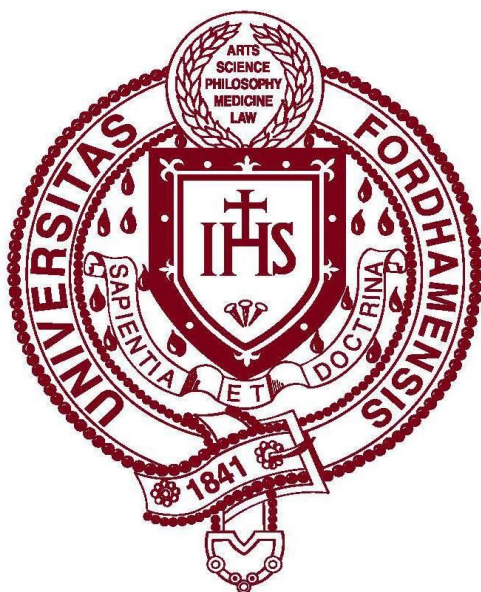


**Fordham University**

**Middle States Reaccreditation Self-Study and  
Decennial Review**

**Fordham University in Service to and Engagement  
with its Community**



**February 2016**

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# EXECUTIVE SUMMARY

## Introduction

Fordham University, founded in 1841, is an independent co-educational Catholic and Jesuit institution of higher learning. The University encompasses nine schools with residential campuses in the Bronx (Rose Hill) and Manhattan (Lincoln Center). It has an additional campus in Westchester County and administers the Louis Calder Biological Field Station in Armonk, New York, as well as the Fordham London Centre in the United Kingdom. Fordham's faculty consists of 737 full-time and more than 800 part-time instructors in any given semester. Based on the number of doctoral degrees awarded, research expenditures, and numbers of research staff, Fordham University is one of 107 universities in the United States that holds the Carnegie classification of R2: Doctoral Universities – Higher Research Activity. The University currently enrolls 15,286 students. Of the 8,855 undergraduate students, 79% receive some form of financial aid, and the six-year graduation rate is 80%. The undergraduate student-to-faculty ratio is 14 to 1, and the average class size is 23.

## Highlights of Major Institutional Changes

The years since Fordham's 2006 self-study have witnessed a number of major changes and developments at the University. In 2010, the President's cabinet was reorganized, and the Senior Vice President and Chief Academic Officer assumed the newly created position of Provost. Over the past decade, the vice presidential areas of Administration, Mission Integration and Planning, Development and University Relations, and Finance welcomed new leaders, as did the Office of Legal Counsel. Nine new deans joined Fordham's undergraduate, graduate, and professional schools. During the ongoing reorganization of the Arts and Sciences (A&S), the Dean of Faculty took on the additional title of Associate Vice President for Arts and Sciences Education. The College of Business Administration was renamed the Gabelli School of Business in recognition of a very generous gift to the University. The undergraduate and graduate business divisions were subsequently unified under the same name. Another name change transformed the former Fordham College of Liberal Studies into the School of Professional and Continuing Studies.

All four undergraduate colleges have revised or renewed their core curriculum, and several of the graduate schools have engaged in significant curricular reform. Fordham created and is expanding its undergraduate research program across all A&S and business disciplines, including a grants program, undergraduate research symposia, and two undergraduate research journals. Distinctive new programs were introduced to undergraduates via Integrated Learning Communities. The Graduate School of Religion and Religious Education, the Graduate School of Social Service, the School of Professional and Continuing Studies, and the Graduate School of Education have all pursued online education and degree programs. Fordham partnered with The New York Botanical Garden, the Wildlife Conservation Society/Bronx Zoo, Montefiore Medical Center, and the Albert Einstein College of Medicine of Yeshiva University to create the Bronx Science Consortium – a new model for scientific research, education, and community engagement. International initiatives have been expanded with particular emphases on programs in London, South Africa, and China. Finally, a new University-wide Continuous University Strategic Planning (CUSP) process was launched in 2015.

## **Preparation for the 2016 Self-Study**

Fordham University's Middle States Self-Study Advisory Committee was mindful of two milestones when planning began for the 2016 reaccreditation report. The current University strategic plan, *Toward 2016*, is approaching its end, and in June 2016 the University will begin a yearlong celebration of Fordham's 175th anniversary. This self-study has given the committee an opportunity to collect, analyze, and integrate data across a complex institution, thus encouraging the careful assessment that leads to effective and efficient strategic planning. By highlighting Fordham's unique mission as the Jesuit University of New York, the exercise also helps Fordham better articulate and deepen its commitment to its distinctive place in higher education and in its community.

The committee chose the comprehensive self-study model with special emphasis on the topic "Fordham University in Service to and Engagement with Its Community." This focus has helped Fordham evaluate how well it is fulfilling its mission as well as assess the continuous refinement of the University's image and vision, work that is central to maintaining the vitality of its programs.

Fordham's mission, especially its commitment to service and engagement, directly or indirectly influences every aspect of the University. Nonetheless, its place in students' experience and in the work of the faculty is the primary concern of the examinations underlying this self-study. To that end, Standards 1, 8, 9, 11, 12, 13, and 14 address the special emphasis topic most directly and thus make up the first part of this report. Standards 2, 3, 4, 5, 6, 7, and 10, which detail the essential infrastructure of the University, do not directly address the special topic and thus form the second part of the report.

## **PART I: THE STUDENT EXPERIENCE**

### **Chapter 1: University Mission: Educating Leaders for a Global Society (Standard 1)**

Fordham's mission statement – unanimously approved by the Board of Trustees in 2005 – guides and animates the University in all its activities. It informs the goals of strategic planning as Fordham strives to become the model urban Jesuit university of the 21st century. It also guides planning across the vice-presidential areas, schools and colleges, and research centers and institutes. Survey data demonstrate that the Fordham community knows and pursues the University mission in various ways. A linked Mission Integration Table provides detailed evidence of how academic units advance the University's mission of service to and engagement with its local, regional, national, and international communities. Fordham effectively promotes its distinctive Catholic, Jesuit, and geographic characteristics to fulfill its stated mission and goals as an educational institution, which include "the intellectual, moral, and religious development of its students" and their preparation "for leadership in a global society."

### **Chapter 2: Student Admissions and Retention (Standard 8)**

The University's most recent strategic plan, *Toward 2016*, called for freshman enrollment targets that emphasize size, quality, and diversity within the constraints of available aid resources. Incoming class profiles in recent years provide evidence of the strides the University has made in this regard. The Council on Undergraduate Enrollment (CUE) – chaired by the Vice President for Enrollment and comprising the President, the Provost, and the deans of the

undergraduate colleges as well as faculty representatives and senior members of the University Enrollment Group – meets routinely throughout the academic year to review enrollment data, engage in marketing and program planning, and consider financial aid strategies and initiatives. Fordham employs a strategic, consultant-supported approach to the distribution of financial aid that allocates aid on the basis of merit and family financial need. Even with a substantial commitment of resources, issues of affordability loom large for prospective students and their families.

Each of Fordham’s graduate and professional schools has dedicated admission staffs who report to their respective deans, and strategic decisions regarding recruitment and enrollment are largely made in the schools. Enrollment patterns across the schools have been uneven in recent cycles, with certain schools and programs realizing greater success than others. National trends associated specifically with declines in enrollment in the Graduate School of Education, the Graduate School of Arts and Sciences, and the School of Law have also been felt at Fordham despite these schools’ strong reputations.

Fordham’s undergraduate retention and graduation rates are strong: First-year retention rates consistently hover around 90%, and six-year graduation rates typically approach 80%. Nonetheless, a Working Group on Undergraduate Retention has put forth recommendations for school-based programmatic changes and evidence-based interventions to improve graduation and retention.

### **Chapter 3: Student Support Services: *Cura Personalis* (Standard 9)**

Student support services are crucial to current students and to defining Fordham’s niche in the higher education landscape. The various subdivisions of Student Affairs were surveyed on how each office’s services and programs reflect Fordham’s Jesuit mission, how each advances student development, and how each develops diversity initiatives among students, including the promotion of diversity of leadership. The task force also examined a number of other topics: programs for students at risk, the protection of student information privacy, policies and procedures for handling student complaints and grievances, and athletics.

The area has initiated a number of new programs in recent years that are informed by, and help to realize, the University’s mission: Integrated Learning Communities on both campuses; Transition Year Experience programs aimed at serving incoming freshmen (First Year Experience Program) and the Senior Year Experience program; and the Office of Multicultural Affairs, including its Diversity Peer Leader Program and the Lesbian, Gay, Bisexual, Transgender (LGBT) and Ally Network of Support Program. The Department of Counseling and Psychological Services has introduced new initiatives in response to shifts in college mental health. The Office of Career Services has transformed itself, shifting away from an employer-centric career development model to a student-centric model of personal and professional development. Student Affairs also evaluated and assessed the quality of the University’s dining services.

Student Affairs has a firmly established history of assessing its effectiveness through the use of student and staff surveys across the campuses, as well as benchmarking comparisons with peer and aspirant institutions.

#### **Chapter 4: Educational Offerings and General Education: Education for Excellence (Standards 11 and 12); Assessment of Student Learning: Achieving the Educational Mission (Standard 14)**

With respect to the special emphasis topic, formal curricula promote community engagement and service directly when courses or certificate and degree programs require work, research, or study within the community. More broadly, goals for student learning across the University reflect Fordham's Jesuit commitment to academic excellence. The quality of the curricula, including their rigor and coherence, are ensured through individual school, department, and program reviews conducted by a highly qualified faculty. The collaborative processes through which curricula are developed and maintained are similarly specific to each school. Several indicators suggest that Fordham students are being challenged intellectually in their courses.

The A&S undergraduate core curriculum underwent substantial revision in 2007-2008, culminating in a curriculum with newly revitalized links to the University mission. The core provides students with a general education that not only introduces them to the breadth of academic disciplines, but also requires them to hone their writing, speaking, and critical reasoning skills, and their ethical understanding, while simultaneously developing knowledge within their majors. The interplay between these general skills, disciplinary knowledge, and ethical judgment is designed to develop students who seek wisdom.

At the time of the last decennial self-study, Fordham's program- and school-level student learning assessment efforts were just developing. In the decade since, the University's schools have evolved approaches to assessment that suit their academic cultures, are useful and sustainable, and adhere to the requirements of national accreditors, where necessary, as well as Middle States standards. Assessment of student outcomes, and student learning more specifically, is designed and managed independently within each school, with the Provost communicating expectations to the deans, and sometimes directly to the faculty, as well as providing centralized support for assessment work.

Fordham University is developing a "culture of assessment" in its academic divisions. Faculty and deans frequently seek and use institutional data and other evidence to evaluate program effectiveness at all stages, from outreach to potential students, evaluation of admissions decisions, student retention, and effective teaching and student learning, to graduation and post-graduation placement.

Driven by the faculty's program improvement goals and shaped according to their priorities, annual assessment projects evolved to blend both direct and indirect measures of student learning, student and alumni outcomes and satisfaction metrics, transcript and syllabus reviews, and a variety of standardized and ad hoc analyses of institutional data. The sufficiency of the evidence examined by each program was considered, in part, in light of the goals of the assessment research as well as its conclusions. Clear, preferably direct, evidence of student learning is expected from programs reporting satisfactory student achievement.

## **Chapter 5: Related Educational Activities: “Go and Set the World on Fire” (Standard 13)**

The data analyzed in this chapter show that Fordham meets all requirements regarding the content, focus, location, delivery, and sponsorship of the six areas listed under Standard 13: (1) Basic Skills, (2) Experiential Learning, (3) Non-Credit Offerings, (4) Branch Campuses, Additional Locations, and Other Instructional Sites, (5) Distance Education, and (6) Contractual Relationships and Affiliated Partners.

Fordham’s mission is international in scope and aspiration, as befits a Jesuit university. The Office of International and Study Abroad Programs (ISAP) offers approximately 150 study abroad opportunities to undergraduate students through a combination of Fordham-administered programs, exchange collaborations, and other affiliations with universities worldwide. International partnerships include Fordham London Centre’s affiliations with various institutions, Fordham’s exchange program with the University of Pretoria in South Africa (including Fordham’s Ubuntu Service Learning Program), and Fordham’s long-standing partnership with Peking University in Beijing, which has served as the foundation for Fordham’s international initiatives in China.

Currently, four schools – Graduate Arts and Sciences, Graduate School of Social Service, Graduate School of Religion and Religious Education, and the School of Professional and Continuing Studies – offer online and/or hybrid programs. The Gabelli School of Business and the Graduate School of Education offer online and/or blended courses, although they do not offer full programs through this modality. The number of online courses available to students has increased since 2011-2012, especially in the graduate and professional schools, and the number of registrations in those courses has similarly increased. In October 2013, Fordham’s President and Provost convened the Task Force on Blended Learning, which made a strong case for increasing strategic attention to technological resources and opportunities, including the expanding area of online and hybrid education.

## **PART II: INSTITUTIONAL CONTEXT**

### **Chapter 6: Planning and Institutional Resources: A Foundation for Excellence (Standards 2 and 3)**

Assessment of the previous 10-year strategic plan, *Toward 2016*, led to recognition of the need for a more nimble and responsive planning process at Fordham and the establishment of the Continuous University Strategic Planning (CUSP) Committee. Whereas *Toward 2016* focused on specifying concrete outcomes and new University initiatives, the task for CUSP is to identify core institutional principles that will provide strategic direction and guide decision-makers at all levels of the institution. It will review and coordinate divisional and school-based planning efforts, create instruments to measure and assess progress, and make final recommendations to the cabinet, the President, and the Board of Trustees.

At the vice presidential level, annual reports and unit strategic plans form the basis for the budget planning process that starts in early fall. Annual reports are both retrospective (identifying progress made on previously established goals) and prospective (identifying continuing and new goals and describing steps to realize desired results). The vice presidents report on assessment processes in their respective areas, including evidence they have collected

on their area's functions and activities; how they have used this evidence to evaluate the effectiveness of activities and strategic planning initiatives within their area; what conclusions they drew on the basis of this information; and, most important, what impact the conclusions have had on goal-setting and strategic planning for the next cycle.

The Task Force on Planning and Institutional Resources investigated planning processes across various units, schools, and departments. A survey of University planners indicated that, for those involved in University-wide planning committees, planning has become increasingly more effective. One of the perceived strengths of planning is its inclusiveness: constituents across the University are represented, and committees are perceived as open to influence from both within and without. Planning is seen as being rooted in mission and as linking resource allocation to goals and objectives. Assessment of both the effects of resource allocation and the achievement of goals and objectives has improved over the past decade, although there is room for additional progress. Planning committees could more effectively communicate their activities and results to the wider University community, an issue that CUSP has begun to address.

The University's budget has grown significantly as the result of increased undergraduate enrollment, success in fundraising, and the compounding effect of tuition rate increases. The University still faces several challenges, the most important of which is its dependence on tuition and the corresponding need to find additional revenue sources. The University's bond rating is strong; Fordham's key strengths are its location in New York, its Jesuit identity, its ability to generate surpluses on operating activities, and its strong management team.

## **Chapter 7: Leadership, Governance, Administration: Moving Forward Together (Standards 4 and 5)**

Fordham University's governors are the members of its Board of Trustees. Senior administrative positions include the University President, the Provost, the nine vice presidents and their associate vice presidents, the University Secretary, and the Faculty Senate. Several additional levels of administrators with diverse responsibilities range from the deans of the various schools and colleges to department chairs and program directors.

Fordham's Board of Trustees has ultimate authority over all acts of the University, including its governance structure. Its current size – 40 trustees – is appropriate to fulfill all fiduciary as well as advisory and oversight responsibilities. It has in place a process for electing and orienting new members, evaluating its own performance and effectiveness, and periodically assessing that of the University President in the fulfillment of his duties and responsibilities.

Fordham has a highly professional, academically qualified chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and objectives as outlined in the University's mission statement and other strategic planning documents. Its leadership and support staff are equally professional and highly qualified to perform their specific duties as outlined in the University Statutes or in their specific job descriptions; they work under clearly delineated lines of organization and authority, and they are periodically assessed and evaluated as to the quality and effectiveness of their performance.



Fordham has a well-defined system of collegial governance as stipulated in the written and widely available University Statutes. Students have appropriate opportunities to voice their opinion regarding decisions that directly affect them. The task force working on Standards 4 and 5 investigated concerns, articulated by some faculty through surveys and interviews, about transparency, communication, and the appropriate role of faculty and administrators in contributing to a system of shared governance that is effective with regard to the quality and legitimacy of decision-making at the University.

### **Chapter 8: Integrity (Standard 6)**

The Task Force on Standard 6 reviewed the University's policies and analyzed the responses elicited by surveys and interviews to evaluate how effectively Fordham ensures appropriate and consistent treatment in the application of academic requirements; student discipline; student evaluation; student grievance procedures; fair and impartial practices in the hiring, evaluation, and dismissal of employees; conflict of interest policies; and Title IX compliance.

Fordham fosters a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom and the protection of intellectual property rights. There is respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives characteristic of the institution. The University is also committed to integrity, honesty, and transparency in its public relations, marketing, and recruitment efforts, in print, online, and through broadcast media. The task force found some areas in need of improvement with respect to University communication and the provision of information on specific topics, particularly related to the new website.

### **Chapter 9: Institutional Assessment/Effectiveness (Standard 7)**

The task force on Standard 7 defined institutional assessment as a cyclical evaluation of the operation of the University as a whole – including its financial, administrative, physical, and pedagogical resources; its mission and goals; its research productivity; and the quality and morale of its faculty, staff, and students. Assessment results are meant to inform decisions about future resource allocations and future directions for improvement and institutional renewal. Research findings reveal a comprehensive, although decentralized, system of institutional assessment that flows up to the President and eventually to the Board of Trustees. Instruments include the annual reports and strategic plans submitted by the vice presidents as well as the academic deans along with the reports and plans completed by individual divisions, units, centers, and institutes that report directly to them. This annual report system is the heart of the institutional assessment process and requires a systematic accounting of institutional and unit goals, specific steps to be taken toward their realization, and results to date, quantified as appropriate. The task force found that the decentralization characteristic of institutional assessment protocols has served Fordham's students well, but at the cost of a lack of coordination among units. This, in turn, lies at the base of the communication challenges described in Chapters 6 and 7.

### **Chapter 10: Faculty: Scholar-Teachers and Community Members (Standard 10)**

Fordham supports and recognizes faculty accomplishments in a variety of well-established and widely communicated ways, starting with extensive initial appointment

orientation sessions. Faculty renewal is a critical dimension of the University's ability to attract, support, and retain a faculty distinguished in research, teaching, and service. Fordham has an effective structure for faculty mentoring, especially for junior faculty, based on the University Statutes and supplemented by policies instituted by the Faculty Senate, faculty councils, and academic departments and areas.

Faculty scholarship and achievement are documented annually in electronic Faculty Activity Reports and celebrated through a wide variety of University events and publications, web listings, and an expansive media presence. The main avenue for faculty recognition is through the reappointment, tenure, and promotion decisions of eligible faculty. In addition to University-wide standards, individual academic units have their own norms for these processes, which are renewed annually by faculty and registered with the Faculty Senate, the Provost, and any relevant deans of faculty. They reflect the variety of disciplines at the University and enable academic units to recognize and reward faculty work that contributes to University, school, and program goals and objectives. Strong and well-supported though the faculty is, teaching loads and related faculty responsibilities remain a concern.

### **Recommendations**

Each chapter of the self-study makes specific recommendations related to the standards being investigated. As a whole, the report emphasizes three general areas that are worthy of high-level attention and makes the following overall recommendations:

#### ***I. Data Collection, Analysis, and Dissemination***

1. In light of the new University-wide continuous strategic planning process, Fordham should conduct a thorough audit of its planning and assessment needs and resources, and consider how most efficiently to provide for its data analysis needs regarding adherence to mission.
2. Senior administrators, planning staff, and department and program chairs should be given training focusing on planning and assessment as a regular feature of the faculty and staff development programs.
3. The charge of the Office of Institutional Research should be broadened to include a focus on institutional effectiveness, so that its core analytical and reporting functions directly support assessment and strategic planning.
4. The University should support the creation of a summary Annual Report that is cross-unit and cross-department in scope and range, and which articulates clear links among planning, assessment, and budget allocation decisions. This report, disseminated across the University, can be used to inform the budget process and contribute to cross-fertilization and the creation of mutually beneficial initiatives among the various divisions of the University.

#### ***II. University Planning and Governance***

1. A task force comprising administrators and faculty should be created to address the faculty's expressed concerns about their role in University governance and to identify specific actions that may be taken to enhance communication and transparency.

2. The roles, responsibilities, and authority of the Provost should be clarified, and the University Statutes should be updated accordingly and be kept current and easily accessible to all members of the University.
3. The introduction of a multi-year faculty hiring plan would help departments as well as the administration make better long-range plans concerning curriculum coverage and program enhancement, and develop a more responsive planning process regarding non-faculty staffing needs.

### ***III. Public Disclosure of University Policies***

1. The University should adopt a policy, plan, and process for the regular review and update of the University website (including department webpages) so that all publicly accessible content is current, accurate, and user-friendly.



**Middle States Commission on Higher Education**

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**Certification Statement:**

**Compliance with MSCHE Requirements of Affiliation**

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*]

*Effective August 1, 2015*

Fordham University

\_\_\_\_\_  
(Name of Institution)

is seeking (*Check one*):       Initial Accreditation  
    Reaffirmation of Accreditation through Self Study  
    Reaffirmation of Accreditation through Periodic Review


An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*


The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

  
\_\_\_\_\_  
(Chief Executive Officer)

2-3-16  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

2/3/16  
\_\_\_\_\_  
(Date)

# Fordham University's 2016 Middle States Reaccreditation Decennial Review and Self-Study

## INTRODUCTION

### Institutional Overview

Fordham University, founded in 1841, is an independent, co-educational Catholic and Jesuit institution of higher learning. At the invitation of its founder, Bishop John Hughes, the Society of Jesus (the Jesuits) assumed responsibility for the original St. John's College in 1846. In 1907 the institution achieved university status, and its name was changed to Fordham University. During the 20<sup>th</sup> century, the University grew to encompass nine schools with residential campuses in the Bronx (Rose Hill) and Manhattan (Lincoln Center). It has an additional campus in Westchester County (Fordham Westchester) and administers the Louis Calder Center Biological Field Station in Armonk, New York, as well as the Fordham London Centre in the United Kingdom.

Fordham University currently enrolls 15,286 students in its four undergraduate colleges and six graduate and professional schools (the Gabelli School of Business encompasses both an undergraduate and a graduate division). Of the 8,855 undergraduates, 4,591 live in University-managed housing. There are 6,431 graduate and professional students, of whom 233 live in University-managed housing. Rose Hill, the original campus adjacent to Little Italy, the Bronx Zoo, and The New York Botanical Garden, is situated on 85 acres in the north Bronx. A total of 6,971 undergraduate and graduate students attend classes at Rose Hill, with 3,487 living in University housing. The Lincoln Center campus in mid-Manhattan is home to approximately 7,858 professional and undergraduate students, with 1,337 living in University-operated housing. At the Westchester campus in West Harrison, 628 undergraduate and graduate commuting students attend classes. The Louis Calder Center Biological Field Station at Armonk, New York, includes a 10-acre lake, laboratories, and a fairly new student residence.

In addition to these New York campuses, Fordham University operates the Fordham University London Centre on the campus of Heythrop College in Kensington Square, London, a Jesuit college that forms part of the University of London. Fordham also operates the Ubuntu Service Learning Program at the University of Pretoria in Pretoria, South Africa, and a study abroad program at the University of Granada in Granada, Spain. The Provost headed a delegation to Beijing in June 2012 and again in 2015 to strengthen Fordham's partnerships with Peking University. The BiMBA (Beijing International Master of Business Administration) program at Peking is in its second decade of operation and provides a critical Fordham gateway to Asia, just as the Fordham London Centre does to Europe.

Currently, 79% of Fordham's undergraduate students receive some form of financial aid, and the six-year graduation rate is 80%. The University as a whole confers a variety of degrees and certificates: Bachelor of Arts, Science, and Fine Arts; advanced certificates and professional diplomas; Master of Social Work; Master of Business Administration; Master of Arts, Science, Education, Fine Arts, Law, and Philosophy; Juris Doctor; Doctor of Ministry; Doctor of Education; and Doctor of Philosophy.

Fordham's faculty consists of 737 full-time and more than 800 part-time or adjunct instructors in any given semester. Of the full-time faculty, 450 are tenured, 63% are male, and 37% are female. Of the faculty, 92% hold the PhD or terminal degree in their field. The undergraduate student-to-faculty ratio is 14 to 1, and the average class size is 23. There are 27 Jesuits currently in active service at Fordham, 17 among the teaching faculty, five in administration, and five in Campus Ministry.

Based on the number of doctoral degrees awarded, research expenditures, and number of research staff, Fordham University holds the Carnegie classification of R2: Doctoral University – Higher Research Activity. Submission of applications for external funding increased 8% over the past year, from 189 in 2013-2014 to 205 in 2014-2015. While numbers of awards remained steady at 108, the ratio of new to continuing awards changed: fiscal year 2014 saw 51 new awards and 57 continuations, while fiscal year 2015 saw 62 new awards and 46 continuations. During this same period, the one-year award total fell from \$19.5 million to \$16.5 million, but the multi-year total increased 16%, from \$53.1 million to \$61.7 million.

The University libraries, including the William D. Walsh Family Library, the Gerald M. Quinn Library, and the T. J. and Nancy Maloney Law School Library house more than 2.28 million volumes, 57,000 serials and electronic journals, and more than 3.4 million microfilm units.

Finally, Fordham sponsors 22 men's and women's varsity sports teams. The Fordham Rams are members of the NCAA Division I and compete in the Atlantic 10 Conference in baseball, basketball, cross country, golf, indoor and outdoor track, rowing, soccer, softball, swimming, diving, tennis, volleyball, and water polo, and in the Patriot League (Division I-AA) for football.

Fordham's current President, the Rev. Joseph M. McShane, SJ, assumed office in 2003; the current Provost, Stephen Freedman, PhD, came to Fordham in 2007 as Senior Vice President and Chief Academic Officer. He was promoted to the newly created position of Provost in 2010 as part of a major reorganization of the University's higher administration. In addition to retaining the responsibilities of his former office, the Provost assumed leadership for the direction of strategic and curricular planning for all academic units and has taken on enhanced and expanded responsibility for the planning and disbursement of all academic budgets.

### **Major Institutional Changes Since 2006**

Besides the naming of a Provost and the reorganization of the Administrative Council into the President's Cabinet, there have been significant transitions among the University leadership. The vice presidential areas of Administration, Mission and Ministry, Development and University Relations, and Finance welcomed new leaders, as did the Office of Legal Counsel. Nine new deans joined Fordham's undergraduate, graduate, and professional schools. During the ongoing reorganization of Arts and Sciences, the Dean of Faculty took on the additional title of Associate Vice President for Arts and Sciences Education. New directors were appointed for the University Libraries and Fordham University Press, along with a new general manager for WFUV ([wfuv.org](http://wfuv.org), 90.7 FM), Fordham's National Public Radio affiliate. The former College of Business Administration was renamed the Gabelli School of Business. The

undergraduate and graduate business divisions were then unified under the same name, in recognition of a very generous gift to the University. Another name change transformed the former Fordham College of Liberal Studies into the School of Professional and Continuing Studies.

## **Description of Self-Study Process**

### ***A) Rationale for Choosing the Comprehensive Self-Study Model with Special Emphasis***

Fordham's Self-Study Advisory Committee was mindful of two milestones when planning began for the 2016 reaccreditation report. The current University strategic plan, *Toward 2016\**, is approaching its end, and the institution is preparing to celebrate Fordham's 175<sup>th</sup> anniversary in 2016. This self-study presents an opportunity to collect, analyze, and integrate data across a complex institution, and the findings will inform the ongoing deliberations of the new and inclusive CUSP planning process. By highlighting Fordham's unique mission as the Jesuit University of New York, the exercise also helps the University better articulate and deepen its commitment to its distinctive place in the higher education landscape and its community.

The committee chose the comprehensive self-study model with special emphasis on the topic "Fordham University in Service to and Engagement with Its Community." This focus has helped Fordham evaluate how well it is fulfilling its mission and assess the continuous refinement of the University's image and vision, work that is central to maintaining the vitality of its programs.

### ***B) Context and Purpose of the Self-Study***

Fordham is defined by its Catholic, Jesuit identity, which gives rise to its mission of forming "men and women for others." The University is open to all, including those of all and of no faith traditions. Fordham's Jesuit identity remains vital in its Ignatian heritage and the tradition of a Jesuit education, which seeks God in all things, promotes discernment, and engages the world through analysis, dialogue, reflection, and openness to evaluation.

Fordham is actively engaged with local, regional, national, and international communities. In their own way, students, alumni, faculty, staff, and administrators help the underprivileged and oppressed through scholarship, teaching, service, and advocacy. The University's constituents strive to attend to the least fortunate by educating caring, informed citizens of the city, the nation, and the world.

This self-study's focus on service and engagement is in keeping with Fordham's mission as the Jesuit University of New York. At Fordham, the word "community" refers not only to the people on the University's campuses in the Bronx, Manhattan, and Westchester, but also to the New York metropolitan area, the nation, and other places throughout the world where Fordham has established educational and service learning programs on the graduate and undergraduate level. And "community" does not relate solely to geography; it also refers to Fordham's place in the community of American universities. The special emphasis topic provides an opportunity to evaluate Fordham's cultural and religious programs, which aim to maintain and expand the University's role as one of the nation's leading centers for Catholic dialogue and intellectual life.

Besides encouraging dialogue and engagement as a means of helping the University community realize this priority, the self-study is meant to serve a number of additional purposes:

- to inform an expanded vision of Fordham as a model urban Jesuit university of the 21st century, and to inform a strategic plan for attaining that goal;
- to promote continuous improvement by deepening collection and analysis of information with a focus on student learning and outcomes;
- to continue the work outlined in the 2006 decennial self-study\* under the section “Fordham as Good Neighbor” (pp. 169-181) by maintaining focus on the University mission statement.

### ***C) Organizational Outline of the Self-Study***

Fordham’s mission, especially its commitment to service and engagement, directly or indirectly influences every aspect of the University. Its place in students’ experience and in the work of the faculty has been the primary concern of the examinations underlying this self-study. Since Standards 1, 8, 9, 11, 12, 13, and 14 address the special emphasis topic most directly, they are collected in the first part of this report (The Student Experience, Chapters 1 - 5), which concentrates on the curriculum and the ways students are educated to become “men and women for others.” Standards 2, 3, 4, 5, 6, 7, and 10, which detail the infrastructure of the University and assess its institutional effectiveness, do not *directly* address the special topic and thus are presented together as the second part of the report (Institutional Context, Chapters 6 - 10). While every standard is examined in detail, some are combined because they cover the same material from different points of view. Many standards, although presented individually, are referred to throughout the report. For instance, mission (Standard 1), planning and institutional resources (Standards 2 and 3), and institutional assessment (Standard 7) are integral to the work of the University and thus inform the analysis of many standards.

The various task forces made use of the many assessment instruments already in place. Where needed data were not available, new surveys were designed, data were collected, and spreadsheets, charts, and other illustrative exhibits were created. New streams of information were tapped, many of which will now be tracked regularly. The narrative concentrates on the analysis of that data and on the improvements they initiated. Where appropriate, benchmarking data with peer and aspirant institutions helps track Fordham’s progress. An \* indicates the reference cited is available in full text via the hyperlink provided in Appendix 1.

Appendix 1 thus provides an index of and hyperlinks to the supporting documents referenced in the individual chapters of the self-study. It also includes the names and titles of the members of each task force. Appendix 2 is the Institutional Report Template of Verification of Compliance with Accreditation-Relevant Federal Regulations. Due to its bulk, only the text of the template has been included, which means that the URLs are operative, but not the hyperlinks. The full report can be accessed via the Middle States Commission on Higher Education (MSCHE) website. Appendix 3 is the organizational chart of senior-level administration officers, and Appendix 4 contains Fordham’s two most recent Financial Statements along with management letters prepared by the University’s auditing firm, KPMG, and the past three years of financial data submitted to the Integrated Postsecondary Education Data System (IPEDS).



The following common abbreviations are used throughout the self-study; other, less frequently used ones are explained in the text itself:

FCRH:	Fordham College at Rose Hill
FCLC:	Fordham College at Lincoln Center
Gabelli:	Gabelli School of Business
PCS:	School of Professional and Continuing Studies
GSAS:	Graduate School of Arts and Sciences
GSS:	Graduate School of Social Service
GSE:	Graduate School of Education
Law:	Fordham Law School
GRE:	Graduate School of Religion and Religious Education
RH:	Rose Hill Campus
LC:	Lincoln Center Campus

***D) Overview of Fordham’s Academic Programs and Other Activities in Relation to the Special Emphasis Topic***

The Annual Reports and Strategic Plans\* required of all units of the University provide, among other things, an overview of service and engagement, with service defined for the purposes of this report as an action that has as its goal the solution of a problem or the alleviation of an identified need. Engagement, on the other hand, refers to an empathetic involvement with others and a sharing of resources that may lead to acts of service. Engagement encompasses analytic, social, imaginative, and reflective activities toward achieving a result in the world; service achieves a result. As a University, Fordham deeply values both engagement and service, as well as intellectual and scholarly activity. The Steering Committee’s choice of this emphasis topic complements Fordham’s fundamental commitment to rigorous inquiry and deep learning as important ends-in-themselves.

As Chapter 4 documents, all four undergraduate colleges have revised or renewed their liberal arts core curricula, and several of the graduate schools have engaged in significant curricular reform. Aware of the dynamism that has characterized higher education in recent years, Fordham’s faculty have revised these curricula in a characteristically Jesuit way, emphasizing intellectual rigor, the whole person, and care and concern for others. Fordham created and is expanding its undergraduate research program across all A&S and business disciplines, including a grants program, an undergraduate research symposium, and two undergraduate research journals. This has moved the University toward a more inquiry-led approach to teaching and learning. Distinctive new programs were introduced to undergraduates via the integrated learning communities. This effort brings undergraduate colleges, Mission and Ministry, and Student Affairs into better alignment. GRE, GSS, PCS, and GSE have all pursued online education and degree programs. The School of Law has expanded its LLM and certificate programs and will soon offer two new master’s degrees: an MSL in corporate compliance and an

MSL in fashion law. Several new interdisciplinary master's programs combining the expertise of more than one graduate school have also been developed.

Yet another kind of curricular development began in fall 2008, when the Four Bronx Institutions Alliance (FBIA/The Quad), a collaborative community engagement initiative involving The New York Botanical Garden, The Wildlife Conservation Society/Bronx Zoo, Montefiore Medical Center, and Fordham University, teamed with the Albert Einstein College of Medicine of Yeshiva University. This academic partnership has broadened opportunities for research, and in spring 2012 it led to the creation of the Bronx Science Consortium. Building on its partnerships through the consortium and its current strengths, including the Calder Center in Armonk, Fordham is developing programs in environmental science and urban ecology.

In keeping with the University's focus on educating men and women for others, Fordham students are engaged at home and around the world. In recent years, Fordham's collaboration with the University of Pretoria, South Africa, has expanded to include the Emerging Markets program, offered by Fordham's International Political Economy and Development program and the 2012 launch of the Ubuntu service learning program for undergraduates. The Fordham London Centre, working with Jesuit partner Heythrop College, conducts a growing study abroad program in London with an array of both year-long and summer programs. Fordham has also strengthened its presence in China. In 2012-2013, the graduate division of the Gabelli School of Business, GSS, and the School of Law each concluded agreements for additional partnerships in China. Details of these initiatives can be found in the chapter on Standard 13.

Each of Fordham's undergraduate, graduate, and professional schools offers its students significant programs of experiential learning as well as many volunteer community service opportunities at home and abroad. Programs for undergraduates in London and Pretoria include service opportunities, often in collaboration with local Jesuit partners. Fordham's Law School runs both international and local law clinics, and it offers students an array of opportunities to perform pro-bono legal and community service work. GSS offers students international initiatives and significant local service opportunities through its institutes and programs, including the Beck Institute on Religion and Poverty, as well as in the field placements that form an integral part of social work education. The Gabelli School of Business offers free tax-filing advice to low-income families near the Bronx campus. GRE runs outreach programs to help meet the spiritual and religious educative needs of nearby parishes and communities, and GSE offers teacher training and enhancement programs for public and parochial school teachers on all levels, not only in the immediate vicinity, but abroad as well.

Complementing these experiential and volunteer opportunities are several administrative units that focus on merging Fordham's ideals with its actions: Campus Ministry, the Curran Center for American Catholic Studies, the Fordham Center on Religion and Culture, the Office of the McGinley Professor of Religion and Society, and the Orthodox Christian Studies Center are but a few examples. Each is an important voice of the Catholic intellectual tradition at Fordham, and each offers students opportunities to live their values. They sponsor and support reflection through public lectures, conferences, retreats, and interreligious dialogue. Also notable are the community service programming of WFUV, Fordham's public radio station, and the activities of the Center for Ethics Education (including its HIV and Drug Abuse Prevention

Research Ethics Training Institute). Other University contributors are the Higher Education Opportunity Program (HEOP), the Peer Education Program, Fordham's CSTEP Program, the Student Leadership and Community Development Program, and the Institute of International Humanitarian Affairs (IIHA). All provide service and engagement opportunities in Manhattan and the Bronx; the IIHA provides service opportunities abroad as well.

Besides its commitment to traditional service models, Fordham has developed a more entrepreneurial approach to helping communities by supporting local businesses and the local economy. The Fordham Foundry opened in October 2012. It is a small-business incubator, launched in partnership with the New York City Department of Small Business Services, that provides office space, mentoring, and startup-focused coursework to Fordham students, alumni, parents, faculty, and staff who are launching business ventures in the Bronx. Fordham is also a founding member, incorporator, and institutional leader of the Fordham Business Improvement District (BID). This effort is tied into the redevelopment of Fordham Plaza, which, along with Fordham's Rose Hill campus, serves as the eastern anchor of the BID. These efforts are paralleled in Manhattan by Fordham's Lincoln Square collaborations and community engagement initiatives, including partners such as the Amsterdam Houses and the Amsterdam Addition, the Lincoln Square Neighborhood Center, the Lincoln Square BID, and collaborations between community schools and Fordham's Science and Technology Entry Program (STEP).

# **PART I: THE STUDENT EXPERIENCE**

## **Chapter 1: University Mission: Educating Leaders for a Global Society (Standard 1)**

Fordham's mission guides and animates the University. The current mission statement was unanimously approved by the Board of Trustees on April 28, 2005.

### **Mission Statement**

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

### **Characteristics of the University**

#### ***As a University ...***

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

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

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

#### ***As a Catholic University ...***

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

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

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

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

#### ***As a Jesuit University ...***

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

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

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

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

***As a University in New York City ...***

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

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

**Main Themes of This Chapter and Documentary Evidence**

The task force on Standard 1 concentrated on the following themes, which directly bear on the special emphasis topic of service to and engagement with the community:

- Fordham's place among its peer and aspirant institutions;
- Fordham's efforts at maintaining and expanding its role as a leading center for Catholic intellectual thought and dialogue;
- the effectiveness of Fordham's centers and institutes in supporting and promoting the University's mission; and
- the effectiveness of Fordham's experiential learning and volunteer service programs to promote civic engagement and personal growth.

*Mission Integration Table*

The key organizing tool for this chapter is the *2015 Mission Integration Table\**, first devised for the *2011 Periodic Review Report* and updated for this self-study. Together, the tables present longitudinal data relevant to mission by

- providing evidence of the linkage between the University's mission statement and the institutional goals as expressed in the strategic plan *Toward 2016\**;
- showing how the mission statement and strategic plan inform the mission and strategic plans of the vice-presidential areas, schools and colleges, and research centers and institutes; and
- documenting programs and initiatives that educate members of the University community about mission and goals.

The *Table* is divided into three sections. For Section I, the Provost, vice presidents, and deans of Fordham's schools and colleges provided written responses to a uniform set of four questions used in both 2011 and 2014-2015 on the issues outlined above. The response rate was 100%. Section II of the *Table* shows how the University's mission statement and strategic plan inform the degree programs in Arts and Sciences, historically the educational foundation of the University. Section III extends this overview of mission adherence to encompass Fordham's

research centers and institutes. These academic units advance the University's mission of service to and engagement with its local, regional, national, and international communities. A complete list of Fordham's centers and institutes can be found on Fordham's homepage under "Academics" ([fordham.edu/centers](http://fordham.edu/centers)).

### *Service and Engagement Spreadsheets*

The service and engagement spreadsheets\* that undergird the *Table* cover the years 2010-2011 through 2013-2014, with 2014-2015 in preparation. They list the various activities, the organizing unit, the nature and date of the event, a description of same along with the name of a contact person, reference to the respective transforming or supporting initiative in the University's strategic plan with which the event coincides, reference to the Middle States Standard of Excellence with which it is most closely associated, the source of the entry, and finally a coded entry indicating the generic classification of the event. Most of the entries are given more than one code in order to fully capture the activity.

Various existing and newly devised surveys as well as select interviews and a review of the annual reports round out the sources used to inform the findings documented in this chapter.

### **Analysis of Findings**

Survey data demonstrate that the Fordham community knows and pursues the University mission. The 2014 survey of staff members\* shows that 94.5% of respondents are somewhat or very familiar with the University mission. Most (88%) have read the mission statement, and 72% of respondents agree or strongly agree that "Fordham's mission informs the way I carry out my job." The 2014 faculty survey\* also reflects dedication to mission with an understandable focus on the academic area. Most faculty (74%) reported that "promot[ing] the intellectual development of students" is a high or the highest priority of the University, with 100% of faculty reporting that students' intellectual development is their highest (85%) or a high priority (15%). Of the faculty surveyed, 56% said that facilitating student involvement in community service is a high priority of the University, with 63% of faculty reporting that it is their highest or a high priority. Finally, 93% of the faculty report discussing ethical and moral implications of material in courses during the past two years, with the Law School, GRE, and GSS reporting discussion of ethical and moral implications in every course.

The 2014 National Survey of Student Engagement Catholic College Consortium (CCC) report on mission\* shows that current undergraduates are aware of Fordham's mission. On average, both first-year and senior students agree that the mission is evident and widely understood by the students and that course offerings reflect the institutional mission. Fordham students' responses were comparable to or surpassed those of the CCC as a whole in matters of sense of mission, values development, and respect for diversity, as well as the practice of the mission. (See Chapter 3 for more details concerning awareness of and adherence to mission among Fordham's student body.)

Preliminary analyses of a fall 2015 survey of graduate students\* about mission-related experiences at Fordham suggest that most graduate students (58.9% overall) are aware of Fordham's mission, with students in GRE and GSS reporting higher levels of awareness. This survey, developed with support from the Association of Catholic Colleges and Universities

(ACCU), also suggests that graduate courses frequently feature consideration of topics essential to Fordham's mission. Among Fordham students in their second year of studies, 73% reported that their courses have included consideration of ethical issues, and 66% reported that their courses include social justice or human rights issues.

