Law School
The Law School continues to advance “to the level of accomplishment and recognition that warrants ranking as one of the 15 best in the nation” (Toward 2016). It has done so by retaining its focus on strengthening its faculty, recruiting a strong student body, and enhancing student placement opportunities. The Law School’s reputation as a top national school is reflected in a number of national rankings, which consistently rate many of its programs and its graduate placement success in the top 20 of all accredited law schools in the country.

Despite its strong national reputation, the Law School faces significant challenges due to declining law school applications and a slowly recovering job market. This past academic year, the Law School administration and faculty continued to stake out and pursue a number of strategic initiatives designed to maintain Fordham Law’s reputation and position in the legal marketplace and community, as well as to enhance the value and impact of a Fordham Law education. These strategic initiatives included reforming the first-year and upper-level curriculum to better meet the evolving needs of students and expansion of non-JD degrees in areas of comparative advantage. Together, these reforms mark a year of momentous change at the Law School.

Maintaining a Top Law School
In 2013-2014, the Law School maintained its position as a top-tier law school and continued to progress toward the University’s transformative initiative of ranking among the top 15 law schools in the nation. In the 2014 release, US News & World Report ranked Fordham Law No. 36 among 194 US law schools included in the rankings. Of particular note is that the Law School’s evening program was ranked No. 3 out of 83 such programs across the country.

The Law School remains very proud of the recognition garnered by its specialty programs in the US News & World Report ranking. The Dispute Resolution program was ranked No. 13; the Clinical Legal Education program was ranked No. 14 and the Intellectual Property Law program was ranked No. 17.

Other rankings similarly position the Law School as among the best-regarded in the country. In a National Law Journal ranking of the “go-to law schools,” the Law School was ranked No. 15 for first-year associate hiring by large firms (100 or more lawyers) and ranked No. 19 for hiring in the top 250 national law firms. Thus, even as the economy has tightened, Fordham Law has maintained much of its traditional placement success.
Fordham Law graduates also continue to pass the New York Bar Examination at very high rates compared to the vast majority of New York ABA-accredited law schools. The bar passage rate for the Law School class of 2013, for first-time takers, was 91 percent. Only four out of the other fourteen New York schools have higher bar passage rates than Fordham Law.

**Strengthening the Core**

The Law School faculty adopted a number of reforms to both the first-year and upper-level curriculum, as well as to the first-year orientation program. The faculty redesigned the first-year mandatory course of study by reallocating credits to make room for an additional doctrinal course and an additional intensive writing experience in the first year. The addition of a core doctrinal course is intended to better situate students in their second year to take immediate advantage of advanced courses, upper-level concentrations, research opportunities, internships, and first-year summer placements.

The addition of a second writing component in a doctrinal course is intended to assist students in developing legal writing skills critical for academic success and practice, as well as to provide a new mechanism for formative and summative assessment. Fordham Law stands alone among its peer and peer-aspirant schools in requiring that first-year students complete two doctrinal writing courses in addition to the standard Legal Research and Writing course.

The faculty also approved a framework for upper-level curriculum reform recognizing the need to better prepare Fordham Law graduates for practice with an educational program that reflects the breadth and depth necessary for legal literacy, as well as the need to ensure that students receive adequate curriculum guidance. The heart of the upper-level curriculum reform framework adopted by the faculty is the creation of curriculum concentrations or course “clusters” for students. These elective clusters will give greater focus and coherence to the second and third years of law school and allow students to develop a certain depth of knowledge, preparing them for legal practice, and signaling interest to employers. The clusters are not mandatory, and students may take more than one or none.

Finally, the faculty approved a new requirement that every incoming Fordham Law student take a six-hour short course on Quantitative Methods for Lawyers prior to beginning their traditional first-year courses. Fordham is the first law school to adopt such a requirement. Legal education and practice increasingly require some understanding of markets, cost-benefit analysis, and the time value of money. Yet employers, alumni, and faculty have all expressed concern about students’ inadequate understanding of financial issues and the basics of economic analysis. The new course will introduce simple concepts and vocabulary, and signal that quantitative reasoning is part of every lawyer’s skill set. The course is not intended to provide a complete toolkit; rather, it will ensure students are equipped with a basic orientation to the topic.
Expanding the Educational Reach of the Law School

The Law School has long augmented its traditional focus on its Juris Doctor (JD) program with a focus on developing its Masters of Laws (LLM) program concentrations and enrollments. The Law School continues to develop and expand its LLM programs in an effort to enhance its reputation in areas of academic and curricular strength. Over the last two years, the Law School has secured approvals for and implemented new LLMs in International Dispute Resolution and Corporate Compliance. This past academic year, the faculty voted to approve a new LLM in Fashion Law, given the Law School’s leadership in that field.

Having successfully expanded LLM programs over the past decade, and having successfully instituted a research-oriented Doctor of Juridical Science (SJD) program, this past academic year the Law School sought to expand its educational mission to a wider audience. Specifically, the faculty created the Master of Science in Law (MSL) degree to attract non-legal professionals wanting to acquire specific legal skills or knowledge but not needing to invest in a JD degree. After considering a range of potential non-JD degree programs in a variety of curricular areas, the faculty approved two new MSL degrees—an MSL in Corporate Compliance and an MSL in Fashion Law.

