



**School of Arts and Sciences
Annual Report – AY 2021-22**

The School of Arts and Sciences is the largest and most diverse of the University's twelve schools. It comprises almost 140 full time faculty members, more than 1100 undergraduate and almost 400 graduate students, 17 academic departments, and 8 interdisciplinary programs. It offers 45 undergraduate majors and 56 master's and doctoral degree programs. Our faculty includes world-renown scholars and leading researchers in the arts, humanities, social sciences, and sciences.

This report is divided into three sections – challenges facing the School of Arts and Sciences, work accomplished in the Dean's Office, and School-wide highlights over the last academic year.

CHALLENGES FACING ARTS AND SCIENCES

Declining numbers of faculty

- *Arts and Sciences is down 30 faculty compared to a decade ago.* This represents 21% of our current number of faculty.
- Lack of faculty resources has made it challenging to sustain robust enrollment in Library Sciences (which has dropped from 8 faculty to 3), Politics (which has dropped from 14 faculty to 12), and Media Studies (which has dropped from 6 faculty to 4), for example.
- See enrollment trends for graduate and undergraduate programs below.

Declining Resources

- Operating budgets have been decimated over the last decade. 98% of our School's operating budget is salary. The Dean's office annual non-salary, operating budget, for instance, has been cut from \$92,000 in Fiscal Year 2019 to \$20,000 this past fiscal year. In many cases, department operating budgets in the School have been cut more dramatically.
 - These reductions make it impossible to provide vital resources to faculty such as travel funds, data sets, computer refreshes, or lab upgrades.

- We have had success making up the difference for this lack of resources with our advancement work, but success in this area can vary year to year and so is not the best way to guarantee growth and academic excellence.
- The number of graduate scholarships available to Arts and Sciences has been cut dramatically (see Graduate Enrollment section below). Most of our School’s humanities Ph.D. programs, for instance, were only able to admit 1 (and in a few cases 2) students this year. This trend threatens the sustainability of programs that are at the heart of CatholicU’s mission, commitment, and brand.
- The accounting practice known as “spend authority” wreaks havoc with our ability to fund priorities, understand what is available to us in our various funds and plan accordingly.
 - Last year, for instance, our calculations show that the School should have received over \$600,000 in indirect costs. Our spend authority for these funds amounted to \$250,000. It remains unclear why the remaining \$350,000+ was inaccessible to us and our units. Regardless, it is difficult to upgrade labs, fund faculty development and grow programs without the required resources.

Morale

- The pandemic and declining faculty and budget resources have increased faculty and staff workload. Our community can boast significant accomplishments over the last two years, including supporting students and continuing excellent academic work. But this has required heroic levels of commitment that are unsustainable.

WORK ACCOMPLISHED IN THE DEAN’S OFFICE

1. Building a high functioning team in the Dean’s office.

Over the last two years the Dean’s office has been comprehensively reorganized so that the School’s leadership can drive our strategic priorities:

- Eliminated the position of Budget Manager and created the new Associate Dean for Finance and Administration position. Hired a new Associate Dean into that position (Erin Niday). This has been transformative for the School, creating clarity and transparency around budgets, and allowing us to better align our finances with strategic priorities.
- Hired a new Senior Associate Dean/Associate Dean for Faculty (Dr. Caroline Sherman)
- Hired a new Associate Dean for Graduate Studies (Dr. Sandra Barrueco)
- Created a new Associate Dean for Assessment position (Dr. Cynthia Sanders). This will allow the School to better manage accreditation processes and focus on measurable outcomes.
- Restructured office of Associate Dean for Undergraduate Studies. This team was understaffed for the amount of work it performs. We found resources to hire a new Assistant Dean for Undergraduate Studies to focus on improving advising and the student academic experience generally. We also are in the process of hiring an Assistant Dean for Student Success, who will focus on internships, experiential learning, and learning communities.