The 2015 Middle States Alumni Survey\* shows moderate alumni agreement that the University's mission was reflected in their experiences both within and outside of classes. Respondents reported that the University's commitment to academic excellence was conveyed most strongly in courses, whereas its commitment to its Jesuit identity, social justice, community service, and care for the poor tended to be conveyed most often in extra-curricular activities.

This overview of survey results indicates that a broad commitment to mission throughout the University flows up from students, faculty, staff, and alumni, and reflects the careful attention to mission by the University leadership, a finding documented in Section I of the *2015 Mission Integration Table*.

Fordham's Chief Information Officer (CIO) reports that the latest update of that area's mission presents a fuller articulation of the linkage between the University and IT mission statements, as well as stronger integration of mission into planning in key areas. In support of the University's core academic functions, IT has focused attention on the shift from information literacy to digital literacies (see Chapter 9). Also of note is the emphasis on improved communications, collaboration, and community outreach facilitated by IT through innovations in social media.

Student Affairs offers another example of the centrality of mission in planning as they work on a new divisional strategic plan and use the five-step Ignatian Pedagogical Paradigm to develop it. The paradigm's attending to context, experience, reflection, action, and evaluation is a powerful way of integrating mission with planning. The *Mission Integration Table* also evidences the ways vice presidential areas, units, and schools promote education and engage the University community regarding mission. The Office of the Provost and the Division of Mission Integration and Planning join to provide the annual New Faculty Orientation program as well as a year-long seminar series for new faculty titled Orientation for Mission. An ongoing peer mentoring mission-education group, the Faculty Mentoring Program, provides opportunities for new faculty to learn more about Fordham's mission. Ignatian Pedagogy Seminars are available to graduate TAs with an emphasis on those teaching *eloquentia perfecta* courses in the undergraduate core curriculum. A year-long Arrupe Seminar facilitated by the Fordham Jesuit community is open by invitation to faculty, administrators, and staff to discuss Jesuit history, spirituality, and the impact of Ignatian ideals on Catholic higher education. Each of these programs is reviewed annually to assess its effectiveness, and revisions to programming are made on the basis of feedback provided by participants.

Other orientation and training programs designed for staff members occur throughout the year. In Student Affairs, all new full- and part-time staff participate in a New Staff Orientation Program that is directly related to understanding the University and division missions as an integral dimension of their work. At the beginning of each term, the Office of Enrollment holds a three-day orientation program for the admissions staff focusing on Jesuit identity and the mission

of the University as well as on academic and student life programs. Staff in the Department of Development and University Relations participate in Team Tuesdays – a monthly, informal forum for cross-communication and collaboration to infuse mission and core values into daily operations.

The data noted so far show that students, faculty, staff, and alumni perceive Fordham’s planning as effectively guided by its mission. Key administrators, too, see their roles as guided by the University’s mission, and they offer many programs that reflect commitment to living the mission.

### **Living the Mission: Schools**

The deans’ responses to the mission integration questionnaire reflect the ways Fordham’s Catholic, Jesuit, and geographic characteristics shape each school’s particular integration of mission into its planning and programs. Service to and engagement with community is a central theme throughout. The following examples taken from the *2015 Mission Integration Table* provide a sense of this integration:

- Fordham’s Summer Session is dedicated to providing a quality educational experience that “nurtures students’ intellectual, professional, and ethical development.” Special programs on interning in New York City and in musical theatre focus on helping students meet their individual career goals, while coursework that concentrates on human services, like the two-class sequence in Humanitarian Affairs or the service-learning class Bronx Urban Economic Development, is designed to help educate Fordham students to be “men and women for others.”
- The nationally recognized College at 60 program, administered by of Fordham’s School of Professional and Continuing Studies, functions as a bridge back into the classroom for persons 60 years or older. Fordham’s reputation as a veteran-friendly institution of higher learning dating back to the Civil War was reaffirmed in 2008-2009 by its decision to become one of the first universities in the country committed to full participation in the Yellow Ribbon Program. Fordham’s program, called FordhamVets, is part of the Post 9/11 GI Bill, which offers veterans various options in choosing a college or university.
- Fordham’s GSS educates its students for practice by employing the profession’s latest research and most current practice theories. One measure of its effectiveness in fulfilling its mission is its national graduate school ranking: 11th out of more than 200 MSW programs in the country, according to the 2013 edition of *U.S. News & World Report Best Graduate Schools Guidebook*.

### **Living the Mission: A&S Degree Programs**

Section II of the *2015 Mission Integration Table* provides detailed evidence of the thorough integration of University mission into A&S degree programs. All A&S departments, interdisciplinary programs, and centers reference the University mission in their own mission statements, which are renewed annually. The *Annual Report and Strategic Plan\** template requires all departments and programs to regularly review their goals and explain their strategies to achieve them. The template includes a section on Engaged Arts and Sciences “whose focus, broadly defined, includes scholarship and instruction such as community-based research, local



and international outreach, service or experiential learning, innovative pedagogy, undergraduate research, [and] digital humanities.” Individual annual reports can be made available upon request.

A&S program mission statements explicitly reference Fordham’s Catholic, Jesuit, and geographic characteristics. These characteristics serve as lenses through which Fordham sees and understands itself as a mission-centric institution that serves its many communities and is, in turn, shaped by its engagement with those communities in ever-widening concentric circles of influence. The 2015 table documents the University’s mission-related promotion of research and education that “assist in the alleviation of poverty, the promotion of justice, the protection of human rights and respect for the environment.” For example:

➤ The Environmental Studies Program advances the University's mission of promoting “respect for the environment” and environmental justice, as expressed in the program’s mission statement; the Jesuit ecology mission, as expressed in *We Live In a Broken World - Reflections on Ecology*, and the University Sustainability Plan's mission of “advanc[ing] understanding of environmental change through its curriculum and academic programs.” The program also connects the University to the unique environmental history and education resources of New York City through collaborative partnerships with the Bronx Science Consortium, the United Nations, the Bronx River Alliance, Nature Network: NY-NJ-CT, and the Environmental Consortium of Hudson River Colleges and Universities.

➤ Psychology “strive[s] for academic excellence, care for the individual person (*cura personalis*), and service to others (*homines pro aliis*).” The curriculum extends beyond the campus via collaboration with research, teaching, and service organizations throughout the metropolitan area in order “to learn from our New York City surroundings and in turn to contribute to the well-being of its peoples.” The department aims “to educate future leaders whose scientific rigor is equaled by their social responsibility and service.”

These are just a few examples of how A&S departments and programs promote Fordham’s Catholic, Jesuit, and geographic characteristics as an educational institution in fulfillment of its stated mission and goals. The annual reports of the professional schools and the final evaluations by their various accrediting bodies offer additional evidence of their effectiveness in fulfilling their mission. (See Summary of Accreditation Review\*.)

### **Living the Mission: Centers and Institutes**

The integration of mission, planning, and programs is also evident in the work of Fordham’s 55 active centers and institutes, as Section III of the *2015 Mission Integration Table* details. Each has a mission statement that converges with that of the University. Review of those statements, along with annual reports, websites, and the *Service and Engagement* spreadsheets provides strong evidence that Fordham is making effective use of its centers and institutes to position itself as a leading center of national Catholic intellectual life and dialogue. References to the activities of these centers and institutes in the *Service and Engagement* spreadsheets doubled from 122 to 288 over the four-year period from 2010-2011 through 2013-2014. The five centers and institutes referenced most often (with the year of establishment in parentheses) are: the Leitner Center for International Law and Justice (2007); the Center for Medieval Studies (1971);

the Latin American and Latino Studies Institute [LALSI] (1995); the Francis and Ann Curran Center for American Catholic Studies (2001); and the Fordham Center on Religion and Culture (2004).

### **Living the Mission: Fordham as Good Neighbor**

Fordham's stakeholders, leaders, colleges and schools, and centers and institutes provide useful frames for analysis, but the University's mission requires all Fordham constituents to reflect on the University's role as a good neighbor. The annual reports and other materials, including the 2012 *Fordham Committee on Justice in Higher Education Report\**, demonstrate Fordham's ties with many of the city's cultural, scientific, educational, and political institutions. Beyond metropolitan New York, the University also attends to its relation to the state, the nation, and the many international communities where Fordham is active. The following representative examples of Fordham as a good neighbor have been culled from the service and engagement spreadsheets; they progress from campus to national to international activities, and they're meant to provide specific and concrete illustrations of the way Fordham meets the expectations of the special emphasis topic of this self-study.

➤ St. Rose's Garden is emblematic of Fordham's community service and engagement, not only with the campus community, but also extending far beyond its borders. Several groups - Fordham's Community Supported Agriculture (CSA), the Department of Biological Sciences, FUSE (Fordham Urban Sustainability and Ecosystems), USG (United Student Government), and the Environmental Studies Program – collaborated to create an agricultural garden and living classroom on a plot of vacant land near the Rose Hill campus ([fordham.edu/stroses](http://fordham.edu/stroses)). Students from the environmental science and environmental policy programs work with the biology department to maintain and oversee the garden. The project connects with the history of the Rose Hill campus, which was once a farm. Small as it is, St. Rose's Garden demonstrates Fordham's commitment to addressing environmental degradation by making its campuses more sustainable and green, and by leveraging its location in one of the largest urban areas of the world to become a factor in urban agriculture and environmental studies.

➤ Two other projects fostering sustainability are Norwich Meadow Farm, a certified organic farm in upstate New York, and Fordham Law's CSA program called Farm to Fordham. Partnering with St. Paul the Apostle Church and with city officials, agencies, and non-profit advocacy organizations, Farm to Fordham aims to improve food quality in schools (including Fordham), incorporate EBT (Electronic Benefit Transfer) food stamps at farmers' markets, design a low-interest loan mechanism to help conventional farmers convert to organic farming, and help address global issues of international agricultural policy and famine.

➤ The Vice President for Mission Integration and Planning oversees Campus Ministry, the Dorothy Day Center for Service and Justice, Global Outreach, and the Center on Religion and Culture. These groups assist all Fordham University students, faculty, and staff, regardless of creed, in becoming ever more knowledgeable, committed, and active participants in their respective faith traditions and the broader community of the human family. Campus Ministry organizes student retreats, Christian Life Communities, programs of spiritual direction, and discernment groups. Between 2010 and 2014, the Campus Ministry retreat program has expanded from 15 to 42 retreats per year. In addition, the Office of Alumni Relations offers a

program of spiritual retreats for alumni, and Global Outreach arranges regular retreats for its participants.

Campus Ministry also sponsors the Muslim Student Association, United Christian Fellowship, the Jewish Student Organization, and the Orthodox Christian Fellowship to encourage all students to learn more about their own faith tradition and to offer opportunities to learn from one another about other traditions. The Office of Multicultural Affairs founded the Lesbian, Gay, Bisexual, and Transgender (LGBT) and Ally Network of Support in spring 2010. Soon after, the Vice President for University Mission and Ministry, in collaboration with Campus Ministry, the Office of Multicultural Affairs, the Counseling Center, and the Dorothy Day Center, launched the LGBT Spirituality Group, with the result that there is now a prayer and support group for LGBT students on both the Lincoln Center and Rose Hill campuses, as well as a spiritual retreat (“Prism”) for students. The Office of Multicultural Affairs sponsors the Sustained Dialogue Series, which is an ongoing effort, co-facilitated by student clubs and student Diversity Peer Leaders, to provide campus-wide opportunities for dialogues centered on topics of diversity and inclusion. Although most students agree or strongly agree that “the students here are respectful of people of different races and cultures,” students who are members of racial minority groups expressed somewhat less agreement (81%) with that statement than did students who are not members of such groups (87%), a finding discussed in greater detail in the full task force report on Standard 9\*.

➤ The Center on Religion and Culture (CRC), founded by journalists Peter Steinfelds and Margaret O’Brien Steinfelds, draws on New York’s leading role as a hub for intellectual and literary life, the visual and performing arts, and politics and media. The CRC seeks to enrich and elevate public conversation about religion through events and conversations on faith, religious institutions, and the challenges posed where religion and culture intersect. Over the past decade, the center has sponsored scores of public programs and regularly draws audiences from across the New York metropolitan region. For its six major events in 2013-2014, the center drew either capacity or near-capacity crowds and gained heightened visibility. Invited guests in 2013-2014 included John Sexton, President of New York University; Matt Malone, S.J., editor of *America*; Elizabeth Johnson, CSJ, Fordham Professor of Theology; and Joan Dawber, SC, founder of NGO Lifeway Network, formed to combat human trafficking in the New York area. Overall, CRC’s 30 public events since 2008-2009 have attracted an estimated 7,460 attendees.

➤ Fordham Law School’s Louis Stein Center examines the role lawyers play in building a more just society and explores how ethical values inform and improve the legal profession. The Center supports a wide range of conferences, publications, and independent research and encourages dialogue on a variety of issues, including immigration policy, arbitration and mediation, the lawyers’ role in a contemporary democracy, judicial independence, and lawyers and governance. The Leitner Center for International Law and Justice - one of the oldest and largest law-school-based human rights programs in the country - and hosts a diverse calendar of public events. The Feerick Center for Social Justice reflects the Law School’s long-standing commitment to legal education in the service of others. Since its launch in 2006, the Feerick Center has established a law school clinic, developed academic offerings, supported a variety of pro bono programs, helped found Fordham University’s cross-disciplinary Consortium on Social Justice and Poverty, and undertaken a number of initiatives related to asset building, consumer

debt, and consumer protection. The center works in partnership with community-based service providers, pro bono programs, advocates, bar associations, and government agencies. One final example of the Law School's commitment to serving and engaging with its community is the Conflict Resolution and Alternative Dispute Resolution Program, which owes its existence to a student initiative. The program is still largely student-run with an active program alumni base. After receiving training in mediation and counseling, law students teach those problem-solving techniques to local junior and high school students.

➤ The mission of the GSS Be the Evidence Project is to create awareness of human rights and social justice issues through research, advocacy, and education. Project activities foster dialogue and action on how human rights and social justice can be realized in everyday and professional practice. The school's Children FIRST program, initiated in 1988, seeks to strengthen practices in the public and nonprofit sector through the creation and evaluation of new practice models designed to enhance emerging developments in the field. Children FIRST continues to promote the introduction of evidence-based practice in child welfare agencies and other programs.

➤ GSE, in collaboration with the Kirchliche Pädagogische Hochschule Wien/Krems, the largest private University College for Teacher Education of Christian Churches in Europe, formed a partnership to prepare leaders of Christian schools and other faith-based organizations throughout Europe. The Center for Catholic School Leadership and Faith Based Education, called a "national exemplar of service and partnership" by the National Council for Accreditation of Teacher Education, is also directed by a member of Fordham's GSE faculty. The Center runs a number of academic and service related programs for Catholic and faith-based school educators, administrators, and students. It also conducts the Annual Entrepreneurial Leadership Seminars. A recent seminar titled "Leading Toward Identity" was attended by representatives from five dioceses in the region. The center also runs the Mother Cabrini Program, a professional development program for beginning principals with a focus on Catholic identity.

➤ The Center for Ethics Education is very active in its field and sponsors annual symposia and other lectures in a range of fields where ethics directly affect human behavior and decision-making. The Center for Research in Contemporary Finance serves its mission by conducting research and providing continuous discourse on contemporary challenges and developments in the financial industry. GSS administers, among others, the Liberty Partnership Program, a comprehensive pre-college dropout-prevention program established in 1988 by the New York State Education Department. Fordham has been part of the program since 1989. The Vice President for Administration along with the Office of University Mission and Ministry and the Dorothy Day Center initiated Jumpstart Bronx in 2011. This is a national early education organization that helps young children from low-income neighborhoods develop the language, literacy, and social skills they need to succeed in kindergarten, setting them on a path to close the achievement gap. Fordham Jumpstart student volunteers commit for the full school year, approximately eight to nine hours per week.

➤ On the departmental level, African and African American Studies participates in five important community partnerships developed through the Bronx African American History Project (BAAHP). The partnerships are with: 1) Masjid al-Imam and its Imam, Sheikh Moussa

Drammeh; 2) the Bronx Museum of the Arts, which involves helping the museum plan public programs based on the BAAHP's research and providing the museum with recordings and transcripts of the oral history interviews conducted by BAAHP; 3) Women's Housing and Economic Development Corporation (WHEDCo), which involves the creation of a music school and performance space called the Bronx Music Hall in a new affordable housing complex that WHEDCo will be building in the South Bronx; 4) PS 140, where BAAHP trains staff in community and oral history; and 5) Rebel Diaz Arts Collective. The BAAHP also involves the placement of Fordham undergraduates as volunteers through one of the department's service learning courses.

➤ FUMPTY (Fordham University Math Program for Talented Youth) is an outreach program run by the mathematics department offering enrichment courses for middle and high school students and a venue for them to participate in the American Mathematics Competitions (levels 8, 10, and 12) and other national competitions sponsored by organizations such as the Mathematical Association of America. In its first year (2012-2013), the program ran five-week enrichment courses for middle school students. Hundreds of students participated in the AMC competitions (held at Rose Hill and Lincoln Center), and more than 20 middle school students from the tri-state area enrolled in the courses.

➤ The Office for International Services, a resource center for the University's international students, faculty, scholars, and staff, continues to support the University's non-governmental (NGO) status with the United Nations Department of Public Information (UNDPI). The University received NGO status with the UNDPPI in 2012. As a result, each academic year, Fordham designates two students to serve as Youth Representatives. They attend weekly briefings and conferences at the United Nations and act as a resource for fellow students interested in learning more about the UN and its activities. A Wordpress blog has been created summarizing the Youth Reps experiences: [[fordham.edu/impactinitiative](http://fordham.edu/impactinitiative)].

The examples in this section are necessarily descriptive, but their effectiveness is documented in the service and engagement spreadsheets, which describe in detail these and other activities and events along with their accomplishments, as well as in the fact that Fordham continues to be acknowledged in the annual President's Higher Education Community Service Honor Roll (see below).

### **Mission-Related Challenges and How They Are Being Met**

The Fordham community has not been immune to the social frictions and injustices evident nationally. As reported in Chapter 3, although the great majority of students experience an atmosphere of respect for people of different ethnicities, religions, orientations, and cultures, some do not (see particularly the sections on "Mission" and "Benchmark Findings," pp. 22-23, for relevant survey results and campus-wide responses). Occasional campus incidents involving intolerance among students are a cause of concern. Partly in response to such incidents, the University community has engaged in widespread discussions around the topic of diversity, race, and intolerance. In December 2015, the President announced the establishment of a University Task Force on Diversity to study the climate on campus, review the various programs that are in place to nurture a more welcoming and affirming catholic culture on Fordham's campuses, and develop recommendations that will allow the administration, in the University President's words,

“to address the obstacles that have stood in the way of our ability to live up to the ideals that we have (as a Jesuit university) always espoused.”

Faculty have also reported rare discontent in this regard within their working environment. In its 2007 Quality of Life Survey of the faculty, the Faculty Senate found that “non-whites clearly indicated experiencing discrimination at Fordham at higher rates than whites over the prior two-year period” (p.16), and women at a higher rate than men. The 2011 survey report describes “low levels of discrimination,” but did not analyze the impact of minority status on such reports. (The full reports of all Quality of Life Surveys are available upon request.)

The spring 2015 administration of the Faculty Quality of Life Survey revealed similar patterns. Incidents of overt discrimination were relatively rare (239 across 11 categories), with most faculty reporting that they did not think the University could assist in resolving the problem. Only in cases of discrimination based on sexual orientation or immigration status did the majority of respondents feel they could redress the problem through the institution. In addition to assessing the frequency of incidents of overt discrimination or bias, the survey also solicited information about the occurrence of micro-aggressions experienced or witnessed in order to examine patterns of hostility within the University community. As with overt discrimination, the absolute number of faculty who reported experiencing or witnessing micro-aggressions more than once each month was relatively low. However, a closer examination of the responses by those who report experiencing or witnessing micro-aggressions more than once per month suggests that micro-aggressions occur more frequently in public places than in more personal settings like research or administrative meetings and more often against women and those expressing sociopolitical views than against other identities.

Although the fall 2014 staff survey did not specifically inquire about discrimination or diversity, respondents were asked about the extent to which they are treated with respect. The majority reported that they are treated with respect “always” or “most of the time” by supervisors (86%), coworkers (92%), subordinates (96%), student workers (where applicable, 97%), and other clientele (where applicable, 89%). Ongoing direct communications from the President, as well as student presentations at Faculty Senate meetings and the creation of the Task Force on Diversity are pointedly addressing these issues. Specific RA-led programs in University housing, various faculty initiatives, and student club- and student government-led demonstrations on campus all evidence the strong rejection of all forms of discrimination at Fordham, and the ongoing deliberations and decisions on the part of the newly constituted CUSP strategic planning process will strengthen that rejection.

### **Benchmark Comparison with Peer and Aspirant Institutions**

The task force sought appropriate benchmarks for service and engagement but was hampered by the lack of direct evidence from peer institutions, including George Washington University, Boston University, Northeastern, Syracuse, Loyola Chicago, and Villanova; and aspirant institutions, including Northwestern, Notre Dame, Georgetown, Boston College, and New York University. Four sources were examined for indirect evidence: the President’s Higher Education Community Service Honor Roll ([fordham.edu/2014preshonorroll](http://fordham.edu/2014preshonorroll)), the NSSE National Survey of Student Engagement (Catholic College Consortium) ([fordham.edu/nsseconsortia](http://fordham.edu/nsseconsortia)), the

AJCU Fact Files for 2008-2014 ([ajcunet.edu/publications](http://ajcunet.edu/publications)), and the *Washington Monthly* 2014 College Rankings survey ([fordham.edu/2014washingtonmonthlyranking](http://fordham.edu/2014washingtonmonthlyranking)).

The 1.18 million hours of service that Fordham students completed in the 2012-2013 academic year have earned the University a spot on the President's Higher Education Community Service Honor Roll (2012-2013). This distinction highlights the roles that colleges and universities play in serving local communities and in gearing their students toward a life of civic engagement. It is an initiative of the Corporation for National and Community Service, the agency that oversees such federal service organizations as AmeriCorps, Senior Corps, and the Social Innovation Fund. The annual honor roll, which is the highest federal recognition a college or university can receive for its community service, salutes institutions that achieve meaningful and measureable outcomes in the communities they serve. Fordham was recognized in the categories of "General Community Service" and "Education." The general community service category acknowledges institutions that are committed to improving the quality of life within their community – particularly for low-income individuals – through any form of service, including education, health, economic opportunity, environmental restoration, and support for veterans and military families. The education category recognizes institutions that work to improve educational outcomes for children and youth in pre-K through undergraduate education. Criteria for consideration include innovation of service projects, percentage of student participation in service activities, incentives for service, and the breadth of academic service-learning credits. This final criterion is an important component of Fordham's undergraduate curriculum, which includes more than two dozen "integrated service learning" courses across all disciplines. The 2012-2013 results represent a 44 % increase in the number of Fordham students who participated in service compared to 2010-2011. The 2014 iteration marks the fourth time since its inception in 2006 that Fordham was named to the honor roll.

According to data collected by the Association of Jesuit Colleges and Universities for the six years from 2008 to 2014 (*Fact Files*), in AY 2008-2009 the average total unduplicated percentage of undergraduate students participating in community service for the 13 schools reporting was 56.5%, while for Fordham the actual participation rate was 66%. In 2009-2010, for the 12 schools reporting the average total unduplicated percentage was 58.4%, while at Fordham the actual cohort percentage was 64%. In 2010-2011, the average was 61.4% and at Fordham the unduplicated percentage of undergraduate participants was 65.4%. In 2011/2012, the average was 55.5% and at Fordham the actual rate was 68.8%. In 2012-2013, the average rate was 55.5% and Fordham's rate was 65.2%. In 2013-2014, the average was 63.5%, and at Fordham the actual rate was 62.7%.

Clearly, Fordham exceeded the average rate of all other Jesuit colleges and universities in unduplicated percentage of undergraduate students participating in community service for the five years from AY 2008-2009 to AY 2012-2013. Its unduplicated participation rate dropped behind the average by less than one percentage point in AY 2013-2014. Among these institutions, one is a peer (Loyola University Chicago) and two are aspirants (Georgetown University and Boston College) on Fordham's list.

Finally, *Washington Monthly* annually compiles data on service and social mobility. The following table provides a comparison of the data relevant to community service for

Fordham University in 2014 with respect to all 11 of its peer and aspirant institutions.

**Table 1.1**  
*Washington Monthly National University Rankings, 2014*

<b>Institution</b>	<b>Comparison Group</b>	<b>Peace Corps (Rank)</b>	<b>Federal Work-Study funds spent on service (Rank)</b>	<b>Community Service participation and hours served (Rank)</b>
George Washington University	Peer	3	27.00	104
Boston University	Peer	28	178.00	133
Northeastern University	Peer	119	62.00	165
Syracuse University	Peer	75	41.00	48
Loyola University	Peer	43	7.00	21
Villanova University	Peer	---	---	---
Northwestern University	Aspirant	44	149.00	172
University of Notre Dame	Aspirant	31	37.00	41
Georgetown University	Aspirant	7	123.00	52
Boston College	Aspirant	18	175.00	40
New York University	Aspirant	72	35.00	62
Fordham University		132	141.00	74

**Source:** [fordham.edu/2014washingtonmonthlyranking](http://fordham.edu/2014washingtonmonthlyranking)

As far as producing members of the Peace Corps is concerned, Fordham ranks lower than all its peers and aspirants, but it has never been a stated priority. As far as federal work-study funds spent on service is concerned, Fordham ranks lower than all its peers except Boston University, and lower than all its aspirants except Northwestern and Boston College. Finally, with regard to community service participation and hours served, Fordham ranks third among its peers and, although within the range, lower than all of its aspirants except for Northwestern University.

### **Recommendation**

Based upon its findings, the task force on Standard 1 makes the following recommendation:

- In light of the new University-wide continuous strategic planning process, Fordham should conduct a thorough audit of its planning and assessment needs and resources, and consider how most efficiently to provide for its data analysis needs regarding adherence to mission.



## Chapter 2: Student Admissions and Retention (Standard 8)

### Undergraduate Admission

*Toward 2016\** calls for freshman enrollment targets that emphasize size, quality, and diversity within the constraints of available aid resources. The Class of 2018 Profile\* documents the strides Fordham has made in this regard. This annual report captures key academic and demographic characteristics of the current freshman class and provides comparative data in most categories for the past 13 years. Undergraduate applications have increased from 10,664 for the Class of 2005 to 40,913 for the current freshman class. As Table 1 in the report indicates, in the past five years alone, applications have climbed from 27,676 to 40,913, an increase of 48%. The acceptance rate has remained below 50% for each of the past four cycles, down from 55% for the Class of 2005. Although the enrolled freshman class in fall 2014 was 36% larger than the class that entered in fall 2001, testing, as one measure of quality, reveals a much more academically prepared and talented cohort. Mean testing (SAT and converted ACT) climbed from 1167 for the Class of 2005 to 1257 for the Class of 2018, a gain of 90 points (see Table 23). Additionally, the mean high school GPA for enrolled students in recent classes has hovered around 3.6 on a 4.0 scale.

The University has also actively sought to recruit a class that represents ethnic/cultural and geographic diversity. Minority students comprise 27.2% of the class and international students 7.2%, figures that exceed the diversity goals referenced in *Toward 2016*. The number of international students increased from 55 to 162 in five years (Table 26). The Class of 2019 has built upon the momentum of recent cycles; it is a remarkably diverse and talented group, with test scores climbing in comparison to a year ago.

The work of the Council on Undergraduate Enrollment (CUE) informs recruitment policies and practices. Established more than 20 years ago, this committee comprises a cross-section of Fordham's academic and administrative leadership, including the President, the Provost, and the deans of the undergraduate colleges as well as the senior members of the University Enrollment Group. It meets regularly throughout the academic year to review enrollment data, engage in marketing and program planning, and consider financial aid strategies and initiatives. The committee works closely with the various divisions of the University responsible for the recruitment and retention of undergraduates and encourages dialogue on mission-centric enrollment issues, including diversity and access, as well as the international dimensions of a Fordham education.

The undergraduate admission marketing campaign reaches more than 400,000 students each cycle and foregrounds Fordham as the Jesuit University of New York. A review of recent print materials, such as the introductory brochure\* and the view-book\*, reveals a focus on academic excellence, sense of community, personal opportunities, service to others, ethics, and globalization. All recruiting materials clearly emphasize the inherent strengths of the University, its Jesuit/Catholic identity, and the unique advantages of its location in New York City. Print materials are complemented by a newly designed (2014) website ([fordham.edu/admission](http://fordham.edu/admission)). The Undergraduate Bulletin ([fordham.edu/undergraduatebulletin](http://fordham.edu/undergraduatebulletin)) is now produced in a limited print run, and web links appear in most University print materials.

The Office of Undergraduate Admission practices a holistic application review involving all elements of a student's credential file. Despite the significant increase in application volume, each file is reviewed individually. Admission requirements are clearly articulated on the admission page of the website, and dedicated segments of the site reference more specific requirements and policies associated with transfers and international students.

The transfer page [fordham.edu/internationaltransfer](http://fordham.edu/internationaltransfer) provides information on transfer credit policies and a recently developed transfer guide. Full details outlining Fordham's policy concerning transfer credit across the University is included in the Institutional Template on Compliance with Accreditation-Relevant Federal Regulations, which is available on the MSCHE website, as well as in all school bulletins and in Appendix 2 of this report. (The template also details all the articulation agreements Fordham maintains with partner institutions.) In broad terms, Fordham University awards academic credit for courses carrying three credits or more which the student has passed with a grade of C or better and for which Fordham offers a course equivalent. Recent print and online class profiles provide prospective students with helpful context regarding the credentials of the most recent entering class: ([fordham.edu/class\\_profile](http://fordham.edu/class_profile)). Academic program information, including major and minor concentration requirements, can be found on each college's section of the website (at [fordham.edu](http://fordham.edu), see the list of "Colleges and Schools" under "Academics"). The current online edition of the Undergraduate Bulletin includes information on academic policies and programs of study, and the print version includes a listing of important links (pp. 4-5). Included in this listing is the set of links related to financial aid policies and procedures ([fordham.edu/finaid](http://fordham.edu/finaid)).

### **Undergraduate Financial Aid Policies**

Fordham follows a strategic, consultant-supported approach to the distribution of financial aid that allocates aid on the basis of merit and family financial needs. A significant number of full tuition scholarships is offered in each cycle to semifinalists in the National Merit, National Hispanic Recognition, and National Achievement scholarship programs, thus advancing strategic and mission goals of diversity and academic quality. In the Class of 2018, 77 students benefitting from these awards opted to enroll at Fordham. (See Class of 2018 Profiles, summary p. 32, Table 35.) Strategic financial aid policies are vetted by CUE and considered along with the annual determination of tuition and fees. In preparing for these decisions each year, the council reviews Fordham's institutional position vis-à-vis its peer and aspirant institutions relative to pricing. The members of CUE and the President's Cabinet carefully review the risks and rewards associated with various merit- and need-based aid policies.

Fordham's enrollment model manages targets for multiple campuses, multiple colleges, and the number of residents and commuters, among other categories. This complexity requires thoughtful, data-informed dialogue focusing on the priorities and associated trade-offs of each enrollment campaign. Enrollment and financial projections, along with their associated budget implications, are jointly determined by the Enrollment Group, the Office of Finance, the Provost, and the individual school deans. For the Class of 2018, the budget for institutional awards for traditional fall freshmen was \$44.2 million, with a tuition discount rate of 45.4%. Even with this substantial commitment of resources, issues of affordability loom large for prospective students and their families. Annually administered admitted student (and parent) surveys\* indicate that cost/financial aid remains the leading reason why Fordham was not selected as a potential

student’s college of choice. The report of the 2013 Working Group on Undergraduate Retention\* corroborates this, noting that “all empirical studies of retention and graduation rates at Fordham have shown that financial aid is positively related to retention and degree completion” (p. 8). Clearly, ongoing strategic attention to financial aid policies and the delivery of awards is crucial. This feedback has led to the adoption of a Fordham financial aid award notification initiative that emphasizes transparency, clarity, and institutional value. Newly developed personalized award packets for early applicants provide timely and comprehensive financing information in a user-friendly format. Assessment of this initiative for the current cycle is now underway. Initial survey results were analyzed and shared with the admissions and student financial services teams during summer 2015 to inform planning and logistics for the fall 2016 campaign.

### Graduate and Professional School Admission

Each of Fordham’s graduate and professional schools has a dedicated admission staff that reports to their respective deans, and strategic decisions regarding recruitment and enrollment are largely made in the schools. Enrollment patterns across the schools have been uneven in recent cycles, with certain schools and programs realizing greater success than others. (See Table 2.1.)

National trends associated specifically with declines in graduate enrollment in areas such as education, graduate arts and sciences, and law have certainly been felt at Fordham despite these schools’ strong reputations.

<b>Table 2.1</b>					
<b>Headcount of Students Enrolled in Graduate Schools, 2010-2014</b>					
<b>School</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
Graduate School of Arts and Sciences	807	818	746	678	623
Graduate School of Business Administration	1,503	1,562	1,708	1,770	1,783
Graduate School of Education	1,189	1,013	1,121	1,092	1,034
Graduate School of Religion and Religious Education	217	189	203	200	180
Graduate School of Social Service	1,542	1,536	1,434	1,496	1,543
Law School	1,680	1,644	1,633	1,516	1,413
PCS Graduate Studies	0	0	0	0	22
<b>Subtotal - Credit Bearing Students</b>	<b>6,938</b>	<b>6,762</b>	<b>6,845</b>	<b>6,752</b>	<b>6,598</b>
Non-Credit & Consortium Students	211	201	309	307	268
<b>Grand Total</b>	<b>7,149</b>	<b>6,963</b>	<b>7,154</b>	<b>7,059</b>	<b>6,866</b>
<i>Sources: Student Information System and Office of Institutional Research</i>					

Online admissions material from the graduate and professional schools provides accurate, up-to-date, and readily accessible information on academic requirements, costs and financial aid policies, filing deadlines, and accreditation status (see [fordham.edu](http://fordham.edu), “Academics,” scroll down

under “Colleges and Schools”; see, too, the Summary of Accreditation Review\*). Some schools also provide complementary print materials. Content and presentation vary significantly across this diverse set of schools. Fordham Law publishes admission profiles and consumer information as required by its accrediting agency, the American Bar Association. GSS offers an online Financial Aid Guide ([fordham.edu/GSSfinaidguide](http://fordham.edu/GSSfinaidguide)). Review of pertinent resource materials revealed detailed program descriptions and, in some cases, comprehensive sample plans of study. Supplementary services, such as those for international students, are also referenced. Policies of general application are also available, such as the transfer credit policies for all nine schools, which are published in the University Credit Hour Assignment Policy ([fordham.edu/credithourpolicy](http://fordham.edu/credithourpolicy)).

### **Responsive Actions to Current Enrollment Challenges**

The history of independence among graduate school admission offices complicates efforts to paint a comprehensive picture of admissions data. Within the past decade, several committees have worked to improve coordination and collaboration across the schools and with the central administration. The Graduate and Adult Admission Council (GAAC) affords professionals an opportunity to share best practices involving recruitment, marketing, and application processing. One of the council’s recent accomplishments was the implementation of a new admissions-oriented CRM (Constituent Relations Management) System that now enables all schools, apart from the Law School, to operate from the same platform, opening the door to more sophisticated marketing and communication campaigns and better tracking of important data. A subcommittee of GAAC is also focused on marketing initiatives including advertising, print materials, web/electronic promotion, and programming. Members are particularly attentive to Fordham’s overall graduate branding as well as the needs of the individual school. Similarly, the Financial Aid Management Executive (FAME) committee oversees Fordham’s financial aid services and planning.

The Academic Records Committee (ARC) serves to strengthen planning and collaboration between the Enrollment Group and the offices of the Provost and deans primarily on academic initiatives including program development and implementation, as well as registration. The University has more recently gained some fresh perspectives on establishing strong baseline data to support graduate and professional school strategic planning. These efforts aim to refine enrollment projections and better track graduation retention rates. The varied duration of the different programs makes this data a challenge to collect and analyze.

The 2013-2014 annual reports of the graduate and professional school deans provide insight into the most recent enrollment challenges and opportunities for each school. Fordham Law is ranked 36 among the 194 US law schools included in the *US News & World Report* rankings, and its evening program is number 3 out of the 83 ranked evening programs. It also has several highly ranked specialty programs, including Dispute Resolution (13), Clinical Legal Education (14), and Intellectual Property (17). Nevertheless, the Law School acknowledges “tremendous challenges given the overall nationwide decline in law school applications and a slowly recovering job market (total enrollment has declined 15.9% between 2010 and 2014).” In response, the school has successfully expanded its LLM programs over the past decade and recently approved the expansion of non-JD programs in areas such as corporate compliance and fashion law.

The GSAS Report for 2013-2014 relates that, while applications to doctoral programs remained steady, applications and admissions to master's programs decreased significantly in the preceding year (2012-2013). In response, GSAS suspended admissions to six master's programs for 2013-2014. As a result, GSAS application rate in 2013-2014 dropped by 30%, but this was an expected and controlled drop as a result of the deliberate suspension of admission to six programs deemed to be academically and fiscally unsustainable. Five-year enrollment trends mirror recent application activity, with more stable doctoral enrollments and declines in master's programs headcounts. Efforts are well underway to implement new programs, improve existing ones, and support those deemed to be exceptional. Five programs were identified as strategic targets, and a recent reorganization created a recruiting and marketing specialist position.

Enrollment in the graduate programs of the Gabelli School of Business climbed from 1,503 in 2010 to 1,783 in 2014. Robust growth in international student enrollments (from 62 to 797) fueled this increase. While part-time MBA enrollments have dropped significantly because of the downturn in the financial services industry, the diverse portfolio of master's programs has advanced overall enrollments. The dean's report identifies 1) quality, 2) recognition, and 3) administrative support as overarching goals for the school and references the opportunities for rethinking strategic priorities in the wake of the consolidation of the Graduate School of Business Administration and the undergraduate Gabelli School of Business.

GSE has also experienced recent enrollment declines, especially in teacher education programs. Overall, applications to GSE declined in the 2014 fiscal year from 1,445 to 1,340, and credits registered fell from 20,457 to 19,345. In response, the school has shifted focus from initial preparation to advanced and certificate programs, promoted educational leadership programs (which have realized some recent success), and "modernized and reordered" program material available on the website to better deliver information to prospective students. The appointment of a new dean for GSE in summer 2015 brings a new perspective to the school's recruitment and marketing priorities.

Under the leadership of its recently appointed dean, nationally recognized GSS has both expanded recruitment activities and introduced new academic programming in recent cycles, with some noteworthy progress. Applications to the MSW degree programs were up 15% in the 2014 fiscal year, and targets for spring and summer 2014 were exceeded by 1.9% and 20.6%, respectively. The GSS Office of Admission increased its international outreach to "attract talented, nontraditional students." New print material, programming and international partnerships in the U.K. and China, and better integration of admission offers with financial aid have contributed to recent successes.

Finally, GRE, operating with limited dedicated enrollment staffing, continues to struggle to meet budget targets. The 2014 fiscal year represented the best campaign in more than a decade. The creation of new programs, including several distance education certificate options, bodes well for strengthening enrollments in the future. Since these GRE initiatives are mission-centric, they enhance the school's "ability to reach out to underserved areas in the United States and internationally."

## **Benchmark Comparison with Peer and Aspirant Institutions**

Fordham is competing in a very dynamic environment. Newly admitted undergraduate students are more talented academically, are applying from more distant markets (and to many more schools), and have more college options than they did 10 years ago. Fordham's competitor set now includes schools such as New York University (aspirant), Boston College (aspirant), Boston University (peer), Villanova (peer) and Northeastern (peer), to name a few (Class of 2018 Profile, summary, p. 6, Table 11). While so many metrics associated with the composition of the applicant, admitted, and enrolled student pools are trending upward, it is important to acknowledge that yield rates are under significant pressure (Class of 2018 Profiles, summary, p. 2). Assessment must be consistent and continuous to ensure that the University understands the challenges and marshals its resources in an increasingly demanding enrollment environment.

The Office of Admission, the Enrollment Group, and the wider University community routinely assess admissions practices to inform data-driven decision-making and planning. The admission office, for example, collects feedback on all aspects of campus programming (tours, information sessions, open houses, etc.), shares the results, and adjusts programming promptly. Admitted Student Questionnaires are distributed in May to all admitted students. The results, typically available in July, are reviewed by senior enrollment staff and directly inform planning for the upcoming campaign.

According to the 2013 Working Group on Undergraduate Retention Report, Fordham's retention and graduation rates are quite strong – first-year retention rates consistently hover around 90%, and six-year graduation rates typically approach 80%. These figures are well above national averages, comparable to those of peer institutions, yet trail behind several aspirants. Thus, strong as they are, there is room for improvement to enhance Fordham's standing and also relieve pressure on entering class targets. Recommendations for school-based “programmatic changes and evidence-based interventions to improve graduation and retention rates” have been developed (p. 8). The action plan details proactive steps for each college. The Office of Institutional Research obtains annual information that benchmarks Fordham against a custom comparison group of peer and aspirants (p. 9) through the IPEDS Data Feedback Report ([fordham.edu/IPEDS2013](http://fordham.edu/IPEDS2013)). The data presented as part of this report augment standard retention and graduation rates with information on tuition and fees, net price, and financial aid, thus offering additional context to its core material. University participation in the Student Success Collaborative of the Educational Advisory Board (EAB) employs data and technology in new ways to identify attrition risk factors, support academic advising, and positively influence retention.

The Division of Student Affairs follows students' progress in three attitudinal surveys that provide valuable insight at three critical points in their careers: 1) as they begin their college experience; 2) as they complete their first year; and 3) as they graduate. The HERI CIRP survey results (<http://www.heri.ucla.edu/>) provide a window on the evolution of a particular student cohort over the course of the college experience as well as data on the institution's impact on the students. Impressions of academic outcomes, community, and diversity are among the elements measured against selected comparison groups (1,714 private universities in the case of the 2014 Senior Survey). Fordham compares reasonably well on most fronts and does well on others.

Ultimately, approximately 80% of the student responders indicate that they would choose Fordham again.

The admission office also works closely with Career Services and University Marketing to compile outcomes assessments and make them available to prospective and admitted students. This information is a testament to the strength of a Fordham education and is immensely useful to families researching colleges. The undergraduate admission section of the website provides this material under the “Life at Fordham” icon ([fordham.edu/lifeatfordham](http://fordham.edu/lifeatfordham)) and in a print piece titled “Next Up”\*. The latter features young alumni profiles, general University information, and content on internships and graduate school and employment placements. Results of the 2014 senior survey indicate that 83% of graduates were “placed” (in employment, full-time graduate school, and volunteer experiences such as the Peace Corp or the Jesuit Volunteer Corps) within six months of graduation. See also the Undergraduate First-Destination Report - Class of 2014: ([fordham.edu/outcomes](http://fordham.edu/outcomes)).