The fields of Corporate Compliance and Fashion Law are areas of comparative strength for the Law School. They are also areas in which there exists strong demand for trained, non-legal professionals. Both degrees will be open to holders of degrees in fields other than law.

Goals for 2014-2015

- Search for new Law School dean
- Institute curricular reforms to meet the evolving needs of Law students in a competitive market
- Strategically expand non-JD Degree programs in areas of competitive strength
SCHOOL OF LAW BY THE NUMBERS

US News and World Report Ranking: 36
(2015 edition; FT Program)

US News and World Report Ranking: 3
(2015 edition; Evening Program)

Prestigious fellowships and awards: 33

Number of degrees conferred: 627
459 JDs and 168 LLMs

Total enrollment: 1,516 (fall 2013)
International enrollment: 216 (fall 2013)

COMPOSITION OF THE FACULTY OF LAW
61 full-time tenured/tenure track faculty
16 full-time non-tenure track faculty/instructional staff

FACULTY APPOINTMENTS FOR 2013-2014
1 full-time tenured/tenure track line

FACULTY OF LAW
Faculty Scholarship
30 books and book chapters
59 articles
71 other intellectual contributions

Presentations
181 presentations
Graduate School of Arts and Sciences

Since 2011, GSAS has been guided by a set of five-year goals that focus on making strategic decisions about programs and partnerships with the view of helping students, faculty, and alumni to achieve educational and personal objectives. These goals set out to accomplish the broader vision of *Toward 2016*: to build the reputation of GSAS among Catholic institutions and to place the school at the forefront of innovations in graduate education by its centennial year (also 2016). Today, these aspirations must be seen in the context of the ongoing downturn in GSAS enrollments and the broader landscape of fast-paced changes in higher education, not so much in order to be tempered, but rather in order to be properly calibrated. The recalibration of GSAS’s vision includes a firm focus on providing nimble and flexible responses to the changing academic needs of today’s students.

New, innovative GSAS programs at the master’s level will conform to the following rigorous principles: 1) new programs will meet or exceed GSAS’s high academic standards and reputation for quality, 2) they will remain true to GSAS’s broader objectives as an academic unit within Arts and Sciences, which centrally comprises a number of excellent doctoral programs, and 3) they will meet stringent criteria of marketability and fiscal accountability. The more immediate objective is putting GSAS on an upward trajectory again. However, the long-term vision is not at all diminished. To the contrary, it includes making GSAS more central to the core enterprise of the Arts and Sciences division within Fordham, in both its research and teaching missions; making GSAS more successful in meeting the needs of its students; sustaining innovation within Jesuit graduate education; and meaningfully supporting those programs, doctoral and master’s-level, that are already excellent.

Create Distinctive New Offerings and Support Existing Areas of Distinction

GSAS is developing a number of distinctive academic programs, most notably the MA in Public Media, the MS in Data Analytics, and the MS in Clinical Research Methodology. These programs innovate in a number of ways. The Public Media program is a partnership with Fordham’s public media station, WFUV, and constitutes a compelling realization of a mission-appropriate internal collaboration. This one-year intensive master’s program in the Department of Communication and Media Studies will bring 30 students in its first year, and may grow up to 50 students a year. The MS in Data Analytics in the Department of Computer and Information Science likewise responds to research that has identified short- and long-term needs for data specialists, but it also serves the research interests of CIS faculty by contributing to the long-term ambitions of the department. Next in line is the MS in Clinical Research Methodology, which will provide needed clinical research training to students who are interested either in doctoral study in clinical psychology or in careers in research administration, policy analysis, or project coordination in relevant fields.

Several new programs, including the Master of Theological Studies (MTS), Public Media, and Data Analysis, utilized the new internal program development process, which included comprehensive market research and budget review. Chairs and program directors were introduced to these new budget models, in order to communicate the view that new program development affords opportunities for retaining a portion of tuition revenue to be reinvested into the academic mission of departments and
programs. The fine-tuning of the model not only enhanced it but also helped to develop a richer understanding of the tool amongst those working on programmatic changes.

GSAS also invested ample staff time in improving existing programs and supporting excellent ones. Five existing master’s programs were identified as strategic targets: Applied Psychological Methods (APM), Conservation Biology, Elections and Campaign Management (ECM), Ethics and Society, and Urban Studies. These programs received extensive support for marketing, website development, communication strategy, and recruitment activities. A number of PhD and master’s programs brought forth ideas for curricular innovations, which resulted in changes to the existing MA in Theology (completed) as well as planned changes to the MS, MPhil, and PhD in Biology, and the PhD in English.

**Enrollment and Funding**

Applications to doctoral programs remained steady for the fall 2013 cohort, allowing doctoral programs to maintain their selectivity of 10 percent. The yield for initial offers fell slightly to 46 percent from 50 percent, but this did not adversely affect the quality of incoming students: the undergraduate GPA for entering doctoral students remained at 3.7, with GRE scores improving slightly from fall 2012. With the exception of the Department of Psychology, all doctoral programs enrolled cohorts of the target size. Psychology reduced the size of their incoming cohort from the previous average as it moved toward providing four years of funding for their PhD students.

