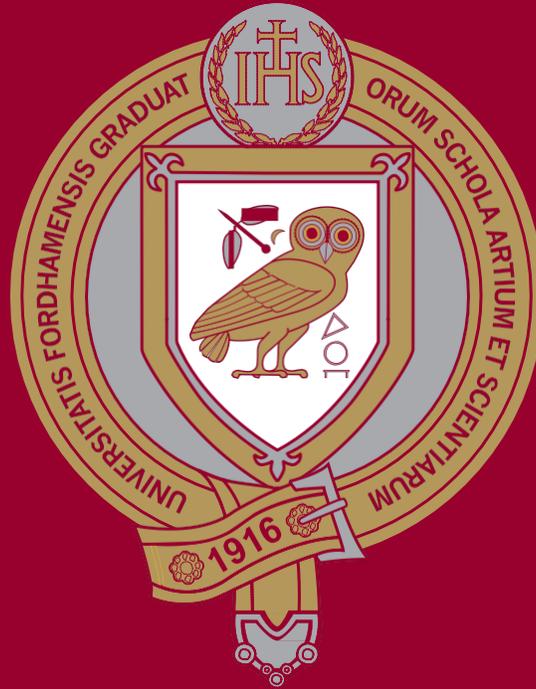


GRADUATE SCHOOL OF ARTS AND SCIENCES



Annual Report

for the year 2013–2014

Supporting *Toward 2016*, Fordham University's Strategic Plan



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK



FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2013-2014
GRADUATE SCHOOL OF ARTS AND SCIENCES

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FORDHAM UNIVERSITY
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2013-2014
DEAN'S NARRATIVE ADDENDUM

Unit Graduate School of Arts and Sciences

Reporting Individual Eva Badowska, Acting Dean

The Graduate School of Arts and Sciences (GSAS) finds itself, at the end of 2013-2014, in the situation memorably described by C.S. Lewis: “It may be hard for an egg to turn into a bird: it would be a jolly sight harder for it to learn to fly while remaining an egg. We are like eggs at present. And you cannot go on indefinitely being just an ordinary, decent egg. We must be hatched or go bad.” This is also true for GSAS: hatching may be experienced as disruptive change, but it is, in fact, a natural evolution of egg into bird. In order to move forward, GSAS, too, must evolve, in ways that connect it to the past (egg) and propel it into the future (flight).

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 their 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 must meet or exceed GSAS’s high academic standards and reputation for quality, 2/ they must 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 must 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.

Respond nimbly and proactively to the changing academic needs of today’s graduate students by creating distinctive new offerings and supporting existing centers of excellence.

GSAS is developing a number of distinctive academic programs, most notably the MA in Public Media and the MS in Data Science. 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 revenue-bearing and market-driven one-year intensive master's program in the Department of Communication will bring 30 students in its first year, and may grow up to 50 students a year. The MS in Data Science in the Department of Computer and Information Science likewise responds to solid market 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 are the MS in Clinical Research Methodology and the Advanced Certificate in Public Opinion and Survey Research, both in development.

Several new programs, including the Master of Theological Studies (MTS), Public Media, and Data Science, 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 is also working on identifying additional resources and efficiencies to implement new programs readily and successfully. The recent GSAS reorganization created a recruiting and marketing specialist position, which will refocus our efforts on recruiting new students. The recruiting and marketing specialist will also be a key player in helping the GSAS team reconnect to its central purpose and mission. GSAS is also making strides in identifying internal working groups, minimizing duplication of effort, and increasing the flow of communication—all in the name of flexibility, efficiency, and responsiveness.

The school 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 as well as 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%. The yield for initial offers fell slightly to 46% from 50%, 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%. 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 academic quality and sound fiscal management. However, as indexed by undergraduate GPA and GRE scores, the quality of these applications increased. Admission was offered to 57% of master applicants, compared to

42% in fall 2012. The yield improved to 27%, so the decrease in the size of the entering master's cohort was only 5%.

Credits from registrations in GSAS courses decreased by 14% from the number of credits in academic year 2012-2013. Most of the decline was anticipated as a result of the hiatus in master's programs, so that total enrollment was only 3% below budget. This budget shortfall can be traced primarily to a 56% decrease in credits in the MS in Computer Science and a 29% decrease in IPED students. As a result, GSAS instituted a hiatus in admissions to the current MS in Computer Science for spring 2015 and beyond. The decision is conditional in that enrollment forecasts will be recalculated once the MS in Data Science is submitted to the New York State Education Department (NYSED) for approval. Since the two CIS graduate programs (the existing MS in Computer Science and the proposed MS in Data Science) rely partly on the same courses, the MS in Data Science will help offset the losses in the old program by helping to fill empty seats. All in all, it is expected that enrollments in CIS courses will improve with the opening of the new MS.

More than half of GSAS students received merit-based awards for scholarships or stipends. GSAS students involved in undergraduate education received \$5 million, 58% of the total stipends. The tuition discount was 60% 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. 31 GSAS Distinguished Fellowships were awarded this year including two University Fellowships, six Research Fellowships, nine Alumni Dissertation Fellowships and 14 Senior Teaching Fellowships. 92 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.

Over the last few years, the GSAS discount rate has been creeping up, from the target of 50%, to a budgeted rate of 56%, to an actual rate of 60%, which continued in the budget submissions for fiscal years 2015 through 2018. The resulting loss of net tuition is the primary reason for the ongoing budget impasse that started early in 2012-13. GSAS is committed, with support from the Provost's Office, to regaining ground and returning to the target discount to 50% again by fiscal year 2018, with smaller incremental reductions between now and 2018. This allows GSAS time to reverse the downward trend in enrollments at the master's level and the associated upward trend in the discount rate.

Cultivate the academic and professional development of students

Students in GSAS doctoral programs built on their tradition of external achievements, with 32% of them having at least one external fellowship, publication, or presentation, compared to 19% in 2012-2013. Biological Sciences, Classics, English, History, Philosophy and Psychology increased the percentage of students with these achievements. GSAS doctoral students published 73 articles, chapters, and creative writing pieces. GSAS students reported receiving 46 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 and Programa Hispanex Fellowship, and others. GSAS doctoral students presented a total of 207 papers at professional conferences. The combined funding of GSAS and 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 need 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,” 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.”

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EXECUTIVE SUMMARY
2013-2014

Unit _____ Graduate School of Arts and Sciences _____

Reporting Individual _____ Eva Badowska, Acting Dean _____

- Continued to focus on the development of innovative, distinctive, marketable and revenue-bearing master’s programs as the number one short-term priority for GSAS. Identified key areas of synergy where such programs can be developed. Took three proposals—the MA in Public Media, the MS in Data Science, and the Master of Theological Studies (MTS)—through Graduate Council approval, to be followed with NYSED submission in the very near future. Began to develop plans for future program development, including an MS in Clinical Research Methodology and an Advanced Certificate in Public Opinion and Survey Research.
- Disseminated and improved the new program template, including a refined budget template, in order to communicate to faculty that new programs create concrete opportunities for departments to retain some of the revenue, which can then be reinvested in new faculty, support for faculty research, and other benefits to students and faculty. The templates also facilitate program development, reducing the burden of program creation and increasing efficiency and flexibility.
- Made major strides in internationalizing by signing memoranda of agreement with Jesuit universities abroad: Alberto Hurtado University (UAH) in Santiago, Chile and Sophia University in Tokyo, Japan. The UAH agreement allows the IPED master’s program to be offered in Chile under UAH’s educational authority as IPED-Santiago. The Sophia program is an accelerated master’s arrangement involving three GSAS programs: Elections and Campaign Management, IPED, and Urban Studies. Also, expanded the exchange with the University of Pretoria (South Africa) to include students of theology in addition to economics.
- Received state approval to implement changes to the existing MA in Theology. The revisions eliminated comprehensive examinations and added six subject area examinations as well as a special research project culminating in an oral defense. The changes contribute to professionalizing students by emphasizing research projects.
- Contracted with the Fordham Center for Positive Marketing to improve our marketing plans, particularly for the MA in Urban Studies. Reorganized GSAS staff responsibilities for marketing to provide assistance to departments and programs developing new approaches to their degrees. Reframed one GSAS staff position as recruiting and marketing specialist, and made a hire. Began overhauling the GSAS communication plan, with the goal of working towards a total overhaul of communication and marketing strategy over 2014-2015.
- Maintained a steady number of PhD applications for fall 2013, allowing doctoral programs to remain very selective in offering admission to just 10% of the applications. The yield for initial offers fell slightly to 46% from 50%, but this did not adversely affect the quality of