### **Relation of Standard 8 to the Special Emphasis Topic**

While mission pervades all of Fordham’s admissions work through its search for students who want to be and have promise to become men and women for others, three particular programs merit note for their special relationship to the University mission. Fordham’s School of Professional and Continuing Studies serves a diverse, non-traditional, adult, local, undergraduate-degree seeking population. Most PCS students are 30 or older, employed, and seeking part-time study with flexible hours; most of them have attended college previously; and an increasing number are military veterans (see p. 5). PCS aims to give these students a fresh opportunity by increasing access, serving a more diverse population, and developing the very valuable talents of this often neglected group of students. The admission process seeks students with promise, even though their previous college work might not be the best evidence of that promise. Admission requirements for PCS can be found on the school’s webpage ([fordham.edu/pcs](http://fordham.edu/pcs)), and each applicant is invited to a personal interview, a significant factor in determining a good fit. In the most recent five-year period of enrollment activity culminating in the 2014 fiscal year, PCS has grown 25% in annual credit hours, with the largest growth seen in the veteran population.

Fordham’s Higher Education Opportunity Program (HEOP) identifies educationally and financially disadvantaged New York state students who show academic potential, but do not meet standard admission requirements. Candidates are typically first generation college attendees from underrepresented populations who undergo a separate admissions process that includes an interview. More than 100 students enroll at Fordham each year through HEOP, and their retention and graduation rates compare favorably with those of the overall University population. In fact, some HEOP cohorts exceed University standard retention rates (see Office of Institutional Research Retention Tables\*).

The Collegiate Science and Technology Entry Program (CSTEP) serves minority and economically-disadvantaged students pursuing STEM majors or preparing for admission to professional schools. This program is described in more detail in Chapter 5, but it is referenced here because it is so closely aligned with the priorities of the undergraduate admission office and the University mission.

Through the Science and Technology Entry Program (STEP), Fordham helps prepare local students for high school and college admissions by partnering with local high schools, thus personally engaging and serving its local communities. STEP offers a variety of support programs in Manhattan and the Bronx, including academic enrichment, career awareness and guidance, and high school and college test preparation. Participants are eligible to take Fordham College courses and to work as research interns. Some also take part in the annual Advocacy Day meeting with government officials to discuss and underscore the value of the STEP program. Over the past five years, program enrollments have met and exceeded contractual requirements (see table 2.2). In AY 2011-2012, Fordham added a STEP program at the Lincoln Center campus, thus increasing the number of students it serves.

<b>Table 2.2</b>					
<i>Number of Students Participating in Fordham STEP programs</i>					
<b>Campus/Year</b>	<b>2010 - 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>	<b>2014- 2015</b>
Lincoln Center	--	38	25	40	51
Rose Hill	25	13	89	89	50
<b>Total</b>	<b>25</b>	<b>51</b>	<b>114</b>	<b>129</b>	<b>101</b>
<b>Source:</b> STEP/CSTEP Annual Reports 2011-2015					

### **Recommendations**

Based upon its findings, the task force for Standard 8 made the following recommendations:

- The undergraduate enrollment team should place renewed emphasis on strengthening yield and employing strategic marketing, admission, and financial aid measures to influence results.
- The graduate and professional schools should give close attention to efficient and strategic recruitment and applicant processing initiatives, including but not limited to robust direct marketing and more sophisticated communication campaigns.
- The University should devote increased attention and resources to more focused recruitment of African-American students.



### **Chapter 3: Student Support Services: *Cura Personalis* (Standard 9)**

Student support services are not only crucial to current students; they also help define Fordham's niche in the higher education landscape. Consonant with the University mission statement, that of Student Affairs emphasizes service to and engagement with the community. The mission statement can be accessed here: ([fordham.edu/studentaffairsmission](http://fordham.edu/studentaffairsmission) ).

Guided by the research questions in the *2016 Self-Study Design Proposal* \*(p. 33f), the *Cura Personalis* ( "care of the whole person") Task Force established six working groups – mission; support for at-risk students; privacy of student information; student complaints and grievances; assessment; and athletics (see below) – and used these groups to examine the work of its subsidiary offices: Athletics, Campus Ministry, Career Services, Commuter Student Services, Counseling and Psychological Services, Dining Services, Disability Services, the Dorothy Day Center for Service and Justice, Global Outreach (GO), Health Services, Judicial Affairs, Multicultural Affairs, Residential Life, Student Leadership and Community Development, Substance Abuse Prevention and Student Support, Campus Security, and Transportation Services. Due to its length and detail, the entire task force report\* has been appended to this self-study.

#### **(1) Mission**

The task force sent a new survey\* to all 17 department directors to assess how the various subdivisions of Student Affairs reflect Fordham's mission; 15 department directors responded. Questions focused on how each office's services and programs reflect Fordham's Jesuit mission and promote student development, diversity initiatives, and leadership skills. The findings were benchmarked against national results, peer institutions, and other Catholic colleges using the College Senior Survey (CSS)\*, the annual HERI Cooperative Institutional Research Program (CIRP) Freshmen Survey\*, the 2012 Multi-Institutional Study of Leadership (MSL) Survey\*, and the 2014 National Survey on Student Engagement (NSSE)\*.

Of the department directors participating in the survey, 86.7% reported that many of their services and programs reflect the University's Jesuit, Catholic mission; 60% listed Jesuit tenets that directly connect to the department's services and programs; 40% stated that their department focuses on the spiritual development of students; and 60% identified statements on the website and in brochures as the main means of communication.

The findings of the most recent iteration (2008) of the Campus Ministry Survey of Graduating Seniors\* (n = 780, representing 43% of the senior class) reflect the successful connection between word (mission statement) and deed (actual programs). Of the respondents, 58% cited "building strong friendships," and 55% cited "praying/meditating" as having had the strongest impact on their religious/spiritual growth. "Community organizing on campus" received the weakest rating (27%). The NSSE survey corroborates the finding that Student Affairs, Athletics, and Mission and Ministry seem successful at fulfilling components of Fordham's mission through the events, services, and programs they sponsor.

Directors were asked to indicate which diversity groups were approached in order to encourage participation in that department's services and programs. The 15 responding

departments reported: underrepresented students, 73.3% (for the purpose of this survey this refers to students of color); international students, 73.3%; students with disabilities, 53.3%; military veterans, 46.6%; non-traditional-age students, 46.6%; students at sites other than Lincoln Center and Rose Hill, 40%; distance-education students, 20%; and distributed learning/correspondence education students, 13.3%. Modalities used included: websites and brochures, 100%; tabling, fliers, and collaboration with student organizations, 80%; collaboration with other administrative departments, 73.3%; and collaboration with sports teams, 60%. Of the 15 respondents, 73.3% reported using social media as a means of advertising. Five departments reported they know who is participating “all the time,” and nine indicated that they know “most of the time.”

The survey also shows that 73.3% of the respondents have diversity initiatives, and 10 of the 15 departments foster student leadership in their offices. Of the latter group, 60% cited international students as most frequently missing from leadership positions, and 30% noted students of color as underrepresented in leadership positions. While Counseling and Psychological Services does not have a student leader group, it reports that Latino and African-American students are underrepresented among the students served.

### **(1a) Benchmark Findings**

The 2014 NSSE Survey was reviewed for questions pertaining to mission. The working group received comparison data from other Catholic colleges and universities; the Catholic comparison data is indicated as CC. A total of 370 Fordham freshmen and 428 seniors responded. The data show that Fordham undergraduates know and can articulate important elements of the University mission: 73% of Fordham’s freshmen (CC: 71%) and 74% of its seniors (CC: 69%) agreed or strongly agreed that the mission is widely understood by students; 88% of freshmen (CC: 82%) and 89% of seniors (CC: 84%) agreed or strongly agreed that ethical and spiritual development of students is an important part of the mission; 91% of Fordham’s freshmen (CC: 89%) and 95% of its seniors (CC: 86%) agreed or strongly agreed that there are opportunities for volunteering and community service. Finally, 83% of freshmen (CC: 81%) and 81% of seniors (CC: 78%) agreed or strongly agreed that they feel free to express their individual spirituality.

The 2012 Multi-Institutional Study of Leadership (MSL) surveyed 1,077 Fordham students, or 27% of undergraduates in the study, with questions that suggest some nuance on the particular vision of a Catholic and Jesuit education and mission. Fordham students prioritized “Develop my commitment to social justice” (F: 57.9%, CC: 55.9%); “Understand the role I can play in addressing injustice” (F: 58.6%, CC: 56.6%); and “Integrate knowledge and beliefs to draw meaning from my experiences” (F: 74.3%, CC: 71.7%). Students at other Catholic Coalition colleges showed a relative preference for the phrases “Develop a sense of purpose for my life” (F: 67.3%, CC: 71.0%) and “Integrate community service into my life” (F: 45.7%, CC: 50.1%).

Four years of longitudinal data from the 2010-2013 HERI College Senior Survey (CSS) offer insight into attitudes about community, community service, and diversity. A majority of students reported that they were very satisfied or satisfied (never less than 55.86%) with the “sense of community” at Fordham. Most students agreed or strongly agreed that they felt a sense

of belonging to campus (71%) and felt valued at Fordham (78%). They also reported that at least one staff member has taken interest in their development (87%). However, Fordham lagged behind the comparison group in each year and in each category by small margins.

Data on community service shows a spike in 2012, but overall the category of students participating “not at all” trended up from 36% to 54%, corresponding to a decrease in those reporting “occasional” participation, from 44% to 35%, and “frequent” participation, from 21% to 11%. Community service work by seniors is consistent: approximately 50% of the respondents participated “occasionally,” 34%-36% “not at all,” and approximately 16% participated “frequently.” Fordham seniors report “frequent” participation at rates around 5% lower than the comparison group. The 2009 HERI CIRP Freshman Survey data look at the same cohort as the 2013 CSS survey. The 2009 CIRP data showed 38% of incoming freshmen reporting “frequent” service. Notably, the comparison group shows that most students participated more frequently in service in high school than in college, but Fordham students report a larger decline in “frequent” community service from freshman to senior year (F: 21.75%, CC: 17%). The mandatory culture of service in Catholic secondary education is likely an important factor in this dynamic.

HERI CSS data on diversity show the majority of students remain satisfied or very satisfied (62.4%) with their ability to express diverse beliefs at Fordham. Like the comparison group, however, this score decreased over the four years from 2010 to 2013. Fordham students have not reported more dissatisfaction, but more have moved from satisfied to neutral relative to the comparison group.

CSS data on diversity show that, while the largest portion of students remains satisfied or very satisfied with the racial and ethnic diversity of the student body (49.84%), satisfaction fell over the four-year period from 57.6% in 2010 to 49.84% in 2013. Fordham’s reported levels of satisfaction from 2010-2012 were higher than the comparison group and then no different in 2013.

The 2014 NSSE Survey data on diversity were compared to other Catholic colleges and universities (CC). Overwhelmingly, both freshmen (F: 87%, CC: 85%) and seniors (F: 83%, CC: 84%) agree or strongly agree that students at Fordham are respectful of people of different races and cultures. Fordham students who self-identify as racial minorities agree with this statement, but less strongly than the Fordham majority group members. The difference is most pronounced among Fordham seniors, where 76% of the minority group agree or strongly agree while 86% of the majority group agree or strongly agree. While the majority of both Fordham freshmen and seniors agree that the environment encourages students to develop an appreciation for diversity, there is a gap in that perspective between freshmen (F: 85%, CC: 81%) and seniors (F: 75%, CC: 79%).

The difference between classes is consistent among both Fordham minority and majority students (minority freshmen: 86%, minority seniors: 68%; majority freshmen: 83%, majority seniors: 78%). Both freshmen (F: 86%, CC: 78%) and seniors (F: 82%, CC: 71%) also agree or strongly agree that people of different sexual orientations are accepted socially, with Fordham rating higher than the Catholic comparison groups. However, when comparing the responses of

Fordham heterosexual students with Fordham non-heterosexual students, there was a decrease in those responding agree or strongly agree (heterosexuals, 86%; students who do not identify as heterosexual, 64%). While there was a 22% difference, it should be noted that there were only 50 non-heterosexual respondents compared to 684 heterosexual respondents.

Across all four years, Fordham students reported lower participation in racial/cultural awareness workshops compared to the comparison groups. Indeed, 67% of seniors had not participated; the largest difference was 9.36% in 2012, whereas the difference was 3.31% in 2013.

## **(2) Support for At-Risk Students**

Fordham's focus on care for the whole person prioritizes University support for students at risk. Those with a history or current experience of medical, developmental, and/or psychosocial difficulties compromising the student's functioning in the University community may be identified in three ways: a) the student self-discloses or seeks help; b) the student is identified by an academic advisor, a residential life staff member, family members, faculty, administrators, coaches, or peers; or c) the student comes to attention through attendance reporting, academic probation, or other University-wide mechanisms, or through a formal risk assessment, including the Counseling Center Assessment of Psychological Symptoms Survey\*; University Health Services' Patient Health Questionnaire\*; and the Brief Alcohol Screening and Intervention for College Students Survey.\* Peers, such as resident assistants, freshman mentors, orientation leaders, commuter assistants, and diversity peer leaders, receive training and play a pivotal role in identifying vulnerable students. The University has an inter-departmental and multi-disciplinary Students of Concern committee on each campus that meets monthly to identify, track, and consult on at-risk students. This committee has reviewed approximately 2,300 student concerns during the past five years.

School and departmental academic advising is key to identifying and supporting students at risk. Those who enter Fordham through HEOP or through Fordham's Institute for American Language and Culture (IALC) receive individualized academic and social support through those programs. The Athletics Department provides monitored study time and weekly advising meetings. The Office of Disability Services offers academic as well as advocacy coaching to help improve necessary academic accommodations. Counseling and Psychological Services provides direct clinical assistance including individual and group counseling, crisis intervention, psychiatric services and/or referrals to community providers. These services are recorded in the 2013-2014 CPS Clinical Utilization Data.\*

Counseling and Psychological Services also provides an interactive online training program called Kognito At-Risk. This tool teaches faculty, staff, and students best practices for identifying, approaching, supporting, and, if necessary, referring students in emotional or psychological distress. Around 400 community members have taken it since 2012.

The University's judicial system, overseen by the various deans of students' offices, also plays an important role. Student Life staff are trained in intervention and follow-up with students who violate the University's Code of Conduct. According to the 2014 Residential Life Training Survey\*, 93% of Rose Hill resident assistants feel comfortable confronting a policy violation,

and 98% are aware of major counseling concerns that might arise among their residents. Student Life staff members also serve as administrative support persons for complainants and respondents involved in the University's Title IX investigation process related to sexual misconduct. (See Chapter 8.)

The Office of Substance Abuse Prevention and Mental Health at Rose Hill and the Office of the Dean of Students at Lincoln Center provide support for the particularly vulnerable students who seek to return to the University following a medical or mental health-related leave or withdrawal. The process ensures they are medically and psychologically stable and that there is a plan to support each student's return to the University. During the past five years, approximately 630 students have been supported through their re-entry.

Data used to evaluate these services include a review of students' academic performance; feedback from students, tutors, and faculty; and annual client satisfaction surveys. The 2013-2014 Counseling and Psychological Services Client Satisfaction Survey\* revealed that 79% of respondents felt that counseling services improved their overall well-being and functioning, and 93% reported a positive counseling experience. Similarly, approximately 96% of the student respondents to the University Health Services' 2013-2014 survey\* reported being moderately or very satisfied with their overall experience. Approximately 65% of students who received intervention services for substance abuse reported that the information they received has influenced their alcohol and cannabis use (Office for Substance Abuse Prevention and Student Support Post Intervention Evaluation, 2013-2014\*). Utilization data from the 2014 Campus Labs Mental Health Benchmark Survey\* revealed that approximately 9% of respondents are currently using on-campus counseling services. The HERI Your First College Year\* and College Senior Surveys show that 22% and 36% of respondents respectively have utilized mental health services on campus. Of these respondents, 50% reported being either satisfied or very satisfied with the services they received. Finally, approximately 82% of the 1,290 first-year students who participated in the alcohol.edu online assessment and training program reported that it helped them establish a plan for reducing their risk surrounding the use of alcohol.

### **(3) Privacy of Student Information**

Respect for the privacy of student information is a principle that flows from Fordham's mission and is realized through procedures in place in all student service departments and throughout the University. The policies are explained in detail on pp. 12-14 of the full task force report, and all official policies are posted on appropriate web pages. (See the Template on Compliance with Accreditation-Relevant Federal Regulations in Appendix 2 for information regarding the verification of student identity procedures.)

Most departments within the Division of Student Affairs maintain student records using data from the University's Banner database, and all departments maintain supplemental student records with information pertaining to their specific needs and functions. A number of subdivisions of Student Affairs use customized commercial products designed for their specific needs: Accessible Information Management for Disability Services, Pyramed for University Health Services, Symplicity for Career Services, and Star Rez for the Office of Residential Life. Depending on whether the data is stored onsite (at Fordham) or off-site (at a data warehouse), the

vendor may also be responsible for maintaining the security of the database. All endeavors of this nature are coordinated with Fordham Information Technology to ensure appropriate security.

University Health Services, Athletics, and Counseling and Psychological Services each have formal, written policies on protection of student data. Other offices have internal procedures to ensure their data is protected from inappropriate disclosure. Most records not destroyed upon a student's graduation are retained for seven years and then destroyed. The task force discovered no significant breaches of student data privacy. Policies and procedures protecting data privacy are regularly reviewed at staff meetings and annual training sessions.

#### **(4) Student Complaints and Grievances**

Complaint and grievance policies and procedures were collected from the relevant departments in Student Affairs, the Department of Public Safety, and the Director of Institutional Equity and Compliance/Title IX Coordinator and entered into a 2014-2015 spreadsheet.\* This topic is discussed in detail in the compliance with federal regulations template (Appendix 2).

Student grievance processes are assessed annually, semi-annually, or as need arises. The findings of the 2014 College Senior Survey of graduating seniors show that 74% of Fordham students are aware of Fordham's policies on sexual misconduct, and 71% know where to go for assistance. The 2014 National Haven/Understanding Sexual Assault Survey\* shows that 71% of Fordham freshmen are aware of resources related to relationship violence, exceeding the national benchmark for this measure by 8%. Notably, 96% of respondents to the 2013 Core Alcohol and Drug Survey\* are aware of substance abuse policies, and 85% confirm the enforcement of same. Fordham's results are on par or exceed national peer benchmarks.

Comparative statistics on complaints and grievances registered with the departments comprising Student Affairs allow an analysis of possible trends. The Department of Public Safety publishes an Annual Security Report on crimes on and near Fordham's campuses, including reporting required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. In addition to semester and annual reviews of student conduct and crime statistics, data are reviewed during weekly meetings of Student Life staff, on a monthly and then quarterly basis via published quarterly reports, and annually at the Division of Student Affairs Assessment Presentations. Departments handling these more formal complaints and grievances have specific and extensive electronic record-keeping with University-coordinated safeguards related to data privacy and confidentiality in place.

#### **(5) Assessment Practices within the Division of Student Affairs**

Assessment is deeply embedded in the culture of student services at Fordham University, and the full task force report provides extensive documentation of the regularly conducted assessment activities (pp. 17-20). In fall 2014, the Staff Aptitude, Attitude, and Experience with Assessment Survey\* was distributed to all members of the Division of Student Affairs and the Division of Mission and Ministry. Overall, the two units conduct an average of 163 assessments per year, through surveys, attendance tracking, and benchmarking studies. Most measure satisfaction with particular programs and services or track participation rates.

In 2014, 69.5% of respondents indicated that their departments assess outcomes, a 7.6% increase from the 2009 rate of 61.9%. Of the 2,014 respondents, 50% indicated that their department has systematically assessed at least one learning outcome, compared to 36% in 2009. In the short answer responses, a small number of departments reported that student learning is not directly relevant to their department or is unmeasurable, while others assess student learning through satisfaction surveys. Of all those surveyed, 32% reported that they engage in assessment solely to satisfy requirements from outside their department, as compared to 28.1% in 2009; 87.2% of staff survey respondents strongly or somewhat agreed that assessment is supported in their department, as compared to 82.9% in 2009, and 66.7% reported that assessment results have caused them to reconsider how they implement activities or programs, as compared to 49.4% in 2009. Staff report their largest assessment challenges are limited time (61.6%), limited personnel (61.6%), and limited assessment expertise (38.4%), which is similar to the responses in 2009 (time: 62.6%, staff: 53%, expertise: 36.1%).

Division-wide protocols are in place to support effective administration of assessments and use of data to drive improvement. Student Affairs tracks the timing of all large-scale surveys through a division-wide Assessment Calendar.\* Data sharing with division and departmental leadership is furthered by Campus Labs reports\*, annual Department Assessment Presentations\*, and quarterly/annual reports.\*

## **(6) Athletics**

The Ignatian mission of *cura personalis* guides the day-to-day operations of Fordham's Department of Intercollegiate Athletics and is reflected in the slogan, "Academic Excellence, Proud Athletic Tradition." Fordham's student-athletes enjoy numerous opportunities to hone their athletic talent during their college career while working closely with faculty and administrators to foster their intellectual, moral, and spiritual development. Signature initiatives include the Student-Athlete Leadership Academy, designed for those who demonstrate leadership abilities. The academy, facilitated by external mediators, provides leadership development through education, interactive workshops, 360-degree feedback, one-on-one coaching, peer mentoring, and online training. In the Academy's 2014-2015 Survey of Continuing Student Athletes\*, 96.7% of underclassman participants believed the academy and its programs made them more effective leaders.

Fordham's Student-Athlete Advisory Council (SAAC) is instrumental in creating community service opportunities, raising funds for designated organizations, and increasing the amount of student-athlete support. Fordham Athletics also conducts senior student-athlete exit interviews. The goal of these personalized, one-on-one discussions is to review and document each student-athlete's experiences at Fordham, thus helping athletics administrators make ongoing improvements. The surveys and exit interviews indicate that student-athletes generally have a very positive experience: of the 88 respondents who graduated in 2015\*, 76.1% felt their overall experience met or exceeded expectations; 46.6%, however, believed that the quality and condition of Fordham's athletics facilities was below expectations or unsatisfactory.

These findings led to the improvement of the University's athletics facilities. For example, the Ram Fit fitness center, which opened in October 2012, provides a functional environment for exercise. In the most recent Ram Fit Satisfaction Survey,\* 75% of the student

respondents reported that they use the facility for cardiovascular exercise at least once or twice a week. Other improvements include renovations of Coffey, Murphy, and Bahoshy fields. The men's and women's basketball offices have also undergone substantial renovation (including the addition of a state-of-the-art film room), adding both aesthetic and functional improvements to these programs.

Fordham is justifiably proud of the fact that its sports teams have advanced to the NCAA Tournament eight times since 2010, while winning five Atlantic 10 Conference championships and one Patriot League title in football in the process. The most-recent 4- and 6-Year Graduation Rates Report\* noted that the national average graduation rate for student-athletes at Division I institutions was 82%, while Fordham's rate was 92%. In 2013-2014, 67% of Fordham's student-athletes achieved a cumulative GPA of 3.0 or higher, with 56 individuals earning a GPA above 3.7. During the same year, 120 student-athletes were named to the Atlantic 10 Commissioner's Honor Roll, achieving a GPA of 3.5 or higher, while 22 football players were named to the Patriot League Honor Roll by achieving a GPA of 3.2 or better.

### **Strategic Initiatives and Contributions to the New Strategic Planning Process**

*Toward 2016\** singles out the role the Division of Student Affairs plays in strategic planning and prioritizes it under Supporting Initiative I (pp. 20-21). While details are found in the full task force report, a summary review includes the following accomplishments: establishment of undergraduate Integrated Learning Communities (ILCs) on the Rose Hill and Lincoln Center campuses; Transition Year Experience programs aimed at serving incoming freshmen (First Year Experience Program) and seniors (Senior Year Experience Program); the establishment of the Office of Multicultural Affairs, including its Diversity Peer Leader Program and the Lesbian, Gay, Bisexual, Transgender (LGBT) and Ally Network of Support Program (see below); new initiatives introduced by the Department of Counseling and Psychological Services in response to a cultural shift toward increased openness in addressing mental health and wellness; the transformation of the Office of Career Services from an employer-centric career development model to a student-centric model of personal and professional development; and the evaluation and assessment of University dining services. Assessment data are included in the task force report along with benchmarking comparisons with peer and aspirant institutions.

### **Office of Multicultural Affairs Strategic Initiative**

The Office of Multicultural Affairs (OMA) originally consisted of one full-time assistant dean at Rose Hill with a nominal operating budget and no staff or budget assigned to Lincoln Center. Although responsive to student issues and concerns, it had few proactive programs to offer. In 2006-2007, numerous surveys and focus groups were conducted, and the results of those assessment initiatives, along with related peer and aspirant research, led to the development of the OMA Strategic Initiative.

Based upon the assessment results mentioned above, the University identified the OMA in the fall of 2007 as an area of strategic importance and committed the first phase of strategic funding to the enhancement of the office, its staff, and the programs and services offered to students regarding diversity and inclusion. The Office now plays a leading role within the Division of Student Affairs and within the University as a whole regarding diversity issues at Fordham. It is led by the Assistant Dean for Multicultural Affairs, who reports directly to the

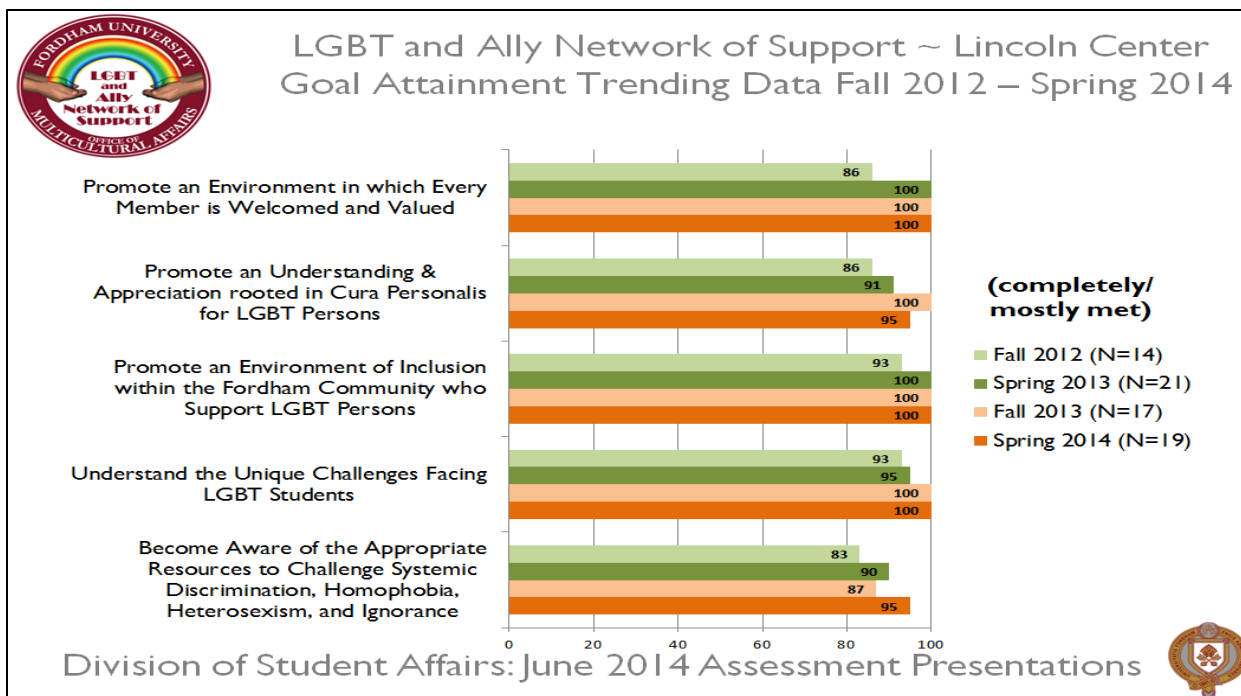


Associate Vice President for Student Affairs. In 2006, three new staff members were added: an assistant director and one graduate intern were assigned to Lincoln Center, and an additional graduate intern was assigned to Rose Hill.

An assessment of students' needs led to the development of a variety of programs and services, including the Sustained Dialogue Series, Diversity Peer Leader Program, LGBT and Ally Network of Support, and the Student Leader Training Program. The Sustained Dialogue Series brings together diverse community members to engage in discussion on a variety of topics encouraging intercultural exchange and understanding. In spring 2014, 95% of students who participated in a Sustained Dialogue at Lincoln Center strongly agreed or agreed that they learned something new through the program, and 90% reported being extremely or moderately likely to initiate dialogues on their own (see June 2014 OMA Assessment Presentations\*).

The Diversity Peer Leader Program provides students with leadership opportunities, increasing their awareness and sensitivity regarding the many facets of diversity and social justice, and training them to engage the community in dialogue. Based on assessment results of the Diversity Peer Leader training program in spring 2014, 100% of the student leaders learned something new (as compared to 85% in 2013); 100% reported increased understanding of topics related to diversity and inclusion (as compared to 85% in 2013); and 100% agreed they are better able to facilitate dialogues related to diversity and inclusion due to the training program (as compared to 100% in 2013).

Based on the results of a series of focus groups that were conducted on both campuses in the spring of 2008, the Lesbian, Gay, Bisexual, Transgender (LGBT) and Ally Network of Support was created as a training program open to all members of the Fordham community who are committed to creating a campus environment open and welcoming to LGBT students. As of the spring 2015 semester, 534 Fordham community members (including 190 undergraduate students, 100 graduate students, 56 faculty, and 188 administrators) have been trained through this program and serve as members of the Network of Support. Participants assess the program each semester, and the chart below speaks to its effectiveness at Lincoln Center.



The first phase of strategic funding has led to a significant increase in the number and quality of training programs for staff and student leaders regarding diversity and inclusion, as well as an increase in diversity and inclusion programming for all new students during New Student Orientation. The available assessment data point to the effectiveness of the training program and provide the OMA staff with information as to which components of the program are most effective and which ones can be improved.

As the new CUSP strategic planning process unfolds, the Division of Student Affairs stands ready to participate. It began strategic planning conversations with members of the senior management team and all department heads in January 2013 by following the Ignatian Pedagogical Paradigm (IPP) ([fordham.edu/jesuitinstitute/pedagogy](http://fordham.edu/jesuitinstitute/pedagogy)) to develop its next divisional strategic plan. The senior management team and department heads decided upon four divisional strategic themes: Resources and Technology, Student Formation, Community, and Telling Our Story. In 2014-2015, four working groups, each facilitated by a senior staff member, were charged with developing specific action steps and strategies to achieve these goals. These steps and strategies will be finalized in 2015-2016, and the working groups will establish key performance indicators for each goal and determine what metrics will be used to measure success.

### Recommendations

The full task force report appended to this self-study contains a number of service-specific recommendations that are of particular use to the departments concerned. However, a number of recommendations rise above the internally useful to the generally relevant, and these are listed below. All of them resulted from the analysis of direct, evidentiary data.

- Not all units of the University typically have access to the NSSE data on mission. The task force recommends that NSSE data be more widely disseminated to, and used by, the entire Division of Student Affairs, the Division of Mission and Ministry, and whatever other unit might find them useful.
- Based on HERI CSS findings, 67% of students report a lack of participation in racial or cultural awareness workshops. This finding should underscore efforts to further encourage participation in cultural awareness workshops and to emphasize how they benefit the student's personal growth and development.
- The 2008 Mission and Ministry survey of seniors provided helpful data on student spiritual development. The task force recommends this survey be administered every three to five years to obtain consistent longitudinal data.
- With regard to at-risk students, the task force recommends
  - a) Increasing staffing levels and/or restructuring current personnel responsibilities to bolster case management and direct clinical services for at-risk students;
  - b) Allocating more resources for the development and delivery of outreach and educational programs to engage and support at-risk students;
  - c) Developing a centralized, standardized, and integrated database for facilitating the monitoring and support of at-risk students;
  - d) Expanding and upgrading physical facilities for the Office of Disability Services and strengthening the Athletics Department's program of academic advising to increase and enhance their support services for at-risk students.
- The various departments within the Division of Student Affairs should evaluate the benefits of creating a formal, division-wide public policy about the data they maintain and how it is protected.
- The task force findings indicate a need for increased resources to support divisional assessment initiatives, including training, technology, and additional staffing.

## **Chapter 4: Educational Offerings and General Education: Education for Excellence (Standards 11 and 12); Assessment of Student Learning: Achieving the Educational Mission (Standard 14)**

This chapter examines the relationship between the curriculum and the University mission, and the mechanisms whereby curricula are developed, maintained, supported, assessed, and improved, thus integrating Standards 11, 12, and 14 into one chapter. In reviewing Fordham’s formal curricula, the task forces concentrated primarily on those schools whose curricula do not undergo separate accreditation. These include FCRH, FCLC, and GSAS (referred to collectively as A&S), GRE, and PCS. The Core Curriculum, Fordham’s undergraduate general education program, and its assessment are also described. Four other schools are accredited by national agencies: Gabelli by the Association to Advance Collegiate Schools of Business; GSE by the American Psychological Association, the Board of Regents of the State of New York, the National Association of School Psychologists, and the Council for Accreditation of Educator Preparation; GSS by the Council on Social Work Education; and the Law School by the American Bar Association. Each has been recently reviewed and re-accredited.\* Those accreditation reviews include evaluation of school curricula in accordance with professional standards. With regard to the assessment of student learning, however, all schools will be discussed in this section.

In addressing the fundamental elements of Standards 11 and 12, the task force focused primarily on the relationship between Fordham’s mission and its curricula, with special attention to curricular elements that promote service to and engagement with communities. Information literacy was also addressed specifically.

### **Mission and Curricula**

Fordham’s mission rests upon the “intellectual, moral, and religious development of its students” through a curriculum “rooted in the liberal arts and sciences,” and is designed “to prepare citizens for an increasingly multicultural and multinational society.” Congruent with that mission, undergraduates in the three A&S schools and the business school complete a Core Curriculum comprising 12 to 21 courses depending on the school and degree. This curriculum promotes the fundamental skills of close observation, clear writing and critical thinking, scientific literacy, and quantitative reasoning; it assures exposure to knowledge and approaches to learning from a broad sample of disciplines, and encourages an appreciation for diverse perspectives (see *Toward 2016 – Fordham’s Liberal Arts Core Curriculum\** in Appendix 1.) The Core Curriculum includes courses in theology, philosophy, and ethics to ensure that students have opportunities to explore ethical issues and develop or clarify their values. Students pursuing BA degrees complete a foreign language competency requirement as part of their core. The Gabelli business core also includes creative thinking and teamwork. Core curriculum requirements for each of the undergraduate schools are available on school webpages and here ([fordham.edu/core](http://fordham.edu/core)).

As far as the special emphasis topic of this self-study is concerned, the University offers many opportunities for community involvement and engagement. The majority occur outside Fordham’s formal curricula, although many are sponsored by the academic programs and

departments in the schools and institutes. Even so, the formal curricula of the schools do contribute both directly and indirectly to student and faculty involvement in the larger community. They provide foundational skills and knowledge that enable students to understand how their experiences relate to the broader community as well as contribute to it. In addition, the curricula promote community engagement and service directly when courses or certificate and degree programs require work, research, or study within the community. Each of Fordham’s schools provides such opportunities, and some require it (see Table 4.1 below). The undergraduate schools also provide formal service-learning opportunities, which blend involvement in community non-profit organizations with an academic examination of issues pertinent to those organizations or to the people those organizations serve (for a detailed description, see Chapter 5). There is potential for growth in this area, especially in the undergraduate schools, as the sections on service and experiential learning in Chapter 5 document.

<b>Sample Opportunities for Engaged Learning, by School</b>		
<b>School</b>	<b>Experiential Learning Offerings</b>	<b>Type of Course</b>
FCLC	Internships	Elective
FCLC	Service learning: 1-credit additions to courses and full courses	Elective
Gabelli	Internships (undergraduate and graduate)	Elective
Gabelli	Students for Fair Trade (part of Fair Trade & Microfinance Consultancy course)	Elective
Gabelli	Graduate consulting projects	Elective
PCS	Internships	Elective
FCRH	Service learning: 1-credit additions to courses and full courses	Elective
FCRH	Internships	Elective
FCRH	FCRH Integrated Learning Communities (Manresa & West Wing) offer 1-credit service courses	Elective
GSE	Field work as part of most degree programs	Required
Law	Supervised work with clients available in 15 different clinics	Elective
GRE	Field work for pastoral counseling (12 credits in field, 6 in courses)	Required
GRE	Clinical Pastoral Education credits for working in hospitals, etc.	Elective
GRE	Spiritual Direction Certification and MA require a two-semester practicum	Required
GSAS	Some programs require field work, practica, or internships	Required
GSS	The Graduate School of Social Service has intensive practicum/internship requirements for master’s and undergraduate students.	Required

## **Fostering Information Literacy**

Today's adults need greater sophistication in vetting information and tracking sources than did adults a generation ago. The sound reasoning skills Fordham aims to develop in its students can be fostered, or flattened, by the abundance of information available today. Task force investigators examined how the current need for information literacy skills is incorporated into curricula. They also considered the extent to which faculty and library staff collaborate in promoting information literacy on all levels.

Findings indicate that Fordham promotes information literacy through written materials available on websites, course support, and individual assistance and support. The library offers an online tutorial ([fordham.edu/librarytutorial](http://fordham.edu/librarytutorial)) covering such topics as: the research process; how to use the online catalog; how to use databases to find articles; how to find material outside the library; sources, citations, and academic integrity. Undergraduates must complete this tutorial and pass a short online exam before registering for their second semester at Fordham. At the request of faculty, library staff routinely provide instruction to undergraduate students taking the required undergraduate Composition and Rhetoric courses as well as to students in other courses. Students can obtain individualized research assistance through Library Liaisons ([fordham.libguides.com/LiaisonContactInformation](http://fordham.libguides.com/LiaisonContactInformation)), library staff members who specialize in designated areas and are available to assist students and faculty in the research process.

Undergraduates acquire additional components of information literacy skills in their major programs. A review of the undergraduate A&S programs (Table 2 in the 2011 Periodic Review Report,\* p. 12) showed that almost all major programs required students to take at least one course focusing on the development of research skills and critical thinking about information. These goals have been reflected subsequently in the program-level learning goals ([fordham.edu/learninggoals](http://fordham.edu/learninggoals)). All Gabelli undergraduates are required to complete four integrated projects as part of their Core Curriculum. Three of these four contribute to students' information literacy by requiring them to research a company and industry, to develop an informed marketing plan, and to produce development strategies. The business school worked with the library to create an online research guide ([fordham.libguides.com/GabelliIntegratedProject](http://fordham.libguides.com/GabelliIntegratedProject)) specifically for these integrated projects, and worked with an instructional librarian to help students hone their research skills. In addition to information literacy instruction in business core courses, most of the majors offer a research class, and the school itself offers many opportunities for its students to conduct research in areas beyond the formal curricula (e.g., participation on teams representing Fordham at competitions in different business disciplines).

Consistent with the analysis of program curricula from the 2011 Periodic Review Report, HERI CSS survey\* results (2011-2014) show that almost all seniors (including those enrolled in Gabelli) from the class of 2011 to the class of 2014 frequently or occasionally are required to "evaluate the quality or reliability of information" in their courses.

**Table 4.2**

<b>Percentage of seniors reporting that they were required to evaluate the quality of information</b>				
<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	
98.0%	96.4%	96.8%	96.3%	
<i>Source: HERI CSS</i>				

**Graduate School of Religion and Religious Education:** Each of the seven master’s and doctoral programs in GRE demands facility with area-specific research methods and requires a research-based capstone course or relevant field experience. Students are expected to stay abreast of current research, to learn how to find and use appropriate online and traditional sources, to distinguish and properly cite primary and secondary sources, and to evaluate them critically. In support of these goals, in the past two years GRE has added research methods courses at the master’s level, a decision resulting from GRE student-learning assessments.

**Law:** The Law School supports the development of research skills through its writing program ([fordham.edu/legalwriting](http://fordham.edu/legalwriting)). Students take a three-credit legal research and writing course as well as a writing and research intensive doctoral course in their first year and are encouraged to take additional writing courses in their upper-level courses ([fordham.edu/advancedlegalwriting](http://fordham.edu/advancedlegalwriting)). They are also required to complete a significant research paper ([fordham.edu/lawacademicregulations](http://fordham.edu/lawacademicregulations)). Since fall 2014, students have been required to take a six-hour quantitative research course to familiarize themselves with the quantitative analyses the legal profession increasingly encounters and employs.

### **Overall Quality, Coherence, and Rigor of Academic Programs**

All of Fordham’s degree- and certificate-granting programs are approved by the New York State Department of Education (NYSED), which reviews all proposed program curricula before authorizing Fordham to grant the respective degree or certificate. Undergraduate degrees require a minimum of 124 credits. Graduate degrees and certificates vary in length from short certificate programs to comprehensive doctoral programs. However, NYSED approval, while necessary, is not a sufficient indicator of program quality: the quality, coherence, and rigor of Fordham’s academic programs are founded on the governance structures of the University and the qualifications of its tenured and tenure-track faculty, who are responsible for the design, execution, and assessment of undergraduate, graduate, and professional program curricula.

**Faculty Qualifications and Responsibility:** According to the *University Statutes* (§§ 3-08.01 and 3-06.01, [fordham.edu/statutes](http://fordham.edu/statutes)), the development and maintenance of curricula as well as the assessment of all academic programs is the responsibility of the faculty in each department and program, with school councils establishing the policies that influence curricular offerings within the particular school. With few exceptions, Fordham requires faculty to hold the terminal degree in their field in order to ensure the necessary expertise to accomplish these goals. As Table 10.2 in Chapter 10 shows, more than 90% of the full-time instructional staff and almost all tenured and tenure-track faculty hold the terminal degree in their fields.

In keeping with their goal of providing outstanding learning opportunities, some of the professional schools, most notably the graduate schools of Business, Law, Education, and Social Service, employ substantial numbers of professionals to teach specialized courses related to their specific fields of expertise. However, since these part-time faculty are limited in the number of courses they can teach in any given academic year, most courses in most of Fordham's schools are taught by full-time faculty (see Table 10.1, p.109f), even when the part-time faculty headcount is larger than that of full-time faculty.

The quality of the curricula, including their rigor and coherence, is also ensured through individual school, department, and program reviews. The collaborative processes through which curricula are developed and maintained are similarly specific to each school. These processes and their effectiveness are described below for the A&S schools and the Graduate School of Religion and Religious Education.

### **Quality, Coherence, and Rigor in the Undergraduate Liberal Arts Core Curriculum**

The undergraduate core underwent substantial revision in 2007-2008, culminating in a curriculum with newly revitalized links to the University mission. In response to student and faculty concerns, the revised core distributes required courses over the four years of undergraduates' careers, thus permitting them to start their majors at the very beginning of their studies. Faculty harnessed this distribution to create a general education that does not merely introduce students to the breadth of academic disciplines, but also allows them to hone their writing, speaking, and critical reasoning skills, and deepen their ethical understanding while simultaneously developing knowledge and more advanced critical thinking skills within their majors. Among other things, the interplay between these general skills, disciplinary knowledge, and ethical judgment is designed to develop students who seek wisdom.