Applications to master’s programs decreased by 30 percent. This drop was expected, since during 2012-2013 GSAS suspended admission to six master’s programs in which projected enrollments fell below the threshold considered to be adequate for sustainability. However, as indexed by undergraduate GPA and GRE scores, the quality of these applications increased. Admission was offered to 57 percent of master’s applicants, compared to 42 percent in fall 2012. The yield improved to 27 percent, so the decrease in the size of the entering master’s cohort was only 5 percent.

In 2013-14, credits from registrations in GSAS courses decreased by 14 percent from the number of credits in academic year 2012-2013. Most of the decline was anticipated as a result of the admission hiatus in the six master’s programs. This budget shortfall can be traced primarily to a 56 percent decrease in credits in the MS in Computer Science and a 29 percent decrease in International Political Economy and Development (IPED). Since the two CIS graduate programs (the existing MS in Computer Science and the proposed MS in Data Analytics) rely partly on the same courses, the MS in Data Analytics will help offset the losses in the old program by helping to fill available seats. All in all, it is expected that enrollments in CIS courses will go up with the opening of the new degree program.

More than half of GSAS students received merit-based awards for scholarships or stipends. GSAS students involved in undergraduate education received $5 million, 58 percent of the total stipends. The tuition discount was 60 percent with scholarships primarily supporting students with stipends for teaching and graduate assistantship duties. External funding was matched with tuition scholarship. External funding provided approximately $428,000 in stipends and $122,000 in partial tuition scholarships. Students who received prestigious external fellowships (such as Fulbright or
Coverdell/Peace Corps) also received matching tuition scholarships from GSAS, totaling more than $550,000. Thirty-one GSAS Distinguished Fellowships were awarded this year including two University Fellowships, six Research Fellowships, nine Alumni Dissertation Fellowships and 14 Senior Teaching Fellowships. Ninety-two students received merit-based funding for summer 2014, including 64 awards for student projects. The steady increase in the number of funded student projects reflects the continuing progress toward the goal of matching financial support to the reality that graduate study is a year-round endeavor.

Cultivate the Academic and Professional Development of Students

In 2013-14, students in GSAS doctoral programs built on their tradition of external achievements, with 32 percent of them having at least one external fellowship, publication, or presentation, compared to 19 percent in 2012-2013. The percentage of students with these achievements increased in biological sciences, classics, English, history, philosophy, and psychology. GSAS doctoral students published 73 articles, chapters, and creative writing pieces. GSAS students reported receiving 67 prestigious national and international awards. These awards included a Gates Cambridge Scholarship, Eric & Wendy Schmidt Data Science for Social Good Summer Fellowship at the University of Chicago, Gulliksen Research Fellowship from Educational Testing Service, College Board Research Fellowships, Fulbright Scholarships, Schlesinger Library Oral History Grant, Fellowship from the Caroline and Erwin Swann Foundation for Caricature and Cartoon at the United States Library of Congress, Program Hispanex Fellowship, and others. GSAS doctoral students presented a total of 207 papers at professional conferences. The combined funding of GSAS and the Graduate Student Association (GSA) awarded $34,496 to support student travel for the purpose of scholarly presentations. The achievements of nine students were highlighted on the rotating banner at the top of the GSAS home page on the web.

Amongst the many efforts to support the professional development of students, one deserves special emphasis: GSAS piloted The Business of Life Sciences and The Communication of Life Sciences with Biology doctoral students from Fordham and the Albert Einstein College of Medicine (Einstein). The Business of Life Sciences was run by Business faculty members Danielle Dunne, Benjamin Cole, and Falguni Sen at Fordham for one half-day session and at Einstein for one half-day session. Evaluations and waitlists indicated strong need for additional training in this area and development of intensive and advanced workshops and internships is underway, as is submission of an NSF proposal to fund them. The Communication of Life Sciences was run at the Wildlife Conservation Society (WCS) by Jamie Boyer (The New York Botanical Garden [NYBG]), Brian Johnson and Robyn Charlton (WCS) with a special guest appearance by Eric Sanderson (WCS’s world-renowned scientist and author of Mannahatta and Terra Nova). Students indicated a strong demand for additional training in speaking and writing about science to both scientific and non-scientific audiences. Again, planning is underway to offer intensive and advanced workshops and internships.

Internal and External Partnerships

GSAS is committed to collaborating with internal and external partners. Indeed, academic year 2013-2014 is memorable for the richness and variety of these partnerships, some of which have already been highlighted. The MA in Public Media would not be possible without the ready participation of WFUV.
The Business of Life Sciences and the Communication of Life Sciences relied on the participation of Einstein, NYBG, and WCS. GSAS’s marketing efforts have been assisted by the partnership with the Fordham Center for Positive Marketing.

GSAS has also done a great deal this year to internationalize its offerings, with particular emphasis on Jesuit institutions abroad. Alberto Hurtado University (UAH) in Santiago, Chile will begin offering an IPED-Santiago degree in partnership with GSAS’s IPED program here in New York. GSAS also signed a memorandum of understanding with Sophia University in Tokyo, Japan for streamlined admission of its BA and BS students to three GSAS programs—Elections and Campaign Management, IPED, and Urban Studies; these students will have the opportunity to earn their master’s degrees in an accelerated fashion.