the incoming cohort: the undergraduate GPA for entering PhD students remained at 3.7, with GRE scores improving slightly from fall 2012. Experienced an expected drop of 30% in the number of applications to master's programs. During 2012-2013, GSAS suspended admission to six master's programs after forecasts projected enrollments below the threshold considered to be adequate for quality programs and sound fiscal management. However, as indexed by undergraduate GPA and GRE scores, the quality of the applications increased. GSAS offered admission to 57% of the applicants (compared to 42% for fall 2012). The yield improved to 27%, so the decrease in the size of the entering master's cohort was only 5%.

- Credits from registrations in GSAS courses decreased by 14% from the number of credits in academic year 2012-2013. Most of this decline was anticipated as a result of the hiatus in master's programs, so that the enrollments were only 3% below the revenue budget. This budget shortfall can be traced primarily to a 56% decrease in credits in the MS in Computer Science and the 29% decrease in the IPED master's students.
- Instituted a hiatus in admissions to the current MS in Computer Science for spring 2015 and beyond. The hiatus reflects the downturn in the size of the projected incoming cohort, but the decision is conditional, in that GSAS forecasts for Computer and Information Science (CIS) programs will be recalculated once the MS in Data Science is submitted to NYSED. Since the two programs in the department share some of the courses, the MS in Data Science will help in boosting enrollments in a large number of CIS graduate courses.
- More than half of GSAS students received merit-based awards for scholarships or stipends. GSAS students involved in undergraduate education received \$5 million, 58% of the total stipends. Their responsibilities included course/laboratory instruction by teaching fellows and teaching associates and associated responsibilities performed by graduate assistants (such as tutoring) performed by graduate assistants. The tuition discount was 60% 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 to 19 students primarily in psychology. 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. 31 GSAS Distinguished Fellowships were awarded this year including two University Fellowships, six Research Fellowships, nine Alumni Dissertation Fellowships and 14 Senior Teaching Fellowships.
- Expanded and strengthened external partnerships, in particular through the Bronx Science Consortium (BSC). Collaborated with the New York Botanical Garden (NYBG) to co-sponsor a student and with the Wildlife Conservation Society (WSC) to co-sponsor two students. Created new BSC opportunities such as workshops, symposia, and grant proposals. 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. Worked on a new discount model for tuition for full time employees of BSC institutions who wish to pursue GSAS degrees.
- Students in GSAS doctoral programs built on their tradition of external achievements, with 32% of them having at least one external fellowship, publication, or presentation, compared to 19% in 2012-2013. Biological Sciences, Classics, English, History, Philosophy and Psychology increased the percentage of students with these achievements. GSAS doctoral students published 73 articles, chapters, and creative writing pieces. GSAS students reported receiving 46 prestigious national and international awards.



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Due to School Dean/Director 30 May 2014 | to Vice President: 30 June 2014 | from Vice President to President: 4 August 2014

Unit Graduate School of Arts and Sciences

Reporting Individual Eva Badowska, Acting Dean

Section II: COMPLETED AND CONTINUING GOALS

Goal 1: 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.

Supports:

Toward 2016, Transforming Initiative V: Promote activities that bear our mission’s stamp, increase our visibility regionally and nationally.

Supporting Initiative II: Promote excellence in graduate education.

Supporting Initiative III: Promote existing and create new programs that clearly reflect our mission and identity.

Actions:

- Examined GSAS-specific evidence of the now well-studied national downturn in graduate enrollments and researched the various forces influencing both the general downturn and its GSAS manifestations.
- Identified new niche areas in which current GSAS programs can establish better synergies to develop new programs, particularly in conjunction with other Fordham academic units and partner institutions.
- Motivated and worked intensively with faculty to rethink approaches to programs with an eye toward developing new programs and reopening those programs on hiatus that have high potential for enrolling a critical mass of students.
- Contracted with the Center for Positive Marketing to help gather information to better position the Urban Studies master’s program.
- Explored alternative program formats, such as intensives.

Results:

- Reframed continuing Goal 1. The old Goal 1, which focused on placing GSAS “at the forefront of innovations in graduate education” with a view to GSAS’s centennial in 2016 was now out of touch with the reality of the ongoing downturn in GSAS enrollments. Goal 1 was thus reframed to focus GSAS on responding nimbly and flexibly to new

programmatic needs of prospective students, with the more immediate objective of putting GSAS on an upward trajectory again. Goal 1 focuses on the broad planning needs and internal structures and processes that support program development; specific program development ideas are addressed in Goal 2.

- Firmly focused on developing *market-driven, revenue-generating master's programs*, identifying short- and long-term program development plans.
- Developed a program tracking tool, which maps current, planned, and future program ideas through various stages of development.
- Implemented the new set of guidelines for GSAS program development (approved by the Graduate Council at the tail end of 2012-2013). The new guidelines pay particular attention to enrollment targets, budget planning, and marketing needs.
- Familiarized faculty, in particular chairs and program directors, with the new templates for program development, in order to illustrate the range of possibilities as well as the constraints presented by new programs.
- Received, reviewed and implemented a report from graduate assistants in Marketing to make Urban Studies more accessible to an appropriate pool of potential graduate students.
- Introduced chairs and program directors to the new program budget templates, in order to communicate that new programs open opportunities to retain and reinvest some of the potential tuition revenue, for example, to support research assistants or bring new faculty experts. The new program budget template was introduced to faculty at a special Graduate Council working session in fall 2013. Questions and suggestions were brought to the Provost Office for review. Including department chairs, program directors and faculty in the fine-tuning of the model not only enhanced the document but also helped to develop a richer understanding of this tool among those planning new programs.
- Redefined a vacant GSAS staff position as Recruiting and Marketing Specialist, and filled the position in spring 2014. The position focuses on market research for proposed and potential programs, GSAS communication plans, and other matters pertaining to outreach and recruitment.
- Identified Geographic Information Systems (GIS) training as best suited for pilot intensive courses and implemented a second round of such training in spring 2014.

Follow-ups:

- Prepare a medium-term (two-year) program development plan. For specific immediate program submission and development plans see Goal 2.
- Continue to motivate faculty to rethink approaches to new programs, particularly master's programs with professional or practical components.
- Identify future projects for the Center for Positive Marketing to continue to use Fordham expertise to optimize program identity and connection to prospective students.
- Explore new content delivery methods (online, hybrid), especially in the revision of programs on hiatus and in development.
- Explore possibilities for new course formats, such as the GIS intensive and others. Faculty members in interdisciplinary programs have identified a number of areas that can be targeted for this development.

Goal 2: Generate new and strengthen current distinctive, timely, and mission-appropriate graduate programs.

Supports:

Toward 2016, Supporting Initiative II: Promote excellence in graduate education.

