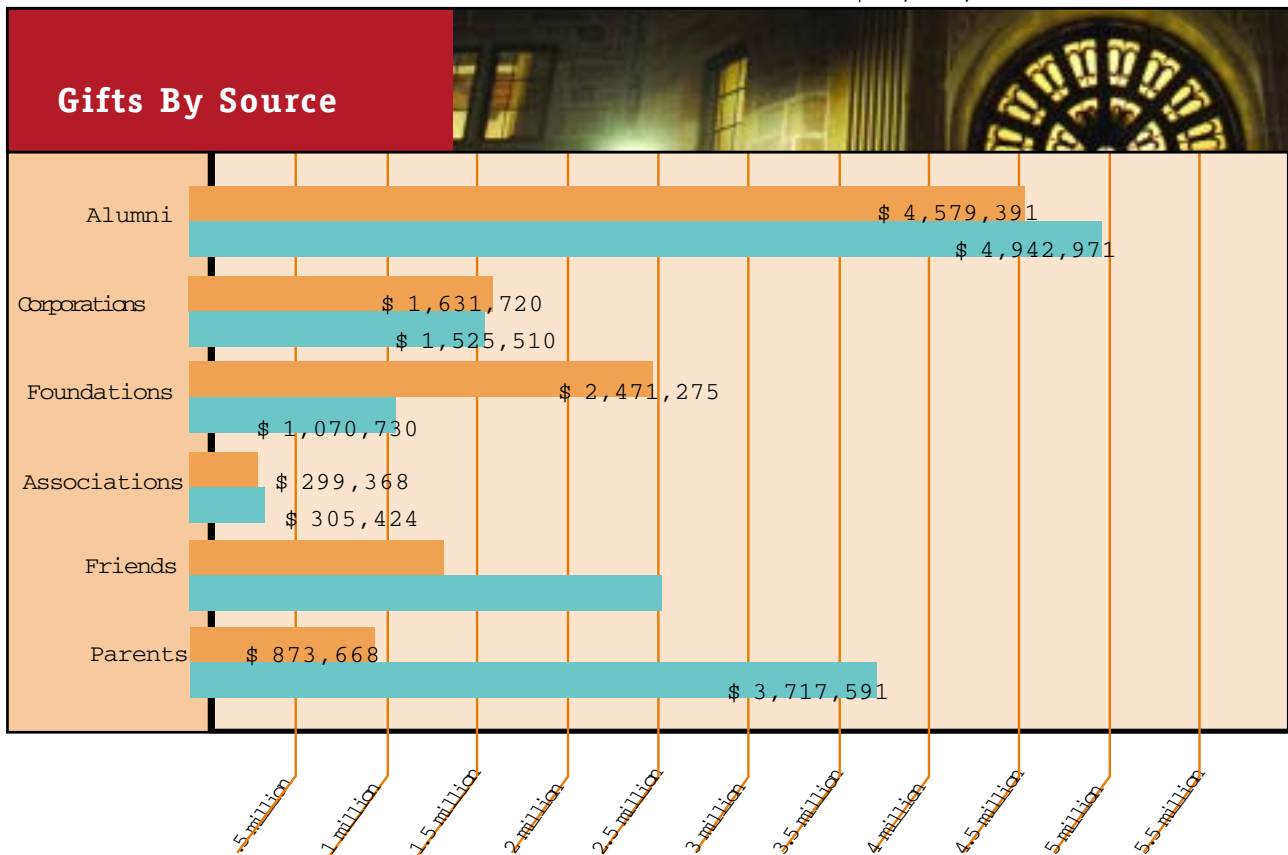
Clare (Carney ’76) Schimpf and Noël (Cafiero ’80) Appel, directors of Annual Giving and Foundation Relations respectively, work at different points on the Advancement spectrum, Schimpf focusing mostly on unrestricted gifts and Appel on more project-oriented goals.



TOTAL

2004-0

\$14,119,882



and performing arts major, which makes possible a once-in-a-lifetime enrichment experience. That's how the theatre major came to spend her junior-year summer engaged in the work of the renowned Williamstown Theater Festival. "I wrote Mrs. Larrabee so many thank you notes that she must have wondered if she'd ever stop hearing from me. I guess I was doing stewardship without realizing it," says Borsari, "I just knew I was grateful."

That sense of gratitude prompted Borsari to take a job in fundraising right out of school, working for a dance company in Chicago and then at an academic medical center. "I found that I liked working with a

community of people toward one mission," she says.