Conclusion
“It may be hard for an egg to turn into a bird” (C.S. Lewis), but GSAS is hatching many new ideas to realize its potential and reverse the downward trend that has affected it since fall 2012. These new initiatives are already proving that this egg is in no danger of “go[ing] bad.”

Goals for 2014-2015
• Respond nimbly and flexibly to the fast-changing graduate education landscape by developing new—innovative and marketable—programs that meet GSAS’s high academic standards and contribute to its broader objectives as a graduate unit in Arts and Sciences
• Generate new and strengthen current distinctive, timely, and mission-appropriate graduate programs
• Cultivate academic and professional development of students
• Develop productive collaborations and partnerships with other Fordham academic units and external institutions in order to foster innovative programs
GSAS BY THE NUMBERS

*Prestigious fellowships and awards: 67*

*Number of degrees conferred: 334*
191 masters, 93 advanced certificates, and 50 doctorates

*Total enrollment: 679 (fall 2013)*
*International enrollment: 100 (fall 2013)*
**Graduate School of Education**

A primary goal for the Graduate School of Education (GSE) in 2013-2014 was to support programs that are redesigning their curricula and degree requirements to create state of the art, nationally prominent programs. To accomplish this goal, each of the three divisions and the Contemporary Learning and Interdisciplinary Research (CLAIR) doctoral program held retreats funded by the Dean’s Office that focused on program development and improvement. Program directors attended national and regional meetings, and administrative and clerical support was provided to help programs prepare reports to external professional associations and the New York State Education Department. All programs received endorsements from external agencies and NYSED.

A second goal was to increase enrollment across the school. To accomplish this goal, the GSE home page, as well as the home pages for its many programs, were modernized and reordered to facilitate inquiries from prospective applicants. The number of applications received across all programs declined from 2013 by 7.3 percent, with the largest decline, 9.2 percent in teacher education programs. The number of applications to educational leadership programs increased by almost 2 percent, reflecting the success of the recently inaugurated Accelerated Master’s Program in Educational Leadership (AMPEL) in attracting teachers seeking certification to serve as administrators in city schools. Credits completed declined by 5.5 percent from 2013 to 2014 (19,345 in 2014; 20,457 in 2013), with the greatest decline again found in teacher education programs.

A third goal was to receive national recognition for all 21 program areas for which Specialty Professional Association (SPA) self-studies were submitted and to obtain full seven-year reaccreditation of the Counseling Psychology program. Ten teacher education programs received unconditional recognition, 5 were recognized with conditions, 3 recognized with probation, and one is in need of further development. APA granted seven-year accreditation to the Counseling Psychology program.

A continuing and ongoing goal was to support cross-divisional and interdisciplinary collaboration. A dean’s advisory committee of faculty, referred to as the 2020 Committee, met, went on a retreat, and reported back to the school council of its efforts to re-imagine and redesign GSE. The committee will continue its work in 2014-2015 and plans to report regularly to the school council on its progress. Task forces in the Counseling and School Psychology programs will continue to work on the integration of courses in three overlapping areas. A proposal to establish C-CLAIR is being prepared by a faculty work group, following conditional approval of the center by the provost. The Division of Educational Leadership, Administration, and Policy in the late stages of redesigning the curriculum for the Doctor of Education program to align with the Carnegie Project on the Education Doctorate; the revised program will incorporate teacher leader and higher education strands, thus enhancing the marketability of the program.

A fifth goal was to improve the academic community by offering conferences, symposia, and speakers. Each of the academic divisions and CLAIR organized conferences and invited speakers, as did the Hagin Centers and the Center for Catholic School Leadership.
A final goal was to continue to generate grants and contracts that support research, teaching, service, and students. The Center for Educational Partnerships continued to search for funding opportunities and to assist faculty in the development of proposals. The center also coordinated the submission of project reports for federal, state, and municipal grants and contracts.

GSE received a five-year contract to continue as a Partnership Support Organization for the New York City Department of Education (NYC DOE), with a yearly contract of approximately $1,450,000. The Regional Bilingual Technical Assistance Center was funded again with a yearly award of $1,217,784. The fifth and final year of the Long Island-Westchester Bilingual Teacher Leadership Academy was funded by NYSED for $836,799. This center, working with the Center for Catholic School Leadership, received a $334,000 leadership training grant from the Diocese of Brooklyn to fund the Multicultural Teacher Leadership Academy and received $497,000 from NYC DOE Title II to fund faith-based teacher and leader preparation.

Four major training grants (three federal, one State) funded students in special education and STEM teacher education programs, with yearly awards of approximately $1,700,000. A federal award of approximately $300,000 funded a major faculty professional development project in GSE. Teach For America renewed its contract with GSE, which generated approximately $1,100,000 in Americorps and NYC DOE funding.

In aggregate, GSE generated approximately $7,430,000 in grant and contract support. In addition two of its centers, the Bernard Schwartz Center for Media, Public Policy, and Education and the Human Resiliency Institute, received $580,000 in foundation and benefactor gifts to support their activities.