The Core Curriculum Committee, a standing committee of the Arts and Sciences Council, maintains broad oversight of the core curriculum. Some courses (e.g., Philosophy of Human Nature, Faith and Critical Reason, Composition and Rhetoric, Philosophical Ethics, Sacred Texts and Traditions) are offered by a single department which is responsible for the administration of those courses on behalf of the Core Curriculum Committee. Other core courses (e.g., Texts and Contexts, Understanding Historical Change) are offered by several departments or programs; they collaborate to ensure that all sections of the course share similar student learning goals and objectives. Faculty wishing to teach the Eloquentia Perfecta Seminars, Interdisciplinary Capstone Courses, Value Seminars, and courses that fulfill the two distribution requirements (Global Studies and American Pluralism) must have their syllabi approved by the Core Curriculum Committee and its subcommittees. This approval process links Core Curriculum goals to specific courses and learning opportunities, thus providing a necessary foundation for assessment. As described below and later in this chapter, effectiveness is determined directly through evaluations of student work and indirectly through student surveys.

Spring 2014 HERI College Senior Survey results suggest that, similar to comparison groups of four-year institutions, most Fordham students (75%) are generally satisfied or very satisfied with the Core Curriculum. The students participating in the fall 2014 Middle States focus group at Lincoln Center reported that they were satisfied, although not enthusiastic, about their experiences in core courses. Consistent with their remarks, the past two years of the SEEQ\*



(Student Evaluation of Educational Quality) end-of-term evaluations of core courses show that students find their core courses somewhat lower in intellectual challenge and course coherence than advanced courses. For example, 80% of students rated their core courses as challenging and stimulating, whereas 88% rated upper-level courses generally as such. The students' ratings of core courses, which tend to be lower-level courses, are comparable to ratings of lower-level courses generally and thus are likely to be a reflection of the nature of academic progression. Similar patterns were found for ratings of course coherence: in core courses, 83% of respondents agreed that examinations and graded assignments were aligned with course emphases, and 84% agreed that course instruction and content were aligned with course objectives. In upper-level courses, 87% and 88% of students agreed with those statements, respectively.

### **Quality, Coherence, and Rigor in A&S Major Programs**

New undergraduate academic programs in arts and sciences are vetted and approved by the A&S Council before submission to NYSED for approval. The process for new graduate programs in Arts and Sciences requires approval by the GSAS Council and then NYSED. Once approved, program implementation and maintenance of program quality fall to the program faculty, with oversight from the respective deans. Departmental self-studies with external evaluations, including evaluations of the program's ability to fulfill its educational mission, are conducted on a rolling, 10-year schedule.\* The University mission and resources along with student demand play prominent roles in decanal and higher administrative decisions to support academic programs. Decisions regarding continued support for existing programs are based upon enrollment patterns, including graduation statistics. The Office of Institutional Research provides faculty and deans with annual reports of enrollment and graduation statistics, staffing, and student survey results (see the Sample Statistical Report for A&S from spring 2015\*).

Internal coherence within major and minor programs is maintained through course alignment to program-level student learning goals ([fordham.edu/learninggoals](http://fordham.edu/learninggoals)) and course pre-requisites which ensure that students have the appropriate foundation for increasingly advanced work. For interdisciplinary programs and independent majors, academic advising assists coherence (see below).

### **Quality, Coherence, and Rigor in the Graduate School of Religion and Religious Education**

GRE cultivates Fordham's Jesuit mission of integrating academic excellence with the development of pastoral skills. Over the past three years, the school has strengthened its system of faculty governance, including establishing a Curriculum Committee responsible for program development, oversight, and assessment. Together, the Faculty Council and Curriculum Committee have revised most of the school's programs to increase their academic rigor and relevance to current and prospective students as well as to reflect the standards and expectations of relevant ecclesial and professional organizations (see 2014 GRE Assessment Report\*).

### **Effectiveness of Processes for Maintaining Quality, Coherence, and Rigor**

Fordham enrolls students who are prepared for college-level work. Curricula that challenge such students must therefore possess levels of intellectual rigor appropriate to post-secondary education. Establishing appropriate levels of intellectual challenge falls primarily to the individual faculty member teaching the course, and he or she typically uses a variety of sources, in addition to professional judgment, to determine the appropriate level of rigor. The semester-end SEEQ questionnaires provide the faculty feedback about course difficulty, workload, and pace as well as levels of intellectual challenge and stimulation. Of the faculty who indicated in the 2014 Middle States Faculty Survey\* that they recently substantially revised their courses, 66% report having done so in response to student course evaluations and other indicators of student experience, such as student performance (32% cited this reason) and student engagement (37% cited this). These survey data also suggest that faculty actively revise courses to maintain or improve students' learning: 58% of respondents report modifying courses to keep pace with advances in their field, and 78% report modifying courses to incorporate new ideas about pedagogy.

On the whole, faculty course adjustments appear to improve the student experience. A review of HERI CSS results from spring 2011 to spring 2014 suggests that faculty increased the challenge and rigor of their courses slightly over that period. Nearly 98% of CSS respondents in 2014 judged their courses to be intellectually challenging and stimulating occasionally or frequently; the mean rating on this item was 2.55 out of 3, up slightly but significantly from 2.39 in 2011. Consistent with the HERI CSS findings, school SEEQ surveys show that seniors, from spring 2013 to spring 2015, agreed with the statement that the course was "intellectually challenging and stimulating" in 86% of their course evaluations; freshmen concurred for 75% to 80% of their courses. Graduate students, too, find their courses intellectually challenging, rating 90% of their master's-level courses and 83% of their doctoral-level courses as challenging and stimulating, suggesting an appropriate level of academic rigor.

In response to questions about academic rigor during focus groups at Lincoln Center and Rose Hill, a number of students reported that they exercise some control over the degree of academic challenge by selecting courses that are more (or less) demanding; these judgments are informed by previous SEEQ data available to them in aggregate form. On the whole, these students felt that they had ample opportunity to take stimulating and rigorous courses.

Finally, National Survey of Student Engagement results\* provide an opportunity to benchmark student perception with respect to other institutions. Fordham's 2014 survey results regarding academic challenge (Table 4.3) compared well to those of other Jesuit institutions and NSSE's Top 50% of participants and consistently better than public universities in those metrics. Overall, freshmen scores are comparable or higher than all comparison groups on all indicators except quantitative reasoning. Seniors, however, exceeded the other groups in quantitative reasoning and reflective and integrative learning. Their indicators of higher-order learning and learning strategies were mixed. Nonetheless, overall, indicators suggest that Fordham students are receiving a rigorous and challenging college education.

**Table 4.3**

<b>Mean NSSE Composite Indicators of Academic Challenge</b>					
<b>Class</b>	<b>Indicator</b>	<b>Fordham</b>	<b>Jesuit Institutions</b>	<b>NSSE Top 50%</b>	<b>Public Universities</b>
<b>Freshmen</b>					
	Higher-Order Learning	42.0	41.3	40.6	38.0
	Reflective & Integrative Learning	37.3	37.1	37.3	33.9
	Learning Strategies	43.0	40.4	41.2	37.8
	Quantitative Reasoning	27.8	28.4	28.8	29.3
<b>Seniors</b>					
	Higher-Order Learning	42.0	42.5	43.3	38.6
	Reflective & Integrative Learning	42.9	41.2	41.1	36.6
	Learning Strategies	40.3	39.9	42.5	36.7
	Quantitative Reasoning	32.0	31.6	31.3	31.8
<i>Source: NSSE 2014 Engagement Indicator Report provided to the Office of Institutional Research</i>					

### **The Integrity of a Fordham Degree**

In the contemporary landscape of higher education, two practices can undermine the integrity of an institution’s degree: transfer credits from other institutions and online courses offered outside the academic oversight of the University. Fordham has instituted deliberate measures to avoid these potential problems. As described in Chapter 5, Fordham’s online courses and programs are offered by regular Fordham faculty under the oversight of the respective school deans. Students who have completed college-level courses elsewhere may apply for credit toward their Fordham degree. Transfer credit policies and procedures can be found on the University’s Policy Page ([fordham.edu/credithourpolicy](http://fordham.edu/credithourpolicy)). Deans maintain ultimate authority over the acceptance of college credits transferred from other institutions.

## **SUPPORT FOR STUDENT LEARNING**

### **Academic Advising and Tracking Academic Progress**

Ensuring that students take courses appropriate to their previous preparation, major program requirements, and personal academic goals is essential to the quality of their academic experience and ultimate educational success. All Fordham students use Degree Works, an online degree audit tool, to track progress toward their degree, and receive guidance in selecting courses through a combination of personal advising and written guides.

Previous surveys had suggested that undergraduate students were not satisfied with their experience with academic advising. The participants at the fall 2014 student focus groups expressed considerable enthusiasm for Degree Works, but were less unanimous in their evaluation of the guidance they receive in selecting courses through a combination of personal advising and written guides. The University has addressed this issue, as illustrated in examples described below, and continues to monitor it.

Upon matriculation, A&S undergraduates are assigned a specially-trained faculty advisor who meets with them in groups and individually during their first three semesters. Once undergraduates declare a major, each student is assigned a faculty advisor within his/her area of concentration. Gabelli students are advised by class deans in groups and individually. Focus group participants noted that occasional misinformation from their advisors is a common source of student frustration with advising. To address such concerns, the FCRH Dean enhanced faculty advisor training programs and directed advisors to meet with their advisees more frequently on an individual basis rather than in organized group meetings. Advisors were also instructed to increase individual meetings with students having academic difficulty and with those needing additional support in selecting a major (see FCRH Core Advising Annual Report 2014-2015\*). Such changes may be having the desired impact. Fordham's 2014 NSSE results show that students rate their advising relationship somewhat higher than students at other Jesuit institutions do, an improvement since 2007, when Fordham students rated their advising relationships below those of Jesuit peers. Corroborating evidence is available from the spring 2014 HERI CSS survey: 57% of seniors reported that they were satisfied or very satisfied with the academic advising they received, an increase of about 7% over previous years, although still slightly below comparison groups. Both surveys suggest that the quality of Fordham's undergraduate advising program has improved.

Most of Fordham's graduate schools (GSAS, GSE, GRE, and Law) assign their students an advisor from the faculty teaching in the student's program. They also provide handbooks outlining degree requirements, timelines, and academic policies. (See the institutional template on Compliance with Accreditation-Relevant Federal Regulations, Appendix 2.) Students are expected to consult with their advisors prior to registering for courses each term.

Gabelli employs professional advisors for its graduate students. Upon matriculation, they provide each advisee an Academic Advising Sheet\* outlining degree requirements and are available for consultation at any time. However, students are *required* to consult their advisor prior to their final trimester in order to ensure satisfactory progress toward degree requirements. GSS also employs outside, non-faculty advisors for its students in their first semesters. They are assigned on the basis of the student's home campus. Once the student begins the required field work, the faculty member conducting the respective seminar assumes the role of advisor for the students in the class.

In addition to academic advising from the faculty, the Law School promotes deliberate and well-informed academic choices through its Curriculum Guide ([fordham.edu/jdcurriculum](http://fordham.edu/jdcurriculum)). In response to its own concerns about the coherence of students' academic program choices, in 2013-2014 the Law School faculty also formulated suggested course clusters, or concentrations, within the upper-division offerings to help guide students in designing a coherent program.

### **Effectiveness of Course Scheduling**

The success of academic advising depends also on the availability of courses. Within A&S, department chairs construct course schedules annually in consultation with their faculty, and the associate deans of the respective schools monitor the availability of core courses for all undergraduates. In responses to the 2012-2014 HERI CSS surveys, approximately half of the students enrolled at FCRH, FCLC, and Gabelli reported "occasionally" having "difficulty

getting the courses” they needed (Table 4.4 below). The 2014 undergraduate focus group participants reported similar frustration with course scheduling: (1) students who wish to register for courses not on their home campus face transportation barriers due to different class meeting times; (2) cross-campus registrations are sometimes restricted outright; (3) students at Rose Hill and Lincoln Center have different registration schedules, with the result that students with a later registration schedule are frequently closed out of desired courses on the other campus; and (4) inadequate information about the frequency and pattern of course offerings hinders students from planning their academic programs in advance.

<b>Table 4.4</b>				
<b>Percentage of students responding "Frequently" to "had difficulty getting the courses you needed"</b>				
<b>School</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	
FCRH	16.8%	14.6%	10.2%	
FCLC	17.6%	21.7%	13.0%	
GSB	15.1%	8.6%	2.3%	
PCS	0.0%	0.0%	4.3%	
<b>Total</b>	<b>16.4%</b>	<b>14.8%</b>	<b>8.4%</b>	
<i>Source: HERI CSS</i>				

The combined complications of accessing classes on two campuses (Rose Hill and Lincoln Center) likely explains the relatively high percentages of A&S undergraduates’ difficulties registering for needed courses. Until fall 2014, undergraduate Gabelli courses were offered only at Rose Hill. PCS students may take courses freely on any campus. Since Fordham College students need their academic dean’s authorization to register for courses on the other campus, their reports of difficulty likely reflect the effort required to enroll in some courses rather than the courses’ unavailability.

When required courses are unavailable, the class dean may allow the substitution of an appropriate alternative course. In Table 4.4 above, the highest numbers of students reporting difficulty in registering for courses coincides with the 2010-2013 implementation of the new undergraduate Core Curriculum. The difficulty seems to have abated as that process progressed. Finally, records in the Office of Institutional Research suggest that course availability is not responsible for delays in students’ graduation: those who required more than four years to complete a four-year program typically enroll in elective courses in their last term(s).

With the full implementation of the new core curriculum in spring 2013, fewer students were expected to need waivers for required courses. However, the increase in the size of the freshman class entering in fall 2014 revived this concern. In spring 2015, the Core Curriculum Committee (CCC) consulted with the associate deans of FCRH and FCLC and reviewed both the number of waivers issued and the availability of core courses in order to ascertain student needs (see the CCC report of its April 22, 2015 meeting to the A&S Council\*). These parties will continue to monitor the availability of core courses until waivers are rare.

## **Instructional and Educational Resources in Support of Learning**

Faculty and students at each of Fordham's campuses have access to well-equipped classrooms, laboratories for research and instruction, computers and networks, theater and art facilities, and libraries. As reported in Chapter 10, respondents to the fall 2014 Middle States Faculty Survey regard these resources as adequate to their instructional needs. The University maintains a general collections library on each of its three campuses and a law library at Lincoln Center. Two-thirds of the respondents to the Faculty Survey characterized the library collections and services as adequate or better, and only 4% of the comments identified library resources as a problem. A substantial majority of respondents either agreed or strongly agreed that Fordham is providing adequate facilities and technology in support of teaching and the curricula, but 26% of the comments noted a concern with these areas. Some noted that classroom technology was outdated, slow, or often non-functioning. The match of the classroom to the size and type of course and the general difficulty of finding space for additional activities (such as lectures and discussion groups) were also noted as problems. Some of these difficulties are likely to be alleviated as space is re-organized following the renovation and reopening of the old Law School building at 140 West 60<sup>th</sup> Street.

Deans of each school have funds available to faculty for instructional expenses. Half of the full-time instructional staff reported applying to their deans for teaching resources not provided by the University; 85% of those requests were granted and almost half of the respondents reported having more than one request granted. This pattern held across the ranks, but not across schools: approximately 25% of the Law faculty responding had applied for additional resources, but only half of those requests were granted, with no multiple grants. Overall, 11% of the comments identified funding for student projects/research, co-curricular activities, or innovation as being too limited.

Although none of Fordham's schools has learning goals specifically related to technological competency, students are expected to possess or develop those technical skills necessary to complete their course work. Specialized skills are taught in some courses as appropriate to the subject matter. Fordham supports and promotes the technological competence of its students through written materials broadly distributed and continually available on websites as well as by individualized assistance and support. Fordham IT issues periodic e-newsletters to students covering a range of timely technology topics of relevance to students (e.g., using Blackboard, connecting to a network, improving search results) and describe services and resources available to them. For more specific or hands-on assistance, students can contact Resident Technology Consultants (RTCs), fellow undergraduates who are available in the residence halls seven days a week, or walk-in consultants at campus IT Customer Care Centers. RTCs also provide workshops in response to expressed needs of their residents. Similarly, IT provides for the technology needs of faculty members through its Instructional Technology Academic Computing (ITAC) unit, which offers training, walk-in help centers, and opportunities to experiment with new technologies.

The Writing Center collaborates with faculty to provide writing workshops within courses and offers assistance to individual students through its tutorial service. Tutorial services are also available, free of charge, in biological sciences, chemistry, classical and modern languages and literatures, computer science, economics, math, physics, and philosophy.

Fordham’s commitment to *cura personalis* is reflected in its attention to the needs of all students, not just traditional U.S. undergraduates:

**International Students:** The number of international undergraduate students matriculating at Fordham has increased more than five-fold since fall 2005, and the number of graduate students has increased four-fold over that same period (see Table 4.5). Recognizing the increasing number of international students, 6% of the comments offered in the 2014 Middle States Faculty Survey expressed general concern about the instructional staff’s preparation to teach these students with specific concern about support for students whose English language skills were in need of improvement. Overall, approximately half of the survey responses indicated that Fordham had the needed resources to serve its international students in their course work, with variability across schools (approximately 40% of the respondents in the Arts and Sciences and Social Service felt the resources were adequate as against 67% of the respondents in the Law School). As described in Chapter 5, the Institute for American Culture and Language has been increasingly partnering with school deans to address these needs. Such efforts will continue.

**Table 4.5**

**Number of Matriculated International Students**

<b>Student Level</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
Undergraduate	98	115	150	170	211	275	365	395	459	554
Graduate	345	345	378	473	504	609	744	1,029	1,232	1,348

*Source: Office of Institutional Research Report to CUSP, August 21, 2015*

**Adult Undergraduates:** Fordham’s School of Professional and Continuing Studies has expanded its reach to non-traditional undergraduate students and to military veterans in particular. PCS has adopted a modified core curriculum for its students and offers opportunities to take evening, day, and weekend courses. Student retention rates serve as a measure of the success of these options, although such analyses are not routine. The 2014 IPEDS survey\* provides benchmark data for first-time part-time students, allowing Fordham to compare its fall to fall retention rates to those of its peer and aspirant institutions. This report suggests that Fordham’s retention of part-time students (52% for the fall 2013 cohort) lags somewhat behind that of its comparison institutions (64%). Caution should be employed in interpreting these numbers, however. These statistics fluctuate substantially each year. Fordham’s previous cohort’s retention rates were considerably lower (42% for the 2012 cohort), but the comparison groups also showed substantially lower rates (45%). Moreover, these statistics capture less than 85% of the PCS student population, since approximately 13% to 16% of each incoming PCS class has transferred from another institution and an additional small number are full-time first-time students. Retention of full-time first-time students at PCS has generally improved over the past eight years.

**Military Veterans:** Chapters 1 and 3 document Fordham’s success in supporting veterans. This group of students can avail themselves of a dedicated advisor, a dedicated student association, workshops, and newsletters as well as counseling and disability services available to all. Veterans and other students with military ties currently comprise a small subset of Fordham’s student body, and their retention rates, especially among part-time students, are high. Fordham was ranked 55th in the *Best for Vets Colleges 2016* report, [fordham.edu/usnews](http://fordham.edu/usnews) and [fordham.edu/vets](http://fordham.edu/vets)), a designation based upon an institution’s efforts to make college affordable to veterans.

**Returning Students:** Each school has adopted its own policies for students who withdraw from the University and then seek re-admission to complete their degrees. In all schools, students may take a short-term leave of absence with the approval of their school dean and no further repercussions. Undergraduate students returning after a significant length of time must re-apply through the Office of Admissions, and they frequently have special needs with regard to degree requirements, which may have changed over the years, as well as other concerns. Archival copies of the undergraduate bulletin are available online back to 2004, and actual paper copies go back much further. Appropriate accommodations are made to synchronize the student’s former record with current curricular requirements.

In most graduate divisions, time taken for a leave of absence counts toward the time limit for completing the degree. Re-admitted students must complete their degrees under current norms and requirements.

The University Registrar maintains student transcripts back to the 1950s, sufficient to support students who want to complete degrees at Fordham or elsewhere.

## **ASSESSMENT OF STUDENT LEARNING (STANDARD 14)**

### **Program-Level Student Learning Assessment**

At the time of the last (2006) decennial re-accreditation self-study, Fordham’s program- and school-level student learning assessment efforts were just developing. In the decade since, the University’s schools have evolved approaches to assessment that suit their academic cultures, are useful and sustainable, and adhere to the requirements of national accreditors, where necessary, as well as Middle States standards. The evolutionary development of these efforts has proven uneven at times, and each school, as described below, continues to refine them.

Assessment of student outcomes, and student learning more specifically, is designed and managed independently within each school, with the Provost communicating expectations to the deans, and sometimes directly to the faculty as well as providing some centralized support for assessment work. In addition to the Provost’s leadership, the central administration has also provided a consultant for assessment (the Assessment Officer), statistical analyses and data (from the Office of Institutional Research), and opportunities for professional development (through the Center for Teaching Excellence [CTE]). In 2011, the Provost’s Office provided financial assistance to support assessment work, and a dedicated budget line was established in 2013-2014. Although Fordham’s CTE was closed in May 2014, Dr. John Rakestraw, Executive



Director of Boston College's CTE, has been helping the University explore a variety of ways to support school-specific professional development in the areas of teaching and learning.

### **Assessment in A&S and the Liberal Arts Core**

Since many of Fordham's A&S faculty lacked the skills of measurement and evaluation found in education or social work, they initially struggled with program-level assessment. The challenges – new reports and deadlines, new terminology, and, for some, new conceptual frameworks – were evident, and the benefits uncertain. To bridge the divide between the unfamiliar area of formal program assessment and their own areas of established expertise (scholarship, teaching, learning, and pedagogy), faculty were encouraged at the outset to carry out a complete assessment project even before all goals, objectives, and plans were developed. The Provost and deans directed programs and departments to establish a small subset of goals upon which all faculty readily agreed, and then assess one of them. The experience of completing a full assessment project and responding to the findings empowered faculty to take ownership of assessment activities in subsequent years. The expectation for annual program assessment was thereafter formalized in the Arts and Sciences' annual planning and authorization (P&A) documents submitted to the deans as part of the University annual report process. Assessment reports are submitted with and referenced within the P&A documents.

Another feature of the schools' approach to assessment has been an emphasis on the usefulness of assessment for purposes of program improvement and quality assurance with the view that doing so is the best way to fulfill Fordham's responsibility to the public. The value of program-level student outcomes assessment is communicated to department and program leadership each August during the A&S Dean of Faculty's annual Chairs' Orientation Seminar,\* a program intended to help chairs with all aspects of program and department management.

The schools' focus on assessment for program improvement has implications for the way assessment is guided within each school. Faculty have been supported in prioritizing the examination of areas of concern, sometimes repeatedly, even at the expense of examining other learning goals. Driven by the faculty's program improvement goals and shaped according to their priorities, annual assessment projects evolved to blend both direct and indirect measures of student learning, student and alumni outcomes and satisfaction metrics, transcript and syllabus reviews, and a variety of standardized and ad hoc analyses of institutional data. The sufficiency of the evidence examined by each program was considered partly in light of the goals of the assessment research as well as of its conclusions. Clear, preferably direct, evidence of student learning is expected from programs reporting satisfactory student achievement. However, when program faculty undertake a complete re-evaluation of a program's curricular content, coherence, or rigor, faculty testimony, and self-critique of student achievement are considered acceptable evidence (akin to Barbara Walvoord's "Basic, No-Frills Assessment Plan," Walvoord and Banta, 2010), even though concrete student learning data may have been recommended (in part to serve as baseline comparison for future assessment). Reflection and self-criticism, while lacking psychometric rigor, can have

"consequential validity" (Kuh, Ikenberry, Jankowski, Reese Cain, Ewell, Hutchings, & Kinzie, 2014, p. 41) when accompanied by planned revisions to the program.

Finally, emphasis on program improvement has sometimes drawn faculty to examine their introductory or gateway courses first within the context of the major curriculum. Since such courses encourage and empower (or deter) students to pursue a particular course of study, the effectiveness of these courses in promoting student learning and engagement is essential to any other learning outcomes the program might desire.

This focus on program improvement led to the conclusion that the primary audience to which assessment evidence must be addressed is the program faculty, i.e., those individuals in the best position to change the course or program. But the needs of current and prospective students for information about program goals and outcomes have also been taken into account. That information is available on department and program web pages. Also under the leadership of the GSAS Dean, the University established a Task Force on the Future of the Liberal Arts in 2014. It has been instrumental in providing language through which the broad value of the arts and sciences can be expressed to constituencies outside the academy in general and outside the liberal arts and sciences in particular. (See [fordham.edu/core](http://fordham.edu/core) for an expression of these ideas.)

In addition, at the President's request, all schools have begun collecting post-graduation outcomes information and reporting those outcomes in compliance with National Association of Colleges and Employers (NACE) protocols and standards. Although securing employment, graduate school admission, or acceptance to a service organization does not constitute a direct measure of student learning, such metrics are important to students and their families and provide assurance that the learning goals identified by the faculty have practical import beyond academia. Many faculty, too, have examined placement information from undergraduate and graduate students to ascertain whether program curricula are supporting students in the pursuit of their personal goals.

The A&S framework and approach to assessment establishes a University-wide model: schools and their faculty now develop processes and standards by which to assess student learning in ways that yield useful information for quality assurance and program improvement as well as fulfill the requirements of national accreditors to whom they may answer. The examples below describe current assessment practices in each school and, drawing on the fall 2014 Middle States Faculty Survey, examine the extent to which faculty regard assessment efforts as useful, worthwhile, and trustworthy.

As mentioned above, each of the 84 programs in the three undergraduate colleges as well as the undergraduate division of the Gabelli School of Business pursues its unique set of student learning goals while supporting a common core curriculum for undergraduates. Program faculty are responsible for the assessment of degree- and certificate-granting programs within their departments and inter-disciplinary programs, and the Core Curriculum Committee oversees and directs assessment of the core.

As a means of sharing assessment projects and practices, the Office of Institutional Research maintains assessment capsules on its website. As these capsules show, since 2011,

faculty of almost all A&S programs have articulated student learning goals and have conducted assessments. The expectation of ongoing assessment is communicated formally through the A&S annual reporting process each spring. Program assessment reports accompany a broader document that covers plans for the coming year and addresses resource needs. The A&S deans, in collaboration with the University Assessment Officer, provide faculty individual feedback on their assessment work with a particular focus on the quality of the assessment enterprise itself.

Program faculty are encouraged to pursue assessment projects that are likely to benefit the program most, to use program faculty expertise as much as possible, and to avoid technical jargon if it obfuscates the research or reporting process. Nonetheless, A&S faculty respondents to the 2014 Fall Faculty Survey were less likely to regard assessment positively than were their peers in other schools of the University. They expressed concern over whether assessment is informative, pertinent to their teaching, and worthwhile. The A&S faculty has been afforded significant flexibility in this regard, but there remains a need for professional development programs regarding assessment in order to underscore its usefulness. This need is currently being discussed as part of larger plans to replace the functions of the former Center for Teaching Excellence.

Faculty unfamiliar with assessment strategies may also need additional assistance in developing meaningful assessment projects; after their initial ideas for measures and strategies were carried out, innovation stalled, and with it enthusiasm for the enterprise and its outcomes. Assessment as a whole continues to suffer from its reputation as a bureaucratic exercise. Ironically, faculty unfamiliar with the details of assessment research appear to conduct program-level assessment and report those assessments in annual reports to the deans without realizing that that is what they are doing. Additional support is essential to help faculty understand what constitutes assessment, where and how they are conducting it, and where they are not.

Since its review and revision in spring 2008, assessment of the Core Curriculum has benefitted from the support of additional faculty leaders, namely the chair of the Core Curriculum Committee and the Associate Dean for Curriculum and Planning. To date a variety of evidential data have been collected and analyzed:

*Eloquentia Perfecta (EP) courses:* Students are required to take four of these writing-intensive courses over their undergraduate career. Faculty solicit voluntary submissions of students' (self-assessed) best work in each course at the end of each semester. A series of overlapping rubrics has been designed to assess student performance in this course sequence. To date, EP1 papers have been evaluated against a rubric, with the assessment of EP2 and EP3 papers to be completed in 2015 - 2016.

*Understanding Historical Change (UHC):* This introductory course seeks to advance students' critical thinking skills by honing their ability to analyze primary sources. During spring 2015, faculty teaching UHC courses were asked to provide examples of student work involving primary source analysis for purposes of assessment. Graduate teaching assistants with experience in teaching this course were chosen by the

faculty of the history department to score a sample of the submissions against a rubric. While student performance was generally satisfactory, the assessment process raised questions about the reliability of systematic instruction on basic information literacy skills such as paraphrase, quotation, and citation conventions. The resulting report was reviewed by the history department faculty and the Core Curriculum Committee in fall 2015. To address these shortcomings, the library plans to revise its online tutorial on information literacy (release date not yet set), and the history department will create a guide on sources and citations to be used in UHC courses beginning in fall 2016.

*Faith and Critical Reason:* This foundational course in theology underwent an initial assessment in spring 2014 using a survey/quiz\* administered at the beginning and end of the semester. Results suggest that the course satisfies its learning goals, with students overall expressing the target knowledge and attitudes and rating the course as contributing to the advancement of their understanding. Variations in student performance and response invite opportunities for further investigation and conversation. The theology department and Core Curriculum Committee will be considering their next steps during spring 2016.

Finally, evidence of learning within the Arts and Sciences is suggested in part by the successful graduation of students from coherent and rigorous programs run by credentialed faculty. Over the past decade, Fordham’s retention and graduation rates have remained steady (Table 4.6) and above the national average (64%) for not-for-profit Doctoral/Research Universities-Intensive (Carnegie Classification 2000 for cohort year 2007). Several additional indicators suggest that students graduate with a quality education, having achieved a measure of academic excellence and a concern for and engagement with their communities, both locally and beyond. For example, Fordham’s respondents to the 2014 HERI College Senior Survey (61.4%) are more likely than seniors at public universities (55.3%) to feel that their “understanding of the problems facing your community” is among their strengths. Fordham seniors similarly feel better prepared to understand national and global issues (49.6% and 49.3%, respectively) than peers at public universities (42.6% and 41.6%, respectively). They anticipate a life-long interest in “improving my understanding of other countries and cultures” (78.7%, Fordham; 65.2%, public universities). In the same survey, students indicated that careers in which they can “work for social change” (55.5%, Fordham; 48.4%, public universities) and “express...personal values” (78.7%, Fordham; 72.3%, public universities) are very important or essential to them. All of these results suggest that Fordham’s mission lives within its students.

**Table 4.6**

**Retention and Graduation Rates, Fall 2006 to Fall 2014 cohorts, First-time, Full-time Freshmen**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>RETENTION</b>									
Entering Class	1,702	1,761	1,853	1,812	1,868	1,962	1,855	1,944	2,229
Entering Class (After Exclusions)	1,697	1,760	1,852	1,812	1,865	1,962	1,853	1,943	2,229
Fall Retention Rate - 2nd. Yr.	89.8%	91.0%	89.5%	89.1%	88.6%	88.6%	90.9%	89.4%	---
Fall Retention Rate - 3rd. Yr.	85.0%	85.1%	83.3%	84.9%	83.4%	82.9%	76.4%	---	---
Fall Retention Rate - 4th. Yr.	83.2%	81.7%	80.6%	81.7%	80.9%	78.6%	---	---	---

**Table 4.6 (cont.)**

**Retention and Graduation Rates, Fall 2006 to Fall 2014 cohorts, First-time, Full-time Freshmen**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Fall Retention Rate - 5th. Yr.	4.7%	4.9%	5.5%	6.4%	0.6%	---	---	---	---
<b>GRADUATION</b>									
Entering Class	1,702	1,761	1,853	1,812	1,868	1,962	1,855	1,944	2,229
Entering Class (After Exclusions)	1,697	1,760	1,852	1,812	1,865	1,962	1,853	1,943	2,229
Cumulative Graduation Rate - 3rd. Yr.	0.4%	0.9%	1.0%	0.8%	0.6%	1.1%	---	---	---
Cumulative Graduation Rate - 4th. Yr.	76.7%	76.1%	74.8%	74.9%	74.4%	---	---	---	---
Cumulative Graduation Rate - 5th. Yr.	80.3%	80.3%	79.4%	79.9%	---	---	---	---	---
Cumulative Graduation Rate - 6th. Yr.	81.3%	80.6%	80.0%	---	---	---	---	---	---
Cumulative Graduation Rate - 7th. Yr.	81.6%	81.0%	---	---	---	---	---	---	---
Cumulative Graduation Rate - 8th. Yr.	81.9%	---	---	---	---	---	---	---	---

*Sources: Student Information System and Office of Institutional Research*

These outcomes likely reflect both the qualities the students bring with them when they choose to come to Fordham as well as the experiences they gain while at Fordham that deepen and expand those qualities. The results of the 2014 NSSE survey show that Fordham students engage in “discussions with diverse others” (a NSSE composite measure) as much as do students at NSSE’s Top 50% of institutions and at other Jesuit institutions, fostering an appreciation for diverse perspectives and experiences.

At the foundation of students’ engagement with their communities lie the knowledge, sound judgment, and reasoning that constitute academic excellence in a liberal arts education. NSSE survey results on composite measures of Higher-Order Learning, Reflective and Integrative Learning, and Productive Learning Strategies suggest that Fordham students engage in challenging and creative work during their Fordham careers. The 2014 survey results show that Fordham’s students, both freshmen and seniors, engage in these intellectual activities as much or more than students at other Jesuit institutions and consistently more frequently than students at public universities. Fordham students readily move beyond the walls of the University, completing internships and studying abroad in numbers that meet or surpass those of Jesuit and public institution comparison groups. In short, Fordham students take advantage of the ample opportunities available to them. The resulting experience improves their intellectual capacities and prepares them for engagement in their communities as citizens and leaders.

**Assessment in the Gabelli School of Business**

Because academic programs in Gabelli draw on faculty and courses in multiple academic areas, starting in 2010 assessment in this school has focused on articulated program learning objectives and core courses at the graduate and undergraduate levels rather than on degree programs per se (see GSB-Fordham University Continuous Improvement Review Report, February 2014\*). Assessment coordinators in each

academic area work with faculty to develop assessment strategies for school- and program-level student learning goals. They are also responsible for organizing the administration of course-embedded measures and the collection of resulting student work. Results of these assessments are reported to area faculty who design and implement improvements as needed. As of February 2014, 55 assessment reports had been written and several improvements have been made. Most notable among improvements resulting from program assessment has been the development of Gabelli's undergraduate "integrated core" and a sequence of "integrated projects." While students appeared to master the objectives of each of their courses individually, Gabelli faculty found that they struggled to apply those skills and knowledge to capstone projects undertaken later in their undergraduate careers. To remedy this, the faculty redesigned the core business curriculum so that students applied their emerging skills and knowledge to a project in each year of their four-year curriculum. Students are now assigned an "integrated project" aligned with the core courses required in that same year.

Over the past four years, an increasing number of Gabelli faculty have participated in student learning assessment. According to the fall 2014 Faculty Survey, approximately 75% of them participated in program-level assessment. The school administration has offered incentives for involvement to assure its faculty that it values such efforts. However, slightly less than half of the Gabelli faculty who responded to the survey found program-level assessments informative (47%), pertinent to their teaching (47%), trustworthy (41%), and worthwhile (46%). About half would feel comfortable making curricular decisions based on the assessments conducted.

### **Assessment in the Graduate Divisions**

**Graduate School of Social Service:** The GSS curriculum was revised in AY 2011-2012 to ensure that students develop all of the competencies required by the Council for Social Work Education (CSWE) and to more strongly reflect Fordham's Jesuit traditions. The faculty reviewed and renewed its student learning outcomes and developed a new course titled Human Rights and Social Justice. The school also adopted a new approach to collecting evidence of student learning and a multi-method, multi-measure approach to assessment and program quality assurance. An annual assessment procedure, facilitated by the Tk20 computer system, draws on a combination of common embedded assignments, evaluation by field supervisors, and student self-assessment. In spring 2011, the school also conducted a survey of recent graduates. Results of the assessment process are reported and reviewed each term by the GSS Curriculum Committee and the school's faculty.

GSS faculty seek to ensure that at least 80% of their students achieve a rating of "competent" or better in each of the program competencies. The most recent assessment results and New York licensure rates are provided to current and prospective students on the school web pages ([fordham.edu/GSSaccreditation](http://fordham.edu/GSSaccreditation)) and ([fordham.edu/GSSresults](http://fordham.edu/GSSresults)). In general, GSS programs are meeting their competency targets. Field assessments are reliably more favorable than course-embedded assessments. In some cases, faculty regard the field assessments as most germane to the skill being assessed. However, weaknesses in measures of critical thinking competencies evoked concern and have become the target of program improvement efforts. Further details of GSS assessment procedures and findings are available in their 2013 report to CSWE, a copy of which is available upon request.

The fall 2014 Faculty Survey suggests that more than 80% of the GSS faculty are involved in program-level assessment in one way or another. More than 70% report that they have used program-level assessment outcomes to modify their courses in the past two years, and 53% have done so to better align their course with subsequent courses. Consistent with this behavior, more than 70% agree or strongly agree that program-level assessments are informative and pertinent to their teaching. The majority of GSS faculty (59%) regard program-level assessment results as trustworthy and feel comfortable making program curriculum decisions based on assessment results (55%).

**Graduate School of Religion and Religious Education:** GRE has traditionally employed the assessment principles embedded in the CADE (Competency Assessment in Distributed Education) system through JesuitNet (<http://www.ajcunet.edu/jesuitnet-design-cade/>) for both online and traditional courses, but this effort tended to focus on course-level rather than overall program-level assessment. Assessment measures aligned with course outcomes ensured that course grades reflected the desired outcomes and that faculty could use this assessment protocol to identify strengths and weaknesses in curricula and instruction and improve courses accordingly.

In the past three years, the school has established appropriate bodies for ongoing faculty-led review and decision-making about program curricula and program-level student learning outcomes. Initial assessment efforts employed indirect methods of ascertaining the success of a particular program by evaluating its curriculum in light of standards and expectations of ecclesial, professional, and governmental bodies. Program-level learning goals were established in keeping with those standards and expectations as well as with the University and school mission. Program chairs at other institutions were consulted to ensure that GRE's curriculum prepares its students appropriately and adequately for admission to those programs. Many GRE programs were revised as a result of these initial evaluations.

A faculty team subsequently assessed two program-level goals common to all of GRE's programs: the mastery of appropriate research skills and the ability to communicate the Christian story. The assessment team reviewed a random sample of capstone or significant course papers against a rubric and discovered that, while most students met the second learning goal, student performance fell short in several areas regarding research skills. Recommendations for changes in advising and course curriculum – including additional opportunities to conduct primary source analysis and develop research skills – have been adopted and will be assessed again soon.

The GRE faculty is small, and only half responded to the fall 2014 Faculty Survey, thus caution should be used in interpreting the survey findings. Among those who did respond to the survey, all were aware of program and school assessment activities, and most reported modifying their courses in response to program-level assessment. All agreed or strongly agreed that their program-level assessments were informative, trustworthy, worthwhile, and pertinent to their teaching, although they generally regard the assessments as a somewhat more accurate window of their program's weaknesses than of its strengths. On the whole, they are willing to make

program-level curriculum decisions based on their assessments. Given the limitations of this survey sample, other indicators of faculty perspective must be considered: the faculty unanimously approved the proposed assessment plan in spring 2014, promptly conducted its first phase, and reviewed and accepted the results and recommendations. A second assessment was conducted in spring 2015 and discussed subsequently.\*

**Graduate School of Education:** GSE's standards, dispositions, and student learning objectives ([fordham.edu/GSEstandards](http://fordham.edu/GSEstandards)) share the University's Jesuit commitment to academic excellence, ethics, and social justice. Under the aegis of the school's Program Review and Evaluation Committee (PREC), all academic programs periodically complete two reports on a biennial cycle: the Program Assessment Alignment Matrix and the Biennial Program Review Report (BPRR). Further details about these assessment tools and their use can be found in the GSE Assessment Handbook\*. Outcomes are available to current and prospective students on the school's web pages ([fordham.edu/GSEassessment](http://fordham.edu/GSEassessment)).

In the fall 2014 Faculty Survey, 62% of the 50 GSE faculty respondents reported having some involvement in program-level assessment. Approximately 84% reported that they modified courses in the past two years in response to program-level assessments, 24% to better match the preparation students receive in preceding courses, 68% to better prepare students for subsequent courses. (Percentages add to more than 84% because faculty reported changing courses for more than one reason.) Faculty views of the value of program assessment are generally positive, reporting that program assessment is informative (71%), pertinent to their teaching (68%), trustworthy (55%), and worthwhile (68%).

Although GSE previously conducted program assessment on an annual basis, since 2011 it has done so on a biennial basis, collecting course-work, field supervisor evaluations, and self-evaluations for each student each term. In AY 2013-2014, PREC's chairperson conducted a survey of GSE faculty\* to ascertain which assessment measures they regard as most beneficial. Approximately 93% of the faculty respondents judged program assessment to be at least moderately beneficial to improving their programs, primarily by facilitating conversations among faculty. They also reported that assessment results tended to reinforce judgments about the strengths and weaknesses of programs rather than uncover new information. Overall, faculty tended to agree that annual assessments are useful, independent of accreditation requirements, even though compilation of data is not easy and some data lack quality.

**Law School:** The Law School has traditionally relied on bar passage rates as its primary metric of program effectiveness. The school posts passage rates and career placement reports on its webpages for current and prospective students ([fordham.edu/ABAdisclosures](http://fordham.edu/ABAdisclosures)). Nonetheless, the faculty have long felt that the bar exam was narrow, did not reflect the entire mission of the school, and did not readily inform program improvement. In response to such sentiments, in 2011 Fordham's Law School Curriculum Committee initiated a conversation about student learning assessment by taking an inventory of course-level assessment methods employed by the faculty. The school's accrediting agency, the American Bar Association (ABA), subsequently issued requirements for both course-level and program-level student learning assessment. A self-study committee within the Law School drafted a set of student learning outcomes for the JD



program as part of its preparations for the next ABA reaccreditation review in spring 2016. Once adopted, program-level assessments will be conducted.

In sum, faculty across the University tend to regard program assessment efforts as yielding useful information, with faculty from schools with the most rigorous assessment programs (GSE and GSS) reporting the greatest sense of their value and trustworthiness. The differences in views may reflect the relative formality of the GSE and GSS assessment frameworks, which may reinforce their value and accuracy. These differing attitudes may also arise from disciplinary differences, with faculty in GSE and GSS more accustomed to assessment as a matter of training and practice. Whatever the source of the discrepancy, Fordham can support all of its schools' assessment efforts by providing greater opportunities for sharing expertise across schools and programs.