For the past five years, that work has taken place at her alma mater. At first she was involved in raising smaller gifts, working to boost the all-important alumni participation rate. For three years now, her efforts have focused on major giving. Having been involved with benefactors at both ends of the philanthropic spectrum, Borsari considers any gift a tangible demonstration of a person's regard for Fairfield. "My hope is always that alumni, parents, and friends will make a gift that is personally significant to them. People in lucrative jobs *should* be giving at a higher level – something

with zeros after it," she laughs, "But really, whatever a person's circumstances, if a gift is significant to them, it's significant to Fairfield."

Since 1980, Clare (Carney '76) Schimpf has been beating that drum as well. As Director of Annual Giving, it's her job to raise a target goal set by the finance division to offset operating expenses not covered by tuition – typically \$2,000 per student. "What I struggle with," she says with a twinkle in her eye, "is how to convey the real importance of \$25, \$50, and \$100 gifts." She and her staff of four professionals work to increase not just the dollars but also the percentage of alumni who give – any amount will

do – on an annual basis. Currently, that percentage for undergraduate alumni is around 21 percent. Yet if everyone who gave the previous year, or any year, made a gift *every* year, that figure would soar to nearly 70 percent. Imagine the impact!

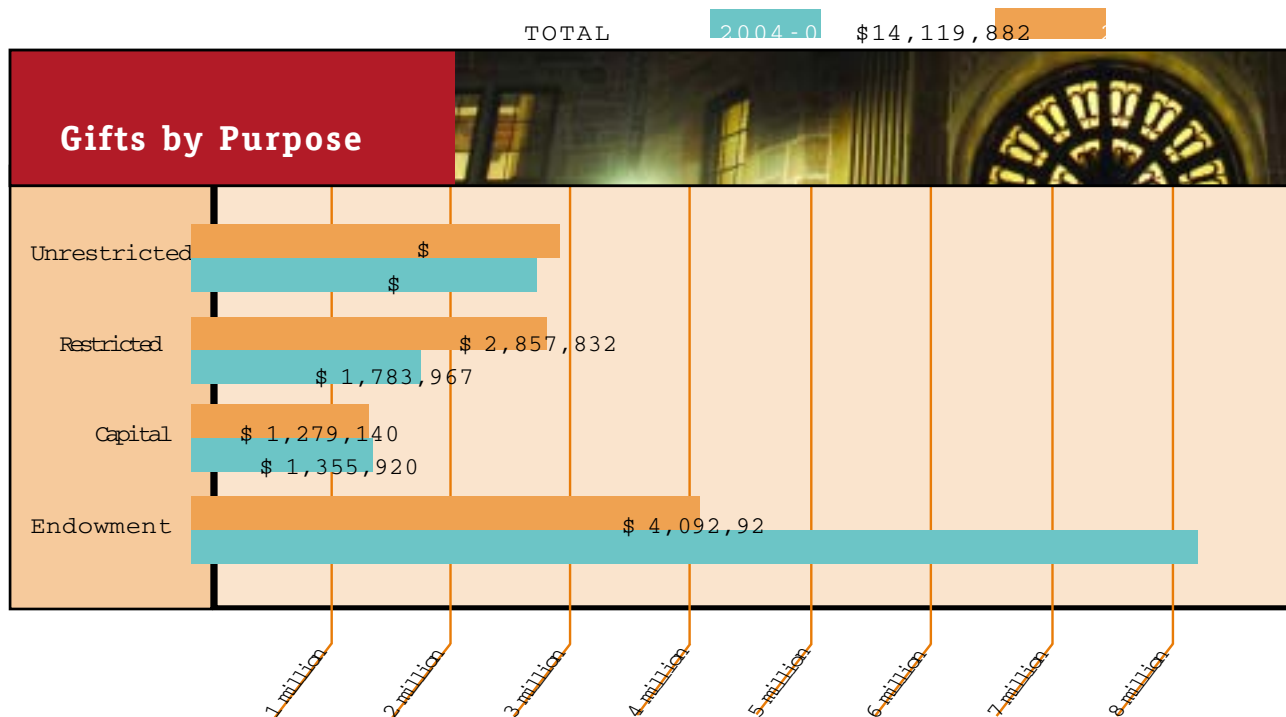
Every year, especially at reunion time on campus, Schimpf hears alumni rave about what a great experience they had at Fairfield and what wonderful, lasting friendships they made with classmates, faculty, and administrators. It’s an experience she had as well. As if her full-time job in Annual Giving weren’t enough, last year she agreed to chair her high school’s Annual Fund as well. “I wish there were a guaranteed way to transform the genuinely fond feelings most alumni have – whatever their alma mater is – into a gift,” she says.

