



FORDHAM UNIVERSITY  
ANNUAL REPORT—STRATEGIC PLAN REPORT  
2015-2016  
ACADEMIC NARRATIVE ADDENDUM

**Due to the Office of the Provost: June 15, 2016**

Unit \_\_\_ Graduate School of Education \_\_\_\_\_

Reporting Individual \_\_\_ Virginia Roach \_\_\_\_\_

The 2015-2016 year has been one of transition in the Graduation School of Education (GSE). The primary goal stated for the year was to make a successful transition in leadership. The three goals identified were:

- Complete a successful transition to a new dean, new associate dean for academic affairs, and new division chairs in all three major divisions of the school;
- Develop a set of specific GSE-wide goals and plans, with a particular focus on addressing declining enrollment; and
- Complete and submit the Institutional Report (IR) and host the seven-year accreditation site review by the Council for the Accreditation of Educator Preparation/National Council for the Accreditation of Teachers Education (CAEP/NCATE).

#### Transition in Leadership

The new dean began her tenure July 1, 2015. Prior to her arrival, extensive transition planning took place with the prior dean as well as input from members of the faculty, administrators and staff. These individual interviews continued throughout the summer as part of the internal scanning process in preparation for developing a three to five year plan. After extended internal discussions, it was determined that an external candidate would need to be hired for the position of associate dean for academic affairs. As such, Dr. Nancy Gropper was hired as interim associate dean for the year. Not only did Dr. Gropper serve as the academic leader of the GSE, she successfully chaired the internal search committee for the permanent associate dean for academic affairs. After an extensive national search, Dr. Lori Wolff was hired and will assume the position of associate dean for academic affairs August 1, 2016. The GSE has three main divisions that act in many respects as academic departments. All three divisions were lead by new chairs this year. Faculty in two of the divisions, Curriculum and Teaching and Psychological and Educational Services elected new chairs in the spring of 2016. An interim division chair was identified and appointed for the third division, Educational Leadership and Policy.

#### GSE-Specific Goals and Plans, Addressing Declining Enrollment

GSE has experienced declining enrollment over the past several years, consistent with significant declines in teacher education programs across the country. Extensive planning efforts during fall 2015 relied on five-year enrollment trend data across each program in the school, comparison

enrollment and tuition data from other New York metropolitan teacher preparation schools, and faculty and staff input. The planning process was focused on developing new markets and new programs to support enrollment coupled with a renewed focus on research to attract students to the school. Planning groups were created and plans established in the following area: a) extending to the community, b) expanding fifth year program options, c) reestablishing programs at the Westchester campus, d) developing online and hybrid programs, e) strengthening the external voice of GSE, f) creating professional development courses that award participants continuing education units for maintaining state licensure, g) integrating and coordinating faculty into more of the work of the Center for Educational Partnerships, h) expanding international programs, faculty and student exchange, and increasing enrollment of international students in GSE programs, and i) fostering a culture of research in the school.

Several key initiatives have been started as a result of this planning effort. Further, these initiatives dovetail with the accreditation efforts of the year.

#### *Extending to the Community*

The three divisions are developing comprehensive spreadsheets of community partners with which they place students for field and clinical experience. Semi-annual meetings with community partners were established to enhance communication, receive input on program improvement, and ensure that candidate preparation is a strong collaborative effort between the community and the school.

#### *Expanding Fifth Year Programs*

GSE currently operates the Five-Year Integrated Teacher Education Track program with Fordham College at Rose Hill and Lincoln Center. Discussions have begun with the dean of Fordham College at Rose Hill about ways to focus more specifically on the recruitment of undergraduate students interested in the fields of science, technology, engineering, and mathematics (STEM), and more broadly, how to attract more Fordham College undergraduates into the program overall. These discussions will continue in the coming year.

Building on the concept of a fifth year program leading to a teaching credential, partnerships have been discussed with Purchase College of the State University of New York and Sarah Lawrence College. The goal is to establish memoranda of understanding (MOUs) that would recognize specific courses completed during the undergraduate degree as fulfilling requirements of the Master's of Science in Teaching degree, that would be completed at GSE during one year of graduate study. The goal is to complete the two MOUs by fall 2016 so that juniors and seniors at those two schools would be able to register for the required courses and apply for conditional admission to GSE in the 2017-2018 academic year.