New Program Development

Actions:

- Refocused the proposed new master's degree offering in the Department of Communication on Public Media, in collaboration with Fordham's public media station, WFUV.
- Worked with Computer and Information Science faculty to develop a new MS program, the MS in Data Science.
- Developed a new IPED-Santiago degree at Alberto Hurtado University (UAH) in Santiago, Chile.
- Defined opportunities for a new degree in Theology, the Master of Theological Studies (MTS).
- Engaged in discussions with faculty in the Department of Psychology about a potential new master's offering, which could help support its fully funded PhD students as well as bring other benefits to the department.
- Collaborated with Albert Einstein College of Medicine to overcome financial constraints to launch the Fordham-Einstein MS in Biomedical Sciences.

Results:

- Developed a full program proposal for an innovative, revenue-bearing and market-driven one-year intensive MA in Public Media in the Department of Communication in collaboration with WFUV. The proposal was approved by the Graduate Council in May 2014. The new program will bring 30 new students in the first year; it will bring 50 new students a year in subsequent years. Work on the program helped develop the new GSAS budget models but also forged paths for new kinds of practice-oriented partnerships with local institutions. Students in the program will have practical experience at WFUV and other public media outlets and they will be partly taught by industry professionals.
- Developed a full program proposal for an innovative, revenue-bearing and market-driven two-year MS in Data Science in the Department of Computer and Information Science. The proposal was approved by the Graduate Council in May 2014. The new program will bring 12-15 students in its initial year and rely partly on empty seats in the existing MS in Computer Science courses. The GSAS marketing analysis demonstrates that the MS in Data Science has tremendous potential. There is a large employment gap for the deep analytical skills required by a data scientist and those who analyze big data. IBM predicts that there will be 4.4 million new jobs in data science over the rest of the decade.
- Completed the MOU with Alberto Hurtado University for a new IPED-Santiago master's degree to be offered primarily in Spanish as an executive program on weekends, for professionals with at least three years of appropriate work experience. The planned number of students per cohort is 22. The program draws heavily on the UAH faculty in economics and political science. IPED-New York is responsible for monitoring and implementation of the UAH program. Up to five Fordham faculty

members a year will travel to Santiago to teach for the program on a per-course basis (their compensation and travel will be covered by UAH).

- Completed the full MTS proposal (including market research and budget planning) and conducted a successful outside review of the proposed program. An initial inquiry with the New York State Education Department (NYSED) resulted in the finding that the New York State Board of Regents does not recognize MTS degrees (which are, nonetheless, offered in other states by prestigious institutions). We are in dialogue with NYSED about paths toward gaining recognition for the degree in New York State.
- Developed an initial program proposal for an MS in Clinical Research Methodology in the Department of Psychology. This pre-proposal was green-lighted for further development by the Provost and the deans of Arts and Sciences.
- Utilized the new program development process for the MTS in Theology, the MA in Public Media, and the MS in Data Science, including comprehensive market research and budget review using the new budget models.
- Identified a potential funding mechanism for the Einstein-Fordham MS in Biomedical Sciences.

Follow-ups:

- Evaluate the first cohort of IPED-Santiago students and complete a first cycle of program assessment (by IPED faculty and director).
- Implement NYSED's recommendations on achieving recognition for an MTS degree (likely, a charter amendment); submit the completed MTS proposal to NYSED.
- Complete an outside review for the proposed MA in Public Media and submit the full proposal to NYSED, with a view to bringing the first cohort of students in fall 2015.
- Complete an outside review for the proposed MS in Data Science and submit the full program proposal to NYSED, with a view to bringing the first cohort in fall 2015.
- Complete market research and budget planning for the MS in Clinical Research Methodology, with a view to presenting the full proposal for approval by the Graduate Council in early fall, to be followed by an outside evaluation and NYSED submission. The goal remains to bring the first cohort in fall 2015.
- Follow up on prospect of funding for the joint Einstein-Fordham MS and continue to pursue other leads with the intention of securing adequate funding to launch the MS in July 2015.
- Submit budget requests associated with proposed new programs during the fall 2015 BPrep process. Use the GSAS new program budget template as the basis and support for these new initiative submissions.
- Explore potential new master's programs in Public Affairs, Global History, and Public Health.
- Develop a full proposal for an Advanced Certificate in Public Opinion and Survey Research, and implement it.

Admission and Enrollment

Actions:

- Analyzed number and quality of incoming students and compared to targets to understand trends and used information in forecasts.

- Built upon the forecasting tool to create an enrollment and funding worksheet which allowed a detailed review of current enrollment, student funding history, future funding liability, projected new admissions and budget expectations.
- Reorganized GSAS staff responsibilities for marketing to provide assistance to departments and programs developing new approaches to their degrees.

Results:

- Maintained a steady number of applications for the fall 2013 cohort for PhD programs, allowing doctoral programs to remain very selective in offering admission to just 10% of the applications (see Table 1 below). The yield for initial offers fell slightly to 46% from 50%, but this did not adversely affect the quality of the incoming cohort: the undergraduate GPA for entering PhD students remained at 3.7, with GRE scores improving slightly from fall 2012. With the exception of the Department of Psychology, all doctoral programs were able to enroll 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 doctoral students. (See *Appendix A: Selectivity and Yield* for statistics by program.)
- Experienced an expected drop of 30% in the number of applications to master’s programs. During 2012-2013, GSAS suspended admission to 6 master’s programs after forecasts projected enrollments below the number considered to be adequate for quality programs and sound fiscal management. However, as indexed by undergraduate GPA and GRE scores, the quality of the applications increased. We offered admission to 57% of the applicants (compared to 42% for fall 2012). The yield improved to 27%, so the decrease in the size of the entering master’s cohort was only 5%.

Table 1
Fall 2013, Fall 2014 Entering Cohort Profile

		<i>Applicants</i>	<i>Admitted</i>	<i>Selectivity</i>	<i>Matrics/ Deposits</i>	<i>Yield</i>	<i>FA Yield*</i>
PhD:	2013F	1085	110	10%	51	46%	45%
	2014F	1082	128	12%	60	47%	45%
MA/MS:	2013F	604	345	57%	93	27%	58%
	2014F	565	296	52%	65	22%	62%

*FA Yield is for initial offers only, not for students moved from the financial aid waiting list.

		<i>Median</i>	<i>Median GRE Scores</i>		
		<i>GPA</i>	<i>Verbal</i>	<i>Quantitative</i>	<i>Analytical Writing</i>
PhD:	2013F	3.7	163	156	5
	2014F	3.7	163	156	4.5
MA/MS:	2013F	3.6	160	156	4.5
	2014F	3.6	162	157	4

Note: Data for Fall 2014 applications current as of May 15, 2014.

- Credits from registrations in GSAS courses decreased by 14% from the number of credits in academic year 2012-2013. Most of this decline was anticipated as a result of the hiatus in master's programs, so that the enrollments were only 3% below the revenue budget. This budget shortfall can be traced primarily to a 56% decrease in credits in the MS in Computer Science and the 29% decrease in the IPED master's students. (See *Appendix C: Enrollment and Credit Hours* for breakdown by program and degrees.)
- The enrollment and funding worksheet detailed the current enrollment picture, anticipated continuing students and potential new admits. The worksheet brought department chairs and program directors directly into the tuition revenue budget process. Including departments in the setting of the tuition credit budget incorporated the in-depth knowledge of each individual program and built a conservative and realistic tuition revenue projection.
- The GSAS associate dean for strategic initiatives, partnerships and assessment assumed responsibility for marketing and worked with DAUR to finalize and implement the marketing plan. GSAS hired a new recruiting and marketing specialist to focus on increasing enrollments and especially on promoting new programs.

Follow-ups:

- Prepare enrollment and funding worksheets in advance of the BPrep process to allow department chairs and program directors ample time to weigh in on the proposed tuition credit budget and to suggest modifications to the GSAS tuition revenue budget process.
- Continue evaluating each program from the point of view of a critical mass concept.
- Support programs that wish to investigate new funding ideas and budget models.
- Develop and implement full GSAS marketing plan including creating an image for the school, generating plans to build reputation, and identifying mechanisms to increase enrollments. Create individual marketing plans for selected programs. Integrate internal efforts to recruit and enroll students.

