

Instructions and Guidance: Fordham University Annual Review 2019–20

SUBMISSION INSTRUCTIONS AND DEADLINES

Annual Reviews are being collected again this year in Word documents. The template attached closely resembles last year's, with some adjustments made to reflect the ongoing nature of many units' plans as well as recent experiences with regard to COVID-19.

Deadlines

- **Academic departments, centers/institutes, programs, and other applicable areas that report to Deans** should submit their reviews by May 29, 2020.
- **Non-academic units that report to a Vice President** should submit their reviews by June 15, 2020.
- **Deans** should submit their reviews to the Provost by June 30, 2020.
- **Vice Presidents and the Provost** should submit their reviews by July 31, 2020.

Process

Step 1: Share the template with collaborators within your unit. You may choose to circulate a copy of the Word document or you may copy the template to Google Drive and open and save it in Docs to permit collaborators to work on a single document.

Step 2: As needed, collect collaborators' contributions into a single document and share it with colleagues who normally would provide input on the Annual Review before it is finalized. Charts or other visual aids may be attached at the end of the document.

Length limits are not enforced in Word/Google Docs, but please honor the limits and check the length of your answers before submitting. The word limits in the template apply to all annual reviews except those submitted by deans, vice presidents, and the Provost. For deans' annual reviews, word limits are doubled; for vice presidents' and the Provost's annual review, word limits are tripled.

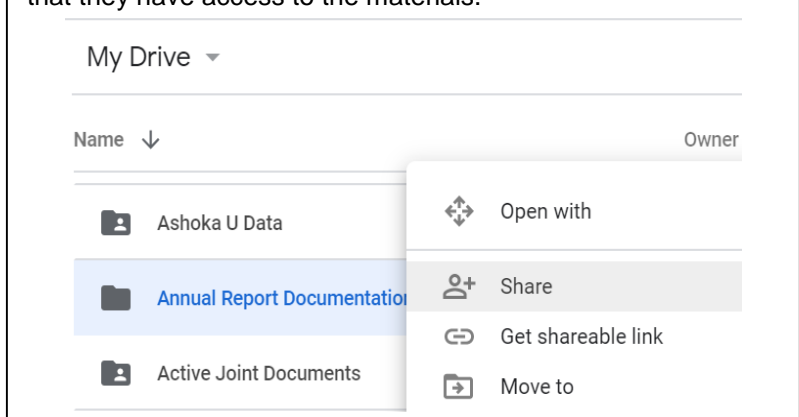
Step 3: Pass your finished Review to the person to whom you report. If your Review is a single document, you can transmit the file by email, unless the recipient instructs you otherwise. If that material is a collection of files (and folders), please move them to a Google folder for your unit and *share* the folder with the person to whom you report (see "To share a file or folder" below, if needed).

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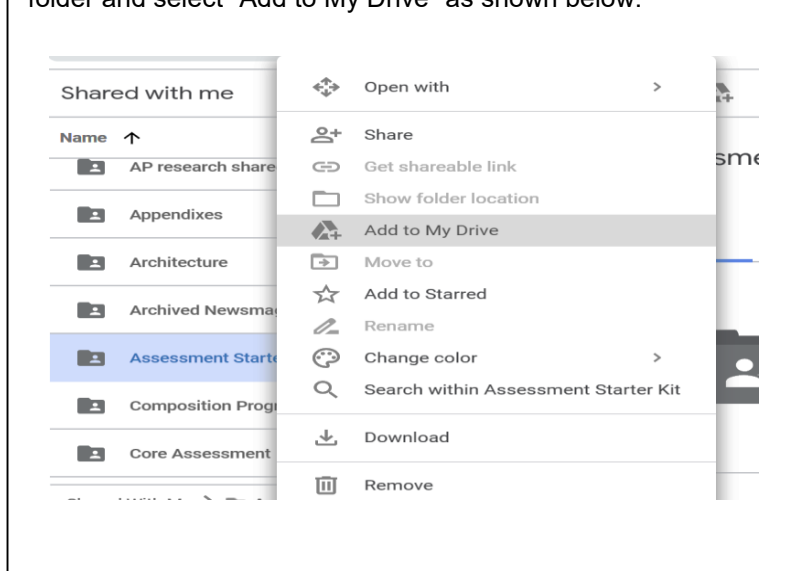
Deans, vice presidents, the Provost and anyone else who receives shared folders in Google Drive will need to move them to their own Drive (as shown in the second panel below). This will enable you later to transfer all the folders to others.