Goals for 2014-2015

• Search for a new GSE dean
• Grow enrollment by 5 percent, especially in certificate programs in teacher education
• Prepare the institutional self-study in anticipation of NCATE/CAEP reaccreditation
• Produce a report from the 2020 Advisory Committee that guides strategic planning
• Support continuous program development and improvement
• Advance international initiatives
• Plan to celebrate 100 years of Education in the City, the GSE centennial year 2015-2016
GSE BY THE NUMBERS

Prestigious fellowships and awards: 3

Number of degrees conferred: 477
400 masters, 25 advanced certificates, and 52 doctorates

Total enrollment: 1,092 (fall 2013)
International enrollment: 47 (fall 2013)

COMPOSITION OF THE FACULTY OF EDUCATION
31 full-time tenured/tenure track faculty
10 full-time non-tenure track faculty/instructional staff

FACULTY APPOINTMENTS FOR 2013-2014
1 full-time non-tenure track/instructional staff line

FACULTY OF GSE
Faculty Scholarship
13 books and book chapters
27 articles
7 other intellectual contributions

Presentations
35 international presentations
21 national presentations
11 regional, state, and local presentations
Graduate School of Social Service
The past year has brought exciting changes for the Graduate School of Social Service (GSS) including a new dean and new and innovative program growth. Both the faculty and administration have worked to focus on extending recruitment efforts while maintaining a superior education for all GSS students.

The faculty have been leaders in promoting the opportunities of the profession leading to expanded enrollments and new programmatic and research opportunities. This openness to exploring new relationships, research, teaching, and service has been critical to the successful expansion of GSS. Most impressive is the fact that GSS faculty and administration have delivered increased enrollments and the initiation of innovative partnerships while undertaking the complete reorganization of curriculum and committee structures.

Underscoring all of these efforts is the faculty’s dedication to quality professional education. It is this dedication to quality and the outstanding reputation of the GSS faculty that largely accounts for the fact that the GSS continues to maintain the highest traditional MSW student enrollment in the country (1534 students). This is approximately three times higher than the average size of schools of social work. This is a remarkable achievement given the highly competitive environment of New York City with numerous schools of social work in close proximity.

GSS is committed to maintaining its strong standing. To this end, three top goals emerged this year:

Prepare the Best Educated Social Work Practitioners able to Practice with the Most Recent Modalities

Directed Meeting the Needs of Vulnerable Populations Around the World

This year the faculty engaged in the final leg of what has been a very intense four-year process of curriculum redesign and the submission and evaluation of the reaffirmation self-study by the Council of Social Work Education (CSWE) for both the BASW and MSW programs. This required the faculty and administration to dedicate significant time and resources to all aspects of the curriculum both implicit (creation of a learning environment that supports the value and ethical stance of the profession) and explicit (curriculum as defined by courses and assignments). In addition the school has anchored the redesigned curriculum in a human rights and social justice commitment. In September 2013 GSS underwent the CSWE site visit and a comprehensive evaluation of its programs and student learning outcomes. The site visit went extremely well and both the BASW and MSW programs have been reaffirmed through 2022. Even after this great success the faculty has opted to continue its evaluation of the curriculum to uncover any gaps in horizontal or vertical curriculum integration that may exist. It is this commitment to quality that motivated the faculty this past year to review and revise their curriculum committee structure with the goal of increasing faculty collaboration and communication.

Expand and/or Develop New GSS Educational Programs

This year GSS has focused on maximizing growth in two ways: 1) expansion of existing programs, and 2) development and implementation of new program options. Success has been accomplished on both fronts. Significant increases in traditional MSW program enrollment have been enjoyed/projected in
both spring 2014 and fall 2014 semesters. The total number of applications received for fall 2014 surpasses the total number of applications received for each fall term for the last six years. With respect to the Online MSW Program, steps were taken in December 2013 to eliminate the fifty-mile radius restriction which, no doubt, contributed to the projected 30 percent increase in enrollments for fall 2014 as compared to fall 2013. With respect to maintenance of educational quality, in 2013-2014 the Fordham GSS Online Program was ranked #1 in the nation by both www.thestudentschools.org and www.createacareer.org; and ranked #2 in the nation by www.graduateprograms.org.

GSS new interdisciplinary program initiatives this past year include:

- Implementation of Fordham’s first fully hybrid graduate professional program in partnership with Molloy College.
- Development and implementation of a Master of Science in Nonprofit Leadership, a joint program of GSS and the Graduate School of Business Administration (GBA) to be administered through the Fordham Center for Nonprofit Leaders. This is the first social work/business joint professional program in the nation. Projected enrollment for fall 2014 is 25 students.
- Development and implementation of a Master of Social Work (MSW) and Master of Public Health (MPH) joint degree program. Projected enrollment for fall 2014 is twelve students.
- Development and implementation of the BASW course of study for international students from China Youth University in conjunction with the School of Professional and Continuing Studies. The first cohort of nine students has been accepted and has enrolled to attend the BASW program at Lincoln Center in the fall 2014 semester.

