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EXECUTIVE SUMMARY

Introduction

Founded in 1841 on the grounds of Rose Hill Manor in the Bronx by Bishop John Hughes, Fordham University opened its doors as St. John's College. In 1846, the State of New York chartered the College, and Bishop Hughes transferred control to a contingent of French Jesuits. Under a 1907 New York Board of Regents charter amendment, St. John's College changed its corporate name to Fordham University.

Fordham University is an independent, Catholic, Jesuit institution comprised of 11 schools and colleges. The University's Jesuit tradition is dedicated to providing an education to individuals of all and of no religious persuasion which encourages cultivation of the whole person and fosters academic experiences that promote justice in accordance with the traditional precepts of Catholic social thought.

The Carnegie classification cites Fordham as a research extensive institution. The University has approximately 700 full-time faculty and 16,000 students located on three campuses: Rose Hill in the Bronx, Lincoln Center in Manhattan, and Marymount in Westchester County.

Highlights of Major Institutional Changes and Innovations

During the 1990's, the University embarked upon a series of endeavors involving structural, procedural, and programmatic innovations that are highlighted below:

- Between Spring 1994 and Spring 1996, the Trustees approved the restructuring and integration of the Arts and Sciences Faculty and the Arts and Sciences constitution which contained the governance procedures.
- The Trustees required the Arts and Sciences faculty to develop a 'common' core curriculum for all undergraduates, and a proposal to revise adult education programs.
- In December 1997, the Trustees approved the Arts and Sciences faculty plan for adult education to be implemented in Fordham College of Liberal Studies.
- In October 1997, the University dedicated the new William D. Walsh Family Library.
- In 1999, The Graduate School of Business inaugurated a Master of Business Administration program at Peking University with the American Jesuit Universities' Consortium.
- In April 2000, the Trustees appointed a new Chief Financial Officer to oversee the budget process.
- Beginning fiscal year 2002, the University implemented a school-based budget system for allocating all direct, indirect, and overhead costs to its schools and colleges.
- In July 2002 through consolidation, Marymount College became the University's eleventh school and fifth undergraduate college.
- Based on the year 2000 Periodic Review recommendations, the President established a task force to reformulate the University's Mission Statement in light of a renewed understanding of its Catholic and Jesuit identity.
- In Fall 2003, shortly after his inauguration, the new President initiated a long-range strategic planning process.
- On December 5, 2005, the Board of Trustees approved the University's Strategic Plan, *Toward 2016*.

Preparation for the 2006 Self-Study

After participation in the November 2002 Middle States Self-Study Institute, the Vice President for Academic Affairs recommended to the President, and the President agreed, that the University employ the comprehensive model for its self-study. The President approved the Vice President for Academic Affairs' recommendation for creating separate task forces for each of the Middle States' fourteen Standards. Task force chairs and members were identified and they began working with the self-study executive staff to prepare the Self-Study Design that included the

development of charge questions for each task force. Based on the charge questions, each task force prepared draft reports for review by the Self-Study Steering Committee in Fall 2004.

In Spring 2005, the University augmented the composition of the Steering Committee to include the Vice President for Academic Affairs (ex officio), the self-study executive staff, the Vice President for Administration, the President of the Faculty Senate, and additional faculty, administrators, students and staff. The goal was to ensure community-wide representation. The Steering Committee received the final edited versions of the task force reports in Fall 2005 and combined them into a comprehensive self-study report.

Standard 1: Mission, Goals and Objectives

The year 2004 marked the 25th anniversary of the Board of Trustees' adoption of the University's 1979 Mission Statement. Since the last Middle States Self-Study in 1994, the University has reflected on its Mission, resulting in an understanding of both the significant extent to which the Mission is "lived" and the ways it animates both the strategic Vision endorsed by the Board of Trustees in March 2004 and the strategic planning process as a whole. The Vision established the primary strategic goals for the University: namely, to return to a position of recognized national prominence and to reemerge as the premier Catholic university in the United States.

This process resulted in a revision of the 1979 Mission Statement that took into account the dynamic relationship between Fordham's core traditions and its charge to serve contemporary local and global communities. The new Mission Statement, adopted by the Board of Trustees on April 28, 2005, differentiates and describes Fordham's complex and evolving identity as a University, as a Catholic University, as a Jesuit University, and, finally, as a University in New York City.

The lived tradition articulated in the 2005 Mission Statement has influenced and continues to influence all University activity, ranging from educational offerings to hiring practices. The challenge for the University, as it enters the 21st century, is to sustain the momentum promised and embodied in the 2005 Mission Statement. Fordham can accomplish this by guaranteeing the Mission's systematic dissemination within and its appropriation by the University community, by instituting a regular process for reviewing the Mission Statement, and by assessing progress not only in achieving the Strategic Plan's goals but in keeping them focused on and by the Mission as they are reviewed and adjusted during the continuing dynamic planning process.

Standards 2 and 3: Strategic Planning, Planning, and Resource Allocation

Shortly after assuming the Presidency in July 2003, and as this Self-Study was undertaken, Father Joseph M. McShane, S.J. launched the institutional strategic planning initiative. He also appointed task forces to study and make recommendations regarding: adult education, the website, integrated marketing, year-round use of campus facilities, Marymount College, and the 1979 Mission Statement.

In March 2004, the Trustees discussed the organizing themes for strategic planning and endorsed the University's strategic Vision. In Fall 2004, the President held two strategic planning Open Forums with the University community and requested strategic initiatives from the community to serve as inspiration for and as potential inclusion in the strategic plan. In April 2005, the Board offered commentary on the Strategic Planning Interim Report and approved the revised Mission Statement. Again, as the outlines of the strategic plan to be entitled *Toward 2016* emerged, the President held four more Open Forums in Fall 2005. The Board of Trustees unanimously approved *Toward 2016* at its December 5, 2005 meeting.

Prior to the new President's strategic planning initiative, the University's most recent planning activities were based on nine institutional goals formally articulated in 1996 and discussed in *Fordham University, Strategic Planning:* fostering the Catholic Jesuit tradition of education, renewal of the undergraduate core curriculum, expansion of graduate and professional programs, improving the regional and national reputations of these programs, faculty

development, fund raising, expanded use of technology, improved maintenance of campus facilities, and planning for new construction.

The University's primary planning groups in that period included, among others: the Trustees' Strategic Planning Committee, the University Planning Council, the Council of Vice Presidents, the Council for Undergraduate Education, the Arts and Sciences Council, and the University Space Planning Advisory Committee.

With respect to evaluating planning effectiveness, the President receives annual reports from all University units. The newly instituted Office of Academic Effectiveness will complement this process by strengthening the University's assessment resources and providing coordination and recommendations for assessment operations at the program, school, and University levels.

Standard 4: Leadership and Governance

The character and adequacy of the University's governance structure on the levels of the Board of Trustees, the Office of the President and the Faculty Senate and the quality of institutional leadership provided by them are sufficiently broad in scope, collegial, and acceptable to the University community. However, the effectiveness of the governance structure and leadership may be in need of formal periodic assessment. There is some indication that faculty interest in issues of University governance does not, for the most part, extend much beyond those issues which are relevant to their own schools.

Students are extensively involved in all aspects of University governance in appropriate ways. For example, all schools have student representatives on their respective councils and on a variety of council committees, including core curriculum, faculty evaluation, and deans' committees. Students serve as a resource on certain committees of the Board of Trustees.

The President of the University, although in office for only a relatively short time, is providing the type of vigorous leadership needed to realize the ambitious goals he has set for the University. The Board of Trustees also exercises active leadership initiatives. For example, the Chair of the Board outlined a number of measures calling for greater accountability on the part of individual Board members and for assessment of the degree and quality of the leadership provided to the University by the Board as a whole.

The University's governance structure and the quality of leadership, especially as provided by the President and the Board of Trustees, are equal to the task of advancing Fordham's Mission and achieving the goals and objectives that they have set for the University.

Standard 5: Administration

Focusing upon the Arts and Sciences faculty and its governance, this section analyzes the administrative structure, discusses the assessment of administrators, reviews methods of communication among the various levels of administration and between administrators and faculty, and reviews various councils and administrative forums. Findings are organized in keeping with the administration's hierarchical order, beginning with department chairs and moving up to the Office of the President.

Fordham's governance structure is considerably decentralized. While providing for much desirable local autonomy in decision-making, such decentralization produces difficulties in clear communication. Thus, Arts and Sciences department chairs and program directors encounter difficulties in reporting to several Arts and Sciences deans. Their expectation is that the new position of Dean of the Arts and Sciences Faculty will eliminate redundancies.

A number of the chairs believe that both the college councils as well as the Arts and Sciences Council are ineffective as forums for deliberating and discussing issues. The chairs believe that the present system for awarding incentives and for providing support to them is neither fair nor equitable. On the other hand, the chairs view the introduction

of a new format for annual reports as an excellent vehicle for assessment and planning. Chairs/directors are generally satisfied in their dealings with the deans and vice presidents, except in those areas where certain domains overlap.

The Arts and Sciences deans feel they work well as a group and meet in weekly council to decide on recommendations to the vice presidents. They, on the other hand, are concerned that the Dean of Arts and Sciences Faculty position may result in loss of local deans' authority. However, full definition of the position is still evolving. At this time, there is no mechanism for formal evaluation of the deans, which should include input from the faculty.

The work of the vice presidents is coordinated through the Administrators' Conference, and the President and the Trustees are considering procedures for formally assessing the performance of the vice presidents. The University is also considering substantial changes in its information systems.

Fordham's administrative structure is complex, occasionally more a matter of unwritten, yet generally understood, practices than of formal written procedures. Nevertheless, the University's administrative structure functions appropriately. The administration is currently establishing uniform procedures for clear, effective communication at every level of its governance.

Standard 6: Integrity
In the conduct of its programs and activities involving both the general public and its own constituencies, Fordham University adheres to ethical standards, incorporated in its Mission and other stated policies, and is committed to academic freedom as well as fair treatment of all members of the University community.

Essential to the University's sense of integrity is the concept of academic freedom. It is endorsed in University policy statements, is protected through established and publicized procedures, and is recognized as integral to the Jesuit educational tradition. All institutional constituencies agree that policies safeguarding academic freedom are firmly established and well publicized.

Fordham demonstrates a clear commitment to providing fair and equitable standards and treatment for its faculty, administrators, and staff. It publishes and disseminates policies and procedures regarding the work environment including recruitment and appointment procedures, grievance policies, and diversity initiatives. Some members of the University community expressed concern about the lack of an "institutional voice" in policies and procedures affecting administrators. Others raised questions regarding the process for ensuring pay equity among comparable positions and suggested clarifying and strengthening these procedures through benchmarking.

Fordham publicizes its statement of integrity and provides vehicles for communication of dissatisfaction by its constituencies through its varied print and electronic publications. Administrators, students, and alumni believe that the University's print and electronic publications present a definition of institutional integrity that is used, in turn, to evaluate the work performed in the community. Faculty generally affirmed this belief as well.

Faculty and administrators agreed that University publications provide accurate descriptions of an environment where academic freedom exists and flourishes, and that print, electronic, and public relations publications and announcements demonstrate the University's adherence to ethical standards for internal and external constituencies. Alumni and students believe that the print, electronic, and public relations announcements communicate with its constituencies in an honest and objective manner and that the University represents its promises and commitments to its various constituencies truthfully.

Standard 7: Institutional Assessment
In the past 10 years, Fordham has established sound procedures for evaluating its academic programs, student support services, and many administrative services. It is using assessment increasingly to direct institutional planning,

to guide the allocation of resources, and to improve its programs. While procedures used for assessment vary greatly across units, virtually all units have assessment initiatives. On the other hand, few units have formal, written assessment plans. Some assess their functioning through a combination of person-to-person reports and written evaluations. Currently, Fordham requires all departments to incorporate assessment information in the form of measurable outcomes of the objectives identified the previous year in their annual reports. Most units assess their functioning through informal but regular checks of their progress toward important goals and objectives.

Faculty, administration, and students participate in the assessment process. Faculty members engage in the assessment of curriculum and daily functioning of their respective departments during Faculty Senate and department meetings. The administration participates in the assessment of benchmark attainment, both at the departmental and the University levels. However, faculty and administrators play a very limited role in assessing services provided by units other than the ones in which they are directly involved. Students also participate in the process on a regular basis through evaluation of teaching and course content. In addition, representatives of local organizations evaluate the Community Service and Service Learning Programs.

Assessment information is unevenly disseminated within and across units. Some units are systematic in their assessment efforts and, generally, the results of such assessments are useful in making improvements in the unit's functioning. Lacking any shared and coordinated institutional assessment plans, units currently use assessment results tactically rather than strategically.

Standard 8: Student Admission
In anticipation of continuing growth in the applicant pool in the years ahead, Fordham's admission efforts must build on the successes of the recent past. Technology and strategic use of financial resources have been vital in the effort to attract the strongest students as Fordham aspires to national prominence. Successful cooperative efforts among key units of the undergraduate enrollment group have allowed for the continuing evaluation of current activities and the implementation of new recruitment programs. In broader terms, all admission offices will be crucial in the public dissemination of institutional messages that emerge from integrated marketing initiatives. Finally, and perhaps most significantly, Fordham has preserved an admission process that ensures care for the individual and adherence to the values espoused in the Fordham Mission Statement. The University regularly assesses its publications, systems, policies, and recruiting initiatives, and strives to be respectful of the candidates that are being evaluated for admission to Fordham.

Standard 9: Student Support Services
Each of Fordham's three campuses has a unique student body with its own needs and concerns. Nevertheless, the Mission guides the activities of each department, governs their processes and procedures, and shapes the daily interaction between Student Services professionals and students. Student Services have a firmly established history of conducting assessment of their effectiveness through the use of student and staff surveys, developed and implemented to gather data on the three campuses. Information for this Self-Study was derived from participation in two mission and resources staff surveys, two staff and staff qualifications surveys, a non-academic advising survey, two student grievances/complaints and record-keeping surveys, and an assessment survey. Students participated in an electronic survey regarding grievance procedures, service access, service tailoring and non-academic advising, and awareness, utilization of, and satisfaction with services. Even as these assessment activities are highly integrated into student services activities, there is recognition that the results could be used more effectively for planning.

Standard 10: Faculty
The President and the Board of Trustees take a keen interest in faculty development, from recruitment through reappointment, tenure, retention, and post-retirement.

The University has many good programs, procedures, and structures in place to support faculty development. For instance, the Faculty Senate approved a Faculty Life Committee to complement the work of the Faculty Senate's Faculty Salaries and Benefits Committee in identifying, monitoring, and assessing faculty development programs. This new committee and the Senate's Faculty Salaries and Benefits Committee are well equipped to address the issues of workload, compensation, and cost of living concerns. On December 5, 2005, the Trustees approved an amendment to the University Statutes that establishes the Faculty Life Committee.

There are some issues of concern that have not yet been resolved in a manner that is satisfactory to the faculty. Chief among these is Fordham's teaching load as compared to those of peer and aspirant institutions, Fordham's commitment to improving faculty compensation, and the absence of systematic University policy regarding crucial non-salary benefits, such as affordable housing and child care. The cost of living in the New York City area makes it critical that the University address these issues with the goal of enhancing the recruitment and retention of faculty, especially in light of the President's vision for Fordham's future.

There is also some concern about the decentralized nature of communication and lines of responsibility in Fordham's administrative structure. The Faculty Senate's new Ombuds Committee not only can address particular difficulties but, over time, lead to a better understanding of how to overcome the challenges of communication and coordination of efforts across University units.

Standard 11: Educational Offerings
While Fordham is not deficient in the academic content, rigor, and coherence of undergraduate educational offer-ings, there are issues that should be addressed in order to enhance these areas. For example, the structure and logical progression of undergraduate courses across the colleges is clear and purposeful, yet, constraining.

The notion of "University culture" was employed to assess how well Fordham is coordinating its academic goals and the co-curricular and extra-curricular activities. Student involvement in the Community Service and Service Learning Programs and the ways in which academic courses involve students in the life of the New York metropolis indicate that the University's culture successfully grounds both its curriculum and extra-curricular life in the values implicit in the Mission. These efforts should continue to be supported and enhanced.

Standard 12: General Education
The core curriculum, implemented in Fall 1996, is designed to develop the capacity for clear and critical thinking and for correct and forceful expression; to impart knowledge of scientific principles; an awareness of history; an understanding of the contemporary world and its cultural diversity; and to foster appreciation of religious, philo-sophical, and moral values.

Among the core curriculum's notable strengths are its faithfulness to the Jesuit tradition in higher education; adherence to the uniform Undergraduate Mission Statement; the breadth of exposure to the liberal arts disciplines it provides to students; the commitment to a common goal shared by a wide range of academic departments; a course of study designed and sequenced to enable students to develop skills; and the shared communal academic experience it offers to all undergraduates.

Some challenges posed by adopting a core curriculum are sustaining the commonality of the curriculum, relieving scheduling difficulties for students posed by the necessity of balancing core and major requirements, staffing and financing the core, decreasing the core bureaucracy, and assessing both the achievements and areas of potential improvement within the core.

Regarding assessment, the Core Curriculum Committee "pre-assessed" the courses composing the core curriculum for their suitability to the ends of the core, and its subcommittees continue to assess new course proposals for Senior Value Seminars, American Pluralism, and Global Studies courses.

The Core Curriculum Committee acknowledges that it must engage in more comprehensive outcomes assessment and is committed to doing so.

Standard 13: Related Educational Activities

Related Educational Activities are those "institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship that meet appropriate standards." In particular, this section cites educational activities that are conducted in the name of Fordham University, or under its sponsorship, either at a campus-based or off-campus site.

This section also examines those educational programs and activities that are not conducted on the University's three traditional campuses. All non-credit programs and courses at the University are advertised as not for credit. Likewise, all programs cited in this section have been approved by institutional administrators, academic schools, programs and committees, or external funding agencies as meeting the University's institutional standards for academic rigor, quality of instruction, and educational effectiveness. These programs also have access to all educational, technical, and support resources that are available to other institutional units. The New York State Inventory of Registered Degree and Certificate Programs recognizes Fordham as having three traditional campuses: 1) Rose Hill, 2) Lincoln Center, and 3) Marymount. The Tarrytown Graduate Center, located across the street from the Marymount campus, is termed a Branch Campus. Each campus serves all categories of students, regardless of background.

Standard 14: Assessment of Student Learning

In the core curriculum there is a progression of knowledge and skill that culminates in the capstone Senior Values Seminar, and the core curriculum objectives affirm principles of intellectual excellence and of Fordham's Catholic, Jesuit identity. We lack procedures for periodic review of core curriculum courses, apart from the pre-assessment of proposals for Freshman Seminar, American Pluralism, Global Studies, or Senior Values Seminar.

The Arts and Sciences Council conducts reviews of major programs of study once every ten years. A study of syllabi for seven majors that have completed program reviews emphasizes knowledge-based skills relevant to the major and higher order skills, including the application of perspectives and concepts, and using research skills and critical analysis.

Advising is a critical mechanism for monitoring the academic progress of students. While the freshman and sophomore year advising programs are a manifestation of the University's commitment to *cura personalis*, there is agreement that these programs should be reviewed for effectiveness.

Students participate in course evaluations each semester. Narrative responses can be used to assess student perception of course objectives, liberal arts values, critical thinking, genuine interest of faculty and self-reported learning and understanding. Student perceptions of course difficulty and instructor's genuine interest were significant independent variables directly affecting course grades.

Student achievement at the institutional level is reflected in freshmen retention rates that have increased steadily from the 1992 through 2003 entering classes and in the increase in the six year graduation rate between the 1992 and 1998 entering classes.

Summary of Recommendations

It should be noted that in the full text of the Self-Study, recommendations are presented at the end of each Standard. These can be grouped into five major areas of University life: Mission and Identity; Student Living and Learning; Governance, Faculty and Administrators; Planning and Assessment, and Communications. In light of these areas, we present below five recommendations which we believe the University needs to address.

- The University Mission Statement should inform all planning and programming, faculty and staff orientations (initial and continuing), and the development of campus culture. Reporting on specific activities should reference Fordham's Mission as a University that is a Catholic, Jesuit university and in New York.

- The core curriculum should be reviewed and revised, keeping in mind the Mission and the need for a tighter and more focused core. The Core Curriculum Committee should then review the core annually and enhance the assessment of its effectiveness as a core. Similar reviews and assessment should be completed for the majors. Student advising in Academics as well as Student Affairs should be more comprehensive.

- The University should review the full range of its compensation programs for faculty (salary, stipends, faculty housing, teaching loads) and staff in order to bring them into line with established benchmarks. Attention should be given to expanding activities that support faculty development, teaching, service and research, including technology. Staff and administrators should have a vehicle to advise the University on issues affecting them. Governance structures should be reviewed for effectiveness, including the Arts and Sciences Council and college councils.

- The University should establish formal assessment measures and procedures in all areas, academic and administrative, to ensure a solid foundation for future planning, both strategic and operational. This includes personnel performance reviews in areas where they do not exist and establishing an integrated University-wide information system.

- The University should establish adequate consultation, discussion and feedback processes to ensure transparency, closure and accountability in appropriate decision-making areas.

Strategic Planning and the Self-Study

Fordham's self-study and strategic planning processes took place concurrently. Since a broad range of the University community was involved in each and since consultation and discussion were equally wide ranging, it is not surprising to find that areas the Self-Study identified as strengths or as worthy of enhancement are in many cases the very areas that are counted of strategic significance to Fordham's aspirations.

Just as the Self-Study found the Mission to be lived, it animates *Toward 2016*, Fordham's integrated Strategic Plan. The plan makes provision not only for advancing the Mission through program activity but also for ensuring that Fordham is clearly identified with its Mission in the minds of a wider general public. A core curriculum firmly based in the Jesuit educational tradition is the centerpiece for the plan's focus on the undergraduate living and learning environment, along with orientation and advising programs in both Academic and Student Affairs. Essential to progress in all of the schools' plans is faculty development in the fullest sense of that word: strategic new appointments, seeking funding for endowed chairs, reviewing and enhancing the entire range of compensation (salary, housing assistance, orientations to and continuing engagement with the Mission), competitive teaching loads, support for teaching, research and service, and ensuring a professional and supportive work environment for both faculty and staff.

Toward 2016 recognizes the need to refine internal communications, most especially to keep the community focused on Mission and planning goals but also to address through self-studies and evaluation of effectiveness the interaction among administrative/governance structures and between them and their respective constituencies to ensure optimal functioning. The plan also recognizes the need to engage in a program of external communication to gain for Fordham the recognition it deserves. Implementation of *Toward 2016* Action Plans will be reviewed through annual reports and will be subject to endorsement or adjustment as planning progresses, an indispensable and vital element of an overall assessment program.

Toward 2016 in its initiatives embraces the Self-Study's findings and then reaches beyond them both intensively and extensively, especially in support areas like completing the first phase of the Lincoln Center Master Plan,

adding necessary buildings to the Rose Hill campus, significantly renewing information technology's service and infrastructure, and launching the capital campaign.

CERTIFICATION STATEMENT:
Compliance with MSCHE Eligibility Requirements &Federal Title IV Requirements

CHE Middle States Commission on Higher Education
MSA 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000, Fax: 215-662-5501
www.msche.org

Certification Statement:
Compliance with MSCHE Eligibility Requirements
& Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Fordham University   is seeking
(Name of Institution)

(Check one)   ____ Initial Accreditation   X__ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation.

____ Exceptions are noted in the attached memorandum (check if applicable)

_____   12-31-05
(Chief Executive Officer)   (Date)

_____   1/7-06
(Chair, Board of Trustees or Directors)   (Date)

j/certstatement/2005.wpd

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

INTRODUCTION

Fordham University is an independent, Catholic, Jesuit institution of higher learning located in New York City and Westchester County, New York. Fordham is proud to participate in and to contribute to several ancient, yet living and evolving, traditions in a number of distinctive ways. As a University, Fordham strives for excellence in research and teaching and guarantees to its instructional staff freedom of inquiry. As a University, Fordham affirms for its undergraduate students the value of a curriculum rooted in the liberal arts and the importance of fostering critical thinking, ethical reflection, and precise expression. Finally, as a University, Fordham provides for its graduate and professional school students research and teaching experiences requisite for the career of the academic scholar as well as cutting-edge knowledge and skills commensurate with the challenges of non-academic career paths.

As a Catholic University, Fordham, affirming that reason and faith complement each other in the pursuit of wisdom, encourages a maturation of faith consonant with intellectual and moral development. Fordham gives pride of place to the study of the Catholic tradition, while yet providing a place where many other religious traditions can enter into mutually respectful dialogue. Fordham University has historically welcomed, and continues to welcome, people of all and of no religious persuasion as valued participants in its community. As an institution in the Jesuit tradition, Fordham is dedicated to a student-centered education that embraces the cultivation of the whole person, and to academic endeavors that are faithful to the promotion of justice in accordance with the traditional precepts of Catholic social thought. Finally, as a University in New York City, Fordham strives to make full use of the unsurpassed regional, national, and international intellectual and artistic resources at our disposal, as well as to recognize its ethical responsibility to enhance the culture and prosperity among the people of this metropolis.

According to the Carnegie classification, Fordham is a research extensive institution. The University community of approximately 700 full-time faculty and 16,000 students is located on three campuses: its traditional Rose Hill Campus in the Bronx, its Lincoln Center Campus in Manhattan, and its Marymount Campus in Westchester County. The University also maintains the Louis Calder Conservation and Ecology Study Center, in Armonk, New York. Fordham University currently includes five undergraduate colleges and six graduate and professional schools.

The University: Its Colleges and Schools

The University's existence dates back to June 24, 1841, the Feast of the Nativity of St. John the Baptist. On that day, in honor of his patron saint, the then Coadjutor Bishop John Hughes of New York formally opened St. John's College on the grounds of Rose Hill Manor in the Bronx. The College initially included six students and a faculty of diocesan priests. In 1846, the State of New York granted a charter to the College and, in the same year, Bishop Hughes transferred control of the College to a contingent of French Jesuits, formerly from St. Mary's College in Kentucky, who then assumed teaching responsibilities for St. John's. In 1907, under a charter amendment by the New York Board of Regents, St. John's College changed its corporate name to Fordham University, after its location in the former village of Fordham.

From the mid 1960s through the 1970s, Fordham initiated several structural and governance reforms that would position the University squarely in the mainstream of American academic practice. In 1965, the University established a Faculty Senate for the first time. In 1969, the University became an independent institution of higher education when its Board of Trustees was reorganized to include a majority of non-Jesuit members. The Board of Trustees approved the first formal University Statutes in 1971.

Since 1931, the original St. John's College, still situated on its 85 acre campus in the north Bronx, has borne the title Fordham College. Since 1996, to differentiate it from its Manhattan sister college, it is now known as Fordham College at Rose Hill. Although other schools in the University had long since been coeducational, the University's flagship school, Fordham College, became a *de facto* coeducational institution in 1964 when Thomas More College began enrolling women in previously all-male undergraduate liberal arts courses at the Rose Hill Campus. A decade later, Thomas More College merged with Fordham College at Rose Hill. The College currently offers its approximately 3,000 students a four-year traditional course of studies in the liberal arts and sciences culminating in BA or BS degrees. The College aspires to train its students in perceptive and critical reading, accomplished writing, and the skill of argument. It seeks to instill knowledge of scientific principles and practice, consciousness of historical perspectives, sympathetic understanding of cultural diversity, and appreciation of religious, philosophical, and moral values. Three programs that underscore these foci are American Studies, American Catholic Studies, and International Political Economy. The Honors Program, which celebrated 50 years in 2005, further extends these foci to a series of unique and intensive classes which culminate for program members in a undergraduate capstone thesis.