### Course-Level Student Learning Assessment

University policy requires the collection of student feedback concerning the quality of the course(s) they have taken at the conclusion of every course with an enrollment of more than three students. Faculty report that that policy is consistently upheld and that all (90.4%) or most (8.6%) of their courses are evaluated in this way. A substantial majority (70%) of faculty report having revised their courses during the past two years, primarily on the basis of the feedback so obtained (70.1%). In fact, student feedback was among the four reasons cited by the majority of faculty respondents who did revise a course. Few other assessment-related activities motivated course revisions for as many of the faculty (Table 4.7):

Student course evaluations provide both valuable information about a student's experience in class and indirect indicators of the extent of student learning. Recently acquired datasets from online course evaluations in the Arts and Sciences (spring 2013 to spring 2015) show that students generally agreed with statements about course quality and their own learning (as described above in the section on **Quality, Coherence, and Rigor in the Undergraduate Liberal Arts Core Curriculum**).

<b>Table 4.7</b>	
<b>Top 8 Reasons Cited for Revising Courses, All Faculty</b>	
<b>Reason Endorsed</b>	<b>Percent Respondents (n=294)</b>
Changes in your thoughts about pedagogy	75.5%
Feedback from student course evaluations	70.1%
Desire to keep things interesting and engaging for you	64.3%
Need or desire to incorporate advances in your field	60.9%
Desire to capitalize on or generalize successes in this or other courses	45.6%
Dissatisfaction with student engagement or interest	31.3%
Dissatisfaction with student performance	31%

<b>Table 4.7 (cont.)</b>	
<b>Top 8 Reasons Cited for Revising Courses, All Faculty</b>	
<b>Reason Endorsed</b>	<b>Percent Respondents (n=294)</b>
Desire to align the course with departmental, program, or area goals	29.6%
<i>Source: Fall 2014 Faculty Survey</i>	

Students' self-assessment of learning has validity if they understand the course objectives. Several indicators suggest that students and faculty believe that course objectives are shared and achieved. In the SEEQ course evaluations from spring 2012 to spring 2015, 84.7% of students overall agree that the "proposed objectives agreed with those actually taught," and 83.7% agreed that "examinations/graded materials tested class content as emphasized by the instructor." In short, students generally experience their courses as organized toward the accomplishment of clear objectives. Consistent with those findings, in the 2014 NSSE survey, Fordham students (84% of freshman respondents; 87% of senior respondents) report that instructors "clearly explained course goals and requirements."

Almost all faculty (96%) report that they explicitly articulate the expected learning goals in all or most of their courses. Of those faculty who do articulate their learning goals, most report that they do so on syllabi (92%), during lectures or discussions (86%), and in other course documents (42%). Almost all faculty (98%) believe that their assignments reflect their course goals well and that the students achieve those goals during the course (90%). However, somewhat fewer faculty report that they systematically review their students' performance against their course goals (78%) or systematically review patterns of strengths and weaknesses in student performance as a group (86%), suggesting that professional development opportunities for learning such strategies for course improvement might be useful.

### **Use and Effectiveness of Student Learning Outcomes Assessment**

While the University has been building an understanding of assessment and its uses and establishing reporting mechanisms, results of the Fall 2014 Faculty Survey suggest that current practices can be improved. Overall, 50% of respondents report that they believe assessment efforts are worthwhile. These results likely reflect faculty concern about the accuracy of assessment metrics. The faculty of two schools, GSE and GSS, give relatively high ratings to the value and use of their assessment work. They have fully developed assessment systems for collecting data pertinent to their student learning goals, but additional responses suggest that there is room for improvement. In 2014-2015, GSE conducted a faculty survey to examine ways of refining their assessment processes, with particular attention devoted to clarifying which data are most informative. Overall, this survey suggests the conversations engendered by assessment work are valuable, even when the metrics are imperfect. The University will continue to foster such engagement and broaden its reach in the future. Fordham University is developing a culture of assessment in its academic divisions, which maintains the integral relationship between curriculum, pedagogy, and assessment. Assessment is directed by the same decision-makers who are charged with responsibility for programming. Faculty and deans frequently seek and use institutional data and other evidence to evaluate program effectiveness at all stages, from outreach to potential students, evaluation of admissions decisions, student retention, effective teaching and student learning, to graduation and post-graduation placement. The University and

its nine schools have developed resources for supporting academic planning and assessment, but the rapid growth in demand for information has outpaced the ability to provide such support.

### **Recommendations**

- Especially in light of the new continuous strategic planning process adopted by the University, Fordham should conduct a thorough audit of its planning and assessment needs and resources, and consider how most efficiently to provide for those needs. This review should also include a review of business practices surrounding information systems and data quality assurance to ensure that decision-makers have timely access to accurate institutional data.
- The University Statutes delegate responsibility for curriculum and its assessment to the deans and faculty. The University's diversity of schools and curricula employ a variety of approaches to pedagogy and assessment. However, along with the decentralization of these responsibilities, the University created two centrally-located administrative positions following the last (2006) decennial review whose purpose is to support and lead institutional and student learning assessment. The role of those administrators should be reviewed and re-envisioned to better serve the needs of the schools, possibly partnering with new efforts to re-envision support for teaching and learning following the closing of the Center for Teaching Excellence and possibly partnering with data analysts studying institutional support within the schools.
- The value of a Fordham education in general, and a liberal arts education more specifically, is thought to be most evident in the long term. If Fordham seeks to promote this view of the value of its education, it would do well to conduct periodic alumni surveys to determine how its graduates fare in the personal, professional, societal, and spiritual spheres that define their lives after graduation.

## Chapter 5: Related Educational Activities: “Go and Set the World on Fire” (Standard 13)

The Jesuit motto “Go and Set the World on Fire” captures the ambition and quality of related educational activities at Fordham. The data analyzed in this section focus on the six areas listed under Standard 13: (1) Basic Skills, (2) Experiential Learning, (3) Non-Credit Offerings, (4) Branch Campuses, Additional Locations, and Other Instructional Sites, (5) Distance Education, and (6) Contractual Relationships and Affiliated Partners. Fordham’s Certificate Programs are discussed in Chapter 4.

Extending the classroom beyond bricks and mortar, Fordham’s programs of distance education, service and experiential learning, study abroad, collaborations with affiliated partners, and support for basic skills are central to the University mission as well as to the substantiating evidence informing the special emphasis topic of this self-study.

### Basic Skills

Basic skills programs help students gain mastery of fundamental skills required for undergraduate academic work. In addition to departmental and program peer tutoring sessions for students needing or wanting extra help, Fordham offers three state-wide-programs targeted to particular contexts and needs (HEOP, CSTEP, and STEP).

**The Higher Education Opportunity Program** ([fordham.edu/heop](http://fordham.edu/heop)) provides academic support and financial assistance to Fordham students from disadvantaged backgrounds. As already mentioned in Chapter 2, HEOP recruits and works to retain and graduate students with identified potential but low academic predictors. A mandatory summer program is followed by semester-long academic advising, academic skills services, and tutorial services. The HEOP Annual Reports\* note continuous internal assessment and commendable student success rates. Finally, as Table 5.1 shows, average retention rates of HEOP students have been comparable to or higher than those of Fordham undergraduates as a whole since 2006. Although the program’s four-year graduation rates are lower than those for undergraduates in general, the fifth year rates are comparable. Graduation rates at both FCLC and FCRH surpass the NYSED all-time graduation rate of 59% (See HEOP: *The Facts*, [fordham.edu/heopfacts](http://fordham.edu/heopfacts))

<b>Table 5.1. Average Retention and Graduation Rates (Full-Time First-Time Freshmen, 2006-2014)</b>					
	<b>Retention (Fall to Fall)</b>			<b>Graduation (A Y)</b>	
	2nd year	3rd year	4th year	4th year	5th year
<b>HEOP at RH</b>	92.8	85.4	81.7	65.3	78.4
<b>HEOP at LC</b>	91.9	84.6	79.1	59.6	77.3
<b>All RH</b>	91.0	85.2	82.6	78.3	81.5
<b>All LC</b>	87.9	80.2	75.8	67.3	73.5

**The Collegiate Science and Technology Entry Program (CSTEP)\*** serves historically underrepresented and economically disadvantaged students pursuing STEM majors or preparing for admission to professional schools. It and its secondary-education analogue STEP are funded by and benefit residents of New York State. The program is means tested and highly values diversity. Fordham adds 25% to the CSTEP budget to create seats for students from other states. There are typically 25 to 30 applications each year, and about a dozen are usually accepted. (See the webpage ([fordham.edu/step](http://fordham.edu/step) | [fordham.edu/cstep](http://fordham.edu/cstep)) for a complete description of these programs and their support services.) CSTEP reports twice a year to the New York State Education Department and annually to the Provost. Reports to the State\* include data on student demographics, student retention, and student achievement.

Another program ensuring the mastery of basic skills is represented by Fordham’s own **Institute of American Language and Culture (IALC)**, which provides English language instruction to current and prospective students (as well as other, non-affiliated individuals) to help them become fully integrated and, where applicable, academically successful members of the Fordham community. IALC programs serve more than 100 students each year, most of whom are matriculated in one of Fordham’s degree-granting programs. (See Table 5.2.) IALC enrollments have increased since 2011, with the greatest growth in enrollments of matriculated students. In support of this, IALC has partnered with faculty to offer courses that enable students to advance both their English language skills and their knowledge of degree-related content. (See [fordham.edu/esl](http://fordham.edu/esl) for a description of the program and its support services, including a description of its credit-bearing University preparatory courses.)

<b>Fordham Status</b>		<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
<b>Non-Matriculated</b>	Alumnus	0	0	1	0	0
	Deferred Admit	0	0	2	1	3
	Exchange Student	0	7	0	0	1
	Visiting Scholar	1	1	1	0	0
	Prospective	15	28	11	16	8
	IALC Only	26	39	24	15	28
<b>Matriculated</b>	Conditionally Accepted	42	19	16	31	10
	Matriculated	28	45	80	67	79
<b>Total Students</b>		<b>112</b>	<b>139</b>	<b>135</b>	<b>130</b>	<b>129</b>
<b>Percent Matriculated</b>		<b>63%</b>	<b>46%</b>	<b>71%</b>	<b>75%</b>	<b>69%</b>

**Global Transition (GT)** is an orientation program for incoming international undergraduate students. It was instituted in fall 2012 in response to the July 2009 task force report on International Student Issues.\* Facilitated by the Office for International Services and the Office of Undergraduate Admission, the GT program offers international students workshops, lectures, and activities sponsored by various divisions of the University (Campus Ministry, Health Services, Residential Life, etc.) and assists them with the transition to their new environment. Participants evaluated all of the 15 activities and services available during the 2014 GT orientation program\* as somewhat useful, useful, or very useful by at least 70% of the respondents (n=131), with nine of those activities and services rated useful by 85% or more. At program's end, approximately 90% of the participants agreed that they know Fordham's facilities and resources, understand their college and academic program, and have bonded with a group of peers. The orientation also offers individualized testing and placement advice. Follow-up academic counseling includes course selection guidance and writing support.

Approximately 200 students took the FELT (Fordham English Language Test) proficiency test last year. About one-third place into the six-credit College ESL Writing course. Another third place into the regular freshman Composition I course, and the remaining students into Composition II. If faculty express focused concern about a particular student, that student may be referred to IALC for testing and/or additional English language support.

The IALC provides each of its students with guidance toward academic success, whether through direct consultation with the students themselves, with their sponsors, or with their relatives. In the case of prospective and matriculated Fordham students, this guidance is provided through consultation with staff in the relevant admissions office or with faculty and advisors within the admitting program. Detailed records of student performance in the form of level assessment tracking and teacher comments are recorded in the IALC's proprietary access database and shared with Fordham personnel upon request.

IALC course evaluations show that since fall 2009, on average 93.7% of the students report being satisfied with their program (4.1 on a scale in which 5 represents "excellent").

## **Experiential Learning**

Experiential learning is defined as knowledge or skills obtained beyond the traditional classroom and often in the community. Fordham's programs reflect the Jesuit idea that experience and reflection are companions to action. This section examines Fordham's (a) service-learning programs; (b) internships and externships; and (c) credit for prior learning. Fordham's undergraduate and professional schools are strongly committed to experiential learning as an integral part of their academic curriculum, as Table 4.1 documents (p. 34).

### ***a) Service-Learning***

Service-learning integrates academic work and community service. Its characteristic modes are cycles of theoretical exploration, experience, and reflection, thereby connecting the classroom to the world and encouraging students to engage with and serve their communities. The program deepens learning as it addresses societal needs. Undergraduates may volunteer in community agencies while simultaneously being enrolled in related course-work. In the

professional schools, students learn and serve through field placements and clinics. Table 5.3 shows the course sections available in recent years.

<b>Table 5.3 Number of Service-Learning Courses and Registrations by Year - All Schools</b>		
<b>Academic Year</b>	<b>Sections</b>	<b>Registrations</b>
F2009-S2010	105	370
F2010-S2011	69	308
F2011-S2012	47	242
F2012-S2013	62	266
F2013-S2014	52	273
F2014-S2015	50	226

*Source: Banner records via the OLAP cubes*

Although service-learning is well accepted at Fordham, course offerings and student enrollment have decreased since 2009-2010. The 2014 Middle States Faculty Survey\* found that 15.5% of all respondents (n = 472) reported having taught a service-learning-oriented course during the past two years. Of the 84.5% of faculty who did not teach a service learning class (n=397), 39% indicated strong or some interest in doing so. Of the 30% of the faculty who indicated interest in teaching service-learning classes (n=155), many (41%) felt that their courses were not suited to service-learning. Smaller numbers indicated obstacles that might be more readily remedied: “I don’t know how to find appropriate community partners” (17.2%); “I don’t know how” (15.9%); and “I am concerned it will require too much time” (12.6%). In short, there is room for growth in this area.

### **Undergraduate Service-Learning**

Undergraduate service-learning at the Rose Hill and Lincoln Center campuses is a joint initiative of the deans’ offices and the Division of Mission Integration and Ministry via the Dorothy Day Center for Service and Justice. It takes two principal forms: *service-integrated courses and the interdisciplinary seminar*.

Since 2007, the dean’s New Course Initiative\* has helped 35 faculty members develop service-integrated courses in partnership with the community. Every semester, each campus offers three to five classes in which students work in the community for at least 30 hours as part of a program that also includes more traditional academic work.

Students in the Interdisciplinary Seminar independently link their academic courses to community service. In this format, students work with the Dorothy Day Center to identify a community partnership aligned with their learning objectives. Students complete at least 30 hours of service while attending five interdisciplinary seminar sessions. Most placements in service agencies are arranged through the center(see Appendix 1 for a list of contractual arrangements\*; see also the Service and Engagement spreadsheets\*). Details about the seminar’s learning goals and structure can be found on the following web page: [fordham.edu/interdisciplinaryseminar](http://fordham.edu/interdisciplinaryseminar).

Student learning assessments have driven improvements in Fordham's service-learning programs. Feedback from community partners, students, and faculty members led to the Interdisciplinary Seminar, which aims to empower students to think critically about their service experiences. A three-year cycle of assessment from 2012 to 2014 using surveys, focus groups, and other forms of feedback led to a 105-page report, which identified the needs of stakeholders and the relationship between key program implementation processes and program outcomes.

Undergraduate service-learning at the Gabelli School of Business also offers students the opportunity to reflect on the connection between the classroom and the community ([fordham.edu/NYCservicelearning](http://fordham.edu/NYCservicelearning)). Gabelli undergraduates identify a Bronx-based community organization and match it with a course. They learn what business theories and practices are at work on the local scene and the extent to which local businesses interact with the community. Assessment tools include the qualitative data obtained from the students' two reflective essays. These assignments challenge them to think critically about the role non-profits play in the community as well as the role the community, local government, and business as a team do/should play in solving issues of local concerns.

### **Professional School Service-Learning Programs**

Fordham Law School has been a leader in the growth of clinical legal education over the past 15 years. Law School clinics are, in essence, service-learning courses which integrate academics and service as participants study and practice 15 different areas of law. Via these programs, oriented primarily to JD candidates, students provide legal services to hundreds of qualified individuals and groups. These clinics continue to expand and offer both traditional legal services and opportunities to work in the areas of international human rights and intellectual property. In 2014-2015, about 250 law students were enrolled in these courses.

#### ***(b) Internships and Externships***

Opportunities exist for all Fordham students to seek appropriate field placements for academic credit. Undergraduate internships are organized through the Office of Experiential Learning in the Division of Student Affairs, which works with students and their faculty internship advisor. Since available data are inconsistent, improved tracking of undergraduate internships is a current priority.

Fordham's graduate schools offer students opportunities for fieldwork, casework, internships, externships, practica, and clinic work. Some of these experiences are a required part of the curriculum. As Table 5.4 below suggests, these opportunities are ample and have remained so over the past four years. It should be noted that some of these experiences could be considered service-learning opportunities, since they involve providing service to individuals or community groups as well as an examination of issues of social justice in conjunction with that work. For example, the Law School runs clinics through which students work in areas of immigration rights, family advocacy, and criminal defense. These clinics are included in the table, although they also constitute a service-learning experience.

GSS, GSE, and GRE all draw on an extensive tradition of field placement integral to becoming a social worker, a teacher, or a pastoral counselor. All three schools provide opportunities in the private, nonprofit, and public sectors. The Law School also offers an



unusually comprehensive set of field placement opportunities due to its New York City location. Most Fordham Law students take at least one externship class.

Each professional school sets its own standards for field placements, most often reflecting discipline-specific norms, rules, and standards set by specific accrediting agencies. In general, field placements are overseen by faculty members who also teach a linked class. In all instances, site supervisors are properly licensed professionals, and academic credit is determined by the faculty member for performance in class. (See the Credit Hour Assignment Policy on the University website [fordham.edu/credithourpolicy](http://fordham.edu/credithourpolicy)).

Each school chooses, supervises, and reviews site supervisors. Handbooks, written agreements, regular reporting, orientation, reflection meetings, and site visits are among the mechanisms used to promote collaboration and monitor performance.

### ***(c) Credit for Prior Learning***

The third and smallest category of experiential learning is the award of academic credit for previous, non-academic learning. Only PCS, Fordham's predominantly undergraduate division serving non-traditional and returning students, offers equivalency credit for prior learning. The policy governing such credit is explained on the University website indicated above.

### **Non-Credit Offerings**

The University offers a variety of non-credit courses to both matriculated and non-matriculated students. These programs foster personal or professional development, or offer labs or recitations that augment lecture courses. While the type and scope of such offerings vary, each contributes to educating the whole person and forming men and women for others. For example, students may enroll in private vocal or instrumental instruction for 0 or 1 credit per semester. Advanced graduate students in psychology must take the non-credit Seminar in Teaching Psychology prior to teaching undergraduate courses in that department as part of their professional development.

There are several programs designed particularly for non-matriculated students in addition to IALC's non-credit courses in ESL for prospective and matriculating students. Fordham's College at 60 ([www.fordham.edu/collegeat60](http://www.fordham.edu/collegeat60)), a program housed within PCS, has offered older adults the intellectual stimulation of college courses since 1973. College at 60 students currently pay a fee of \$400 per course, and each course is taught by a Fordham instructor, typically with adjunct or emeritus status. Enrollment in College at 60 courses since fall 2011 has averaged approximately 400 students each academic year.

Table 5.4

<b>Course Sections and Registrations in Fieldwork, Casework and Internships in Graduate Programs</b>									
	<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>		
<b>School</b>	<b>Sections</b>	<b>Registrations</b>	<b>Sections</b>	<b>Registrations</b>	<b>Sections</b>	<b>Registrations</b>	<b>Sections</b>	<b>Registrations</b>	
Graduate School of Social Service	32	2,130	30	1,950	49	2,122	49	1,961	
Graduate School of Education	102	1,195	96	1,230	94	1,330	113	1,444	
Grad School of Religion and Religious Education	3	20	4	16	4	11	4	18	
Law School	74	672	81	745	73	705	85	595	
Gabelli School of Business	47	363	28	342	31	389	31	364	
Grad School of Arts and Sciences	27	113	28	178	25	116	26	102	
<b>TOTAL</b>	<b>285</b>	<b>4,493</b>	<b>267</b>	<b>4,461</b>	<b>276</b>	<b>4,673</b>	<b>308</b>	<b>4,484</b>	
<i>Source: Fordham University Information System</i>									

## Branch Campuses, Additional Locations, and Other Instructional Sites

Fordham University has no branch campuses.

### Locations In and Around New York City

Fordham's campuses at Rose Hill (Bronx), Lincoln Center (Manhattan), and in Westchester operate under a centralized administration. The Law School is housed at Lincoln Center, and the graduate schools of Education and Social Service offer courses and programs there and in Westchester. Gabelli and PCS have a presence on all three campuses. GRE and GSAS are based at Rose Hill, and the two remaining undergraduate colleges (FCRH, FCLC) are located on their home campuses. In all cases, faculty oversight of academic programs within schools is shared across campuses, and faculty frequently teach at more than one campus. Other instructional locations in and around New York City are sometimes used for courses geared toward specific audiences. For example, GSE offers continuing education courses in local schools for the convenience of clients and students.

### Locations Abroad

Fordham's mission is international in scope and aspiration, as befits a Jesuit university. The Office of International and Study Abroad Programs (ISAP) offers around 150 study abroad opportunities\* to undergraduate students through a combination of Fordham-administered programs, exchange collaborations, and other affiliations with universities worldwide. See ([www.fordham.edu/info/20917/study\\_abroad](http://www.fordham.edu/info/20917/study_abroad)) for detailed information on the programs and services offered by this office.

ISAP annually hosts 15 information sessions, 20 pre-departure briefings, and two reintegration receptions. They strive to help students identify their best options, given their academic and personal preferences. Feedback on these sessions is provided by the Terra Dotta program evaluations requested of all program participants. The recently created Faculty Advisory Board (2015) reviews all new undergraduate study abroad programs and courses. The Board includes faculty of the three undergraduate colleges and strengthens academic oversight, providing the deans with important input not formerly available.

Evaluation of study abroad programs administered by partner universities and other affiliates is guided by the Standards of Good Practice published by the Forum on Education Abroad. (See *Standards of Good Practice for Short-Term Education Abroad Programs* and the *Standards of Good Practice for Education Abroad* [4th Edition 2011].) Fordham is a member of the Forum on Education Abroad, the Council on International Educational Exchange, the Association of International Administrators, and the Institute for the International Education of Students. These organizations and advisory boards give Fordham a voice in the administration of its partner programs and help the University monitor developments in the field.

International partnerships include Fordham University's London Centre; Fordham's exchange program with the University of Pretoria in South Africa, including Fordham's Ubuntu Service-Learning Program ([fordham.edu/pretoriaprogram](http://fordham.edu/pretoriaprogram)); and Fordham's long-standing partnership with Peking University in Beijing, which has served as the foundation for Fordham's international initiatives in China. Fordham's international Jesuit partners also offer opportunities for collaborative programs, exchanges, and research; a complete list of the contractual

agreements and affiliated partnerships\* that regulate the academic programs and related educational activities offered to faculty and students can be found in Appendix 1.

Fordham's Dean of Faculty of Arts and Sciences hires London-based instructors as well as the resident faculty member in consultation with the directors of ISAP and the Office of International Initiatives (OII) and with the head of the London Centre. The Dean of the Gabelli School of Business is responsible for hiring adjunct business faculty and the appointment of their visiting faculty member in London. (See [fordham.edu/studyabroadprograms](http://fordham.edu/studyabroadprograms) for detailed descriptions of these and other undergraduate study abroad opportunities. Graduate international study opportunities are described on the various school web pages.)

### **Program Evaluation**

The educational effectiveness of undergraduate study abroad programs relative to their learning objectives is assessed in diverse ways. ISAP uses Terra Dotta, a specialized software program, to gather and track data on each student's study abroad experience. Student satisfaction is guaranteed by feedback surveys and requests for suggestions for improvement.

About 36% of Fordham undergraduates study abroad, as compared to 9% nationally. According to the 2014-2015 ISAP Program Evaluation Reports,\* students see strong alignment between study abroad and the University's mission to provide a global platform for academic success and personal growth. Survey data show strong student satisfaction, with respondents rating the statement "Program courses were intellectually and academically challenging" with a 4.28/5.0 on the Likert scale, and "The courses enabled me to gain a better understanding of the culture of the host country" with 4.49/5.0. Students who studied a language other than English rated the statement "My language abilities improved as a result of the courses I took at the host university" with 4.2/5.0. (See ISAP Survey Results, Spring 2015.\*)

### **International Initiatives**

At the request of the Board of Trustees' Audit and Risk Management Committee, the University undertook a comprehensive risk assessment in June 2013. The final product, the *Enterprise Risk Management Report*, was updated in February 2015\* and focuses on those risks that represent a potential impediment to the University in meeting the goals of its strategic plan or in carrying out its mission.

The University actively addresses the particular risks common to international ventures: political and legal (in)stability; economic hardship or less-developed infrastructure and technology; and unfamiliar social and cultural systems. Other risks include those having to do with natural disasters, acts of terrorism, and student misconduct. ISAP carefully monitors State Department and CDC websites for alerts having to do with security or health and consults the University Emergency Management Team on an as-needed basis. Fordham is also a member of the Overseas Security Advisory Council, which provides daily updates on safety risks worldwide. The study abroad handbook for faculty and students clearly explains the procedures to be followed in the event of injury, illness, violation of the code of conduct, or death while abroad (see the *General Guidelines for Faculty and Administrators in Fordham's Overseas Programs\**).

Additional risk management policies have been implemented to include a University-wide travel registry for all students, staff, and faculty travelling on Fordham-sponsored study abroad programs or University business, and this data is also recorded through the Terra Dotta program. Access to the University's Travel Registry is available to select staff from University's Office of Public Safety, Communications, ISAP, and OII. Finally, all staff and faculty directly involved with study abroad programming regularly meet with the University's Title IX Coordinator for training and updated information. The ISAP office, in collaboration with the Office of the Provost, the deans, and other administrators continually review Fordham's international programs using SWOT principles.

### Distance Education

Distance learning is defined here as any asynchronous online Fordham academic program implemented by school or department. Hybrid courses offer a blend of traditionally delivered and asynchronous online courses. Courses offering online sessions on an *ad hoc* basis will not be treated in detail here.

Currently, three schools – GSS, GRE, and GSAS – offer online and/or hybrid programs. GRE offers four online master's programs and three advanced certificate programs. GSS began offering an online Master in Social Work in 2011-2012. Enrollments in online programs have increased steadily since 2010, as shown in Table 5.5 below.

<b>Table 5.5</b>						
<b>Unduplicated Head Count of Students Registered for One or More Online Courses, by School and Academic Year</b>						
<b>School</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	
GRE	120	139	165	162	169	
GSS	12	29	28	37	33	
<b>Total</b>	<b>132</b>	<b>168</b>	<b>193</b>	<b>199</b>	<b>202</b>	
<i>Sources: Student Information System and Office of Institutional Research</i>						

Gabelli, GSAS, and GSE offer online and/or blended courses, although they do not offer full programs through this modality. As Table 5.6 below indicates, the number of online courses available to students has increased since 2011-2012, especially in the graduate schools, and the number of registrations in those courses has similarly increased.

<b>Table 5.6</b>				
<b>Courses and Course Registrations for Online Courses by Academic Year</b>				
<b>Academic Year</b>	<b>Undergraduate Students</b>		<b>Graduate Students</b>	
	<b>Number of Courses</b>	<b>Registrations</b>	<b>Number of Courses</b>	<b>Registrations</b>
<b>2011-2012</b>	28	404	93	1,221
<b>2012-2013</b>	34	479	150	1,966
<b>2013-2014</b>	35	453	178	2,172
<b>2014-2015</b>	38	638	225	2,857

Completion of online programs has also generally increased, with GRE completions rising over time and GSS graduating its first online cohort (see Table 5.7).

<b>Table 5.7</b>					
<b>Number of Degrees Granted in Online Programs</b>					
<b>School &amp; Degree Program</b>	<b>Academic Year</b>				
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Graduate School of Religion and Religious Education</b>					
<b>Advanced Certificate</b>					
<b>Adult Faith Formation (ADV-AFFO-GR)</b>	4	4		2	1
<b>Master Of Arts</b>					
<b>Christian Spirituality (MA-CHRO-GR)</b>					2
<b>Pastoral Care (MA-PTCO-GR)</b>	0	6	9	10	12
<b>Religious Education (MA-REEO-GR)</b>	0	1	3	7	5
<b>GRE Total</b>	4	11	12	19	20
<b>Graduate School of Social Service</b>					
<b>Master of Social Work (MSW-SWKO-GS)</b>					33
<b>Grand Total</b>	<b>4</b>	<b>11</b>	<b>12</b>	<b>19</b>	<b>53</b>

All online courses are taught by full-time Fordham faculty or qualified adjuncts hired by the school's dean. Enrollment in online courses is capped at 25 students. Information and Communication Technology (ICT) tools ensure that students and faculty have regular and meaningful contact to create and sustain such small learning communities. Instructional Technology Academic Computing (ITAC) provides regular training opportunities open to all instructors ([fordham.edu/technologyresources](http://fordham.edu/technologyresources)). These training sessions help develop faculty expertise in (1) ICT best practices to enhance asynchronous online environments; (2) effective course design, including chunking content, scaffolding student learning, developing effective

assessment techniques, and integrating media elements; (3) managing social interactions that enhance the learning environment through the use of identified tools such as discussion boards, voicethread ([voicethread.com](http://voicethread.com)), video and text chats ([goreact.com](http://goreact.com)); and (4) synchronous videoconferencing ([adobe.com/adobeconnect](http://adobe.com/adobeconnect)). Data gathered externally support the effectiveness of these tools ([voicethread.com/howto/](http://voicethread.com/howto/)); ([fordham.edu/jths](http://fordham.edu/jths)); and ([fordham.edu/ajbe](http://fordham.edu/ajbe)).

According to Fordham's spring 2015 survey of instructors of online courses,\* 84% of the respondents considered the training provided for online instructional strategies to be adequate (n = 37), and 73% are satisfied with their training in student learning assessment processes for online students and courses, and 73% responded that general support for online instruction was adequate.

All faculty teaching online courses at Fordham are supported by teamwork between the Director of Online Learning in the Office of the Provost and Faculty Technology Services, a division of Fordham IT's Instructional Technology Academic Computing – ITAC. The director advises faculty on course design and collaborates with the instructional technologists of ITAC in offering faculty development workshops, media integration, the identification of social learning tools, and provision of resources for emerging online learning technology.

At the school level, GSS has an educational technologist who works closely with online instructors and ITAC instructional technologists. GRE works directly with ITAC to support course design and faculty development. The Director of Online Learning works closely with all online instructors in PCS to design, implement, manage, and revise their courses. A plan is underway to create for PCS a collaborative course production model with ITAC, similar to the current one in GRE, which could also be deployed University-wide to all other interested schools.

Currently, generally two course design models are being used in various schools. Gabelli and PCS have benefitted from and deployed the SOAR<sup>2</sup> course design model developed by the Director of Online Learning and published in *the Journal of International Education in Business*. It has become a resource for others as well ([fordham.edu/jieb](http://fordham.edu/jieb)). GRE and GSS have used an adapted version of the CADE Model (Competency Assessment in Distributed Education) which is described here (<http://www.ajcunet.edu/jesuitnet-design-cade/>). Schools also offer financial incentives to faculty to design and teach online courses.

Student learning outcomes are specified for all online courses, which begin with an Orientation Module that includes access to University resources, the syllabus, and an explanation of course goals and expected learning outcomes. Course content is divided into modules and units, and the syllabus specifies beginning and end dates, student learning objectives, descriptions of the course content, and assignments (see sample course design template\* in Appendix 1).

Because the Online Master's Degree in Social Work offered by GSS culminates in state certification and students proceed through the program in a cohort, orientations describe the entire program as well as the exit competencies that students are expected to achieve. Students

participate in an initial synchronous online orientation session describing the whole program, resources available, and student learning outcomes. GRE offers a similar orientation session.

The content and outcomes of online courses are assessed according to the same criteria as traditional courses. In GSS, online courses use departmental syllabi and common final exams aligned with the Council on Social Work Education (CSWE). In GRE, syllabi in both online and traditional courses are aligned to ensure consistency. In PCS, all online syllabi are submitted for departmental approval.

All programs, traditional and online, use the same course evaluations (SEEQ), and data are collected and reported in standardized ways across the University. All online final exams in GSS are supported by a remote proctoring service, ProctorU ([fordham.edu/proctoru](http://fordham.edu/proctoru)). Fordham also uses Blackboard, an online learning management system, for administering traditional assessments in the form of exams, quizzes, and written assignments. This program has an embedded plagiarism detection tool to ensure the integrity of the learning and assessment process ([fordham.edu/safeassign](http://fordham.edu/safeassign)). Student handbooks for all schools explain the University's academic integrity policies, and online courses in PCS include an Academic Integrity Tutorial with specific information. Several of the PCS online courses require their students to provide random personal information using the learning management system when they log in. For more details on the verification of student identity, see the Institutional Template on Compliance with Accreditation-Relevant Federal Regulations (Appendix 2). No differences in the educational quality of online offerings as compared to traditionally delivered courses have been reported.

### **Intellectual Property Rights**

Content in all online courses and programs at Fordham University has been developed by Fordham faculty. As is the case with their traditionally delivered courses, online instructors own their course content, are free to use it as they deem fit, and must adhere to copyright and other intellectual property rules. The spring 2015 survey of online course instructors, however, indicates a degree of uncertainty about these rights and responsibilities: 43% of those responding (n = 37) did not know what their intellectual property rights are, and only 53% of those who asserted that they do know their rights believe that those rights are identical to their rights regarding material developed for traditional courses. The official University policy on intellectual property was revised in 2011 and is now prominently posted on the Policies page of the University website: [fordham.edu/policies](http://fordham.edu/policies).

In October 2013, Fordham's President and Provost convened the Task Force on Blended Learning. The group researched changing demographics and advancing technologies related to higher education, visited peer and aspirant institutions, and performed an internal review of Fordham's current technology infrastructure, current teaching modalities that incorporate new educational technologies, and online and hybrid programs and their associated resources. The *2014 Task Force Report on Blended Learning\** makes a strong case for increasing strategic attention to technological resources and opportunities, including the expanding area of online and hybrid education.



## **Contractual Relationships and Affiliated Providers**

Fordham's Office of Legal Counsel (OLC) has primary responsibility for developing and reviewing all contracts and agreements between the University and outside entities. It reviews new contracts for legal adequacy and institutional concerns but does not review business terms, unless specific concerns arise. The following discussion focuses upon academic agreements that apply to the “related educational activities” as defined by the *Characteristics of Excellence*.

Ultimate responsibility for the educational programs and related services provided to students rests with the University officer in charge of the area the agreement most directly impacts, usually one of the deans. The Provost has the authority to initiate, review, execute, and evaluate academic contracts and agreements. Frequently, that authority is delegated to his staff or to the dean of the respective schools. Officers and deans consult the OLC as needed. The deans’ authority to execute agreements is conditioned upon reasonable notice to and consultation with the OLC.

Agreements range from informal, aspirational letters of agreement or MOUs (Memoranda of Understanding) to complex, multi-page contracts. The OLC also reviews placement and internship agreements to ensure that student health and welfare is protected, that Fordham retains academic control, that automatic renewal is limited, and that timely evaluation of placements and affiliations is maintained.

### Office of International Initiatives

Fordham’s Office of International Initiatives (OII) ([fordham.edu/internationalinitiatives](http://fordham.edu/internationalinitiatives)) provides leadership, strategic support, and guidance to support mission-driven internationalization. All international academic agreements are vetted through this office. Academic quality and resource requirements are carefully reviewed. An MOU audit initiated in June 2014 changed the way the OII executes and evaluates international agreements. The process now involves a questionnaire\* shared with deans and the pre-vetting of potential agreements by OII, OLC, and Academic Budgets. International partnerships grow out of personal relationships forged by faculty, staff, or senior administrators, and new agreements are established for a set period of time not to exceed five years. Based on the audit, decisions were taken to renew some active agreements and to permit others to lapse, due either to inactivity or the risks inherent in the location of the international partner institution. A full list of active international initiatives\* can be found in Appendix 1.

## **Recommendations**

Based upon its findings, the task force on Standard 13 recommends:

- The University consider the benefits of more fully integrating the faculty and students of IALC into the University community as a whole;
- The University consider the benefits of making dormitory space available to IALC students during the summer. This would not only enhance summer programming but also expand IALC’s ties with all schools of the University. At the time of this writing, arrangements have been made to accommodate IALC students during summer months;

- A more coordinated working arrangement be established with the English department in the initial testing and placement of incoming undergraduate students, both international and domestic, and in addressing the pedagogical concerns of the Writing Center tutors;
- The University consider including the IALC in its use of Slate as a viable and useful database platform;
- The University consider additional support and training sessions for faculty interested in developing distance- and service-learning components in their courses.

## PART II: INSTITUTIONAL CONTEXT

### Chapter 6: Planning and Institutional Resources: A Foundation for Excellence (Standards 2 and 3)

This chapter focuses on strategic planning at the University level and within and across units as well as institutional resources.

#### University-Wide Strategic Planning

A major assessment of the 10-year strategic plan, *Toward 2016\**, began in January 2010 with the appointment of a 28-member Strategic Plan Review Committee (SPRC) consisting of faculty, administrators from all schools and units of the University, and members of the Board of Trustees. The committee's charge was to review progress to date and identify steps to accomplish or modify the remaining goals as outlined in the plan. The committee's final report and the President's response to it were widely disseminated throughout the University.

The *Strategic Plan Review Committee Report 2011\** highlighted significant achievements under the *Toward 2016* initiatives:

- *Enhancing Undergraduate Education*: created and implemented a new Core Curriculum; improved academic profile of the undergraduate student body; expanded the Honors Program; developed Integrated Learning Communities on both campuses.
- *Advancing the School of Law*: strengthened academic profile of the entering class; improved graduate placement rates; reduced student-faculty ratio; developed new programs and planned the new Law School building (which opened in fall 2014).
- *Developing a Distinguished Faculty*: reduced teaching loads from 3/3 to 3/2 to promote research and student advisement; reorganized and strengthened the Office of Research; advanced the creation and funding of endowed chairs, currently totaling 67.
- *Developing Campus Resources*: opened new residence halls and improved instructional space (more 'smart classrooms,' renovated labs). Campbell, Salice, and Conley Halls opened in 2010; additional accomplishments include the 2012 conversion of Hughes Hall into the new home of the Gabelli School of Business; the opening of the new Law School building and McKeon Residence Hall; and the conversion of Loyola Hall into a student residence in fall 2014.
- *Promoting Activities that Bear the Stamp of Fordham's Mission, Increase its Visibility Regionally and Nationally, and Create New Partnerships*: established the Bronx Science Consortium; new programs and collaborations in London, Beijing, and Pretoria; and established new centers and institutes.
- *Growth and Wise Stewardship of Enabling Resources*: increased the University's endowment; exceeded the goal of the Excelsior Capital Campaign; and increased the alumni donor rate.

Besides these achievements, however, the review report also pointed out some of the weaknesses of the then-existing planning process. The review committee concluded that the strategic plan was too broad in some cases and too specific in others and that there was insufficient recognition of the resource requirements, timelines, and assignment of responsibility for implementing all of the *Toward 2016* initiatives simultaneously.

Extensive discussions among the Board, the President, and the vice presidents led to a re-examination of how strategic planning occurs at Fordham. In June 2013 the Board of Trustees held a two-day retreat to consider current changes in higher education. Their discussions focused on issues of access and affordability, emergent modes of instructional delivery, demographic challenges, and changing trends in the choice of undergraduate majors and in the creation of new professional fields on the graduate level.

These deliberations resulted in the formation of a Board-level Task Force on Strategic Planning charged with advising the Board on what issues it should communicate to the University leadership for consideration in the development of Fordham's next strategic plan.

The Board's assessment\* of the current strategic plan and its consideration of next steps recognized the unprecedented pace of change current in the world of higher education. This acceleration renders outmoded the previous approach of devising a strategic plan spanning a full decade. In its stead, the President and Administrative Council proposed the creation of a standing Strategic Planning Committee that, on an ongoing basis, would assist the University in responding to emerging trends and challenges more quickly and more effectively than was possible in the past. The President sent an email to the entire University community on May 26, 2015, explaining the new approach to strategic planning and inviting input and participation; he sent another communication on September 10, 2015, announcing the members of the committee.

The new planning process provides for a central Continuous University Strategic Planning (CUSP) Committee. A vice president, a dean, and a faculty member co-chair the committee, which has University-wide membership, including two faculty members named by the President of the Faculty Senate as Senate representatives. Whereas *Toward 2016* focused on specifying concrete outcomes and new University initiatives, the primary task for CUSP will be identifying core institutional principles and goals that will provide strategic direction and guide decision-makers at all levels of the institution. It will review and coordinate divisional and school-based planning efforts, create instruments to measure and assess progress, and make final recommendations to the President and the Board of Trustees. Its charge, according to the Board interview, will be "to create a rolling plan that shows a masterly understanding of the success of past planning efforts, a keen openness to new trends, as well as a sober awareness of the need for feasibility and financial realism/viability." The process was presented publicly to the University community at the 2015 Fall Convocation. The CUSP co-chairs meet monthly with the Board Strategy Committee and have spoken to the full Board at several meetings. Further details have been made available to the University community at [fordham.edu/cusp](http://fordham.edu/cusp).

In terms of implementation, each University division will form a committee (or use existing committees) responsible for conducting on-the-ground planning. Leadership of the divisional planning committees will fall to the vice president (or his/her delegate) of each

division. Within Academic Affairs, each school that does not already have such a planning committee will form one to be chaired by the dean, and the Provost's planning committee will maintain oversight over the entire academic area.

The resulting recommendations will “flow upward” to the CUSP Committee, which will set the overall strategic direction and communicate it to the divisional and school planning committees. The CUSP Committee will also make recommendations concerning the structure of ongoing planning and assessment once the strategic direction has been determined. The ultimate goal of this approach is to create a more flexible and more efficient planning process, one that avoids the problems that arose from the rigidity of the last plan and serves future planning trends and needs as they emerge. The resultant new strategic plan will span fewer than 10 years and will include fewer concrete objectives than the *Toward 2016* document did. The University has retained an external consultant (AKA | Strategy) to assist in the initial establishment of this new process.\*

Fordham has thus engaged in a deep examination of the strengths and limitations of its past strategic planning process. The lessons learned have been critical in shaping new planning processes guided by ongoing dialogue and assessment, flexibility in response and implementation, and pragmatism in depth and scope.

### **Strategic Planning Within and Across Units**

Moving from the University to the vice presidential level, planning takes place primarily through the annual reporting process. These annual reports and strategic plans\* form the basis for the budget planning process that starts in early fall.

