

**Appendix 1.1: John Tracy Ellis Publication
"American Catholics and the Intellectual Life"**

Publication is a separate document. Copies provided on request. Please call either:
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Appendix 1.2: Land O' Lakes Statement

The Land O'Lakes Statement: The Nature of the Contemporary Catholic University

1. The Catholic university: A true university with distinctive characteristics

The Catholic University today must be a university in the full modern sense of the word, with a strong commitment to and concern for academic excellence. To perform its teaching and research functions effectively the Catholic university must have a true autonomy and academic freedom in the face of authority of whatever kind, lay or clerical, external to the academic community itself. To say this is simply to assert that institutional autonomy and academic freedom are essential conditions of life and growth and indeed of survival for Catholic universities as for all universities.

The Catholic university participates in the total university life of our time, has the same functions as all other true universities and, in general, offers the same services to society. The Catholic university adds to the basic idea of a modern university distinctive characteristics which round out and fulfill that idea. Distinctively, then, the Catholic university must be an institution, a community of learners or a community of scholars, in which Catholicism is perceptibly present and effectively operative.

2. The theological disciplines

In the Catholic university this operative presence is effectively achieved first of all and distinctively by the presence of a group of scholars in all branches of theology. The disciplines represented by this theological group are recognized in the Catholic university, not only as legitimate intellectual disciplines, but as ones essential to the integrity of a university. Since the pursuit of the theological sciences is therefore a high priority for a Catholic university, academic excellence in these disciplines becomes a double obligation in a Catholic university.

3. The primary task of the theological faculty

The theological faculty must engage directly in exploring the depths of Christian tradition and the total religious heritage of the world, in order to come to the best possible intellectual understanding of religion and revelation, of man in all his varied relationships to God. Particularly important today is the theological exploration of all human relations and the elaboration of a Christian anthropology. Furthermore, theological investigation today must serve the ecumenical goals of collaboration and unity.

4. Interdisciplinary dialogue in the Catholic university

To carry out this primary task properly there must be a constant discussion within the university community in which theology confronts all the rest of modern culture and all the areas of intellectual study which it includes.

Theology needs this dialogue in order:

- A) to enrich itself from the other disciplines;
- B) to bring its own insights to bear upon the problems of modern culture; and
- C) to stimulate the internal development of the disciplines themselves.

In a Catholic university all recognized university areas of study are frankly and fully accepted and their internal autonomy affirmed and guaranteed. There must be no theological or philosophical imperialism; all scientific and disciplinary methods, and methodologies, must be given due honor and respect. However, there will necessarily result from the interdisciplinary discussions an awareness that there is a philosophical and theological dimension to most intellectual subjects when they are pursued far enough. Hence, in a Catholic university there will be a special interest in interdisciplinary problems and relationships.

This total dialogue can be eminently successful:

- A) if the Catholic university has a broad range of basic university disciplines;
- B) if the university has achieved considerable strength in these disciplines; and
- C) if there are present in many or most of the non-theological areas Christian scholars who are not only interested in, and competent in their own fields, but also have a personal interest in the cross-disciplinary confrontation.

This creative dialogue will involve the entire university community, will inevitably influence and enliven classroom activities, and will be reflected in curriculum and in academic programs.

5. The Catholic university as the critical reflective intelligence of the church

Every university, Catholic or not, serves as the critical reflective intelligence of its society. In keeping with this general function, the Catholic university has the added obligation of performing this same service for the Church. Hence, the university should carry on a continual examination of all aspects and all activities of the Church and should objectively evaluate them. The Church would thus have the benefit of continual counsel from Catholic universities. Catholic universities in the recent past have hardly played this role at all. It may well be one of the most important functions of the Catholic university of the future.

6. The Catholic university and research

The Catholic university will, of course, maintain and support broad programs of research. It will promote basic research in all university fields but, in addition, it will be prepared to undertake by preference, though not exclusively, such research as will deal with problems of greater human urgency or of greater Christian concern.

7. The Catholic university and public service

In common with other universities, and in accordance with given circumstances, the Catholic university is prepared to serve society and all its parts, e.g., the Federal Government, the inner-city, etc. However, it will have an added special obligation to carry on similar activities, appropriate to a university, in order to serve the Church and its component parts.

8. Some characteristics of undergraduate education

The effective intellectual presence of the theological disciplines will affect the education and life of the students in ways distinctive of a Catholic university.

With regard to the undergraduate — the university should endeavor to present a collegiate education that is truly geared to modern society. The student must come to a basic understanding of the actual world in which he lives today. This means that the intellectual campus of a Catholic university has no boundaries and no barriers. It draws knowledge and understanding from all the traditions of mankind; it explores the insights and achievements of the great men of every age; it looks to the current frontiers of advancing knowledge and brings all the results to bear relevantly on man's life today. The whole world of knowledge and ideas must be open to the student; there must be no outlawed books or subjects. Thus the student will be able to develop his own capabilities and to fulfill himself by using the intellectual resources presented to him.

Along with this and integrated into it should be a competent presentation of relevant, living, Catholic thought.

This dual presentation is characterized by the following emphases:

- A) a concern with ultimate questions; hence a concern with theological and philosophical questions;
- B) a concern for the full human and spiritual development of the student; hence a humanistic and personalistic orientation with special emphasis on the interpersonal relationships within the community of learners;
- C) a concern with the particularly pressing problems of our era, e.g., civil rights, international development and peace, poverty, etc.

9. Some special social characteristics of the Catholic community of learners

As a community of learners, the Catholic university has a social existence and an organizational form.

Within the university community the student should be able not simply to study theology and Christianity, but should find himself in a social situation in which he can express his Christianity in a variety of ways and live it experientially and experimentally. The students and faculty can explore together new forms of Christian living, of Christian witness, and of Christian service.

The students will be able to participate in and contribute to a variety of liturgical functions, at best, creatively contemporary and experimental. They will find the meaning of the sacraments for themselves by joining theoretical understanding to the lived experience of them. Thus the students will find and indeed create extraordinary opportunities for a full, meaningful liturgical and sacramental life.

The students will individually and in small groups carry on a warm personal dialogue with themselves and with faculty, both priests and laymen.

The students will experiment further in Christian service by undertaking activities embodying the Christian interest in all human problems — inner-city social action, personal aid to the educationally disadvantaged, and so forth.

Thus will arise within the Catholic university a self-developing and self-deepening society of students and faculty in which the consequences of Christian truth are taken seriously in person-to-person relationships, where the importance of religious commitment is accepted and constantly witnessed to, and where the students can learn by personal experience to consecrate their talent and learning to worthy social purposes.

All of this will display itself on the Catholic campus as a distinctive style of living, a perceptible quality in the university's life.

10. Characteristics of organization and administration

The total organization should reflect this same Christian spirit. The social organization should be such as to emphasize the university's concern for persons as individuals and for appropriate participation by all members of the community of learners in university decisions. University decisions and administrative actions should be appropriately guided by Christian ideas and ideals and should eminently display the respect and concern for persons.

The evolving nature of the Catholic university will necessitate basic reorganizations of structure in order not only to achieve a greater internal cooperation and participation, but also to share the responsibility of direction more broadly and to enlist wider support. A great deal of study and experimentation will be necessary to carry out these changes, but changes of this kind are essential for the future of the Catholic university.

In fine, the Catholic university of the future will be a true modern university but specifically Catholic in profound and creative ways for the service of society and the people of God.

Note

* Position paper adopted, July 20-23, 1967, at Land O'Lakes, Wisc., by the seminar participants: Gerard J. Campbell, S.J., President, Georgetown University; John Cogley, Center for the Study of Democratic Institutions, Santa Barbara, Calif.; Charles F. Donovan, S.J., Academic Vice President, Boston College; Most Rev. John J. Dougherty, Chairman, Episcopal Committee for Catholic Higher Education and President, Seton Hall University, South Orange, N.J.; Thomas R. Fitzgerald, S.J., Academic Vice President, Georgetown University; Rev. F. Raymond Fowerbaugh, Assistant to the President, Catholic University of America; Most Rev. Paul J. Hallinan, Archbishop of Atlanta; Robert J. Henle, S.J., Academic Vice President, Saint Louis University; Theodore M. Hesburgh, C.S.C., President, University of Notre Dame; Howard J. Kenna, C.S.C., Provincial, Indiana Province, Congregation of Holy Cross.

Robert D. Kidera, Vice President for University Relations, Fordham University; Germain-Marie Lalande, C.S.C., Superior General, Congregation of Holy Cross, Rome, Italy; Felipe E. MacGregor, S.I., Rector, Pontificia Universidad Católica del Peru, Lima, Peru; Right Rev. Theodore E. McCarrick, President, Catholic University of Puerto Rico, Ponce; Neil G. McCluskey, S.J., Secretary of the Seminar, University of Notre Dame; Leo McLaughlin, S.J., President, Fordham University; Vincent T. O'Keefe, S.J., Assistant General, Society of Jesus, Rome, Italy; Right Rev. Alphonse-Marie Parent, Laval University, Quebec, Canada; Paul C. Reinert, S.J., President, Saint Louis University.