The School of Law, established in 1905, seeks to provide its graduates with an understanding of legal doctrine and a solid foundation of legal skills, analytical ability, and professional values. The School prepares its graduates to be responsible community members and leaders dedicated to the highest standards of ethics, excellence, and professionalism, and inculcates in them a sense of responsibility towards the community for the practice of justice. Its approximately 1,600 students pursue the JD or LLM degree at the Lincoln Center Campus. The American Bar Association reviews the accreditation of the School every seven years, the next scheduled for 2008.

The Graduate School of Arts and Sciences was founded in 1916. It offers programs leading to the MA, MS, MPhil and PhD degrees. Its approximately 700 students take courses at Rose Hill, Lincoln Center, and the Calder Center. The primary aim of the School is to produce the classical doctoral model of the independent scholar, researcher, and teacher whose education and training enables the candidate, upon his or her completion of the degree, to work in and make significant contributions to a chosen discipline. Through its masters' programs, the Graduate School seeks to equip its students with knowledge and skills commensurate with the challenges of professional non-academic careers. While emphasizing academic rigor, the faculty strives to show concern for the individual student's needs.

The educational spirit of the Graduate School is loyal to Fordham's Jesuit tradition, encouraging both respect for competing schools of thought as well as mutual respect among both the faculty and students conducting intellectual debates. One program in the Graduate School, the Clinical Psychology Program, is reviewed for accreditation by an outside evaluating agency. The American Psychological Association reviews their accreditation every five years, the next scheduled in 2006.

Also founded in 1916, the Graduate School of Education has 1,700 students enrolled in programs leading to the PhD, EdD, MSEd, MAT (secondary), MST (primary), and MS degrees, in addition to the Professional Diploma, at the Lincoln Center, Rose Hill and Tarrytown locations. The mission of the Graduate School of Education, in keeping with the University's Jesuit tradition, is to prepare school personnel and others as well as to promote the intellectual, moral, and social development of their students and clients.

The National Council for Accreditation of Teacher Education reviews the School's accreditation every five years, the last review having occurred in 2003. The University Council of Educational Administration (UCEA) is the School's accrediting agency for its doctoral programs in Educational Administration and Supervision, the last review occurring in 1998. The UCEA has not scheduled any subsequent review. The American Psychological Association reviews

the accreditation of the School Psychology Program and of the Counseling Psychology Program every five years. Both programs are scheduled to be reviewed in 2008. The National Association of School Psychologists reviews the accreditation of the Specialist Program in School Psychology in a seven-year cycle, the last having occurred in 2003.

The third school founded in 1916, the Graduate School of Social Service, offers programs leading to the PhD and MSW to its approximately 1,600 students at both the Lincoln Center and Tarrytown locations. The School's mission is to prepare advanced social work practitioners who are committed to the profession's goals, values, and ethical standards; are able to provide quality services that promote the well-being of individuals, families, groups and communities; can effectively reach and serve the most vulnerable populations, particularly in our metropolitan region; and are committed to working towards a just, equitable, and caring society, free from violence, oppression, and discrimination. Every eight years, the Commission on Accreditation of the Council on Social Work reviews the accreditation of the School, the next scheduled for 2006.

The University established the College of Business Administration in 1920. Housed at our Rose Hill Campus, its approximately 1,800 students pursue studies leading to the BS degree. The mission of the College is to educate students within a Jesuit tradition that commits each to the lifelong cultivation of intellectual excellence, ethical values, humanistic concerns, and active involvement in national and global communities. Fordham University's College of Business Administration (CBA) has many engaging academic programs which offer students opportunities to excel academically and to integrate the New York City experience into their program of study. Its marquee programs include its Global Learning Opportunities and Business Experiences Program (G.L.O.B.E.) and the CEO Breakfast Club. G.L.O.B.E. allows students to integrate language, cultural studies, international business coursework with an experiential bridge which can be an international internship or study abroad. The College's CEO Breakfast Club has for nearly 17 years offered students the opportunity to meet with the top leaders and role models in business, most of whom are Fordham alumni. The Association to Advance Collegiate Schools of Business reviews the accreditation of the College on what is currently a five year cycle, the next such scheduled for 2008.

In 1998, the University united the Rose Hill-based Ignatius College (founded in 1944 as the School of General Studies) with the Lincoln Center-based adult education EXCEL Program to form a single College of Liberal Studies. In 2002, Fordham College of Liberal Studies took over the operation of the weekend degree program of Marymount College. The College offers courses leading to the BA or BS degrees, with approximately 300 students at Rose Hill, 400 at Lincoln Center, and 200 students at Marymount. The College's students follow the same core curriculum and value-centered education as the students at Fordham College at Rose Hill or at Lincoln Center, but in schedules and formats designed to provide a solid education for men and women who pursue their academic aspirations on a part-time basis, often during evenings and weekends. Fordham College of Liberal Studies is also home to a number of non-credit life-long learning, community service, and professional development undertakings: the College at 60 serves some 200 men and women in or near retirement with a series of semester-long seminars in the humanities; the Reading Program provides summer and after-school enrichment to some 5,000 youngsters annually; a new Certified Financial Planner training program has just been approved by the National Certified Financial Planner Board of Standards.

Initially founded as The Liberal Arts College in 1968, then later renamed The College at Lincoln Center, Fordham's undergraduate school in Manhattan became Fordham College at Lincoln Center in 1996. Sharing a common core curriculum with its Rose Hill sister college, its approximately 1,600 students are enrolled in courses of study leading either to the BA, BFA, or BS degrees. By exploring the dynamic relationship between its Fordham curriculum and its setting in New York City, the College equips its students to confront the pressing social and ethical questions of modern urban life. The College boasts of two premiere programs that highlight the synergy between formal education and the creative world of dance and theater. The Fordham Theatre Program is widely known for its acting

curriculum that combines classical training with the most advanced research in the field. The BFA Dance Program, which is a collaborative effort with the Alvin Ailey American Dance Theater, is a highly selective program that accepts only 15% of its applicants and whose graduates have achieved a 60% placement rate with major dance companies.

In 1969, the University established the Graduate Institute of Religious Education. Raised to the level of a graduate school in 1975, the Graduate School of Religion and Religious Education presently offers at our Rose Hill Campus courses of study leading to Professional Diplomas, MA, MS, and PhD degrees to approximately 160 students. The School aspires to serve society through religious and allied institutions. Its training on the master's and doctoral level is open to students of different faiths, and the School prides itself on the international character of its participants.

The Graduate School of Business Administration, founded in 1969, has approximately 1,500 students enrolled in courses at Lincoln Center and Tarrytown leading to the MBA and MS degrees. The School's mission is to educate business professionals to play a range of leadership roles and to prepare them for continuous growth in the changing global environment. The Association to Advance Collegiate Schools of Business reviews the School's accreditation currently in a five year cycle, the next scheduled to occur in 2008.

In 1907, the Religious of the Sacred Heart of Mary founded Marymount College as an independent Catholic liberal arts college and as a pioneer in women's education. The College consolidated with Fordham University on July 1, 2002, and is now known as Marymount College of Fordham University. Its campus in Westchester County is home to approximately 900 students pursuing the BA or BS degrees, and its mission focuses upon women, work, diversity, and global concerns, and fosters ethical, religious, and spiritual values. Despite Fordham's attempts to bolster enrollment and academic programming through consolidation, the College had suffered from poor retention rates and financial difficulties. As a result, at its October 2005 meeting, the Board of Trustees voted to phase out Marymount College by June 2007. The Board's decision was made after they considered the reports of a University Task Force and a Board of Trustees Task Force, which were asked to consider Marymount's future. The University Task Force was appointed by the President and included representation from both Marymount and the greater University. The Task Forces solicited input in particular from Marymount faculty and various University vice presidents. New task forces have been appointed to develop and implement a phase-out plan for the College and to develop a plan for the future use of the Marymount Campus.

The 1990s: Structural, Procedural, and Programmatic Innovations

The University embarked upon several major ventures involving structural, procedural, and programmatic innovations in the 1990s, subsequent to the last Middle States Self-Study. First, in Spring 1994, the Board of Trustees mandated the restructuring of the Arts and Sciences faculty. In Spring 1995, the Trustees approved the implementation of a plan for restructuring developed by the Arts and Sciences faculty. This plan transformed the undergraduate schools of the University from separate Lincoln Center and Rose Hill colleges and instructional staff to a unified intercampus institution staffed by Arts and Sciences faculty affiliated with discipline-based academic departments. In addition, the Trustees required that the Arts and Sciences faculty develop a core curriculum common to all Fordham undergraduates, as well as a proposal for the revision of adult education programs on the two campuses. The Arts and Sciences faculty voted its approval of the revised core curriculum and, in addition, submitted the curriculum and the plan for adult education to the Board of Trustees in December 1995. In May 1996, the Trustees approved final formal governance provisions for the restructured and integrated Arts and Sciences faculty, The *Arts and Sciences Constitution*. The Trustees received and approved the Arts and Sciences faculty plan for adult education within the newly structured Fordham College of Liberal Studies in December 1997.

Thus, at the time of the last site visitation in Fall 1994, the University was involved in an intensive effort, driven by Trustee mandates, to restructure its undergraduate colleges. The University could not adequately describe, much less evaluate, the success of the results of this major endeavor during its last self-study. And, while our most recent Periodic Review commented on some initial outcomes of the integration and restructuring of the undergraduate colleges, Fordham was still in a transitional stage in that restructuring process. After a full decade, our ability to assess the fruits of our plans and efforts has matured so that, at this time, a comprehensive self-study would assist the University in assessing the effectiveness of this reorganization.

Second, Fordham achieved a long sought but postponed goal when, in October 1997, the University community dedicated the William D. Walsh Family Library. The new Library permitted the consolidation of the Rose Hill library collections in one of the nation's most technologically advanced library buildings. The Walsh Library not only offers the University community extensive computer services and electronic access to research material, but it also houses a Regional Educational Technology Center, allowing Bronx and Westchester County secondary school teachers to develop and access educational hardware.

Third, in 1999, the Graduate School of Business Administration enhanced Fordham's global visibility by leading an American Jesuit Universities' consortium inaugurating a first of its kind master's degree in Business Administration program at Peking University and serving as the degree-granting partner in this venture.

Fourth, the University at the beginning of fiscal year 2002 inaugurated a school-based budget system for allocating all direct, indirect, and overhead costs to its colleges and schools. In fiscal year 2003, the University initiated a long-range strategic planning process. The Trustees had appointed in 2000 a Senior Vice President, Chief Financial Officer and Treasurer to oversee and coordinate the University's budgetary process.

The last such major event occurred in July 2002 when Marymount College became the University's eleventh school and fifth undergraduate college. All such events have had effects on the University's Mission and planning, most fruitfully assessed in a comprehensive self-study. Assessment of the outcomes of these major structural and procedural innovations requires viewing them in the context of the University's present sense of its Mission. Thus, and in accord with the recommendations from the Periodic Review in 2000, the President established task forces to reformulate the University's Mission Statement in the light of the University's understanding of its Catholic and Jesuit identity. The comprehensive Self-Study provides an additional opportunity for assessing the University's Mission as it is reflected in the effects of our undergraduate school restructuring and in our current practices and procedures.

The 2006 Self-Study
Preparation for the Middle States Self-Study began in 2001 under the leadership of the former President of the University and of the current Vice President for Academic Affairs. After participating at the November 2002 Middle States Self-Study Institute, and in consultation with a University-wide Middle States Accreditation Advisory Group, the current Vice President for Academic Affairs recommended to our current University President, that Fordham University employ the Middle States' comprehensive model for its institutional self-study. The comprehensive model, as suggested by the Middle States' *Designs for Excellence*, "enables a college or university to appraise every aspect of its program and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's missions and goals." Appraising every aspect of the University is particularly appropriate in the context of those major changes subsequent to the last self-study and with the University's appointment in 2003 of Rev. Joseph M. McShane, S.J. as Fordham's 32nd President.

The Middle States Advisory Group initiated by the Vice President for Academic Affairs judged that the best way to execute such a self-study would be to appoint a separate task force to address each of the Middle States' 14 standards. In consultation with the Vice President for Academic Affairs, an executive staff selected the chairs for each task force and, with their advice, the remaining members for the task forces. During the spring of 2004, each task force clarified its purpose, formulated charge questions and identified appropriate methodologies for answering them, and helped prepare the University Self-Study Design. Thereafter, the task forces developed an inventory of required resources, both existing and new, to assist in answering the charge questions. In the fall of 2004, the task forces compiled and analyzed relevant data as evidence for their answers to the charge questions and provided draft reports for the University Self-Study Steering Committee (at that time composed predominantly of the task force chairs).

In Spring 2005, given revised expectations regarding its most useful functions, with the consent of the task force chairs, the membership of the University Steering Committee was altered so that it currently includes the Vice President for Academic Affairs, *ex officio,* the members of the Self-Study executive staff, the Vice President for Administration, the President of the Faulty Senate and 19 additional faculty, administrators, students, and staff. Thus, the Committee members are representative of the entire University community. In early Fall 2005, the Steering Committee received the final versions of the task force reports and approved edited versions as chapters in a consistent narrative.

The Steering Committee functions as a liaison with the wider University community so as to inform our constituencies regularly what progress we are making in formulating the Self-Study Report. To this end, the Steering Committee ensures that all appropriate means of communicating Middle States' information will be used, including open campus forums, electronic postings and discussion boards, and divisional/departmental presentations. In facilitating multi-faceted communication channels and incorporating community feedback, the Steering Committee, as well as the varied University constituencies on each campus represented on the 14 task forces, strives to develop in all our constituencies a commitment to participate in and a sense of ownership of the self-study process.

Strategic Planning

Most important, the process of preparing for and the results of conducting a comprehensive self-study would be of substantial assistance to our new President, in mobilizing the University community to articulate Fordham's strategic goals and to appropriate his aspiration of establishing Fordham University's national prominence, capitalizing on its Jesuit identity and its location in New York City.

Designs for Excellence recommends that "self study will be most helpful if the institution adapts and implements it as a continuing process that supports the institution's regular planning process." The Fordham University community has always engaged in various types of budgetary, operational, and academic planning and has done so through established school-wide or University-wide bodies. The Council on Undergraduate Enrollment has met weekly to discuss issues and targets germane to the size and complexity of the undergraduate student population. The inter-college Arts and Sciences Council has monitored the implementation and revision of the core curriculum. The University Space Planning Advisory Committee has developed a master plan for the Lincoln Center Campus as well as plans for the renovation of and additions to physical facilities at the Rose Hill campus. The Senior Vice President, Chief Financial Officer and Treasurer implemented the school-based budgetary model and works with the Vice President for Academic Affairs in coordinating academic and budgetary planning. Collaboration between these two offices has resulted in a rolling five-year financial plan and, in conjunction with the Vice President for Administration, an integrated capital spending plan.

What had been lacking, until recently, are the integration of these planning efforts into an integrated strategic plan and the employment of systematic outcomes assessment in guiding and evaluating the success of that planning venture. President McShane's energetic leadership is taking the University in that direction.

Intelligent planning requires information provided by regular systematic assessment. Assisting with and complementing this process, the Office of Academic Effectiveness serves as a resource for strengthening the University's assessment resources and provides coordination and recommendations for assessment operations at the program, department, school, and University levels between formal self-studies. Consonant with the Middle States' position, the President views the process of developing the Self-Study as supportive of the University's comprehensive strategic planning process that he initiated in October 2003. Strategic planning is animated by the University's Mission and the President's aspirations, is affirmed by the Board of Trustees, and sets the trajectory for the University's future.

In the course of the process, the President mobilized the entire Fordham community (administrators, faculty, students and staff), inviting its constituencies to engage in strategic reflection on thematic goals and to propose initiatives that would contribute to their realization. The ensuing meetings and retreats elicited exceptional enthusiasm from the grass roots, demonstrating a remarkably high level of hope, trust, morale, and energy from all those involved. The plan document, *Toward 2016*, was endorsed by the Board of Trustees at the 5 December 2005 meeting.

In the context of strategic planning and assessment, Father McShane has continued to require annual reports from all the University units. The format of the report was altered under his direction, so that the units, in a uniform fashion, would give an account of their success in meeting annual goals and objectives, set targets for the following years, and provide narrative commentary. Starting in 2005-2006 the format for the Annual Report will be keyed to *Toward 2016* to provide a measure of progress in strategic planning.

Conclusion

Fordham University enters its first Self-Study of the new millennium with confidence in its ability to meet its commitments entailed in its Mission, with a solid sense of its unique niche among institutions of higher education, and with ambitious aspirations for national academic prominence. The University's strengths include, in the first place, the teaching and research accomplishments of its faculty and their dedication to the personal care of our students. The faculty's morale is greatly boosted and its enthusiasm for Fordham generated by the personal concern shown to the instructional staff by our new President and his vigorous promotion of the visibility of the University and its future. The President's requirement of annual reports from both the academic and support services departments of the University has encouraged these units to set operational, as well as strategic targets, for their operations and to assess their success in meeting those goals. The President has mobilized the University community during the past academic year to engage in a collaborative dialogue regarding the long-range strategic targets of the University itself. Our Board of Trustees has been supportive of the President's initiatives, which include the endowment of several new Distinguished Chairs. The Board is also developing norms for the assessment of its effectiveness and of the effectiveness of the President as well.

Fordham University enhances the learning opportunities of its students and the research potential of its faculty by virtue of the unsurpassed intellectual, cultural, and international resources of its location in the cosmopolitan center that is New York City. Yet, even in New York, few schools offer such an attractive diversity of settings as does Fordham: the bustle of our sophisticated Manhattan theater and performing arts neighborhood; the beauty of

our spacious traditional Bronx campus, surrounded by the Bronx Zoo and the New York Botanical Garden; and the picturesque panorama of our suburban Marymount Campus. In addition, the new Walsh Family Library puts Fordham at the cutting edge of academic information technology.

Despite the neighboring presence of two nationally visible institutions, the New York Botanical Garden and the Bronx Zoo, the popular image of the Bronx continues to overshadow what might be the more positive perceptions of prospective applicants. Fordham also remains encumbered by its relative dearth of endowment. Thus, the University remains substantially dependent upon tuition revenue to meet the needs of a financially challenged applicant pool and student body.

There is evidence for the claims made above, regarding both strengths and challenges, in the chapters of the Self-Study. In addition, the report presents recommendations for using our strengths to enhance our opportunities and to confront our challenges successfully.

Standard 1
MISSION, GOALS AND OBJECTIVES

Introduction: Ignatian Education

The lived presence of Fordham's Mission and the University's distinctive identity has unfolded over its 165-year history, from its first five years as a diocesan college to its foundation as the first Jesuit institution of higher learning in the Northeast. Fordham now seeks to articulate its Mission explicitly, to describe how it unfolds in teaching, in scholarship, and in service, and to encourage a continual process of reflection regarding the University's fulfillment of its Mission, thus connecting mission with the Ignatian practice of the *examen*.

This goal situates us within the history of Jesuit education. At the dawn of the modern age, Ignatius of Loyola, founder of the Society of Jesus, recognized that unlike its monastic predecessors, the urban university should educate leaders to engage in the changing, more secular-minded world Europe was becoming. Accordingly, he sent Jesuits to staff existing schools and to establish others throughout the world. By the end of the 16th century the Jesuits had founded 200 schools in Europe, others in Asia, and very soon the first academic institutions of distinction in Latin America. The Society directed these efforts towards urban centers where knowledge, instruction, and formation could serve humanity and the universal common good.

From the outset, the Society conducted systematic conversations, the first "mission statements" that would inform its work. The discussion and debate on intellectual and academic purpose would impel the Jesuits to the most comprehensive system of higher education that the world had yet seen. Yet these systematics were never univocal. From its beginning, Jesuit education had accepted an essential tension arising from two sources of its pedagogy, the founding *Constitutions* and the *Ratio Studiorum*, its "method and system of study." The *Ratio* combined Renaissance humanism's focus on the person with the heritage of medieval scholasticism's study of God. In the *Constitutions*, Ignatius instructed Jesuit educators to "take account of circumstances of times, places, persons, and other such factors, as seems expedient in Our Lord." This dual focus required Jesuit education to integrate Catholic intellectual traditions into an adaptive vigorous response to the world. A mission so conceived can produce tension which would have been as foreign to monasticism as it is now for post-modern secularism. This tension might place a Jesuit educator in apparent conflict with magisterial authority as it did when Teilhard de Chardin tried to extend evolutionary thinking into systematic theology. At other times it may require Jesuit and Catholic institutions to challenge social norms, as it did when denominational American Protestant universities were becoming secularized in the 19th century or, later, when John Courtney Murray and John Tracy Ellis were publicizing their work. Today's America provides a new moment of tension as Jesuit education engages a global horizon of post-secular religious pluralism.

Contemporary Jesuit Education

Fifty years ago, Fordham's *Thought* published "American Catholics and the Intellectual Life" by John Tracy Ellis (Appendix 1.1). In this article, Ellis examined church-related education in response to modernity and evoked possibilities for the future, challenging educators who would inherit the Catholic educational tradition to be intellectually distinctive without simply imitating other private and public schools. As it turned out, Jesuit and Catholic universities in America adopted the professional model of higher education proclaimed in the *Land o' Lakes Statement*, a model that would silence or at least reduce to a whisper those parts of Jesuit and Catholic identity which distinguish it from the narrowly secularized academy. (The Statement is included in Appendix 1.2.) By the late 1980s, leaders in American Jesuit education recognized that following this model put the identity and continued legacy of Jesuit universities very much at risk and, thus, called for Assembly '89, a four-day conference at Georgetown University that helped inspire a renewed conversation on identity by Jesuit universities in the United States.

The Society of Jesus has urged that this conversation continue. The *Documents of the Thirty-Fourth General Congregation of the Society of Jesus* (1995) affirmed the specific character of a Jesuit university. As a university, it "guarantees a commitment to the fundamental autonomy, integrity, and honesty of a university" as a forum for an open search for the truth (§191), thus echoing calls issued by the Vatican in *Ex Corde Ecclesiae* and later in *Fides et Ratio*.

History of Fordham's Mission Statement

These historical developments help to illuminate Fordham University's explication of its own Mission. The University Goals Committee drafted the 1979 Mission Statement (Appendix 1.3) and the University's Board of Trustees approved it. The letter attached to the final draft notes that although the Statement was "meant primarily to be a statement of the Board of Trustees" who carried responsibility to see that the Mission moved forward, its success required that the University's several constituencies "devise the plans and put into effect the particular activities which are appropriate to [each] constituency." Since the University administration is to be responsible for ensuring its implementation, "no attempt, therefore, is made to ask the Board here and now to set down what specific policies flow from each of these principles." Some initiatives immediately followed the adoption of the 1979 Mission Statement, but the process was not formalized or institutionalized.

Fordham's Process of Review and Revision

In 1991, an 18-month long University-wide discussion considered the question of whether to revise the 1979 Mission Statement. This discussion informed the mission sections of the 1993 document *Fordham in the Year 2000*. This document refers to the 1979 Statement but also notes certain characteristics of the University's Jesuit mission and identity: that "Jesuit educational tradition embodies a readiness to respond to changing educational needs;" that "Jesuit education has distinctive religious beliefs at its root;" and that Jesuit education has a humanistic orientation with "a respect for the individual student, a concern for the whole person, and a focus on the welfare of all of humanity." In the early 1990s, Fordham struggled with the very dynamic introduced by Ignatian education 450 years ago: the imperative to preserve its Catholic, Jesuit identity while remaining recognizably within the common discourse of intellectual and academic life. From that vantage, *Fordham in the Year 2000* (like the 1979 Mission Statement itself) was an important step beyond the acquiescence suggested by *Land o' Lakes*.

On the heels of the *Fordham in the Year 2000* report, the President of the University charged the 1994 Self-Study Steering Committee to "examine the mission, academic quality, delivery systems, and competitive advantages of the Fordham undergraduate experience." That same year, in an address to the academic community the President "suggested that the University Mission Statement, last approved in 1979, would more accurately reflect the current reality and aspirations of the University if it 1) more explicitly affirmed the significance of Fordham's Catholic tradition, 2) focused on the challenges of international education, 3) more clearly defined Fordham's social educational values, 4) defined the role of the University in New York City, and 5) expressed the institution's commitment to public service" (referenced in Chapter Two of the 1994 Self-Study). What followed was an extraordinary Board-mandated restructuring of undergraduate education in light of these ideas. However, no version of the Mission Statement appeared in the 1994 Self-Study, and there was no official revision at that time.

In response to that Self-Study, Middle States asked that the University "come to grips with the redefinition and integration of the Jesuit tradition into a curriculum that prepares all students for the challenges of the twenty-first century." In its five-year *Periodic Review Report* submitted in 2000, Fordham discussed its progress in its "attention to its Jesuit Mission and Catholic Identity." This *Report* made the following points, among others:

- Fordham College at Lincoln Center and Fordham College at Rose Hill each had at the time a Jesuit in the dean's position;

- Many departments, though not all of them, accepted the desirability of recruiting and hiring Jesuits;

- The Division of Student Affairs developed its own mission statement which emphasized Jesuit themes;

- The University Chaplain's responsibilities were expanded to constitute a new office dedicated to the University's identity and mission as a Catholic university;

- The University anticipated new retreat programs, outreach programs, and the continued presence of Jesuits in the residence halls; and,

- Fordham's Enrollment Group highlighted Jesuit and Catholic aspects of the University in recruiting new students.

The 2000 *Periodic Review Report* concluded that section with "The Mission Statement for the Undergraduate Colleges" (Appendix 1.4), illustrating that while the 1979 Mission Statement may not have reflected fully the developing and lived presence of Mission, mission statements for some units in the University did.

This Mission Statement for the undergraduate colleges included a paragraph about religious inclusion which had not appeared in the 1979 Mission Statement. In 1996, this same paragraph appeared in the *Fordham Fact Book* under the title "Religious Traditions." The paragraph is not specific about the nature of Jesuit education. It emphasizes the University's inclusiveness but avoids its religious identity, as though the two were inconsistent rather than necessarily complementary. No record exists of who wrote this statement. No information suggests whether it was in any way officially approved or even reviewed. Its appearance may reflect again the unfolding dynamic tension central to Ignatian education, in this case minimizing the Jesuit and Catholic identity of our University in light of an all embracing (and consequently indistinct) pluralism of contemporary secular universities. If so, it reflects exactly what Ellis warned could happen.

Fordham took the next step in formally reviewing and revising the 1979 Mission Statement only later.