Annual reports are both retrospective and prospective in scope and focus. They not only identify progress made on previously established goals and reflect upon how the unit's actions furthered the University mission, but they also ask for actions taken, results realized, and what evidence exists that the specific goals have been achieved or changed. Outcomes assessment is thus built into the process. The prospective part of the process involves identifying continuing goals and new goals, linking them to the University's mission and broader strategic goals, and describing necessary steps to realize desired results. Units then indicate their needs for administrative staffing (either replacement or new authorizations) and any requests regarding capital equipment and facilities. The following sections provide additional detail about the planning process within a sample of areas.

### **Infrastructure and Facilities**

Planning in this area involves large multi-year construction and renovation projects as well as routine management of existing infrastructure. Identified needs drive the objectives and goals which flow up through the annual report process to the President and are discussed by the Administrative Council and the Board of Trustees Facilities Committee.

The largest facilities project during the past 10 years – the construction of the new Law School building and McKeon residence hall on the Lincoln Center campus – emerged from two “transforming initiatives” outlined in the *Toward 2016* strategic plan. McKeon Hall was designed specifically to create a more supportive physical environment for freshmen while

providing the facilities for an Integrated Learning Community. This mission-driven initiative was the first tangible result of a decade-long approval process under New York City's Uniform Land Use Review Process of a Master Plan for the Lincoln Center Campus.\* The master plan will guide the University's construction plans through 2032.

In late 2014, the University acquired the space formerly occupied by the College Board and directly across the street from Fordham's Lincoln Center campus. This acquisition was not part of the master plan, but will permit the relocation of operations scattered in more remote buildings while saving a substantial amount of money in rental costs in the years to come.

With the expansion of the Lincoln center campus, a Space Planning Advisory Committee was created in February 2013 to further physical planning. The Committee includes representatives from all the schools at Lincoln Center, the Faculty Senate, and the Administration. It is chaired by the Vice President for Lincoln Center and has been largely focused on the reallocation of space as the old Law School undergoes renovation.

A formal campus development plan was completed for the Rose Hill campus. The University contracted with the architectural firm, Sasaki, which helped identify pressing needs. Major projects that have since been undertaken include the transformation of Hughes Hall from a student dormitory into the home of the Gabelli School of Business and the purchase by the University of Loyola Hall from the Jesuit community, followed by its transformation into an undergraduate residence hall. Future major projects for Rose Hill include an enlarged campus center and a new science building.

Finally, Fordham's deferred maintenance program stores, maintains, and updates profiles of all existing buildings. Every year individual unit requests for capital improvements are channeled through the deans and vice presidents. These are prioritized by the President's Council and brought before the Board of Trustees Committee on Facilities. The deferred maintenance goals are subject to frequent re-prioritization in response to unexpected needs or opportunities. As was the case with the recent renovation of the Rose Hill science labs and classrooms, deferred maintenance goals are often linked to particular fundraising campaigns.

### **Information Technology**

Shortly before the Board of Trustees approved the University Strategic Plan *Toward 2016* in December 2005, the Vice President and Chief Information Officer (CIO) was asked to develop a strategic plan for Information Technology (IT) that aligned all technology activities with the University's strategic initiatives from January through June 2006. The IT senior leadership team developed eight focal points that became the framework of the IT Planning and Improvement Program.\*

This 2006 document set the foundation for ongoing alignment between the academic and administrative units of the University and IT services. In early spring of each year, IT leadership sets the division's goals for the upcoming fiscal year under one of six overarching strategic areas: Anytime, Anywhere, Anyhow Access; Teaching, Learning, and Research; Running the Business; Technology Infrastructure; Security and Risk Management; Communications, Collaboration, and Community Outreach. Goals in these areas are discussed in the IT Annual

Report and Strategic Plan and subsequent quarterly Board reports. Overall strategic planning in the IT area scrupulously incorporates input from all units of the University. The Technology Leadership Council includes faculty and deans as well as other administrators from areas such as Enrollment Services, Student Affairs, Facilities, and the University Library. The Faculty Senate appoints a Faculty Technology Committee, which includes administrators from IT, the Provost or his designee, the President of the Faculty Senate, and eight full-time faculty members. Fordham IT also maintains continuous, open, and varied channels of communication with other related University committees and constituents.

### **Student Affairs**

According to senior staff, planning across all units and departments within Student Affairs is ongoing, continuously assessed, and integrally tied to resource allocation. This approach makes it possible to manage limited resources effectively and to anticipate future planning and resource allocations in a consultative and transparent manner. The process provides for adjustments introduced in real time using metrics to assess the progress made toward broader benchmarks and strategic goals.

The Annual Report and Strategic Plan is the driving document for planning and resource allocation in Student Affairs. Assessment is an essential part of the entire process, allowing senior staff to close the planning/feedback loop before embarking upon the next cycle. The planning process occurs and intersects at multiple levels, but it begins with broad, thematic goal-setting at the senior staff level which, in turn, shapes expectations at the various unit and departmental levels. Senior staff and heads of units host several annual planning days in addition to the regular planning meetings held with senior management teams. One of the senior planning meetings is devoted to assessment, and it features focused staff presentations regarding operational and programmatic effectiveness and broader service assessments.

The Division of Student Affairs uses the Ignatian Pedagogical Paradigm as a framework for the development of any new divisional strategic plans. This process involves five interconnected phases: context (the identification of broad goals); experience (collaboration and consensus-building); reflection (relation to the division's strategic core values); action (developing action steps to advance strategic core values); and evaluation (setting up metrics and assessment tools). In 2014-2015, Student Affairs focused on the "action" phase of the paradigm.

When interviewed, senior staff in Student Affairs noted the importance of relationship-building and creating stakeholder buy-in within and among all its reporting units in realizing an effective planning and resource allocation process. They have established a division-wide commitment to staff development programming, staff fellowship and wellness initiatives, and staff meetings across campuses to facilitate information sharing and coordination. Beginning in 2009, Student Affairs formalized a mandatory staff orientation program for all newly-hired personnel, which provides an in-depth introduction to key aspects of Ignatian education, strategic planning, annual reporting, and assessment protocols. (See Chapter 3 as well as the unabridged final report of the task force on Standard 9\* for further details.)

## Office of the Provost

Restructuring the position of Senior Vice President for Academic Affairs to that of Provost occurred in fall 2010. The Provost took on expanded responsibility for directing strategic and curricular planning for all academic units and for the planning and disbursement of all academic budgets.

An important component of the reorganization involved the creation of the position of Associate Vice President for Academic Financial Planning and Analysis and, in fall 2011, a more rigorous process for developing new academic programs (see Workflow for Program Development,\* Appendix 1). Working closely with chairs, program directors, and especially deans, the associate vice president ensures the availability of resources to support existing programs and to create budget plans in support of proposed new programs. This new process incorporated additional information about rationale and objectives; relation to the mission of the University and school; market opportunities; student demand; similar programs in the field and within the University; needed resources; learning outcomes assessment plans; recruiting and marketing plans; and a five-year financial plan that includes projected enrollment, revenues, financial aid, operating and capital expenditures, and other expenses.

The Provost also streamlined decision-making surrounding resource allocation within the academic area by prioritizing and building support into the University annual budgets for long-standing programs or activities previously dependent upon *ad hoc* funding. The authority the Provost has in making budget decisions within academic areas ensures that cuts, if necessary, are made in a way that minimizes harm to strategic priorities.

## Strategic Planning within Departments and Schools

Among the most significant decisions the schools make are those involving tenure-track and tenured faculty hiring. The Provost's Office has introduced significant change in this area. Planning for faculty hiring traditionally focused on the school's replacement of retired faculty or those who otherwise left the University. The disadvantage of this legacy approach was that allocation of faculty personnel remained frozen in place. Making authorizations according to a more holistic and forward-looking manner ensures that decisions to authorize faculty searches take into account enrollment trends and strategic emphases for the University.

## Arts and Sciences

Much of the planning that takes place in Arts and Sciences occurs through the annual reporting process and the 10-year external reviews of academic departments and programs (see Chapter 9). Department chairs and program directors rely on reports and analyses provided by the Office of Institutional Research, which maintains longitudinal data on metrics such as number of majors and minors, number and size of sections by division and campus, student experience and exposure to instructors by faculty type, placement data, and relevant results from the College Senior Survey of the Higher Education Research Institute (HERI) and the National Survey of Student Engagement (NSSE). Departments and programs also conduct longer-term strategic planning. In May 2014, for example, the faculty of the Department of Theology embarked upon a year-long process of reflection and discussion about long-term goals and objectives that resulted in a report: *Vision 2020: A Strategic Plan for Fordham Theology*,\*



adopted by the department in April 2015. Other departments pursue similar approaches to planning.

The 2014-2015 restructuring of the A&S divisions was undertaken to improve long-term planning in this area. The Dean of Faculty took on expanded authority and the additional title of Associate Vice President for Arts and Sciences Education. According to the “White Paper on Reorganization of the Arts and Sciences at Fordham,”\* the enhanced position enables the dean to “better balance and leverage faculty strengths, instructional needs, and institutional priorities” for the A&S divisions in the broadest sense.

### **Gabelli School of Business**

The 2014-2015 unification of the undergraduate Gabelli School of Business and the Graduate School of Business Administration provided an opportunity to rejuvenate and restructure planning processes within the business area as a whole. The dean circulated a vision statement regarding a “Strategy for Business Education at Fordham”\* that was discussed extensively by faculty within departments and at the Joint Business School Council. The Faculty Senate, the Deans Council, the Administrative Council, and the Academic Affairs Committee of the Board of Trustees also reviewed and discussed the document.

The strategy emphasized two unifying elements: faculty excellence and an academic approach that prioritizes the core principles of business education at Fordham, i.e.: applied learning, teamwork, interdisciplinary thinking, ethical decision-making, self-awareness, innovation, global mindset, and business with a purpose higher than profit. A number of specific objectives support the overall strategy: establishment of a Center for Business Education at the Lincoln Center campus; enhancement of internship and career placement efforts; integration of fundraising and development efforts; unification of student support services on all levels; exploration of a new budget model and new sources of revenue; and expansion of strategic partnerships with corporate, nonprofit, and other educational institutions.

### **Graduate School of Social Service**

While GSS, like all schools at Fordham University, has long had a school council, in September 2014 it formed its own Strategic Advisory Committee (SAC), co-chaired by the dean and the chair of the council (a tenured faculty member). The committee’s role is to create and guide a continuous strategic planning process for the school. While the SAC includes faculty, it also has representation from administrators within the school and students from each academic program – BASW, MSW, and the PhD.

The committee began its work by creating a comprehensive map of GSS to better understand its complexity and interconnectedness. The first stage of its strategic planning process required the committee to focus on accessibility of all academic programs from a student’s perspective. Committee members are currently working on ways to ascertain GSS students’ perceptions re: accessibility of faculty; relevance of field placements; adequacy of student services; and usefulness of alumni networks, among other things.

## **School of Law**

Since the last Middle States review (2006), Fordham Law School has developed and executed two sets of strategic goals and has strengthened its capacity for ongoing planning. About 10 years ago, the administration developed its own, school-specific strategic plan which emphasized the continued development of specific curricular areas; lateral faculty hiring; growth in the number of faculty chairs, centers, and institutes tightly linked to the strategic plan; improvement in the physical plant; expansion of clinical education; and increasing support for service- and mission-oriented activities.

The school's Long-Range Planning Committee reviewed the draft and Law faculty discussed and approved it. The final report's influence became evident in committee charges, hiring decisions, and resource allocation decisions, among other areas.

In 2008, as the strategic plan began to unfold at the Law School, the underlying forces shaping American legal education and practice began to shift markedly. The school experienced a difficult job market for its graduates and a drop in applicants. Since the pace of change made reliance on a single long-term plan unwise, the Law School moved to a set of goals addressing falling revenues while protecting core programs and began to strengthen ongoing planning.

Over the past five years, the charge and membership of the Long-Range Planning and Budget Committee have expanded. It now includes four elected faculty members, four faculty or senior administrators appointed by the dean, and the four senior academic administrators at the Law School. It has oversight of budgetary policies and actively consults with the dean on addressing strategic issues.

## **Coordinated Planning Across University Areas**

While the previous examples included planning within areas and schools, planning at Fordham also occurs across various units at the University. The Committee on Undergraduate Enrollment (CUE) includes administrators from that area as well as from Finance, Student Affairs, IT, Institutional Research, the Provost's Office, undergraduate deans, and faculty representatives. The Technology Leadership Council brings together University-wide representatives to discuss priorities, recommend financial and technical resource allocations for top initiatives, and provide a forum for sharing goals. The Budget Planning Committee is an example of a cross-area planning group established by statute. Chaired by the CFO, it includes six faculty members selected by the Senate and six administrators appointed by the President. The establishment of Integrated Learning Communities – a major initiative from the previous strategic plan – required coordinated planning among Academic Affairs, Mission and Ministry, Student Affairs, and Facilities (see [fordham.edu/rhilc](http://fordham.edu/rhilc)).

## **Evaluating Planning Effectiveness**

The evidence collected by the task force on Standards 2 and 3 suggests that University units find the annual reporting process an effective tool that explicitly links goals and objectives to strategic priorities, assesses past performance, and details plans for future achievements. Even so, there are some gaps in the process that impede the University from being as effective as it could be in this regard.

First, it is not always clear how the annual reports submitted in June relate to the budget decisions made in the fall. Despite the time and effort required to fill out the report, department and program chairs or unit directors may not always see results in the next year's budget allocations. Part of this disconnect has to do with timing. New budgetary requests cannot be addressed until the following fiscal year, although some changes can be made in the current year's budget via reallocation of existing funds. In an environment characterized by limited resources, not every new request can or will be acted upon. However, communication should be improved so that factors impacting budgeting decisions are more widely understood. This would mitigate perceptions among some that the annual report simply disappears into a "black hole." The new Chief Financial Officer is aware of these concerns and is working toward more closely integrating the annual reports schedule with the budget planning schedule.

Second, while the reports are shared up the administrative hierarchy and ultimately reach the President, they are rarely shared horizontally with other areas across the University. Those who write the reports may be more candid in discussing their challenges and shortcomings if they are assured a degree of confidentiality. Although the President does provide a summary in his annual State of the University address, additional information sharing across the University would contribute to enhanced transparency in decision-making. Summary information sharing would encourage more collaboration and coordination of planning and needs assessment across units, reduce duplicative activity, and allow for a more integrative planning process at the University level.

In spring 2015 the task force on Standards 2 and 3 surveyed Board members, administrators, and faculty serving on University-wide planning committees to evaluate the effectiveness of such planning. Out of 69 people surveyed, 45 responded for a response rate of 65%.

The survey\* itself replicated a similar one conducted in 2003 for the 2006 Middle States self-study to establish the basis for a longitudinal analysis of how planning at Fordham has progressed over the past decade. Nine positive statements about planning were provided and respondents were asked whether they strongly agreed, somewhat agreed, neither agreed nor disagreed, somewhat disagreed, or strongly disagreed with each of them.

1. Your planning committee bases its plans, goals, and resource allocations on the University's mission statement.
2. Your committee prioritizes its goals and objectives and bases its resource allocations on these priorities.
3. Your committee regularly assesses the effects of its resource allocations.
4. Your committee regularly does assessments of its goals and objectives.
5. Your committee devotes some resources to long-range planning beyond the five-year projections.
6. Constituencies (e.g., schools and colleges) are identified and represented in your committee's (or committees') planning processes.
7. Your committee's (or committees') planning processes and reports are clearly communicated to the University community.

8. Your committee is open to influences from the inside and the outside for change and renewal.
9. Verifiable improvements have resulted from the planning processes of your committee(s).

The overall results painted a relatively positive picture of planning at Fordham, while highlighting certain strengths and weaknesses. The most positive results had to do with the inclusiveness of planning. Of respondents, 83.8% either strongly or somewhat agreed with statement 6 above. This compares favorably with the results of the 2003 survey, where 78% were in agreement. Many of the current University planning committees comprise representatives from units across the University to ensure widespread representation, and a full 75% of faculty respondents in the 2015 survey also either strongly agreed or somewhat agreed with this statement.

Not only were respondents mostly satisfied with representation, but they also felt (although slightly less strongly) that this widespread representation affected the committees' work, and 80.9% of respondents either strongly or somewhat agreed with statement 8. This is a notable improvement over the results from the 2003 survey, in which only 69% of respondents either strongly or somewhat agreed with it.

While there seems to be widespread satisfaction on the "input" side, it is less the case when it comes to communicating planning processes and results to the University community (statement 7). Only 11.6% strongly agreed with this statement, while a larger percentage (41.9%) somewhat agreed. This was also identified as a problem back in 2003; in that survey, half of respondents strongly agreed or agreed with the statement (whereas this time it was 53.5%). The level of disagreement with this statement has increased significantly over time from 12% in 2003 to 27.9% in 2015. This may be attributable to the fact that respondents' perceptions may have shifted from the neutral response of "neither disagree nor agree" (31% in 2003, 18.6% in 2015). These findings are consistent with the picture that arises from the fall 2014 Middle States Faculty Survey.\* In that survey, only 17.6% of the respondents agreed or strongly agreed that the "administration works to promote transparency in how decisions are made." It should be noted that faculty as well as administrators serve on planning committees, but committee decision-making may nonetheless remain cloistered. Only 20.3% of the respondents to the fall 2014 faculty survey agreed that "the roles of faculty and administrators in collaborative decision-making are clearly articulated and generally understood." It is clear that this is an area in need of improvement.

On the question of whether planning (including the setting of goals) is linked to the University mission statement, 74.5% either strongly or somewhat agreed. This is an improvement over the response in 2003 which showed only 56% agreement. Relatedly, there was also an increase in the percentage of respondents between 2003 and 2015 who agreed that their committee(s) prioritized goals and objectives and used these priorities to allocate resources. Of those surveyed in 2015, 74.5% either strongly or somewhat agreed with this statement, which contrasts with the 2003 results, when 66% agreed.

There was a lower degree of consensus about the adequacy of assessment efforts, although overall the responses were still largely positive: 65.2% of respondents agreed with

statement 3, that their committee regularly assesses the effects of its resource allocations; 60.4% agreed with statement 4, that their committee regularly assessed the achievement of their goals and objectives. In both cases, these responses represent an improvement from 2003. In that earlier survey, only 41% agreed that their committee regularly assessed achievements of goals and objectives.

An even larger percentage (76.7%) agreed that verifiable improvements had nonetheless resulted from their committee's planning process. This is again an improvement, with perceptions strengthening considerably from 2003, when agreement was 62%.

The weakest part of planning – and this is a relatively consistent perception among the respondents – was long-term planning. Only 51.2% agreed that their committee devoted resources to long-range planning beyond the five-year projections. This is similar to 2003, when 50% agreed with the statement.

The survey findings seem to suggest the following overall conclusions:

- To those involved in University-wide planning committees, planning has become more effective over the course of the past decade. For each of the positive statements, there was a larger percentage of agreement than was the case in 2003.
- As in the 2003 survey, one of the perceived strengths of planning is its inclusiveness. Constituents across the University are represented, and committees are perceived as open to influence from both within and without.
- However, planning committees seem not to do as good a job in communicating their activities and results to the wider University community as in years past.
- Planning is seen as being rooted in mission and as linking resource allocation to goals and objectives.
- Assessment of both the effects of resource allocation and the achievement of goals and objectives has improved over the past decade, although fully one-quarter of respondents believe assessment is not being done adequately.
- Still, most respondents do think that verifiable improvements have occurred as a result of their committee's activities.
- Long-range planning (beyond five years) is not seen as a strength in Fordham's planning process, although the significance of this weakness may be reduced by the University's shift in emphasis to continuous – rather than long-term – planning.

The survey also invited respondents to add comments. Few did so, and many of those responses were positive. One critical comment noted that planning is often done in “silos,” (echoing the findings of the task force report on Standard 7.) Others singled out the Budget

Planning Committee, indicating uncertainty about its role in the budget process and whether it has true authority to make decisions (a perception also noted in the committee's minutes).

The survey results from members of the Budget Planning Committee reflect this perspective. While respondents agreed that the committee identified and represented the appropriate constituencies, responses on every other question were consistently more negative than the mean.

Finally, while it is important for planners to reflect upon and assess the process, this particular survey gauged effectiveness as perceived by them; it does not offer data on the perceptions of other University constituencies on this question.

### **Review of Financial Results and Other Reporting**

Evidence demonstrating that Fordham meets the requirements of Standard 3 on institutional resources is provided in several documents included in the appendices to this self-study. A review of key highlights from the Fordham Financial Statements and accompanying analysis\* sheds light on current trends and how they may affect Fordham's future. The appended charts taken from the materials provided by Fordham's auditing firm, KPMG, to the Board's Audit and Risk Management Committee in October 2014 span the time frame between fiscal year 2006 and 2014. They document periods of growth and challenge and show not only how Fordham handled certain problems, but also what financial resources were and are at its disposal. The data provided cover net assets; tuition and fees; expenses; government grants; contributions and private grants; investments; investment return; loans payable and long-term debt; net tuition dependency ratio; and a verbatim excerpt from the *Moody's Rating Report* providing an independent analysis of the University's financial health.

Appendix 4 contains documents on the University's institutional resources. These reports include financial statements, management letters prepared by Fordham's financial auditors, and various presentations for the Middle States review committee's examination. Overall, the University has successfully completed its financial statement audits with unqualified audit opinions. The management comments over the years have reflected items in need of attention, and they were quickly addressed to the satisfaction of the auditors. The University's budget has grown significantly as the result of increased undergraduate enrollment, success in fundraising, and the compounding effect of tuition rate increases. The University still faces several challenges, the most important of which is its dependence on tuition and the corresponding need to find additional revenue sources. The University's bond rating is strong, with key strengths noted as Fordham's location in New York, its Jesuit identity, its ability to generate surpluses on operating activities, and its strong management team.

### **Recommendation**

- In the interests of furthering communication among the various schools and departments and in eliminating the "silo" structure that currently exists, the task force recommends the creation of a *summary* Annual Report that is cross-unit and cross-department in scope and range, and which articulates clear links among planning, assessment, and budget allocation decisions. This report should be prepared and disseminated to all University

faculty and staff at an appropriate time during the academic year so that it can be used to inform the budget process and contribute to cross-fertilization and the creation of mutually beneficial initiatives among the various divisions of the University.

## **Chapter 7: Leadership, Governance, and Administration: Moving Forward Together (Standards 4 and 5)**

Fordham University's governors are the members of its Board of Trustees, and its senior leadership positions include the University President, the Provost, the nine vice presidents and their associate vice presidents, the Chief Financial Officer, the deans of the various schools and colleges, and the Faculty Senate. Student representation in University governance is ensured by various means, and the remaining administrative structure delegates diverse responsibilities to department chairs and program directors. Together they form the leadership that unites authority with responsibility in establishing a climate of mutual support and respect and guiding Fordham toward the realization of the goals and objectives that undergird the University mission.

### **The Board of Trustees**

In accordance with the laws of the State of New York as well as with the stipulations in the University Charter (Article 1 of the University Statutes, [fordham.edu/statutes](http://fordham.edu/statutes)) and its own by-laws, Fordham's Board of Trustees has ultimate authority over all acts of the University, including its governance structure. The Board's full responsibilities are detailed in Article 2 of the University Statutes, which constitutes the By-Laws of the Board of Trustees.

The Board currently consists of 40 term trustees in addition to nine trustees emeriti ([fordham.edu/trustees](http://fordham.edu/trustees)). When vacancies occur, the Board's Nominating Subcommittee suggests candidates for election to the full Board. New trustees attend an orientation session during which several vice presidents give brief presentations about the roles and responsibilities of Board members; they also participate in campus tours and receive written materials, including copies of major Board and University policies, organizational charts, and college and school bulletins.

The Executive Committee comprises the Board officers and the chairs of the standing committees: Advancement and University Relations; Audit and Risk Management; Academic Affairs; Facilities; Finance and Investment; Mission and Identity; Student Development and Athletics. The Board also has the authority to appoint other committees as the need arises.

The Board's role is not to engage in the day-to-day running of the University, but rather to exercise general oversight. Its responsibilities include hiring and evaluating the performance of the University President every three years and ensuring the fiduciary integrity of the institution. It also reviews and approves major institutional policies, facilitates planning, and ensures the availability and effective management of resources. Fordham's mission and financial health guide their deliberations. In addition to the evaluations mentioned above, the Board also conducts an assessment of its own effectiveness every two years.

During the interview with members of the task force, Board members revealed that the Board considers itself "well-informed and knowledgeable about the University's operations." Members receive periodic emails from the President's Office, monthly updates from the nine vice presidential areas, and detailed information packages prior to each Board meeting. They also receive the Rose Hill and Lincoln Center student newspapers as well as a weekly electronic mailing of campus information from the News and Media Relations Bureau. Faculty Senate minutes are posted on BoardLink, the Board's electronic board book site.



Faculty serve as non-voting members on all Board committees except the Executive Committee and the Nominating Subcommittee. Students currently serve as non-voting members on two committees: Student Development and Athletics, and Academic Affairs. The extent to which non-voting members participate in these fora can vary, depending upon the way the committee chair conducts the meeting. Even so, according to the focus group, the Board finds faculty and student contributions to committee discussions useful and informative. Beginning in the spring of 2015, the President of the Faculty Senate addresses the full Board at every meeting.

### **The President**

The administrative role of the President is defined in § 2-08.02, “Powers and Duties of the President,” and in § 3-01.01, “The Responsibilities of the President” of the University Statutes. Several vice presidential offices are described in § 3-02.01, “Officers of the University.”

The Board of Trustees elects the President of the University. He, in turn, meets weekly with the members of the Cabinet (comprising the President, the Provost, the nine vice presidents, the University Secretary, and the President’s Executive Assistant) to discuss issues that cross areas of vice presidential responsibility. This advisory group also meets before and after each Board meeting to review proposals to be presented to that body and to discuss its subsequent actions and plans. In spring 2015 the vice presidents and the academic deans began meeting together as a group to foster greater collaboration across the units. This new grouping, called the President’s Advisory Council, continues to meet on a regular basis.

The President communicates regularly with the University community. He presents a comprehensive State of the University address at the annual Faculty Convocation, which is usually held in early fall. He attends and participates in monthly Faculty Senate meetings and regularly meets with the President of the Senate on an individual basis. He also confers regularly with individual faculty members serving on various University-wide committees and task forces. The President addresses faculty and students at open fora and other assemblies as they arise and attends athletics as well as other student-run social events.

An integral part of the President’s responsibilities involve his participation in fund-raising and efforts to increase public awareness of Fordham’s accomplishments and needs. He meets often with public officials, businessmen, academics, alumni, and the public at large.

### **The Provost**

Fordham’s Board of Trustees established the Office of the Provost in 2010. As documented in the 2006 self-study, faculty had long expressed the need for a Provost who would ensure the priority of Fordham’s academic mission and adjudicate issues that either crossed or fell between vice presidential areas (e.g., space issues or policies regarding the indirect costs associated with external grants). When the current position of Provost was created, two additional responsibilities were added: 1) oversight of the University’s globalization strategy, and 2) a greater role in more strategic planning of academic budgets in collaboration with the deans.

While the position has evolved over the past six years, the University Statutes do not yet define the parameters of its duties and responsibilities within Fordham's administrative structure. This lack of clarity may account for the fact that in the 2014 Middle States Faculty Survey,\* 41.8% of faculty respondents disagreed or strongly disagreed with the statement that "the establishment of the Office of the Provost in 2010 has worked well to achieve its intended goals," while 27.5% agreed or strongly agreed with it.

### **The Chief Financial Officer**

The University Statutes provide for the Board of Trustees to nominate "a Financial Vice President who is responsible for the financial and business affairs of the University" (§ 3-02.01). The scope of this position broadened significantly during the previous incumbent's tenure. The current unified position of Senior Vice President, Chief Financial Officer, and Treasurer is responsible for the financial operations of the University and coordinates and directs the University's budget planning process. The person in this position oversees the Vice President for Finance and the Vice President for Information Technology, as well as the Chief Investment Officer and the Assistant Treasurer. She is the chief financial advisor to the Board of Trustees, supporting the work of both the Audit and Risk Management and the Finance and Investment Committees of the Board. One of the intended outcomes of the creation of the position of Provost was to promote a closer collaboration between the academic and financial areas in achieving the University's overall mission, goals, and objectives. With the appointment of a new CFO in fall 2015, Fordham is well-positioned to realize and enhance this collaboration.

### **Deans**

University Statutes (§ 3-05.01) identify the dean as the principal administrator of a school or college, and he or she reports to the Provost on all academic matters. Where faculty have responsibilities in more than one school (and this is usually restricted to the Arts and Sciences), § 3-05.03 allows for the appointment of a dean of faculty, who provides leadership on faculty development and has responsibility over all matters regarding faculty status.

In 2014, a reorganization of the decanal structure within the A&S divisions clarified responsibilities, created a more unified voice for A&S across schools and campuses while promoting curricular and programmatic collaboration, and encouraged more strategic and innovative planning. Previously, the Dean of Faculty shared responsibility with the school deans over operations within A&S. The Dean of Faculty of Arts and Sciences is now a University-wide position, and it bears the additional title of Associate Vice President for Arts and Sciences Education. The academic deans of FCRH, FCLC, and GSAS now report to this associate vice president. The school deans retain their statutory authority and responsibility vis-à-vis their own schools. PCS also works closely with the A&S Dean, but because of the increasingly widespread scope of new PCS programs spanning various faculties, the dean of that school continues to report directly to the Provost.

In February 2015, Fordham's undergraduate and graduate business schools united to form the Gabelli School of Business. Three decanal roles – Dean of Business Faculty, Dean of the (undergraduate) Gabelli School of Business, and Dean of the Graduate School of Business Administration – consolidated into one single position, Dean of the Gabelli School of Business.

## The Faculty Senate

Fordham's Faculty Senate meets monthly during the academic year, and all faculty members are invited to attend as guests. Senate members are elected by and representative of the several faculties of the University. Appendix 2, Article 1 of the Statutes states that the Senate is to promote communication and consultation among the faculty, the President, and the University's administration. To that end, the President attends the opening of each Senate meeting to comment upon and discuss current events and issues and to respond to questions. The Provost also attends and performs similar functions. Other administrators attend Senate meetings upon request to discuss issues or problems that emanate from or affect their specific areas. The Senate publishes its calendar at the beginning of every semester and communicates its agenda to the faculty as a whole prior to each meeting; it also frequently releases "Action Minutes" when appropriate on matters of urgency. Once approved, full minutes are distributed to all members of the academic community one month after each Senate meeting.

In addition to its primary role of advising the President of the University and the Board of Trustees, the Faculty Senate serves as the nexus of a whole system of University committees dealing with salary and benefits, statutes, tenure and reappointment, faculty grievances, disciplinary matters concerning faculty, and other major issues. The Senate reviews the work of these committees, receives reports (some of which it may specifically endorse), and occasionally initiates statutory or procedural changes when they are deemed necessary. (See the Organizational Chart of Faculty Committees appended to the Senate Minutes of 1/23/15.\*)

Through regular contact with all major University administrators, the President of the Faculty Senate works both officially and unofficially to uncover problems, discuss solutions, and reconcile differences. The Senate President may also serve as advisor to individual faculty who take issue with University governance practices. If individual problems indicate systemic faults, the Senate President can bring matters to the attention of the administration or the Senate for formal review and/or action. In this way, the Senate makes recommendations to appropriate officials and governing bodies dealing with every aspect of faculty life at Fordham, and in so doing aims to promote a campus climate of mutual support, collegial governance, and personal respect.

The Senate also participates in writing, approving, and interpreting the University Statutes and thus exercises control over the rules for faculty appointment, reappointment, promotion, tenure, grievances, and discipline. It has an especially important responsibility regarding tenure recommendations to the President. While the Senate has made such recommendations directly on a few occasions, it normally fulfills this function through two committees, the University Tenure Review Committee (UTRC) and the Tenure and Reappointment Appeals Committee (TRAC). Each year the faculty nominates and the Senate elects the members of the Faculty Salary and Benefits Committee for their annual consultation with the senior administration.

Senators, particularly those in the professional schools, regularly report to their colleagues during faculty meetings. The larger liberal arts schools sponsor occasional open meetings for senators and faculty, but most contact occurs between individual constituents who approach their senators directly. The current size and distribution of the 25-member Faculty

Senate is widely perceived as appropriate, although GRE has requested that a senator be designated from this unit. Adjustments to the size of the Senate have been made in the past when schools or the size of their faculties experienced transformative changes.

Although there is no formal procedure for the periodic assessment of the Senate and its effectiveness, the findings of the 2014 Middle States Faculty Survey suggest that the Senate is one of the institutional bodies most trusted by the faculty. Of those surveyed, 70.1% agreed or strongly agreed that “The Faculty Senate is effective in representing the faculty’s concerns to the administration.” Suggestions for improvement of the Senate’s performance are made as particular issues arise; these suggestions are reviewed by the Senate, either as a whole or by its committees, and may then be adopted. There have been many such assessment-driven revisions in its procedures since the Senate’s inauguration, which indicates that the system is responsive to change.

In June 2015 the executive committee of the Faculty Senate issued its first State of the Faculty Senate Annual Report.\* It summarizes the formal and informal actions taken by the Senate between May 2014 and May 2015, along with recommendations for future action, all organized under one of seven overarching goals. The Senate report, which will be issued annually, supports transparency and open communication regarding the various issues of contention. Of particular interest with respect to Standard 4 are Goals 1 and 2 of the report: “To Ensure Adherence to the Faculty’s Right to Shared Governance” and “To Strengthen the Faculty’s Role in Shared Governance” (see below).

### **Student Representation in University Governance**

Students are involved in the highest levels of University governance at Fordham. Student representatives recruited from student government bodies on each campus serve as a resource on the Academic Affairs Committee and the Student Development and Athletics Committee of the Board of Trustees. They also serve, from time to time, on certain *ad hoc* committees of the Board, as well as on the Presidential Search Committee, and they exert considerable influence on decisions that affect them most directly, for they are strongly represented on University-wide committees of special interest to them, such as Public Safety, Facilities, Community Service, Campus Ministry, Food Service, and Residential Life.

All schools have student representation on their respective councils and on a variety of sub-committees, including the Core Curriculum, Faculty Evaluation, Faculty Policies and Resources, Student Policy, Strategic Planning, and the Deans’ Advisory Committees. Students also serve with faculty and administrators on the University Judicial Council, a seven-member body that hears appeals from students who have been expelled or suspended by the deans of students on each campus. In the student government leaders’ focus group, participants largely agreed that their contribution to the work of these committees can indeed result in University action, although some felt that students on committees are present primarily for their own edification. To the extent that their input is sought, those serving on committees represent their own views; they are not expected to talk to their peers about their committee work and they typically do not do so. Students on the Facilities Committee noted that their ideas often meet with resistance due to financial issues or other considerations.

Students assess their professors' performances through the formal SEEQ evaluation system administered at the end of every semester (see Chapters 4 and 9). These evaluations play a role in decisions concerning faculty retention, promotion, and compensation. In many departments and schools, students are invited to attend a lecture presented by a faculty candidate to help assess his/her qualifications for initial appointment. The students' evaluation of the candidate's performance constitutes an important element in many departments' hiring decisions.

Student governments on all three campuses manage their own activities, determine the allocation of student fees to the various clubs and organizations, and approve new groups.

### **Administrative Structure**

Within the academic area, the deans are the ranking administrators of their respective schools and colleges. In those schools organized by departments, as is the case within A&S, (including FCRH, FCLC, GSAS, and PCS), each department and interdisciplinary program has a chair or director. Where a department has instructional duties in more than one college, as is the case with most, the department is a single unit, but has associate or assistant chairs for specific college-level administration (graduate/undergraduate).

The Gabelli School of Business is organized by areas, which, according to the Statutes (§ 3-08.01), are equivalent to departments. In the other professional schools, the Statutes allow for the selection of a faculty chairperson whose responsibilities are determined by the faculty, but may include conducting personnel decisions and representing the faculty in dealings with the deans and other administrators.

Each college or school has its own faculty council. In some cases, membership is based on representation of individual departments and programs, while in others the entire faculty participates. The dean may be a member and chair the council, which is charged with formulating academic policies for the respective college or school. The councils vary in how they incorporate administrators and students.

The Provost and vice presidents meet with the University President in a weekly cabinet meeting, and once a month the President of the Faculty Senate attends. There are two meetings in the spring semester, one for non-academic proposals and one for academic proposals. Each school has its own budget, which includes a share of the overall common costs of running the University (e.g., administration, athletics, security). Other specialized committees, such as the Council on Undergraduate Enrollment (CUE) and the University Space Planning Advisory Committee, meet regularly throughout the academic year.

### **Shared Governance**

The 2014 Middle States Faculty Survey asked a number of questions regarding governance. Overall, faculty expressed general satisfaction with Fordham's administrators. For example, faculty members were in general agreement or strong agreement that the dean of their school or college is effective (67.9%). Of those A&S faculty surveyed, 65.4% agreed or strongly agreed that the Dean of Arts and Sciences is effective as well. However, some respondents expressed concern about the faculty's role in decision-making: 59.1% of those responding disagreed or strongly disagreed with the statement, that "The roles of faculty and administrators

in collaborative decision-making are clearly articulated and generally understood.” Only 20.4% agreed or strongly agreed with that statement. In response to the statement that, “Fordham faculty are sufficiently involved in decision-making as stipulated in the University’s Statutes,” 58.1% of respondents disagreed or strongly disagreed, while 21.6% agreed or strongly agreed. Not surprisingly given these sentiments, 59.3% of respondents disagreed or strongly disagreed with the statement that, “The current structure of shared governance is effective in contributing to the quality and legitimacy of decisions at Fordham University.” Only 18.2% of respondents agreed or strongly agreed with that statement.

The 2011 Faculty Senate Survey of Satisfaction with Administration\* echoes many of these views. Faculty reported general satisfaction with their interactions with administrators (which included requests for resources, formal approvals, and the sharing of ideas among other constituencies), and that the relevant offices responded in a timely manner. Faculty tended to be most satisfied with their department or area chair and the dean of their school. Faculty senators (n=20) who responded to the 2014 AAUP Shared Governance survey\* expressed concerns about timely access to information and effective mechanisms for faculty input in institutional decision-making. Of those surveyed, 27% felt that faculty had influence in the selection of academic administrators, and only 5% suggested that faculty had a role in evaluating them.

In his interview with members of the task force, the Provost acknowledged the existence of disagreements regarding governance. He stated that faculty should have a central role in deciding curricular and programmatic issues, including academic appointments, tenure, etc. The Board, however, has delegated many key decisions to the President. The Provost also emphasized the deans’ role as representative of their faculty in the decision-making process.

Recent developments indicate that the administration acknowledges and has taken steps toward increased communication and collaboration with faculty as an important goal. Since these surveys were conducted, the Board of Trustees has issued a standing invitation to the President of the Faculty Senate to attend its meetings, the new strategic planning process (CUSP) has been initiated with a leadership team consisting of a member of the faculty as well as a vice president and an academic dean.

### **Recommendations**

Based upon their findings, the task force on Standards 4 and 5 makes the following recommendations:

- The roles, responsibilities, and authority of the Provost should be clarified, and the University Statutes should be updated accordingly.
- More information-sharing and transparency should be promoted across the University, particularly on issues that involve academic, budgetary, and space planning matters.
- Fordham should consider faculty input in the assessment of the University’s academic administrators.

## Chapter 8: Integrity (Standard 6)

Institutional integrity in the sense used here demands strict adherence on the part of the University to ethical standards in general and to Fordham's own stated policies regarding academic and intellectual freedom in the conduct of its programs and activities involving the public and the constituencies it serves. The task force for this standard examined how Fordham's working environment exemplifies the qualities it endeavors to impart to its students, including justice, equity, and respect for diversity and human dignity as articulated in the University mission statement. Toward this end, it devised a number of specific surveys to conduct its investigations and distributed them to the deans of faculty of the various schools and colleges (75% return rate); the academic deans of Fordham's nine schools and colleges (80% return rate); the Vice President for Student Affairs and the deans of students (67% return rate); the presidents of the undergraduate student governments at Lincoln Center and Rose Hill and the Graduate Students Association (33% return rate); the Office of Sponsored Programs, the Office of University Mission and Ministry, the Office of Human Resources, and the unionized and non-unionized staff; and student focus groups at the Lincoln Center campus (34 participants) and the Rose Hill campus (20 participants). The discussion below starts with the way the senior administration and the students exemplify integrity in their everyday activities, and continues with an analysis of each of the fundamental elements as described in *Characteristics of Excellence*.

### Board of Trustees

The members of the Board of Trustees see Fordham's mission and its Jesuit tradition as absolutely central to all its deliberations. To ensure adherence to mission, each Board committee meets regularly in joint session with the Board's Identity and Mission Committee to discuss how their work aligns with Fordham's published goals and objectives.

### University President

In his communications to the University community, the President makes frequent reference to the University mission when explaining his decisions. One particularly salient example of how Fordham lives its values surfaced during the economic crisis of 2008. Despite the financial challenges, the President decided not to eliminate any employee positions (apart from normal attrition), even though it meant the University had to cut its budgets in other areas.

### Vice Presidents and Provost

The various chapters of this self-study focus on the individual Standards of Excellence, and each provides documentation of how the higher administration of the University adheres to and is guided by the tenets of the University mission. To eliminate redundancy, that data will not be repeated here.

### Deans and Faculty

Fordham's mission statement and articulated goals guide discussions at regular committee meetings chaired or attended by Fordham's deans, department, program, or unit chairs, and the Faculty Senate. Newly hired full-time faculty at FCRH and FCLC are encouraged to attend a year-long seminar focusing on the University mission and how it can inform scholarship, teaching, and service. All new faculty members receive copies of University policies

as well as the University Statutes so that they may be well-informed of Fordham's values and procedures. The results are positive: 88% of faculty responding to the 2014 Middle States Faculty Survey\* report having read the mission, while 82.2% of respondents say the mission has informed their teaching; 72.3% say the mission has informed their research, and 58.8% say the mission has informed their service to their community.

In response to the staff survey,\* 90% of Fordham's non-unionized employees report having read the University's mission statement at least once or twice, if not several times, compared to 75% of Fordham's unionized employees who report the same. Of Fordham's non-unionized employees, 96% report being familiar or very familiar with the University's mission (as compared to 76% of its unionized employees). The discrepancy between the responses provided by the non-unionized as compared to the unionized employees may reflect the fact that the latter group relies heavily upon its union to communicate ways in which they are expected to adhere to mission. In either case, mission is central to the expectations and performance of their duties.

### **Fordham Students**

Fordham's educational mission lies at the heart of its existence. In spring 2014, Fordham University participated in the National Survey of Student Engagement (NSSE) - Catholic College Consortium (CCC)\* and administered additional, school-specific questions on mission to the survey's first-year and senior-year student respondents. Of the 1,066 Fordham students who responded, 503 were first-year students and 563 were seniors. Students were asked how their education made them aware of social justice issues and thoughtful about ethics and values, as well as about the extent to which the climate at Fordham is welcoming of people of different outlooks, different sexual orientations, different genders, national heritages, and religious views. In every category Fordham scored at or (most often) above the mean for the consortium. (See Chapter 3 for a detailed analysis of these findings.)