M. L'abbe Lorenzo Roy, Vice Rector, Laval University; Daniel L. Schlafly, Chairman, Board of Trustees, Saint Louis University; George N. Shuster, Assistant to the President, University of Notre Dame; Edmund A. Stephan, Chairman, Board of Trustees, University of Notre Dame; M. L'abbe Lucien Vachon, Dean, Faculty of Theology, University of Sherbrook, Canada; John E. Walsh, C.S.C., Vice President for Academic Affairs, University of Notre Dame; Michael P. Walsh, S.J., President, Boston College.

Appendix 1.3: 1979 University Mission Statement

Fordham University

Statement of Mission and Goals

What Fordham is about, whom it serves and the context within which it functions all interrelate in the life and activity of the University. Together they establish and express the mission of Fordham. The University then moves to carry out that mission as it takes specific actions to reach particular objectives. This statement of mission, of course, is meant to tell us what we ought to be and do. We do not measure up to all that it proposes; we wish, however, to do so and we set these norms by which to guide our activities and to measure our progress toward them.

What Fordham Is About

The central mission of Fordham University is to offer to the men and women who attend it an education of quality in the Jesuit tradition of intellectual excellence, moral values, religious concerns, the humanistic component in every academic discipline, and active engagement in the contemporary world. In a university such an education necessarily includes teaching, research and service on the undergraduate, graduate and professional levels. At Fordham, for the several communities of which we are a part, we mean to carry out those responsibilities in carefully selected programs.

For Whom Fordham Is In Service

Fordham exists to provide such an education for a richly varied spectrum of students, as diverse as the metropolitan center in which it is located and to which those students come. But present in and important to all students would be intellectual ability, the desire to engage actively in his or her own education, a commitment to growth in personal and social values as Fordham understands them and the willingness to judge and be judged on clear and high standards.

The Context in Which Fordham Functions

This University is an independent, medium-size institution committed to all three levels of university education and to the interaction between them. It is eager to call on the resources and advantages, local and national, which its New York location makes available. It rejoices in the fact that all those groups which share in the life and work of this University enrich it through their own gifts of experience and tradition, and that they complement the heritage of its Catholic founders and the central Jesuit tradition which Fordham wishes to maintain.

Appendix 1.4: Mission Statement for the Undergraduate Colleges in Periodic Review (2000)

Founded in 1841 as the first Catholic institution of higher learning in the northeast, Fordham is an independent university in the Jesuit tradition. It grants baccalaureate [graduate and professional] degrees in the liberal arts and sciences, fine arts and business administration to both traditional and non-traditional students. Among Fordham University's six graduate and professional schools the master's and doctoral degrees are awarded. Fordham's undergraduate student body both reflects the diversity of the metropolitan area in which the University is located and includes students from other regions who are attracted to New York's cosmopolitan culture. Whether educated at the Rose Hill, Lincoln Center or the Tarrytown campus, Fordham students benefit from close contact with a distinguished faculty who teach at the undergraduate, graduate and professional levels.

The Jesuit tradition informs every aspect of a Fordham education. This tradition is characterized by excellence in teaching and by the care and development of each individual student.

Fordham's undergraduate core curriculum is designed to develop the capacity for clear and critical thinking and correct and forceful expression. It seeks to impart a knowledge of scientific principles and skills, an awareness of historical perspective, an understanding of the contemporary world with its cultural diversity, and an intelligent appreciation of religious, philosophical and moral values. Thus, instruction goes beyond the transmission and acquisition of basic knowledge to the exploration of questions of values and ethics. Fordham insists that its students anchor their knowledge and appreciation of the culture, language, history, philosophy and literature of the Western tradition as well as of other peoples by constantly considering the impact of their behavior and decisions on society as a whole.

In the future, as in the past, Fordham will continue to affirm the compatibility of a Catholic, Jesuit identity and respect for diverse religious and philosophical convictions within its educational community. It is in this spirit that Fordham encourages its students to develop an individual commitment to others and explore those themes that are central to the Jesuit tradition: the dignity of the human person, the advancement of the common good and the option for the poor. Of its students, Fordham expects intellectual ability, the desire to engage actively in their own education, a commitment to growth in personal and social values and the willingness to judge and be judged on clear and high standards. Through students' participation in the intellectual community, Fordham teaches them not only how to use the resources of this world, but also how to make their own contribution.

Appendix 1.5: 2005 University Mission Statement

The Mission of the University

Fordham University, the Jesuit University of New York, is committed to the discovery of Wisdom and the transmission of Learning, through research and through undergraduate, graduate and professional education of the highest quality. Guided by its Catholic and Jesuit traditions, Fordham fosters the intellectual, moral and religious development of its students and prepares them for leadership in a global society.

The History of the University

Founded as St. John's College by Bishop John Hughes, Fordham opened in 1841 to serve the immigrant Church of New York. At the invitation of Bishop Hughes, the Society of Jesus (the Jesuits) assumed responsibility for the College in 1846. In 1907 the institution achieved university status. Its name was officially changed to Fordham University. During the 20th century, the University grew to encompass eleven schools, with campuses in the Bronx, Manhattan and Westchester County.

Characteristics of the University

As a University

Fordham strives for excellence in research and teaching, and guarantees the freedom of inquiry required by rigorous thinking and the quest for truth.

Fordham affirms the value of a core curriculum rooted in the liberal arts and sciences. The University seeks to foster in all its students life-long habits of careful observation, critical thinking, creativity, moral reflection and articulate expression.

In order to prepare citizens for an increasingly multicultural and multinational society, Fordham seeks to develop in its students an understanding of and reverence for cultures and ways of life other than their own.

As a Catholic University

Fordham affirms the complementary roles of faith and reason in the pursuit of wisdom and learning. The University encourages the growth of a life of faith consonant with moral and intellectual development.

Fordham encourages faculty to discuss and promote an understanding of the ethical dimension of what is being studied and what is being taught.

Fordham gives special attention to the study of the living tradition of Catholicism, and it provides a place where religious traditions may interact with each other and with contemporary cultures.

Fordham welcomes students, faculty and staff of all religious traditions and of no religious tradition as valued members of this community of study and dialogue.

As a Jesuit University

Fordham draws its inspiration from the dual heritage of Christian Humanism and Ignatian Spirituality, and consequently sees all disciplines as potential paths to God.

Fordham recognizes the dignity and uniqueness of each person. A Fordham education at all levels is student-centered, and attentive to the development of the whole person. Such an education is based on close collaboration among students, faculty and staff.

Fordham is committed to research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights and respect for the environment.

Jesuit education is cosmopolitan education. Therefore, education at Fordham is international in its scope and in its aspirations. The world-wide network of Jesuit universities offers Fordham faculty and students distinctive opportunities for exchange and collaboration.

As a University in New York City

As home to people from all over the globe, as a center of international business, communication, diplomacy, the arts and the sciences, New York City provides Fordham with a special kind of classroom. Its unparalleled resources shape and enhance Fordham's professional and undergraduate programs.

Fordham is privileged to share a history and a destiny with New York City. The University recognizes its debt of gratitude to the City and its own responsibility to share its gifts for the enrichment of our City, our nation and our world.

Unanimously approved by the Fordham University Board of Trustees, 28 April 2005.

Appendix 1.6: Methods Overview and Document Analysis

The Task Force's first question centered on the clarity and adequacy of the University's 1979 Mission Statement and other statements of mission that were developed since 1979. Specifically, has the 1979 Mission Statement defined the general aims of the University as an institution of higher education and the distinct aims, character and values of Fordham as a unique institution. The degree of realism and of flexibility to adapt to changing circumstances was assessed as well as the mission's substantive relatedness to external and internal constituencies

The Task Force also concerned itself with the methods and procedures through which the 1979 and 2005 Mission Statements were developed and formally adopted. In particular, we were interested in the manner and extent to which all constituents within the university, including the administration, governing bodies, faculty, and students were involved in their formulations. We also focused on the formal approval of the mission statement by the Board of Trustees.

A key set of questions in our study concerned the extent to which the two Mission Statements have been prominent in the articulation of goals that guide Fordham and objectives whose achievement can be evaluated. In particular, we were interested in whether and how the main components of the Mission Statements have been used to derive short and long term goals, with objective and measurable outcomes for the University and its various units that are consistent with the mission statement.