The content of all reviews will be analyzed and a summary made available to the University community.

To share a file or folder within your Google drive (“My Drive”), right click on the file (or folder) and select Share (as shown below). You will be prompted for the email addresses of the person(s) with whom you would like to share. Follow the prompts. By default, those people will be informed by email that they have access to the materials.



To move shared files or folders to your own My Drive, within the “Shared with Me” list in Google Drive, right click on the file or folder that you wish to move to your own My Drive folder and select “Add to My Drive” as shown below.



For technical questions concerning the submission process, please contact Jeannine Pinto (jpinto3@fordham.edu) or Patrick Hornbeck (hornbeck@fordham.edu).

GUIDANCE ON COMPLETING THE TEMPLATE

Overview

Purpose. The purpose of the Annual Review process is threefold:

- First, it invites you to reflect on your unit’s accomplishments, present context, and ongoing and future goals.
- Second, by enabling University leaders and planners to view the goals of multiple units in aggregate, the process helps decision-makers at all levels ensure that Fordham moves overall in the same direction.
- Third, it enables the sharing of information and plans across units.

Audience. Different portions of the Annual Review are intended for different audiences, as noted in each prompt. Some redundancy or repetition may be useful if, for example, a unit lists an achievement in Part I (reporting on the highlights of the past year) as well as in Part III (reporting on the unit’s goals). The former should be focused and brief, since it is provided primarily for the President’s Office. The latter can be more expansive, since it is provided to communicate more broadly to leaders and colleagues who might benefit from greater detail.

Strategy and Plans in Part III. Part III of the template is designed to solicit information about a unit’s goals and plans and their alignment with the University’s strategic priorities. In the past, a unit was asked to address a set of identical questions for each goal, regardless of the status of that goal. This year, the template offers three alternative sets of questions to facilitate the reporting of goals now concluded, ongoing goals, and new goals. Each goal should be addressed only once, using the appropriate set of questions.

COVID-19. This year, the COVID-19 pandemic has affected operations throughout the University. Section I(e) has been added to solicit information about the ways the pandemic has impacted your operations, practices, and plans. Please focus your remarks on changes that could have substantial, long-term impact after the pandemic crisis passes and operations return to normal. Both positive and negative impacts are worthy of note.

Supplementary and Supporting Materials. Writers should include in their Reviews such charts and graphs as are needed. To avoid data discrepancies and duplication of effort, authors are urged to take advantage of the data contained in resources produced by the Office of Institutional Research, especially the online [Fact Book](#) and Power BI IR Student Dashboard (accessed through the Analytics tab of my.fordham.edu).

Section Details: I. THE PAST YEAR

The purpose of the prompts in this section is to ask you to describe your unit's accomplishments and challenges from the past year. Both ongoing activities as well as one-time projects should be discussed. To the extent that your responses in this section arise from goals you have articulated in previous annual reviews, more extensive information may be presented in Part III below. Responses to these prompts may be shared publicly.

To the extent that they are helpful in illustrating your responses to the items in this section, please include charts, graphs, and data tables. Use links to the relevant section of the [Fact Book](#) to avoid data discrepancies and duplication of effort.

a. Describe your unit's key accomplishments. [Limit: 200 words.]