Assessment

Actions:

- Established GSAS as a national model of assessment in graduate education.
- Overhauled PhD exit interviews to build a database for future assessment efforts.
- Served on the Middle States Steering Committee. The GSAS associate dean for strategic initiatives, planning, and assessment represented GSAS on the committee preparing for the 2016 site visit.

Results:

- Presented at national gatherings on graduate assessment. The dean of GSAS offered a workshop on "Assessment and Review of Graduate Programs—Doctoral" at the Council of Graduate Schools (CGS) and a presentation at the Association of Jesuit Colleges and Universities (AJCU) graduate administrators' meeting.
- Developed, in conjunction with the Office of Institutional Research, a PhD exit survey using Qualtrics. GSAS will now be able to perform quantitative statistical analysis based on the responses submitted by students, which will feed into assessment projects. Doctoral candidates are now required to complete the online PhD exit survey as part of their presentation to the dean before graduation. The input they provide will be invaluable in helping GSAS determine how best to allocate resources in years to come.

- Contributed information to the Middle States Steering Committee to generate appropriate questions and to develop surveys and data collection instruments for the Middle States Self Study.

Follow-ups:

- Reverse the drop in the completion of graduate assessment projects and emphasize the importance of assessment to the upcoming Middle States Review.
- Turn last year's successful pilot in alumni tracking in the Department of Philosophy in a GSAS-wide alumni tracking effort.
- Implement a master's exit survey utilizing Qualtrics for the next academic year, to mirror the PhD exit survey now in use. Analyze exit survey data and share results with programs to close the loop on assessment and build stronger programs.
- Continue the discussion about assessment, involving output generated by the Middle States Steering Committee.

Program Improvement

Actions:

- Prepared for transition to new university web site.
- Submitted a request for program changes to the existing MA in Theology.
- Examined potential for developing a NYSED-recognized specialization in Ethics within the PhD in Philosophy.
- Examined the possibility of introducing a direct doctoral program in English, modeled on the existing direct doctoral program in Philosophy. Researched such degrees at peer and aspirant institutions.
- Assisted faculty in Biology in preparing a revision of their PhD, MS, and MPhil programs.
- Identified five programs—Elections and Campaign Management, Urban Studies, Applied Psychological Methods, Ethics and Society, and Conservation Biology—for special marketing attention over the course of 2013-2014.
- Instituted a hiatus in admissions to the current MS in Computer Science for spring 2015 and beyond. The hiatus is a result of the current drop in the size of the cohort, but the decision is conditional, in that the forecasts will be reconsidered once the MS in Data Science is submitted to NYSED. Since the two programs in the department share some of the courses, the MS in Data Science should help in maintaining enrollments in all Computer and Information Science (CIS) graduate courses.

Results:

- Began work with 14 graduate assistants, led by Sheila Brisbane and Donna Lehmann, to prepare web sites for transfer to the newly designed university web site. Work involved mapping current site architecture and identifying content to transfer. Additional work involved updating content.
- Received approval from NYSED to implement changes to the existing MA in Theology. The revised degree eliminated comprehensive examinations in favor of a series of six subject examinations at the end of each required core course and introduced a special research project that culminates in an oral defense. The changes move the degree toward emphasizing independent research projects.

- The proposal to introduce a field specialization in Ethics within the PhD in Theology was approved by the Graduate Council in May 2014.
- Worked with English faculty to develop a direct PhD program proposal.
- Completed proposals for changes to the PhD, MS, and MPhil in Biology. These changes streamline the required core curriculum for students specializing in both ecology and cellular-molecular biology. These updates put added emphasis on recent advances in technology, methodology and knowledge in the biological sciences. The changes improve the breadth of training for students by expanding the number of cross-disciplinary courses students take.
- Supported the five selected programs--Elections and Campaign Management, Urban Studies, Applied Psychological Methods, Ethics and Society, Conservation Biology—in every way possible, by assisting in marketing, recruitment, communication planning, website development and the like. Used market research data to better position these programs. Developed a comprehensive marketing strategy that involved examination of return on investment for various types of advertisement. Updated web content for selected programs with input from a day-long session with Donna Lehmann in preparation for having inquires directed to websites by advertising.
- Maintained GSAS social media (Facebook page, blog) to support individual programs, particularly Urban Studies and the Fall Gannon lecture.

Follow-ups:

- Work with Academic Records to develop appropriate terms for intensive courses and other flexible approaches to delivering graduate content.
- Submit request to NYSED to implement a field specialization in Ethics in the PhD in Theology.
- Submit the revised PhD in English proposal to Graduate Council for a vote in fall 2014, and follow with a submission to NYSED the same semester.
- Submit changes to the PhD, MS, and MPhil in English to NYSED, and implement the new required courses for the incoming cohort of students.
- Review admission processes for students in the Diploma in Humanitarian Assistance, in order to improve recruitment and streamline operations.
- Convert some of the existing Institute of International Humanitarian Affairs (IIHA) courses into online offerings.
- Move the teaching credit program into departments, so that mentoring credits can be administered by department chairs.
- Offer particular marketing support to the expected new programs (MA in Public Media, MS in Data Science, and MS in Clinical Research Methodology), and continue to support the MS in Applied Psychological Methods and the MA in Urban Studies.
- Move web sites to Jadu in November.

Goal 3: Cultivate the academic and professional development of students.

Supports:

Toward 2016, Supporting Initiative II: Promote excellence in graduate education.

Prestigious External Funding/Fellowships and Student Achievements

Actions:

- Increased the number of external achievements (publications, conference presentations, and external fellowships) and the percent of doctoral students with at least one achievement.
- Highlighted the progress of students who have been awarded internal funding and secured external awards as a result on the website.

Results:

- Students in GSAS doctoral programs built on their tradition of external achievements, with 32% (n=134) of them having at least one external fellowship, publication, or presentation, compared to 19% in 2012-2013. Biological Sciences, Classics, English, History, Philosophy and Psychology increased the percentage of students with these achievements. (See *Appendix D: GSAS Doctoral Student Achievement* for breakdown of achievements by program and type.)
- GSAS doctoral students published 73 articles, chapters, and creative writing pieces. GSAS students reported receiving 46 prestigious national and international awards. The 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 and Programa Hispanex Fellowship. GSAS doctoral students presented a total of 207 papers at professional conferences. The combined funding of GSAS and 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.

Follow-ups:

- Re-establish the reminders to students and programs about the importance of submitting student achievements to GSAS. Require submission of achievements (or an indication that the student has none to be submitted) for any student applying for GSAS funding. Communicate this clearly to the students and departments.
- Use social media to highlight the external achievements of students and the tie between internal funding and the external awards.
- Revise the method for presenting students the full body of student achievements on the website as part of the update of the GSAS webpages under the new university system.

Financial Support for Students

Actions:

- Distributed merit-based financial awards of \$8.8 million in stipends, fellowships, and supplements and \$6 million in tuition scholarships to GSAS students.

- Collaborated with department chairs and program directors to develop a system designed to ensure that we meet our obligation to funded continuing students and approach the offer of funding to new students with a better understanding of available resources.
- Monitored the effects of partial graduate assistantships on admission and enrollment.
- Monitored the Ground Floor partnership between GSB and English.
- Collaborated with department chairs to assess the potential for additional hourly positions for master's students.