“Education is just so important.” Knowing that, Schimpf walks a tightrope, balancing her desire to raise more for Fairfield with gratitude for what she and her colleagues are able to accomplish. In 2005-06, the Annual Fund exceeded its goal by 7.5 percent.

Also on the upswing was the office of Foundation Relations, which nearly doubled the monies raised last year through private foundation grants. Leading this effort was Noël (Cafiero ’81) Appel who, in eight years as director of foundation relations, has perfected the role of matchmaker. The relationships she helps facilitate, however, involve linking faculty research, institutional needs, and program development to the philanthropic interests of assorted foundations. In 2005-06, these partnerships yielded \$2.4 million in grants.

“What I like,” says Appel, “is the interaction with faculty, deans, and the academic vice president’s office around so many aspirations, be they for programs, an individual’s research, or broader institutional goals. It is very, very satisfying to be so closely tied to projects that truly enhance the University.”

Those enhancements, in 2005-06, included: a sustainability grant for Ignatian Residential College (Lilly Endowment, see page 10); palliative care research in nursing (Gustavus and Louise Pfeiffer Foundation); the inaugural School of Nursing lecture (McKeen Foundation); the Center for Faith and Public Life (Wabash Center); the Community Partners Scholarship Program (William Randolph Hearst Foundation); religious studies (FADICA; Foundations and Donors





Interested in Catholic Activities); the School of Nursing Learning Resource Center (Schechter Foundation); and nursing scholarships (Paul L. Jones Fund).

“I have found that new approaches to fundraising are very welcome at Fairfield,” says Appel. Two years ago, she began serving as a liaison between the Advancement Division and the School of Nursing and the College of Arts & Sciences, working collaboratively with their respective deans, Dr. Jeanne Novotny and Dr. Timothy Law Snyder. Each school formed an Advisory Board in 2005-06, unique in their strong and unashamed focus on development. “The Boards bring together parents, alumni, and friends of Fairfield to champion the strategic direction of each school and assist in

securing the financial resources to achieve their long-range goals,” says Appel (see pages 49 and 50, or visit www.fairfield.edu/sonadvisory and www.fairfield.edu/casadvisory).

In the area of corporate relations, Cathleen Borgman '80 (director until June 2006 and now director of career planning) worked with Dr. Norm Solomon and Dr. Evangelos Hadjimichael, deans respectively of the Dolan School of Business and School of Engineering, and their long-established Advisory Boards. In Borgman's area of responsibility, corporate gifts totaling \$1.1 million funded scholarships, scientific research, a simulation “trading floor” classroom for business, two shared faculty positions in nursing, a greenhouse project, and underwriting for the Bennett

Diane Lawler '05, “traffic cop” par excellence, sees daily evidence as she drives onto campus that the work she helps coordinate and support in development creates tangible, beneficial results for the students Fairfield serves.

Lecture in Judaic Studies (Bank of America), and the first annual School of Nursing lecture (Pfizer, Gen Re).

At the hub of all this activity sits Diane Lawler '04, executive secretary to Fredric C. Wheeler, associate vice president for development. For 14 years she has grown in the job, relishing new responsibilities and promotions as they came along. Lawler directs the traffic that flows in and out of the Development Office – paperwork, appointments, reports, calendars, correspondence, and more. Her favorite

part of the job is making appointments for Wheeler, and conversing with benefactors who are so encouraged by Fairfield's growth. Lawler also enjoys the part she plays in connecting scholarship donors and recipients. "I see the letters and I know how grateful the students are," says Lawler, who spent 13 years earning her undergraduate

degree part-time through University College. "I also know the that the donors appreciate the 'thank you.'"

Lawler knew nothing about fundraising when she took the job way back when, and has come to value its role and the work of Advancement. "Our division is terrific," she says, "and I'm happy to be part of

a team that does such good things for Fairfield."

At a desk nearby, Sharon DiVincenzo, A.A.'02, seconds that sentiment. For 21 years, she has played what she calls a "supporting role" in the Advancement Division, as administrative assistant to Vice President for University Advancement George E. Diffley (who retired on June 30). "George infected me with a love of what we do in Advancement," says DiVincenzo, who is also the mother of two Fairfield alumni. "When I communicate with donors or potential donors to schedule appointments, I see myself as an ambassador – the front line, so to speak. I truly believe in what we do here."