We also wanted to investigate the means by which the Mission Statements, along with goals and objectives, has been disseminated to the community. We identified the prominence of the Statements in public media. Most importantly, we aimed to discover the extent to which various constituencies within the university — administrators, faculty, and students — have become aware of, knowledgeable about, and actively involved in an open and free discussion of the University's mission, goals, and objectives.

We examined the utilization and application of the mission, goals, and objectives by those responsible for the University's development. In particular we aimed to know the extent to which administration, faculty, and staff used the University's mission, goals and objectives in planning, resource allocation, program and curriculum development, and the definition of program outcomes. In this area, we examined the degree to which they guided support of scholarly and creative activity as well as student outcomes such as competencies in an institution-wide effort to improve and integrate the activities and operations of all its aspects and elements.

We focused on how the mission, goals, and objectives have been assessed, that is, the mechanisms through which they have been periodically reviewed. When units of the University have assessed their outcomes, has the mission of the University been addressed? We were also interested in the sharing, communication and discussion of the assessment of mission fulfillment among various constituencies of the University and discussed in the University community as a whole.

Finally, we were concerned with the degree to which the outcome assessment has been coordinated with an appraisal of new events in a periodic review and revision of the mission, goals, and objectives of the university. Reviews and changes of the mission statement, goals, and objectives were studied. We were particularly sensitive to any reaffirmation and change of mission, goals and objectives that have occurred and the extent to which this process has taken into consideration changes within and outside of the University that have occurred since they were originally formulated.

Methods

Document review. The following documents were reviewed and analyzed with the intent of gathering information that would enable the task force to answer its questions. In particular, clarity of documentary material as well as consistency of mission, goals and objectives was assessed.

- 1979 University Mission Statement
- 1994 Report of the Committee on Fordham in the year 2000.
- 1994 Self Study
- Middle States Response to the University's 1994 Self Study.
- 1996 Statement on Religious Traditions (beginning in 1996 Fact Book)
- Undergraduate Statement "Educational Traditions and Objectives"
- 2000 Website Statement
- 2000 Periodic Review Report to Middle States.
- School and Department public statements of mission, goals, and objectives.
- 2004 Draft of revised mission statement
- 2004 Vision plan of Board of Trustees
- 2004 Themes for Strategic Planning
- 2003 and 2004 Annual Report form, review of reports, and sample reports of a school and an academic department
- 2004 Strategic Planning documents template and responses of schools and academic departments

Analysis

A comparison of the 1979 Mission Statement to mission-related materials that appear in school bulletins and on the university website, the 2005 Mission Statement, and the Board of Trustees' Vision Statement shows a good degree of consistency even when the language varies. The various statements were searched to determine whether they contained key words or phrases (or their synonyms) from 1979 Mission Statement: "education of quality in the Jesuit tradition of intellectual excellence, moral values, religious concerns, the humanistic component in every academic discipline, and active values in the contemporary world; a richly varied spectrum of students, as diverse as the metropolitan center in which it is located and to which those students come values as Fordham understands them and Catholic." None of the statements reviewed contained language at odds with the spirit and purpose of the 1979 Mission. However, a number do not stress intellectual excellence, diversity, or do not mention Catholic. Despite these few areas, over time, there is evidence of increasing integration. The 2005 Mission Statement and planning documents are by far the most comprehensive, specific, and useful. Documents at the divisional and departmental levels have begun to reflect them as is somewhat evident in annual reports and, more recently, in proposed strategic initiatives. The current challenge is to ensure full awareness and appropriation of the 2005 Mission Statement and to highlight it publicly. Divisions, schools, and departments should continue the recent work they have done in specifying their local missions in an explicit and detailed way that is consistent with the University's mission statement and attend to the inclusion of those local missions in published material.

Appendix 1.7: Strategic Planning Template

Fordham University Strategic Planning Proposed Initiative

ORIGINATING SCHOOL(S)/UNIT(S)

School/Unit Mission (consonant with University Mission)

School/Unit Vision (consonant with University Vision):

School/Unit Peers and Aspirants (on what basis):

School/Unit SWOT and Matches:

School Unit Supplementary Environmental Scan:

PROPOSED INITIATIVE

Rationale for Initiative (*based on Missions and Visions*)—

How will this effort move us toward the University's Vision?

Gap Analysis (*Where is the School/Unit now on this front and how far does it have to go? Indicate Milestones along the way.*)

Timeline to Accomplishing Initiative (*approximate but reasonable*):

Resources Needed to Accomplish Initiative (*realistic best estimate, human, financial, physical plant, etc.*):

Appendix 1.8: Board of Trustees Vision Statement (2004)

Fordham University Strategic Planning

The Vision Statement

23 March 2004

The Board of Trustees meets to discuss and affirm the President's strategic Vision, to discuss Peer and Aspirant institutions as identified by the Administrators' Conference, to identify the Board's sense of the characteristics of the aspirant institutions, to generate SWOT elements, to consider needs in light of likely strategic plan themes and goals, and to consider the capital campaign goal as it relates to them.

Vision Statement

Capitalizing on its Jesuit identity and its location in New York City, within seven years of completion of its strategic plan, Fordham University will return to a position of recognized national prominence in the world of American higher education. Once it has achieved this status, the University will pursue its ultimate long-range goal of reclaiming its position as the premier Catholic University in the United States.

Appendix 1.9: Analyses of Questionnaires and Interviews

Questionnaires

Two surveys of administration and department chairs were used to assess the level of awareness of mission, goals and objectives; the level of inclusion in their adoption; prevalence of communication; degree of utilization; awareness of utilization in long range planning and daily decision making. Questionnaires were disseminated to all school deans and department chairs. They evaluated whether schools and departments have mission statements, deans' and department chairs' familiarity with the terms of the University mission statement, and the statement's influence on school and departmental decision and policy making. All eleven school deans and seventeen department chairpersons returned their questionnaires. Most of the questionnaires were complete; one questionnaire was missing an entire page (responses for three questions). Another questionnaire was missing one answer, and one questionnaire was missing responses on the final page (two questions). Most respondents gave examples for each of the questions.

Interviews

Leaders and decision makers such as deans and the Vice President for Mission and Ministry were interviewed in order to focus in depth on the meaning and interpretation of the University's mission and identified goals and objectives. We explored the congruence of public statements and the reality of University life and addressed how the process and content of the formulation of mission, goals, and objectives could better serve the University.

School-level Mission Awareness and Impact

Eleven deans responded to the survey administered to evaluate the role the University's mission plays in each school's planning and operations (questionnaires and tabulations follow this discussion). Overall, the dean's ratings reflect the mission's substantial impact in most areas of academic life. Although the University's Mission Statement is "rarely quoted," said one dean, it informs schools' goals and objectives, hiring practices, curriculum, pedagogy, and advising system. All but one school has its own mission statement. These statements, many of which have been in the process of review and revision in tandem with the University's 1979 Mission Statement, harmonize with the latter, have been broadly publicized on websites and bulletins, and are used in faculty discussions, strategic planning, and reporting. As a group, the deans report that the University Mission affects school discussions quite frequently in councils, department meetings, faculty orientations, program evaluations, school mission formulations, and board meetings. The deans' comments demonstrate their broad and accurate grasp of the mission in their highlighting distinctive aspects of Fordham's mission (as opposed to those aspects common to institutions of higher education, i.e. academic excellence), such as the Jesuit tradition's care for the individual student and the emphasis on values and ethics, critical reflection, service, and involvement in New York City. The emphasis on religion and the integration of faith and reason was cited for the undergraduate colleges.

Deans report that annual reports have reflected the mission in the text and worksheets. School-level goals and annual activities are consistent with the University's mission, for instance in their pursuit of academic excellence, integrity and service. One dean made special mention of the 2005 Mission Statement as having more immediate impact than the 1979 Mission Statement.

In the area of school curriculum, the deans of the undergraduate colleges were unanimous in judging the University's Mission to have high impact. The deans appear to have been considering the Catholic and Jesuit aspects of the University mission in particular. Their qualifying remarks note the liberal arts emphasis in the core curriculum, service learning, and the integration of faith and reason. Two graduate or professional school deans judged the Mission's impact on curriculum to occur only rarely, indicating that curricula, though consistent with the Mission, is the responsibility of academic departments and responds primarily to the requirements of state regulations and accrediting agencies.

Hiring practices are consistently affected by the Mission, according to the deans, by the template for all hiring ads and in interviews with job applicants. These discussions focus on the commitment to teaching — both graduate and undergraduate, the integration of research and teaching, and the humanistic emphases on self awareness, ingenuity, care of the individual person, and community. The dean indicating only rare impact on hiring said that academic and curricular needs, which are consistent with the University's mission, are the main determinant of hiring.