Results:

- More than half of GSAS students received merit-based awards for scholarships or stipends. (See *Appendix E: GSAS Student Funding* for breakdown by program.)
 - GSAS students involved in undergraduate education received \$5 million, 58% of the total stipends. Their responsibilities included course/laboratory instruction by teaching fellows and teaching associates and associated responsibilities performed by graduate assistants (such as tutoring) performed by graduate assistants.
 - The tuition discount was 60% 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 to 19 students primarily in psychology. The 28 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.
 - 31 GSAS Distinguished Fellowships were awarded this year including two University Fellowships, six Research Fellowships, nine Alumni Dissertation Fellowships and 14 Senior Teaching Fellowships.
- 92 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. Summer awards included 12 awards for IPED internships or language study, 18 summer fellowships, and 19 McCloskey Fellowships awarded by the Graduate Student Association (GSA). Additional summer funding was made available to 38 students through the GSAS Summer Graduate Assistantships, externally funded research assistantships, the English Department summer funding for 5th year students, and the Traditio program. GSAS summer projects focused primarily on department web site enhancements to prepare for the coming web site upgrades.
- The enrollment and funding worksheet developed during the BPrep process for tuition credits was expanded. This step identified the funding liability to each continuing student and clearly demonstrated each programs' available student funding budget. By understanding the budgeted resources and the liability to continuing students, the maximum number of funded new students was evident.
- The detailed review of student funding resources included a discussion of the nature of student funding. While GSAS stipends and tuition scholarships were typically considered Student Financial Aid, because GSAS funding is merit based, the terminology was changed to reflect this distinction. GSAS awards two types of merit-based funding: GSAS merit-based funding and distinguished GSAS merit-based funding.

Follow-ups:

- Create guidelines or handbook for graduate assistants and their supervisors, with the goal of providing information about the scope and function of these positions.
- Continue the discussion of each programs' student funding resources as detailed in the enrollment and funding worksheet. Expand the analysis to better understand the funding for Teaching Fellowships and Teaching Associates.
- Review changes proposed by the GSA to their McCloskey Summer Fellowship program and integrate with GSAS-funded summer support.
- Review student funding application and award process to create efficiencies, increase the effectiveness of communication with students and departments and ensure an equitable distribution of available resources.
- Integrate the operation of what used to be two separate offices: the Office of Student Development (which processed Distinguished Fellowships) and the Office of Academic Programs and Support (which has oversight over the regular merit-based funding process). The two funding processes need to become integrated as a result.

Professional Development Activities and Events**Actions:**

- Undertook systematic assessment of the communication plan for admitted students.
- Co-sponsored an "Admitted Students Day" organized by departments of Theology, Philosophy, English and History to recruit admitted doctoral students.

Results:

- Overhauled the old communication plan for recruitment of admitted students and began implementing a new plan, with the expectation that it is going to be further refined by the new recruiting and marketing specialist.
- The four departments that organized the Admitted Students Day reported a positive outcome: successful recruitment of some of the top admitted doctoral students and full cohorts and the PhD level.

Follow-ups:

- Conduct assessment of GSAS major events, such as Orientation, Gannon lectures, and the Award Ceremony. Develop an events plan for the school.
- Amplify promotion of GSAS events and get audiences to learn about events they missed through monitoring of GSAS and departmental websites, monitoring number of tweets followed during and after the event, and additional assessment of the event followed by implementation of new outreach mechanisms.
- Explore alternative approaches to communicating with our students, in particular through social media.
- Prepare a holistic communication plan that begins with letters that go out to prospects and ends when a student graduates.

Goal 4: Actualize the potential for success inherent in external partnerships.

Supports:

Toward 2016, Transforming Initiative V: Create new partnerships.

Supporting Initiative II: Promote excellence in graduate education.

Actions:

- Expanded key activities with the Bronx Science Consortium (BSC).
- Collaborated with the New York Botanical Garden (NYBG) to co-sponsor a student and the Wildlife Conservation Society (WCS) to co-sponsor two students.
- Created new BSC opportunities such as workshops and symposia as well as grant proposals.
- Worked on a new discount model for tuition to be charged to full time employees of BSC institutions who wish to pursue GSAS degrees.
- Identify funding to support new BSC initiatives and graduate students involved in them.
- Signed an MOU with Sophia University, the Jesuit university of Tokyo, Japan, for streamlined admission of Sophia undergraduates into selected GSAS programs.
- Consulted with Kundiman's co-founder Sarah Gambito on best ways to offer support going forward. Reshaped the scope and nature of the support for Kundiman.
- Utilized social media to help publicize student research abroad to increase the visibility of funding options for GSAS students who wish to work internationally.
- Expanded interactions with the University of Pretoria to include students from departments of Theology as well as Economics.
- Concluded activities under the first three-year grant from Santander Universities.

Results:

- Piloted "The Business of Life Sciences" and "The Communication of Life Sciences" with Biology doctoral students from Fordham and 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. These could be offered as revenue-generating workshops for external students. "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 GIS scientist and author of *Mannahatta* and *Terra Nova*). Students indicated a strong need 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.
- Created new opportunities for GSAS students to complete their graduate assistantships by teaching at NYBG and WCS (see [*Inside Fordham.*](#)) Provided additional research opportunities to Psychology students to conduct research on visitor experience evaluations at NYBG.

- Offered the first ever Bronx Science Consortium Poster Symposium, held at the Bronx Zoo, in which 11 GSAS students and 37 students in all representing all five BSC partner institutions presented data in posters to lay audiences.
- Secured SENCER grant through the National Center for Science and Civic Engagement to support a graduate student, in part, who is working with WCS on Project TRUE (Teens Researching Urban Ecology). The remainder of his stipend is covered by a contract from WCS.
- Signed an MOU and SLOA with Sophia University for streamlined admission into three GSAS programs: Elections and Campaign Management, Urban Studies, and IPED. Sophia will recommend 5-19 students a year for accelerated admission into these programs, allowing these students to complete their Sophia BA or BS degrees and their Fordham MA degrees in accelerated fashion. The program is slated to bring in the first cohort in fall 2015. Utilized a tuition discount model in the SLOA.
- Focused GSAS support for Kundiman on providing space and housing for the annual retreat. Kundiman is a non-profit organization founded by Sarah Gambito and Joseph O. Legaspi. With 36 books and 30 chapbooks published by Kundiman fellows, the organization is dedicated to the creation and cultivation of Asian American literature. Support for Kundiman has grown with a grant from the National Endowment for the Arts (NEA) and consistent individual giving.
- Continued support for the primary exchange activity between GSAS and the University of Pretoria in the form of the summer exchange program in Emerging Markets. Under this program, a cohort of 14 South African Economics students attended the first summer session, taking two IPED classes and visiting key institutions related to international economic development, such as the United Nations and the Federal Reserve Bank. At the end of the summer 15 students will travel to South Africa to take a course at the University of Pretoria and make visits to South African institutions. This year the financial oversight of the program was moved from the Office of Study Abroad Programs to GSAS. In addition the cohort of University of Pretoria students traveling to Fordham included three education students who took courses in GSE.
- Continued affiliation with Santander Universities, the philanthropic activity of Banco Santander, headquartered in Spain. In October 2011, GSAS received a gift from Santander Universities with half of the gift supporting scholarships for international students to come and study in the Center for Ethics Education and half supporting international summer internships by Fordham students in interdisciplinary social justice initiatives. The Ethics Scholarships have supported nine students, six in the intensive Theories and Applications of Ethics Workshop and three in the HIV Research Training Institute. The international social justice initiatives have supported 16 students in social justice initiatives around the globe.

Follow-ups:

- Expand BSC collaborative efforts to include GSSS and Montefiore, particularly as they are now integrated with the Albert Einstein College of Medicine.
- Offer again and expand the BSC Poster Symposium.
- Initiate new programs with NYBG's new Humanities Institute and our graduate students in humanities disciplines. Integrate these initiatives with ongoing science initiatives and science students. Identify and seek additional opportunities and funding to support them that promote BSC partnerships.