Initiatives to Renew Identity and Mission as a Jesuit University
Two major changes related to the renewal of Jesuit mission and identity took place during 1994-1995: the reorganization of the Arts and Sciences faculty into discipline-based, University-wide departments to serve the liberal arts and undergraduate business schools, and the revision of the undergraduate core curriculum to ensure that all undergraduate schools would have at their center a recognizably Jesuit core. While the College of Business Administration shared Fordham College's highly structured and recognizably Jesuit core curriculum, the College at Lincoln Center's smaller core lacked the strong philosophy and theology requirements central to a Jesuit core. Thus, a major effect of the "merger" of the faculties and the revision of a common core curriculum was to strengthen the Jesuit core curriculum at the school now called Fordham College at Lincoln Center.

These changes in the undergraduate schools did not explicitly refer to the 1979 Mission Statement, but they developed under a lived sense or implicit understanding of Fordham's identity even as Jesuit colleges and universities across the country renewed their commitment to their Jesuit and Catholic traditions.

After this reorganization, the Vice President for Academic Affairs, newly appointed in 1995, initiated improvements in faculty development that simultaneously strengthened Fordham's academic and Jesuit mission. Among these, he invited selected faculty to participate in regional day-long gatherings focused on Jesuit identity. In response to the gathering at St. Peter's College in 1998, he established the Pre-Tenure Orientation Committee charged to develop an identity and mission component for new faculty orientation and to organize an annual gathering of pre-tenured faculty for discussions led by senior faculty and aimed at improving faculty understanding of Fordham's Jesuit and Catholic character.

In 1999, the President charged the newly appointed University Chaplain to work with faculty on mission and identity. Himself a model of Jesuit identity with an openness to diversity, the University Chaplain played an extraordinary

role in leading the faculty to a greater understanding of Fordham's Jesuit and Catholic traditions. The result has been much greater faculty participation in and contribution to these traditions.

The current Vice President for Academic Affairs, appointed in 2000, has led the present era of development and explicit articulation of the lived sense of Fordham's Mission, identity, and intellectual tradition. For example, a faculty committee formulated a hiring statement for consistent use in announcing faculty positions: "Fordham is an independent, Catholic university in the Jesuit tradition that welcomes applications from men and women of all backgrounds." To encourage and strengthen the work of the Pre-Tenure Orientation Committee, he appointed administrators and faculty to the Lilly Fellows Program, which hosts collaborative discussions on mission and identity among faculty at different institutions of higher education. This led to a grant to start the University's own program of Lilly Seminars. New faculty were invited to participate in these year-long seminars led by tenured faculty members and to discuss readings on the nature and character of Jesuit, Catholic higher education. The seminars provide new faculty, who may or may not be familiar with the Catholic intellectual tradition or its Jesuit species, with a better understanding of them. The program serves the Arts and Sciences, Law and Business faculties, and continues to help new faculty come to a sense of the lived Mission.

In January 2002 the Pre-Tenure Orientation Committee began to include tenured faculty in the seminars in order to stimulate campus-wide discussion. Now called the Faculty Conversation on Mission Committee, it assisted the Vice President for Academic Affairs in establishing a Newman Fellows Seminar in 2002-2003 in which senior faculty and outside lecturers reflected on John Henry Cardinal Newman's *The Idea of a University*. The following year, Fordham's new President initiated the Sapientia et Doctrina Medalist Lecture Series focusing on the promotion of Fordham's motto.

The most public initiative demonstrating Fordham's mission as a Catholic university is the Francis and Anne Curran Center for American Catholic Studies. Other recently established programs include the Natural Law Colloquium (a joint project of the Philosophy Department and the Law School), the Center for Ethics Education (an interdisciplinary venture to advance moral education in the professions), the Law School's Program in Law, Religion, and Lawyers' Work, and the Center for Religion and Culture.

The New Mission Statement
These efforts to articulate programmatically the University's Mission were not accompanied either by redrafting the 1979 Mission Statement or by fully disseminating a set of University goals. When the Reverend Joseph McShane, S.J. assumed the Presidency in 2003, he undertook the task of formally articulating the University's Mission. In 2004, he appointed the University Chaplain to the new post of Vice President for Mission and Ministry and charged him with leading the review and revision of the 1979 Mission Statement. In April 2005, after broad consultation with the University community, the Board of Trustees approved a new mission statement (Appendix 1.5).

That the University's Mission is lived and appropriated, and is not merely a written document, becomes evident when one compares the 1979 Statement with the 2005 Mission Statement and its various incarnations in the mission-related materials appearing in school bulletins and on the University website. Even when language may vary, there is a clear consistency of spirit and purpose that pervades each attempt to articulate and make manifest Fordham's Mission. (Appendix 1.6 is a detailed analysis of documents.)

The Mission in Action
Strategic Planning
As he directed attention to the University's Mission, the President undertook integrated strategic planning in Fall 2003 as a way to lay the groundwork for its implementation. In Fall 2004, he challenged the University community to propose strategic initiatives for consideration (Appendix 1.7 is the strategic planning template). As academic and administrative units engaged in self-examination to produce viable proposals, they also articulated new or revised

unit mission statements that could propel the University toward its strategic vision (see Appendix 1.8) and would accord fully with the University's Mission. In both its lived sense and in its formal articulation, the Mission gives rise to faith and hope in the vision and in strategic planning. Planning in turn continues to embody the Mission, manifesting it as the plan develops, stating its goals and objectives which are in turn assessed, affirmed, revised, or recast. The dynamic nature of strategic planning bears witness to the perennial tension in Jesuit higher education between its core traditions and values and its responsiveness to contemporary influences and possibilities.

Surveys and interviews show that Mission has made a strong impression on academic life, informing the goals and objectives, hiring practices, curriculum, pedagogy, and advising systems of the various schools. Some respondents at the unit level reported that they were unable to recall the last time they had reviewed the original 1979 Mission Statement. Even so, most were able to identify the Mission's most important characteristics. Recently, with the advent of the annual report format and strategic planning, there has been more explicit attention focused on the University's Mission Statement, as schools have worked on their own mission statements and participated in the review and revision of the University's 2005 Mission Statement. (Appendix 1.9 provides analyses of questionnaire responses and interviews.)

Annual Goals

Before taking office, the President asked that all units and divisions of the University engage in annual reporting. The prescribed Annual Report template (reproduced in Appendix 1.10) requires specification of short and long-term goals with measurable objectives and the means to assess them. The process requires vice presidents, deans, department chairs, and directors to become more reflective, accountable, and engaged with their staffs and faculties in specifying goals linked to Mission and in working to achieve those goals. Our review of the 2003 and 2004 annual reports (Appendix 1.11) shows that a majority of goals relate very strongly to the 1979 Mission Statement's educational aims but focus less (though still significantly) on those mission aspects that distinguish Fordham as a New York, Catholic, and Jesuit institution.

An academic Operational Planning Document (OPD), piloted in selected programs and centers, also links goals and objectives with Mission. The OPD requires that the University's Mission be set alongside the mission for the program or center with goals and objectives following them. The format prompts the planner to keep mission in mind while formulating goals. Fordham will continue testing this document for effectiveness and will implement its use on a wider scale if data supports it. (Appendix 1.12 shows a sample OPD.)

Identity

The Vice President for Academic Affairs began a concerted effort to assess Fordham's achievement of its Mission. In particular, he challenged the institution to consider how to articulate the unique aspects of its Mission and determine psychometrically sound measures for the outcomes which they produce. He has funded the Catholic Identity Project to develop reliable and valid measures of how Catholic higher education sustains its identity. In the Project, social scientists and theologians work with University administrators to develop the scales. After reviewing available assessment instruments and the theological and educational literature on Catholic higher education, the project conducted extensive in-depth interviews with a diverse sample of administrators, faculty, and students across all University constituencies. These interviews, together with the literature, permitted a conceptualization of the basic elements of Catholic identity in higher education institutions. Factors emerged such as charism (ideal), organizational relations with the Catholic Church, curricular content, behavioral norms, and personal formation among members of the community. The Project then developed survey items to measure those factors and has begun further research to confirm measurement reliability, validity, and norms. This instrument promises to be very helpful for institutions that wish to assess aspects of how their Catholic identity informs different areas of university life.

Conclusion

Despite John Tracy Ellis' prophetic caution, Fordham and many other Catholic and Jesuit institutions seemed reluctant to acknowledge publicly its Jesuit and Catholic mission or to reflect systematically on how that mission has informed its life as an intellectual and academic community. Merely 15 years after the publication of Ellis' essay, Catholic higher education embraced the model of assimilation proclaimed at Land o' Lakes. In recent years, however, the University has energetically responded to Ellis, following the challenges of *Ex Corde Ecclesiae* and *Fides et Ratio* to bring its Mission to bear on changing times and to encourage the cultivation of a lived sense of our Catholic, Jesuit heritage. The 2005 Mission Statement strongly articulates this lived sense of Mission. It places mission at the heart of strategic planning and, by extension, of operational planning, resource allocation, program development, and assessment. Periodic review and revision of these activities will occur as an integral part of the planning process. Regularized annual reporting facilitates consistent assessment as each unit projects mission-related goals with needed resources, designs means for assessing outcomes, and measures successful outcomes. These assessments will inform periodic reviews of the University's Mission and goals in light of changes in internal and external circumstances and conditions as the University evolves in the 21st century.

Recommendations

1. Stipulate that units, schools and departments consider ways in which their programming engages the core areas of the 2005 Mission Statement (such as Jesuit, Catholic, academic excellence, diversity, service, religious and moral values, and synergy with New York City), particularly those areas that are relevant to their programmatic function, as they engage in this process.

2. Expand mission education for faculty (tenured and non-tenured) and staff during hiring and orientation and through continuing study groups and University events.

3. Require that review panels consider the Mission during periodic program reviews for undergraduate majors and graduate and professional programs.
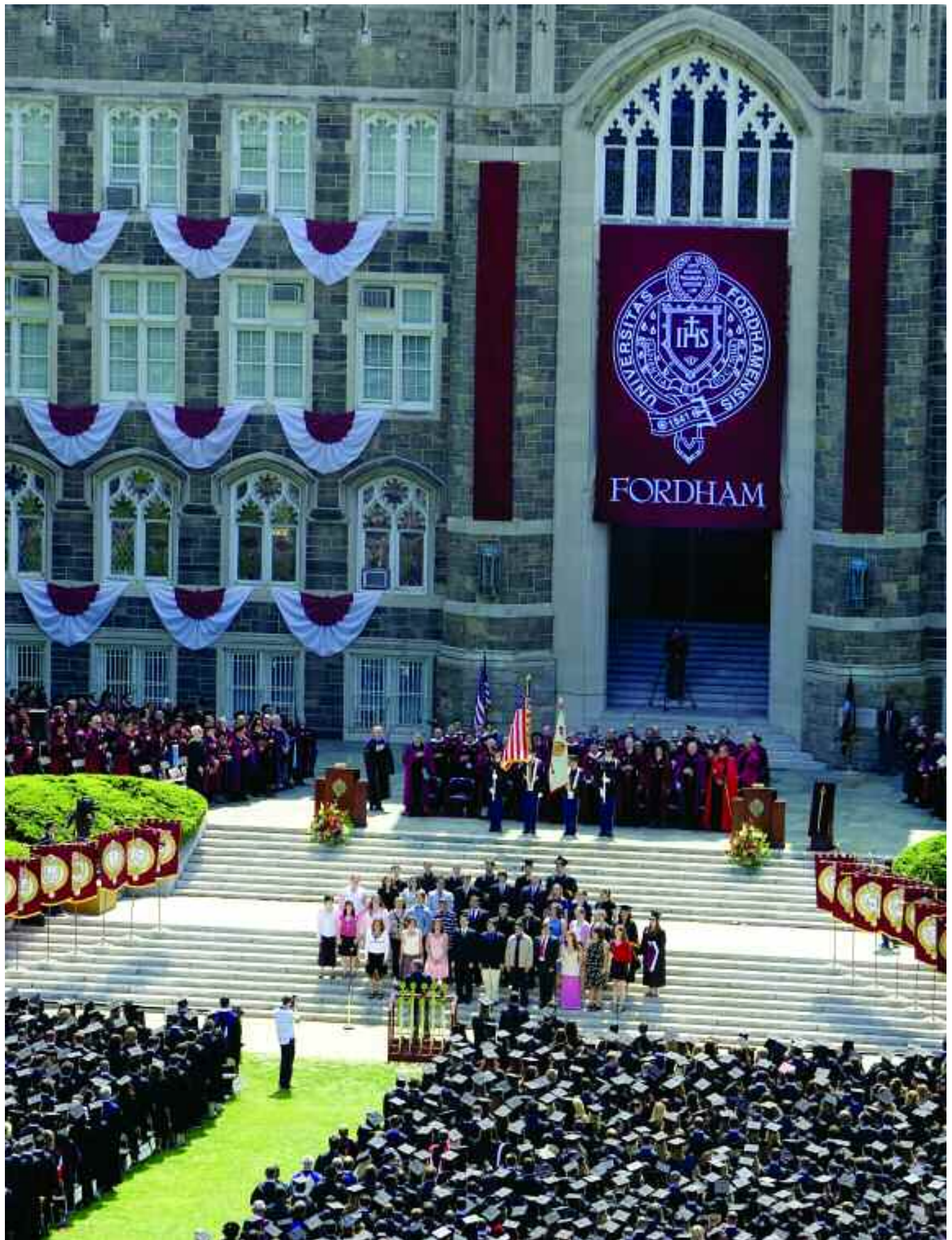
Standards 2 and 3
STRATEGIC PLANNING, PLANNING AND RESOURCE ALLOCATION

Introduction

The Reverend Joseph M. McShane, S.J., launched Fordham's strategic planning initiative shortly after he became Fordham's new President. This chapter reviews the initiation of this strategic planning, comments on the profile and effectiveness of planning as it was conducted previous to Fr. McShane's initiatives, and evaluates the effectiveness of policies, procedures, and processes for allocating resources developed in the ten years prior to his presidency that will support current and future strategic and operational planning.

Strategic Planning

As Father McShane assumed Fordham's Presidency in July 2003, he articulated his commitment to integrated strategic planning as the road the University must take to assume, and, indeed, reclaim, its prominence in American higher education and preeminence among Catholic universities. By the middle of his first year in office, he announced and then appointed task forces to study and make recommendations regarding some of the most pressing planning issues: adult education, Marymount College, the website, integrated marketing, and year-round use of campus facilities. In preparation for the Middle States' reaccreditation process, work on the Self-Study began. In addition, he asked a committee to review the University's 1979 Mission Statement. Simultaneously, the President, along with the Administrators' Conference, began to lay the foundation for University-wide integrated strategic planning. In late Fall 2003 and Spring 2004, they considered models for strategic planning and formats that might work best at Fordham, discussed the foci for strategic ideas and initiatives, identified peer and aspirant institutions, and then examined Fordham's own strengths, weaknesses, opportunities, and challenges as compared with those of other institutions of higher learning in America and abroad.

In March 2004 at a full-day planning meeting, the Board of Trustees approved the University's strategic vision and the broad themes and areas for improvement. In April 2005, the Board approved the Mission Statement that had been drafted after consultation with the University community and that, in this elaborated version, focuses more sharply and with greater definition Fordham's lived Mission and values.

In Fall 2004 at two Open Forums during which the President discussed strategic planning with the University community, faculty and administrators expressed interest in future consideration and clarification of key issues: benchmarks to measure progress toward the vision; the faculty's professional obligations, especially the teaching load; student services for graduate and professional schools; the potential of the Lincoln Center Campus with its central Manhattan location; communication within the University; faculty housing; the place of the sciences at Fordham and the role of the sciences in the core curriculum; the role of athletics; diversity in the student body; the development of revenue centers in the University. The President then invited the community to reflect on the strategic planning foundational materials and to propose academic and administrative initiatives that could propel Fordham toward realization of its vision while enacting its Mission. Academic and administrative groups, as well as individuals, formulated many of the issues raised in open forum discussion as strategic proposals. Other less clearly strategic proposals that were generated may serve as guidelines for operational planning for individual units, departments, and schools.

At its April 2005 planning meeting, the Board of Trustees offered commentary on the Strategic Planning Interim Report, those proposed initiatives that had undergone initial prioritization by deans and directors and then by the Administrators' Conference with the advice of the Strategic Planning Advisory Group. Subsequently, the Strategic Planning Advisory Group commented on the Interim Report, and, at two open meetings in May 2005, the President presented it in outline. The Report then appeared on the internal web page and the University community was able

to offer comments. The draft of the strategic planning document projecting the first sequencing of activity was ready for comment by the community in early Fall 2005 and the ultimate version went to the Board of Trustees later in the Fall.

Earlier Planning at Fordham
In August 2002, Fordham reported to Middle States on its planning in *Fordham University, Strategic Planning*, which enumerates institutional goals formally articulated in 1996. These include fostering Fordham's Catholic Jesuit tradition of education, the renewal of the undergraduate core curriculum, the expansion of graduate and professional programs and the improvement of their regional and national reputations, faculty development, fund raising, the expansion of technology, and construction and maintenance of campus facilities.

Over the past 15 years, the University has taken many steps toward achieving those nine goals. These include restructuring and integrating the liberal arts colleges at Rose Hill and Lincoln Center through the institution of a new, shared core curriculum based on the Jesuit tradition for those colleges and for all undergraduates. The Office of Academic Affairs established a formal external review process for undergraduate programs and implemented it on a rotating basis. The Graduate School of Social Service has maintained its national ranking at 14. The School of Law continued to advance in national rankings to 27th with average LSAT scores, acceptance rate, placement, and bar passage rates equaling or surpassing those of some other schools with higher rankings. The University reorganized the areas of admission, financial aid, bursar, and registrar into one cohesive enrollment services group. Two large new residence halls increased the resident student population, and the residence hall at Lincoln Center drew a more national undergraduate student population whose average SAT scores match or exceed those of students in the colleges at Rose Hill. Fordham's new faculty profile on average improved across the board, a judgment made based on research productivity and teaching evaluations by both peers and students. The Walsh Library opened and University-wide library service was upgraded. The Senior Vice President and Chief Financial Officer, appointed to a newly created position, took on the responsibility for developing a five-year financial plan and implementing school-based budgeting, a model that looks to the future and allows for more effective resource allocation attuned to individual unit goals and objectives. Technology developed its strategic plan in 1996-1997 and, among other advances, proposed 90% (effectively full) wireless saturation for Lincoln Center by July 2005 and the same for Rose Hill by January 2006, developed unlimited data, audio and video communication capacity between the campuses, dramatically expanded the number of smart classrooms, and established network connections for all residence halls. To address the goal of developing a systematic plan for maintaining its facilities, a university-wide database tracks maintenance and capital needs. Finally, the University completed a $150 million capital campaign.

Planning Groups
Fordham's primary planning groups for the period 1994 to 2004 were as follows: the Trustees' Strategic Planning Committee; the University Planning Council, a body that deals with five-year financial planning; the Council of Vice Presidents, now renamed the Administrators' Conference, composed of the President and his cabinet; the University Space Planning Advisory Committee, a body that developed a Master Space Plan for Lincoln Center and a similar draft plan for the Rose Hill Campus; the Council for Undergraduate Enrollment (CUE); and semi-annual meetings of academic deans, the Arts and Sciences Council, school and college councils, and leadership groups in administrative units.

Evaluating Planning Effectiveness
To evaluate the effectiveness of the planning processes at Fordham that preceded the current strategic planning endeavor and that will continue to support both strategic and operational planning into the future, we interviewed deans and several vice presidents and conducted a survey of individuals who served on University-wide planning committees as well as those who were involved in school, college, and unit planning.

To summarize, the perception of University-wide planners was that the planning processes identified and involved a variety of constituencies, were flexible and open to change, were well-publicized in the University community, and have resulted in verifiable improvements. University planners acknowledge that, to some extent, plans, goals, and resource allocations were mission-based and prioritized. Lower percentages of University-wide planners perceived their committees as engaging in long-range planning and assessment.

Survey results for University-wide planning and unit planning differ somewhat, but both groups report that planning had yielded improvements at the University and both groups list long-range planning beyond the five-year projections of the budget model among the least practiced strategies. Both groups also ranked assessment of goal achievement and of resource allocations relatively low in comparison to other activities. Unit planners ranked constituent representation in a moderate range in contrast to University-wide planners who ranked it high. This difference may simply reflect that broader representation is more suitable for higher level committees. Basing planning on the University's Mission was ranked higher by unit planners. Openness to inside and outside influences was ranked high by both groups.

The surveys invited written comments about the planning process. Some of the comments that recurred with some regularity asserted that Fordham just started strategic planning in 2003-2004, that the President is doing a fine job leading the planning process, that planning needs to be strengthened especially in the areas of assessment of results and communication within the University, and that there have been some gaps in representation of stakeholders in the planning process. Additional comments cited examples of successful planning efforts in the areas of student affairs and the library. (Survey instruments, tables, and more detailed analyses are in Appendix 2/3.1)

The three vice presidents and five deans interviewed were excited and hopeful about the newly initiated strategic planning effort. In the individual interviews, these administrators expressed similar views, namely, that strategic planning had not been a strong priority in Fordham's recent history, that goals did not always guide the allocation of funds, and that there was no systematic assessment of whether the University was achieving its goals. Deans and other academic support areas report that a lack of resources, especially in the area of staff, hampered progress towards these goals. Communication of planning activity had sometimes been inadequate or sometimes came too late. For example, the introduction of the revised core curriculum in the mid 1990s created a demand for additional classroom space that was not communicated to Facilities beforehand. They also cited lapses in communication between the Academic and Finance areas in that the latter was perceived to base decisions on financial projections rather than on program goals and objectives; school-based budgeting attempts to address this issue. They expressed some concern that certain types of data are not easily accessible online; the implementation of an Enterprise Resource Planning system that is in progress should address that issue. Finally, they cited the reorganization of the Fordham Colleges at Rose Hill and Lincoln Center as one example of good and productive planning in the past: the University carried out this complex process successfully.

Assessing Planning Efforts and Some Examples

The recently established Office for Academic Effectiveness is essential to well-grounded academic planning in the future. An assessment plan to support existing academic efforts, to provide centralized assurance that information feeds back into programming, and to inform strategic planning on a continual basis is currently in preparation. Certain very focused units in Academic Affairs have a history of basing planning on regular assessment: among these are the University Library system, whose annual report contains detailed statistics on the use of buildings, materials, and electronic resources, and whose periodic surveys of user satisfaction inform staffing decisions, capital budget proposals, and operations and maintenance discussions; and the Regional Educational Technology Center, which performs extensive assessments on its outreach efforts as part of its accountability to the University and to the public and private sources of its funding.

Technology uses focus groups to assess needs and determine how they might be met. These inquiries have produced important changes, such as the institution of wireless networks and cell phone technology, the upgrading of the software used in student services and finance, improvements in public computer lab equipment and software, and the expansion of the hours of service. Technology also issues periodic surveys to assess satisfaction with specific services. Facilities uses its annually updated computerized data base, Building Condition Assessment Tool (BCAT), of every space and building system to assess and itemize deferred maintenance needs, capital renewal needs, and costs for the entire institution, and to schedule maintenance and renewal over a seven to ten year period in priority order. Fordham's Facility Operations units at each campus also maintain computerized work order systems which include scheduled preventative maintenance procedures throughout the campuses. Data from these systems help the University to formulate the capital and operating budgets for all facilities.

As strategic planning goes forward and mission-and vision-focused operational planning takes even firmer hold, annual reports will play a greater role yet in the assessment process in that they will assess progress toward achieving not only annual goals but long-range and strategic goals. Similarly, the integrated University-wide strategic planning process incorporates assessment measures in its initial form and will do the same in succeeding incarnations. Also, the self-study process, with its focus on assessment, helps to confirm the importance and formal institutionalization of many already existing informal processes and measures.

Allocating Resources

Achieving planning goals, whether operational or strategic, depends upon the effective management of resources. The University's policies and processes for planning and decision-making about resource allocation in place today provide a solid foundation for strategic and operational planning in the future and represent a substantial change from those of 10 years ago. In addition, Fordham's academic mission has considerably greater influence on resource allocation than it did a decade ago.

The President and the Board of Trustees, informed by recommendations from vice presidents, deans, the Faculty Senate, and other committees on which faculty are represented, make decisions on the allocation of resources. The process is more transparent than was the case 10 years ago. The stakeholders understand and agree to the rationale underlying policies, procedures, and processes, and decision-makers are more open to recommendations for modification. There is ample evidence of systematic policies and procedures employed to analyze resource trends. The University has made a commitment to a five-year planning horizon. The most significant changes in the trend analyses include the institution in 2001 of school-based budgeting that guides the development of the operating budgets for all University units, an expanded University Planning Council that oversees budget planning, the expansion in 1996 of the University Space Planning Advisory Committee responsible for reviewing plans for space acquisition and/or construction and space allocation, the creation of the Information Technologies Committee that advises on matters related to acquisition and allocation of both hardware and software systems, and a recently instituted procedure for requesting new faculty, administrative, and staff positions that requires that such requests be submitted in each unit's annual report. All committees with advisory responsibilities for resource allocation have representation from the faculty, deans, and vice presidents. Faculty members also serve as resource people for committees of the Board of Trustees that consider resource issues.

The University Planning Council and School-Based Budgeting

The University Planning Council, formed in 2001, is comprised of all vice presidents, academic deans, and faculty members recommended to the President by the Faculty Senate. Its periodic reviews (at least two to three times per year) of operating budgets, revenue potentials, and expenses of non-revenue producing centers provide a forum for discussion. The schools, as the primary revenue centers, comment on and evaluate the quality and efficiency of non-revenue producing services. The budget preparatory model provides the basis for estimating revenues and

expenses for a five-year period. The Council reviews these and final budgets for all areas before they are submitted to the Board of Trustees.

The school-based model has transformed the budgeting procedure from a retrospective analysis of the preceding five budget years to a prospective process that projects estimated amounts for five successive years. School-based budgeting has allowed for a more careful and deliberate analysis of resource trends that can inform decisions bearing on the University's accomplishment of its goals. The school-based model rests on the premise that once a school's budget has been approved for the following fiscal year, the school is responsible for achieving its "bottom line" whether that balance is positive or negative. If a school does "better" than budget (maintains a higher positive balance than budgeted or a lower negative one than budgeted), the difference is set up as a reserve account referred to as a "better-than-budget account" that the school may use at a later time as its planning priorities dictate. Responsibility lies with the schools, and they have the authority and flexibility that will enable them to achieve planned results. The new model informs but does not drive academic planning: school-based budgeting is essentially an academic planning process.

In 2001, following the recommendations of a subcommittee of the University Budget Planning Committee, the original cost-allocation budget model developed in the early 1990s was revised using fewer variables to estimate the allocation of non-revenue producing area expenses to the schools. The model is based on the principle that revenues should be allocated in full to the units that generate them and expenses to the units that benefit from them. This revised allocation model facilitated the development of school-based budgets.

There is great variety among University constituencies in the understanding of and appreciation for the school-based budget/allocation model. Interviews with Faculty Senate members and selected deans suggest that the model is seen as too complex by some, as favoring undergraduate schools at the expense of professional schools by others, and as lacking adequate procedures for obtaining feedback by most. The deans have voiced concern that the centrally-administered costs allocated to their budgets are not available during the review process, thus leaving their "bottom line" costs unknown.