The Mission affected pedagogical practices at least “frequently” in 10 schools and “rarely” in one, through professors' care for the whole student, small classes, seminar class formats, and emphasis on discussion. Including reflection on values and ethics was cited as an important pedagogical commitment. Some deans reported that the mission has been central to assessing and planning pedagogical practices. The undergraduate deans remarked that there is much more in the Jesuit tradition that could inform pedagogy, for instance the emphasis on eloquentia perfecta and the emphasis on rigorous use of logic, rhetoric, and grammar.

Advising was seen by all but one dean to be affected primarily by the commitment to cura personalis, and secondarily by the emphasis on service and internships in the city. The outstanding dean reported that mission affects advising rarely because it is too abstract to have more frequent effect. The undergraduate deans judged advising to be best for freshman and sophomore students and uneven across departments for majors.

The deans were unanimous and most emphatic about the role the mission plays in providing a frame of reference for planning and decision making. They reported that the mission provides a “crucial foundation,” “under girds the college's stability and change,” and plays a “catalytic” role. One dean emphasized the mission statement's value in articulating the role the University can play in the global arena: this “doesn't change the mission but extends it.” All deans used the 1979 Mission Statement in discussions with faculty in formulating schools' mission statements and in planning, self study, and review/evaluation by accrediting agencies. Apart from dissemination in school bulletins, half the deans were sure that the 1979 Mission Statement had been distributed to all faculty. More than half the deans viewed the statement as a useful tool for planning and decision making, for instance in deciding which new projects for which to seek funding. Those who did not hold this view cited the need to revise the 1979 statement, noting its being “too old” and “lacking in specifics.” Two of the three deans who do not find the 1979 statement useful mentioned that the 2005 Mission Statement, even in when it was in draft form, already served their schools well.

Departmental level Mission Awareness and Impact

The chairs of all the Arts and Sciences departments and the area heads in Business Administration received a similar survey. Prior to that distribution in summer 2004, the 1979 Mission Statement had been distributed in only three of the seventeen departments. One third of those surveyed reported that they had not or were not sure whether they had ever seen the statement. Most departments report guidance from the mission in everyday functioning while a few departments report the mission minimally impacts or has no impact. Departments with departmental mission statements were better able to articulate the university's mission. While dissemination was not consistent, it nonetheless was possible for most respondents to identify the important characteristics of Fordham's mission. There was a correlation between a department's having a mission statement and the chair's reporting significantly more characteristics of Fordham's mission. For the majority of respondents, Fordham's mission impacts department meetings, planning, hiring, curriculum, pedagogy and advising at least half the time.

Sixty-five percent of respondents reported that they had a departmental mission statement. Typically, department mission statements appear on department Web sites, in the undergraduate bulletin, or in internal self-study department materials. Their contents varied greatly. In the materials submitted, five were very similar to the University mission statement. Goals included developing students into scholars who can contribute to society, teaching students critical thinking skills, and promoting the awareness of social and ethical issues.

Chairs of departments with mission statements, on average, perceived and identified the characteristics of the University's mission more accurately than those without statements, although these, too, identified important aspects of

the University's mission. Four of the five chairs without department missions identified the Jesuit/ Catholic elements of the University's Mission. One chair's response was detailed — "to preserve the Jesuit tradition of excellent teaching and personal care for the student, and foster a love of learning and respect for diversity." Other respondents indicated "no comment" or were vague in their description: "to produce well-educated people."

About 60% of the respondents (ten) reported they had seen the 1979 Mission Statement. Three departments distributed the statement to their faculty. Forty-four percent of respondents were not certain whether the 1979 Mission Statement had ever been distributed. Thirty-eight percent of respondents knew that the 1979 Mission Statement had never been distributed in their department.

They were asked to rate how often the University mission (as differentiated from the actual 1979 Mission Statement), as they understood it, affects discussions at department meetings. Sixty-five percent (eleven) said the University's mission affects department discussions at least half the time or more, with most saying it affects discussions frequently, most, or all of the time. This usually occurs in discussions of strategic planning, hiring, course planning, and implementing the ideals of service, moral and ethical thinking into the courses offered in the department.

Seventy-three percent replied that the University mission affected the department mission as seen in the annual report frequently or more often.

Seventy-five percent said the university mission affected department curriculum frequently or more often. Often this influence was reported as the incorporation of values, morals, or ethical reasoning into classes. The chairs said the mission spurred the incorporation of service learning and social responsibility into the curriculum. Striving for educational excellence in the departmental curriculum was also linked to the University mission.

Eighty-two percent said the university mission affects hiring frequently or more often. They said they look for one or more of the following in the applicant: excellence in teaching and research, the ability to design courses that will involve service learning and ethical reasoning, diversity of faculty, and clear moral purpose.

Almost all respondents replied that the University mission affects their pedagogy (15 of 17, 88%). Attention to students through good mentoring and clear teaching of core/basic courses in the departments were two examples given of how the mission affects pedagogy.

Seventy-six percent said the University mission affects their academic advising frequently or more often. All but two department chairs reported that advising is affected by the mission at least half the time or greater. *Cura personalis* was identified by more than one respondent, and personal attention was often mentioned as an example of how the mission affects advising. Interestingly, one respondent reported the opposite of *cura personalis*, in that advising happens sometimes to satisfy a department's need to fill classes. Another response reported that the academic advising system "barely functions" in their department and attributes this difficulty to university and department culture.

Deans' Questionnaire

Please complete the following questionnaire and return to Dominic Balestra, Chair, Middle States Task Force 1, Administration Building North, Room 217, by **Monday, November 1, 2004**. Thank you.

School Mission Statements

1. Does your school have a mission statement or a general statement of its goals and purposes?

YES

NO

If yes, please attach.

2. If so, where is this available – in school bulletins, on the website, in internal documents?

The School's Relation to the University's Mission

3. Please rate how often the University mission, as you understand it, affects discussions in your school.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

4. Please rate how often the University mission, as you understand it, affects your school's mission, goals and objectives as included in your annual report.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

5. Please rate how often the University mission, as you understand it, affects your school's curriculum.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

6. Please rate how often the University mission, as you understand it, affects hiring practices in your school.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

7. Please rate how often the University mission, as you understand it, affects pedagogical practices in your school.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

8. Please rate how often the University mission, as you understand it, affects your school's advising system.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

9. Overall, do you feel the University's mission has provided an important reference frame for planning and decision making and has thereby infused your school?

Yes **No**

Explain.

School's Relation to University Mission Statement

10. Prior to this survey, have you seen a copy of the University's official mission statement which was first approved in 1979 (not the draft of the recently circulated mission statement for feedback as part of Strategic Planning)? See attached.

Yes **No**

11. If yes, where or in what context

12. The University's official mission statement has been distributed within your school.

Yes **No** **Don't Know**

13. If yes, where or in what context?

14. Overall, do you feel the University's mission statement has provided your school with a useful tool for planning and decision making?

Yes **No**

If you have answered yes to Question 11, please rate the following statements:

The University's official mission statement has informed your school's

	Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always
15. discussions at meetings.	1	2	3	4	5	6	7
16. mission, goals, and objectives as specified in your annual report	1	2	3	4	5	6	7
17. curriculum	1	2	3	4	5	6	7
18. hiring practices	1	2	3	4	5	6	7
19. pedagogical practices	1	2	3	4	5	6	7
20. advising system	1	2	3	4	5	6	7

Deans' Questionnaire Analysis

1. Does your school have a mission statement or a general statement of its goals and purposes?

YES (8)

NO (1)

3. Please rate how often the University mission, as you understand it, affects discussions in your school.

1	2	3	4	5 (3)	6 (4)	7 (3)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

4. Please rate how often the University mission, as you understand it, affects your school's mission, goals and objectives as included in your annual report.

1	2	3	4	5 (3)	6 (3)	7 (1)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

5. Please rate how often the University mission, as you understand it, affects your school's curriculum.

1	2 (1)	3 (1)	4	5 (1)	6 (3)	7 (2)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

6. Please rate how often the University mission, as you understand it, affects hiring practices in your school.

1	2 (1)	3	4 (1)	5 (2)	6 (2)	7 (2)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

7. Please rate how often the University mission, as you understand it, affects pedagogical practices in your school.

1	2	3 (1)	4 (1)	5 (2)	6	7 (3)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

8. Please rate how often the University mission, as you understand it, affects your school's advising system.

1	2 (1)	3	4	5 (3)	6	7 (4)
Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always

9. Overall, do you feel the University's mission has provided an important reference frame for planning and decision making and has thereby infused your school?

Yes (9)

No (0)

10. Prior to this survey, have you seen a copy of the University's official mission statement (see attached)?

Yes (6)

No (1)

12. The University's official mission statement has been distributed within your school.

Yes (4)

No (1)

Don't Know (3)

14. Overall, do you feel the University's mission statement has provided your school with a useful tool for planning and decision making?