- Renegotiate the agreement between Kundiman and GSAS modeled after funding provided in 2014. In 2015 the retreat will expand to include poets and fiction writers. While the total amount of support provided by GSAS will be reduced, a funding plan will be developed to help the expansion of the retreat at Fordham University.
- Expand the exchange with the University of Pretoria in fall 2014 as two post-graduate theology students from the University of Pretoria come to Fordham to study for a semester. Because of the differences in the two educational systems, these students will take undergraduate as well as graduate courses. Their travel and living expenses are being covered by a gift from the F.I.S.H. Foundation that has supported the activities of the Theology Department at Pretoria in the past.
- Assess the success of the expansions of the University of Pretoria exchange to theology education. Consider expansion of the summer program to Psychology to capitalize on the faculty research collaboration.
- Complete negotiations for the renewed gift from Santander and collaborate with development to host a successful signing ceremony. Santander Universities has indicated that they will renew the gift for another three-year period in October 2014; the support for Fordham students will be used to develop innovative opportunities for international collaboration in the master's program in Urban Studies.
- Utilize social media to help publicize student research abroad to increase the visibility of funding options for GSAS students who wish to work internationally.

Goal 5: Develop productive collaborations with other Fordham schools, centers, and institutes.

Supports:

Toward 2016, Transforming Initiative V: Promote activities that bear our mission's stamp, increase our visibility regionally and nationally.

Supporting Initiative II: Promote excellence in graduate education.

Supporting Initiative III: Promote existing and create new programs that clearly reflect our mission and identity.

Actions:

- Received approval from the Provost Office on proposed budget template to assist in the development of new programs within departments and with external partners.
- Assembled Fordham SENCER team to develop integrated science teaching across disciplines.

Results:

- Developed the new program budget template and assisted discussions with Primary Stages, Fordham's partner in the MFA in Playwriting. In the second year of the program, the new program budget template was used to identify the program's actual expenses and to set the fundraising goals to provide 50% tuition scholarship.
- Worked with FCRH, PCS and GSSS on SENCER teaching. This included bringing in David Burns, executive director and founder of the National Center for Science and Civic Engagement, for a site visit. Mr. Burns shared ideas to strengthen the BSC partnership and, in particular, Fordham's role in it. 18 faculty and administrators joined the site visit meetings. Mr. Burns also identified individuals to begin envisioning how Fordham,

together with BSC partners, could teach to a theme that would cut across disciplines and speak to a “life or death” issue of civic significance to create “sticky science,” that is, science for everyone taught around ideas that engage people in helping citizens to solve society’s problems through science. This team will travel to the SENCER Summer Institute in Asheville, NC to develop better cross-disciplinary teaching around topics of civil engagement.

Follow-ups:

- Develop budget templates for interdisciplinary or cross-school programs.
- Re-negotiate MOU with Primary Stages, Fordham’s partner in the MFA in Playwriting.
- Develop a joint program with PCS, possibly in a health care related field.
- Create full revenue-generating workshops and courses for the Business of Life Sciences together with Business. Offer them to external students.
- Grow partnership between GSSS and GSAS to support healthcare initiatives involving BSC partners, Clare Boothe Luce recruiting, bring in external speaker honorary degree recipient Yvonne Cagle as keynote speaker for the CBL lunch, continue integrated research efforts with her, build partnerships with GSSS and external partners, particularly as efforts are off-loaded from CCER.
- Build connection between Calder and Rose Hill campus via electronic connections including video and data capture at field sites to benefit graduate student courses, teaching and research.
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Section III: NEW GOALS FOR 2014-15

Goal:

GSAS’s primary focus will be on Goals 1 and 2, with a greater emphasis on nimbleness and flexibility in the context of continuing to uphold GSAS’s high academic standards. However, there will be supplementary steps to accompany this overarching goal:

- Generate new distinctive program ideas for exploration and development. Research peer and aspirant institutions’ new graduate program initiatives to evaluate our offerings in this light.
- Undertake a thorough exploration of GSAS’s image and identity with a view to strengthening our sense of purpose and towards better marketing and recruitment. Explore alternative channels for marketing and recruitment, in particular social media.
- Engage in discussions about the distinctive nature of graduate programs within GSAS in the context of the need for a professional and practical orientation at the master’s level.
- Continue discussions on the future of the PhD with the goal of developing at least one pilot program on alternative models of the dissertation.
- Engage in discussions about the role of graduate education at Jesuit institutions of higher learning. What is the appropriate mission for a “Jesuit” “graduate school” in “Arts and Sciences”? What is the role of a GSAS with regard to the colleges in a Jesuit institution? What is the role of graduate studies within a division of Arts and Sciences
- Identify additional resources and efficiencies to implement proposed programs readily and successfully.

Section IV: PERSONNEL ACTIVITY

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee) .

Faculty Member	Position	Activity
Nancy A. Busch, Professor of Psychology	Dean	<i>Presentations and Professional Development:</i> Pre-meeting workshop, “Assessment and Review of Graduate Programs—Doctoral” and attendance at Council of Graduate Schools Annual Meeting, , San Diego, CA December 4, 2013); Presentation on program review and assessment and attendance at Association of Jesuit Colleges and Universities Graduate Administrators’ Conference, Omaha, NE, March 14, 2014.
Eva Badowska	Associate Dean for Academic Programs	<i>Presentations:</i> Interdisciplinary Conference on “The Value of Liberal Education and America’s Future,” Fordham University, 28 April, 2014 <i>University Service:</i> Chair of the Presidential Task Force on the Future of Liberal Education (at Fordham); GSAS Academic Affairs Committee; President’s Security Council. <i>Professional Development:</i> Association of Jesuit Colleges and Universities Graduate Administrators’ Conference, Omaha, NE, March 14, 2014.
Amy R. Tuininga	Associate Dean for Strategic Initiatives, Partnerships and Assessment	<i>Grants and Contracts:</i> National Center for Science and Civic Engagement (NCSCE) [K. Tingley (PI), A.R. Tuininga (PI)] – “Project TRUE (Teens Researching Urban Ecology)”, Awarded \$50,000 on 8/9/2013; Wildlife Conservation Society contract [A.R. Tuininga (PI)] – “Teens Researching Urban Ecology”, Awarded \$36,000 on 7/1/2013; National Science Foundation Research on Learning in Formal and Informal Settings Advancing Informal STEM

		<p>Learning [D. Lisowy (PI), A.R. Tuininga (PI), J.D. Lewis (Co-PI), J.A. Clark (Co-PI)] – “Project TRUE (Teens Researching Urban Ecology)” requested \$2,681,794 – pending; National Science Foundation Research Training Grant [A.R. Tuininga (PI), Victoria Freedman (Co-PI), J. Boyer (Co-PI), D. Lisowy (Co-PI), B. Johnson (Co-PI), F. Sen (Co-PI)] - “NRT: Bronx STEM – Communication and Business Collaborative (BS-CBC)” requested \$2,983,656 – pending.</p> <p>Presentations: Project TRUE Presentation “Air pollution effects on ecosystem biodiversity: How we worked to save New Jersey”, Prospect Park Zoo, Brooklyn, NY 11/13/13; Project TRUE Earth Day Presentation: “How to Make a Cow”, Prospect Park Zoo, Brooklyn, NY, 4/22/14.</p> <p>Professional Development: NCSCE Science Education for New Civic Engagements and Responsibilities – Informal Science Education Orientation Meeting, Jersey City, NJ, 10/10/13 – 10/11/13.</p> <p>University Service: FCRH Associate Dean Search Committee; Middle States Steering Committee; Center for Community Engaged Research Steering Committee; Clare Boothe Luce Awards Committee; Co-Director, Fordham’s Bronx Science Consortium Initiatives.</p> <p>External Service: New York Botanical Garden Teacher Advisory Council.</p>
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STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Staff Member	Position	Activity
Sheila Brisbane	GSAS Web Communications Manager	University Service: Graduate Adult Admission Council (GAAC), Graduate Adult