### **Fundamental Elements Constituting Institutional Integrity**

In what follows, a number of fundamental elements constituting institutional integrity have been combined to document the ways in which Fordham is in compliance with the requirements of this Standard. Others duplicate the information required on the institutional template on Verification of Compliance with Accreditation-Relevant Federal Regulations (Appendix 2) (i.e., documentation regarding student grievance policies and procedures; continual review of information in public disclosure documents and policies; honesty and truthfulness in public relations announcements; ready availability and easy access to student handbooks, college/school bulletins, course offerings and schedules; and documentation regarding Fordham's compliance with all regulatory agencies, including the Middle States Commission on Higher Education). Specific URLs and other evidence of Fordham's compliance with these regulations can be found under the sections titled "Required Information for Students and the Public" as well as "Standing with State and Other Accrediting Agencies" on pps. 18 – 23 of the template.

1) A review of the University's policies page ([fordham.edu/policies](http://fordham.edu/policies)) as well as analysis of the responses elicited by the decanal surveys\* enabled the task force to evaluate how effectively Fordham ensures **appropriate and consistent treatment in the application of academic**



### **requirements, student discipline, student evaluation, and student grievance procedures.**

From the deans' perspective, the student grievance system works well. Survey responses indicate strong consensus that policies articulating the processes and procedures for addressing student grievances are fair and impartial, although there may be differences among the schools. The responding deans reported that the number of student grievances over the past five years were too few to present a pattern. Most of the deans felt that student grievances are addressed promptly, appropriately, and equitably. Ongoing monitoring and discussion about policies and procedures in the individual schools continue to address any discrepancies in this regard.

The two student focus groups provided insight into students' knowledge about Fordham's process for addressing student grievances. The participants were most interested in the areas of financial aid and academic integrity, and most either knew or felt they could easily find out about the respective grievance process, although several said they may rely on word of mouth for guidance. As far as the fairness and impartiality of the grievance processes are concerned, responses varied from student to student. Several pointed out that a delay in the handling of the complaint can create potential unfairness.

Several participants in the focus groups measured the efficacy of the grievance procedure by the type or content of the grievance and the individual overseeing the process. While grievances do get addressed, they felt the process involves too much bureaucracy. Increased transparency would also improve the situation, for many students were unclear as to which office or person they should approach with their problem. While many participants understood the grievance process fairly well, they pointed out that they were invited to the focus group because of their leadership roles and that they would have been less aware of the procedures had they been less engaged.

All focus group participants were aware of the issues surrounding academic integrity since they are required to complete an online tutorial as freshmen and information is included on their individual course syllabi. Nonetheless, only a few clearly understood the process by which violations of academic integrity are handled. That topic is currently not included in the tutorial, and the consensus of opinion was that it should be. Other concerns were also voiced. For example, one student on the academic integrity review board described feeling unintentionally intimidated because decisions were made too quickly. Other students shared perceptions that do not accord with Fordham's policies, indicating either that they do not understand the policies as well as they think they do or that the policies are not always carried out appropriately. Some of the perceptions included the belief that Fordham's policy is "one strike and you're out" and that there is a presumption of guilt once a student reaches the adjudication stage.

These focus group discussions suggest that, although the policy documents are widely published and available on the web and in student handbooks, they are not prioritized or emphasized in orientation programs. It would also help if they were consolidated into one easily identifiable web page. Progress in addressing this difficulty is being made with the move toward locating all University-wide policies under one Policies page accessible through the "Resources" rubric on the Fordham homepage: ([fordham.edu/policies](http://fordham.edu/policies)). This site will eventually contain all University policies and public disclosure requirements in one central location.

**2) Fordham follows fair and impartial practices in the hiring, evaluation, and dismissal of employees.**

The following links provide information regarding Human Resources and employee relations and can be found on the Human Resources page under the rubric “Resources” on the Fordham homepage ([fordham.edu](http://fordham.edu)).

- Employee and Labor Relations, including Collective Bargaining Agreements, University Attendance Policy, and the University Code of Conduct ([fordham.edu/employeerelations](http://fordham.edu/employeerelations));
- Staffing and Executive Recruitment ([fordham.edu/staffing](http://fordham.edu/staffing));
- Human Resources Information Systems ([fordham.edu/hris](http://fordham.edu/hris)) ;
- Manager’s Toolkit ([fordham.edu/managerstoolkit](http://fordham.edu/managerstoolkit)), which includes topics such as Hiring and Exiting Employees, Introductory Periods and Probation Periods, Performance Appraisals, etc.

The University follows a Hiring Guide developed by the Offices of Human Resources, University General Counsel, and Finance. The pay structure is contingent on the budget of the client area and the annual increase that is determined through deliberations involving the President, the Provost, the Faculty Senate, the Finance Department, and ultimately the Board of Trustees. Union collective bargaining agreements are normally negotiated on a three-year cycle, whereby each party has an opportunity to propose changes to the agreement. The annual evaluation of administrative, clerical, and facilities employees uses standard evaluation documents germane to each of the three classifications. The Fordham Handbook for Administrators, the General Rules of Conduct, as well as other specific policies are amended as warranted by the changing conditions within the University and by prevailing legal requirements ([fordham.edu/policies](http://fordham.edu/policies)).

No one pattern of disciplinary action has risen to the level of grievance, which suggests that there is no systemic problem in Fordham’s Office of Human Resources’ handling of personnel matters (see Human Resource Survey\*). The task force also administered a specific survey to union and non-union workers at Fordham\* to ascertain their opinions on how personnel matters are handled.

Of non-unionized employees surveyed, 91% report that they are very or somewhat familiar with Fordham's policies for hiring, evaluating, and dismissing employees, as compared to 78% of the unionized employee respondents. Similarly, 93% of non-unionized employees (as compared to 79% of their unionized colleagues) either know where to find these policies or are confident that they can. Of those surveyed, 68% of Fordham’s non-unionized employees report that they either strongly agree or agree that Fordham’s employment policies are fair as written, and 26.6% neither agree nor disagree; 48.5% of Fordham’s unionized employees either strongly agree or agree that Fordham’s employment policies are fair as written, while 41% neither agree nor disagree. Of both groups surveyed, 68% reported that Fordham is fair in carrying out or enforcing its written policies always or most of the time. With the exception of the final points,

the discrepancy between the responses of the non-unionized as compared to the unionized employees might be explained by the fact that the latter group depends upon their union, rather than the University, to represent their interests.

**3) Fordham adheres to sound ethical practices and respect for individuals, including the avoidance of conflict of interest or the appearance of same,** in all its activities and among all its constituents.

In compliance with the Public Health Service (PHS), Fordham's Financial Conflict of Interest in Research policy is readily accessible and can be found here: [fordham.edu/researchfinancialconflict](http://fordham.edu/researchfinancialconflict) and here: [fordham.edu/researchfinancialconflictpolicy](http://fordham.edu/researchfinancialconflictpolicy). Initial disclosure at the time of a grant proposal is now included as part of Fordham's internal notice paperwork and must be completed before a proposal can be submitted. Additionally, those researchers awarded a grant under the PHS umbrella (which includes the National Institutes of Health) are required to receive training from the University of Miami's Collaborate Institute Training Initiative website and to submit an annual disclosure form at the same time they submit their progress reports to the sponsor. (See the Office of Sponsored Programs Survey\* results and the Legal Counsel Report.\*)

The University's Intellectual Property Policy is also readily accessible, among other places, via the Policies page under "Resources" on Fordham's home page ([fordham.edu/intellectualpropertypolicy](http://fordham.edu/intellectualpropertypolicy)).

**4) Fordham assures equitable and appropriately consistent treatment of constituencies,** as evident in such areas as

- The application of academic requirements and policies, student discipline, student evaluation, and grievance procedures. Fordham's policies and procedures regarding these topics can be accessed here: [fordham.edu/deansofstudents](http://fordham.edu/deansofstudents) and here: [fordham.edu/studenthandbook](http://fordham.edu/studenthandbook).
- Faculty promotion, tenure, retention, and compensation. Standard 10 discusses the rights and responsibilities of the faculty at Fordham, and relevant policies and procedures can be found here: [fordham.edu/policies](http://fordham.edu/policies), [fordham.edu/senate](http://fordham.edu/senate), [Handbook for Administrators](http://fordham.edu/policies), and [fordham.edu/policies](http://fordham.edu/policies)

Assessment of faculty members is not solely the responsibility of department chairs, deans, or other administrators. A collaborative approach to personnel assessment and evaluation is the rule. University Statute §4-05.01, "Faculty Personnel Policies and Procedures," outlines the procedure for evaluating faculty performance ([fordham.edu/facultypersonnelpolicies](http://fordham.edu/facultypersonnelpolicies)). Student evaluation is another important tool in assessing the teaching effectiveness of a faculty member. Based on information obtained through task force interviews, these procedures are followed as stipulated. Procedures for faculty merit pay increments can also be found in the University Statutes: ([fordham.edu/facultysalaryandbenefits](http://fordham.edu/facultysalaryandbenefits)).

- Administrative review, curricular improvement, and institutional governance and management are discussed in detail in Chapters 4, 6, 7, and 9. The relevant policies and

procedures can be found under the University Policy Library ([fordham.edu/policies](http://fordham.edu/policies)), which contains links to various public disclosure policies. These are also included in the [\*Handbook for Administrators\*](#).

In keeping with legislative changes and on the grounds of experience, the Office of Legal Counsel annually reviews and updates the information contained in these policies and procedures.

The Title IX Coordinator is responsible for the University's Title IX compliance efforts and violations of University policies and is informed of all Title IX complaints throughout the University. The coordinator collects all data for all Title IX complaints in order to monitor the timeliness of the process and its outcomes, to identify and address any patterns or systemic problems revealed by such reports and complaints, and to assess effects on the campus climate. The University takes prompt and effective steps reasonably calculated to end harassment, eliminate a hostile environment, prevent harassment from recurring, and, as appropriate, remedy any effects.

The Title IX Coordinator is responsible for coordinating the Sexual Misconduct Policy & Procedures process where a staff member, faculty member, or third party may be found responsible for violating this policy. In such cases, the Title IX Coordinator makes a finding of fact and a recommendation for resolution, including recommending possible disciplinary sanctions to the appropriate University vice president or designee. The officer receiving the recommendation has the authority and responsibility to impose discipline or other resolution he/she deems appropriate based upon the circumstances and severity of the findings of facts and in keeping with § 4-07.11ff of the University Statutes ([fordham.edu/statutes](http://fordham.edu/statutes)). (See also the institutional template on Compliance with Accreditation-Relevant Federal Regulations in Appendix 2 for an overview of student grievances during the past five years.)

**5) Fordham fosters a climate of academic inquiry and engagement supported by widely disseminated policies regarding **academic and intellectual freedom and the protection of intellectual property rights.****

The University's policies regarding academic and intellectual freedom are found in Appendix 1, "Academic Freedom and Tenure," of the University Statutes: [fordham.edu/statutes](http://fordham.edu/statutes). The administration has recently developed and implemented an intellectual property policy ([fordham.edu/intellectualpropertypolicy](http://fordham.edu/intellectualpropertypolicy)), and sections of it are currently under review by the Faculty Senate.

University Statute § 4-07.02 defines Academic Due Process and Grievance Procedures applicable to the denial of tenure or reappointment of faculty. The Tenure and Reappointment Appeals Committee reviews all grievances in this regard and assesses whether the denial of tenure has violated academic freedom; the committee "may substitute its judgment" for that of the ruling faculty body or administration if it sees fit. The Faculty Senate approves rules and procedures for grievances and upholds the mandate for academic freedom. As far as faculty grievances and issues of freedom of inquiry are concerned, none of the deans surveyed were aware of any general patterns.

As far as the relation between research and ethics is concerned, §5-03.01 of the Statutes states that “the University scrupulously avoids any regular institutional judgment as to the choice or validity of subjects or method of investigation; this determination will be made by referring to standards of normal academic procedure in each field of inquiry as described by the faculty.” Procedures regarding approval and monitoring of grant programs and research efforts are implemented by the Office of Sponsored Programs (OSP) and reviewed by the University Research Council, which is composed of faculty members. The OSP monitors, evaluates, and conducts investigations, and judges allegations of scientific misconduct. The President of the Faculty Senate reviews these allegations, and the final determination on any investigation of scientific misconduct is made by the Provost.

The Institutional Review Board defines standards and ensures that protocols are followed in any research involving human subjects (see: [fordham.edu/IRB](http://fordham.edu/IRB)). The Institutional Animal Care and Use Committee performs the same duties with respect to research involving animals. No external complaints about the nature of research and scholarship at Fordham have been reported.

**6) Fordham fosters a climate of respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives characteristic of the institution.**

In support of the principles of the American Association of University Professors, Fordham provides continual training to graduate teaching fellows regarding the responsibilities instructors have to deliver content, to exercise restraint, to show respect for the opinions of others, and to acknowledge the obligations inherent in being a member of the University.

Fordham is an equal opportunity employment institution, and that status is noted in all faculty searches as well as on all public statements and announcements. The Office of Institutional Research (OIR) annually produces the *University Fact Book* ([fordham.edu/factbook](http://fordham.edu/factbook)), which includes statistics on race and ethnicity of the University faculty and student population. OIR also prepares the biannual IPEDS *Integrated Postsecondary Education Data System* for the U.S. Department of Education, a report that details the diversity of faculty, administrators, and staff. As Chapter 2 documents, the Office of Undergraduate Admission has established numerous programs to attract students of diversity to the University, as have the graduate schools.

Responses to the 2014 Middle States Staff Survey indicate that 65.6% of Fordham employees personally experience being treated with respect always or most of the time by supervisors, while 92% personally experience being treated with respect always or most of the time by co-workers. Of those surveyed, 96% personally experience being treated with respect always or most of the time by the staff members as well as by the student workers they supervise, and 90% personally experience being treated with respect always or most of the time by their clientele.

In the fall 2014 survey of faculty, 95% of the part-time faculty respondents agreed or strongly agreed that they are respected by students. However, they report lower levels of perceived respect from full-time faculty; only 67.5% agreed or strongly agreed that they receive respect from full-time colleagues.

As described in Chapter 1, overt discrimination and micro-aggressions toward full-time faculty are rare, suggesting a general atmosphere of personal and professional respect. Recent and rare instances of intolerance and bias among students are discussed there as well as in Chapter 3.

**7) Fordham assures honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices.**

As the Jesuit University of New York, Fordham is committed to integrity, honesty, and transparency in its public relations, marketing, and recruitment efforts, in print, online, and through broadcast media. The Office of Marketing and Communications (including News and Media Relations) and the admissions offices of the various schools model these values not only for the University community, but also for the public at large. Participants in the student focus groups on both campuses as well as the survey of student government leaders agreed that the University gives what it promises (small class sizes, student club involvement, interaction with faculty, etc.). Participants noted that while student ambassadors show people the best side of Fordham, they may omit information but never falsify. Student opinions concerning admission and recruitment materials were similar, with participants agreeing that they perhaps are rose-tinted, but not dishonest.

**8) Fordham offers sufficient sections of required and elective courses every semester to allow students to graduate within the published program length.**

The procedure for devising, scheduling, and reviewing the frequency of courses, as well as data on graduation rates are discussed in detail in Chapter 4. It also describes the highly popular DegreeWorks program, Fordham's web-based tool to help students and advisors monitor progress toward degree completion. Students find it helpful, but not a substitute for the personal assistance of their faculty advisors.

Students in the focus groups were asked about their experience regarding the availability of required and elective courses. A number of participants felt hampered in their ability to plan their schedules by a lack of information, i.e., when and how frequently specific courses will be offered and who the instructor will be when they enroll. They also complained that classes are often closed due to reserved spots. FCLC students feel their class-selection options are more limited than that of students at Rose Hill, and they suggested that registration opportunities for Rose Hill courses should be open earlier for students whose major lists the course as a requirement or an elective.

Current course offerings and meeting times, along with the instructor's name, for all schools and colleges can be accessed via the [fordham.edu](http://fordham.edu) portal. From the Fordham homepage ([fordham.edu](http://fordham.edu)), click on "My.Fordham" under the "Resources" drop-down menu and then click on either "class schedule" ([fordham.edu/courseschedule](http://fordham.edu/courseschedule)) or "course catalog" ([fordham.edu/coursesbysemester](http://fordham.edu/coursesbysemester)) on the right side of the Fordham banner. Archived catalogs and course schedules are available under the "Search by Term" box.

As far as paper versus electronic versions of the **school catalogs and the easy accessibility of same** are concerned, focus group members raised a number of concerns: course catalogs, they said, are not updated frequently enough, and courses continue to be listed even if

they have not been offered in some time. Some also felt that information about accelerated bachelor's/master's programs is not presented clearly. These problems seem to have been alleviated by the further refinement of Fordham's new website design.

9) Information regarding the **timely announcement of changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes** to the Fordham community as well as to the Middle States Commission on Higher Education and any other appropriate regulatory bodies is contained in Chapters 1, 6, 7, and 10.

10) For documentation regarding Fordham's **compliance with all regulatory agencies**, including the MSCHE, see the attached "Summary of Accreditation Review,\*" updated as of May 2015, and Fordham's institutional profile on the MSCHE website.

### **Recommendations**

The following recommendations grew out of the task force deliberations:

- The University should adopt a policy, plan, and process for the regular review and updating of the University website (including department web pages) so that all publicly-accessible content is current, accurate, and user-friendly.
- In addition to improved navigation on [fordham.edu](http://fordham.edu), an FAQ about procedures regarding student grievances would be helpful.
- Greater efforts should be made to ensure that all students, faculty, and staff are informed about the various handbooks that govern their role at the University and where to find them quickly and easily.

## Chapter 9: Institutional Assessment and Effectiveness (Standard 7)

The task force on Standard 7 defined institutional assessment as a cyclical evaluation of the operation of the University as a whole – including its financial, administrative, physical, and pedagogical resources; its mission and goals; its research productivity and educational effectiveness; and the quality and morale of its faculty, staff, and students. Assessment results are meant to inform decisions about future resource allocations and future directions for improvement and institutional renewal. Individual chapters of this report document existing assessment processes followed by various units and divisions of the University and show how the results are used. Those that were discussed in detail in previous chapters will be referenced and summarized here, including the many surveys conducted by the Division of Student Affairs; the studies that guide admissions and retention; the investigative instruments informing the chapters on planning, governance and administration; institutional integrity; faculty; and, finally, the surveys and assessment instruments evaluating academic programs and student learning outcomes. This chapter focuses on the use and effectiveness of the major institutional assessment instruments that have not been treated in detail elsewhere.

Task force findings reveal a comprehensive, although decentralized, system of institutional assessment that wends its way upward to the President and eventually the Board of Trustees. In many ways this decentralization may indeed serve the students well, but various chapters of this self-study have shown that its tendency to create silos has contributed to the communication problem and the perception of a lack of transparency between disparate units of the University. This problem is addressed again at the conclusion of this chapter.

The main instruments used to assess institutional effectiveness at Fordham include the **annual reports and strategic plans** (see template\*) submitted by the vice presidents and the academic deans along with those of individual divisions, units, centers, and institutes that report directly to them. This annual report system is the heart of the institutional assessment process. Perhaps the most impressive recent benefit derived from the annual report procedure is the faculty hiring plan (see Chapter 10). Authorizations for faculty hiring are established in the summer after the May planning meetings. It is then shared with all departments and programs, regardless of whether they are in line for additional faculty or not. Such early communication is a marked improvement over the past, when faculty authorizations were sometimes ad hoc or delayed beyond reasonable search calendars.

All decanal annual reports and strategic plans are submitted to the Provost. All vice presidents (including the Provost) submit individual annual reports directly to the President, while the Provost's report provides a summary of the decanal reports along with those of other academic units (such as the Office of Research, University Libraries, Fordham University Press, etc.) as well as a progress report on the Provost's own strategies and initiatives. The President uses these reports as basis for his annual fall State of the University address to the Fordham community; for the regular analysis and update of the University Strategic Plan; and for all other public communication purposes, such as the four annual presidential letters that inform the University community of new developments and achievements.



## **Program and Course Evaluation Processes**

The University Assessment Officer works with department, area, and program chairs, faculty, and some curriculum committees to guide their design and implementation of program and course evaluation processes and an ongoing assessment of student learning outcomes. Ten-year departmental self-studies and program reviews, including reviews and reports from external visitors, are required of all A&S departments and programs, and are coordinated and conducted on a regularly scheduled rolling basis.\* The various areas and divisions within the graduate and professional schools undergo periodic thorough self-evaluation in keeping with the requirements of their accrediting agencies. The Law School, GSE, and GSS file annual (bi-annual for GSE) reports of key indicators of student success – bar or licensure passage rates, attainment of learning goals, job placement – for their respective accreditors. The extensive survey data and ancillary studies conducted by the Office of Student Affairs are discussed in detail in Chapter 3. The Office of Institutional Research conducts, keeps, and disseminates to appropriate recipients myriad surveys and compliance records, including the current accreditation status records\* of the various professional schools in addition to Middle States. Much of the research informing the self-studies underlying those accreditation reports is kept for future use in longitudinal comparisons.

The overall assessment process is moored to the tenets of the University Mission Statement and linked to the Transforming and Supporting Initiatives enumerated in the University Strategic Plan *Toward 2016*,\* which was itself subject to comprehensive review by the 2011 Strategic Plan Review Committee. Their final report\* was widely disseminated to the University community.

## **School-Based Budget System**

All nine deans periodically review and adjust their school's strategic plans in light of the changing landscape of higher education. Deliberations are highly dependent upon the decisions of the Office of Budget Development and Budget Operation under the auspices of the Vice President for Finance. This office uses the University operating budget and related analyses of overall performance against budget as critical instruments evaluating institutional effectiveness. The operating budget is the compilation of more than 500 departmental and divisional budgets. Each of these provides a tool for individual budget managers and their supervisors to assess the financial management and performance of their operating areas. The anticipated operating results are reviewed four times during the year and again at year's end. Departmental budgets are subject to constant review, and the school-based budget is reviewed annually.

The school-based budget itself provides a tool to assess the contribution of each school to the University's overall financial health. The goal is not to determine whether the schools are financially sustainable on their own, but rather to provide the basis for an overall analysis of each school's contribution, including its contribution to the University mission. The various school budgets are used primarily to assess not only the effective and efficient use of resources, but also the effectiveness of leadership and governance and the value of various administrative structures and services. All budget policies are subject to review and revision. The most recent review was conducted in 2010, and the resulting report (June 2011\*) suggested several significant changes to the model; all of the recommendations were implemented for the 2013fiscal year. Finally, annual

financial operating results versus budget are reviewed with the Budget Planning Committee and with the community at large during twice yearly open for a on the budget.

**Annual Summaries, Self-Studies, and Surveys** as well as ongoing interim reports of the admissions, enrollment, and retention offices of the various schools provide up-to-date assessments of enrollment trends and tuition revenues. Other assessment instruments focusing on institutional effectiveness include the deliberations undergirding current or upcoming public relations and capital campaigns goals, and outreach efforts; the Office of Research's records of grants applied for, awarded, and rejected\*; the work of the different councils and curriculum committees throughout the University; the annual faculty activity reports; the activities of the Faculty Senate, including the major Faculty Quality of Life Surveys it administers; and the supervisory role of the Board of Trustees. Each of the Board's seven standing committees regularly assesses the effectiveness of the programs and operations which it oversees on a quarterly basis with interim meetings with the Executive Committee throughout the year.

The Faculty Senate administers its Quality of Life Survey every four years, thus assuring a degree of reliable, longitudinal information concerning faculty matters, and supplements it with ad hoc questionnaires and surveys as the situation requires. All under-graduate students are asked to fill out the SEEQ questionnaires\* at the conclusion of every course, and the results are reported back to the instructors and their respective department or area chairs. These class evaluation results are also available to students in aggregate form online in time for them to make informed choices about specific courses prior to future registration periods.

Fordham has made considerable use of the self-study process in the past. The decennial Middle States Self-Study as well as the Periodic Review Report were comprehensive and resulted in internal recommendations that guided University development. In short, they functioned as University-wide summative assessment tools, and they are supplemented by whatever assessment and evaluation instruments the pertinent committees or task forces devise to gather the necessary data and documentation.

### **Faculty Activity Reports**

The annual faculty activity reports (FARs)\* comprise yet another aspect of this essentially bottom-up reporting system: every spring all faculty, with the exception of those in the Law School, are requested to submit an electronic annual activity report. They are entered into an electronic data base, and a summary report for each unit is distributed to the various departmental, area, unit, division, or school merit committees. These groups deliberate and provide their respective deans with ranked listings of faculty for consideration of merit increases. The Law School has its own system and schedule for recording and evaluating faculty productivity. Each faculty member submits a paper activity report directly to the dean, who later sends a scanned copy to the Personnel Office for inclusion in the University records.

### **Performance Evaluation Procedure**

The performance of academic administrators and unit and division managers is evaluated annually by their immediate supervisor, who is usually the dean of their respective school or the vice president of the relevant area. Staff members and custodial workers are regularly evaluated by their immediate supervisor. (See the Human Resources section of the website, under

“Performance Appraisals” for details and sample forms: [fordham.edu/performanceappraisals](http://fordham.edu/performanceappraisals).) A written report is submitted first to the person so evaluated for his/her input or clarification, and then to the next higher level of supervision where employee records are kept. The Provost evaluates the deans’ performances, while the President evaluates the performances of the Provost and the other vice presidents and presents his evaluations to the entire Board of Trustees in executive session. The Board evaluates the President’s performance on a three-year basis using a form that lists general categories as well as opportunities for individual comments. All active trustees fill it out and the chair of the Board, along with a few additional trustees, summarizes the feedback thus gleaned in a closed meeting with the President. He submits a written response, which goes to the entire Board for review and discussion in closed executive session that does not include the President.

According to the University Secretary, this presidential evaluation form and process has changed over the years. At one point, the evaluation included input by some, but not all, vice presidents as well as by some other administrators. In recent years, only trustees (the group to whom the President reports) and trustees emeriti have been invited to participate.

The Board of Trustees has also established a system of self-evaluation and assessment, which takes place every second summer. All active trustees are invited to participate with the assurance that a summary of the results will be shared only with other trustees during executive session. The first part evaluates the Board and its activities while the second part affords each trustee the opportunity to evaluate his/her own participation and role on the Board.

Clearly, Fordham maintains a detailed and comprehensive system of extensive and ongoing institutional evaluation and efficacy assessment. The instruments used provide basic information for data-driven decision-making and are inextricably coupled with planning purposes. Select examples of specific assessment activities not mentioned elsewhere include the following:

### **Office of Administration, Government Relations, and Urban Affairs**

This office is instrumental in designing the semi-annual environmental scan for internal audiences that weighs challenges and opportunities as set against the strengths and weaknesses of the institution (see the Fordham University Enterprise Risk Management Reports for June 2013 and February 2015\*) as one measure of University effectiveness. This process has informed decision-making on the Board of Trustees and among senior administrators.

The **Office of the Vice President for Facilities** oversees the University Master Plan and the Campus Development Plans. Details concerning planning and resource allocation considerations involving Facilities are discussed in the chapter on Standards 2 and 3; of interest here is sustainability: it is connected to every such plan and must be regularly supervised by committees that meet approximately twice a year with additional sub-groups working on specific topics. Their main assessment tool is the Master Plan of Energy,\* which involves an outsourced contractor to investigate each building (satisfying the state regulatory aspect) and the keeping of a separate sustainability book on each building. All new buildings meet the current sustainability requirements. Another related facilities assessment procedure underlies the deferred maintenance plan, which is discussed in Chapter 6.

As far as the division as a whole is concerned, existing assessment protocols are comprehensive and multi-faceted and provide procedures to evaluate all priorities. Some are extensive and sophisticated, others no more complicated than a simple “walk through” (the cafeteria, for example) to ascertain how effectively the unit in question is functioning. All facilities projects are subject to periodic and unannounced third-party auditors and auditing protocols (the University currently uses the services of Deloitte). These instances include the federal, state, and local government wherever large government grants are involved. Fordham’s internal auditors are also constantly overseeing all aspects of the Facilities division. There is no periodicity connected to these internal audits; in general, the office is given a week’s notice prior to an upcoming internal audit.

**Fordham Information Technology** is involved with continual assessment, not only by keeping its staff abreast of the accelerating development of digital capabilities, but also with appropriate evaluation of the ongoing needs of Fordham’s faculty, staff, and student body, thus ensuring the effectiveness of Fordham’s administrative and educational structure.

Designing and initiating staff and faculty development programs based upon ongoing assessments of developments in the field are central to this endeavor. The Fordham IT Laureate Program is one result of this initiative: as noted on its web page ([fordham.edu/itlaureate](http://fordham.edu/itlaureate)), its purpose is to identify and support high potential and high performance IT employees who are not part of the unit’s executive management team. At the time of this writing, the Fordham IT Laureate Program is working with its fourth cohort.

There are a number of training programs geared to faculty and organized by and offered through Fordham IT’s Instructional Technology Academic Computing. These include Faculty Technology Day, an annual faculty technology orientation, as well as regular workshops on the use of Blackboard and other programs of pedagogical interest. (See the schedule of fall 2014-spring 2015 faculty training sessions.\*) The Spring 2016 schedule of faculty training sessions can be found here: [fordham.edu/technologyworkshops](http://fordham.edu/technologyworkshops)).

## **Conclusion**

The findings of the various surveys focusing on faculty, staff, and administrative attitudes toward assessment in general have been discussed and analyzed in detail in Chapters 4, 6, 7, and 8. As evidenced throughout, the broad question of the purpose and usefulness of assessment protocols has moderate to strong support from all units of the University. What happens to the information so gathered is another question, and this is a direct result of the fact that, up until now and in general, institutional assessment at Fordham has been challenged by a decentralized and sometimes fragmented sense of institutional priorities. In the A&S divisions, for example (and this can be expanded to include other decanal and vice presidential levels of the University as a whole), the dissemination of ongoing strategic planning has difficulty finding a broad audience. This lack of communication and coordination among units has been fundamental in the creation of a silo environment and hinders essential cross-fertilization and mutually beneficial initiatives among the various divisions of the University.

The annual report assessment process at times lacks a direct connection to non-academic administration and resource allocation. Units frequently report on needs in capital improvements

or deferred maintenance and non-faculty staff needs, but there is currently no direct connection between them and University Facilities and Planning or with Human Resources, which are divisions reporting to vice presidents other than the Provost. At present, development of a campus planning committee is under discussion, and that may help address planning needs concerning facilities updates.

Task force findings disclose the predominantly hierarchical performance evaluation system described above, and this hinders communication between the various levels of University administration and its faculty and staff. There is a history of Senate action\* suggesting the creation of a 360-degree evaluation system in addition to the one that currently exists.

The last decennial review, in 2006, suggested the establishment of an integrated office of planning, assessment, and institutional research. While the current Office of Institutional Research (OIR) is responsible for compliance and internal reporting and for conducting assessments of student learning and institutional effectiveness, strategic planning is not part of its charge. An expanded OIR that could support and enhance the work of University leadership would significantly advance the institutional mission. Among the centralized services that an expanded Office of Institutional Effectiveness could offer are the following: analytical services that help decision-makers identify the specific infrastructure requirements for sustaining the institution's new continuous strategic planning process (CUSP); in-house consulting services to campus constituencies in order to plan and organize future activities and improve their efficiency; and database services such as maintaining a central repository of strategic plans and resources for departments and schools.

The Provost charged the Office of Institutional Research with the task of creating a formal assessment plan for the University in mid-December 2014. OIR presented a proposal to the Administrative Council that outlined the establishment of an annual process for assessing institutional effectiveness that would lead to the creation of such a formal plan (see "Benchmarking: A Proposed First Step in Creating a Formal Assessment Plan for Fordham University"\*). Subsequently, the Administrative Council officially approved the proposed process, including the proposed Institutional Effectiveness Rating Scale and the Institutional Effectiveness Interview Questions.\*

At the center of this proposed annual assessment process is a rating scale that each administrative unit or department is required to complete. Consisting of twelve elements, including four that address each unit's alignment with other units and with institutional goals, plans, and mission, the scale is designed to quantify the level of proficiency attained in the assessment of each element. This scale will enable Fordham to assess the progress of its institutional effectiveness over time. The process requires that the ratings be based on objective evidence to ensure against subjectivity. The six interview questions elicit information about the evaluation activities of each unit, including supporting documentation. As a cross-check, the process stipulates that OIR independently rate each unit using the same objective evidence and documentation. Comparison of each unit's self-rating with the rating obtained by OIR will have the added benefit of spurring conversation about discrepant evaluations, particularly with regard to the quality and quantity of the evidence upon which the ratings are based. The purpose of designing the process in this manner was to generate, after several cycles of interview data and

ratings, a sufficient understanding of the evidence needed to create an effective, intrinsic, official University-wide assessment plan.

Implementation of the first cycle of the newly approved process is currently underway and is dovetailing with the roll-out of the new strategic planning process (CUSP). OIR plans to complete the first phase of the assessment process in time for unit vice presidents to reflect upon the results of both the process and the rating scale prior to formulating their strategic goals for the 2015-2016 planning cycle. Upon completion of this phase, Fordham will have established a baseline measure of the particular strengths and weaknesses in the institutional assessment process both *within* and *across* each unit of the University, thus achieving the first step toward the goal of developing a formal, uniform, University-wide institutional effectiveness assessment plan.

### **Recommendation**

Task force findings have led to the following recommendation:

- The University should establish an integrated Office of Institutional Effectiveness that includes institutional research and supports the functions of assessment and planning. This proposal, which was framed only as a suggestion in the last decennial review, has now become a priority.

## **Chapter 10: Faculty: Scholar-Teachers and Community Members (Standard 10)**

Fordham's faculty members constitute the front line of people who live and model the precepts of the University mission statement. In their role as teachers, mentors, and researchers, they are the ones who most directly and most lastingly contribute to the formation of "men and women for others." In keeping with the description of the expectations comprising Standard 10, this chapter will focus on the composition of Fordham's faculty; support and recognition of faculty accomplishments; and faculty personnel policies and procedures.

### **Fordham Faculty Cohorts**

The University Statutes define the faculty as consisting of "all distinguished professors, university professors, professors, associate professors, assistant professors who are tenured or have received tenure-track appointments to an Arts and Sciences Department or to a Professional School Faculty, and instructors who have received tenure-track appointments to an Arts and Sciences Department or to a Professional School Faculty. Visiting distinguished professors, professors, and associate professors are also members of the University Faculty" (§4-01.01, [fordham.edu/statutes](http://fordham.edu/statutes)). That same chapter also delineates the faculty's responsibilities: "[t]he University Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters, the power of review or final decision lodged in the Board of Trustees or delegated by it to the President of the University should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty."

Other teaching cohorts comprise the instructional staff who do not directly participate in governance, administration, or personnel decisions affecting Fordham faculty. Members of the instructional staff include full-time non-tenure track positions with titles such as Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Instructor, Visiting Professor, Lecturer, and Artist- or Writer-in-Residence. (Clinical faculty are defined in the University Statutes as those "whose professional competence and experience as practitioners are deemed beneficial and even necessary to the educational mission of the Professional Schools and at times the Departments" [§4-02.15]). These faculty titles provide for appointments that are especially designed to contribute to University engagement with its community.

Members of the instructional staff also include part-time non-tenure-track positions with titles such as Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, and Adjunct Instructor. Adjunct rank is determined by school and department-specific criteria that consider educational history and experience.

The University Statutes define very precisely which faculty ranks carry eligibility for tenure and which do not (§ 4-02.01 and § 4-02.02). As Table 10.1 indicates, in academic year 2014-2015, and five years earlier for comparison, the numbers and proportions of faculty cohorts were as follows:

**Table 10.1****Number of Faculty by Rank and Status**

Faculty Division	Faculty Rank	Fall 2014		Fall 2010	
		Number	Percent within School	Number	Percent within School
<b>Arts &amp; Sciences</b>					
	Full & Associate Professor	268	32.8%	243	33.3%
	Assistant Professor	103	12.6%	115	15.8%
	Other Full time	78	9.5%	74	10.1%
	Total Full-time	449	54.9%	432	59.2%
	Adjunct Faculty	369	45.1%	298	40.8%
	Arts & Sciences Total	818	100.0%	730	100.0%
<b>Business</b>					
	Full & Associate Professor	69	29.9%	54	31.6%
	Assistant Professor	45	19.5%	43	25.1%
	Other Full time	10	4.3%	7	4.1%
	Total Full-time	124	53.7%	104	60.8%
	Adjunct Faculty	107	46.3%	67	39.2%
	Business Total	231	100.0%	171	100.0%
<b>Education</b>					
	Full & Associate Professor	38	33.0%	35	33.3%
	Assistant Professor	3	2.6%	7	6.7%
	Other Full time	0	0.0%	0	0.0%
	Total Full-time	41	35.7%	42	40.0%
	Adjunct Faculty	74	64.3%	63	60.0%
	Education Total	115	100.0%	105	100.0%
<b>Law</b>					
	Full & Associate Professor	72	30.4%	68	27.3%
	Assistant Professor	0	0.0%	4	1.6%
	Other Full time	0	0.0%	0	0.0%
	Total Full-time	72	30.4%	72	28.9%
	Adjunct Faculty	165	69.6%	177	71.1%
	Law Total	237	100.0%	249	100.0%



**Table 10.1 (cont.)****Number of Faculty by Rank and Status**

Faculty Division	Faculty Rank	Fall 2014		Fall 2010	
		Number	Percent within School	Number	Percent within School
<b>Religion and Religious Education</b>					
	Full & Associate Professor	6	26.1%	4	22.2%
	Assistant Professor	4	17.4%	6	33.3%
	Other Full time	0	0.0%	0	0.0%
	<b>Total Full-time</b>	<b>10</b>	<b>43.5%</b>	<b>10</b>	<b>55.6%</b>
	Adjunct Faculty	13	56.5%	8	44.4%
	<b>Religion and Religious Education Total</b>	<b>23</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>
<b>Social Service</b>					
	Full & Associate Professor	33	19.0%	32	19.5%
	Assistant Professor	8	4.6%	11	6.7%
	Other Full time	0	0.0%	0	0.0%
	<b>Total Full-time</b>	<b>41</b>	<b>23.6%</b>	<b>43</b>	<b>26.2%</b>
	Adjunct Faculty	133	76.4%	121	73.8%
	<b>Social Service Total</b>	<b>174</b>	<b>100.0%</b>	<b>164</b>	<b>100.0%</b>
<b>University Totals</b>					
	Full & Associate Professor	486	30.4%	436	29.7%
	Assistant Professor	163	10.2%	186	12.7%
	Other Full time	88	5.5%	81	5.5%
	<b>Total Full-time</b>	<b>737</b>	<b>46.1%</b>	<b>703</b>	<b>47.9%</b>
	Adjunct Faculty	861	53.9%	734	50.0%
	Graduate Students		N/A	30	2.0%
	<b>Total Part time</b>	<b>861</b>	<b>53.9%</b>	<b>764</b>	<b>52.1%</b>
	<b>Total instructional staff</b>	<b>1598</b>	<b>100.0%</b>	<b>1467</b>	<b>100.0%</b>
<i>Source: Office of the Provost, as reported in the University Fact Book</i>					
<b>Note:</b> Rank is determined by AAUP standards. With few exceptions, the ranks of full and associate professor carry tenure.					
Part-time faculty counts for 2010 were computed according to IPEDS HR definitions and thus do not include graduate students who serve as instructors.					

Table 10.1 shows that, in fall 2014, the total instructional staff of Fordham University numbered 1,598, an increase of about 9% since fall 2010. Full-time faculty numbered 737, and part-time faculty numbered 861. For that same semester, the numbers of class sections distributed by types of faculty members are summarized in Table 10.2 below.

The latest available statistics from IPEDS (fall 2013) on the diversity of the Fordham faculty are as follows: 57% male, 43% female; 5% Hispanic, 4% African American, 10% Asian, 6% non-resident internationals, and 75% Caucasian. The 25-year trends on faculty composition are reported regularly to the University Senate.

The Fordham faculty is highly credentialed, as Table 10.3 shows. In fall 2014, 92% of the full-time faculty held the terminal degree in their field. Some also hold multiple degrees, and in some cases a master's degree is considered terminal. That same fall a survey of part-time faculty\* (835 respondents out of a total of 900 queried) reported that 32.4% held PhD degrees; an additional 15.7% held JD degrees; and 32% reported a master's as terminal in their fields.

Additional provisions ensure the quality of the Gabelli faculty. In compliance with AACSB standards, the faculty of the business school must collectively maintain active scholarship and professional service to be deemed “academically” and “professionally qualified.” These qualifications place greatest weight on scholarly publications in peer-reviewed journals but recognize a variety of academic contributions as well. Since these standards were set in 2012, the Dean of the Gabelli School of Business has worked with faculty to ensure each individual is meeting or working toward those standards and that the school as a whole meets all AACSB requirements.

### **Support and Recognition of Faculty Accomplishments**

Fordham strongly supports and recognizes faculty excellence in a variety of well-established and widely communicated ways, starting with extensive orientation sessions. Newly appointed faculty members participate in the New Faculty Orientation program developed by the Office of the Provost in collaboration with the Office of Mission and Ministry. This day-long event includes presentations by the Provost, Deans, department and program chairs, and a panel of second- and seventh-year faculty regarding University administration, research support, and personnel procedures. The President also welcomes new faculty to the University community in their role as teaching scholars. New members of the instructional staff join the group for afternoon presentations on faculty service and participation in governance; student support services; the history and mission of the University; Jesuit education and pedagogy; and resources and strategies for successful teaching. Other faculty orientations occur within academic units, libraries, and information technology workshops.

Faculty renewal is a critical dimension of the University's ability to attract, support, and retain a faculty distinguished for their research, teaching, and service. Fordham has an effective structure for faculty mentoring, especially for junior faculty, based on the University Statutes and supplemented by policies instituted by the Faculty Senate, faculty councils, and academic departments and areas. (See the Provost's 2013-2014 Annual Report,\* p. 62.)

The quality of University libraries and instructional facilities is fundamental to faculty support in research and teaching. The 2014 Middle States Faculty Survey\* found that 67.3% of faculty agree or strongly agree that “Fordham’s library collections and services to students are adequate for the demands of my course.” The average agreement among faculty in the graduate schools was 90% or more indicating strong library support for the research needs of both students and faculty. Instructional spaces are well equipped, many with access to various media and computing technology (smart classrooms). In general, the respondents to the Faculty Survey agreed or strongly agreed that they have adequate facilities for teaching their courses (77.7%) and access to appropriate technology to support their curricula (75.2%).

The University Office of Research assists faculty in securing internal and external support and funding for their research initiatives. Tenured and tenure-track faculty have received 546 Faculty Fellowships since academic year 2005-2006. The award provides paid release time to pursue research activities. Faculty Fellowships, including a new summer option, are project-based (as distinct from time-based sabbaticals at other universities). Since 1999, the Faculty Research Grant program has provided 785 small, internally funded grants to faculty (totaling \$2,589,304 as of the time of this writing) in support of their research projects. The Faculty Research Expense Program makes \$50,000 available annually to defray research-related expenses of approximately \$500. Academic departments now oversee the program, with established procedures governing the eligibility criteria in each area. Individual colleges and schools also offer assistance through the respective dean’s administration of various grants in support of research and teaching, as well as faculty travel to conferences. (See [fordham.edu/research](http://fordham.edu/research) for further details.)