**Establish New Partnerships to Foster Innovative Opportunities for Educational Programing, Faculty Research, and Student Engagement**

This year the faculty and administration of GSS have both embraced and sought new opportunities for innovative partnerships. Through the Fordham London Centre two MSW summer courses were delivered with a 10 percent increase in enrollment over last year. GSS also initiated a new program component in partnership with the Human Rights Consortium at the University of London. A daylong Human Rights Practice Intensive/Workshop was held in which faculty and students from both institutions worked along with invited guests from local UK organizations on participatory activities focused on human rights practice. The success of this first-year pilot program holds great potential for expanding a GSS International Human Rights Intensive summer program at the Fordham London Centre/Heythrop College. Such a program could attract significant international attention establishing a unique international branding opportunity for Fordham while also providing a variety of revenue-generating program options including courses and certificates.

This year GSS developed and launched the Interdisciplinary Collaborative on Health, Environment, and Human Performance in partnership with Yvonne Cagle, MD, an astronaut and physician with the National Aeronautics and Space Administration (NASA). The collaboration aims to pursue excellence and innovation in medical, behavioral, and environmental research, education, and technology
development. Operating under the auspices of GSS, the collaborative will promote interdisciplinary research across the University, as well as between the University and its external partners and communities; for instance, the Bronx Science Consortium. Dr. Cagle will serve as a visiting professor at GSS offering her research and medical expertise and providing Fordham faculty access to the innovative technologies and new research opportunities.

Finally, GSS in conjunction with the Graduate School of Business has developed a new Advisory Board for the Fordham Center for Nonprofit Leaders that is comprised of prominent community members. The new Board will provide critical guidance to the Center and help to create promising new avenues and opportunities for growth and development. The ultimate goal is to position the Center for Nonprofit Leaders as a significant regional and national resource for education, research and leadership development in addition to community and organizational capacity building with a commitment to social justice and social innovation.

**Goals for 2014-2015**

- Increase student enrollment in the Online Master of Social Work and explore potential for program diversification
- Accelerate development of the GSS International Human Rights Intensive summer program at the Fordham London Centre/Heythrop College
- Formally establish a five-year BASW/MSW Program option at LC and Molloy College
GSS BY THE NUMBERS

US News and World Report Ranking: 11 (Fall 2013 magazine)

Prestigious fellowships and awards: 2

Number of degrees conferred: 581
575 masters and 6 doctorates

Total enrollment: 1,496 (fall 2013)
International enrollment: 16 (fall 2013)

COMPOSITION OF THE FACULTY OF SOCIAL SERVICE
34 full-time tenured/tenure track faculty
10 full-time non-tenure track faculty/instructional staff

FACULTY APPOINTMENTS FOR 2013-2014
1 full-time tenured/tenure track line

FACULTY OF SOCIAL SERVICE
Faculty Scholarship
10 books and book chapters
42 articles
10 other intellectual contributions

Presentations
17 international presentations
12 national presentations
15 regional, state, and local presentations
Graduate School of Business Administration

Facing an uncertain landscape, the Graduate School of Business Administration (GBA) pursued a multifaceted approach, mitigating risk while taking steps to redefine its position in the business education marketplace. This included an expansion of the Master of Science program roster that has helped generate additional revenue in recent years, combined with a reinvestment in the MBA curriculum—which, despite the rise of MS programs, continues to be the flagship by which business schools are judged and ranked. The school also began developing a small pilot PhD program that will enable Fordham to move into the sphere of doctoral-level business education.

The approach of simultaneous MBA and MS development is intended to enhance Fordham’s flexibility and marketplace responsiveness. For the last four years, GBA built on a niche-focused market strategy that was first established in the late 1990s and fostered through the late 2000s. It began with the MS programs in accounting, taxation, quantitative finance, and global finance, which have become anchor programs for the school. Then, in a four-year period from 2010 to 2014, GBA invested heavily in establishing MS programs in other niches, growing rapidly to a total of 16. Three concepts were behind that decision: that the US market for the MBA was declining, that companies were less likely to offer tuition reimbursement, and that international students—who often pay full freight—were more likely to enroll in specialized MS programs. To be certain, the strategy yielded short-term benefits: GBA met revenue targets and enrollments jumped significantly, especially among international students. It also brought challenges that require a careful look at the future prospects for these programs, including lack of diversity in the student population and significant difficulty in regard to career placement, given that visa limitations often hinder international students from securing employment in the United States.

The MBA remains the gold standard for graduate business schools and the degree of choice for high-ability domestic students. Peer and aspirant schools have continued to invest in the MBA in a variety of forms, while at Fordham, limited resources and the enrollment growth of several MS programs shifted attention away from the MBA, which subsequently languished in both curriculum development and student population. The decision in 2013-2014 to commit renewed energy to improving the full-time MBA curriculum is a key step in an effort to regain and retain competitiveness for top-tier students—and to make up lost ground in rankings.

The time has also come to restore the part-time MBA to its former prominence. Re-establishing Fordham’s place in the part-time MBA market will be difficult but not impossible. To succeed, Fordham must create a distinctive part-time MBA program that will serve a defined need. The school must build bridges to corporate partners that can serve as a pipeline of students and perhaps act as gateways to the renewal of employer tuition support. Fordham must investigate flexible, efficient part-time MBA formats that deliver the same curricular power with reduced student time commitment. In the new business school administration, a committee comprising faculty, administrators, alumni, and industry representatives will take up this strategic question.
In July 2014, the University introduced a complete reorganization of the business school administration with a three-part focus on excellence, student experience, and efficiency. Implemented over the span of several months, it also brought together the undergraduate and graduate administrations into one organization. Changes were guided by benchmarking with the practices of peer and aspirant schools, interviews and focus groups with current students and alumni, and extensive research into the roles and responsibilities of current staff. With invaluable support from the Office of the Provost, the new structure will better serve business students in an end-to-end process, from admissions to their productive lives as alumni.