In response to this concern, estimates of these costs may be incorporated into the budgets at the time when the University Planning Council reviews them. Estimates of revenue are not available to the non-academic vice presidential areas as they prepare their budgets, and these are, to a great extent, funded by revenues generated through the schools. Consideration is being given to providing the estimates to those vice presidents much earlier in the budget preparation process, a change encouraged by the schools. Overall, there is a great openness in the finance area of the University to reviewing and modifying the allocation method to make it both more understandable and fair. The resource analysis and budgeting processes are now much more transparent than they were prior to the move to school-based budgeting, and the affected constituents have an early and continuing role in developing those budgets.

Faculty and Staff Resources

There have been substantial changes in the process that assesses the need for faculty positions over the last 10 years, driven, in large part, by the shift to a school-based budget model and, in some part, by a centrally perceived need to "regularize" the process. For a short period before 2001, deans presented their requests for new faculty lines to the Vice President for Academic Affairs at the early stages of the budget preparation process, and decisions depended upon the availability of funds within the school's budget. Since 2001, such decisions depend primarily upon academic needs and the potential for funding the position(s) through revenue generation, either in the school or elsewhere in the University, or through shifting funding from areas with less to those with greater need. Also, since the introduction of school-based budgeting, comprehensive databases of full-time faculty personnel within schools have been developed for the deans to use in assessing the school's academic needs. The Vice President for

Academic Affairs more regularly reviews faculty profiles with the dean of each school to account for any shifting needs.

In 2001 and, again, in 2004, the University recast the process for faculty position authorization and moved the deadline for requesting new positions so that such requests are now included in the unit's annual report submitted in late Spring. This shift in time line allows for improved recruiting efforts: academic units may advertise positions to be filled for the following academic year during the summer months and early in the current academic year. Under the revised process, decisions regarding the authorization of new faculty and support lines depend upon consideration of the school's academic needs and goals. This shift to an emphasis on funding needed positions reflects a renewed commitment by the University to give priority to its academic mission.

Capital Improvements

Historically, Fordham University has been heavily dependent on student-related revenues (tuition, fees and auxiliary enterprises) which, in fact, represented almost 84% of our total operating revenues during fiscal year 2005. The good news is that, despite this handicap, the University has generated an operating surplus for more than 30 consecutive years. These surpluses have been reinvested in the University, either in the form of capital additions and improvements, or additions to the University's quasi-endowment.

In order to grow, the University must diversify its revenue sources and take full advantage of all of its assets. Plans to do so are under development in some cases, and in the process of being executed in others. These plans and our ability to execute them will play a significant role in allowing us to move forward with the University's Strategic Plan.

University operations are supported by $351 million in investments including $301 million of endowment and quasi-endowment funds. These funds are professionally managed and our investment pool has enjoyed significant growth over the years. As a result of investment gains, new gifts to the endowment, the designation of operating funds generated through surplus as quasi-endowment, and a conservative spending rate of 4%.

Fordham University has enjoyed a long history of balanced budgets which have contributed to our growth as an institution. For more than 30 years, operating surpluses have provided the funds to expand and renew our physical plant. Funds not used for capital projects have been invested in the investment pool which supports operations.

Since 2000, the University has generated operating surpluses of $89.8 million or an average of $15 million per year. At the same time, our operating budget has increased by $130.4 million (59%) as programs have been added or improved. Much of this growth has been fueled by increases in tuition rates and enrollment. Despite this, student quality has improved significantly during this period as the application pool for undergraduate enrollment has increased by 70% from 8,907 applications in 2000 to 15,180 applications in 2005. During this same period, non-student-related revenues have increased only by $12.6 million.

Recognizing the need to reduce our reliance on student-related revenue, several projects are underway to develop new revenue streams or to enhance existing ones. The most significant of these is the University's Capital Campaign which is currently in its quiet phase. It is anticipated that 70% of the funds raised through the campaign will be gifts to the University's endowment. A second goal of the campaign is to increase significantly unrestricted annual giving.

A study has been undertaken to help the University to generate a revenue stream from its facilities during the summer months when the student population is low. Given our New York City location, our consultant has determined that opportunities are numerous, and, therefore, plans are being developed to take full advantage of them.

In addition to allowing for capital and financial investments, our operating surpluses also represent another financial resource—excess debt capacity. While Fordham's long-term debt has increased from $158.8 million at the end of fiscal year 2000 to $200.6 million at the end of fiscal year 2005, it is estimated that our total debt capacity is well in excess of the debt currently carried by the University. This ability to borrow provides the University with flexibility as we look toward the future, particularly as we consider additions to our physical plant. It should be noted that the University's debt is very closely managed. We have earned a financial rating of A2 from Moody's Investors Service which has enabled us to go to the financial markets twice in recent years to refinance existing debt resulting in the savings of millions of dollars to the University.

During the process of developing a long range plan for our Lincoln Center Campus, it was confirmed that the University owned some excess real estate at that location. Fordham has contracted to sell a small piece of land on that campus with net proceeds in excess of $170 million which will likely be added to the University's quasi-endowment. Other University assets are being reviewed including a second plot at Lincoln Center.

To decrease the University's tuition dependency, the University has recently enlarged the Office of Research and Sponsored Programs (ORSP), which is now housed in its own building just outside the Rose Hill campus. The Office notifies faculty of funding opportunities more consistently than previously and has made progress in helping to streamline the grant submission process. Accurately estimating the revenue generated by ORSP and that generated through the Development Office is complicated because they maintain separate databases. The University Research Council and ORSP are working more closely than in the past and efforts are underway to align their databases. In addition, the planned implementation of an Enterprise Resource Planning (ERP) system, an integrated software structure for administrative computing, including student records, billing, financial aid and registration, financial accounting and budgeting, human resources support, alumni and development support, and prospective student support should be helpful in this regard. Among other advantages, the ERP will eliminate data synchronization problems and increase the availability of critical management information. The faculty and deans would favor instituting a faculty or presidential advisory committee for the Development Office since it is the only vice presidential area without one. The Office reports directly to the President, a procedure the faculty and deans have found unsatisfactory.

There have also been a number of significant advances in the development of procedures to identify resources available to support capital improvements and to allocate those resources in a manner that reflects University priorities and needs. Generally, the resources available for capital improvements come from four sources: 1) general operating budget surpluses, 2) school operating surpluses, 3) gifts and grants, and 4) borrowing. Each category of resources has enjoyed healthy growth since 1994, and especially in the last five years, thus contributing to a more robust environment for capital investments. While the University has continued its longstanding record of generating operating surpluses, there has been a recent increase in the margin of revenues over expenses. The school-based budgeting model makes it possible for schools to set aside operational surpluses as reserves for specific one-time expenditures, including capital improvements that advance school-specific objectives. A major effort to increase the gifts/grants source of revenues has produced a number of significant capital gifts and a growth in sponsored research. The growth in borrowing since 1994 has been supported by a complementary growth in net revenue and reserve funds which has resulted in a recent upgrading by Moody's Investors Service of the University's bond rating from A3 to A2. Finally, to help guide the development of available resources for capital improvements in the future, the University has adopted a capital investment policy which targets an amount not less than 3.5% of the annual budget for capital renewal apart from major projects or projects funded by school-based surpluses.

There has also been significant modification in the process for developing the capital budget. Beginning in 1994, administrative and academic units submitted capital budget requests as part of the normal operating budget process. Since 1996, the University has introduced BCAT, a detailed, room-by-room, University-wide database of deferred maintenance and capital renewal items. Finally, the emergence of school-based budgeting has permitted individual schools to make capital budget improvement proposals based on accrued surpluses. The review and approval process now includes a formal review by the Administrators' Conference before a draft is presented to a joint meeting of the Board of Trustees' Facilities Committee and Audit and Finance Committee and then to the full Board of Trustees. A 2005 revision to the process includes a review by University Planning Council as well. The strength of this allocation process is indicated in the wealth of improvements the University has been able to make: over $210 million has funded new or renovated facilities constructed in the last ten years, including the Walsh Family Library ($54 million), the O'Hare Residence Hall ($47 million), Duane Library ($12.7 million), Martyrs' Court Residence Halls ($15 million), the Gym and athletic fields ($6 million), science, music, language and arts laboratories ($5.7 million), and other projects.

Space, Technology and Infrastructure Needs

In early 1995, the University Space Planning Advisory Committee with representatives from the faculty, schools, and central administration was established to recommend how to use and address needs for space. The University has implemented all the major recommendations of the University Space Planning Advisory Committee since that time including the leasing of 50,000 square feet of additional space at 33 West 60th Street to provide for some of the Lincoln Center Campus space needs; the renovation of the old Science Library in John Mulcahy Hall as a new home for the Mathematics Department; the renovation of Duane Library into a complex for the Admission Office, a Visitors Center, the American Catholic Studies Program, the Theology Department and seminar classroom space, and the renovation of the basement of Keating Hall into a complex for the WFUV radio studios, Modern Language Department laboratories, music practice rooms, a visual arts complex, and classrooms.

In 1995, the University appointed a Chief Information Officer and created an Information Technologies Service Division, thus ensuring the regular analysis and systematic meeting of technological and related infrastructure needs. The division's strategic plan guided improvement and expansion of technologies across the University, including network development, the introduction of desk-top availability throughout the University, the institution of a decision-making process for information technologies improvements, an increase in instructional and academic computing capacity, and an increase in availability of control services, all of which were fully accomplished by 2001. The Faculty Senate Technology Committee advises the Chief Information Officer on technology issues. "Blackboard" was installed in 2000 following recommendations from the committee and videoconferencing links across the three campuses went "live" in August 1999. The issues before the committee today include improving "connectivity," developing a plan for University-wide maintenance of "smart classrooms," and increasing faculty participation in decision-making. Planning for technology is now a constituent part of strategic planning. The success of the efforts to improve technology across the University is exemplified in the finding that the "Fordham model" for desk-top replacement, whereby desktops are leased and replaced on a three-year cycle, and the availability of its help desk have now become benchmarks for other universities.

Fiscal Operations

The University's Office of Internal Auditing monitors fiscal operations, and an independent accounting firm's annual audit is reported to the Board's Audit and Finance Committee. The best indicator of the effectiveness of control functions is that the University continues to operate with a balanced budget and budget surpluses are becoming available to the schools and for use to support University-wide developments.

Within the University, presidential and Faculty Senate committees review and recommend on virtually all matters pertaining to the allocation of other resources. The extensive committee structure ensures that resource allocation decisions made by the President and Board of Trustees are informed by faculty, administrators, and, in many instances, students. Ultimate decision-making with regard to resource allocation rests with the Board of Trustees. The management letters for past independent audits are available in the document library and attest to the high degree of financial responsibility demonstrated by the University.

Assessing the Use of Resources and Future Resource Allocation

There are several levels for review of resource availability and allocation. At the local or unit level, budget managers receive regular reports from the Budget Office with details of revenues received and expenses incurred during a month reported in summary form and in line accounting form. These allow for careful monitoring by the unit and for local decision-making on line item expenditures. Budgets are monitored centrally by the Vice President for Finance and at quarterly meetings by the Board of Trustees' Audit and Finance Committee. Current year revenue and expense budgets are reviewed during the budget preparation process and again as budgets are reviewed by the University Planning Council.

Assessment of faculty, administrative, and support personnel needs are conducted locally by the units, then during the preparation of the annual report, during the budget preparation process, and during reviews by the University Planning Council and the Administrators' Conference.

One final tool utilized in the budget process is the inclusion of a contingency fund. This fund, which has totaled $3 million in recent years, provides a cushion should tuition revenue fall short of goal or if unexpected expenses materialize. If the contingency fund is not needed to resolve a budget shortfall, the funds can either be reallocated as needs arise or allowed to drop to the University's bottom line.

Conclusions

The University has over the last 10 years, through collaboration of faculty, deans, and central administrators, developed an extensive and inclusive set of policies, procedures, and processes for assessing the availability of resources and for decision-making with regard to how those resources are to be used in pursuit of its Mission and its vision.

Requests for changes in policies and procedures may originate from any stakeholder who has the opportunity to present requests to the appropriate committee or administrator. Decisions about these requests for change are made by the responsible vice president, generally after review, discussion, and recommendations from the appropriate University-wide committee.

As discussed above, the President and Board of Trustees establish and revise resource accessibility policies; these decisions, in almost all instances, are informed by recommendations from vice presidents, deans, the Faculty Senate, and other committees on which faculty are represented. Procedures to implement policies are developed by the appropriate vice president or dean, again most often with the recommendations of affected stakeholders considered. The process is a more transparent one than was the case 10 years ago; stakeholders seem to understand and agree to the rationale underlying policies, procedures, and processes, and decision-makers are more open to recommendations for modifications.

The policies and procedures that are in place are informing and guiding the development of the University's Strategic Plan. The school-based budget process has allowed for a better understanding of the University's revenues and costs, resulting in budget surpluses that may be invested in the University's goal of achieving greater prominence. Facilities and other infra-structure needs are better assessed today, thus making better strategic planning possible in those areas. As the comprehensive Strategic Plan is developed, a guiding premise is that the University has evolved from being a budget-driven enterprise to one that is mission-driven and budget sensitive.

Recommendations

1. Improve communication between decision-makers and stakeholders by establishing a method of communicating decisions to stakeholders and a formalized process of obtaining feedback from them.

2. Convene the University Planning Council before final budgets (including the capital campaign budget) go to the Audit and Finance Committee of the Board and insure that the Council be informed of the reasons for the budget decisions.

3. Establish an integrated University-wide database.

4. Formalize assessment measures in all areas to ensure a solid foundation for future planning, both strategic and operational.

5. Increase diversification of revenue sources.

Standard 4
LEADERSHIP AND GOVERNANCE

Introduction

We attempt to assess, first, the character and efficacy of the University's governance and, second, the quality of institutional leadership, especially as provided by the President, the Board of Trustees and the Faculty Senate. To do so, we have studied and evaluated the governance documents to determine their adequacy, conducted a series of interviews with representatives of the various constituencies to obtain the information necessary to make judgements on the various issues to be examined, and designed and administered a faculty-wide survey to solicit faculty responses regarding issues that pertain to the University's leadership and governance structures (Appendix 4.1).

The Board of Trustees

In accordance with the laws of the State of New York, along with the Fordham University Charter and the Board Bylaws, the Board has ultimate authority over all acts of the University. As part of its responsibilities, the Board oversees the governance structure of the University. The Board's full responsibilities are detailed in the University Statutes and the Board Bylaws.

Currently, there are 38 term trustees, in addition to 12 trustees emeriti. The Board's Trusteeship Committee nominates new trustees for election to the full Board. This committee maintains a Board profile document which groups trustees by area of expertise. When trustee vacancies occur, the Trusteeship Committee reviews general areas of expertise that may be missing and considers specific skills that might be needed. In addition, the Trusteeship Committee has made increasing the diversity of the Board, especially in terms of age, race, ethnicity, and gender, a top priority for the next several years.

The Board invites newly elected members to attend a new trustee orientation session during which they hear brief overviews from several vice presidents. They also participate in campus tours and receive written materials, including school catalogs, organizational charts, and copies of major Board and University policies.

In February 2005, the Trusteeship Committee recommended to the Board the establishment of a Trustee Fellows program. Trustee Fellows will include former trustees who will be elected to serve in an advisory capacity to the Board and will serve on select committees. The Committee hopes that this program will allow the University to keep in touch with former trustees who have been helpful to the University in the past and might assist in increasing the size of committees and supplementing the expertise available on the committees.

The Board has an Executive Committee, composed of the Board officers and the chairs of the standing committees, which include Academic Affairs, Athletics, Audit and Finance, Enrollment, Facilities, Investment, Mission and Identity, Student Affairs, Trusteeship, and University Relations.

The Board established the Mission and Identity Committee in Fall 2004. One of the first and most important tasks assigned to this group was to oversee the review and approval process for University's Mission Statement. Also in the Fall, the Board established a Compensation Committee, with members including the Vice Chair of the Board, the Chair of the Board, and the Chair of the Audit and Finance Committee. The major task of this committee is to provide a performance review for the President and recommend his annual salary increase to the Board. This committee will also review salaries of senior officers of the University and provide guidance to the President in this area.

From time to time, the Trustees establish task forces and ad hoc committees. Recently, the Board established two task forces, one of which was designed to review the report received by the Board from the University's Marymount College Task Force. The second, a Board Governance Task Force, is charged with the review of the Board bylaws, the Board's current committee structure, including the role of students and faculty on committees and the role of Trustees at the University, as such a review has not been completed in a number of years. On some issues, the Board Governance Task Force will be working cooperatively with the Trusteeship Committee, which has been charged by the Board with determining how to assess the performance of the Board as a whole and the performance of individual Trustees.

In advance of quarterly Board meetings, Board members receive a Board briefing book which contains updates from each of the University's vice presidents, along with minutes from past Board committee and full Board meetings. All Trustees receive the student newspapers from both the Rose Hill and Lincoln Center campuses, as well as a bimonthly mailing of campus information, including announcements of events, updated catalogs, reports, and publications from the public affairs and other offices. Between meetings, Board members receive additional communications as necessary.

As the strategic planning process for the University began in Spring 2004, the Trustees received additional information about the University and its competitors. In March 2004, the Board held an all-day meeting on strategic planning, and a follow-up meeting occurred in March 2005. Trustees receive updates on planning at each Board meeting. In December 2005, the Board devoted its entire meeting to a review of the University's Strategic Plan, *Toward 2016*.

Faculty members serve as a resource on all Board committees except the Executive Committee and the Trusteeship Committee, while students currently serve as a resource on the Student Affairs and Academic Affairs Committees.

Other members of the community who wish to communicate directly with the Trustees about a specific issue may send materials to the Trustees in care of the University Secretary. These materials then become available to the Chair of the Board and the rest of the Board as the Chair deems appropriate. The Trustees are aware of the difficult balancing act involved in communicating with members of the University community as they are not the day to day managers of the University. However, as Trustees are responsible for the overall governance of the University, including approving and reviewing major institutional policies, facilitating good planning, and ensuring the availability and effective management of resources, they must keep in touch with the goals and concerns of the members of the University community.

The President

In accordance with the laws of the State of New York, the Fordham University Charter, and the Board Bylaws, the Board of Trustees elects the President. Each year the President addresses a Faculty Convocation on the State of the University.

In our meeting with University President, Joseph McShane, S.J., we focused on two main concerns: 1) procedures for developing the executive budget and the President's role in providing the budget to the Board of Trustees, and 2) the President's overall relationship with the Board of Trustees. With respect to the budget, Father McShane explained that the annual executive budget is constructed from the ground up by means of a complicated process based on a system established by the Chief Financial Officer. Departments and schools prepare items which are, in turn, reviewed by deans and area vice presidents and then sent to the Vice President for Finance. The completed budget is reviewed by the President and sent via the Audit and Finance Committee of the Board to the February meeting of the full Board of Trustees for approval. In some years, when a tuition increase is anticipated, some of the

data is extracted and presented to the December meeting of the Board of Trustees for early approval. During the rest of the year, updates on the current year's budget and plans for next year's budget are presented to the Audit and Finance Committee and to the Board for discussion. There is substantial interaction between the President and the Board's chair and individual members. Every three years, the Board formally reviews the performance of the President, and, under its new Chair, the Board is engaged in studying its own organization and ways of working with the President and the Administration.

With respect to the internal administration of the Office of the President, Father McShane is making active use of the Administrators' Conference (formerly the Council of Vice Presidents) to engage in collegial discussions of issues beyond the individual responsibilities of each vice president. The Administrators' Conference meets weekly. It also meets before and after each meeting of the Board of Trustees to review proposals being presented as well as the Board's actions and plans for implementation.

Father McShane attends and participates in Faculty Senate meetings and frequently meets with the President of the Faculty Senate. He addresses and listens to faculty at forums and other assemblies, and meets regularly with individual faculty members on various committees and task forces. He has instituted, in collaboration with the Faculty Senate, an Ombuds Committee to identify problems and to share faculty concerns with the President. With respect to students, he appears regularly at meetings and forums to answer student questions; he attends athletic events and other social gatherings where students are present in large numbers, and he encounters a large cross-section of the student body on a regular basis in a number of venues.

We also note that the President is frequently off-campus to meet with public officials, businessmen, academics, alumni, and the public at large, both in the New York area and around the country. In our meeting with him, Father McShane estimated that he will spend 80 days of the 2005-2006 academic year on the road, bringing Fordham's message to those who might help the University.

In the course of our discussion, we perceived that the President's style of leadership is energetic, active, and engaged. He lays great emphasis, in practice as well as in theory, on implementing a collegial style of leadership and administration. He is also concerned about meeting high standards of performance and intends to meet those standards through careful strategic planning and critical assessment of performance at all levels of University activity.

The Faculty Senate

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, grievances, disciplinary matters for 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.

The President of the Senate, through regular contact with all the major components of University governance, serves as a source of communication among them and is able to work both officially and unofficially to uncover problems, discuss solutions, and reconcile differences. The President of the Senate may also serve as an advisor to individual faculty who take issue with University governance practices. If individual problems indicate systemic faults, the President of the Senate can bring matters to the attention of the administration or the Senate for formal review or action.

The Senate is particularly responsible for determination of faculty status at Fordham. It interprets the application of the University Statutes to individuals or classes of faculty.

The Senate participates in writing and approving the University Statutes and, thus, exercises control over the rules for appointment, reappointment, promotion, tenure, grievances, and discipline of faculty. It has an especially strong responsibility for tenure recommendations to the President. While the Senate has on a few occasions made such recommendations directly, it normally exercises this function through two committees, the University Tenure Review Committee (UTRC) and the Tenure and Reappointment Appeals Committee (TRAC). The Senate elects, in conjunction with nomination by the faculty at large, and instructs the Faculty Salary and Benefits Committee in the annual negotiation with the administration. The Senate makes recommendations to appropriate officials and governing bodies dealing with every aspect of faculty work at Fordham.

Senators, particularly in the professional schools, report to their colleagues at faculty meetings. In the larger liberal arts schools, there are occasional open meetings of senators and faculty, but most contact is with individual constituents who approach their senator. All members of the faculty and key administrators, along with members of the Board of Trustees, receive agenda and minutes of Senate meetings.

The current size and distribution of the 25-member Faculty Senate is appropriate. Adjustments have been made in the past when schools were changed or the size of faculties changed. It should be noted that since, traditionally, the Marymount faculty have had their own mode of governance, they are not represented on the Fordham University Faculty Senate.

There is no formal procedure for periodic assessment of the Senate. Suggestions for improvement of the Senate's performance are made as particular problems arise; these are reviewed by the Senate, as a whole or by its committees, and may then be adopted. There have been many revisions in its procedures since the Senate's inauguration, and the system is responsive to change.

Student Representation in Governance

Although students do not have the same responsibility as the Board of Trustees, the President and his administration, or the faculty in the governance and leadership of the University, they may exert considerable influence on decisions made by these bodies and the individuals that comprise them.

All schools have student representatives on their respective councils and on a variety of sub-committees, such as 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.

As might be expected, there is heavy student representation on committees of special interest to them, such as Security, Community Service, Campus Ministry, Food Service, and Residential Life. The quality of instruction they receive from their professors is another area. Through the medium of formal course evaluations administered at the end of each semester, students have an opportunity to assess their professors' performances. Academic administrators take the results of these assessments very seriously, a fact demonstrated by the significant role the evaluations play in the retention, promotion, and compensation of faculty. In many departments and schools, students are asked to judge the qualifications of individuals who are being considered for positions on their respective faculties. In the Department of Economics, for example, applicants are required to present a lecture to the undergraduates. The students' evaluation of the candidate's performance constitutes an important element in the Department's decision to hire or not to hire.

Students in all schools of the University are accorded autonomy in the administration of their own affairs. For example, student governments on all three campuses manage their own student activities and are involved in the allocation of funds collected in the form of student fees to the various clubs and organizations. They conduct refer-

enda to determine whether or not student activity fees should be raised or lowered and whether or not clubs and organizations applying for membership under the sponsorship of student government should be approved.

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 and Student Affairs Committees of the Board of Trustees. Students also serve, from time to time, on certain ad hoc committees of the Board, such as the recent Presidential Search Committee.

In addition, students may soon have further opportunity to influence the decision-making process at the highest level of University governance. The President is intent on developing a more formal mechanism whereby student representatives may play a more direct role in advising him on issues of concern to students and to the larger University community.

We conclude that students have full representation in all aspects of University governance and that their judgments are taken seriously by those who lead the University.

Findings

Our study has found no major flaws or shortcomings regarding the quality and extent of the University's institutional leadership. This conclusion is based upon our interviews with members of the Board of Trustees, the President, and the Faculty Senate and is further corroborated by the results of our survey of faculty opinions on this issue (Appendix 4.2).

Moreover, we found that the University has an extensive governance structure in place that, apart from delineating the functions and responsibilities of the Board of Trustees and the President, assigns to the faculty and students a meaningful role in the affairs of the University (Appendix 4.3).

Although in office for only a short period, the President of the University appears to have begun his tenure well. Though he has just begun to serve in this new capacity, the faculty expresses its approval of his strong institutional leadership and energetic promotion of the University's Mission (Appendix 4.2).

In addition, The Board of Trustees, in our judgment, appears to be providing appropriate leadership and support for the University. The Chair gave an impressive account of the Board's plan to implement measures that will ensure greater accountability on the part of individual members and that will assess the extent and quality of the leadership and governance provided to the University by the Board.

In making its inquiry into the character and adequacy of the University's governing structure, we found an extensive body of information on this subject. Included were the University Charter, Bylaws, Mission Statement and other such documents (Appendix 4.3). We judged that these instruments made ample provision for sound and collegial governance of the institution. Nevertheless, we were much less successful in determining how well the provisions of these documents are put into practice. For example, we found it difficult to discover the effectiveness of existing procedures for meeting stated governing body objectives, the frequency with which governing procedures are reviewed and updated, and the orientation process of new appointees to the various governing bodies. Despite these reservations, we were encouraged to learn in conversations with the President and members of the Board of Trustees that they are both in the process of developing procedures for assessing the effectiveness of their respective roles in the governance of the University.

Our attempt to evaluate the quality and extent of institutional leadership was challenging because of the absence of any formal procedures for making that assessment; thus, we had to rely primarily on interviews with the President, the members of the Board of Trustees, and the Faculty Senate. In fact, it was our own Faculty Survey (Appendix 4.1) which *sui generis* provided the kind of assessment tool we had hoped to obtain from the institution. Our find-

ings in our interviews with the principals and the data gathered from the Faculty Survey indicate general satisfaction with the quality of the University's leadership in promoting the University's Mission and in meeting its objectives, academic and otherwise.

We found that while faculty members are very much involved in the affairs of their respective schools and departments, they are much less interested in the governance of the larger University. Although the Faculty Senate, which represents the faculty on University-wide issues, provides considerable opportunities for the faculty to be briefed and to play a role in matters relating to University governance, a notable majority choose not to participate. This conclusion is based upon our exchanges with members of the Faculty Senate, the data provided by the Task Force's survey questionnaire of faculty opinions, and our observation of the low voter-turnout rate in the Senate elections.