- The former advancement team was underperforming, and a reset was required for success. We hired a new Assistant Dean of Advancement, Senior Director of Development, Leadership Annual Giving Officer (new position), and Coordinator. We are working to align the School's Strategic Plan with our advancement plan.
- Restructured the Dean's senior administrative assistant position and hired a new staff member into the restructured position.

2. *Created a Strategic Plan for Arts and Sciences*

Over the last year, the School engaged in a comprehensive assessment of our strengths, distinctiveness, weakness, opportunities, and threats. Hundreds of faculty, students, staff, and alumni had input into the development of the plan through focus groups, surveys, suggestion boxes, and conversations with the strategic planning committee members.

Pillars of the Strategic Plan:

I. Reclaim and Renew our Foundations

CatholicU was founded to be a creative, dynamic and prestigious force for renewal in service to Church and nation. We will advance new programs and initiatives to educate transformative leaders in education, politics, science, the economy, and culture. We will take our place on the national and international stage through outreach and engagement with partners to provide new opportunities for capacity and growth.

II. Propel Cardinals on a Path of Lifelong Success

We will welcome a new generation of students eager to be transformed by the education we offer – an education that prepares them for responsibility and leadership. We will renew the student experience to provide an integrated approach to intellectual excellence, career preparation, experiential learning, as well as ethical, spiritual and political maturity. Cardinals will emerge from this life-changing experience ready to renew their culture by making an impact through their vocations, careers and servant leadership.

III. Build New Opportunities for Excellence

We will create dynamic opportunities for intellectual excellence. We will attract and grow excellent, mission-focused and diverse faculty at the cutting edge of research and scholarship. We will invest in new modes of instruction and focus on experiential learning. We will create new programs to drive enrollment growth and foster intellectual community for students and faculty.

IV. Forge a Culture of High Expectations and Shared Success

Cardinals want new levels of success and prestige for the University we love. We will manifest our values and maximize our impact by upgrading our academic facilities and common spaces. We will improve our policies and processes to unleash the capacities of our faculty, staff, and students. We will advance the quality of our academic programs by investing strategically in initiatives that elevate our community's intellectual experience and foster a culture of encounter. We will communicate our success intentionally and coherently to our stakeholders.

3. *Building programs that reclaim and renew our distinctive mission*

Institute for the Transformation of Catholic Education

This initiative will allow us to reclaim CatholicU’s leadership in the area of K-12 Catholic education. To revitalize this initiative, in 2020 the Dean hosted a series of conversations with thought leaders, donors, and practitioners around the nation. The conversations helped us articulate three priorities for ITCE (a new accreditation process, formation of educational leaders, and formation of future educators), galvanized our stakeholders around these priorities, and identified the qualities we needed in a director. We hired Sister Mary Agnes Griffendorf in the fall of 2021. *We created a strategic plan, an advancement plan, raised over \$2 million, and built out a functioning team.*

Future Growth Areas

Our strategic planning process has allowed us to identify distinctive areas for enrollment growth. We need to engage in market research to understand which have the most potential and work with the university leadership to shape these initiatives and garner the appropriate resources for them.

Growing Undergraduate Programs include:

- Psychology
- Criminology
- Biochemistry

Programs with potential for growth include:

- Public Policy and/or Public Administration (undergrad major and MA program)
- Multimedia Journalism and Production (undergraduate)
- Environmental Studies (graduate and undergraduate)
- Bioinformatics/Big Data
- Ed.D. in Catholic K-12 leadership (for principals and diocesan superintendents)

4. *Advancing Student Formation and Success*

CatholicU Adulthood Initiative

Young people are facing unprecedented challenges in growing into adulthood. A&S is launching a pilot of a new “Adulthood Initiative” this fall. This extracurricular program goes from freshman to senior year. It invites students to reflect more carefully on what a mature life looks like, from intellectual and spiritual life to vocation, marriage, and friendship. It consists of a sequence of developmentally appropriate classes over the course of the undergrad career:

- Success in college (freshman year – friendship, healthy choices, study skills, the intellectual life, what does success mean in college)
- Meaningful work (sophomore year – hard skills like internships, networking, resume building; discernment skills – vocation, the meaning of work, meaningful work; the limits of work);
- Looking towards life after college (senior year – friendship, dating, work/life balance, vocation)

Office of the Dean

School of Arts and Sciences | 620 Michigan Ave., N.E. | Washington, DC 20064 |
202-319-5115 | artsandsciences@cua.edu

We have raised \$100,000 to seed this initiative. Donor interest is strong.