DiVincenzo didn't have the opportunity to go to college out of high school, and so is grateful for the education her two children received at the University. So pleased that she and her husband, Mike, have been members of The President's Circle for nine years. "I give because I'm so thankful," she says. "When I talk to family and friends about Fairfield, I sometimes feel like I'm on a soap box, but really, I just want to give back!"

What a tribute to the University that so many windows of opportunity continue to be opened through the dedication of Fairfield's own. ■

Sharon DiVincenzo, A.A.'02, says she's always on a soap box for Fairfield University, where she has worked for 21 years in the Advancement Division.



The President's Dinner: Celebrating in Style

The annual President's Dinner, held in September, celebrated the generosity of Fairfield University benefactors during 2005-06. Enjoying the festivities were:



1) Julie McGovern, administrative coordinator for advancement, hams it up with the legendary Carmen Donnarumma, professor of politics emeritus; 2) Dr. Jeanne Novotny, dean of the School of Nursing, and Nancy Lynch, P'05, chair of the new SON Advisory Board, clearly enjoy the collaboration; 3) Fr. von Arx enjoys a friendly exchange with Stephen and Grea Kulhanek, P'07.



Clockwise from top left: 1) No basketball tonight! Head women's coach Dianne Nolan and her husband, Mark Breslin; head men's coach Ed Cooley and his wife, Nurys; Roger Lynch '63, P'95, former chair of the Board of Trustees. 2) Fr. von Arx conveys his thanks for the spirit of generosity that pervades the room. 3) Ollie Petrell and Nancy Rubler dance the night away. 4) Eileen and John Inglis do the same! 5) University Trustee Frank Carroll '89 and his wife, Susan, relax and enjoy the evening.



Year in Review 2005 - 2006

by Barbara D. Kiernan, M.A.'90

Office of the President

- Led the institution in a **strategic planning process** that articulates a clear vision for the University. The Board of Trustees gave its approval in June 2006.
- Spearheaded national searches for **three vice presidential positions** – two newly created.
- Had two major speeches (delivered by Fr. von Arx) appear in *Vital Speeches of the Day*, a gold-standard publication that disseminates important ideas nationally.
- During winter break, participated in **Renaissance Weekend**, an annual gathering founded in 1981 to “build bridges among innovative leaders from diverse fields.” Assigned to seven panels, Fr. von Arx spoke on topics including higher education, Catholicism, and history, and was part of a concluding interfaith worship service.

Mission and Identity

- Continued to facilitate the collaboration between Fairfield University and the **Universidad Centroamericana**, involving the energies of the Charles F. Dolan School of Business, University College, the College of Arts & Sciences, and the Advancement Division.
- Established a team of experienced spiritual directors to facilitate **The Retreat in Daily Life** (the *Spiritual Exercises of St. Ignatius*) for more than 20 participants (see page 16).
- In conjunction with the Diocese of Bridgeport and the President's Office, sponsored a day exploring **the relationship between faith and reason**.

Bishop William E. Lori and Fr. von Arx gave major addresses.

- Facilitated a process wherein the Graduate School of Education and Allied Professions will offer courses to **prepare Catholic school teachers** in the Diocese of Bridgeport for certification.
- Laid the groundwork for a certificate program, to be housed in University College, for individuals who wish to **learning to be directors** of the *Spiritual Exercises of St. Ignatius*.
- Worked with faculty of the Charles F. Dolan School of Business in exploring ways it might **enhance the School's Jesuit identity**.