Yes (5)

No (3)

If you have answered yes to Question 11, please rate the following statements:

If you have answered yes to Question 11, please rate the following statements:

The University's official mission statement has informed your school's

	Never	Rarely	casionally	Half of the Time	Frequently	Most of the Time	Always
	1	2	3 (1)	4	5 (2)	6 (1)	7
16. mission, goals, and objectives as specified in your annual report	1	2	3	4	5 (1)	6 (2)	7 (1)
17. curriculum	1	2 (1)	3	4	5 (1)	6 (2)	7 (1)
18. hiring practices	1	2	3	4	5 (2)	6 (4)	7
19. pedagogical practices	1	2	3	4	5 (2)	6 (1)	7 (2)
20. advising system	1	2	3	4	5 (1)	6 (1)	7 (2)

Academic Chairs Questionnaire

Please complete the following questionnaire and return to Dominic Balestra, Chair, Middle States Task Force 1, Administration Building North, Room 217, by **August 25, 2004**. Thank you.

Departmental Mission Statement

1. Does your department/program have a mission statement or a general statement of its goals and purposes?

YES

NO

If yes, please attach.

2. If so, where is this available – in school bulletins, on the website, in departmental documents?
3. If not, do you see a need for developing a mission statement?

University Mission

4. What do you perceive to be the University's mission?

Departmental Relation to University Mission

5. Please rate how often the University mission, as you described it above, affects discussions at department meetings.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

6. Please rate how often the University mission, as you described it above, affects the department's mission, goals and objectives as included in your department's annual report.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

7. Please rate how often the University mission, as you described it above, affects the department's curriculum.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

8. Please rate how often the University mission, as you described it above, affects departmental hiring practices.

1	2	3	4	5	6	7
Never	Rarely	Occasionally the Time	Half of	Frequently the Time	Most of	Always

Illustrative examples:

9. Please rate how often the University mission, as you described it above, affects departmental pedagogical practices.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

10. Please rate how often the University mission, as you described it above, affects the departmental advising system.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always

Illustrative examples:

Departmental Relation to University Mission Statement

11. Prior to this survey, have you seen a copy of the University's official mission statement (see attached)?

Yes

No

12. If yes, where or in what context?

13. The University's official mission statement has been distributed to members of your department.

Yes

No

Don't Know

14. If yes, where or in what context?

If you have answered yes to Question 14, please rate the following statements:

The University's official mission statement has informed your department's

	Never	Rarely	Occasionally	Half of the Time	Frequently	Most of the Time	Always
15. discussions at faculty meetings.	1	2	3	4	5	6	7
16. mission, goals, and objectives as specified in your annual report	1	2	3	4	5	6	7
17. curriculum	1	2	3	4	5	6	7
18. hiring practices	1	2	3	4	5	6	7
19. pedagogical practices	1	2	3	4	5	6	7
20. advising system	1	2	3	4	5	6	7

Chairs Questionnaire Analysis

Executive Summary:

- Prior to this survey, the mission statement of Fordham University was distributed in only three of the seventeen departments.
- One third of those surveyed reported that they had not or were not sure if they had ever seen the mission of Fordham University.
- Most departments report guidance from Fordham's mission in everyday functioning while a few departments report the mission minimally impacts or has not impact at all their functioning.
- Departments with departmental mission statements were better able to articulate the mission of Fordham University.

Description of questionnaire

The questionnaire evaluated whether departments in Fordham University have departmental mission statements, the degree to which the chair of the department was familiar with the mission of Fordham University, and if Fordham University's official mission statement influenced departmental functioning.

Seventeen department chairpersons returned the questionnaire. Most of the questionnaires were complete; one questionnaire was missing an entire page (responses for three questions), and one questionnaire was missing one answer, and one questionnaire was missing responses on the final page (two questions). Most respondents gave examples for each of the questions.

Each question on the questionnaire is listed below. The typical replies are summarized for each question. There is also a table for each question in the appendix showing the response categories and the number of respondents checking that category. The table also shows the percentage of agreement with each category (percentages do not always equal 100 percent due to rounding).

Questionnaire Content area — Mission statements

Question: *Does your department/program have a mission statement of its goals and purposes?*

Sixty-five percent of respondents reported that they had a departmental mission statement. Two respondents in departments without a mission statement felt that a departmental mission statement was unnecessary. One without a departmental mission statement reported that even if a mission statement was created it would have little impact on the functioning of the department. The respondents of the other four departments without a mission statement indicated that a departmental mission statement would be a good idea.

In general, department mission statements were to be found on the department website, in the undergraduate bulletin, or in internal self-study department materials. The content of department mission statements varied greatly. In the materials submitted, five were very similar to the University mission statement. Goals of these mission statements included developing students into scholars who can contribute to society, teaching students critical thinking skills, and promoting the awareness of social and ethical issues. The department description that can be found in the undergraduate bulletin served as the departmental mission for seven departments. Usually, this source listed the goal of the department to give the student a rigorous, quality education with individualized attention.

Question: *What do you perceive to be the University's mission?*

Chairs of departments with mission statements, on average, perceived and wrote down more of the characteristics of Fordham's mission than chairs of departments without mission statements. This is not to say that respondents from departments without mission statements did not perceive and identify important aspects of Fordham's identity. The Jesuit/Catholic nature of the university was listed in the perceived mission of Fordham in four of the five responses from chairs without department missions. One chair's response in describing the perception of Fordham's mission was very detailed — to preserve the Jesuit tradition of excellent teaching and personal care for the student, and foster

a love of learning and respect for diversity. The other responses from departments without a mission were vague on the mission of Fordham. For example, the mission of Fordham was stated to be to “produce well-educated people,” or the question was not answered.

Reporting a departmental mission statement was associated with a more comprehensive perception and understanding of Fordham’s mission. Department chairpersons who reported they had mission statements reported more aspects of Fordham’s mission. Excellent teaching, personal care for the student (*Cura Personalis*), education for leadership, service to the community, and the presentation of ethical and moral issues to students were some of those characteristics mentioned. A list of characteristics with percentages of respondents mentioning the characteristic can be found in Table Seven in the Appendix.

Question: *Prior to this survey, have you seen a copy of the University’s official mission statement (see attached)?*

About 60% of the respondents (ten respondents) reported they had seen the mission of Fordham before, two reported they weren’t sure if they had seen the official mission statement and four reported they had never seen the mission statement.

Question: *The University’s official mission statement has been distributed to members of your department.*

Three departments have had the mission statement distributed within their department. Forty-four percent of respondents weren’t sure if the mission statement had ever been distributed. Thirty-eight percent of respondents knew that the mission statement had never been distributed in their department.

Content area — How does the perceived mission of Fordham impact on departmental functioning?

Question: *Please rate how often the University mission, as you described it above, affects discussions at department meetings.*

Sixty-five percent (eleven respondents) said the mission of Fordham affects department discussions at least half the time or more, with most saying it affects discussions frequently, most, or all of the time. This usually occurs in discussions of strategic planning, hiring, course planning, and implementing the ideals of service, moral and ethical thinking into the courses offered in the department (See Table One).

Question: *Please rate how often the University mission, as you described it above, affects the department’s mission, goals and objectives as included in your department’s annual report.*

Seventy-three percent replied that the mission statement affected the department mission as seen in the annual report frequently or more often. Two respondents replied that the university mission never or rarely affects the department’s mission and two respondents did not answer the question (See Table Two).

Question: *Please rate how often the University mission, as you described it above, affects the department’s curriculum.*

Seventy-five percent of respondents stated that the university mission affected department curriculum frequently or more often. Often this influence was reported as being in incorporation of values, morals, or ethical reasoning into classes. Service learning and social responsibility were also mentioned as being incorporated into courses as a result of the mission. Striving for educational excellence in the departmental curriculum was also linked to the mission of Fordham University. Two respondents stated that the mission rarely affected their curriculum and two reported it affected curriculum only half the time (Table Three).

Question: *Please rate how often the University mission, as you described it above, affects departmental hiring practices.*

Eighty-two percent of respondents indicated that the university mission affects hiring frequently or more often. Department chairs report that they look for one or more of the following in the applicant: excellence in teaching and research, the ability to design classes that will involve service learning and ethical reasoning, diversity of faculty, and clear moral purpose (See Table Four).

Question: *Please rate how often the University mission, as you described it above, affects departmental pedagogical practices.*

Almost all respondents replied that Fordham's mission affects their pedagogy (15 of 17 respondents, 88%). Attention to the students through good mentoring and clear teaching of the core basic courses in the departments were two examples that were given of how the mission affects pedagogical practice (See Table Five).