Cornerstone Program

A new initiative focused on helping our students understand the meaning and responsibility of democratic life, the Cornerstone Program will help CatholicU attract undergraduates, particularly the group of students with high school credentials just below that of our Honors students. Our yield for this group of applicants is low, and the program will enhance our ability to recruit them by creating a distinctive, prestigious, compelling initiative that will combine:

- A sequence of two “Gateway Courses” taken in freshman and sophomore year, organized around the theme, “Citizenship and Community,” to stress the importance of the humanities as a way of considering and pursuing meaning in life, with an emphasis on various dimensions of good citizenship, especially American citizenship, and the nature of democracy.
- Enhanced learning communities for the students in this cohort, including common dorms, lectures, trips and activities, and experiential learning opportunities such as internships and study abroad
- Four “Pathways” that organize their core curriculum requirements, generally using existing courses, into Medical Humanities; Politics, Philosophy, Economics; Global Scholars; Research Scholars.
- The designation “Cornerstone Scholar” for incoming students with admission to the program tied to newly named scholarships.

The first cohort of 72 Cornerstone Scholars is entering the University in fall of 2022.

The program is funded by a \$350,000 grant from NEH and the Teagle Foundation. The Co-PIs are Dr. Ernie Suarez, Chair of the English Department, and Associate Dean for Undergraduate Programs, Dr. Seth Smith.

Carroll Forum

To promote a culture of intellectual renewal and become a beacon of learning and civility to other universities, A&S is creating an initiative to be rolled out in fall of 2023 that will cultivate the virtues of sound citizenship in our students. Joyful citizens of deep conviction are less fearful of each other and less hostile to contrary views; this is what our country needs – a politics without activism and a society without enemies. With this in mind, we propose to establish the Carroll Forum for Citizenship and Public Life and fulfill Pope Leo XIII’s vision that the Catholic University of America would “give to the Republic her best citizens.” The initiative will create intellectual friendship and debate through lectures, dinners with speakers and faculty, excursions, and a debating society. Donor interest is strong.

We are finalizing a gift agreement for a \$1,000,000 gift from an anonymous donor.

5. Building a culture of clear policies, improved processes, accountability, growth, and shared success

We created a new tracking system for salary and stipends in the School that enables us to repurpose \$1M+ in salary funds that are otherwise projected to go unused due to faculty/staff departures, changes in funding source, etc. As a result, we can better plan our faculty and staff hires and have fostered trust from ABO and Provost's Office.

We created and managed a part-time instructor request review process and part-time instructor budget compliance, which enabled us to ensure adherence to course enrollment standards and identified areas for more efficient use of resources. We also created a course cancellation policy that allows the Dean's office to set minimum course enrollment standards and have courses canceled throughout the academic year at appropriate times. *We saved approximately \$200k by implementing these processes last year. These savings are expected to continue going forward.*

We established start-up fund guidelines and financial management processes. The benefits of this include 1) ease of access and increased utilization of start-up funds by faculty, 2) streamlined tracking of financial liabilities, 3) improved Dean's office workload efficiency, 4) normalized cashflow to ensure start-up fund availability for new hires in future years. We are in the final stages of this project: the only remaining action items are the creation of individual orgs and associated funds transfers.