The most crucial administrative challenge facing the newly unified school—which is likely to persist for some time, due to funding realities and the length of time it can take to make progress—is the provision of personal and professional development services to students. This is the new term for what was formerly called “career management,” reflecting a broader and Jesuit-focused approach. The new model calls for a team of nine professionals in 2014-2015 and at least two more in the following year, but it is important to note that this staff will serve undergraduate students as well: a total of nearly 4,000 students across all levels. As of the writing of this report, GBA’s ratio of students to personal and professional development staff was more than 300 to 1. Baruch College has a ratio of 26 to 1; Boston College is 40 to 1. Fordham’s newly unified business school can benefit immeasurably from the President’s and provost’s continued support for student personal and professional development. Rankings stand to benefit in turn, as more students are placed in well-compensated jobs in their fields.

In personal and professional development, and in other areas—notably, graduate admissions and academic advising—it is the new leadership’s goal to move away from GBA’s historic reliance on using part-time contractors to provide key administrative services. Contractors cost dearly and are not generally as invested as full-time employees in the mission of the school or the quality of the support they provide. They also turn over much more often, making it difficult for students to forge lasting bonds with administrators whom they feel are supportive. A larger dedicated, full-time staff under one strong leader can set the stage not only for improved across-the-board services, but also for a reinvention of what it means to be a Fordham business student and graduate.

**Goals for 2014-2015**

*Academic Excellence*

- Implement the revised MBA curriculum and capitalize on its features of applied, team-based learning to attract a high-ability diverse student body
- Complete development for and launch the PhD program
- Identify strengths in the MS market and set priorities accordingly, devoting resources to excellent programs that meet demand and phasing out programs that lack a market niche
Globalization

• Assess existing and potential international relationships and use those assessments to set new priorities for global partnerships
• Leverage the international student community as true assets to the learning community
• Expand outreach to alumni and corporations globally

Personal and Professional Development

• Hire a senior director of personal and professional development to oversee initiatives toward excellence in this key area
• Increase corporate partnerships to widen the hiring pipeline for internships and jobs, and advance students’ job prospects by raising the number who pass licensure exams
• Expand into the arena of non-degree executive education to generate a new revenue source, while better serving Fordham alumni and the New York City professional market

Pedagogical Innovation

• Ensure that applied learning permeates the delivery of all degree programs
• Begin inquiry into the possibility of a fully online MS program while generally expanding hybrid learning
• Integrate service into the graduate curriculum
GBA BY THE NUMBERS

Prestigious fellowships and awards: 1

Number of degrees conferred: 917
917 masters

Total enrollment: 1,770 (fall 2013)
International enrollment: 819 (fall 2013)
Graduate School of Religion and Religious Education

The Graduate School of Religion and Religious Education (GRE) had its best year ever in terms of revenues and fiscal responsibility. The quality of the students is beginning to rise through better marketing and admission practices, as well as through more rigorous policies requiring satisfactory progress. With the New York State Education Department (NYSED) approval of new degrees and the school’s creation of an outcome assessment plan, GRE is prepared for the Middle States accreditation visit in 2016 and for future growth.

The top three goals of GRE during the 2013-2014 academic year were: development of distance education programs, curriculum review and revision, and collaborative ventures. All of these goals should have positive impact on the fiscal health of the school in the next several years. GRE has made significant progress in achieving all three goals, though it could perform better if the staff could be restructured to fit the school’s need. Without some restructuring of the staff, enrollments will begin to drop off by the spring of 2015 as students are now moving through the program more quickly.

The three primary goals for this year, as well as GRE plans for next year, are united by an overarching objective to enhance the integration of Catholic and Jesuit traditions into other units in the University. At the same time, GRE aims to manifest the University’s commitment to provide service to the Catholic Church, in particular, to other communities of faith and to the broader world.

Over the course of the 2013-2014 year, GRE received approval for six new graduate degree and certificate programs. GRE has also initiated a new, non-credit program to serve its students and Catholic dioceses, which may be converted to a distance education format in the intermediate term. Since the development of distance education programs and curriculum revision have largely been overlapping initiatives, it is helpful to consider these matters under the rubric of program development.

Program Development

With the development of the new programs, the school has been able to bring the core requirements among the programs into alignment. This alignment has facilitated scheduling, planning, and budgeting. The growing alignment is also beginning to foster a shared sense of identity for the school. In the process, GRE has more than doubled its distance education programs, which improved GRE’s ability to reach out to underserved areas in the United States and internationally. The status of the degree programs that GRE proposed to create in the 2012-2013 academic year is as follows:

- The Doctor of Ministry was approved for a distance education format with concentrations in Christian Spirituality and Latino Ministry.
- The Master of Arts in Christian Spirituality (MACS) was approved in a distance education format.
  - Beyond teaching Christian spirituality in general, MACS provides a platform for promoting Jesuit spirituality and Jesuit studies.
  - It educates people in Ignatian spiritual direction to serve Jesuit institutions.
- The Master of Arts in Pastoral Studies (MAPS) was approved in a distance education format.
The curriculum was reworked to correspond to certification requirements for lay ministers released by the United States Conference of Catholic Bishops Commission on Certification and Accreditation.