Question: *Please rate how often the University mission, as you described it above, affects the departmental advising system.*

Seventy-six percent of respondents reported that the University mission affects their academic advising frequently or more often. All but two department chairs reported that advising is affected by the mission at least half the time or greater. *Cura personalis* was identified by more than one respondent, and personal attention was often mentioned as an example of how the mission affects advising. Interestingly, one respondent reported the opposite of *cura personalis*, in that advising happens sometimes to satisfy a department need to fill classes. Another response reported that the academic advising system "barely functions" in their department and attributes this difficulty to university and department culture (See Table Six).

Summary

While the mission statement of Fordham University has not been distributed to many of the respondents in their departments, and some respondents were not sure if they had ever seen it before, it nonetheless was possible for most of the respondents to identify the important characteristics of Fordham's mission. A departmental mission statement was associated with the chair reporting significantly more characteristics of Fordham's mission. Fordham's mission does impact at least half the time for the majority of respondents in the areas surveyed: department meetings, planning, hiring, curriculum, pedagogy and advising. A few respondents indicated that the mission rarely or never impacts on their department functioning, these departments also tended to not have a department mission statement.

Table One How does the perceived mission of Fordham impact discussions at department meetings?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#	1	3	1	1	5	3	2
%	6%	19%	6%	6%	31%	19%	13%
16 respondents total							

Table Two How often does the University mission affect the department's mission?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#	1	1	2		5	2	4
%	7%	7%	13%		33%	13%	27%
15 respondents total							

Table Three How often does the University mission affect departmental curriculum?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#		2		2	3	3	6
%		13%		13%	19%	19%	38%
16 respondents total							

Table Four How often does the University Mission affect hiring?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#	1		1	1	5	2	7
%	6%		6%	6%	29%	12%	41%
17 respondents total							

Table Five How often does the University mission affect pedagogy?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#		1	1		6	3	6
%		6%	6%		35%	18%	35%
17 respondents total							

Table Six How often does the University mission affect academic advising?							
	Never	Rarely	Occasionally	Half the time	Frequently	Most of the time	Always
#	1	1		2	4	4	5
%	6%	6%		12%	24%	24%	29%
17 respondents total							

Table Seven Characteristics of Fordham's mission statement and the percentages of respondents endorsing the characteristic		
Characteristic	Percent Endorsing Characteristic*	Number Endorsing Characteristic
Jesuit education	53%	8
Rigorous, quality education	53%	8
Educate students to support community, synergy with city	53%	8
Well educated young people, empower, prepare for life	53%	8
Cura personalis, care for individual student, personal growth (Cura personalis mentioned by name – 3 resp.)	47%	7
Service, international service	47%	7
Broad education, liberal arts education	40%	6
Research institution, scholarship encouraged	33%	5
Focus on ethical, moral education of students	27%	4
Focus on peace and justice issues	27%	4
Focus on good teaching, good teachers	20%	3
Referred to mission statement in reply	20%	3
Focus students on inner contemplation, deepen spirituality	20%	3
Catholic	13%	2
Educate leaders	13%	2
Diversity issues	13%	2
Critical thinking taught to students	13%	2
* Percentages are derived from 15 respondents - two respondents replied they agreed with the mission statement of Fordham and gave no characteristics.		

Appendix 1.10: Annual Report Template

Fordham University Annual Report Guidelines and Worksheets

ACADEMIC DEPARTMENTS AND PROGRAMS ACADEMIC YEAR 2003-2004

Annual reports are an extremely important exercise at the University. They are designed to further the University's mission and allow us to plan and face future challenges effectively.

This worksheet is for academic departments and programs. The deadline for the submission of the annual reports for departments and programs to your Dean is 30 May 2004. (AandS: May 15, 2004)

PART 1: Academic Year 2003-2004

I. Executive Summary

Provide a bullet point summary of no more than three pages of the highlights and challenges of the 2003-2004 academic year.

Executive Summary

II. Objectives and Outcomes 2003-2004

A. Status of Objectives and Related Outcomes

This is a status report on the progress that the department has made in achieving the objectives it set for itself for the past academic year. Please list each objective for your department and indicate:

- whether this was a new objective in 2003-2004 or a carry-over objective from 2002-2003;
- the current status of the objective: either completed, partially completed ongoing or not completed; and
- the outcome for all completed objectives or a brief explanation for those objectives that were not completed.

(Note. If you are responsible for an interdisciplinary program within your Department or Area, please complete section D, below.)

Objective	Completed	Partially Completed	Ongoing	Not Completed	Outcome

B. Additional Outcomes

Summarize the results of outcomes assessments, especially student outcomes, that are different from those listed in section A above. Examples may include admissions to graduate and professional schools, job placements, scholarships, fellowships and student/alumni surveys, etc.

Additional Outcomes

C. Recent Program Review/Accreditation Reports

Please list each review's date, whether the review is being conducted by an internal or external group; the name of the accrediting organization, the recommendations made by the review team and the progress that the school or college has made in implementing and/or responding to each of the review team's recommendations.

Program's name and review date	Internal or External Organization	Accrediting	Recommendations	Progress/Response

D. Interdisciplinary Programs (within departments)

Please list program names, a brief narrative of the program's status including its strengths and weaknesses, and current issues you are addressing in areas such as curriculum, enrollments and resources.

Program's Name	Narrative of status

E. Student Outcomes and Methods of Assessment.

List the student outcome assessments for students enrolled in the program, e.g. graduate school acceptances, job placements, scholarships, fellowships, student/alumni surveys, etc.

Student Outcomes

F. Please list recommendations for program improvements.

Recommendations

G. Personnel Activity

Please list the name and title of each of the members of your department's faculty and staff and provide an account of their activities in the following areas: scholarly activity, professional activity, continuing education and mission-related service.

Name	Title	Activity

PART II: Academic Year 2004-2005

I. Goals and Objectives 2004-2005

A. Objectives 2004-2005

Please list your department's or program's objectives for the 2004-2005 academic year. Do not include routine or ongoing activities where no changes are expected to occur. Identify other departments or external agencies that will have a collaborative role in meeting these goals. Finally, identify the measures to be used to determine the objective's successful completion.

New Objective 2004-2005	Collaborative Departments	Measures to determine success

B. Student Outcomes 2004-2005

Identify any additional outcomes especially related to student outcomes that you assess but are not related to the objectives listed above. In addition, please indicate or explain how they will be assessed.

Additional Outcomes	How they will be assessed

C. Personnel Status 2004-2005

Identify special staffing situations that may arise during the course of the 2004-2005 academic year, as a result of faculty fellowships, retirements, or leaves of absence.

Staffing Situations	Plan of action	Who will be affected

Part III: Academic Year 2005-2006**I. Objectives and Budget Requests for 2005-2006**

A. Objectives 2005-2006

Please list your department's or program's objectives for the 2005-2006 academic year. Please identify other departments or external agencies that will have a collaborative role in meeting these goals. Finally, please explain how these objectives will contribute to the University's long-range goals and the achievement of its mission.

Objectives 2005-2006	Collaborators	How objectives contribute to mission

B. New position requests for 2005-2006 Academic Year.

Please list all requests for new positions within your department. Make sure to include justifications for the new position and the personnel costs (salary and fringe benefits) associated with each new position.

New position request	Justification	Personnel Costs

C. Extraordinary Budget Requests 2005-2006

Please list any extraordinary events or circumstances which would warrant special funding.

Extraordinary Budget Requests or Circumstances

D. Capital Equipment Requests 2005-2006

Please list any requests for new or replacement equipment costing \$3,000.00 or more with a useful life of more than two years. Also use this space to request any funding for new or continuing lease agreements. Do not use this space to request personal computers. Please include justification for each request. Requests that do not include justification will be eliminated during the review process.

Capital Equipment Request	Justification

E. Facilities Requests 2005-2006

Facilities requests in this section should include request for alterations, furnishings, finishes, renovations and improvements. The Universities Facilities Plan will back capital projects and objectives that support the University's long-term goals and mission. All facilities requests will be prioritized by the vice presidents and trustees.

Facilities Requests 2005-2006

PART IV: Future Plans beyond 30 June 2006 (Optional)

Please describe below any plans that your department has for the period beyond 30 June 2006.

Future Plans beyond 2006

Appendix 1.11: Review of Annual Reports

A review was conducted of annual reports from departments, schools, offices, vice presidents and centers at Fordham University in order to examine their reflection of Fordham's mission.