In responding to this prompt, brief bullet points are more effective than extensive narrative. The President's Office requests information on area rankings; honors won by students and faculty; major publications; and any important events in the unit.

b. How did the accomplishments of your unit advance the university's goals as a whole, especially as outlined in Fordham's [Strategic Framework document](#)? [Limit: 200 words.]

By asking you to reflect on the relationship between the accomplishments you reported in I(a) and the University's strategic priorities, the purpose of this prompt is to make it possible to review the entire University's combined efforts with respect to Fordham's strategic goals. Further detail will be requested in Part III.

An analysis of unit goals and plans from AY 2017-2018 suggested that many units were engaged in activities aimed at improving diversity, equity, and inclusion in their units or in the University generally, but that those were not always reported as linked to Priority V. Please review your unit's goals and plans to ensure that appropriate connections are identified. You may also find it useful to consult the draft [framework published by the Diversity, Equity, and Inclusion Council](#).

c. Summarize evidence that students met your unit's learning goals or intended student outcomes. [Limit: 200 words.]

Academic units are encouraged to address this prompt with available evidence or with descriptions of processes or plans for obtaining and using such evidence. Descriptions should be brief (see below for examples). If evidence arises in your response to the

prompt in Part II or in your description of plans and activities in Part III, please make reference to that evidence here.

If the evidence you present suggests shortcomings in students' achievement of your learning goals or intended outcomes, describe plans to address those shortcomings. You may do so here, or if your plans relate to one or more of the strategic initiatives you describe below, you may simply refer to that initiative.

Information provided in response to this prompt will assist the University in both planning for program review and assessment support as well as compliance reporting.

Examples of statements concerning evidence of student learning or outcomes for schools and departments:

The goal of broadening participation in undergraduate research is being realized: 46 students were co-authors with faculty and 34 students were co-authors with faculty on 30 presentations. Seventy percent of student co-authors tracked since 2014 have pursued graduate education.

An analysis of student performance in the department capstone course suggested that students were not well prepared at the start of the semester to undertake independent research projects. The department plans to review intermediate course offerings for opportunities to strengthen students' research skills.

d. Candidly describe challenges, apart from the COVID-19 pandemic, that affected your unit's ability to achieve its goals this past year. [Limit: 200 words.]

Please recall that this annual review is designed to be a publicly available document. *If you wish to share challenges with your unit's leader in confidence*, please do so by means of a separate document containing an addendum to your response to this prompt.

e. Describe how the COVID-19 pandemic affected your unit and your ability to achieve your goals this past year. The impact of the pandemic may have included both challenges and opportunities. Therefore, please reflect on what substantial challenges arose from the pandemic and the actions the University took in response. Please also comment on the ways in which your unit adapted practices, plans and ways of proceeding in light of the pandemic and Fordham's mission? [Limit: 200 words]

Section Details: II. THE PRESENT CONTEXT

What internal strengths and weaknesses and external opportunities and threats does your unit face? What has changed in the past year? [Limit: 500 words.]

The purpose of this section is to describe the environmental contexts – both inside and outside Fordham – in which your unit operates, as well as to describe how these contexts affect the success of your unit. In responding to this prompt, please consider dynamics in your discipline/profession, the University, government, the economy, society, and the Church.

If you wish to share sensitive information, please do so by means of a separate document containing an addendum to your response to this prompt.

The context in which your unit operates may have changed significantly recently because of the COVID-19 pandemic. To learn more about how the pandemic is shaping the higher education landscape, consider reading some of the following materials:

- Scott Cowen, former president of Tulane: [“Out on the Balcony: Thinking Beyond the Crisis,”](#) urging us not simply to operate in crisis mode (Inside Higher Ed)
- Thirty-four experts in economics, politics, health, culture, and technology predict the shape of [post-COVID-19 social change](#) (Politico)
- Reflections on long-term ramifications of the [shift to remote learning](#) (Inside Higher Ed)
- The pandemic’s [differential impact on graduate students](#) (Chronicle)
- How COVID-19 will shape [higher education finance](#) in the long term (Chronicle)
- Jeff Selingo and Martin Kurzweil, [“The Networked University in a Pandemic,”](#) recommending greater collaboration within and among institutions (Inside Higher Ed)
- “Will Students Show Up?”: results of a survey of high school and college students about their perceptions of higher ed ([Inside Higher Ed summary](#); [more detailed results](#))
- Likely impact of COVID-19 on the [earning capacity of graduates](#) (The Conversation)
- Fordham faculty members Dawn Lerman and Falguni Sen, [“Could the Coronavirus Force Positive Change in Higher Education?”](#) (Times Higher Education)

Please also consider the current state of diversity, equity, and inclusion in your unit, including any activities your unit has led and/or participated in that have helped you (by intention or serendipitously) improve in this area, or provided insights into strengths and/or faculty/staff/student capacity. You may also find it useful to consult the draft [framework published by the Diversity, Equity, and Inclusion Council](#).

Section Details: III. YOUR UNIT’S STRATEGY, PRESENT AND FUTURE

The purpose of this section is to describe your unit’s overall strategy and its goals, incorporating completed initiatives, ongoing activities, and newly developed initiatives.

In responding to the prompts in this section, please assume that the University will return to full on-campus operations with the beginning of the 2020-2021 academic year.

Briefly state your unit’s overall strategic vision for the next three to five years. [Limit: 50 words.]

Unless your unit’s strategic vision has changed, please copy this response from your 2019 annual review.

Reporting on Unit Goals

Each of your unit’s goals is likely to fall into one of three categories: (1) goals established in previous years that are concluded as of the writing of this report; (2) goals established in previous years that are ongoing; (3) new goals.

For each of the goals described in your 2019 Annual Review, select and copy the portion of the template “For Goals Now Concluded” or “For Ongoing Goals” and provide the requested information. Writers are encouraged to copy text from the unit’s 2019 Annual Review wherever appropriate; new material should provide an update on the initiative.

For goals that have not been described in previous Annual Reviews, select and copy the portion of the template “For New Goals” and describe the goal and the unit’s plans. See guidance below on effectively communicating unit goals.

Each goal should begin on a new page in your report.

Stating Your Goals (prompt a)

Goal statements should include sufficient detail on objectives, participants, and methods that other units in the University can recognize areas of overlap and shared interest. They should make plain the desired end result of the initiative but also reflect nuance. The appendix to these instructions contains examples of goal statements from previous years' annual reviews that seem particularly effective.

Relating Your Goals to University Strategic Framework Priorities (prompt b)

Please consider which of the priorities of the University [Strategic Framework](#) each of your unit's goals may support, whether directly or indirectly. Please do not hesitate to indicate if the goal aligned with or served more than one of the Framework priorities.

With regard to Priority V: A Diverse and Inclusive Community, consider any activities your unit has led and/or participated in that have helped you (by intention or serendipitously) improve in this area, or provided insights into strengths and/or faculty/staff/student capacity. For further information and guidance, please consult the draft [framework published by the Diversity, Equity, and Inclusion Council](#). Questions can be directed to Rafael Zapata, Chief Diversity Officer, at rzapata1@fordham.edu.

Stating a Time Horizon (Ongoing Goals and New Goals, prompt c)

In responding to this prompt, please assume that the University will return to full on-campus operations with the beginning of the 2020-2021 academic year.

Reporting on Accomplishments (Concluded Goals, prompts c and f / Ongoing Goals, prompt d)

Please consult your 2019 annual review to remind yourself how you intended to measure your success this year.

Please also note to what extent, if any, the COVID-19 pandemic affected your progress toward the goal or your decision to conclude it.

For ongoing goals, how is your unit now thinking about the goal in light of the pandemic and its ramifications inside and outside the University?