		Admission Council (GAAC) Marketing, and Slate Project. Professional Development: Technolutions/Slate Innovation Summit 2014
Lauren Grizzaffi	Recruiting and Marketing Specialist	New position; started May 2014.
Vickie Kenny	Budget and Planning Administrator	University Service: Fordham-Einstein Finance Committee; advised the Center for Community Engaged Research Steering Committee; University Billing Committee
John Plutino	Business Systems Analyst	University Service: Academic Records committee member Data Standards committee member Business Intelligence Task Force Blackboard Analytics Data Warehouse validation Fordham Connect CRM – Train the Trainer Professional Development: Technolutions/Slate Innovations Summit 2014
Joanne Schwind	Academic Programs Counselor	University Service: Diploma Ceremony Committee Graduate Financial Aid, Management Executives Committee (FAME), Billing Committee, IUDC Doctoral Consortium Coordinator, Theological Consortium Coordinator Professional Development: NY-NJ Association of Collegiate Registrars and Admissions Officers (ACRAO) Conference, October 2013 Excel 2010 for Business training at New York Interactive Media, November 2013
Bernadette Valentino-Morrison	Director of Admissions	University Service: Graduate Adult Admission Council (GAAC) and Agenda Committee. Slate Project, Co-Captain. Professional Development: NY-NJ Association of Collegiate Registrars and Admissions Officers (ACRAO) Conference, October 2013 Technolutions/Slate Innovation Summit 2014

Section V

List administrative staffing needs for 2014-15 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Person/Position	Cost	Justification
Maureen Hanratty, Executive Secretary to GSAS Dean	\$50,000 (reflects anticipated salary for new position.)	Retirement
Nicol Gotsis, Director of Student Development	\$32,340 (60% of salary budgeted with GSAS)	Resignation (Nicol is now with Princeton University)

Section VI

List administrative staffing needs for 2014-15 (*request for authorization of new positions*).

Position	Cost	Justification
None at this time.		

Section VII

List extraordinary budget requests anticipated for 2014-15.

Request	Cost	Justification
Marketing and Advertising	\$40,000	GSAS anticipates the launch of several new programs in fall 2015. Prior to that launch, funds will be needed to announce the programs and drive admissions.

Section VIII

List anticipated capital equipment requests for 2015-16 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

Request	Cost	Justification
None at this time.		

Section IX

List facilities requests for 2015-16 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*).

Request	Cost	Justification
None at this time.		

Selectivity and Yield
2013 Fall and Previous 3-year Averages

	Total Applicants	Admitted for Degree	Selectivity	Matrics	Yield	FA Yield
All Programs						
2013F Doctoral	1085	110	10%	51	46%	45%
2013F Master's	604	345	57%	93	27%	58%
2012F Doctoral	1133	184	16%	64	35%	52%
2012F Master's	853	469	55%	111	24%	55%
2011F Doctoral	1082	142	13%	68	48%	66%
2011F Master's	873	491	56%	189	38%	35%
2010F Doctoral	1129	138	12%	66	48%	59%
2010F Master's	950	514	54%	142	28%	62%
Doctoral 3-year average	1115	155	14%	66	43%	53%
Master's 3 year average	892	491	55%	147	30%	55%
Biological Sciences						
2013F Doctoral	46	17	37%	7	41%	67%
2013F Master's	32	12	38%	7	58%	57%
Doctoral 3-year average	34	14	41%	9	64%	56%
Master's 3 year average	39	14	36%	6	43%	48%
Classical Languages and Literatures						
2013F Doctoral	9	5	56%	1	20%	0%
2013F Master's	6	1	17%	0	0%	0%
Doctoral 3-year average	10	7	70%	1	14%	29%
Master's 3 year average	9	5	56%	1	20%	0%
Computer and Information Science						
2013F Master's	34	17	50%	3	18%	0%
Master's 3 year average	46	21	46%	7	33%	64%
Economics						
2013F Doctoral	47	20	43%	6	30%	20%
2013F Master's	91	46	51%	8	17%	80%
Doctoral 3-year average	67	20	30%	7	35%	45%
Master's 3 year average	89	39	44%	9	23%	33%
Elections and Campaign Management						
2013F Master's	24	22	92%	9	41%	100%
Master's 3 year average	28	22	79%	10	45%	40%
English						
2013F Doctoral	68	14	21%	8	57%	27%
2013F Master's	79	56	71%	11	20%	25%
Doctoral 3-year average	99	18	18%	9	50%	59%
Master's 3 year average	114	73	64%	17	23%	44%

Selectivity and Yield
2013 Fall and Previous 3-year Averages

Ethics and Society

2013F Master's	17	14	82%	5	36%	100%
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History

2013F Doctoral	35	9	26%	4	44%	33%
2013F Master's	50	34	68%	6	18%	0%
Doctoral 3-year average	48	16	33%	7	44%	63%
Master's 3 year average	60	42	70%	7	17%	13%

International Humanitarian Action

2013F Master's	10	5	50%	1	20%	
Master's 3 year average	6	4	67%	2	50%	

International Political Economy and Development

2013F Master's	155	82	53%	26	32%	60%
Master's 3 year average	205	95	46%	29	31%	64%

Medieval Studies

2013F Master's	24	17	71%	6	35%	80%
Master's 3 year average	32	23	72%	10	43%	59%

Philosophy

2013F Doctoral	155	10	6%	7	70%	71%
2013F Master's	21	9	43%	4	44%	
2013F PHRE Master's	2	1	50%	1	100%	
Doctoral 3-year average	165	15	9%	7	47%	61%
Master's 3 year average	22	12	55%	2	17%	
Master's 3 year average PHRE	8	8	100%	7	88%	

Playwriting

2013F Master's	9	2	22%	2	100%	100%
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Psychology

2013F Applied Developmental	28	5	18%	3	60%	67%
2013F Clinical	595	11	2%	8	73%	70%
2013F Psychometrics	25	6	24%	2	33%	33%
3-year average Applied Dev	32	9	28%	4	44%	47%
3-year average Clinical	552	23	4%	10	43%	55%
3-year average Psychometrics	22	7	32%	4	57%	50%
2013F Master's Applied Psych. Methods	31	14	45%	1	7%	
2-year average Applied Psych. Methods	24	12	50%	2	17%	

Theology

2013F Doctoral	77	13	17%	7	54%	45%
2013F Master's	19	13	68%	2	15%	0%
Doctoral 3-year average	77	18	23%	8	44%	46%
Master's 3 year average	24	17	71%	3	18%	0%

**GSAS Completion Rates
2014**

Program	Master's 5-Years			Humanities Doctorate 8 Years			Science/Social Science Doctorate 6 Years		
	Total # Matriculants ¹	% Completed Degree	Median Time to Degree (years) ²	Total # Matriculants ³	% Completed Degree ³	Median Time to Degree (years) ²	Total # Matriculants ⁴	% Completed Degree ⁴	Median Time to Degree (years) ²
Biological Sciences	30 (1)	80% (100%)	2				23	22%	5
Classics	7	43%	4.4	14*	7%	11.2			
Computer Science	37 (9)	81% (78%)	1.72						
Elections and Campaign Management	44 (1)	64% (0%)	1.4						
Economics	68 (14)	69% (71%)	1.4				41*	29%	4.9
English	68 (6)	79% (83%)	1.7	82	29%	7			
History	35 (5)	69% (40%)	1.4	53	11%	6.2			
International Political Economy and	104	78%	1.4						
Medieval Studies	33	61%	1.7						
Public Communication	54 (12)	74% (58%)	1.7						
Philosophy	32 (4)	78% (50%)	1.7	60*	28%	6.3			
Philosophical Resources	25	76%	2.7						
Political Science	25 (7)	84% (86%)	1.72						
Psychology Clinical							54	26%	6
Developmental							32	41%	4.7
Psychometrics							24	58%	4.7
Sociology	14 (5)	64% (40%)	2.7						
Theology	16	63%	2.6	55	29%	6.6			
Urban Studies	25 (3)	60%	2						
All	617 (67)	73% (53%)		264	27%		174	34%	

¹ Includes master's students who matriculated between Fall, 2009 and Fall, 2011. Figures in parentheses are for students enrolled under the early admission program who matriculate into a GSAS master's program in their senior year at FC.