One possible reason for limited faculty interest in University-wide affairs is that there is little recognition accorded to faculty members by the University for service and, therefore, little inducement for faculty to become involved in it. Indeed, one pays a price for directing one's efforts away from one's research interests and towards University service instead. Clearly, there must be a reconsideration of the importance assigned to research, teaching, and service, if a larger proportion of the faculty is to play a role in the governance of the University. We urge both the administration and the Faculty Senate to address this issue. In addition, we urge the Faculty Senate to find ways to improve its communication with the general faculty, including more frequent meetings of the large number of Arts and Sciences senators with their constituencies and increased use of the University website as a means of communication.

In the past, the Audit and Finance Committee of the Board of Trustees was responsible not only for a review of the University's annual audit by an outside accounting firm, but also for a review of the status of the University's endowment funds. More recently, those two functions have been separated, so that the endowment now comes under the jurisdiction of a newly formed Investment Committee. The University's annual budget should be accorded closer scrutiny either by the existing Audit and Finance Committee or by a newly established Budget Committee before its recommendations are passed on to the full Board for final approval. The University's financial plan must be closely analyzed and adopted before it is implemented. Indeed, when we discussed this issue with the members of the Board, the Chair pointed out that he was well aware of this need and that it was being addressed by the Board.

Although we recognize the highly-qualified individuals who serve on the Board of Trustees, we believe that the Board's membership, which consists mostly of people in the legal and finance professions, needs some further diversification. Specifically, we recommend that the Board invite the membership of individuals with strong backgrounds in the hard sciences and in technology. The perspectives they would bring to the Board's deliberations would be especially helpful to furthering the important work of the University's science departments at the graduate and undergraduate levels. In addition, while we recognize that the academic interests of the University are represented on the Board by a number of presidents from other institutions as well as by other Trustees who have strong academic backgrounds, we believe that it would be wise to appoint to the Board at least one full-time faculty member from another institution of higher learning in order to provide a faculty-oriented perspective. Finally, we encourage the Board in its efforts to increase the number of women, minorities, and young people among the Trustees.

The Faculty Senate enjoys excellent communication with the President of the University and keeps the faculty apprized of its exchanges with him. However, this is not the case with regard to the Senate's relationship with the Board of Trustees or even with its own committees. For example, we found that although the Senate appoints its members to University-wide committees as well as to committees of the Board of Trustees, it often fails to receive feedback from those appointees. It appears that there are no formal reporting requirements. Also, the Faculty Senate provides no formal orientation process for those newly elected to the Faculty Senate.

Recommendations

1. Governing bodies of the University (e.g., school councils, the Faculty Senate) that have not done so ought to introduce formal procedures for the periodic assessment of their respective governance arrangements and for evaluating the quality and effectiveness of their leadership, including communication with their respective constituencies.

2. The Faculty Senate is urged to find ways to improve its communication with the general faculty.

Standard 5
ADMINISTRATION

Description of Administrative Structure

Fordham fulfills its educational mission through 11 colleges or schools, all of which share a common administration at the presidential and vice presidential levels (see Appendix 5.1). The administrative role of the President is defined in University Statutes §2-08.02 "Powers and Duties of the President" and in §3-01.01 "The Responsibilities of the President." The Statutes also state (§3-02.01 "Officers of the University") that the officers of the University shall normally include an Executive Vice President, a Vice President for Academic Affairs, a Financial Vice President, and a Vice President for Student Affairs. Although the University Statutes do not mandate the Office of Executive Vice President, it seems an important one that is essential to the integrity of the administrative structure. One of the responsibilities of the position is to "perform the duties of the President in the latter's absence." This is an important role, especially when, as is the case with the current President, the latter intends to be on the road for extensive periods of time attending to fund raising. The University Statutes also provide (§2-08.02) that "[i]n the temporary absence of the President, the duties of that office shall be performed by a Vice President delegated by the President." At this time Fordham does not have an Executive Vice President.

Within the Office of Academic Affairs, individual units are administered by deans. In those schools organized by departments, as is the case with three of the undergraduate colleges (Fordham College at Rose Hill, Fordham College at Lincoln Center, Fordham College for Liberal Studies), each department and interdisciplinary program has a chair or director. The College of Business Administration (CBA) is not organized by departments, but duties are divided into topical areas. Where a department has instructional duties in more than one college, as is the case with most of the departments, the department is a single unit, but has associate or assistant chairs for college-level administration.

Within the Office of Academic Affairs is the newly created position of Dean of the Arts and Sciences Faculty and Associate Vice President for Undergraduate Education (Appendix 5.2). The department chairs must report to each of the Arts and Sciences deans whether or not the department functions in that dean's area. Individual faculty members participate in both departmental and college-level duties and have direct relations with both the chairs of their university-wide departments and the deans of their individual colleges.

Each college has a college council that incorporates and represents the departments. The college councils, with the exception of Fordham College of Liberal Studies, meet usually once a month during the academic year and are chaired by the college dean.

The Arts and Sciences Council consists of department chairs, program directors (some without vote), and the Arts and Sciences deans. CBA is currently represented at the Arts and Sciences Council, but it does not exercise a vote. At its April 2004 meeting, the Arts and Sciences Council discussed changing this situation: CBA would no longer be represented on the Council, but representatives (the Associate Dean, three faculty members and one student) would be invited to join the Core Curriculum Committee, without vote. The Arts and Sciences Council meets usually twice a semester and is now chaired by the Dean of the Arts and Sciences Faculty (formerly by the Vice President for Academic Affairs). The Arts and Sciences deans meet in their own council chaired by the Dean of Arts and Sciences Faculty.

The vice presidents meet with the President in a weekly Administrators' Conference. When the President of the Faculty Senate is present, it is called the Vice Presidents' Council. At least once or twice a semester the vice presidents, deans, and faculty representatives meet in the University Planning Council, which focuses on the development of the budget. There are two meetings in the spring semester, one for the non-academic vice presidents to present their 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.

First Level of Administration: Department Chairs and Program Directors

The chief issues noted in response to a questionnaire sent to program directors, department chairs, and deans (Appendix 5.3) were problems arising from the administrative structure within the units of the Arts and Sciences.

Decentralized Decanal Structure

Many chairs and program directors complain that the fact they serve several deans creates significant complications in conducting ordinary procedures, such as faculty recruitment. One problem chairs perceive is that the demands made by deans result in redundant reporting, adding unnecessarily to already substantial administrative burdens.

Another problem is a perceived lack of responsiveness and concern from deans regarding departmental planning. Chairs appear to feel that the recently installed system requiring annual reports is conceptually excellent and that preparation of the reports has resulted in helpful self assessment and served as the basis for realistic planning, but some chairs complain of lack of responsive feedback on the part of the deans.

There is some hope among chairs that the recently created position of Dean of the Arts and Sciences Faculty will result in greater centralization of decanal information-gathering, decision-making, and authority, in greater responsiveness to departmental planning, and in streamlined administrative procedures.

College Councils

The functioning of the councils for Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham College of Liberal Studies has been the source of many complaints from chairs. Many of those we interviewed believe that the councils function largely as arenas for decanal reports and announcements rather than as forums for deliberating and deciding issues.

A number of chairs also took issue with the Arts and Sciences Council, suggesting that it is too large and unwieldy and that its committees exercise excessive power over the core curriculum in that their reports are accepted readily by the main body rather than met with discussion or qualified as a result of meaningful interchange between the council and the faculty.

Dealing with Vice Presidential Domains

Chairs reported problems encountered in dealing with vice presidential domains. The recent creation, at the suggestion of the President of the University, of a Faculty Senate Ombuds Committee appears to have been an effective step. Senators appear to feel that the committee already has helped direct the President's attention to the existence and alleviation of certain endemic problems. As effective as the committee may prove to be, however, it is designed at this time to deal with problems of a general, faculty-wide nature, not the immediate and pressing problems threatening the academic environment that sometimes arise and require immediate remediation.

Chairs and faculty have reported that requests for information or assistance from one or another of the offices within the several vice presidential areas are sometimes received poorly; thus, they find it difficult to request such assistance, let alone receive it. Much of the dissatisfaction arises in situations wherein the issue at hand appears to fall under more than one vice presidential domain. This problem requires attention. We recommend that annual assessments by vice presidents of offices within their areas, and annual assessments of vice presidents by the President, should include evaluation of faculty satisfaction regarding the performance of relevant offices. Another appropriate step would be the appointment for each relevant office (i.e., those offices within vice presidential domains that offer services directly to faculty) of a person responsible for ensuring appropriate responsiveness to needs and requests for aid. Such persons should be clearly designated in the University directory. This listing will require redesign of both the printed and on-line University directories so that the units within vice presidential domains are clearly delineated and personnel listed.

Chairs' Excessive Burdens

Complaints concerning heavy administrative burdens are common among chairs. Legal and University policies have greatly increased the numbers and the complexity of written reports that are required, and other factors, including burgeoning undergraduate enrollments, have otherwise added to administrative responsibilities. There is widespread agreement that it is becoming increasingly difficult to persuade competent faculty to accept the role of chair. In addition, there is considerable feeling that the present system for awarding incentives and assistance to chairs is less than fair and equitable.

Clearly the University needs to address this latter complaint. Though the committee acknowledges that it may be necessary to offer differing rewards and incentives to faculty members who serve as chairs, we suggest careful review of the formulae and considerations employed to determine the different levels of reward and assistance. In addition, the University should reconsider and, perhaps, revise the present system regarding the tenure of and incentives for chairs. Better incentives, in terms of stipends and course reductions, would likely entice greater numbers of competent faculty to serve longer terms. There are other possible ways of alleviating the burdens placed on chairs, including the introduction of administrative assistants for the larger and more burdensome departments. In any case, it is essential that academic administrators consider carefully whether the current system is viable. All too often in recent years, crises have loomed because of the administration's inability to persuade any eligible senior faculty member to serve as chair.

Second Level of Administration: The Arts and Sciences Deans

Several recommendations in the foregoing section concern the Arts and Sciences deans. Here we would simply raise a question about assessment. Faculty members are assessed by both students and deans, the constituencies they serve as well as their administrative superiors. While deans are assessed currently by the Vice President for Academic Affairs, under the current system, the constituency they serve has no opportunity to assess the effectiveness with which they do their jobs. Thus, some chairs and faculty believe, and we concur, that the University should enable chairs, and perhaps faculty as well, to play a role in the evaluation of deans. We recommend that the Vice President for Academic Affairs design and introduce a procedure through which such evaluation might occur on a regular basis.

The Dean of Arts and Sciences Faculty

This position is a recent creation, and neither faculty nor chairs are sure of what role the new dean will play. There is considerable hope among the faculty, as pointed out previously, that greater centralization of reporting responsibilities and elimination of redundancy will be a result. Beyond this, a question that concerns faculty is the extent to which the new position will also centralize authority in decisions regarding faculty status and the allocation of

rewards and resources. Though we recognize that it will take time for the roles and responsibilities of the new position to reach a full definition, we would emphasize that, for the sake of resolving the faculty's uncertainties in this regard, it would be best to clarify this soon.

Third Level of Administration: The Vice Presidents

In view of the fact that Fordham has not recently employed the mechanism of an Executive Vice President to whom the other vice presidents might report, we focused our inquiry on the coordination of work performed by the various vice presidents in an effort to discover the methods by which they are able to prevent undue competition for resources and promote cooperation.

The Administrators' Conference

The President informed us that he did not believe an Executive Vice President was necessary. Rather, he expressed his belief that the vice presidents would be able to achieve a high level of coordination and cooperation if they were actively led by and held responsible to the President and were appropriately motivated and informed. To this end, he has created an Administrators' Conference, a weekly meeting of the vice presidents, at which matters of common concern are discussed. In this way, each vice president becomes aware of the needs and plans of his counterparts, and the group can make joint plans for meeting one another's individual and collective goals. The President believes this has been, and will continue to be, greatly effective. We concur that the Administrators' Conference is an appropriate and promising innovation.

Executive Vice President

As a result of listening to discussions within the faculty and the Faculty Senate over several years and consulting various sources for this study, we believe the administration ought to consider whether it would be advantageous to the University to revive the Office of Executive Vice President. In the meantime, should the Administrators' Conference remain a primary mechanism for achieving coordination of vice presidential domains, we recommend that in the President's absence, the role of chair should be assigned with the goal of maintaining recognition of the primacy of academic needs and goals. In addition, should the office of Executive Vice President be reinstituted, it is imperative that the person filling the position be equipped to ensure this primacy.

Senior Vice President

In his discussion with us, the President stated that the position of Senior Vice President, created several years ago, also aids in promoting coordination among the University's various administrative domains. The Senior Vice President, who is also Chief Financial Officer and Treasurer, has responsibility for construction of annual and five-year planning budgets and has a good deal of authority in the process. He presides over the University Planning Council.

Our interviews confirm the impression that the current budget planning system is responsive to and supportive of Fordham's academic needs and goals. It should be noted, however, that this satisfactory relationship between financial allocation and academic primacy depends heavily upon the particular dispositions and personalities of current personnel. Whether the role of Senior Vice President should at some point be institutionalized in a manner intended to ensure academic primacy in university planning, regardless of the accidental personalities of those who hold vice presidential offices, is a question that deserves careful consideration.

Evaluation of Vice Presidents

Fordham's President recently introduced, as previously explained, a new system of annual reporting for all the University's units. We reviewed the reports submitted by the vice presidents to the President for the 2003-2004 academic year and found them to have been thoroughly and conscientiously completed. As the report forms explicitly

require detailed reporting concerning how well previous goals have been fulfilled and equally explicit statements concerning those goals for the next academic year, they are effective evaluative tools and should aid the President in making consistent and appropriate judgments about the work of his chief administrators.

Top Level of Administration: The President

The President, as noted previously, has placed a good deal of emphasis upon introduction of a new system of annual reporting by all units of the University with the intention of thereby providing the basis for more effective evaluation of performance and more systematic and regular attention to planning. To complete this process, the Board of Trustees, the President informed us, has charged its Executive Committee with the task of formulating a procedure for annual evaluation of the President himself.

Qualifications of Administrators

Although the University Statutes describe the responsibilities of and the procedures for appointing people to the various administrative positions, they do not indicate qualifications. The only guideline provided concerns the selection of a department chairperson [§4-06.50 (c) (1)]: "The Chairperson normally shall be selected from am ong the tenured Professors and Associate Professors of the Department."

It has been the practice at Fordham for the search committee to draft a list of qualifications and qualities desired in those seeking the office to be filled (Appendices 5.4 and 5.5). During the last presidential search, the Faculty Senate submitted its suggestions of desirable qualities to the search committee. In the case of the Dean of the Arts and Sciences Faculty, the job description was circulated to faculty before the interviewing committee was named. In other instances, an existing position was raised to the vice presidential level, bringing the incumbent with it. This occurred with the Vice President for Administration and the Vice President for University Mission and Ministry.

We see no reason to change this procedure. It allows flexibility for meeting changing demands without the unnecessary burden of making statutory alterations.

Mechanisms for University-Wide Planning, Coordination and Communication

The Strategic Plan Initiative, the University Planning Council, the University Space Planning Advisory Committee, the Faculty Senate, and a number of other such mechanisms play an important role in Fordham's institutional life in that they provide for planning and promote coordination and consultation among the various administrative and academic units.

Short Range Planning: Budget Formation through the University Planning Council

The University Planning Council, another recent innovation, facilitates shorter range (i.e., annual and five-year) planning. Composed of the vice presidents and deans, and a number of faculty designated by the Faculty Senate, the Council reviews the budget submissions of all the University's units, academic as well as non-academic. These representatives employ school-based budgeting, another fairly recent innovation, in determining the allocation of funds. Conceptualizing the University as consisting of "profit centers" (the schools) and "cost centers" (the administrative units that serve the academic functions), this method distributes administrative costs among the schools. The model theoretically apportions those costs appropriately on the basis of relative size and relative use made of services by the particular academic unit.

For some time this model occasioned considerable dissension, but in more recent years, once criticisms were addressed, the model has been accepted as reasonably fair, and many who previously rejected it now regard it as a sound method for determining how successfully each school meets its internal educational and administrative

costs, as well as its share of general administrative costs. School-based budgeting provides a mechanism for ascertaining the relative cost of each school's educational endeavors. The practice, also introduced within the last several years, of permitting schools that succeed in exceeding budget targets to retain some of the revenue gain for program improvement, provides incentives for better fiscal performance.

The model thus reveals the real costs of each educational unit. The University Planning Council mechanism, in turn, provides for some control over the cost of general administrative units. The Council affords deans the opportunity to examine the proposed budgets of the general administrative units whose costs they must bear and to comment upon them and express assessments of the efficiency and value of the services those units provide to the schools.

In our interview with him, the Senior Vice President attributed Fordham's fiscal success over the past several years to the budget planning methods described above.

The University Space Planning Advisory Committee
This committee, chaired by the Vice President for Administration, brings together representatives of the deans and vice presidents to review the space needs of the University's units and to make recommendations concerning their relative validity and urgency. On the basis of impressions gathered from colleagues who have served on this committee over the years, we judge that it has functioned effectively, its recommendations receiving substantial consideration.

The Faculty Senate
Fordham's Faculty Senate, a body which meets monthly during the academic year and whose members are elected by and representative of the several faculties of the University, plays a notable part in promoting communication and consultation between the President and his vice presidents and between the administration and the faculty (Appendix 5.6). The President attends the opening of each meeting to comment upon current events and issues, discuss them, and respond to questions. More recently, the Vice President for Academic Affairs also has a reserved place on the agenda and performs similar functions. Other administrative figures often appear upon request to discuss issues or problems the Senate has identified. Through its meetings, the collaboration of its members, and the distribution of its minutes, the Faculty Senate fulfills its important role as medium for communication and consultation between the administration and the faculty. Though the Senate's primary function is to deal with policies and procedures concerning faculty status and compensation, by its charter it has the right to advise the President concerning any and all areas of the University; historically, the President has honored this arrangement and consulted with the Senate regarding important decisions confronting the University as a whole.

Administrative Electronic Information Systems
At this time, the University is considering substantial changes in its information systems. We think it unnecessary to comment on existing conditions as they are going to be replaced.

Recommendations
1. Academic Affairs should evaluate and clarify reporting lines between Arts and Sciences chairs and directors and academic deans.

2. The Arts and Sciences faculty should evaluate the number of representatives on the Council so as to enhance its deliberative potential and its ability to communicate with the faculty.

3. The deans should provide feedback to the departments and programs on their annual reports.

4. The University should improve compensation for department chairs and program directors.

5. The Vice President for Academic Affairs should include formal reviews by faculty and/or chairs/directors in his evaluation of academic deans.

6. The President should consider the appointment of an Executive Vice President.

Standard 6
INTEGRITY

Introduction

We attempted to assess the degree to which Fordham University adheres to ethical standards and to its own publicized procedures and policies in the operation of its programs, and with respect to the University's relationship to its constituencies as well as to the wider community. We examined this adherence to standards regarding the University's allegiance to its Mission Statement, its commitment to academic freedom, its emphasis upon cura personalis (care for the whole person), its observance of fair and equitable standards, especially in personnel decisions, its fostering of cultural and intellectual diversity, and its attention to truthfulness in its print and its electronic publications. We undertook this assessment through our review of relevant University policies and publications and through interviews with representatives of various University constituencies. We also developed surveys which we administered to University administrators, faculty, alumni and students to ascertain the integrity of Fordham's hardcopy and electronic publications, as well as its public relations announcements.

Commitment to and Implementation of the Mission Statement

We sought to discover and assess the University's commitment to and implementation of its Mission Statement and other stated goals. We reviewed the methods used and the roles played by the President, the Board of Trustees and its committees, deans, other administrators, and the Faculty Senate in this process and analyzed the manner in which the University identifies and resolves potential conflicts among the Fordham constituencies. We also reviewed the manner in which the Board of Trustees, the President, deans and administrators identify and evaluate the allocation of financial, human, and other University resources in relation to its ethical and legal obligations.

Based on interviews with members of each constituency as well as reviews of minutes, we discovered that the Board of Trustees, its committees, deans, other administrators, and the Faculty Senate consider at regular meetings (and special meetings where warranted) the business before them in light of, among other things, Fordham's Mission Statement and articulated goals. The President not only makes decisions with those considerations in mind but also promotes consciousness of the mission and goals in all of the University's constituencies. In addition, the Board of Trustees has recently established a Committee on Mission and Identity to promote mission in the University.

The Faculty Senate and other such bodies composed of representatives of the various constituencies within the University become aware of issues and decisions under consideration by the University administration, and the committees of the Board of Trustees are typically aware, or made aware, of any competing interests and describe them to the full Board.

The people or bodies involved in policy-making at the University, particularly the President and the Board of Trustees, keep in mind the long-term implementation of Fordham's Mission and goals and the University's ethical and moral obligations as they arrive at their decisions.

Academic Freedom and Excellence in Higher Education

Fordham's philosophy is based firmly in the Jesuit tradition, a tradition that requires on the part of its members and those it educates an understanding of both Catholic thought and a science-oriented view of the world. As an institution of integrity and intellectual inquiry, Fordham provides students with opportunities to examine and wrestle with major issues of the day and to reflect on them within the context of faith. Faculty may teach and publish the results of their research with no constraints except that of preserving the rights of the individual and the community. Fordham's faculty members come from diverse religious backgrounds. They are not asked to profess a particular religious belief, but are expected to recognize and respect Fordham's Catholic identity.

In order to analyze the state of academic freedom on campus, we reviewed published policies and procedures for faculty, students, and administration (Appendix 6.1). Fordham University is committed to the principle of academic freedom (University Statute §4-04.01). The University supports and protects this right accorded to members of its community in a number of ways. Fordham gives faculty the opportunity to participate in self-governance; the Faculty Senate advises and communicates to the President on general policy matters, and faculty, through committee work, exercise responsibilities in key areas of University life.

The Jesuit tradition embraces rigorous scholarship and adherence to ethical values, as well as advocating and promoting individual and institutional academic and intellectual freedom.

The University defines Academic Due Process and Grievance Procedures applicable to the denial of tenure or reappointment of faculty in the University Statutes §4-07.02. The Tenure and Reappointment Appeals Committee, a body composed of faculty, reviews all grievances, assesses whether the denial of tenure has violated academic freedom, and "may substitute its judgment" for that of the ruling faculty body or administration. The Faculty Senate approves rules and procedures for grievances and upholds the mandate for academic freedom.

Our review of anecdotal and historic information uncovered no significant complaints regarding violations of academic freedom at Fordham. In cases where a complaint is made that is unrelated to tenure or reappointment, the procedure for addressing this is to open the case to peer review and to ask the Faculty Senate to make a final decision. Fordham has never been censured or identified by the AAUP as violating academic freedom.

Personnel Policies
Fordham clearly states policies regarding the appointment, reappointment, tenure, promotion, and termination of faculty. Faculty members make recommendations regarding faculty status of colleagues, conduct peer review, and participate in personnel or departmental committees for the purpose of reappointment, tenure, and promotion.

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 Statutes §4-05.01 "Faculty Personnel Policies and Procedures" outlines the process for evaluating faculty. Student evaluation is another important tool in assessing the teaching effectiveness of a faculty member. Based on information we obtained in our interviews, these procedures are adhered to as they are defined in the University Statutes.

Orientation and Mission
In support of AAUP principles, Fordham provides continual training to graduate teaching fellows regarding the responsibilities of instructors to deliver content, to exercise restraint and show respect for the opinions of others, and to acknowledge the obligations inherent in being a member of the University. New faculty seminars include readings that define the identity of Fordham as a Jesuit institution and that provide background on the Catholic intellectual tradition. Newly hired faculty members receive all policies and the University Statutes that they might be well-informed of Fordham's commitment to academic freedom.

Research and Ethics
University Statutes §5-03.01 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 Research and Sponsored Programs (ORSP), and reviewed by the University Research Council, which is composed of faculty members. The ORSP monitors, evaluates, 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 Vice President for Academic Affairs.

The Institutional Review Board defines standards and ensures that protocols are followed, especially those relating to government grants. To ensure that all research meets legal and ethical priorities and that there is no conflict of interest, all research must be submitted to the Institutional Review Board for approval. In addition, financial information and any potential area of financial conflict are disclosed to the ORSP before submission of a grant/research proposal to any government entity such as the National Institute of Health or the National Science Foundation. No external complaints about the nature of research and scholarship have been reported at this time. The University supports research in the broadest possible way. Topics researched are not limited to those supported by Catholic doctrine or belief.

In our review of the responsibilities of research units in other educational institutions and in our discussion with members of the research services community at Fordham, a few issues arose that require further review. These include the creation of partnerships with commercial entities to facilitate commercialization and University assistance for faculty in patent applications.

The University administration has developed and implemented an intellectual property policy. Currently, the Faculty Senate is reviewing sections of the policy.

Commitment to *Cura Personalis*

We undertook an analysis focused on the effectiveness of and the University's commitment to *cura personalis* beginning with a review of critical University documents (Appendix 6.1). Additionally, we conducted a series of conversations, interviews, and discussions with students (freshmen, seniors, transfer, and student leaders) as well as with representatives from Academic Affairs, Enrollment, Student Affairs, Multicultural Affairs, and Athletics.

Undergraduate students report that the Admission Office places a strong emphasis on the ways in which the University works to create a learning environment that places the care and concern of each member of the Fordham community at the center of its Mission. This is articulated by admission counselors as they highlight Fordham's small classes, academic excellence, extensive academic and non-academic advising/counseling, and the supportive student body. Students report that the University presents a community rich in opportunities for them to develop intellectually, socially, culturally, and spiritually. Upper-class students report that the University, in addressing the education of the whole person, provides individuals with a wide spectrum of leadership opportunities designed to challenge the mind and heart; opportunities which can be realized through student participation in community service, campus ministry, student government, clubs and organizations, and career internships in profit and non-profit venues. Students view the Mission of the University as an extension of the Jesuit philosophy of education, one that promotes personal reflection and the pursuit of self-awareness as the foundation for a commitment to life-long learning.

The Office of Enrollment systematically searches for students who have the potential to benefit from an urban, liberal arts university in this Jesuit and Catholic tradition. Consequently, in addition to high SAT scores and class ranking, Fordham selects candidates who have a high school history of broad personal achievements and leadership experiences. The Division of Student Affairs is dedicated to maintaining an environment designed to transform the lives of Fordham students through the integration of experiences both in and outside the classroom. The Division of Academic Affairs utilizes the ancient liberal arts of listening, thinking, speaking, writing, reading, measuring, calculating, and estimating in the creation of a core curriculum designed to engage the whole person. Thus, students participate in a rich curriculum supplemented by internships and service learning experiences that bring the classroom to the world and the world to the classroom.

The creation of co-curricular community begins with the creation of a University climate that is welcoming, inclusive, and guided by moral values, a place where the campus and world events come together, with an intention to prepare graduates to function as mature, responsible women and men for and with others. The University has

developed inclusive communities on our campuses wherein students connect with others, feel a sense of belonging, and learn how to contribute to the community.

In the area of diversity and multiculturalism, the University strives to increase efforts to promote awareness, appreciation, and acceptance of differences between individuals, organizations, and cultures within our campus and beyond our gates in the world at large.

The Athletic Department produces a great range of athletic experiences in intercollegiate, club, and intramural sports and activities with an emphasis on participation, competition, and recreation. In order to meet the athletic and recreational needs of all students on all campuses, we recommend that current athletic facilities, venues, and opportunities be enhanced.