College of Arts & Sciences

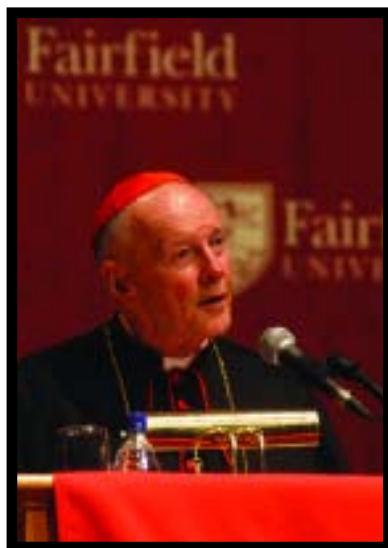
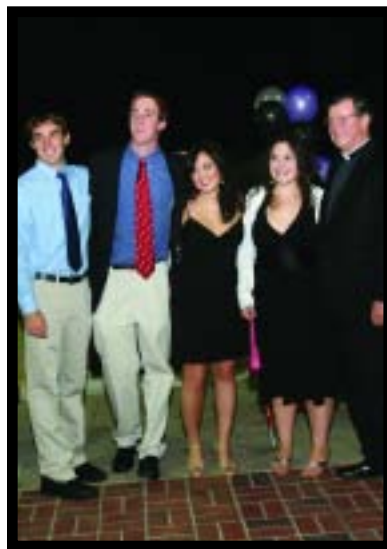
- **Faculty scholarship** took place at an unprecedented pace, with nine books published and 425 scholarly publications, presentations, or performances made.
- Received nearly **\$1.6 million in newly funded grants** and another \$400,000 for current, multi-year grants.
- **Sixty-two students gave conference or poster presentations** and/or coauthored a scholarly publication with a faculty mentor.
- **Graduate and professional school acceptance** climbed to 120 students.
- Produced a record **five Fulbright Scholars** in the Class of 2006 (see page 8).
- Internships grew to 267 students; 46 CAS students elected to **Phi Beta Kappa**.
- Launched an academic minor in **Catholic Studies**.
- Formed a 21-member **Board of**

Advisors to assist with strategic planning and fundraising for special projects.

School of Nursing

- Secured **\$250,000 of successful corporate and foundation grants** to fund curricular enhancements in gerontology, spirituality, palliative care, and community outreach, as well as scholarships.
- Successfully formed an 11-member **Advisory Board** to spearhead fundraising for an expanded **Nursing Simulation Lab** (see page 50).
- Celebrated its **35th anniversary** with a kickoff lecture by Dr. Oliver Sacks (see page 45), the debut of a newsletter, *The Pulse*, and **Professional Development Day** in June at which former deans Dr. Phyllis Porter, Dr. Nancy Fasano, and Dr. Theresa Valiga were honored.

- 1) Filmmaker Mira Nair converses with students;
- 2) Students turn out in their finest for the Presidential Ball;
- 3) School of Nursing adds a master's in nurse anesthesia;
- 4) Ed Cooley, head men's basketball coach, is introduced by Gene Doris, athletic director;
- 5) The Class of 1956 joins the Commencement ceremony while celebrating its 50th Reunion;
- 6) Women's basketball coach Dianne Nolan earns her 500th career win;
- 7) Cardinal Theodore McCarrick speaks at the launching of the Center for Faith and Public Life;
- 8) Men's soccer wins the MAAC championship;
- 9) Prof. Lucy Katz is named Robert M. Wright Professor of Business Law, Ethics, and Dispute Resolution.



- Received approval to offer a 50-credit **MSN in Nurse Anesthesia** degree in partnership with Bridgeport Hospital.
- Offered **study abroad** courses for nurses in Galway, Ireland, and Padova, Italy.
- **Increased enrollments** in the following programs: undergraduate, RN to BSN program.

Charles F. Dolan School of Business

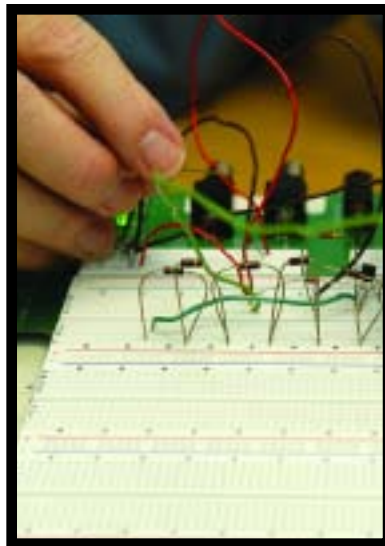
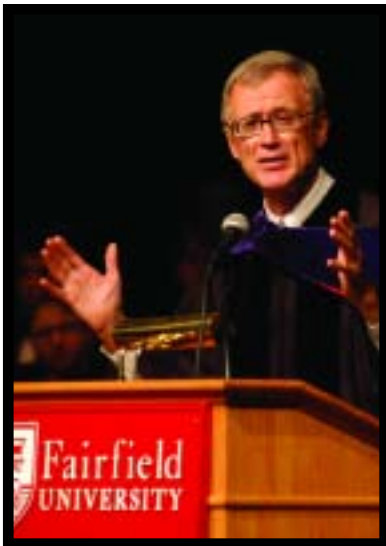
- To maintain standards required for ongoing AACSB accreditation, DSB faculty were highly successful, produc-

ing 67 peer-reviewed articles for publication and making 63 conference presentations.