We created budgets and tracked expenses for key resource pools (Board of Visitors, Spend Authority, Annual Fund), which provides a system to evaluate which resources are available and which are already committed, enables us to track budget liabilities for Board of Visitors funds in future fiscal years, ensures ongoing business continuity, shows us what we can say "yes" to and where we need to say "no," and establishes a place where we can assign funds to priorities.

This past year Dean's office suspended three undergraduate majors with low enrollment (French, German, and Italian) and one Ph.D. program (in the Department of Modern Languages and Literatures). This will free up resources for programs targeted for growth. The new strategic plan will enhance our ability to make such decisions going forward, allowing us to prune or suspend under-enrolled programs to free resources for growth.

6. *Faculty development and empowerment*

In the past year A&S hired 8 new mission-centered faculty members to start in Fall 2022. Of these new hires, 50% were from underrepresented populations. We created a [Guide for New Faculty](#) to orient new faculty to the School.

We worked with our academic departments, the General Counsel's Office, and the Provost's Office to create [Tenure and Promotion guidelines](#) for junior faculty, external evaluators, and reviewing committees to use. We created an annual report template for departments and collected the first annual report from departments.

We implemented a *teaching portfolio requirement* for all faculty reappointments, promotions, and tenure, so that student evaluations were not the sole measure being used to evaluate teaching effectiveness. We worked with the CTE to create a template for the portfolio and ran a workshop

on writing statements of teaching philosophy. As part of the teaching portfolio, we are now requiring peer teaching evaluations for faculty seeking reappointments, promotion, or tenure.

We inaugurated a *new chair selection* process to encourage faculty citizenship and the discussion of departmental goals. We created a Chair's Handbook and will be releasing an expanded version in the fall.

We created *new internal resources for faculty*:

- a parental leave program (subsequently adopted by the Academic Senate and incorporated into the Faculty Handbook)
- a research grants program,
- a Mid-Career Sabbatical program
- faculty awards for research, teaching, service, and mission.

We developed processes for the management of PI indirect returns to allow

- ease of access and greater transparency regarding balances for faculty with PI indirects
- streamlined tracking of financial liabilities and improve Dean's office workload efficiency, and
- demonstrated commitment to Provost's Office goal of becoming an R1 institution.

We are in the final stages of this project: the only remaining action items are the creation of individual orgs and associated funds transfers.

We initiated a Dean's Funding requests system, which enables our office to approach funding requests from departments and/or faculty systematically in order to ensure equitable access to funds. Because all requests are being routed through this process, we have a better idea of our budget and expenses for such ad-hoc requests. Lastly, it demonstrates a commitment to supporting departments/faculty within the School in a more transparent and visible way, which is a boost to morale.

7. *Building capacity*

Hiring a new Advancement team has provided a new energy and focus around our fundraising. Highlights include:

- Raised \$8.27M in AY'22
- Achieved \$35M Light the Way campaign goal one year ahead of schedule
- Established three endowed chairs, achieving campaign goal (The Galasso Family Endowed Chair in Physics in gratitude and memory of Drs. Hall and Carl Jo Crannell; the Dr. Louis A. Corvese Endowed Chair in Physics; and, the Dr. Louis Corvese Endowed Chair in Chemistry).
- Led the University in the number of donors to the annual Founder's Day Giving Day challenge - 100% participation by 17 departments; 130 donors; \$23K raised.

- Developed cases for support for three key initiatives: Institute for the Transformation of Catholic Education (\$8.5M; \$2.3M raised); Carroll Forum for Citizenship and Public Life (\$2.9M; \$1M pending); and Adulting Initiative (budget in progress).
- Initiated visioning of phase II campaign goal of \$80M over 5 years, including School of Arts and Sciences naming opportunity.

SCHOOL OF A&S HIGHLIGHTS

Graduate Studies

The Office of Graduate Studies, under the leadership of Associate Dean Sandra Barrueco, has begun collaborating with the new Dean of Graduate Admission, Mary Ellen Mahoney. They are working on templates for communicating with prospective students, analyses of program competitiveness, and a series of planned conversations with regional employers.