Commitment to Fair and Equitable Standards

In connection with employment matters, discrimination issues, and sexual harassment complaints, we reviewed a number of published documents containing University policies affecting employees (Appendix 6.1).

Policies and procedures for handling student complaints, grievances, and disciplinary procedures are noted in the Student Handbooks (Rose Hill, Lincoln Center, and Marymount College) and are discussed in greater detail in Standard 9.

These documents underscore Fordham University's commitment to fair and equitable standards and treatment of all members of its community and are distributed to faculty, administrators, staff, and students.

In addition to reviewing all published University documents, we interviewed deans, vice presidents, and the Executive Director of Human Resources Management regarding the implementation and effectiveness of established personnel policies and procedures. We discussed such issues as the recruitment and appointment procedures as they apply to faculty, administrators and clerical/maintenance staff; grievance mechanisms; training of supervisory staff in personnel matters; pay equity, and diversity.

Recruitment, Appointment, and Grievance Procedures

The process for hiring and appointment begins with the posting of all available administrative, clerical, and maintenance positions within the University. Posting for clerical and maintenance positions extends for a period of five days and posting for administrative positions extends for 10 days. The posting process provides an opportunity for current members of the University community to seek promotions and to change careers within the University. The Human Resources Office or the supervisor within the hiring department interviews candidates for positions. Once a finalist has been identified, the Human Resources Office or the supervisor within the department sends a recommendation to the area vice president who is exclusively authorized to make a final review and appointment. The methods of hiring for the different constituencies within the University are as follows.

Fordham conducts its hiring of faculty in accordance with the University Statutes. Each department establishes a search committee of faculty members, a group charged with establishing recruitment initiatives, recruiting and reviewing of candidates, and preparing a list of finalists. Members of the department faculty and the respective dean or deans then interview these candidates. The faculty makes a recommendation to the deans and to the Vice President for Academic Affairs for final review and appointment. The Director of Equity and Equal Opportunity provides information on diversity and/or conducts workshops for faculty search committees, providing resources for diversity initiatives and potential candidates through the *Minority and Women Doctoral Directory*.

Grievance mechanisms exist for all employee constituencies within the University. The process by which a faculty member brings a grievance is subject to the procedures noted in the University Statutes (§4-07). A concern raised during discussion with faculty relates to the policies and procedures noted in the University Statutes pertaining to

clinical faculty members: as the current wording of University Statutes §4-11 might lead to confusion and false expectations, the Faculty Senate and the University administration are reviewing this issue.

Administrators may bring a grievance alleging discrimination or termination for poor performance in accordance with updated procedures listed in the recently distributed Handbook for Administrators.

The clerical and maintenance staff may file grievances regarding an inconsistent application of the contract policies and procedures noted in their respective collective bargaining agreements.

In addition, certain constituencies within the University maintain a "voice" in the policies and procedures that affect their group. For example, the Faculty Senate reviews issues, concerns, and policies that affect the faculty, and the collective bargaining units review concerns of the union populations during contract negotiations every three years. At one time in its history, the University had an Administrative Advisory Committee, a body that functioned as an advisory group to the administration regarding policies and procedures affecting administrators. This group has not been in existence for a number of years, however. In order to ensure that concerns from administrative staff be handled properly, we recommend reactivating this advisory group, the composition of which should reflect the diversity of administrative staff (i.e., in age, ethnicity, religion, gender, etc.).

The Executive Director of Human Resources noted that supervisors within the University lack familiarity with the policies and procedures regarding appointment, probationary periods, performance appraisals, grievance mechanisms, and corrective discipline. Consequently, the Human Resources Office has developed a training module for administrative staff entitled "Management Development Series I," a program which focuses on eight key issues: positive employee relations, corrective discipline, grievance procedures (administrative and union), probationary periods, appointment letters, performance appraisals, union visitation on campus, and the positive and negative manners regarding labor relations. All administrative personnel will be attending informational sessions over the next two years. At the conclusion of each session, participants will complete a written assessment which will elicit comments and suggestions for prospective topics for future sessions. To ascertain the effectiveness of the sessions, the Executive Director of Human Resources will analyze the number and types of future grievances and arbitrations and the use of alternative dispute resolution mechanisms.

Pay Equity

The Finance and Human Resources Offices of the University have determined that the administrative compensation structure currently utilized at Fordham warrants further review.

Questions have arisen regarding pay equity among comparable positions within the University and among similar positions at comparable institutions. The University is discussing formalizing a process that would evaluate the criteria for each administrative position, including job responsibilities and title, education, experience, and marketplace factors, in order to develop a more equitable grade and range system within the administrative structure.

Cultural and Intellectual Diversity

The deans of the schools noted a sincere and dedicated commitment on the part of the faculty search committees established throughout the University to encouraging diversity in the recruitment of new faculty. The Office of Academic Affairs, which is intimately involved in the process of authorization of new faculty lines, recruitment policies and appointment procedures, encourages the search committees to seek out and evaluate candidates in a fair and honest manner, and to be sensitive to diversity of all types (e.g., racial, religious, ethnic, gender, socioeconomic, and geographic). With respect to academic freedom, the Academic Affairs Office is aware that there have been and will continue to be conflicts and tensions that may result from the clash between the religious and moral positions of the Catholic Church and the traditionally secular, liberal thinking of a University faculty. The Associate Vice President for Academic Affairs noted that when such issues arise, the faculty has been understanding and the

University tolerant in resolving sensitive issues. He also noted that the objective of the University is the free exchange of ideas, and, therefore, a faculty representing different backgrounds, cultures, religions, and perspectives lends itself to a diversity of thought vital to a University engaged in intellectual inquiry. A commitment to a diversity of culture and thought lends itself to the expression of academic freedom.

The Office of Institutional Research annually produces the *University Fact Book*, which notes statistics on race and ethnicity of the University faculty and student population. The Office also prepares the Integrated Postsecondary Education Data System for the U.S. Department of Education biannually, a report which details the diversity of faculty, administrators and staff. (See Appendix 6.2 for diversity distribution.)

The Admission Office has established numerous programs to attract students of diversity to the University, as have the graduate schools. In interviews with the deans of the schools, the continued focus on diversity was a significant theme.

Integrity in Print and Electronic Publications

To ascertain the integrity of Fordham University's various print and electronic publications, we conducted a review of publications designed for the University's varied audiences, including administrators, faculty, alumni, and students. We examined four randomly selected communication vehicles (the University website, the Handbook for Administrators, Fordham Magazine, and the Safety and Security Handbook) to ensure that at least one of the vehicles spoke directly to one or more audiences. In each form of communication, we sought an articulation of the University's policy on institutional integrity or a statement of integrity, and the explanation of a method by which to communicate a grievance. The four publications reviewed each contain a statement of integrity and published a method of communicating dissatisfaction to varying degrees.

From a survey of administrators, faculty, alumni, and students, we assessed the integrity of Fordham's various print and electronic publications and public relations announcements (Appendix 6.3). Faculty, administrators, alumni, and students agreed that the University's various print and electronic publications and public relations announcements publish a definition of institutional integrity against which the work of the institution is measured and evaluated, provide an environment where academic and intellectual freedom flourishes, and demonstrate adherence to ethical standards for its internal and external constituencies. In addition, administrators and faculty agreed that these publications and announcements outline grievance, disciplinary, appeal, and arbitration procedures. Finally, alumni and students agreed that these publications communicate with internal and external constituencies in an honest, fair, and objective manner and keep promises, honor commitments, and represent the University truthfully to its various internal and external constituencies.

In the conduct of its programs and activities involving the public and the constituencies it serves, Fordham adheres to ethical standards that are incorporated in its own stated policies and demonstrates commitment to academic and intellectual freedom. The University is also committed to providing fair treatment among all members of its constituencies.

Recommendations

1. The Office of the Vice President of University Mission and Ministry should monitor the University's progress in integrating its Mission Statement and goals into Fordham's community life and should make recommendations to the University administration regarding their implementation.

2. The University needs to publicize more effectively its intellectual property rights policy.

3. The responsibilities of the Office of Research and Sponsored Programs and the Institutional Review Board should include the facilitation of commercialization by creating partnerships with commercial entities and assistance with patent applications.

4. The Administrative Advisory Committee should be reestablished, representing a diverse employee population, to provide an opportunity for administrators to discuss and advise the University administration on issues affecting administrators.

5. Fordham should conduct an analysis of the administrative pay structure to ensure equity among comparable positions within the University and equity among such positions in comparable institutions.
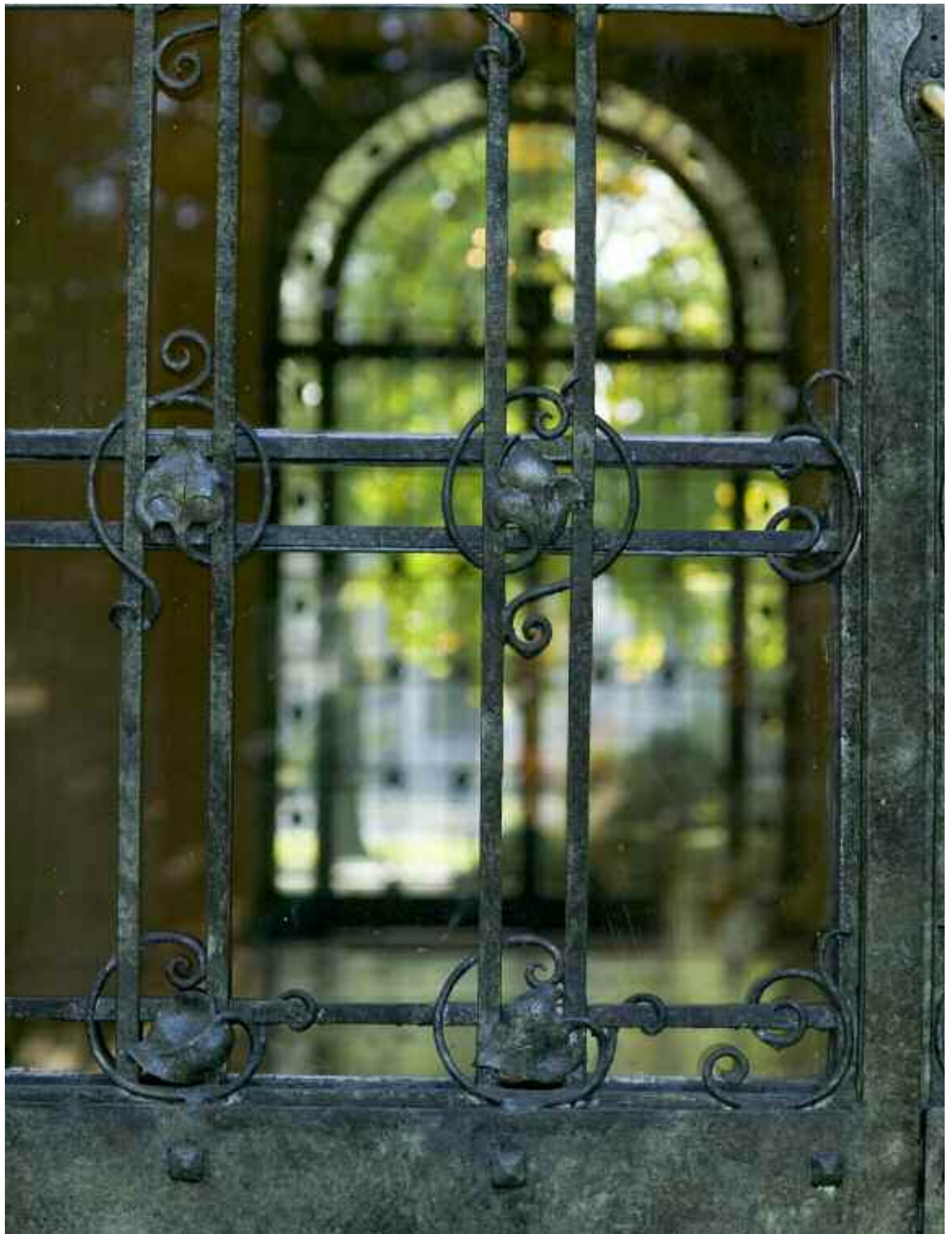
Standard 7
INSTITUTIONAL ASSESSMENT

Introduction

The University's Middle States Self-Study of October 1994 and Periodic Review of June 2000 focused on the need for standardized and centralized data for assessment and the development of a data-driven enrollment management program. The responses of the Evaluation Teams emphasized these themes and recommended the enhancement of the efforts to evaluate both instruction and the effects of the revised core curriculum and reorganization of the colleges instituted in the early 1990s under the mandate of the Trustees of the University. Since the self-study of October 1994, the University has established an intensely empirical enrollment management program and more comprehensive programs for evaluating the many forms of its academic instruction and the experiences of undergraduates. Beginning with the appointment of the Rev. Joseph McShane, S.J., the University has begun to extend planning and assessment initiatives throughout the University.

The University's Self-Study of October 1994 recommended that assessment activities be centralized and regularized in the Office of Institutional Research to enable that Office to become a primary source of comprehensive data for institutional planning. The focus of this recommendation concerned support for the Council on Undergraduate Enrollment, a key planning body in the University. The Evaluation Team's report of January 1995 observed that the self-study did not give assessment sufficient attention. Noting that data analysis was difficult to obtain as it was widely dispersed among University offices, and that there was limited communication of data resources across the University, the Team recommended greater support for institutional research, initiation of a data-driven enrollment management program, and analysis of student experience of the undergraduate curriculum and program.

The University's Periodic Review Report (June 2000) focused on the successful implementation of a system for evaluating courses and instruction, the routine use of undergraduate surveys, and improvements in the extent and quality of data supplied by the Office of Institutional Research throughout the University. The response from the Middle States Commission acknowledged the University's use of traditional measures of academic quality and student outcomes and recommended that the University employ more precise measures of the direct effects of instruction, evaluate the restructuring of the undergraduate experience and the common core curriculum, and compare their findings against those of benchmark institutions to measure the performance of academic units.

Since then, the University has identified peer and aspirant institutions and collected data for the purposes of such comparison. In Spring 2003, the President-designate of the University requested that all academic and administrative offices prepare annual reports that would include assessment of their activities and plans for the upcoming years. The process of compiling annual reports has made explicit many of the assessment activities that were underway within the University.

Methods for Evaluating University Assessment

We employed two primary methods to gather evidence about the assessment activities at Fordham. First, we interviewed every vice president, as well as a number of the assistant/associate vice presidents, asking them to describe the results of their assessments of the day-to-day operations of the vice presidential area. We then examined various documents related to assessment that the vice presidents made available. This survey shows variation in the extent and depth of assessment. (A tabular summary of the results of this survey appears in Appendix 7.1.) Second, we reviewed documents in order to identify assessment activities and discover how the results were used. Early on, we recognized the fact that dissemination of assessment information across vice presidential areas was limited, so we took special care to document the situations wherein we observed the sharing of information.

Assessment Activities within Vice Presidential Units
Office of the Vice President for University Mission and Ministry
The Vice President for University Mission and Ministry receives information on the assessment of University mission and ministry from three separate offices: the Office of Campus Ministry, the Office of Community Service and Service Learning, and a new Center for the Study of Religion and Culture. The Vice President for University Mission and Ministry reported that the Office of Campus Ministry conducted formal assessment of University Mission. This report summarizes the assessment activities of the Office of Campus Ministry and the Office of Community Service and Service Learning. The Center for the Study of Religion and Culture was established in the 2004-2005 academic year when this assessment was occurring.

The Office of Campus Ministry has a mission statement, a yearly strategic plan, and a five-year plan that are all consonant with the Mission of Fordham University. This consonance is both evident and evaluated in many ways. Several structured "How Are We Doing" meetings occur on campus each year. In addition, interviews with a representative number of graduating seniors each spring semester produce data that further evaluate Fordham's success in realizing its Mission. The Office of Campus Ministry also conducts evaluations on the success of its mission and ministry by using student surveys designed by outside groups such as the Center for Applied Research in the Apostolate (CARA).

The Office of Campus Ministry conducts extensive internal assessment activities. In August of each year, there is a planning session to review and evaluate the previous year's accomplishments of the goals and objectives in the five-year plan. This review provides new goals and objectives for the coming year. Over the course of the academic year, there are monthly evaluation meetings that include Campus Ministry staff from all three University campuses to review office operations and the achievement of goals and objectives. Each campus event that is planned and produced is evaluated, with questionnaires given to staff and participants at the event's conclusion. Surveys distributed to both participants and priests evaluate liturgical celebrations on a regular basis to assess the effectiveness of the ministry of the Mass. Finally, there is a year-end internal evaluation of the performance of the Office and Office personnel.

The Office of Community Service and Service Learning consist of two programs that operate separately, a Community Service Program and a Service Learning Program. The Community Service Program connects students who wish to volunteer with organizations off-campus that are in need of their services. The program regularly assesses the success of these matches through phone contacts with both the student and the volunteer site to ensure that both are satisfied with the arrangements. Annual assessment information, provided to University personnel upon request, reports on the number of students and volunteer organizations participating in the program.

The Office of Service Learning arranges for students to receive course credit for volunteer service off-campus. Assessment activities include weekly verbal updates by students on their experiences at the site. At semester's end, students, office staff, and personnel from the volunteer organization fill out evaluation forms in which they assess their experience with the University. The results of the surveys enable the program to search for ways to improve the experience of everyone involved.

Office of the Vice President for Academic Affairs
The scope of the assessment activities of the schools, departments and programs of the Office of Academic Affairs is substantial. (See Appendix 7.2.) Nevertheless, there are two areas of assessment that warrant further development: 1) the coordination of assessment activities across the multiple units, and 2) the use of assessment results in planning.

Evaluation of Faculty
The University Statutes make it clear that the evaluation of faculty members for reappointment, tenure, promotion, and merit-based salary increases involves the consideration of performance in the three areas of teach-

ing, research/publications, and service. The Annual Faculty Activity Report and the standardized Students' Evaluation of Educational Quality (SEEQ) are the two primary mechanisms used for systematic evaluation of individual faculty performance in teaching, research and publication, professional activity outside the University, and service within the University.

All faculty are required to submit to their department chairs and to their deans their annual faculty activity report on the preceding calendar year's work each February 1. Faculty are also able to apply at this time for an annual merit-based salary increase that becomes a part of the permanent base salary, and their qualification is then evaluated in terms of their performance as reported in the Activity Report. While this affords the respective deans and department chairs an opportunity to assess how all faculty are performing, the merit applicants receive the closest scrutiny.

The procedures for applying for reappointment, tenure, and promotion over a period of two, four, or six years provide an effective means for assessment of faculty performance. The series of reappointment applications present the best opportunity to assess a faculty member's performance for the purpose of supporting that person's development as a scholar, teacher, and colleague.

In place of a system of sabbatical leaves for faculty, Fordham offers a Faculty Fellowship system. The major difference between these is that the latter is not automatic but requires submitting a plan of research with projected outcomes and benefits. The major advantage is that faculty can apply for this fellowship every four years, in contrast to the usual seven-year period of a sabbatical. Non-tenured faculty may apply for this after their first reappointment. The application procedure for a Faculty Fellowship requires an evaluation and recommendation by the department chair as well as by the dean of the respective school, the Dean of Arts and Sciences Faculty, a University-wide Faculty Fellowship Committee and, ultimately, the Vice President for Academic Affairs.

Office of Academic Effectiveness

The goal of this Office is to integrate institutional assessment more effectively into the life of the University. Objectives established for the 2005-2006 academic year include the following: 1) to review how assessment is utilized in the teaching/learning process across schools and programs and to expand and improve its utilization where needed; 2) to evaluate the quality of the data collected by assessment procedures and make improvements where noted; 3) to monitor the implementation of recommendations forthcoming from periodic reviews of academic departments and programs.

This Office is evolving into a hub for collecting and dispensing academic assessment information. It is becoming a centralized location for access to expertise in developing or upgrading assessment plans and operations program-by-program.

A priority of the Office is the identification of techniques for evaluating the degree of Fordham's success in nurturing and preserving the Catholic and Jesuit principles of its academic mission. Currently, the University is assessing its Catholic identity and culture (See Standards 1 and 11).

Non-Instructional Enterprises

There are several non-instructional enterprises supervised by Academic Affairs: these include the Libraries, the University Press, WFUV (the University radio station), the Regional Educational Technology Center (RETC), and the Office of Research and Sponsored Programs (ORSP). The assessment activities of the library are the most extensive. In addition to surveys of users, the library has data on foot traffic that provides information for capital improvements and maintenance. Such data are compared to national markers and inform a fund raising effort for the libraries. Fordham Press has an extensive set of sales and cost models, and standing orders are an indication of satisfaction with the catalogue of the Press. However, there is no information about

academic impact (either external or internal) of the Press to evaluate the efficacy of the program subventions. WFUV, a station funded in part by the Corporation for Public Broadcasting, is a National Public Radio (NPR) station and receives data from Arbitron to assess its programming. The RETC is completely assessment driven, while the ORSP has had some difficulty just achieving a baseline of activity to assess what the expansion of the office has enabled the faculty to do. Faculty satisfaction with the services of the office has improved.

Undergraduate Liberal Arts Colleges and the Graduate School of Arts and Sciences
The Arts and Sciences departments of Fordham University use several self-assessment methods to check for consistency with Fordham's academic mission. In addition to evaluation of faculty and courses by student and faculty peer review, the departments periodically undertake a self-study. There are also a variety of programs which support student achievement, most notably academic advisement and academic support for minority and/or economically disadvantaged students (See Standard 13).

Periodic department and program review. Each Arts and Sciences department and program undergoes review on a 10-year cycle. This review involves a comprehensive analysis of students, curriculum, requirements for the major and for the minor, teaching, faculty, support services, and resources, among other areas. The outcomes of this review provide an evaluative statement of the academic quality of the department in terms of its educational mission. It provides practical recommendations regarding future goals and objectives and directions for the respective department or program. The review process includes a self-study involving faculty and students of the respective department/program, a report from a team of outside consultants, and a subsequent Action Plan to which the department/program and administration are held accountable. Although many departments have completed reviews, some have fallen behind schedule (Appendix 7.3).

Course evaluation. The major means for assessing student satisfaction with individual courses and teachers is the SEEQ (Students' Evaluation of Educational Quality) questionnaire. Most departments use the SEEQ results in conjunction with senior faculty evaluations based on their observation of a class to assess teaching, especially as part of the evaluation for re-appointment, tenure, and promotion. However, once a faculty member is tenured, the regular class visit report on their teaching stops except at the time of application to full professor.

Faculty perspectives on the use of select assessment activities. Faculty participation in the 2004-2005 Higher Education Research Institute (HERI) Faculty Survey gave Fordham University the opportunity to obtain information on faculty attitudes toward some assessment activities in which the University is engaged. Three areas where undergraduate, full-time faculty most likely would be involved in assessment efforts at the departmental level would be 1) academic program development, 2) academic advising, and 3) measurement of the consonance between one's teaching and the objectives of the core curriculum.

Approximately 30% of the Fordham faculty who participated in this national survey agreed that their respective departments collect and use assessment data for academic program development. Over 50% do not believe that this is true, and an additional 17% expressed no opinion on the subject.

We asked faculty whether or not assessment data are collected in their respective departments and used for decision-making in academic advising. Twenty-eight percent said that such information enters into this type of decision-making, 48% disagreed, and 23% expressed no opinion.

It is more evident from the faculty perspective that academic departments do a good job of evaluating whether the teaching of its instructional staff meets the objectives of the core curriculum. Fifty percent of the faculty supported this statement, while 38% disagreed and 12% expressed no opinion.

Since the percentage of undergraduate, full-time faculty participating in the HERI survey is representative of the faculty at Fordham, it can be said that there is room for improvement in using assessment information in these three critical areas of undergraduate education.

Since this information came as a result of supplemental questions that Fordham University added to the survey, there are no benchmarks for national comparison. (For a complete report on the institutional profile for Fordham undergraduate faculty, see Appendix 7.4.)

Professional Schools

Schools of Business. Currently, Fordham's Schools of Business are working to become fully compliant with the Association to Advance Collegiate Schools of Business (AACSB) New Standards of Accreditation, instituted in January 2004. Both the Graduate School of Business Administration (GBA) and the College of Business Administration (CBA) are subject to a Maintenance of Accreditation Review in the 2008-2009 academic year. What makes this review different from prior institutional self-studies on assessment is an evolution in philosophy within AACSB reflected in its New Standards of Accreditation. AACSB now encourages member schools to develop mechanisms which promote the continuous improvement of their programs and institutions.

The philosophy of continuous improvement is not new to Fordham's Schools of Business, which have frequently taken advantage of opportunities to assess the strengths and weaknesses of their programs. As an example, the Schools volunteered to participate in the first International Assessment Laboratory of the American Council of Education (ACE). A global outlook is a critical component of the mission of the Schools of Business, and the opportunity to carry out comprehensive assessments of both Fordham's undergraduate and graduate business programs under the direction of ACE was most productive. Ultimately, these assessments reinforced Fordham's understanding of the core strengths of its global programs and also indicated areas ripe for future development. Two challenging areas will serve as examples of this ongoing process of continuous improvement: namely, assurance of learning and faculty activity.

In Spring 2004, the Schools of Business surveyed their faculty regarding the learning goals for students in their classrooms. They then systematized the data over the summer and distributed it to the GBA and CBA Curriculum Committees for analysis. After reviewing the data, the two committees agreed upon ten draft learning goals which describe the current objectives of the Schools of Business and circulated those goals to the faculty for discussion.

On the advice of an assessment specialist, the two committees are planning to continue their work in Fall 2005, both to reduce the number of learning goals to a critical core and to make certain that the differences in degree offerings in the Schools of Business are reflected in the learning goals for each degree.

Another area of interest measured by the AACSB's new standards is that of faculty activity. In the past, the AACSB was interested primarily in whether members of a school's faculty were full-time or part-time. Under the new standards, they seek a more intimate understanding of an institution's faculty. To that end, they have changed the full-time versus part-time characterization to categories that identify the faculty members' participation in the academic life of the school as well as the faculty's academic and professional qualifications.

These two issues are both complicated and new, and the Joint Council of the Schools of Business charged the area chairs to examine the issues and develop draft mechanisms for defining minimum acceptable faculty activity and distinguishing between academic and professional qualifications. The area chairs have carried out this mandate and the faculty as a whole will begin discussing their suggestions formally in Fall 2005.

School of Law. The most comprehensive instrument the School of Law uses for regular assessment is the Annual Questionnaire (AQ) submitted to its accrediting agency, the American Bar Association Section on Legal Education and Admission to the Bar. The AQ elicits detailed information about curriculum, admission, enrollment, outcomes, financial aid, faculty, administration, library and information technology, finances, alumni and development, and physical plant.

The Law School administrators use the AQ data (and comparable data from other law schools, provided by the ABA) in evaluating the School's progress and in planning.

Every seven years, the Law School also prepares and submits to the ABA a self-study and a more detailed Site Evaluation Questionnaire in connection with the sabbatical reaccreditation by the ABA and membership review by the Association of American Law Schools. The self-study serves as a comprehensive reassessment of the School's program and progress and as a basis for long-range planning.