- Countering national trends, the MBA program showed an **increase in enrollment** and higher caliber students in the applicant pool.
- **Jeffrey Immelt**, CEO of GE, delivered the 2006 Dolan Lecture.
- Installed Lucy Katz, J.D., as the Robert M. Wright Professor of Business Law and Ethics; Mr. Wright, CEO of NBC Universal, spoke at the event.
- Launched a Master of Science in **Taxation** in fall 2005 and a Master of

Science in **Accounting** in summer 2006.

- Sixty-seven percent of sophomore business majors chose to attend the annual **Sophomore Symposium**, an event where students can gather useful information about various DSB opportunities for learning. The Very Reverend Thomas J. Regan, S.J., Provincial Superior of the Society of Jesus in New England, delivered an address on the value of a comprehensive Jesuit education in today's business world.
- **New graduate admissions increased 22 percent** (to 103).
- Saw **strong retention** and steady gains in undergraduate enrollment.



School of Engineering

- The Accreditation Board for Engineering and Technology (ABET) reviewed and **granted accreditation** to the School's four undergraduate programs: electrical, mechanical, computer, and software engineering.
- The full-time undergraduate engineering program successfully **passed its five-year review**.
- The new **master's program in mechanical engineering** welcomed its first class in fall 2005.
- The School's **articulation agreement** with seven community colleges in Connecticut and New York facilitated the transfer of several students into the undergraduate engineering program.
- A new **microelectronics laboratory** equipped with state-of-the-art instrumentation came online.
- The Dean's Award for the senior design capstone project was given to **Dahiana Martinez and Edward Karwin** for their design of flexible controls for an automated softball-pitching machine.



- 1) Rev. Dean Brackley, S.J., delivers a Jesuit Jubilee Year lecture;
- 2) The School of Engineering opens a new lab;
- 3) Eucharistic ministers make communion bread to bring on their retreat;
- 4) Joan Overfield, director of library services, participates in Read-Aloud Day in Bridgeport.

Graduate School of Education and Allied Professions

- Completed a successful search for a new dean, Dr. Susan Douglas Franzosa, who began her tenure in September 2006.
- Year IV funding for Project TELL continued to prepare teachers of **English as a second language**, while Project BiSEP did the same for **bilingual educators** seeking advanced degrees and/or cross-certification in special education. To date, a total of 61 teachers have completed the programs, designed to serve schools typically under-resourced.
- The Department of Curriculum and Instruction initiated a **partnership with the Diocese of Bridgeport** to offer master's level courses towards Connecticut State professional teacher licensure.
- **The Marriage and Family Therapy Department** successfully completed the self-study and site-visit components of the COSMFTE accreditation process and was **recommended for full five-year re-accreditation**.
- The Counselor Education program had a **record number of applicants**, and admitted less than 1/3 of them.
- GSEAP was actively involved with the **Bridgeport Higher Education Alliance (BHEA)**, of which Fairfield University is a founding member. School faculty helped produce the report, "Education Beyond High School for All Bridgeport Youth," funded in part by the Newman Family Foundation, which will serve as a strategic planning document for the Alliance to help improve high school graduation rates in Bridgeport and to align curriculum with the standards of area colleges and universities.
- The family of **Dr. Thomas A. O'Meara '65, M.A.'67**, established a scholarship for an English certification candidate.

University College

- Provided a rapid response following Hurricane Katrina, coordinating

academic advising for more than 50 displaced students who spent the fall semester at Fairfield.

- Offered **56 courses online**, which were taken by some 774 students, a 22 percent increase in enrollment.
- **Rev. Walter Conlan, S.J.**, rector of the Fairfield Jesuit Community, joined U.C. as Director of Integrated Ignatian Learning, conducting workshops and facilitating discussions for students, faculty, and staff.
- Connecticut Distance Learning Consortium provided a grant to train faculty and students studying abroad in Australia on the use of **E-portfolios**, creating a virtual environment for reflection on their academic and internship experiences.
- Established an advisory committee with the **Hispanic business community** to explore creating programs for Spanish-speaking business owners.
- Added 11 countries to its roster of approved **Study Abroad** sites, including the Universidad CentroAmericana, Managua, and sent Fairfield's first student there in spring 2006.
- Dr. Edna Wilson, dean, organized a spring 2006 meeting at UCA-Managua for members of AJCU's **Deans and Directors of Continuing Education** organization. It was attended by 50 representatives from 33 Jesuit educational institutions in the United States and Latin America.