In general, the annual reports are a means for units of the university to evaluate their achievements and to plan for the future. Most importantly, these documents call for the specification of concrete, measurable objectives or outcome benchmarks so that achievement of goals can be precisely determined. The report calls for a determination of whether the past year's objectives have been completed, partially completed, or not completed and of the particular outcome achieved. The section of the report concerned with the projection of the upcoming academic year requires the specification of objectives, collaborators, and the means of measuring the outcome. The next section of the report, a 2-year projection, calls for objectives, collaborators, the pertinence of the objective to University mission, and budgetary requirements. There is an optional section for long term goals extending beyond three years. The form of this report effectively calls for units of the university to formulate long-term and mid-range goals that relate directly to the University mission, to plan means of assessing the achievement of the objective in the year prior to its fulfillment, and then to evaluate the degrees to which objectives have been completed with an account of the outcome in each past year.

The new report format is comprehensive in nature, covering the concluding year's achievements and challenges and goals and objectives for the two up-coming years and asking that short and long term goals, ways of assessing their fulfillment, and actual achievements be explicitly detailed. It is "designed to further the University's mission and allow us to plan and face future challenges effectively." The clearest evidence of this link is in the section related to the "subsequent" year, used to develop the budget. Under "Objectives," the responding unit is asked to list particular objectives, the departments or agencies that will collaborate on fulfilling the objective, and "how objectives contribute to mission." This last requirement clearly links annual reporting and planning with the University's mission.

The mission is strongly reflected in the annual reports of 25 departments/ programs and seven schools in the three sections that list objectives for the current, upcoming, and future years. There are many exemplary cases of departments' formulating goals three or more years in advance, that are clearly related to mission and that delineate ways to assess success and to report degree of completion. However, there is variability in the clarity with which goals are related to the University's mission (7 of 25 departments did not explicitly relate their long range goals to the University's mission), especially when reporting achievement (note that the form does ask that this be done). There is also wide variability in the specificity with which the outcomes are presented. Finally, there are varying degrees of specificity in the ways outcomes are assessed and how the achievement is measured or known. Overall, it is the academic aspects of the mission that are most consistently reflected in the goals, objectives and achievements. The Catholic, Jesuit and New York City aspects of the mission are less differentiated and could be more explicitly conveyed.

A review of four divisional units' annual reports submitted for 2003-2004 shows that approximately 50% of the objectives for that year reflect the University mission. The other 50% indirectly note mission. A more formal way of tying objectives to the University mission may be in order. Also, the form does not ask that goals for the subsequent year be related to mission. Such a link should be made. The University's mission statement and any university wide goals should be attached to the annual report form.

Annual reports were reviewed from the following departments and interdisciplinary programs: African and African-American Studies, American Studies, Art History and Music, Biology, Chemistry, Classical Languages and Civilizations, Communication and Media Studies, Computer and Information Science, Economics, English, Environmental Studies, General Science, History, International Political Economy and Development (IPED), Mathematics, Medieval

Studies, Middle East Studies, Modern Languages, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Theatre and Visual Arts, Theology, and Sociology/Anthropology. The following schools' annual reports were reviewed: Fordham College at Lincoln Center, Fordham College at Rose Hill, College of Business Administration, Graduate School of Arts and Sciences, Graduate School of Business Administration, Marymount College of Fordham University, and Summer Session. The interdisciplinary center, the Center for American Catholic Studies was reviewed. Vice Presidential divisions: Academic Affairs, Chief Financial Officer and Treasurer, Division of Student Affairs and Athletics, Lincoln Center/CIO, Administration, and Enrollment. Offices/General Units: Finance Department, Fordham University Press, Office of Academic Effectiveness, Office of Legal Counsel.

Ways in Which the Mission is Reflected in the Annual Reports:

The annual reports were reviewed in order to detect the presence of four elements of the mission statement:

- Academic excellence: to provide a stimulating and challenging academic environment through attention to research and teaching — main focus on academics and improving and maintaining high standards.
- The Catholic traditions.
- The Jesuit tradition, reflected for instance in service and good values.
- A living and reciprocal relationship with New York City.

The part of the mission pertaining to academic excellence is most reflected in the annual reports of academic departments, interdisciplinary programs, and schools. Non-academic departments and offices strongly reflected the other three parts of the mission — the Catholic tradition, the Jesuit Tradition, and synergy with New York City.

Part 1: Academic Year 2003-2004: Part II A — Objectives and Outcomes 2003-2004

In this section of the report, the department/office/school (heretofore referred to collectively as the unit) must list their objectives for the present academic year (which should be taken from ones listed on the previous' years annual report from the section on future objectives) and comment on their progress towards accomplishing their objectives as well as the outcome.

Departments: Almost all objectives listed for 2003-2004 are concerned with the academic environment that the department is attempting to provide for its students. There is wide variability in how these objectives are worded/structured and even evaluated. Here are some examples of objectives that directly reflect the objectives of the mission regarding academic environment:

- “expand course offering” — Biological Sciences
- “recruitment of graduate students with superior credentials” — Biological Sciences
- “increase size of entering Graduate class without decreasing GRE scores” — Classics
- “strengthen/expand graduate programs” — Economics
- “offer courses that will place us in the core curriculum . . . develop an introductory course on African and African-American studies perhaps as a freshman seminar” — African and African-American Studies

There is some variability in the way in which this section of the report is completed. Most department follow the guidelines set forth in the annual report — that is completing this section as a table with the following column headings “Objective; Completed; Partially Completed; Ongoing; Not Completed; Outcome.” This format allows the reader to clearly identify and locate the objectives and also provides opportunity for the department to elaborate on the objective in the outcome column. Many departments complete their report in this way (e.g. Biology, African and African-American Studies, Natural Sciences, Philosophy, etc.). However, some departments develop their own format,

choosing to write in either paragraph format or bulleted. Most contain the relevant information and perhaps give even more information than would be obtained in the standard format, however it more difficult for the reader to identify the objectives and progress made, and therefore their applicability to the mission. Additionally, there is variability in the amount and clarity of the objectives listed. Most departments presented clear objectives and outcomes. However, one department listed each objective in the tabular format and provided a paragraph of further explanation under each. The objectives of the departments which followed the form strictly were more clearly stated and more readily related to the mission.

Offices/Non-Academic Departments/Divisions: These reports generally follow the same guidelines as the academic departments. However, the applicability of their objectives to the mission is, as might be expected, not necessarily focused primarily on academic excellence. Goals reflect the distinct function of the unit within the University. In many units, there is more of a reflection of the Catholic and Jesuit parts of the mission. This was very department/office dependent however. For instance, the Catholic tradition was reflected in the objective of the Office of Academic Effectiveness: "Initiate research into assessing institutional Jesuit and Catholic identity." The Jesuit tradition was reflected in the report of Academic Affairs --- "To work with the University Chaplain to initiate and develop faculty exchanges with Jesuit Universities in Mexico, Brazil, and potentially other countries." Student Affairs included the goals: "advance awareness related to Quality of Life and Alcohol/Drug issues at Rose Hill" and "explore and assess alcohol and drug related issues at Marymount and Lincoln Center, and related programming needs." However, the Vice President for Enrollment's report was related to academic standards and contained concrete objectives reflective of the university's mission to create an academically rigorous environment (e.g. "preserve the quality profile of the entering class and improve it when possible and consistent with other constraints", "achieve for Marymount an SAT profile at or above the national average"). Some divisions, such as the VP for Administration, VP for Lincoln Center/CIO, and the CFO reports related primarily to operation and management of university, for instance its fiscal soundness.

Part II: Academic Year 2004-2005 — Part II A — Objectives 2004-1005

This portion of the report is very similar to the one previously described, however it deals with objectives for the upcoming year and thus instead of an "outcome" column, departments/schools are required to provide "measures to determine success." Again, as in the section of objectives for the present year (Part I — II A), the objectives are mainly reflective of the academic portion of the mission. This column provides a way to operationalize the objectives, and thus the mission. This is the portion of the report where objectives really become concrete goals — or at least have the opportunity to. There is variability in the departments' ability to operationalize their objectives. For instance, one department has an objective of "increase faculty research productivity by limiting the maximum number of research students per laboratory to three" and outcome measure is listed as "assess by recording # researchers/faculty." Departments attempt to state objectives in ways that they can be measured: "increase size of graduate class without lowering GRE scores."

This section continues to reflect the mission as the objectives for the current year do, however this section additionally provides an opportunity to reduce the broad objectives of the mission into more discernible and measurable goals, in order to facilitate a process such as this current review, in examining whether the objectives of departments and schools are reflective of the mission.

Part III — Academic Year 2005-2006 — Part IV A — Objectives 2005-2006

Again, the objectives in this section relate to the mission in similar ways to objectives listed in previous sections. However, the notable and important difference in this section, which provides the opportunity for departments/schools to explain “how objectives contribute to the mission” as this is a column in the tabular format of this section. The department/school is required to list their objectives, collaborators, and how it contributes to the mission.