In December 2021, the Clinical Psychology Ph.D. program received final affirmation that it was fully accredited for ten years by the American Psychological Association. Click [here](#) and [here](#) for the news highlights about the program’s successes.

The Greek and Latin department had excellent placement rates for its recent Ph.D.’s, as they have taken tenure-track jobs at Benedictine College and University of Mary, a visiting position at Christendom College, and a position of Director of Translation Services for the International Commission for English in the Liturgy (ICEL).

Enrollment Trends

Last year among the graduate programs, **100 Master’s degrees** were conferred as well as **29 Ph.D. degrees**. Across the departments, **Library and Information Science** awarded the most M.A.s degrees while **Psychology** awarded the most Ph.D. degrees

Department	Master's	Ph.D.	Department Totals
Biology	7	4	11
Early Christian Studies	1		1
Economics	7		7
Education	1		1
English	1	3	4
Greek & Latin	3		3

History	4	1	5
Human Rights	7		7
Library & Information Science	31		31
Math	2		2
Medieval & Byzantine Studies	2	1	3
Modern Languages & Literatures	2	1	3
Physics	8	6	14
Politics	6		6
Psychology	13	10	23
Semitics	5	3	8
Total:	100	29	129

Over the last three years, graduate applications to Arts and Sciences have declined by 12.2%. Acceptances have declined by 8.1%.

There are several reasons for this:

- Due to the COVID crisis, scholarships and stipends were suspended for humanities graduate programs during AY 2020-21. This depressed applications and admissions.
- The number of scholarships and stipends awarded to Arts and Sciences has declined significantly over the past few years.
 - In 2018, we were provided 31 scholarships for graduate programs. In 2022, we were provided 18.
 - The fact that the sciences enjoy more external funding than the humanities has led to a situation in which the majority of scholarships are awarded to Physics, Psychology, and Biology. Last year the remaining 8 scholarships were split among the remaining humanities units: English, History, Early Christian Studies, Medieval and Byzantine Studies, Greek and Latin, and Politics. Semitics does not receive scholarships.
- We are behind in our ability to offer online programs. Part of the challenge here is the use of our outdated Blackboard software. *Growth will require investing in an upgraded learning management system and faculty development.*

- The declining numbers of faculty noted above. *Growth will require investments to replace lost faculty.*
- The pricing of our MA programs is significantly higher than our competitors. *Growth will require market research into pricing and a decision to make our tuition rates more competitive.*
- Over the years new programs were created without investing in market research to determine demand. *Growth will require investing in this research as we study what new programs to create.*
- Our budget structures make it difficult to incentivize and sustain entrepreneurial programs. The Fund 12 program only returns money to the department for a few years, and departments have no other access to money-in-money-out accounts that they can use from year to year. This makes it difficult to host conferences or run continuing education programs, much less start up new programs. *Growth will require a new entrepreneurial fund that creates incentives for new programs, allows units to plan across years, and has a clear and consistent revenue sharing structure between the university and the units involved.*

Undergraduate Studies

In addition to the new undergraduate initiatives discussed above, Dean Smith called together a University-wide Africana Studies Committee in response to a student government resolution requesting the creation of academic programming in Africana Studies. The Africana Studies Committee, chaired by Dr. Rona Frederick of Education and Dr. Otto Wilson of Engineering, wrote a plan and submitted a memo for the establishment of this new Africana Studies program. As a first step, Africana 101 will be piloted this fall, taught by a new tenure-track hire in the Education Department, Dr. Chy McGhee. Moving forward, the committee and the School seek to establish an undergraduate minor, to find space for the program on campus, and to make one faculty hire to serve as Director of Africana Studies.

The Dean's office worked with directors of undergraduate studies in 15 departments to successfully oversee the graduation of the first class of students in the new Liberal Arts Curriculum.

The Dean's office continued to work with Arts and Sciences departments, provost's office, Enrollment Services, and Technology Services to improve the university's degree audit system.