The Academic Centers

Center for Catholic Studies

- Established an **academic minor** in Catholic Studies.
- Offered a series of Saturday morning workshops for the region's Catholic community entitled **Living Theology: Updates for the Local Church**.
- Coordinated lectures (see page 45) and programming for the **Jesuit Jubilee Year**.
- Worked closely with Office of Mission and Identity.

Center for Faith and Public Life

- Rev. Richard Ryscavage, S.J., named Director of the **Center for Faith and Public Life**. Attending the Nov. 2006 inaugural ceremony were **Cardinal Theodore McCarrick** of Washington, D.C., and **Cardinal Avery Dulles, S.J.**, of New York.
- Created an office for **Academic Service Learning** within the Center, to be led by Dr. Robbin Crabtree, professor and chair of communication in the CAS.
- Created a **migration-related website** for a network of faculty at 22 Jesuit universities who are teaching or studying the topic.

Carl and Dorothy Bennett Center for Judaic Studies

- Sponsored **nine major lectures** for students and the public.
- Offered a two-part Holocaust remembrance, including the documentary, **Paper Clips** and a service featuring Linda Hooper, principal of the middle school that inspired the national project.
- Served more than 75 adults through the annual **Lunch and Learn ten-week** series, cosponsored with the Bridgeport Jewish Community Center.

Information Services

- Evaluated and replaced University telephone system.
- Designed and acquired the **Media Center's mobile satellite uplink truck**.
- Completed national assessment survey for evaluating academic library services.
- Collaborated with Office of **Undergraduate Admission** to create a mechanism whereby prospective students can view their application status online.
- Supported the creation of **electronic classrooms** in several academic buildings.
- Saw a 30 percent increase in use of **nine library business databases** following a pilot marketing effort conducted in collaboration with OCLC, a worldwide library cooperative.

Student Affairs

- **William P. Schimpf**, vice president, retired after 37 years of service to Fairfield University. **Mark C. Reed**, associate vice president and dean of students, was appointed as his successor.
- **Cath Borgman**, who had served as Director of Corporate Relations for many years, was named **Director of the Career Planning Center**.
- The Recreation Department can boast more than 1,500 “unique” participants in intramural sports. Allowing for double-counting (as many students play more than one sport), the roster of **intramural teams** totaled more than 2,700 students.
- **The Department of Public Safety** conducted a comprehensive survey of students, in which 90 percent reported that officers on campus are accessible and approachable.
- The University community mourned the death of **Alejandro (“Alex”) Carrion ’08**, who died unexpectedly on natural causes in his room in Loyola Hall. Alex was an active member of the Pep Band and the Ignatian Residential College.
- FUSA and other student organizations sponsored a number of programs and events, including the highly successful **Presidential Ball**, hosted by University President, Jeffrey P. von Arx, S.J., and the lecture of Paul Rusesabagina, whose story was told in the movie, *Hotel Rwanda*.

Campus Ministry

- Bid farewell to longtime University **Chaplain Paul Carrier, S.J.**, in June 2006, and welcomed **Michael Doody, S.J.** as Director of Campus Ministry later that month.
- Trained 80 student Eucharistic Ministers and 23 lectors for the University worship community.
- Offered **four Kairos Retreats**, each of which had a waiting list of 25 students. A series of post-retreat “Fourth Day” gatherings brought together more than 30 students each month.

- Nearly 200 students volunteered regularly at 15 area sites, including soup kitchens, homeless shelters, and after-school programs.
- Students participated in domestic service during spring break through **immersion experiences** at sites in Appalachia as well as the Urban Plunge in Bridgeport.
- For the 17th year, **Arrupe Volunteers** did international service work in Ecuador, Mexico, and Nicaragua, and supported Project Pierre Touissant in Haiti.
- Participated in a **Faculty Development Day** in December, attended by more than 40 faculty members.

Athletics

- **Dianne Nolan**, head coach of the Women’s Basketball program, earned her **500th career victory** as a head coach.
- **Ed Cooley** was hired as head coach of the **men’s basketball** program.
- Men’s Soccer and Women’s Volleyball won **MAAC regular season** championships.
- Women’s Soccer, under first-year head coach **Jim O’Brien**, won the **MAAC Championship** and qualified for the NCAA Tournament.
- Men’s Lacrosse competed in its first season in the **ECAC Lacrosse League** and finished with a 4-3 record in the league.
- Softball advanced to the **MAAC championship game**, losing a heart-breaker, 1-0. **Julie Brrzezinski**, head coach, earned her 500th career win as a head coach.
- Fairfield University and the Athletics Department hosted the very successful **NCAA Women’s Basketball “Bridgeport Regional”** at the Arena at Harbor Yard.
- Fairfield student-athletes continue to post solid records of academic achievement and **high graduation rates**, far exceeding national averages.