In fall 2014, the Provost separated the previously shared position of Dean of the Graduate School of Arts and Sciences from the position of Chief Research Officer. This reorganization has resulted in a more focused and proactive support program for faculty scholarship.

The Office of Sponsored Programs (OSP) ([fordham.edu/osp](http://fordham.edu/osp)) assists faculty in identifying and applying for external funding; the office also manages all external awards. The director oversees the work of several grant officers who support various academic areas and schools, along with a grant and contract administrator who manages all state and city contracts. Current staff members have approximately 75 years of combined experience with research administration and/or grant writing. OSP also works with Development and University Relations (DAUR), most specifically with its corporate and foundation relations officers, on securing larger foundation grants and corporate funding. Additionally, DAUR seeks large gifts that benefit groups of faculty; assists with stewardship of private donations to specific faculty, labs, or departments; and supports the work of the Science Council, which, among its other roles, seeks funding for the instrumentation of laboratories, primarily in Arts and Sciences.

Table 10.2

Fall 2014 Course Sections and Registrations by Faculty Status												
Faculty Status	Arts and Sciences		Gabelli School of Business		Law School		Graduate School of Education		Graduate School of Religion and Religious Education		Graduate School of Social Service	
SECTIONS	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Tenured	483	29.4%	160	32%	79	31.7%	37	25.3%	7	36.8%	35	26.5%
Tenure-Track	157	9.5%	90	18%	4	1.6%	6	4.1%	3	15.8%	9	6.8%
Visiting	24	1.5%	24	5%	0	0.0%	3	2.1%	0	0.0%	0	0.0%
Other Full-Time	242	14.7%	94	19%	26	10.4%	11	7.5%	1	5.3%	10	7.6%
<i>Total Full-time</i>	906	55.1%	368	73%	109	43.8%	57	39.0%	11	57.9%	54	40.9%
<i>Part-Time</i>	738	44.9%	137	27%	140	56.2%	89	61.0%	8	42.1%	78	59.1%
<b>Total</b>	<b>1,644</b>	<b>100%</b>	<b>505</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>19</b>	<b>100.0%</b>	<b>132</b>	<b>100.0%</b>
REGISTRATIONS	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Tenured	9,942	28.6%	5037	33%	2,769	48.6%	653	30.1%	55	37.4%	735	26.4%
Tenure-Track	3,614	10.4%	2801	18%	104	1.8%	114	5.3%	19	12.9%	188	6.7%
Visiting	516	1.5%	787	5%	0	0.0%	27	1.2%	0	0.0%	0	0.0%
Other Full-Time	5,300	15.2%	2755	18%	245	4.3%	96	4.4%	4	2.7%	239	8.6%
<i>Total Full-time</i>	19,372	55.7%	11380	74%	3,118	54.7%	890	41.1%	78	53.1%	1162	41.7%
<i>Part-Time</i>	15,394	44.3%	3977	26%	2,581	45.3%	1,277	58.9%	69	46.9%	1625	58.3%
<b>Total</b>	<b>34,766</b>	<b>100%</b>	<b>15357</b>	<b>100%</b>	<b>5,699</b>	<b>100%</b>	<b>2,167</b>	<b>100%</b>	<b>147</b>	<b>100.0%</b>	<b>2787</b>	<b>100.0%</b>

Source: Office of Institutional Research

**Table 10.3**

<b>Percent of Full-time Faculty with Terminal Degrees</b>					
<b>School</b>	<b>F2010</b>	<b>F2011</b>	<b>F2012</b>	<b>F2013</b>	<b>F2014</b>
<b>Arts and Sciences (including GSAS and PCS)</b>					
Professor	99%	98%	N/A	N/A	99%
Associate Professor	100%	100%	N/A	N/A	99%
Assistant Professor	99%	95%	N/A	N/A	93%
<b>Total Tenured and Tenure Track:</b>	<b>99%</b>	<b>98%</b>	<b>N/A</b>	<b>N/A</b>	<b>97%</b>
Other full-time faculty	62%	59%	N/A	N/A	60%
<b>Total</b>	<b>93%</b>	<b>91%</b>	<b>N/A</b>	<b>N/A</b>	<b>91%</b>
<b>Gabelli School of Business</b>					
Professor	100%	100%	N/A	N/A	100%
Associate Professor	100%	100%	N/A	N/A	100%
Assistant Professor	100%	98%	N/A	N/A	84%
<b>Total Tenured and Tenure Track:</b>	<b>100%</b>	<b>99%</b>	<b>N/A</b>	<b>N/A</b>	<b>94%</b>
Other full-time faculty	50%	25%	N/A	N/A	30%
<b>Total</b>	<b>96%</b>	<b>91%</b>	<b>N/A</b>	<b>N/A</b>	<b>89%</b>
<b>Graduate School of Education</b>					
Professor	100%	100%	N/A	N/A	100%
Associate Professor	100%	100%	N/A	N/A	96%
Assistant Professor	100%	100%	N/A	N/A	100%
<b>Total Tenured and Tenure Track:</b>	<b>100%</b>	<b>100%</b>	<b>N/A</b>	<b>N/A</b>	<b>98%</b>
Other full-time faculty	---	0%	N/A	N/A	---
<b>Total</b>	<b>100%</b>	<b>98%</b>	<b>N/A</b>	<b>N/A</b>	<b>98%</b>
<b>Graduate School of Social Service</b>					
Professor	100%	100%	N/A	N/A	100%
Associate Professor	100%	100%	N/A	N/A	96%
Assistant Professor	91%	89%	N/A	N/A	100%
<b>Total Tenured and Tenure Track:</b>	<b>98%</b>	<b>98%</b>	<b>N/A</b>	<b>N/A</b>	<b>98%</b>
Other full-time faculty	---	---	N/A	N/A	---
<b>Total</b>	<b>98%</b>	<b>98%</b>	<b>N/A</b>	<b>N/A</b>	<b>98%</b>
<b>Law School</b>					
Professor	100%	100%	N/A	N/A	100%
Associate Professor	97%	97%	N/A	N/A	96%
Assistant Professor	100%	100%	N/A	N/A	---
<b>Total Tenured and Tenure Track:</b>	<b>99%</b>	<b>99%</b>	<b>N/A</b>	<b>N/A</b>	<b>99%</b>
Other full-time faculty	---	100%	N/A	N/A	---
<b>Total</b>	<b>99%</b>	<b>99%</b>	<b>N/A</b>	<b>N/A</b>	<b>99%</b>
<b>Graduate School of Religion and Religious Education</b>					
Professor	100%	100%	N/A	N/A	100%
Associate Professor	100%	100%	N/A	N/A	100%
Assistant Professor	100%	100%	N/A	N/A	100%
<b>Total Tenured and Tenure Track:</b>	<b>100%</b>	<b>100%</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b>
Other full-time faculty	---	---	N/A	N/A	---
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b>

Table 10.3 (cont.)					
Percent of Full-time Faculty with Terminal Degrees					
	F2010	F2011	F2012	F2013	F2014
<b>University Total Full-Time Faculty with Terminal Degrees</b>	95%	93%	94%	93%	92%
<i>Source: Fordham Office of Faculty Personnel and Office of Institutional Research</i>					
Note: N/A = Not available					

Fordham recognizes faculty scholarship and achievement, documented annually in electronic Faculty Activity Reports, through a wide variety of University events and publications, web listings, and an expansive media presence. These include, among others, the print and online editions of *Fordham Magazine* ([fordham.edu/magazine](http://fordham.edu/magazine)), *Inside Fordham* ([fordham.edu/insidefordham](http://fordham.edu/insidefordham)), the daily e-mailed *Today at Fordham Spotlight*, and Fordham News ([news.fordham.edu](http://news.fordham.edu)). The President produces a series of annual Letters to the University community, which highlight faculty publications, research grants, and awards. Fordham University Press publicizes the work of Fordham faculty authors, and WFUV 90.7 FM ([www.wfuv.org/](http://www.wfuv.org/)), Fordham’s National Public Radio affiliate, frequently hosts Fordham faculty experts. Since the 2006 Middle States review, these initiatives illustrate how Fordham continues to underscore faculty achievement and to improve the effectiveness of its communications and media position.

The main avenue for faculty recognition is through the reappointment, tenure, and promotion decisions of eligible faculty (see below). Article 4 of the University Statutes: Policies and Procedures for Faculty ([fordham.edu/facultypolicies](http://fordham.edu/facultypolicies)) define all personnel processes, including annual merit awards, reappointment, tenure, promotion, and the awarding of the ranks of Distinguished Professor, University Professor, and named chairs. In addition to University-wide standards, individual academic units have their own norms for these processes, which are renewed annually by faculty and registered with the Faculty Senate, the Provost, and any relevant deans of faculty. They reflect the variety of disciplines at the University as well as the faculty’s role in governance and decision-making. They also enable academic units to recognize and reward faculty work that contributes to University, school, and program goals and objectives.

Strong and well-supported though the faculty is, teaching loads and related faculty responsibilities remain a concern. The 2006 self-study noted that the “most important issue consistently brought to our attention . . . is the need for a reduction in the number of courses faculty are required to teach” (p. 111). Since 2006, the University norm has gone from six classes per academic year (3-3) to five (3-2), although a number of faculty do indeed teach fewer than that. Subsequent Faculty Senate Quality of Life Surveys in 2011 (p. 11f) and 2015 (p. 8) show a continued high level of faculty concern about teaching loads. (Full survey reports are available upon request.)

At the undergraduate level, student advising is also a significant responsibility for almost all faculty, while supervision of graduate degrees demands much faculty time. Loads also vary among the professional schools. GSE loads appear relatively higher than average, while faculty

in the Law School have lower loads. The Gabelli School of Business has a mix of research faculty teaching loads of 3-2 or less; non-research faculty have higher loads.

While teaching loads for full-time tenure-stream faculty have decreased, the University Statutes still set the ceiling at 3-3 (§ 4-03.02). Close analysis of teaching loads is hampered by the difficulty in developing metrics to account for varied teaching modes, such as labs, recitation sections, experiential classes, seminars, lectures, and individualized work. Many faculty teach reduced loads to account for administrative duties or graduate student supervision, and, although available, teaching load reduction to support scholarship is much less typical. The reduction of teaching loads for tenure-stream faculty seems to have been accomplished more by shifting teaching responsibilities to the instructional staff than by increasing the number of tenure-stream faculty, but here, too, the data are unclear. While there has been progress since 2006, teaching loads remain a crucial and complex issue for new planning processes and particularly for CUSP.

### **Faculty Personnel Policies and Procedures**

Many of these topics have been touched upon in other standards, especially in Chapters 7 through 9, and they fall under five main categories here:

- Structure of Faculty Governance at Fordham
- Faculty Personnel Policies
- Anti-Discrimination Norms and Faculty Life
- Mentoring of Non-Faculty Instructional Staff
- Academic Freedom.

### **Structure of Faculty Governance at Fordham**

The structure of governance for the University is set out in the University Statutes and in several of its appendices. Relevant references can be found in six separate articles: 1) the University Charter; 2) By-Laws of the Board of Trustees; 3) the University Academic and Administrative Structure; 4) Policies and Procedures for Faculty; 5) Policies, Procedures, and Guidelines for Research and Training; and 6) the University Code of Conduct. The five appendices to the Statutes address: 1) Academic Freedom and Tenure; 2) Constitution and By-Laws of the Fordham University Faculty Senate; 3) Faculty Policies; 4) Faculty Compensation; and 5) Administrative Structure. The University Statutes and appendices setting out the structure of University governance can be accessed here: [fordham.edu/statutes](http://fordham.edu/statutes).

§ 4-01.02 defines the faculty as those holding tenure-stream academic appointments at the University, and it vests them with significant responsibility in three areas: 1) faculty personnel determinations; 2) curricular matters; and 3) control over the academic activities of the rest of the instructional staff.

As described in Article 4, Chapter 6 of the University Statutes, faculty authority over personnel and academic matters is exercised through participation in three different groups: 1) the Faculty Senate; 2) various University-wide and interdepartmental committees and councils defined by or created by authority of the Statutes (see § 4-06.03 et seq.); and 3) faculty organizations within the schools and departments.

The Faculty Senate is “the representative body of the University Faculty” and advises the University President on all matters (§ 4-06.02). The Senate also works through several committees on which faculty serve, as described in that same article.

Faculty also serve on presidential committees and on several University-wide and interdepartmental councils (§ 4-06.03 et seq.) Chapters 7 and 8 of this self-study discuss this arrangement in more detail, as well as the concerns mentioned below.

Because personnel recommendations and most curricular matters are the responsibility of the individual departments or schools, much faculty governance occurs within those areas under the leadership of the respective deans (cf. § 4-03.01), department chairs (cf. § 4-06.50), and other professionals under their direction.

The overall governance structure reflected in the University Statutes is quite complex, and, as discussed earlier, there is evidence of faculty confusion over and concern about the role of shared governance in the University, especially on budgetary and financial issues. See the 2014-2015 State of the Faculty Senate Annual Report\* for the Senate’s view on this matter.

## **Faculty Personnel Policies**

### ***A: Structures and Procedures***

The University Statutes outline detailed procedural requirements for faculty personnel decisions. These are made at the individual department or school level and reflect both University-wide procedural norms and discipline-specific substantive norms. The Statutes specify quorum requirements for meetings, the setting of the academic calendar, and who is eligible to vote on faculty personnel matters. They also impose a strict rule of confidentiality (§ 4-05.01 et seq.). By granting control over personnel matters to the tenure-stream faculty, the basic structures of the University effectively protect the core values of academic freedom and inquiry.

Faculty action on personnel matters takes the form of a recommendation to the chair of the department or the dean of the school to grant or deny a given candidate’s application for hiring, reappointment, tenure, or promotion. The chief academic officer of the respective unit then passes the underlying recommendation and his/her own recommendation on to the Provost, who similarly makes a recommendation to the President. The President holds the power to appoint faculty and exercises the power to tenure, although University Statutes vest ultimate authority to grant tenure in the Board of Trustees (§ 4-05.04(b)) and then permit delegation of that authority. The Statutes require that the recommendation of the faculty in the school or department be accorded “the greatest weight” in making these personnel decisions (§ 4-05.04(e)).

The University Tenure Review Committee reviews all positive votes from the personnel committees, except Law, to monitor and enforce compliance with University-wide norms and policies. It plays no role in individual cases and does not review denials of tenure. That function is handled by the Tenure and Reappointment Appeals Committee (TRAC), which is discussed below. The Law School adheres to its own procedural rules and norms, which are consistent with



University policies, and its application of those rules is subject to review by the Provost. There is no evidence to suggest the University is ineffective at maintaining consistent procedural norms across units in the granting of tenure.

### ***B: Substantive Norms***

The substantive standards (or norms) for hiring, promotion, and tenure are determined at the department or school level. Each unit is required to develop, to reaffirm annually, and to publish its norms to its own members and the University faculty. These norms are posted on the Faculty Senate website and are accessible to all members of the faculty. While many schools and departments have posted this material, review of the website in November 2014 revealed that the materials for that year were incomplete. Taken with survey data showing that untenured faculty are concerned about the transparency of tenure standards (item 33 in the Faculty Quality of Life Survey), available data call the effectiveness of transparency of substantive norms into question.

Review of the posted material reveals a fair degree of variation in the specificity of the norms. These variations reflect distinctive traditions, approaches, and modes of inquiry among disciplines as well as path-dependent development within particular units. While these practices maximize local control of substantive standards by area-specific experts, they currently leave room for more effective long-term assessment.

In almost all cases the tenure recommendations of the faculty, dean, and Provost are aligned, and there is no evidence of concern about the faculty's self-governance with respect to faculty personnel decisions. The decanal surveys\* conducted by the Steering Committee affirmed that "transparency is ensured by the written recommendations provided in personnel actions by departments and individual faculty members and then by the A&S Deans."

### ***C: Review of Personnel Decisions***

University Statutes create an appeals procedure faculty may pursue in the event of an unfavorable personnel action. Paragraph § 4-05.04(k) provides for the creation of the University-wide Tenure and Reappointment Appeals Committee (TRAC). In the four academic years ending in 2013-2014, that body considered nine appeals from faculty whose tenure applications were denied and reversed. TRAC's decision is, in form, a recommendation to the President, but, under the Statute, its recommendation "ordinarily shall be determinative" (§ 4-07.03). There were also four cases during that time in which decisions to deny reappointment were appealed, one of which resulted in reversal of the denial.

In addition to TRAC, the Statutes also grant authority to the Hearing Committee to resolve faculty-initiated grievances to contest the denial of promotion, merit pay increases, faculty fellowships, and other matters. The administration may also file disciplinary actions against faculty through that body. There were about 10 faculty grievances in the four-year period ending in 2013-2014; three of them resulted in remediation. Only one of those grievances went beyond the informal stage and resulted in a formal hearing. There were no formal disciplinary actions filed by the administration in the Hearing Committee during that four-year period.

Summarizing the numbers discussed above, there were 13 different appeals of personnel decisions affecting junior faculty during the four academic years ending in 2013-2014, or an

average of just over three per year among a group of about 150 people, approximately 30% of whom are reviewed in any one year. Three of those decisions were reversed after appeal and ten remained unchanged. Based upon that evidence as well as survey evidence indicating relatively high rates of faculty satisfaction with their deans and chairs, i.e., with the leaders at the level at which these decisions are made, there is evidence that these personnel decisions are administered equitably.

In addition to those procedures, faculty members, along with other members of the University community, are also subject to anti-discrimination, anti-sexual harassment, and academic honesty requirements that can result in both informal and formal sanctions through processes overseen by other University bodies, although ultimate authority for faculty discipline rests with the Hearing Committee (§ 4-07.13 et seq.).

### **Mentoring of Non-Faculty Instructional Staff**

The faculty's primary responsibility for the academic program encompasses assessing and directing everyone responsible for the delivery of all educational programs. The tenure-track faculty have responsibility for and authority over their own academic activities as well as over that of the more than 1,000 other members of the instructional staff with whom they collaborate on academic programming.

Direction, mentoring, and assessment of non-faculty instructional staff and related professionals takes place within the individual's department or academic program. There is considerable variation in the types of programs offered, the structures through which faculty authority is exercised, and the policies and procedures followed by the various units.

In some of the professional schools – GSS, Law, and GSE – there are distinctive and strong traditions of clinical teaching and field placement programs. Student teaching, social service fieldwork, and Law School clinics and externships include clear norms of faculty supervision and academic assessment. The stipulations governing clinical staff are covered in § 4-11.01 et seq. of the University Statutes. Professional school standards also require faculty control over field placement programs and impose other minimum academic requirements.

Beyond the specialized work typical of a few disciplines, coordination among the different members of the instructional staff varies among the academic units, and the evidence suggests that faculty are effective at managing that collaboration at the local level. Survey data indicate a substantial majority of Fordham's part-time faculty feel their input on course design is taken seriously and that they are respected by full-time faculty. As is true in other areas, the diversity of approaches across departments and schools offers opportunities for improved transparency and stronger emphasis on the cycle of assessment and improvement. These issues are developed more fully in Chapter 4.

### **Academic Freedom**

Fordham's mission statement guarantees freedom of inquiry and places that freedom at the heart of the characteristics of the University. Appendix 1 of the University Statutes is titled "Academic Freedom and Tenure" and affirms the University's commitment to that value and its

specific commitment to the 1940 Statement of Principles of Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges.

Robust engagement among some members of the Fordham community has pushed at the boundaries of academic freedom recently, and a few concerns have been expressed in the surveys about the chilling of some viewpoints. However, the 2007 Faculty Senate Quality of Life Survey showed that 85% of the faculty expressed satisfaction with academic freedom at Fordham, and another 7% were neutral on the subject. There were no formal complaints about restrictions on academic freedom during the four academic years ending in 2013-2014. The 2015 survey showed continued satisfaction with academic freedom generally, with an average rating of 5.3 on a 7-point scale of satisfaction. The data collected show that Fordham has been effective in protecting and fostering academic freedom among faculty, students, and staff.

### **Recommendations**

Based upon their findings, the task force on Standard 10 makes the following recommendations:

- The University should study and define the roles of part-time faculty with attention to opportunities and challenges specific to Fordham's location within New York City.
- The University should assess the newly separated roles of Dean of the Graduate School of Arts and Sciences and Chief Research Officer in order to determine the efficacy of that separation.
- The University should review the governance structures to determine if the current, decentralized, tripartite structure of faculty governance at the level of the 1) departments and schools; 2) through inter-departmental and University-wide committees, councils, and other bodies; and 3) through the Faculty Senate best serves its current needs.
- The University and the Faculty Senate should review and enforce current policies requiring the annual review and distribution of norms for tenure and promotion for each department or school.
- Current systems for collecting information about violations of anti-discrimination norms and related policies should be more widely publicized.
- Policies of the various schools and departments regarding the assessment and supervision of instructional staff and other professionals with responsibility for academic programs by full-time faculty should be formalized, collected, and shared among the schools and departments to promote program-level assessment of these policies.

# SELF-STUDY STEERING COMMITTEE RECOMMENDATIONS

## I. Data Collection, Analysis, and Dissemination

Self-study investigations show that Fordham University has initiated a number of new assessment protocols since the 2011 Periodic Review Report, and that these procedures have enhanced its ability to evaluate progress on several fronts, most notably in the areas of program assessment and student learning outcomes. The University also continues to administer a significant number of assessment instruments in the area of Student Affairs and has enhanced its alumni and faculty satisfaction surveys. However, task force investigations also find the institution wanting in other specific areas of assessment and communication with the faculty at large.

- 1) Additional instruments for use as metrics for benchmarking Fordham's progress in attaining the goals it has defined (and continues to define) for itself with regard to mission should be developed where and when they are needed. That will be determined in the course of a thorough audit emanating from the new continuous strategic planning process (CUSP) adopted by the University. This audit of planning and assessment needs and resources should consider how most efficiently to provide for the University's data analytic needs regarding adherence to mission.
- 2) Senior administrators, planning staff, and department and program chairs should be given training focusing on planning and assessment. Such training sessions should become a regular feature of the faculty and staff development programs.
- 3) The charge of the Office of Institutional Research should be broadened to include a focus on institutional effectiveness, so that the core analytical and reporting functions of institutional research directly support assessment *and* strategic planning. Initial steps have been taken in this direction, and they should be continued and supported by adequate resources to achieve this goal.
- 4) In the interests of furthering communication among the various schools and departments and in eliminating the "silo" structure that currently exists, the University should initiate the creation of a *summary* annual report that is cross-unit and cross-department in scope and range and which articulates clear links among planning, assessment, and budget allocation decisions. This report should be prepared and disseminated to all University faculty and staff in a timely manner so that it can be used to inform the budget process and contribute to cross-fertilization and the creation of mutually beneficial initiatives among the various divisions of the University.

## II. University Planning and Governance

The investigations informing this self-study have disclosed a significant concern among faculty about the concept of shared governance and their role in matters of strategic planning and

resource allocation. If continued, this widening gap in trust between the faculty and the administration can only be deleterious to a healthy and engaged campus culture. The recent creation of a broad-based committee responsible for continuous University strategic planning (CUSP) promises to reduce this distrust by including faculty both in its leadership and in its body.

- 1) The first recommendation suggests that a task force be created to address the faculty's expressed concerns about their role in University governance. This group should be composed of administrators (appointed by the President of the University) and faculty (appointed by the President of the Faculty Senate) and should be charged with identifying specific actions to be taken to enhance communication and transparency, and with suggesting optimal roles for faculty and administration in University decision-making. This task force should report regularly to the University President and the Faculty Senate on its progress. It is expected that the changes recommended by the task force, if enacted, will result in a fundamental change in the way faculty and administrators communicate; it will increase transparency in decision-making, and foster trust among all those responsible for helping Fordham achieve its mission.
- 2) The roles, responsibilities, and authority of the Provost should be clarified and the University Statutes should be updated accordingly and kept current and easily accessible to all members of the University.
- 3) Although communication between the administration and the departments regarding the timing of announcing faculty authorizations has improved, the introduction of a multi-year faculty hiring plan would help departments as well as the administration make better long-range plans concerning curriculum coverage and program enhancement. In addition, there needs to be a more responsive planning process regarding non-faculty staffing needs.

### **III. Public Disclosure of University Policies**

- 1) As soon as possible, adopt a policy, plan, and process for the regular review and update of the University website (including department web pages) so that all publicly-accessible content is current, accurate, and user-friendly.

# APPENDIX 1

## Index of Supporting Documents and Task Force Membership

### Introduction:

The following references were cited in the Introduction:

- The Current University Strategic Plan *Toward 2016* ([link](#))
- 2006 Fordham University Decennial Self-Study Report ([link](#))
- Annual Report and Strategic Plan Template ([link](#))

### Standard 1: Mission and Goals:

The following references were cited in Chapter 1:

- *2015 Mission Integration Table* ([link](#))
- The Current University Strategic Plan *Toward 2016* ([link](#))
- Fordham University in Service to and Engagement with Its Community Spreadsheets (2010-2014) ([link](#))
- 2014 Middle States Staff Survey ([link](#))
- 2014 Middle States Faculty Survey ([link](#))
- 2014 National Survey of Student Engagement Catholic College Consortium (CCC) Report on Mission ([link](#))
- 2015 Survey of Graduate Students ([link](#))
- 2015 Middle States Alumni Survey ([link](#))
- Annual Report and Strategic Plan Template ([link](#))
- Summary of Accreditation Review ([link](#))
- *Fordham Committee on Justice in Higher Education Report* (June 2012) ([link](#))
- Unabridged Task Force Report on Standard 9 ([link](#))

### Task force members:

Steering Committee members Gregory Acevedo, Associate Professor, GSS; Eileen Burchell, Assistant Vice President, Office of the Provost; Anthony Cancelli, Professor, GSE; Gerald Krettek, SJ, Visiting Associate Professor of Philosophy, Director of First Studies, and Director of

MA in Philosophical Resources; Mary Procidano, Associate Professor of Psychology; and John Shea, SJ, Director of Campus Ministry at Lincoln Center.

### **Standards 2 and 3: Planning, Resource Allocation, and Institutional Renewal; Institutional Resources:**

The following sources were cited in Chapter 6:

- The Current University Strategic Plan *Toward 2016* ([link](#))
- Strategic Plan Review Committee Report (2011) ([link](#)) and President's Response ([link](#))
- Fordham University Board of Trustees 2014 Strategic Plan Input Document ([link](#))
- AKA/Strategy's Proposal to Create a Continuous Strategic Planning Process and Prepare a New Strategic Framework for Fordham University ([link](#))
- Annual Report and Strategic Plan Template ([link](#))
- Master Plan for Lincoln Center Campus ([link](#))
- 2006-2011 IT Planning and Improvement Program ([link](#))
- Unabridged Task Force Report on Standard 9 ([link](#))
- Workflow for Program Development (Office of the Provost) ([link](#))
- *Vision 2020: A Strategic Plan for Fordham Theology* ([link](#))
- White Paper on Reorganization of the Arts and Sciences at Fordham ([link](#))
- Strategy for Business Education at Fordham ([link](#))
- Task Force Survey on Effectiveness of Planning at Fordham ([link](#))
- 2014 Middle States Faculty Survey ([link](#))
- Fordham's 2006-2014 Financial Statements ([link](#))

### **Task force members:**

Steering Committee members Jonathan Crystal, (convener), Associate Vice President and Associate Chief Academic Officer; Anthony Grono, Controller; and Ian Weinstein, Professor, Fordham School of Law. Other members were Katherine Egan, Executive Director of Strategic Planning, Information Technology; and Melissa Labonte, Associate Professor, Political Science, and Assistant Dean, GSAS.

## **Standards 4 and 5: Leadership and Governance; Administration**

The following sources were cited in Chapter 7:

- 2014 Middle States Faculty Survey ([link](#))
- Faculty Senate Minutes of 1/23/15 with Organizational Chart of Faculty Committees ([link](#))
- 2014-2015 State of the Faculty Senate Annual Report ([link](#))
- 2014 AAUP Shared Governance Survey of Faculty Senators ([link](#))
- 2011 Faculty Senate Survey of Satisfaction with Administration ([link](#))

### **Task Force members:**

Steering Committee members Jason Morris (convener), Associate Professor and Chair of the Department of Natural Sciences; Jonathan Crystal, Associate Vice President and Associate Chief Academic Officer; John J. Shea, SJ, Director of Campus Ministry at Lincoln Center. Additional members included J. Patrick Hornbeck, Associate Professor and Chair of the Theology Department; Patricia Carlucci, Strategic Program Auditor, Information Technology; and Eve Keller, Professor, English Department.

## **Standard 6: Integrity**

The following sources were cited in Chapter 8:

- 2014 Middle States Faculty Survey ([link](#))
- 2014 Middle States Staff Survey ([link](#))
- 2014 National Surveys of Student Engagement (NSSE) – Catholic College Consortium (CCC) ([link](#))
- Task Force Survey of Deans ([link](#)) ([link](#))
- Task Force Survey of Human Resources ([link](#))
- Task Force Survey of Union and Non-union Staff Members ([link](#))
- Task Force Survey of Office of Sponsored Programs ([link](#))
- Legal Counsel Report ([link](#))
- Summary of Accreditation Review ([link](#))



### **Task Force members:**

Steering Committee members Gerard Krettek, SJ, Visiting Associate Professor of Philosophy, Director of First Studies, and Director of MA in Philosophical Resources (convener), and Jason Morris, Associate Professor and Chairman of the Department of Natural Sciences; Frank Boyle, Associate Professor of English, was an additional member.

### **Standard 7: Institutional Assessment**

The following sources were cited in Chapter 9:

- Annual Report and Strategic Plan Template ([link](#))
- The Current University Strategic Plan *Toward 2016* ([link](#))
- Schedule of Departmental Self-Studies and Program Reviews ([link](#))
- Summary of Accreditation Review ([link](#))
- Strategic Plan Review Committee Report 2011 ([link](#))
- Report of the 2010 Task Force on Allocation Formulae (school-based budget model) ([link](#))
- Grants Applied for, Awarded, and Rejected Records of the Office of Research ([link](#))
- Faculty Activity Reports (FARs) Template ([link](#))
- Sample SEEQ Questionnaire ([link](#))
- Fordham University Enterprise Risk Management Report, June 2013 ([link](#))
- Fordham University Enterprise Risk Management Report, February 2015 ([link](#))
- Master Plan of Energy ([link](#))
- Faculty Technology Workshops ([link](#))
- Faculty Senate Meeting Minutes #377, January 27, 2012 ([link](#))
- OIR Report: “Benchmarking: A Proposed First Step in Creating a Formal Assessment Plan for Fordham University” ([link](#))
- OIR Institutional Effectiveness Rating Scale ([link](#)) and Interview Questions ([link](#))

### **Task Force members:**

Steering Committee members Peter Feigenbaum, Director of the Office of Institutional Research; and Susan Ray, Professor Emerita of German and Chair of the Middle States Self-Study Steering Committee.

## **Standard 8: Student Admissions and Retention**

The following sources were cited in Chapter 2:

- The Current University Strategic Plan *Toward 2016* ([link](#))
- Class of 2018 Profiles ([link](#)) ([link](#))
- Undergraduate Admissions Introductory Brochure ([link](#))
- Undergraduate Admissions Viewbook ([link](#))
- 2013 Report of the Working Group on Undergraduate Retention ([link](#))
- Summary of Accreditation Review ([link](#))
- Admitted Students Questionnaires ([link](#))
- Undergraduate Admission Print Piece: “Next Up” ([link](#))
- Office of Institutional Research Retention Tables ([link](#))

### **Task Force members:**

Steering Committee members Michele Burris, Associate Vice President of Student Affairs; John Buckley, convener (Associate Vice President for Enrollment); and Peter Feigenbaum, Director of Institutional Research; other members include Jessica Baker, Office of Marketing and Communications; Glenn S. Berman, Director of Admissions and Marketing, PCS; Stephen G. Brown, Assistant Dean, Fordham Law; Patricia Caffrey, Director of Graduate Admissions and Enrollment, Gabelli School of Business; Linda Horisk, Assistant Dean, Admissions, GSE; Jodi G. Hunt, Director of Admissions, GRE; Patricia Peek, PhD, Director of Undergraduate Admission; Jeannine Pinto, PhD, Assessment Officer, OIR; Michael Tavas, Director of Enrollment Research; Bernadette Valentino-Morrison, Director of Admissions, GSAS.

## **Standard 9: Student Support Services**

The following sources were cited in Chapter 3:

- Unabridged Task Force Report on Standard 9: Student Support Services: *Cura Personalis* ([link](#))
- *2016 Self-Study Design Proposal* ([link](#))
- Task force survey of subdivisions of Student Affairs regarding adherence to Fordham’s Jesuit and Catholic mission and service to diverse student body ([link](#))
- 2010-2013 HERI College Senior Surveys (CSS) ([link](#))

- The 2009 Annual HERI Cooperative Institutional Research Program (CIRP) Freshman Survey ([link](#))
- The 2012 Multi-Institutional Study of Leadership (MSL) Survey ([link](#))
- The 2014 National Survey on Student Engagement (NSSE) ([link](#))
- 2008 Campus Ministry Survey of Graduating Seniors ([link](#))
- The Counseling and Psychological Services' 2014-2015 Counseling Center Assessment of Psychological Symptoms Survey ([link](#))
- 2014-2015 University Health Services' Patient Health Questionnaire ([link](#))
- 2014-2015 Brief Alcohol Screening and Intervention for College Students Survey ([link](#))
- 2013-2014 Counseling and Psychological Services' Clinical Utilization Data ([link](#))
- 2014 Office of Residential Life Training Survey ([link](#))
- 2013-2014 Counseling and Psychological Services Client Satisfaction Survey ([link](#))
- 2013-2014 University Health Service's Patient Satisfaction Survey ([link](#))
- 2013-2014 Office for Substance Abuse Prevention and Student Support Post Intervention Evaluation ([link](#))
- 2014 Campus Labs Mental Health Benchmark Survey ([link](#))
- 2010-2013 HERI Your First College Year (YFCY) Survey ([link](#))
- 2014-2015 Complaints and Grievances Spreadsheet ([link](#))
- 2014 National Haven/Understanding Sexual Assault Survey ([link](#))
- 2013 Core Alcohol and Drug Survey ([link](#))
- 2014 Staff Aptitude, Attitude, and Experience with Assessment Survey ([link](#))
- 2014-2015 Student Affairs Assessment Calendar and Assessment Questions Database ([link](#))
- Student Affairs Sample Campus Labs Reports, 2009-2014 ([link](#))
- 2010-2014 Student Affairs Assessment Presentations ([link](#))
- 2014-2015 Student-Athlete Leadership Academy's Survey of Continuing Student-Athletes ([link](#))
- 2014-2015 Student-Athlete Leadership Academy's Survey of Graduating Student-Athletes ([link](#))
- Ram Fit Fitness Center Satisfaction Survey ([link](#))
- 4- and 6-Year Graduation Rates Reports ([link](#))

- The Current University Strategic Plan *Toward 2016* ([link](#))
- June 2014 OMA Assessment Presentations ([link](#))

**Task force members:**

Steering Committee members Gregory Acevedo, Associate Professor, GSS; Michele Burris, Associate Vice President of Student Affairs (convener); Dorothy Wenzel, Director of Student Leadership and Community Development at LC (Mission Working Group Chair); Alanna Nolan, Assistant Dean for Student Involvement at RH; Marc Canton, Director of University Transportation; Juan Carlos Matos, Assistant Dean/Director of Multicultural Affairs; Holly Rotchin, Associate Director of Career Services at LC; Jeff Ng, Director of Counseling and Psychological Services (Students At-Risk Working Group Chair); Kimberly Russell, Assistant Dean of Students/Director of Residential Life at RH; Claudia Marin-Andrade, Director of Substance Abuse Prevention and Student Support at RH; Vickki Massy, Assistant Director of Residential Life at LC; Yael Nitkin-Kaner, Assistant Director of Counseling and Psychological Services at LC; Keith Eldredge, Dean of Students at LC (Privacy of Student Information Working Group Chair); Kathleen Malara, Executive Director of University Health Services; Jenifer Campbell, Director of Residential Life at LC; Cody Arcuri, Assistant Director of Campus Center at RH; Christopher Rodgers, Assistant Vice President/Dean of Students at RH (Student Complaints and Grievances Working Group Chair); Mary Byrnes, Director of Disability Services for Students; Shannon Driscoll, Assistant Director for Student Involvement at RH; Stefany Fattor, Director of Career Services; Jennifer Lackie, Director of Transition Year Experience at RH (Assessment Working Group Chair); Christina Frankovic, Assistant Director of Student Leadership and Community Development at LC; Cassie Sklarz, Associate Director of Career Services at RH; Andrew Smith, Director of Compliance/Athletics (Athletics Working Group Chair); Mary Cunneen, Assistant Athletic Director/Facilities and Event Management; Jessica Mason, Assistant Athletic Director/Tickets and Business Operations; Greg Pappas, Assistant Vice President/Dean of Student Services; Kayla Lombardo, FCRH Senior; Nevin Kulangara, Gabelli Senior, United Student Government President.

## **Standard 10: Faculty**

The following sources were cited in Chapter 10:

- 2013-2014 Provost's Annual Report ([link](#))
- 2014 Middle States Faculty Survey ([link](#))
- 2014-2015 State of the Faculty Senate Annual Report ([link](#))
- Middle States Decanal Surveys ([link](#)) ([link](#))

## **Task force members:**

Steering Committee members John Harrington (convener), Dean, Faculty of Arts and Sciences and Associate Vice President for Arts and Science Education; and Ian Weinstein, Professor, School of Law. Also serving was Maureen Tilley, Professor of Theology.

## **Standards 11, 12, and 14: Educational Offerings; General Education; Assessment of Student Learning**

The following sources were cited in Chapter 4:

- Summary of Accreditation Review ([link](#))
- *Toward 2016 – Fordham's Liberal Arts Core Curriculum* ([link](#))
- 2011 Periodic Review Report ([link](#))
- 2011-2014 HERI CSS Surveys ([link](#))
- Spring 2013-Spring 2015 SEEQ End-of-Term Core Course Evaluations ([link](#))
- Schedule of Departmental Self-Studies and Program Reviews ([link](#))
- Sample OIR Statistical Report for A&S, Spring 2015 ([link](#))
- 2014 GRE Assessment Report ([link](#))
- 2014 Middle States Faculty Survey ([link](#))
- 2014 National Survey of Student Engagement ([link](#))
- 2014-2015 FCRH Core Advising Annual Report ([link](#))
- Gabelli Academic Advising Sheet ([link](#))
- CCC Report of 4/22/2015 Meeting ([link](#))
- 2014 IPEDS Data Feedback Report ([link](#))
- A&S Dean of Faculty's Annual Chairs' Orientation Seminar ([link](#))
- 2014 Assessment Survey/Quiz of Faith and Critical Reason ([link](#))

- Gabelli Schools of Business Continuous Improvement Review Report, February 2014 ([link](#))
- 2015 GRE Faculty Assessment Report ([link](#))
- GSE Assessment Handbook ([link](#))
- 2013-2014 GSE Faculty Survey (Program Review and Evaluation Committee) ([link](#))

### **Task force members:**

The **task force on Standards 11 and 12** consisted of Steering Committee members Eileen Burchell, Assistant Vice President, Office of the Provost; Jeannine Pinto, Assessment Officer, Office of Institutional Research (convener); and Mary Beth Werdel, Assistant Professor, GRE. Also serving were Linda Loschiavo, Director of University Libraries; and Christopher Anderson, Dean, GRE.

The **task force for Standard 14** consisted of Steering Committee members Anthony Cancelli, Professor, GSE; Peter Feigenbaum, Associate Director of Institutional Research; Jeannine Pinto, Assessment Officer, Office of Institutional Research (convener); Amy Tuininga, Interim Chief Research Officer and Associate Professor of Biology, A&S Faculty. Also serving were Patrick Holt, Assistant Dean, GRE; Elizabeth Cooper, Associate Professor, School of Law; Ji Seon Lee, Associate Professor, GSS; Gerard Farley, alumnus and adjunct faculty member, FCRH; and Joseph Vukov, Graduate Student in GSAS.

### **Standard 13: Related Educational Activities**

The following sources were cited in Chapter 5:

- 2011-2015 HEOP Annual Reports to the Provost ([link](#))
- 2011-2015 CSTEP Annual Reports to the Provost ([link](#))
- CSTEP Reports to the New York State Education Department (last five years) ([link](#))
- 2009 Task Force Report on International Student Issues ([link](#))
- 2014 Global Transitions Student Survey ([link](#))
- 2014 Middle States Faculty Survey ([link](#))
- Undergraduate Deans' *New Course Initiative* (FCRH, FCLC) ([link](#))
- List of Contractual Arrangements, Dorothy Day Center for Social Justice ([link](#))

- Fordham University in Service to and Engagement with Its Community Spreadsheets (2010-2014) ([link](#))
- 2012-2014 Service-Learning Assessment Protocols ([link](#))
- List of ISAP Study Abroad Agreements ([link](#))
- ISAP Program Evaluation Reports ([link](#))
- ISAP Survey Results, Spring 2015 ([link](#))
- Fordham University Enterprise Risk Management Report, February 5, 2015 ([link](#))
- General Guidelines for Faculty and Administrators in Fordham's Overseas Programs ([link](#))
- 2015 Survey of Instructors of Online Courses ([link](#))
- Sample Course Design Template and Course Syllabi ([link](#))
- 2014 Task Force Report on Blended Learning ([link](#))
- International Collaboration Evaluation Questionnaire 2015 ([link](#))
- Full List of Active International Initiatives ([link](#))

### **Task force members:**

Steering Committee members Jeannine Pinto, Assessment Officer, Office of Institutional Research; and Mary Beth Werdel, Assistant Professor, GRE (convener). Additional members included Joseph Rienti, Director of International and Study Abroad Programs (ISAP); Lisa Lancia, Director of International Initiatives; Jeannine Hill Fletcher, Professor of Theology and Co-Director of Service Learning Programs; Steven D'Agustino, Director of Online Learning and Co-Director of Service Learning Programs; and Janna Heyman, Director of the Ravazzin Center on Aging, GSS.

## **APPENDIX 2**

Institutional Template of Compliance with Federal Regulations [text only] ([link](#))

## **APPENDIX 3**

Organizational Chart of Senior-Level Administration Offices ([link](#))

## **APPENDIX 4**

### ***Fordham Audits:***

Financial Statements and Management Letter 2013-2014 ([link](#))

Financial Statements and Management Letter 2014-2015 ([link](#))

### ***IPEDS Reports:***

IPEDS - 2012 ([link](#))

IPEDS - 2013 ([link](#))

IPEDS - 2014 ([link](#))