#### *Reestablish programs at the Westchester Campus*

This initiative has three primary thrusts. Throughout the spring 2016 semester Dean Roach met with a number of district superintendents in Westchester County to introduce herself as the new dean of GSE, gather input on the needs of the districts, and discuss which programs superintendents would like GSE to offer at the Westchester campus. Based on the information gathered from these interviews, the existing EdD in Administration and Supervision was offered for potential candidates who were already leaders in primary and secondary education (K-12). A cohort has been recruited and will begin in fall of 2016. Other areas of need expressed by Westchester superintendents was for teachers of English as a new language (ENL) and special

education, with a particular focus on offering 15-credit certificate programs that lead to an additional licensure endorsement, offered in close proximity to schools and in hybrid formats.

In order to expand recruitment in Westchester County, GSE will need to focus scarce marketing and advertising resources on that market. Further, feedback from community partners suggests that tuition discounts and expanding scholarship opportunities are likely to lead to increased enrollments in Westchester.

In an effort to create a greater presence in Westchester County and to foster stronger community partnership, the Center for Educational Partnerships took the lead on developing a federal grant proposal in collaboration with the Yale Center for Emotional Intelligence and five school districts in Westchester County. The school will be notified on the outcome of that grant competition during the summer 2016.

Extending the concept of new markets, GSE signed a MOU with West Point, the army academy, to support up to five army officers a year appointed as West Point military science instructors to attend a one-year, full time course leading to a Master's of Science in Education (MSE) degree. The first cohort of students under this MOU was enrolled in the first summer session, 2016. Fifteen-credit certificate programs for Teachers of English as a Second Language (TESOL) are also being developed and offered in Staten Island and Brooklyn. Marketing these cohort-based certificate extension programs is being currently led by Dr. Anita Batisti as part of the effort to create greater synergy between GSE's Center for Educational Partnerships and the faculty (another of the GSE plan goals).

#### *Developing Online and Hybrid Programs*

GSE received approval from the New York State Department of Education (NYSED) for a fully online program during spring 2016. The program is a 15-credit certificate in Adolescent Special Education, the completion of which leads to endorsement on an existing New York state teacher license. Through grant funding the five online courses are being developed during summer 2016 so that recruitment into this new program can begin fall 2016 for a potential start in spring 2017. As part of the international initiative, the Center for Catholic School Leadership and Faith-Based Education in GSE will be proposing a fully online version of its MSE degree in Catholic School Leadership in the coming year. This program, offered domestically and as part of the GSE international initiative is scheduled to launch in fall 2017. Program pricing will be sensitive to the international markets in which the school is recruiting.

#### *Strengthening the External Voice of GSE*

This goal has been supported in spring 2016 with the development of a sixteen-minute film of the school, as depicted through the GSE conceptual framework that defines the school's approach to academic programming and the student experience. Already instrumental in framing the site visit of the school's major accreditor, the film and its "out takes" will be utilized as part of a strong marketing strategy, paired with more op-ed, news, and web placements to enhance the visibility of the GSE. This visibility, in turn, drives up peer recognition in the field, a key driver in the education school U.S. News and World Report rankings.

#### *Professional Development Courses that Award Participants Continuing Education Units (CEUs)*

These courses will be offered through the Center for Educational Partnerships and often will be developed and taught by faculty. The goal is to offer many of these courses online as part of the extensive professional development currently offered by the center. Two such courses are being

offered summer 2016 in a face-to-face format. In order to expand this work further additional personnel will be needed to supplement the marketing and advertising by the center.

#### *Integrating Faculty into the work of the Center for Educational Partnerships*

The Center for Educational Partnerships (CEP) is completely self-sustaining. Beginning each fiscal year with a zero based budget. The annual budget is approximately \$4,000,000 each year and operates primarily with full time staff and consultants who work in schools and school districts. Given the nature and timing of work, often faculty members are not able to participate in the work of CEP. Through this goal, particular effort is being made to integrate faculty more into the CEP. Faculty have participated in the Pre-K for All project operated through CEP. Conversely, CEP has been instrumental in acting as the internal sponsored research office for the school. CEP has assisted in developing proposals for tuition assistance for federal, state and New York City funding. Similarly, CEP was instrumental in early marketing of the TESOL extension programs in Staten Island and Brooklyn. In order to enhance coordination between CEP and the faculty, representatives from each division are meeting regularly with the CEP leadership. This process can lead to greater integration as well as spur new ideas for program development.