Advancement Division

- Raised **\$11,182,955** in total gifts (see pages 32 to 38)
- Vice President **George Diffley** retired after 30 years of service.
- **Alumni Relations and Development** launched the **Fairfield online community**.
- **Public Relations**: served as **media coordinators** in a Fairfield County disaster drill conducted on campus.
- **Media Relations**: developed an **electronic press room** on the University website.
- Placed faculty in **national publications** including *The New York Times*, *Cleveland Plain Dealer*, *San Francisco Chronicle*, and *Wall Street Journal*; on national broadcasts such as CNN, MSNBC, FOX, and NPR; as well as internationally with BBC, *Financial Times*, *Daily Telegraph*, and *Evening Standard* (United Kingdom).
- **Publications**: won a *Magnum Opus* gold award for *Fairfield Now* (overall editorial content) in national competition.
- **Sports Information**: launched **streaming video** of basketball post-game news conferences.
- **Photojournalism**: launched an **online photo archive**.

Faculty Authors

Dr. Kim Bridgford

Professor of English
Instead of Maps
(David Robert Books, 2005)

Dr. Javier Campos

editor
Associate Professor of Modern Languages and Literatures
Ideologías y literatura: Homenaje a Hernán Vidal
(Biblioteca de América, 2006)
One Wound For Another / Una Herida Por Otra

Dr. Ronald M. Davidson

Professor of Religious Studies
Tibetan Renaissance: Tantric Buddhism in the Rebirth of Tibetan Culture
(Columbia University Press, 2005)

1) Sr. Helen Prejean, C.S.J, delivers the Convocation address; 2) Fredric Wheeler, associate vice president for development, on an Arrupe Volunteers trip to Mexico.; 3) Mark McGregor, S.J., shares a laugh with documentary filmmaker Rory Kennedy, who opened a lecture series jointly sponsored by Black Studies and the Center for Faith and Public Life; 4) Neurologist Oliver Sacks, M.D., delivers the first Annual School of Nursing lecture.



Dr. Dennis Keenan
 Professor of Philosophy
The Question of Sacrifice
 (Indiana University Press, 2005)

Dr. David McFadden, editor
 Professor of History
American Studies Through Russian And American Eyes
 (Cherepovets State University, 2005)

Contributions by:

Dr. Art Anderson
 Professor of Sociology, Emeritus

Dr. Kim Bridgford
 Professor of English

Dr. Iris Bork-Goldfield
 Instructor in Modern Languages
 and Literatures

Dr. Mark LeClair
 Professor of Economics



Speakers on Campus

Isabel Allende (author)
 Open VISIONS Forum

Helen Prejean, C.S.J., (author)
 Convocation

Tim Russert (television journalist)
 Open VISIONS Forum

Dr. Oliver Sacks (neurologist)
 SON 35th Anniversary Lecture

Jeffrey Immelt (CEO of GE)
 Charles F. Dolan Lecture

Hershel Shanks
 Carl and Dorothy Bennett Judaic
 Studies Lecture

Margaret O'Brien Steinfels (author)
 Christopher F. Mooney, S.J., Lecture
 Jesuit Jubilee Year Lecture

Abe Foxman
 (Anti-Defamation League)
 Schnurmacher Lecture in Judaic Studies

Rev. Bryan Massingale
 (Marquette faculty)
 Martin Luther King Jr. Convocation

Anita Hill (attorney)
 Open VISIONS Forum

Peggy Noonan (speechwriter, author)
 Jesuit Jubilee Year Lecture
 Open VISIONS Forum

Mira Nair (filmmaker)
 Ignatian Residential College Lecture,
 Open VISIONS Forum

Tom Hayden (political activist)
 Department of Politics

Rev. Dean Brackley, S.J.
 (Universidad Centroamericana)
 Jesuit Jubilee Year Lecture

Rev. Gregory Boyle, S.J.
 (Homeboy Industries)
 Jesuit Jubilee Year Lecture

John Bruton (Ambassador to Ireland)
 William and Mary Stack Lecture

British Robinson (Jesuit Refugee
 Services/State Department)
 Commencement 2006

In Memoriam

Rev. William F. Carr, S.J.

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Vice President for University Advancement

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