The Law School also uses additional assessment instruments, for example, student evaluations of every course (web-based, this elicits a high response rate and is used in making personnel decisions, in allocating salary increases, and in such matters as assigning courses and promoting faculty development). In recent years, students have been asked as well to respond to the Law School Survey of Student Engagement. This instrument has provided helpful information about the quality of student services and of the academic program. Graduates complete a detailed form for the Career Planning Center that tracks employment outcomes at graduation and after nine months. The survey includes such information as how and when the graduates obtained employment, the nature and location of the position, and the salary. The Career Planning Center asks students participating in the minority mentoring program and in the judicial clerkship advisory program to provide written evaluations. It also surveys entering students regarding the geographical areas in which they are interested in obtaining employment. In addition, students provide evaluations of programs in which they participate.

Graduate School of Social Service. The Graduate School of Social Service engages in systematic and continuous assessments to affirm and improve its MSW and BASW programs. (Note: the abbreviation BASW indicates a Social Work major in the BA programs offered by the University's undergraduate colleges.) Measuring outcomes of program objectives is one focus of assessments. Because a successful and effective program is based on a series of interrelated steps, activities, and components that comprise the educational process, both qualitative and quantitative assessments are built into all areas of the educational process for the purposes of monitoring and evaluation. The program in its totality is, therefore, also a focus. The School conducts specific, targeted evaluations to provide information and feedback for planning and decision-making in relation to the educational process and implementation of program components. These are designed and used when new curriculum initiatives are planned or introduced, or when concerns are raised that warrant further investigation to guide appropriate action. Assessment of the educational process is considered to be valuable to answer the question, "how are we doing?" and to learn about program aspects such as variability, equity, and deviations. Curriculum areas and the Faculty Council plan and initiate many of these evaluations.

All program assessments, in relation to outcomes and educational process, help assessors to determine if the program is consistent with the School's mission, program goals, and program objectives, and if the program complies with the EPAS (Educational Policy and Accreditation Standards). As a result, the School is constantly in the process of renewal, refining the curriculum and program in response to changes in social conditions, practice needs, and the student population.

Those with responsibilities for program and curriculum improvement review and use the information gathered through the ongoing assessments. The Curriculum Committee, the Foundation Area and Concentration committees, the Field Instruction Department and Field Curriculum Committee, and, ultimately, the faculty, all receive reports on outcomes of these assessment efforts. Each has responsibility for using the information to improve the curriculum. Administrators also use the information for improving the programs.

The self-study process which was conducted during the 2003-2005 academic years offered the School a further opportunity to assess and evaluate its curriculum and program. Faculty and curriculum are more closely examined regarding the degree to which course objectives were being met, supplementing information collected from ongoing assessments. The clinical and administration concentrations designed and used new assessment tools, which can be administered each year. The Re-accreditation Steering Committee took on responsibility for additional assessments including the alumni survey and the survey of student immigrant, refugee, and international status.

While some of the approaches and assessment tools used by the BASW and MSW programs to assess program objectives were similar, each program's assessment plan also used different procedures. Outcomes from the MSW program assessments are given to faculty, appropriate MSW curriculum committees, and program administrators. Outcomes from the BASW program assessments are directed to the BASW committees, as well as to the MSW foundation curriculum committees.

The School's assessment plan left decisions to each curriculum area regarding what data to collect and how to collect them. Although assessments were not coordinated, this decentralized approach provides a depth of analysis that is useful for program improvement and renewal. The approach fits well with the School's culture and engages all faculty in assessing our large and complex program and in using outcomes.

The Graduate School of Social Service completed its self-study and submitted it to the Council on Social Work Education in July 2005 in preparation for its reaccreditation visit which takes place in September 2005. The report demonstrates the capacity of the School to assess program objectives and evaluate the MSW and BASW programs. Outcomes help identify the strengths of and challenges for the MSW and BASW programs. A clear feedback loop enables curriculum areas to respond to what they have learned. In response to the outcomes, the program is introducing improvements.

Graduate School of Education. The Graduate School of Education (GSE) is engaged in an on-going series of internal assessments that are intended to maintain high quality programs that meet and exceed standards set by our accrediting agencies (National Council for the Accreditation of Teacher Education, American Psychological Association, and National Association of School Psychology) and that are aligned with the changing requirements for certification established by the New York State Education Department (SED). Each accrediting agency requires that an annual report be submitted in which data are presented to demonstrate that recommended and required modifications to programs and curricular areas are being made. These agencies also require evidence that the School is collecting data on our students and graduates to demonstrate that our professional preparation programs are having their intended effects on students' professional development.

GSE also has faculty standing committees that review programs of study (Doctoral Planning Committee), curriculum offerings (Curriculum Committee), faculty development (Personnel Committees, Professional Development Committee, and Quality of Teaching Committee), and resources (Budget Committee). These committees meet regularly throughout the academic year and make recommendations to the School

Council regarding changes and improvements in their respective areas of concern. These interdivisional committees ensure that faculty members have a primary voice in decision-making regarding the academic mission of the School.

During the 2004-2005 academic year, the School undertook a review of its Initial Teacher Education (ITE) programs, the largest program area in the School. The review was intended to ensure that each curriculum leading to initial certification complied with SED guidelines and to ensure, further, that the programs could demonstrate that they met the published standards of the National Council for the Accreditation of Teacher Education (NCATE) and other accrediting agencies. All of those programs were revised, reducing credit requirements and becoming better aligned with NCATE standards; rubrics used to assess student progress were refined, and the revised programs were submitted to SED for registration.

As the review of the ITE programs was underway, an ad hoc committee formed to review our assessment needs more generally. The accrediting agencies now require outcome data that show evidence regarding the effectiveness of our programs. In Spring 2005, GSE engaged in a multi-month in-house study of data management and assessment systems to determine what data-based system would best serve the School's need to track the progress of students through their programs of study and on into their first job placement. The ad hoc committee recommended that the School enter into an agreement with TK20. The system TK20 meets virtually all student management and assessment needs and will allow GSE to obtain better student course evaluations, help assess students' and programs' compliance with NCATE standards, and facilitate the preparation of its self-study and annual reporting to accrediting agencies.

Graduate School of Religion and Religious Education. At the beginning of the 2004-2005 academic year, a new dean was appointed to the Graduate School of Religion and Religious Education (GSRRE). Subsequent to this appointment, the GSRRE conducted an internal assessment of all academic programs with an emphasis on curriculum. Based on the findings of this assessment, the school made initial changes to the curriculum as well as to the structure of certain current programs. Additional assessment of GSRRE will continue in the 2005-2006 academic year under external reviewers invited from other similar institutions. They will review the internal curriculum assessment and complete an independent assessment of GSRRE programs (see table below) and procedures. It is anticipated that further revision of curriculum and programs will result from this external review. Once this review is completed, curriculum reviews of the various divisions of the school will take place every five years.

Division of School	Initial External Review	Scheduled Five-Year Review
Religious Education	October 2005	October 2010
Spirituality and Spiritual Direction	January 2006	January 2011
Pastoral Counseling	October 2006	October 2011

Office of the Senior Vice President, Chief Financial Officer and Treasurer

The Office of the Senior Vice President, Chief Financial Officer and Treasurer is concerned primarily with maintaining the financial stability of the University, protecting and increasing its assets, generating capital from its operations, managing its investments, and maintaining internal controls of all financial operations. Under direction from the Board of Trustees, and monitored carefully by the Board's Audit and Finance Committee, this Office has implemented a school-based budgeting system that provides incentives to the schools to meet or exceed their budget targets. The new system, together with a detailed five-year financial plan, seems to be working.

In addition to school-based budgeting, the Office of the Senior Vice President uses numerous assessment instruments which feed back into its operations. For example, the Office monitors cash flow statements, and cash resources are adjusted as necessary. Working through a diversified group of investment managers, the Office monitors the performance of its investment portfolio, which consistently ranks in the top quartile of peer institutions. The Office uses workload statistics (such as number of invoices paid, employment actions completed and purchase orders placed) along with personnel evaluations to assess the deployment of personnel as well as needs for new staff positions.

The Senior Vice President notes that, although there are additional places where Fordham should be using automated processes, the Office focuses first on streamlining the processes before automating them.

The Office uses Cambridge Associates to provide benchmarks, such as the number of administrators per student, revenue per square foot of space, and operating costs per faculty member, which are, in turn, used to evaluate and improve performance. The Cambridge data has remained primarily within the Offices of the Senior Vice President and Vice President for Finance although certain highlights have been shared with other vice presidents, the President, and the Board of Trustees, primarily through informal means.

Office of the Vice President for Student Affairs

The purpose of Student Affairs at Fordham University is to create a campus culture that reflects and advances the Catholic tradition of moral and intellectual development pioneered and fostered by Jesuit colleges and universities. We seek to create, for and with our students, an intentional community that will set the highest standards of academic, social, moral, and spiritual excellence. To meet this goal, the Division has established structures for consistent, systematic and comprehensive assessment. The Division of Student Affairs' document on assessment (See Appendix 9.9.) reveals that Student Affairs employs a variety of quantitative and qualitative, commercial as well as self-developed survey instruments and methods to gather assessment information from students.

Offices of Residential Life at all three campuses administer the Educational Benchmarking Inc. (EBI)/Association of College and University Housing Officer-International (ACUHO-I) benchmarking instrument (See Standard 9 and Appendix 9.4). Results are used to guide further research, for staff evaluation and to design training for staff.

Since the early part of the last decade, the Student Activities Offices at each campus have administered three surveys provided by UCLA's Higher Education Research Institute's Cooperative Institutional Research Program (CIRP): the CIRP survey is administered at New Student Orientation, the YFCY (Your College First Year (5th year of administration)) survey is administered at the end of freshman year and the CSS (College Student Survey) is given at the end of senior year. These longitudinal studies survey demographic characteristics, secondary school experiences, college finances, orientation towards expectations of the college experience, degree goals and career plans, and attitudes, values and life goals. Results are discussed within the Division of Student Affairs and are provided to the Office of Institutional Research.

The Dean of Students at Rose Hill coordinates the administration of the Harvard School of Public Health's College Alcohol Study to gauge the severity of binge drinking on our campuses and results are used by the Division's campus-based Alcohol and Other Drugs Education (AODE) program, as well as the division as a whole. The AODE programs also administer Southern Illinois University's Core Institute's Alcohol and Drug Survey to assess student attitudes on alcohol and other drugs, usage levels and University AOD-related policy.

A number of dedicated purpose-built databases are used in Student Affairs to provide assessment information. Offices of Residential Life at all three campuses use FileMaker databases to track judicial violations by individual, building and campus, comparing semester and yearly totals, types of violation and recidivism to assess the effectiveness of the discipline process. The Office of Student Activities at Lincoln Center has piloted a FileMaker data

base to track programs and events by club/department sponsorship, location, month, type of program, and student attendance and uses this information to show patterns of space usage.

Career Planning and Placement (CP&P) administers The Senior Survey to assess the post-graduation plans of seniors and determine the usefulness of the services offered by the Office of Career Planning and Placement. Specifically, the survey gathers information on the kinds of services students use, the kind of employment students have accepted, future interest in job search assistance; graduate/professional school plans, internship experience and how satisfied students were with CP&P services.

A number of methods are used to assess the work of service-providing offices as well. Counseling and Psychological Services conducts utilization surveys of the student population to assess familiarity with services. The Student Health Service distributes an anonymous evaluative questionnaire to a random sample of patients, and chart reviews are conducted by the per diem physicians. The Office of Disability Services mails its registrants and faculty assessment surveys and makes these available on its website as well. The Inter-Campus Transportation service gathers assessment information through suggestion boxes and a "how's my driving" hotline.

A number of councils, roundtables, focus groups and conversation-based means are employed at all three campuses to bring students and feedback directly to Student Affairs administrators. These include the Vice President's Student Advisory Council, the Dean's Council which advises the Associate Vice President and Dean of Students at Marymount, and the Student Affairs Leadership Roundtable which provides feedback to the Dean of Students for Lincoln Center. Food service committees meet at all three campuses to bring feedback from students to Sodexho. At Lincoln Center, the Student Affairs—United Student Government Policy Contact Group provides student leaders in-depth information on the adjudication process and University policy. Athletics convenes the Student-Athletic Advisory Committee (SAAC). Comprised of representatives from all 22 intercollegiate teams, representatives are chosen by their teammates or by their coach and discuss issues of concern to student-athletes in all sports. The Athletic Advisory Board, a committee made up of three students, four faculty, three alumni and three administrators advises the President and makes related recommendations to the Athletic Department.

Systematic individual meetings with students are also employed to assess operations. In Athletics, exit interview are conducted with graduating student-athletes. At Marymount, the AVP/Dean of Students meets with all withdrawing students to gather background information on the motivating factors and the Student Affairs Advisory Program assigns a Student Affairs Advisor to each student at New Student Orientation for individual and group meetings and advising.

In Fall 2005, the Division of Student Affairs commenced the Peer and Aspirant Study, a comprehensive research study of the Student Affairs operations of peer and aspirant institutions. Study Teams were organized around Student Affairs functional areas and each team customized and completed a research grid for each examined institution based on the Division's priorities, best practices and practical experience in the relevant field. This study provided the foundation for the Division's development of strategic proposals for its future work.

Office of the Vice President for Enrollment
Fordham University Enrollment Group
The Fordham University Enrollment Group consists of four major offices: Enrollment Services, Undergraduate Admission, Financial Services, and Institutional Research. It operates as a "one-stop shop," meaning that a student may receive admission, financial aid, registration, and billing services from a well integrated organization on each campus in which initial personal contacts for services usually begin with one person at a front desk or from a phone bank. These individuals are able to answer questions related to admission, financial aid, registration, and billing.

Assessment of enrollment programs. The Enrollment Group does not have a written assessment plan. However, there is a formal assessment plan in the Office of Financial Services and assessment activities embedded in the operational plans and annual reports of the offices within the Enrollment Group. The assessment activities range from continuous monitoring of phone queues to special studies that take place infrequently.

The Enrollment Group continuously monitors phone calls through an automated system that tracks phone queues, unanswered calls, waiting times, and the like. It allocates staff according to expected peak load periods and unexpected demand. Over time, owing to this use of the data, there has been a substantial reduction in repeat phone calls. Managers also listen to conversations in progress, join the conversation if necessary, and formally rate the counseling skills of all staff members who are responsible for responding to telephone calls.

The Enrollment Group also conducts satisfaction surveys of the users of its website. The Offices of Enrollment and Financial Services monitor student and faculty satisfaction with services provided on the internet through a web survey and has used the results to shape the design and content of the website.

The Office of Undergraduate Admission solicits evaluations from all families who attend University events, both on and off campus. Responses to these surveys guide the design of future programs and the training of staff and student volunteers.

The Office of Financial Services asks those who come for in-person services to complete a survey after the counseling session. Reported satisfaction is high and the Office has used the surveys to address complaints and improve services.

The Enrollment Group, as a whole, and the individual units, monitor progress toward enrollment targets and various intermediate activities that lead to achievement of enrollment goals.

Beyond these regularly scheduled assessment activities, there are reports and analyses compiled to support and evaluate the undergraduate admission and financial aid programs, including comprehensive surveys of admitted freshmen in the fall regarding their experiences of the application process at Fordham and their perceptions of the University. The report of the Task Force on Student Admission gives details of these assessment programs and of the way that the Enrollment Group has used them to improve the efficiency and effectiveness of the admission and financial aid programs.

Dissemination of assessment results. The Enrollment Group disseminates assessment information through a variety of committees with broad membership and receives feedback from these groups. The most prominent of these is the Council on Undergraduate Enrollment, which includes the President, the President of the Faculty Senate, several vice presidents, the undergraduate deans, and other administrators. The Council uses this information to make recommendations and give feedback regarding strategy, policy, and operational matters. Other more specialized committees receive information and provide guidance on specific services. For example, the Online Access to the Student Information System (OASIS) Committee, consisting of faculty and administrators, reviews web-based services regarding academic records (e.g., course registration and grading).

Assessment of the institutional research program. The Office of Institutional Research provides services to the University community, as well as to the Enrollment Group. In response to perceived needs for more centralized and accessible information, the Office of Institutional Research began to compile an annual University Fact Book. Efforts to assess the utility of the book with several formal surveys administered at different times of the year have been unsuccessful owing to response rates of about four percent. Since

then the Office has used meetings with administration officials and "trial and error" changes to the content of the book as a means of assessment.

The primary instrument for assessing institutional research is the comparison of achievements with planned activities in the Office's annual report. With the approval of the Vice President, the Office of Institutional Research has chosen to focus on providing services to other offices, rather than on conducting surveys of satisfaction with the services it provides. Nevertheless, it is important to note that the Office conducted a substantial benchmarking study that Fordham and other universities have used to evaluate their institutional research programs and presented the results of this survey to a University-wide budget committee and at two professional conferences.

Perceived need for additional assessment information about the University. The Vice President for Enrollment and the senior managers in the Enrollment Group have identified a need for more extensive assessment information to support marketing and recruiting activities of the University, particularly long- and short-term academic and career outcomes and student and alumni satisfaction.

Office of the Chief Information Officer*

The vice president responsible for information technology provided us information on assessment and samples of assessments that have been conducted under his auspices. Information technology at Fordham is assessed according to whether services meet industry standards, meet the needs of the University community, and satisfy users. The methods of assessment have included monitoring of operations, tracking of requests for services, implementing user surveys, engagement of outside consultants to evaluate services, formation of focus groups, and solicitation of peer assessment. Managers are now required to incorporate written assessment plans into all operational plans. Assessment results are to be included in annual reports.

Computer and Information Management Systems (CIMS) monitors operations in several ways. Three outside firms test all University servers once an hour. The Office of User Support Services tracks to calls to the Help Desk, tallying abandoned calls and categorizing call by type of request. Users request help and additional services by e-mail. CIMS assesses the needs of administrators by analyzing these requests. The staff discusses outcomes and emerging problems and opportunities for improvement at weekly staff meetings.

CIMS has engaged professional groups and consultants to assess the security, network operations, and overall outcomes of information services.

User satisfaction and needs are appraised through surveys, focus groups, and meetings with a subcommittee of the Faculty Senate. The surveys given to date have not addressed user satisfaction with all the services of CIMS. Such a broad survey of services was developed in 2003.

The results of surveys and focus groups have informed the development of cell phone technology for students; the schedule of operations of the computer labs and policies for access to the labs, and the material on the desktop computers in the labs; the development of the Financial Resources Information System, including the types of reports it provides and the access policies, and the acquisition of Web Focus to enable administrators to access University information systems more easily. (Web Focus is still under development.)

*Since the writing of this report, the position has been renamed to Vice President for Information Technology and a new person has assumed the position.

Office of the Vice President for Administration

The Office of the Vice President for Administration oversees two University operations: Facilities and Security and Safety, and jointly oversees Community Service/Service Learning. In each area, there are established procedures and structures in place to assess how well such functions are being carried on.

Facilities Regarding facilities, the University Space Planning Advisory Committee serves as a deliberative body for longer term needs which makes specific allocation recommendations to the President. "Sections" (standardized schedules of work to be performed benchmarked to industry standards) are used as the instrument for assessing the effectiveness of the custodial staff on a daily and monthly basis. As noted earlier, the Office for Administration employs the Building Condition Assessment Tool (BCAT), a comprehensive, University-wide database for identifying deferred maintenance and capital renewal projects within a 10-year horizon. In addition, academic and administrative units make regular capital budget submissions to the Office for Administration as part of the annual report process.

Security and Safety In the area of Security and Safety, the President's Advisory Committee on Campus Security with student, faculty and staff representatives reviews annual data and all major incidents regarding campus security. Campus Security enters incidents relevant to security in the Security Statistical Profile Database. Each week, the student newspapers publish Security Files reporting all incidents relevant to campus safety. Residence hall postings of Security Alerts as well as annual security training sessions keep students abreast of security concerns.

Office of the Vice President for Development and University Relations

The Vice President for Development and University Relations is responsible for three areas: development, alumni relations, and public affairs, and in each area there are assessment activities. For example, in fund-raising, there is an evaluation measuring the goals that have been met and then assessment as to how and why this occurred. In the area of annual giving, where the fund-raising goals are developed by both the Vice Presidents for Development and Finance, the assessment would include a review of the messages for their content and style, the timing of the mailings, and the effectiveness of volunteer activity. The Office of Alumni Relations measures attendance at events against goals and whether the method and timing of mailings lead to greater or lesser attendance at events. The staff members contact alumni to measure their attitudes and opinions about the work of the Office of Alumni Relations and changes they may wish to see. The Office of Public Affairs assesses the effectiveness of its media campaigns by whether they achieve their intended purpose: an increase in awareness, a change in public perception, or the successful promotion of an event or scholarly work. Penetration into media markets is also assessed as this is important to recruitment and fundraising. Similarly, publications are measured by whether or not they prompted the reader to complete the call to perform a suggested action, be it inquiry, application, attendance, or giving of a gift. Recently, Development and University Relations participated in a study to assess its performance and costs against those of three aspirant schools: Boston College, Georgetown University, and New York University.

Conclusions

Extent of Assessment Programs at the University

While assessment activities show variation in breadth and depth, our review demonstrates that they are present in each vice presidential unit of the University. Most of the units of Fordham University reported that they provided assessment information in their annual reports (Appendix 7.1). Most of the assessment activities were summative in nature, using program monitoring and outcome assessment methods. For instance, offices documented progress toward the meeting of office goals and objectives. They used national benchmarks to quantify office and University accomplishments, and in some offices there was daily collection of information on program services rendered. Formative evaluation activities, i.e., those that provide information on how processes may be improved, occurred less often, but were still widely used. Most often, surveys were the means of conducting formative assessments, such as surveys of student satisfaction with services.

Written Assessment Plans in Vice Presidential Units

The survey of administrative units showed that there are written assessment plans for the academic departments and divisions within the schools that have completed the program review process, student affairs, building

maintenance and renewal, information technology, and administration of Lincoln Center. Thus, there are written assessment plans in place for many of the activities of the University, especially those that directly bear on students or that involve large budgets. Nevertheless, some units do not have written assessment plans. A limited number of assessment plans formally delineate and evaluate their areas' support of the University Mission. Units that employ formal, written assessment plans obtain qualitative evidence, with some limited quantitative evidence as well, on the attainment of objectives that indicates both the effective function of the unit and the effects produced by its programs.

Evidence of Outcomes Assessment and Assessment Plans in Annual Reports

We reviewed the annual reports of each of the vice presidential areas. These reported on final outcomes of the activities of each of the vice presidential areas, while some provided outcomes for intermediate activities. The annual reports on Information Technology and Student Affairs offered fine-grained measurement of intermediate processes that would enable administrators to identify areas for improvement that would lead to gains in final outcomes. In addition, the sections on objectives for the coming year usually identified measurable outcomes that effectively constituted a plan for assessing whether major objectives were achieved. These written assessment activities contain the kernel of a University Assessment Plan.

Each of the reports contained a wealth of positive information about initiatives and accomplishments that were previously unknown to us, thus prompting us to judge that, apart from rare comments about personnel situations, the contents of the reports would be well received by the University community were they to be disseminated.

Participation in Assessment

There is evidence that faculty, administration, staff, students, and external constituencies are involved in the assessment process at Fordham University. Faculty members participate at the departmental level in the assessment of curriculum and everyday functioning during meetings of the departments and the Faculty Senate. The process of reviewing academic programs provides for evaluation by outside disciplinary experts. Students evaluate teaching and course content on a regular basis. Representatives and recipients of services evaluate the Community Service and Service Learning Programs.

Administrators at all levels assess their success in the attainment of goals for the programs they oversee. Plans and results may be discussed within a department, with the supervising vice president, or among the vice presidents; however, staff and faculty from other departments often have little or limited knowledge of the assessment activities.

Dissemination of Assessment Results

There is uneven evidence that assessment information is disseminated regularly within the department that developed it. There are few examples of dissemination results across departments. Assessment information is rarely shared outside the originating unit for consideration at the University level or for broader distribution to the University community.

Frequency and Methods of Assessment

The frequency of assessment of some activities is regular and appropriate to the activity being evaluated, e.g., the student course evaluation program, the exit interviews and surveys conducted by the Office of Campus Ministry, the use of the BCAT to evaluate the physical plant, the annual or biennial participation in the Cambridge Financial Indicators Program, and the monitoring of attendance at events by the Offices of Development, Alumni Relations, and Undergraduate Admission. However, in some instances important assessment efforts are behind schedule, sporadic, or ineffectively administered. These assessment programs typically involve time-consuming or complex assessment techniques, such as student or user surveys. Although we did not explicitly focus on these assessment activities, awareness of their existence by those interviewed suggests that the competition from the daily demands of operating programs, lack of expertise, and absence of standardized procedures were often the cause of delayed or inadequately administered assessment efforts.

We also note that the reliance on a single method of assessment (which occurs in certain areas) may miss important dimensions of a service. Tracking reports of the quantity and costs of services over time may result in a myopic evaluation. They certainly would not measure the quality or effectiveness of the service rendered. Although tracking reports are important, evaluators should supplement them with surveys of customer or client satisfaction and comparisons with external norms and standards of best practice. With some notable exceptions, we observed a lack of measurement of faculty and staff satisfaction with services at the University upon which they depend to do their jobs. This omission could lead to inefficiencies going unnoticed.

Use of Assessment Results

In order to accomplish meaningful change, the University must make use of assessment results. Each vice president was able to cite instances in which they have used assessment to improve programs. Lacking an institutional assessment plan that is shared and coordinated, offices use assessment results tactically rather than strategically.

There is evidence that data from surveys are not fully exploited. In the case of standardized surveys administered by organizations outside the University, only the tabulations or written reports are used. Efforts to probe more deeply into the findings or to relate responses to other databases that the University maintains (e.g., student records) have been limited. The most prominent instance we discovered of analysis beyond the standard results is the use of the HERI surveys by the Associate Dean of Fordham College to support the work of the Task Force on Student Learning.

Recommendations

1. Institutional assessment should be systematic, broadly participatory, and comprehensive in involving all academic departments and programs. Such a process should include the development of a written assessment plan in each vice presidential area and the sharing of appropriate information across all such areas.

2. Sufficient resources need to be provided so that staff members have the qualifications and the time to analyze data, to document procedures, and to insure that assessment is effective and becomes a routine part of the operations of all the major offices of the University. The assessment should be conducted with a University-wide perspective and with the exchange of assessment information among units.

Standard 8
STUDENT ADMISSION

Introduction

Fordham University operates separate admission programs for the traditional undergraduate colleges, Marymount College, Fordham College of Liberal Studies for part-time and evening students, and for each of the graduate and professional schools. Accordingly, this report presents information on all of the University's colleges and schools.

Traditional Undergraduate Colleges

Fordham University has experienced great growth in undergraduate admission activity and enrollment in the past decade and a half. Between 1991 and 2003, applications for admission increased 238% and freshman enrollment grew by 76%. Over the same period, the number of students graduating from high school each year in the United States grew 17%. The University's acceptance rate dropped from just under 80% to 50%. Accompanying this growth, there have been increases in the academic preparation of entering freshmen, the representation of women, and the geographic diversity the students represent (*Fordham University Fact Book*, 2002-2004, pp. 40-41). As the size of the freshman class has increased sharply, there has been a corresponding growth in the number of minority students. Thus, the representation of students from minority groups has remained level.