#### *Expand International Programs, Faculty and Student Exchange and International Student Enrollment*

The Center for Catholic School Leadership and Faith-Based Education has the most developed international relationships of any programmatic area within the school. The Center, as represented by Dr. Jerry Cattaro, engages in international presentations at conferences and meetings, and teaches intensive institutes abroad. Most notably this year Dr. Cattaro organized a 90 member delegation to participate in a study tour of sacred spaces in Italy, culminating in attendance at the World Congress of Catholic education. GSE generally enrolls international students individually, but also has a collaborative relationship with the University of Pretoria. This year, GSE hosted six students and a faculty member from the University of Pretoria for summer 2015 study. In fall 2016 GSE will host the former dean of education from that institution as a visiting scholar. In addition, the school hosted two international delegations that came to visit the school and will host a study group of approximately 24 students from Central Normal China University this summer. In the coming year, GSE will work with the Provost's office to develop institutional relationships with Chinese universities related to degree programs in the areas of bilingual education and teaching English as a new language.

#### *Foster a Culture of Research in the School*

In fall 2015 planning sessions faculty identified the need to foster a culture of research in GSE. Activities this year have focused primarily on creating greater visibility for the research that is currently underway. Locked display cases were installed in the GSE halls of Lowenstein so that student research posters could be safely displayed over the course of the year. Students were encouraged to participate in research conferences related to their respective fields. The GSE student aid was redeployed by developing research-based graduate assistantships that were not time- or place-based. Thus, more graduate students could be engaged in research-related work rather than administrative work. Further, by creating flexible research opportunities, a broader diversity of graduate students in GSE was able to participate in this type of student aid.

Faculty developed a brown bag research presentation series. The first was held in spring 2016. Extensive discussions have been held within the PhD program Contemporary Learning and Integrated Research (CLAIR) to clarify the purpose of this relatively new doctoral program and the target student audience. And, a discussion of doctoral study in GSE was scheduled for the

annual school retreat, June 2016. Finally, in collaboration with the Development Office, a dean's advisory council is being established to provide input, feedback, and advice to GSE for continuous improvement purposes. Membership on the council also requires a donation to a discretionary research fund that the council will utilize to provide research support to teachers. Next year, GSE will focus more specifically on expanding our research capacity and practice.

In addition to pursuing the goals of the fall 2015 plan, GSE financial aid was realigned to establish a diversity scholarship for students who self-identify as a member of one of the five major racial/ethnic groups identified by the federal government. This scholarship was first awarded in summer 2016 and will be expanded in fall 2016 to support the University diversity goals.

Although the GSE plan was created in fall 2015 as one of the key goals identified for the year, many facets of the plan are already under development and being executed. Further, while the Continuous University Strategic Planning (CUSP) document is still under revision, these plans will advance the priorities identified in that framework. In the coming year, GSE will be able to evaluate the outcomes of these plans in terms of enrollment, number and types of grants and contracts obtained by the school, student and partner satisfaction, and national ranking.

### Successfully Complete Seven-Year Accreditation

GSE's major accreditor, CAEP, formerly known as the National Council for the Accreditation of Teacher Education (NCATE), conducts a full review of the school or "unit" every seven years. By state law, GSE must be accredited by CAEP to remain open. The main GSE accreditation report, the IR, was successfully submitted, along with approximately 60-70 exhibits by the August 2016 deadline. GSE, with support from the Provost's office then embarked on a protracted audit of all programs registered with NYSED to eliminate hundreds of programs that were defunct and clarify the status of the remaining programs. In April GSE hosted the External Review team who conducted interviews and focus groups with over 150 people, reviewed documents and determined the status of the school to be recommended to the main accrediting body. GSE went into this review with one Area for Improvement (AFI), which was removed as a result of the visit. GSE was found to have met all the standards, received special commendation for the work of the CEP in reaching out and maintaining strong ties to the community and for the Center for Catholic School Education and Faith-Based Leadership's work and support of the mission of Fordham University. GSE has been recommended for NCATE/CAEP accreditation renewal. In addition, the school was in the final stages of APA accreditation renewal in fall 2016, having hosted the external review team spring 2016. GSE was notified of full approval until 2020 late fall 2016.

Though the efforts of the faculty, administrators, and staff, the school has successfully transitioned to new leadership, developed and begun to implement a school plan that is consistent with the University CUSP framework, and proudly is ranked 45<sup>th</sup> among graduate schools of education by the *U.S. News and World Report*.