Our office worked with departments and programs to streamline course offerings at undergraduate level, including working with Greek and Latin, Irish Studies, and Islamic Studies to adjust their major, minor, and certificate programs to be more appealing, flexible, and accessible to students without sacrificing academic rigor.

In May 2022, the Department of Education was granted Accreditation at the initial-licensure level by the Council for Accreditation of Educator Preparation (CAEP) programs.

Undergraduate Enrollment Trends

- Psychology has surpassed Politics, which was our largest major for many years. The Psychological and Brain Sciences B.S. (which was introduced less than 5 years ago) is now bigger than the B.A. program and is the largest B.S. program in the school. Psychology has also grown because of the quality of the undergraduate student support that they offer.
- Criminology, which sits in Sociology, is growing but has only one full time faculty member (to commence position in fall 2022). The Sociology Department is now behind only Politics, Psychology, Biology, and Education in terms of majors.
- Biochemistry is more popular than Chemistry.
- Media Studies enrollment has steadily declined over the last few years due to the declining numbers of faculty teaching in the department (currently only three full time faculty). This should be one of our largest majors. We need to invest faculty and operating resources in this department, creating a distinctive and compelling interdisciplinary program that provides humanities-based curriculum that also focuses on professional and production skills.
- There are currently 168 Nursing Exploratory majors (EXPLOR-BSN). They'll be moved to Nursing by the end of the summer and no longer count as A&S students. However, A&S needs resources in Chemistry and Biology to teach the anticipated growing Nursing population at the undergraduate level.

Research and External Funding

The School of Arts and Sciences has the highest research expenditure of all the Schools. Furthermore, it has grown at a rapid rate over the past five years. In 2017-2018, it was at approximately \$10.5 million while in 2021-2022, it was at approximately \$15.5 million. The Table below displays the expenditure for the past academic year.

Biology	\$1,026,553
Chemistry	\$83,802
History	\$76,593
Mathematics	\$52,616
Modern Languages	\$28,337
Physics and Physics/IACS	\$13,497,870
Politics	\$6,191
Psychology	\$350,455
Sociology	\$532,376
Semitics	\$78,368

TOTAL

\$15,733,161

Recent Faculty Successes

Niki Akhavan, Associate Professor and Chair of Media and Communications Studies, translated a major book in the field of Human Rights and Religious Studies: Kadivar, Mohsen, Mirjam Künkler, and Niki Akhavan. *Human Rights and Reformist Islam* (Edinburgh University Press).

Greg Baker, Associate Professor of English, published *Classics and Celtic Literary Modernism: Yeats, Joyce, MacDiarmid and Jones* with Cambridge University Press.

Sandra Barrueco, Ordinary Professor of Psychology and Associate Dean of Graduate Studies and Research, and Brendan Rich, Associate Professor of Psychology and Department Chair, received a \$730,000 HRSA grant to establish *Integrated Behavioral Health in the Nation's Capital: Interdisciplinary Networks for Substance Use Readiness and Experiences (DC-INSURE)*.

Kathryn Bojczyk, Associate Professor and Chair of Education, Anita Shagnea, Clinical Instructor in Mathematics, and Kiran Bhutani, Ordinary Professor and Chair of Mathematics, received a \$300,000 grant “Enhancing Student Help-seeking Behavior And Reinforcing Problem-solving skills (E-SHARP)” awarded by the National Science Foundation IUSE Improving Undergraduate STEM Education.

Aaron Butts, Associate Professor of Semitics, was honored with the Andrew Mellon Chair of Early Christian Studies and was awarded a two-million euro consolidator grant by the European Research Council.