- The revised Certificate in Spiritual Direction was approved in a distance education format.
- The Certificate in Hispanic Ministry was approved in a distance education format.
- The Certificate in Christian Spirituality was approved in a distance education format.

Finally, GRE has created a new non-credit program, Vineyard Workers Workshops, designed to fill in gaps in GRE programs for meeting the certification standards for lay ministers, including chaplains. Currently, it is offered as a hybrid distance education program. The program will fill other needs as well. It was also designed as a means to provide service to the local dioceses by offering high quality instruction for different audiences such as volunteers, catechists, parish council members, and priests in need of ongoing education. More importantly, it makes it possible to bring in qualified clergy to teach for the University and to build relationships with them.

**Collaborative Ventures**

GRE has reached out to collaborate with other units in the University and with several entities outside of it. GRE reached out to GBA to create new programs, which led to the school’s involvement in the Fordham Social Innovation team. Though the development of the MA in Mission Administration and the executive leadership and spirituality program are unable to move forward immediately, GRE will continue to collaborate with the unified Schools of Business. GRE is also in the process of developing a joint MA in Digital Ministry with GSAS. WFUV and GRE are collaborating in the creation of a spirituality and music course that will be initially offered for free to promote Fordham. GRE faculty members have taught undergraduate sections for the Theology Department at Rose Hill and Lincoln Center. Finally, GRE has collaborated with the Office of Mission and Ministry on several events over the course of the last year.

Outside the University, GRE has reached out to and collaborated with the following organizations: the Catechetical Office of the Archdiocese of New York (ADNY), Catechumenate Office ADNY, Office of Young Adult Outreach ADNY, the Fulton Sheen Center ADNY, Office of The Pastoral Institute Brooklyn Diocese, Most Reverend Raymond Chappetto (on evangelization), Most Reverend Frank J. Caggiano, Office of Religious Education and Evangelization Archdiocese of Hartford, AJCU (Pastoral, Theological, and Ministerial Conference), American Association of Pastoral Counselors, the Association of Professional Chaplains, Community of Sant’Egidio, Capuchin Youth and Family Ministries, Catholic Extension Society, Hispanic Theological Initiative, National Association of Catholic Chaplains, Maryknoll Fathers, National Association of Lay Ministers, Paulist Press, and the Redemptorists. These collaborations have ranged from co-sponsoring events, consultation services, joint promotional efforts, and providing continuing education for professional ministers.
Short-Term and Long-Range Academic Plans

During the 2014-2015 academic year, GRE will focus on consolidating the gains it has made in order to promote the new and revised programs that have been approved. GRE will continue to pursue the joint initiatives that are pending as a result of the unification of the Business Schools and will begin to reach out to GSS to discuss possible cross-school collaborations. Using the new degrees and certificates that have been approved, GRE will promote concentrations in Jesuit studies, mission leadership, and campus ministry. These concentrations may eventually lead to new certificates or degrees.

Longer term academic plans will concentrate on creating new certificates designed to meet specific needs in the church. GRE will begin to create certificates out of existing curriculum aimed specifically at people preparing for a second career. Three examples of graduate certificates currently under consideration are: a certificate in pastoral care for individuals who already have a counseling degree, a certificate in religious education for people who have an MA in education, and a mission certificate for those who have a background in business or administration. There are plans to meet with the dean of the Graduate School of Social Service to design some collaborative ventures. There are also some preliminary discussions with Mercy Healthcare about collaboration in training mission leaders for their systems; however, it will be at least two years before that will impact curriculum.

The dean of GRE, in his role as vice president of the AJCU Pastoral, Theological, and Ministerial Conference, has started the process of seeking a grant to study the feasibility of creating a consortium among the schools in the conference. The deans, chairs, and directors believe the proposed consortium may remove the economic obstacles to collaboration. If successful, such a consortium would provide a means to allow some cross-registration, collect data, establish common standards, and seek grants for common initiatives, scholarships, etc. Eventually, such a structure could serve Jesuit colleges and universities just as the Association of Theological Schools serves seminaries. It could also be useful in promoting international collaborations.
GRE BY THE NUMBERS

*Number of degrees conferred: 60*
- 42 masters, 3 advanced certificates, and 15 doctorates

*Total enrollment: 200 (fall 2013)*
*International enrollment: 34 (fall 2013)*

COMPOSITION OF THE FACULTY OF RELIGION AND RELIGIOUS EDUCATION

10 full-time tenured/tenure track faculty

FACULTY OF RELIGION AND RELIGIOUS EDUCATION

Faculty Scholarship
- 7 books and book chapters
- 6 articles
- 2 other intellectual contributions

Presentations
- 7 international presentations
- 3 national presentations
- 13 regional, state, and local presentations