Identifying partners within and outside Fordham (Concluded and New Goals, prompt d / Ongoing Goals, prompt e)

Goals pursued with internal partners may appear in each partner's Annual Review, as appropriate. If partnerships cross schools or divisions, make sure to include sufficient information in each report to fully inform the unit leadership.

Measures of success (Concluded Goals, prompt f / Ongoing Goals, prompt h / New Goals, prompt g)

If you anticipate needing assistance with identifying useful, practical measures, obtaining benchmark information, designing or executing an assessments, analyzing quantitative or qualitative evidence, please note that here.

Appendix: Writing Effective Goal Statements

Previous years' annual reviews have yielded a rich collection of information about the activities and plans of the University divisions, schools, and other units. Some analysts have been attempting to summarize and organize this information in order to facilitate communication across units. In doing so, they have found that some formulations appear to communicate especially effectively. The annotated examples below suggest some general writing heuristics. (Note: Some text has been slightly edited.)

Who, What, and Why?

Initiative A: “Invest in ongoing faculty development focused on contemporary best practices in pedagogy. This includes but is not limited to, methods of engaged and active learning, collaborative learning, and development of strategic organizational student-success models.”

Commentary: The immediate target of this initiative (faculty) and the enterprise proposed are clearly articulated. The level of detail is sufficient that faculty and administrators from other schools or departments might be able to recognize shared interests. In addition, the description implies the goal (increasing use of contemporary best practices) which also implies some immediate useful metrics. Other units expressed related initiatives such as the narrow objective of offering “STEM pedagogy workshops” and the very inclusive objective of “increas[ing] pedagogy, professional, and diversity training.” Those may be less effective at facilitating productive partnerships and synergies.

Goal orientation

Initiative B: “To support interdisciplinary programs through renewed institutional structures and a reallocation of resources.”

Commentary: Many initiatives propose changes in University structures or business practices. The most effective make the end goal of the change plain. The initiative may be narrow in implementation (e.g., “implement an Applicant Tracking System (ATS)...”) but communicating the value (“...to assist in recruiting diverse talent while streamlining requisition, recruitment and the hiring process”) expresses the goals it will serve and potentially captures the attention of stakeholders and potential partners.

What is the focus?

Initiative C: “To...foster the growth of research activity across Fordham, with particular emphasis on student-faculty partnerships, sponsored research opportunities, interdisciplinary research, and global research.”

Commentary: The goal leads in this statement, communicating the focus and unifying the efforts proposed. The elements of the activities are enumerated sufficiently to imply

the persons involved. Other units can easily find common cause in this description, though they may have expressed their initiatives more tersely (“Expand upon our current commitment to undergraduate research”) or with narrower scope (“Increase research opportunities for our majors by encouraging them to participate in faculty research”). However, listing research (or any other effort) among a list of varied activities, with none appearing to be a focus, does not effectively communicate that the department or school has adopted research as a strategic priority. For example, though the statement below mentions research, it does not suggest that the unit is tackling research *per se*:

“[the department/school] will continue to develop the faculty to maintain and enhance the teaching, research, and service goals and objectives of the department”

If each element in a list will be the focus of strategic efforts, address each in its own initiative for clarity.

Focused but Nuanced

Initiative D: “Cultivate a larger sense of institutional community without compromising sub-communities, diversity or individual differences based on a foundation of civility.”

Commentary: Focus does not eliminate the opportunity to express multiple aims, some of which may be in tension with one another, as illustrated in the initiative above. In fact, the value of a clear focus or goal is clear when competing concerns may shape priorities or decisions.

Articulate a model of change

Initiative E: “Foster staff identification with the Ignatian character of the University and improve the effectiveness of [unit] in engaging with our neighborhoods and campus colleagues to advance Fordham’s mission by making the University a preferred and accessible path to higher education.”

Commentary: How do the proposed activities bring about the desired change? Articulating both the activities and the goals is essential. Suggesting how those activities might lead to the goal provides a richer picture, and more potential for partners and synergies.