This also allows the department to connect their objective to the mission in ways to go beyond the more obvious academic connections, for example:

- Classics — regarding their objectives to “continue to raise the national profile of the department, to attract more and better graduate students and to attract more and better undergraduate majors and minors” stated that these objectives related to the mission in this way “to make Fordham University one of the premiere Catholic institutions in the nation” among other things, which directly relates to the Catholic Environment portion of the mission.
- African and African American Studies — objective regarding a Bronx African-American History Project relates to mission in this way “this project is consistent with the University’s mission to be a good neighbor in the community” which seems to relate to both the Jesuit goals and active relationship with New York City objective of the mission.

However, not every department completes this column. Of the 25 departments examined, 7 did not complete this column; they did not related future goals to the mission. Additionally, the mission as stated is in some cases lacking in clarity. Further clarification of the mission and how to relate it to the objectives of the department may be necessary. Perhaps some guidelines given to the departments (like providing examples of ways in which the mission was related successfully to the objectives — such as those listed above — from previous reports) would be useful to bring departments which have not been clear as to how their goals are related to the University mission.

Conclusions

1. The mission is reflected in the annual reports, specifically in the three sections that list objectives for the current, next and future years.
2. Academic departments/schools do a good job of creating objectives that reflect the mission, particularly emphasizing the goal of academic excellence. Vice Presidential divisions and offices take on goals in keeping with their role in the University. Although some, like Academic Affairs and Enrollment Services, reflect the striving for academic excellence, others such as Campus Ministries and Student Affairs focus significantly on the Catholic tradition, the Jesuit tradition, and synergy with New York City. Finally some departments focus primarily on operational goals that support the University’s achievement of its mission. However, there is variability in the clarity with which each goal is related to the University’s mission.
3. There is wide variability in the ability to operationalize the objectives for the future (create more specific goals). Departments formulate ways to assess their outcomes, for instance by means of measurement, with varying degrees of specificity.
4. Overall, the academic aspects of the mission are most clearly reflected in the objectives of the departments/schools. The Catholic, Jesuit and New York City parts are not very clearly reflected.

Recommendations

1. Directly relating the mission to objectives should be done not only for future objectives; this column should be included in the tabular format for objectives listing for both the current and next year's objectives. That is, for each objective listed in the annual report, regardless of year it pertains to, departments/schools should be required to explicitly connect the objective to the mission. This would lead units to maintain an awareness of how outcomes are related to University mission and would make it easier for accrediting bodies to gather evidence that Fordham's mission is being translated into actual practice. Additionally, this would likely improve the annual report's ability to demonstrate that each of the various aspects of the mission statement are accurately reflected in actual practice.
2. Guidelines/proper examples, and possibly consultation and/or workshops should be provided in order to assist departments/schools in a) accomplishing the accurate connection of objectives to the mission, b) specifying goals in terms of concrete, clear cut outcomes and c) identifying appropriate ways to assess and measure these outcomes, the achievement of their objectives.
3. Increase attention, especially in academic areas, to the need to be explicit in the annual reports of the various parts of the mission that go beyond academic excellence, namely the Catholic and Jesuit traditions and the synergistic relationship with New York City. This will lead to the reports more accurately reflecting the achievement of these goals and will likely lead to stronger initiatives in these areas.

Appendix 1.12: Operational Planning Document

Operational Planning Document

Program/Department:		Marie Ward Doty Chair									
Document Date/Status:		Academic Year 2005 Second Draft									
University Mission	Mission	Goals	Objectives	Person(s) Responsible	Timeline	Completed	Assessment	Annual Budget	Endowment Need*		
<p>Forldham University, the Jesuit University of New York, is committed to the discovery of Wisdom and the trans-mission of learning, through research and through undergraduate, graduate and professional education of the highest quality. Guided by its Catholic and Jesuit traditions, Forldham fosters the intellectual, moral and religious development of its students and prepares them for leadership in a global society.</p>	<p>The Marie Ward Doty Chair was established in 1980 through a generous million dollar endowment made by George E. Doty, Forldham College 1938, in honor of his wife, Marie. In the 23 intervening years, the Chair has played a vital role in providing support for important research in the area of gerontology. Today, the Marie Doty Chair will ensure, through the work of Celia Fisher, Ph.D., much needed academic inquiry into the area of research ethics and developmental psychology involving a wide variety of vulnerable populations.</p>	<p>1. The Marie Ward Doty Chair will develop and administer research initiatives in the fields of developmental psychology and research ethics involving vulnerable populations.</p> <p>2. The Marie Ward Doty Chair will promote the national visibility and sustainability of developmental psychology and ethics education and scholarship at Forldham University through the University's Center for Ethics Education and the Psychology Department.</p> <p>3. The Marie Ward Doty Chair will promote the professional development of Forldham University students, Center for Ethics Education associates and faculty colleagues in the areas of ethics and developmental psychology scholarship and research</p>	<p>a. To submit 2 federal grant applications to support research initiatives</p>	Celia Fisher, Post-Doctoral Assistant	Academic Year 2005		copy of grant requests	\$10,000.00	N/A		
			<p>b. To work with the University's Development Office on the submission of 3 privately sponsored grants to support research initiatives</p>	Celia Fisher, Post-Doctoral Assistant, Development Office	Academic Year 2005		copy of grant requests	N/A			N/A
			<p>c. To hire a post-doctoral social scientist to assist in research and Ethics Center infrastructure grant writing activities (also an objective for Goal 2)</p>	Celia Fisher	September 2004		ad for position, employment letter	\$75,000.00			\$1,500,000
			<p>a. To participate on at least 2 national, regional or local task forces focused on the promotion of ethical policies and procedures.</p>	Celia Fisher	Academic Year 2005		notes from meeting, faculty report	\$5,000.00	N/A		
			<p>b. To produce at least 3 publications in the areas of ethics or developmental psychology research</p>	Celia Fisher	Academic Year 2005		copies of publications	\$2,000.00			
			<p>c. To present a minimum of 3 lectures in the area of ethical research to audiences of a national and international composition</p>	Celia Fisher	Academic Year 2005		faculty report	N/A	N/A		
			<p>d. To host three Center for Ethics Education Fellows' Lectures</p>	Celia Fisher, Administrative Assistant*, Center Advisory Board	Spring 2005		publicity materials, attendance report	\$18,000.00	\$400,000		
			<p>e. To host at least 1 symposium on relevant issues in ethics through the Center for Ethics Education</p>	Celia Fisher, Administrative Assistant*	Academic Year 2005		publicity materials, attendance report	\$40,000.00	\$1,000,000		
			<p>f. To teach 1 graduate class a semester focused on an area of ethics and one on applied developmental psychology each year</p>	Celia Fisher	Fall 2004, Spring 2005		course syllabi	N/A	N/A		
			<p>g. To promote the Graduate Certificate in Health Care Ethics through faculty advisement, mailings and public forums</p>	Celia Fisher, Associate Director, Administrative Assistant*	Academic Year 2005		notes from public forums	N/A	N/A		
			<p>h. To work with the University's Development Office on identifying funding opportunities and securing gifts to ensure the sustainability of the University's ethics education programs.</p>	Celia Fisher, Administrative Assistant*, Development Office	Academic Year 2005		list of funding opportunities, gift acknowledgment letters	N/A	N/A		
			<p>i. To work with the University's Public Relations Office on producing press releases on various aspects of ethics research and education at Forldham</p>	Celia Fisher, Administrative Assistant*	Academic Year 2005		copies of press releases	N/A	N/A		
			<p>j. To assist in the expansion of Center for Ethics Education activities to all institutional levels, particularly undergraduate education</p>	Celia Fisher, Associate Director, Center for Ethics Education Advisory Board, Administrative Assistant*	Academic Year 2005		copy of expansion plan	\$25,000.00	\$500,000		
			<p>k. To hire a post-doctoral social scientist to assist in research and Ethics Center infrastructure grant writing activities (repeated from Goal 1)</p>	Celia Fisher	September 2004		ad for position, employment letter	N/A (amount already included in Goal 1 line)	N/A (amount already included in Goal 1 line)		
			<p>a. To co-publish articles with students, Center for Ethics Education Associates and faculty colleagues with an interest in the field of ethics or social science research</p>	Celia Fisher	Academic Year 2005		copies of articles	N/A	N/A		
			<p>b. To serve as a consultant for students and faculty on manuscript preparation, funding initiatives, and cross-departmental and school collaborations in all areas where her expertise can be of value.</p>	Celia Fisher, Center Advisory Board	Academic Year 2005		project reports and publications	\$10,000**	\$250,000		

*Position proposed. Funding for position for Fiscal Year 2005 needs to be identified before position can be posted.

**Monetary support for those individuals doing research in an area of ethics.

The Helen and Norman Burg Health Care Ethics Prize has already been established.

The prize is awarded to the best ethics projects at both the graduate and undergraduate level.