Renate Chancellor, Associate Professor and Chair of Library and Information Science, gave three keynote speeches and published four articles: “Once More for Those in the Back: Libraries are Not Neutral,” Chancellor, R., DeLoach, P., Dunbar, T., Lee, S., & Singh, R. (2021). “From Protests to Practice. Confronting Systemic Challenges in LIS.” *Education for Information*, 37, 2, 173-186. DOI: 10.3233/EFI-211509. Ndumu, A. & Chancellor, R.L. (2021). *Du Mont, 35 Years Later: HBCUs, LIS education and institutional discrimination*. *Journal of Library and Information Science, Journal of Education and Library and Information Science*, 62, (2), 162-181. Chancellor, R.L. (2022). *Clara Stanton Jones: Stirring the Waters in the Detroit Public Library*. *Libraries, Culture, History and Society*, 6.1.

Sarah Ferrario, Associate Professor and Chair of Greek and Latin, received a \$6000 Leadership Initiative Grant, with Judith P. Hallett, for “The Washington Ancient Mediterranean Seminar: An Inter-Institutional Forum for Scholarly Mentoring and Exchange” from the Classical Association of the Atlantic States (CAAS), published “Rumor and Misrepresentation in Xenophon’s *Anabasis*,” in Melina Tamiolaki and Tim Rood, eds., *Xenophon’s Anabasis and its Reception*, and got her edited volume *A Companion to Leadership in the Greco-Roman World* under contract with Wiley-Blackwell.

Richard Gallenstein, Assistant Professor of Economics, received a \$750,000 grant from USAID to conduct a randomized control trial in Ghana on the impact of insuring agricultural loans with revenue insurance and won the Provost's Award for Early Career Excellence in Research.

Tanja Horn, Ordinary Professor of Physics, published fifteen peer reviewed articles, received a patent for aerogel composites, gave twelve international presentations, and received \$1.2 million in grants from the Department of Energy, \$132,000 from the JSA/Jefferson Lab, and \$90,000 from EIC Detector R&D Proposal (eRD105)

Michael Kimmage, Ordinary Professor and Chair of History, appeared as an expert on Russia and Ukraine for NPR's "Fresh Air" and the Council on Foreign Relations' podcast "The President's Inbox," spoke on the war in Ukraine at the USCCB, the World Bank Europe Division, the U.S. Helsinki Commission, and the Aspen Institute Congressional Program, and published on the subject for *Politico*, *CNN*, and *The New Republic*, in addition to co-authoring multiple articles in *Foreign Affairs*.

Laura Masur, Assistant Professor of Anthropology, received \$100,000 in grant money from the Social Science Research Council and the Maryland Historical Trust for her research on Jesuit plantations and she published "Plantation as Mission: American Indians, Enslaved Africans, and Jesuit Missionaries in Maryland," *Journal of Jesuit Studies* 8, no. 3 (2021).

Greg Miller, Associate Professor and Chair of Chemistry, published *Inositol Phosphates: Methods and Protocols* in the *Methods in Molecular Biology* series.

Venigalla Rao, Ordinary Professor of Biology, was named a Fellow of the National Academy of Inventors and published new research on the effectiveness of a nasal vaccine for Covid in *mBio*, the flagship journal of the American Society of Microbiology.

Chelsea Stieber, Associate Professor of French and Francophone Studies, published two peer reviewed articles ("Mémoire and Vindicationism in Revolutionary Saint-Domingue," *Small Axe* 67 (2022): 30–54; "Guerre Civile et origines de la littérature haïtienne," *Revue de la Société Haïtienne d'Histoire, de Géographie et de Géologie* 267–274 (2022) : 227–247), served as co-convenor for The Haitians Book Club, was a contributor to the Library of Congress's Freedom in the Black Diaspora resource guide, and published "Who's Afraid of Antiracism" in *Public Books*.

Brandon Vaidyanathan, Associate Professor and Chair of Sociology, published eleven articles and received a \$2.1 million grant from the Templeton Foundation to study Global Research on the Aesthetic Dimensions of Science.

Andrew Yeo, Ordinary Professor of Politics, took up the SK-Korea Foundation Chair in Korea Studies at the Brookings Institution and published *State, Society and Markets in North Korea* with Cambridge University Press.