² Includes students who graduated in 2005 and following

³ Includes Humanities doctoral students who matriculated between Fall, 2004 and Fall, 2010

⁴ Includes Science and Social Science doctoral students who matriculated between Fall 2006 and Fall 2010.

* Includes students admitted directly to the doctorate (without a completed master's degree).

GSAS Enrollment and Credit Hour Summary
2008-2009 through 2012-2013 Academic Years
by degree level

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Students	Credits								
All Students										
Non-matric	47	323	49	380	30	233	48	201	40	209
Master's / Adv. Cert.	352	4925	349	5091	336	5116	300	4435	272	3422
PhD	448	3556	408	3559	420	3596	433	3349	418	3234
Biological Sciences										
MS	30	328	23	319	19	208	15	161	14	175
PhD	16	160	24	235	32	351	37	415	41	445
Biomedical Informatics										
ADV CERT	1	6	0	0	1	13	0	0	0	0
Classical Languages and Literatures										
MA	1	15	0	0	1	18	4	33	3	18
PhD	16	107	12	102	11	53	13	64	11	65
Communication and Media Studies										
MA	41	521	27	424	23	424	19	309	4	15
Computer and Information Science										
MS	15	186	11	129	16	279	20	332	16	147
Conservation Biology										
ADV CERT	1	9	5	36	2	15	0	0	1	12
Economics										
MA	23	314	17	200	19	334	17	203	20	247
PhD	53	369	36	321	37	319	37	297	33	271
Elections and Campaign Management										
MA	24	330	26	429	20	280	10	204	13	231
English										
MA	43	567	55	667	42	418	33	397	29	340
PhD	80	346	80	455	81	473	74	328	70	325
Ethics and Society										
MA	3	18	9	129	6	75	10	140	14	180
History										
MA	28	415	18	200	19	226	14	188	15	200
PhD	40	235	31	226	38	196	41	187	40	180
International Humanitarian Action										
MA					3	40	11*	96	12	36
International Political Economy and Development										
MA	54	965	58	943	62	1057	56	1030	51	735

GSAS Enrollment and Credit Hour Summary
2008-2009 through 2012-2013 Academic Years
by degree level

Latin America and Latino Studies

MA	2	62	6	59	8	98	8	105	5	34
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Medieval Studies

MA	16	194	14	242	22	341	22	260	23	200
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Philosophy

MA	12	135	9	93	6	81	5	27	4	72
Philosophical Resources MA	19	369	20	439	21	471	19	409	47	390
PhD	57	382	54	415	53	447	51	366	12	235

Political Science

MA	10	142	9	153	12	205	9	101	6	43
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Psychology

Psychological Methods MA					3	45	4	63	4	69
Clinical Psychology PhD	68	807	61	793	60	766	67	712	70	710
Applied Developmental Psychology PhD	32	281	27	381	31	347	30	324	31	286
Psychometrics PhD	21	438	19	253	18	241	20	272	16	230

Sociology and Anthropology

MA	6	74	7	94	8	99	10	123	9	60
PhD	16	61	13	20	5	10	7	12	5	10

Theology

MA	11	101	12	147	12	97	8	51	8	66
PhD	49	370	51	376	54	383	56	372	54	322

Urban Studies

MA	2	49	10	178	20	279	14	197	9	82
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GSAS Doctoral Student Achievements 2013-2014
By Program and Type of Achievement

APPENDIX: D

Dept	Number of Students Matriculated	Number of Publications	Number of Students with Publication	Percentage of Students with Publication	Number of Presentatons	Number of Students with Presentations	Percentage of Students with Presentations	Number of Prestigious External Awards	Number of Students with Prestigious External Awards	Percentage of Students with Prestigious External Awards	Total Number of Achievements	Total Number of Students with at Least One Achievement	Percentage of Students with at Least One Achievement
BISC	41	7	6	15%	18	12	29%	13	9	22%	39	15	37%
CLAS	11	2	2	18%	4	3	27%	2	2	18%	8	5	45%
ECON	33	0	0	0%	3	1	3%	0	0	0%	3	1	3%
ENGL	70	10	7	10%	47	29	41%	10	8	11%	67	35	50%
HIST	40	12	7	18%	48	18	45%	10	6	15%	70	16	40%
PHIL	47	6	5	11%	15	9	19%	3	3	6%	24	10	21%
PSYC	117	33	28	24%	64	40	34%	4	3	3%	101	41	35%
THEO	54	3	2	4%	8	6	11%	4	4	7%	15	11	20%
<i>Totals from All PhD Depts</i>	413	73	57	14%	207	118	29%	46	35	8%	326	134	32%

GSAS Student Funding 2013-2014
By Program and Type of Aid

APPENDIX: E

Program	Graduate Assistants		Summer Assistants		Teaching		Fellowships		Summer Fellowships and Grants		Supplements		Tuition		% of Students with any GSAS Financial Aid
	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	
BISC	2	\$56,700	1	\$4,000	47	\$1,259,223	2	\$58,700	7	\$14,100	6	\$23,300	49	\$865,840	93%
CLAS	4	\$77,700	2	\$10,000	6	\$85,000			2	\$700			8	\$108,230	64%
CLPS	28	\$649,154	7	\$31,121	14	\$244,600	3	\$90,700	7	\$10,185			46	\$936,585	66%
COSC	7	\$119,883	2	\$11,061					1	\$700			7	\$138,370	44%
DEPS	11	\$215,400			11	\$193,600	3	\$78,600	5	\$5,935	1	\$2,300	24	\$371,270	77%
ECON	3	\$46,000	1	\$4,000	20	\$463,300	2	\$39,400	3	\$1,400			24	\$413,740	53%
ENGL	10	\$181,640	5	\$25,000	54	1103654	4	\$106,200	16	\$48,320	4	\$9,900	66	\$635,680	68%
ETHS	5	\$65,400	1	\$4,000					2	\$4,600			5	\$94,530	43%
HIST	10	\$185,300	4	\$16,000	16	296100	3	\$81,800	11	\$17,100	2	\$4,800	29	\$268,520	56%
IHUA													1	\$2,000	8%
IPED	16	\$254,333	2	\$8,000	1	10900	4	\$48,816	21	\$69,550	1	\$1,000	25	\$494,570	73%
MVST	3	\$65,400	3	\$16,000			1	\$25,500			1	\$3,700	5	\$150,700	43%
PHIL	9	\$174,400	5	\$35,200	28	\$647,254	4	\$82,454	2	\$8,000	5	\$16,500	40	\$570,605	76%
PLAY									1	\$4,000			4	\$85,000	100%
POSC													1	\$2,740	17%
PSYM	8	\$168,900	2	\$8,000	2	\$24,400	3	\$72,000	4	\$5,100	2	\$4,700	14	\$272,630	81%
SOCI	2	\$21,800			3	35700			2	\$1,200			5	\$32,880	43%
THEO	11	\$235,920	4	\$16,000	30	\$659,400	2	\$57,400	8	\$15,600	4	\$7,000	46	\$461,005	78%
URST	1	\$23,200											1	\$19,180	11%
Total	130	\$2,541,131	39	\$188,382	232	\$5,023,131	31	\$741,570	92	\$206,490	26	\$73,200	400	\$5,924,075	65%

NOTE: Includes current students registered for at least one course in Fall 2013. Several students held more than one type of funding within the year.