Fordham's enrollment growth is attributable to multiple factors, among them a more aggressive and empirically based marketing program, the consolidation of enrollment services into a single Enrollment Group, improvements in Fordham's academic programs, student services, and physical plant, and, finally, the improved image of New York City.

The Council on Undergraduate Enrollment (CUE)

The Council on Undergraduate Enrollment (CUE) establishes and monitors admission and financial aid policies and, largely, establishes goals for the undergraduate enrollment team. The University formed this committee in 1993 to focus the attention of the community on the important issues associated with the recruitment and retention of undergraduate students. Members of CUE include the President, several vice presidents, deans, faculty members, and senior administrators from the enrollment division. Meeting biweekly for much of the academic year, CUE establishes goals and strategies regarding student quality, enrollment, tuition, financial aid, and recruiting. Participants evaluate compromises as they attempt to strike a balance between quantity and quality. CUE allows for the active participation of numerous key institutional units in planning for undergraduate enrollment for the various colleges. CUE also monitors the operation of the admission and financial aid programs and assures that University offices coordinate their activities.

Reports produced by the Vice President for Enrollment and the Offices of Admission, Financial Aid, and Institutional Research inform discussion. In addition, subcommittees handle special topics apart from the designated CUE meeting times. CUE also benefits from the efforts of other planning bodies (such as budget preparation sessions involving deans and finance administrators) as the latter provide a context for discussion.

CUE determines fundamental admission criteria, with the deans often consulted on individual cases. In general, the deans agree that admission criteria must allow for institutional priorities and mission, and they express satisfaction with the amount of influence they exert in the process of creating the freshman class.

Policies, Practices, and Fordham's Mission

The University both promotes and practices its Mission through admission work. All current University under-graduate marketing publications incorporate the tagline "The Jesuit University of New York." These few words convey a strong message about the distinctive combination of advantages available at Fordham. Even without explicit reference to the Mission Statement, the University's communication campaigns articulate vital characteristics of a Fordham education. Among the qualities advertised to convey the nature of the education are excellence in teaching, academic rigor, ethics-and values-based learning, critical thinking, community, and a well rounded intellectual, personal, and spiritual experience. As a Jesuit university, Fordham presents itself as an institution that enthusiastically promotes the education of the whole person. It respects the rights and interests of diverse populations and welcomes them into a community sensitive to issues of pluralism and social justice. In seeking to produce graduates of personal and professional excellence, Fordham also stresses the concept of service. Thus, prospective students find the theme of "men and women for others" throughout the current set of admission publications. A segment of the Viewbook specifically addresses elements of a Jesuit education (pp. 10-11). Finally, a core component of Fordham's Mission is the use of New York City as a resource. Recent editions of publications emphasize that students both benefit from the City and provide service to it through internships and community outreach programs. Currently, Trustees and senior administrators are developing an integrated marketing program that will encompass all of the promotional activities of the University. As fresh research and strategic planning bring new perspectives to institutional priorities and Mission, the Offices of Admission, Public Affairs and Student Affairs have reviewed and adjusted the University's major promotional messages and will do so again once the integrated marketing strategy is developed.

In practice, the Undergraduate Admission Office draws upon elements of the University Mission, as well. Admission professionals cite aspects of Mission that they employ in their various approaches to recruiting and evaluating students. As part of a recent effort to develop an office mission statement, the counseling staff focused on the holistic nature of their work. Though confronting growing volume of prospective candidates, applicants, and admitted students, staff members have been engaging in an assessment process that preserves individuality and considers both quantitative and qualitative credentials. The greatest challenge currently facing the undergraduate admission office may be managing growing numbers of students in a manner consistent with institutional commitment to *cura personalis*.

Mission is also reflected in an aggressive recruiting program in the New York metropolitan area. Twenty-three percent of the most recent freshman class enrolled from the City. As Fordham's undergraduate population has become national in scope, the admission team continues to cultivate local markets to ensure that the University continues to serve students in New York City. In addition, in conjunction with the Higher Education Opportunity Program (HEOP), the admission office recruits over 100 students annually from educationally and economically disadvantaged backgrounds, the vast majority from New York City high schools.

The past decade also brought about a mission-directed set of initiatives associated specifically with ethnic/cultural diversity. Fordham has actively recruited National Achievement and National Hispanic Recognition Scholars and has incorporated multicultural activities into open house and admitted student events. A member of the staff orchestrates efforts to recruit and retain minority students. In 2000, the Fordham Admission staff participated in a grant-funded research project sponsored by the National Association for College Admission Counseling (NACAC) to heighten the counselors' awareness of the needs of underrepresented students while evaluating applicants from diverse student populations. Participation in this project enables the counselors to engage in the Ignatian tradition of balancing contemplation and action by enhancing their capacity for reflective, holistic assessment of students

from diverse religious, ethnic, cultural and socioeconomic backgrounds. Accounts of this process appear in articles published in consecutive issues of NACAC's Journal of College Admission (No. 178, Winter 2003, pp. 16-26; No. 179, Spring 2003, pp. 6-13).

As detailed in the section on assessment below, measures of student achievement demonstrate that the qualities of admitted students match those outlined in the University's Mission.

Information Regarding Academic Programs, Admission Criteria and Programs, Transfer Policies, and Student Learning Outcomes

A comprehensive Undergraduate Bulletin details the range of academic programs available to both prospective and current students and outlines institutional policies. In order to ensure the accuracy of substantive publications such as this, multiple deans, department chairs, faculty members and senior administrators are involved in the editing process. The Bulletin contains detailed information on admission requirements, procedures, and deadlines (Bulletin, 2004-06, pp. 17-19). Comparable information also appears in the primary recruiting piece, the Viewbook (p. 44) and in the admission application packet. The undergraduate admission segment of the Website replicates much of this material. The Bulletin also provides information specific to the granting of transfer credit. General policies appear in the admission section of the Bulletin (p. 18) and college-specific policies, including those for courses taken at other colleges or universities, are listed in the "Academic Policies and Procedures" segment for each undergraduate school.

The University also provides information on academic programs and admission policies through its website and through college guides.

To insure that the statistics the University provides through many information channels are accurate and consistent, the Office of Institutional Research compiles most of the statistics that are of interest to prospective students and others outside the University. It disseminates this information to administrators and faculty members annually through the *Fact Book*, the Common Data Set, and the Annual Class Profile distributed in conjunction with the Admission Office.

The University provides general information on graduation rates, job placement, graduate school attendance, receipt of prestigious fellowships (e.g., Fulbright Scholarships) in the Fordham Viewbook. However, surveys of prospective students and first-year freshmen that Maguire Associates conducted on behalf of the University in the winter of 2004-2005 indicate that prospective students have strong interests in information that the University provides on a more limited basis, including descriptions of the depth of courses in major programs, career and graduate school opportunities following graduation, and placement in graduate schools and jobs upon graduation. In response to these survey results, senior managers of the Enrollment Group have concluded that they should provide students with more information on major programs and that it would be helpful for the University to develop more detailed, reliable, and comprehensive information on student outcomes so that this may be incorporated in promotional materials.

Student outcome assessments have not been routinely distributed or discussed as part of the enrollment planning process. The Office of Student Affairs supplies the Office of Institutional Research with data from the HERI (Higher Education Research Institute) surveys of entering students, first-year freshmen, and seniors. In addition, the Office of Institutional Research led Fordham's participation in a multi-institutional alumni survey coordinated by Georgetown University in the winter of 2000. However, more urgent needs have prevented it from mining these surveys for information beyond that provided by HERI, the Office of Student Affairs, and Georgetown University.

Evidence of the Multi-Dimensional Assessment of the Admission Process

In recent years, either the Office of Admission or the Office of Institutional Research has assessed most aspects of the admission process beginning with initial solicitation of prospects through the end of the first semester of enrollment at college. The schedule of these assessments ranges from continuous monitoring of phone queues to occasional, extensive reports on retention and degree completion.

Assessment of Services Delivered by Phone and Electronically

In 1998, the University formed an Enrollment Group that consolidated all undergraduate admission, financial aid, billing, and academic records services in a "one-stop shop." Enrollment Services representatives initially handle all phone calls related to any of these offices and provides information through both menu-driven automated answers to questions and personal responses. For those calls that require a staff member to answer the phone, there is moment-to-moment monitoring of phone queues, waiting times, duration of calls, and disconnections before the phone was answered. This allows managers to deploy additional staff to phone services during peak periods. In addition, managers of the Enrollment Services Office periodically listen to the conversations in order to monitor the quality of the information provided.

The Enrollment Group provides a variety of web-based services to facilitate an effective college search process for both Fordham and its prospective students. These services include electronic applications for admission, e-mail invitations and online registration for events, e-mail reminders, and a Frequently Asked Questions (FAQ) site. The Enrollment Group continuously monitors the availability and ease of use of online services and updates the Frequently Asked Questions as needed.

A measure of the effectiveness of Enrollment Group services is its receipt of a national Best Practices in Student Services award from IBM. Fordham was one of only 16 recipients nationally.

Assessment of Recruiting Activities

The Office of Undergraduate Admission sponsors a large-scale direct mail effort to build a pool of inquirers. With the guidance of CUE, the direct mail campaign is followed by a multi-faceted recruiting effort that includes high school visits, college nights and fairs, regional receptions and interviews, and events on campus ranging from daily tours to comprehensive open house programs.

The Office of Admission conducts evaluations of each event it sponsors, asking participants to assess various aspects of the activity and to provide both quantitative and qualitative feedback on their experiences. Admission officers tally results and share summaries as part of staff meetings or planning retreats. Review of this feedback has led to adjustments in practices, including the expansion of campus tour opportunities in order to reduce the size of individual tours. In addition, the admission office reviews conversion rates at the conclusion of a cycle for additional quantitative evidence of the success of the events.

Monitoring results of recruiting activities for each cycle guides the future allocation of resources among direct mail, electronic and web-based initiatives, and on-and off-campus events. The Office of Admission, with the assistance of the Office of Institutional Research, has developed a "conversion" spreadsheet that tracks applicants, admitted students, and enrollees back to the initial source of inquiry. This refined assessment allows for the evaluation of initiatives in generating both interest and enrollments. In addition, at least biennially, the Office of Institutional Research conducts a multivariate statistical analysis of the effects of major recruiting activities on application for admission. This analysis provides not only measures of the marginal productivity of major recruiting activities, but also provides forecasts of the effects that visits to each of the 10,000 high schools on the admission database would

have on applications for admission for the coming year. When planning the high school visit program for the new cycle, admission counselors have available to them for each marketing territory a list of high schools ranked according to the number of applications that a visit to the high school is expected to produce.

Methods of communication employed by the admission office include, but are not limited to, publications, e-mail, the website, and various forms of advertising. A survey that the Task Force on Institutional Integrity conducted showed that students rated University publications and communications as fair and honest in their content. Furthermore, the University maintains the quality of communications through periodic review of the content of each medium. (See discussions of mission and academic information above for details.) For additional input on both the content and design of publications and other communications, Fordham has periodically employed student focus groups.

The University has contracted with outside vendors to provide research both to assess and to support communication strategies. Research conducted in the 1990s by Maguire Associates was paramount in the development of the outreach campaign of the past decade. New research is currently underway with Maguire Associates and Foote, Cone, and Belding, to once again assess recruiting and communication practices. In addition, surveys conducted through University Research Partners in 2003 and the College Board (Admitted Student Questionnaire, ASQ) in 2004 provided insights into the messages and strategies that resonate most with students. The recent ASQ confirms that college publications and the college website are, indeed, the most important information sources for Fordham's recruited students. In addition, the research suggests the areas of greatest strength among Fordham information sources are campus visits and publications.

Assessment of Selection Criteria

The criteria for admission are similar across the University's traditional colleges, although quantitative skills are weighed more heavily for those students applying to a business, math, or science major, and auditions are critical for performance-based programs such as theatre and dance. The Fall 2004 freshman class had a B+ high school grade point average with a mean SAT of 1186. This compares with a B average and mean SAT of 1135 in the mid 1990s (*Fordham University Fact Book*, 2002-2004, p. 39).

While the primary goal of the selection process is to enroll a class that will succeed academically, the admission staff also seeks a well-rounded class that will contribute to the University community. As noted in the discussion of mission, admission counselors conduct a holistic evaluation of applicants considering qualifications beyond the academic data, such as leadership skills, intellectual curiosity, strong motivation, special talents, and overcoming adversity. CUE and the deans have consistently advanced ethnic, racial, cultural, geographic, and socioeconomic diversity as important objectives.

The Enrollment Group periodically evaluates the validity of academic criteria for admission. One method of testing validity is to demonstrate the relationship between quantitative selection variables and the first-year grade point average (GPA) at Fordham. The College Board conducted the last such study on behalf of the University in 1994.

With the advent of a substantially revised SAT, it will be necessary to conduct a new validity study. The Office of Institutional Research plans to conduct such a study in the summer of 2007, the first occasion on which the actual GPA will be available for freshmen who take the revised SATs.

A more global measure of the validity of the selection criteria and the subsequent student experience at Fordham is degree completion rate. Following the national Student Right to Know Act standards, the Office of Institutional

Research compiles six-year graduation rates of first-time, full-time freshmen. (These students constitute the vast majority of undergraduate entrants.) For the cohort that entered in Fall 1998, 78% graduated in six years.

Comparisons of graduation rates with other institutions show that degree completion rates at Fordham are at least equal to and often greater than those at other four-year colleges for both majority and minority students. (See the 2001-2002 Fact Book for extensive comparisons and the 2004-2005 Fact Book for the latest comparative statistics from the New York State Education Department.) In addition, the newsletter *Post-Secondary Education Opportunity* (April 1997) and *US News and World Report* both have reported that actual graduation rates at Fordham are 13% higher than expected given the factors the editors of these periodicals control for in their studies.

Periodically, the Office of Institutional Research conducts studies of retention and degree completion. The most recent was a multivariate statistical analysis completed in the fall of 2001 for a self-study for recertification by the NCAA. It demonstrated that, holding all other variables constant, there is a positive relationship between high school GPA and rank in class and degree completions. It is important to note that this study included 1992 and 1993 entrants, two of the weaker entering classes in the history of the University. Substantial gains in freshman to sophomore retention rates and in degree completion have coincided with steady improvement in the academic profiles of freshman classes since that time.

In addition to retention rates, supplementary pieces of evidence serve to inform admission officers and other community members about the quality of the "matches" created between student and institution. The Office of Student Affairs administers the College Student Survey (CSS) of the Higher Education Research Institute (HERI) to graduating seniors at the end of the senior year. Notable, 73 % of graduating students in Spring 2004 indicated that they were "very satisfied" or "satisfied" with their Fordham experience. The graduating seniors were also asked whether they would still choose to enroll at their original school if they could make their college choice over. Almost 81% of Fordham students responded either "definitely yes" or "probably." The "private" and "all four-year" institution figures are similar to those offered in response to this question at Fordham: 78% and 81% respectively (CSS 2004, p. 10). In addition, student learning outcomes reported under Standard 14 indicate that the attributes of admitted students are consistent with the Mission of the University.

Financial Aid Policy and Process
The financial aid program complements the admission program in advancing key components of the University Mission (excellence, aiding families with financial need, diversity). The awarding of undergraduate financial aid at Fordham is a complex and strategic process built on increasingly sophisticated statistical models developed and refined over the course of the past decade. Taking institutional priorities into account, the leadership of the Enrollment Group presents policy options for discussion with the Council of Undergraduate Enrollment. The Vice President for Enrollment has identified three critical variables that are monitored as part of the financial aid process: 1) the profile of the class as measured by academic variables such as standardized testing and predicted GPA, 2) the size of the class including the composition of individual colleges as well as the aggregate enrollment of the freshman class, and 3) the discount rate, which can be adjusted to achieve desired quality or enrollment.

An institutional goal, put forward at CUE and affirmed by the Board of Trustees, has been to reduce the discount rate by one percentage point every year. For much of the past decade, Fordham has successfully reduced its dependence on institutional financial aid as an incentive for students to enroll, as the discount rate dropped from over 50% in the mid 1990s to the 34-38% range in the early years of the new millennium.

Unexpectedly, the University needed to raise the discount rate to 40% in order to achieve the desired new student enrollment for Fall 2004. This prompted the University to engage Maguire Associates to use mathematical models

to allocate aid to achieve targeted academic quality, enrollment, discount rate, and net tuition revenue for the class of Fall 2005. The Office of Institutional Research is using the tools of operations research to develop a model that will help manage the admission and financial aid programs for future classes. The model will simulate policies, evaluate compromises between the multiple goals of the admission and financial aid programs and, once a policy is chosen, recommend an institutional aid award for each admitted student. The use of this model should reduce the likelihood of unexpected shortfalls in enrollment and enable the University to manage the resources devoted to admission and financial aid more efficiently and effectively.

The Fordham financial aid program, which for the most recent class offered $42 million to more than 4,700 candidates, is built upon the dual principles of academic merit and financial need. The University informs students about scholarships, grants, loans, work study, and refund policies in a variety of ways, including the University Bulletin (pp. 20-24) and the University Viewbook, which contains sample financial aid packages and the application packet, which details the various types of aid programs including scholarships, grants, loans and college work-study. The University website contains extensive information including financial planning tools and links to critical supporting affiliates such as the College Scholarship Service. The University emphasizes application deadlines related to financial aid in all of its communications. The University also mails a Fordham guide to financing a college education to each admitted student.

Fordham College of Liberal Studies

Fordham College of Liberal Studies (FCLS) offers adult and part-time learners a variety of liberal arts and science degree options at three campuses. Admission criteria accommodate the applicant who is returning to school after a break in his/her education. The average age of a FCLS student in November 2003 was 34. Admission requirements are detailed in the 2004-2006 University Undergraduate Bulletin (p. 102). While educational background, a college skills assessment, and an interview are the most critical admission factors for FCLS applicants, Admission avoids reliance on rigid cutoff scores or other predetermined criteria and attempts, instead, to evaluate each applicant individually. Admission professionals based at each campus work closely with the dean's office to process and advise applicants. FCLS admission counselors often provide needed guidance to adult students as they return to school.

A November 2003 report of the Admission Office outlines some of the unique needs of the adult learner. Most notably, the vast majority of FCLS applicants file within a few weeks of their initial inquiry. As a result, the accessibility of staff, especially right before the start of an academic term, is important. The window of opportunity for communication is often much less than that for the traditional high school applicant. FCLS has become more visible to prospective candidates through direct mail, advertising, the Web, and events on campus, all of which are included in the admission report. For those who inquire in advance of a term, a set of publications, including a Viewfolder with informational enclosures, a piece on financial aid, a brochure regarding prior learning, and a newsletter, keeps information flowing over several months. Despite these efforts, however, applications and enrollments have remained stagnant in recent years with an acceptance rate between 85% and 91% and a yield on offers of admission between 75% and 82% (FCLS Admission Report, 2003).

Because of the recent enrollment patterns in FCLS, the President convened a task force in 2004 to examine issues related to adult and part-time learners at Fordham. After review of recent market research, the task force issued a report to the senior administrators of the University. This population of prospective students, many of whom live or work in New York City, represents a target group that is closely affiliated with the Mission and history of Fordham.

Graduate Schools

While the enrollment functions at the graduate level may differ in the diversity of curricular offerings, program delivery methods, and student selection criteria, the admission strategies of each program share in common a close adherence to the spirit of the overall University Mission. Each graduate school dedicates itself to educating individuals who embrace the values of rigorous scholarship and exhibit an interest in ethical, humanistic, and cultural values. The admission offices respond to this commitment through their respective marketing, recruiting, and enrollment strategies.

The Graduate Schools of Arts and Sciences, Business, Education, Religion and Religious Education and Social Service, as well as the Law School, each have their own enrollment targets, admission policies, application review processes, selection criteria, and financial aid programs. The graduate enrollment efforts are decentralized with each school managing its own admission process. However, the admission directors meet periodically as a group with the Vice President for Enrollment to discuss integrated marketing opportunities and share operational best practices.

The admission policies and procedures for the University's professional programs, that is, the Graduate Schools of Business, Social Service, Education and the Law School, adhere to their respective accreditation requirements. Meanwhile, the Graduate School of Arts and Science (GSAS) has structured its policies and procedures in accordance with the needs of each specific program within the school. For the purpose of this report, we reviewed the GSAS admission policies and procedures in light of the same questions posed with regard to the undergraduate admission review. Central to the review of GSAS admission practices is its incorporation of the University Mission and the assessment of the school's progress in meeting enrollment goals (Appendix 8.1).

Recommendation

1. The University should generate and disseminate more extensive information on University life, academic programs and post-graduate experiences, so that admission officers can better inform perspective students of opportunities at Fordham.

Standard 9
STUDENT SUPPORT SERVICES

Introduction

Student support services advance the Mission of Fordham University by attempting to develop a seamless learning environment within the University community. In the classroom, faculty encourage students to participate in the intellectual life of the University, while outside the classroom, the professionals in student support services departments ensure their ability to do so through services and programming that meet their non-academic needs. At Fordham, these services include Student Affairs, Campus Ministry, Community Service, Athletics, and Sodexho Hospitality Services.

Mission

A review of divisional and departmental documents reveals a strong public commitment to the University's Mission within the Division of Student Affairs and Athletics, as well as in the Campus Ministry and Community Service areas. The electronic questionnaire administered to full-time staff and department heads (Appendix 9.1) in November 2004 reveals a consistent sense among those providing services that their work is consonant with the Mission of the University, and elicits details on a variety of programs, services, processes and training sessions as examples of the ways in which their work fulfills the Mission. A number of departments report mission-related mentoring of staff, as well as staff development sessions and retreats wherein the Mission of the University and its connection with the division or department are explicit themes. Other departments solicit presentations from people outside their departments (i.e. presentations by Campus Ministry staff or by the Vice President for University Mission and Ministry) and provide staff with written publications on topics related to mission to stimulate further study and discussion.

The staff in the departments providing student services who participated in the November 2004 electronic survey confirms this programmatic inculcation of mission. Nearly all respondents report personal familiarity with the Mission as well as a strong sense that their work supports it. In addition, the great majority of staff agree that the Mission of the University aids their work. More than half report talking with students about the Mission of the University in the course of their service. In addition, the great majority report that they incorporate the Mission in some manner into their recruiting practices. Responses to the staff e-mail questionnaire (Appendix 9.1) indicate that the Catholic and Jesuit traditions of the University, the very foundation of its Mission, are a part of the interview and selection processes. In general, the student services departments appear to look not only for professional competence and intelligence, but also for qualities such as integrity and service experience in their prospective employees in an attempt to find a suitable institutional "fit." Notably, orientation towards mission is evident in all areas of student services, even in those, such as Sodexho, where formal employment through the vendor might be expected to have the effect of distancing staff from the messages and mandates of the Mission. Indeed, concern for Mission seems to permeate all student support services.

Services

The electronic survey of November 2004 reveals that the various offices charged with providing services to students (the Division of Student Affairs, Campus Ministry and Community Service) believe their services to be visible and accessible. Departments at Fordham seem to make great efforts to encourage students to avail themselves of their services. The survey of staff (Appendix 9.2) echoes this sentiment with 93% of the participants self-reporting that services in their areas are accessible to the students they are charged with serving. Staff perception that the services in their areas are tailored to student needs is even stronger. A survey of a sample of students on the three campuses (Appendix 9.3) conducted at the same time, showed 79% of respondents reporting that they have adequate access to the offices which provide the lion's share of student services, programs, and extracurricular activities, while 72%

felt that these offices' services were also tailored to their needs. However, a majority of students across the three campuses related their sense that Sodexho's services are not tailored to meet their needs, though a majority (59%) felt that these services are adequately available.

In the Residential Life area on all three campuses, the Educational Benchmarking Inc. (EBI)/Association of College and University Housing Officer-International (ACUHO-I) benchmarking instrument, administered in December 2003 to 70% of Fordham's resident students (Appendix 9.4), represents a standout assessment effort and returned some information on student perceptions of access and availability. Students indicate strong satisfaction with services facilitated by resident assistants as well as with the availability of educational and cultural programming in the residence halls. Fordham's satisfaction ratings were above the mean for the six benchmark institutions chosen for the survey, both for Fordham's Carnegie Class and for the 292,414 total respondents at more than 200 colleges and universities across the nation.

Resources

The November 2004 electronic survey of full-time staff and department heads (Appendix 9.2) reveals a marked sense that resources and staffing are not adequate to provide the student services the University requires of them. Just under half of the surveyed staff (44%) in the student services areas report that their areas are not sufficiently funded, particularly with regard to hiring adequate personnel, indicating that this perception is a relatively popular one.

The responses from full-time staff in the Division of Student Affairs and Athletics and in Campus Ministry indicate a consensus that the services offered are not only consonant with the Mission of the University, but also vital to its success.

A large majority of staff reports that their areas' services are adequately accessible to all students whom they are charged to serve, access broadly understood to mean "available to all." A significant majority also relate their sense that these services are tailored to student needs, an assertion borne out by survey results such as EBI/ACUHO-I (Appendix 9.4). Student opinion appears to confirm the staff's, as a significant majority of students also report that services are adequately accessible, and a somewhat smaller majority relate that these services are tailored to their needs.

Perhaps the most marked potential challenge lies in the perception among student services personnel regarding funding and staffing. Less than half of student services personnel believe that funding is adequate to meet the demands for and to fulfill the institutional expectations of the services that their areas provide. In a similar way, slightly fewer student services personnel believe that staffing is adequate. This perception is evident among full-time staff as well as department heads (Appendix 9.5).

There should be a broadening of efforts to create mission-driven operations within the larger University culture. Partnerships with Campus Ministry to refine this strong sense of mission, with Public Affairs to educate the University's many constituencies on the rare qualities such a commitment elicits, and with Academic Affairs to help establish first principles and tone for conducting current programs and services, might also help to accomplish the Strategic Plan of the University as it seeks distinctiveness.

The recently established Peer and Aspirant Study Committee, which is charged by the Vice President for Student Affairs with conducting research into staffing and funding of personnel among peer and aspirant institutions, should set as one of its priorities an examination of this situation with regard to student services budgets and personnel. Only comparing Fordham's programming, funding, and staffing relative to other benchmark institutions will demonstrate or disprove the truth of the perception reported in our self-study that these services are inadequately funded and understaffed.

Staff and Staff Qualifications

The Division of Student Affairs, Athletics and Campus Ministry at Fordham University employ a variety of methods to hire, train and evaluate their personnel on a consistent basis. The self-study findings reveal that in addition to hiring staff members that meet specific qualification criteria for their functional area, all student services department managers hire with the Mission and identity of the University in mind. Deans and directors from 16 principal areas within the Division of Student Affairs, Athletics and Campus Ministry participated in an electronic interview. The interviews did not reveal a University-wide standard for staff qualifications; however, individual departments report a variety of specific qualities and traits that are applicable to the department's area of specialty (Appendix 9.5).

In addition to the department manager interviews, all staff members within the Division of Student Affairs participated in a Staff Qualifications Survey (Appendix 9.6). Similar to most Student Affairs operations at other colleges and universities, the large number of staff members who have been employed at Fordham for less than two years is not necessarily a sign of employee dissatisfaction, but points to the fact that student support services departments employ a large number of young, entry level and/or graduate student level personnel for one or two years while they complete their advanced degrees.

Every department surveyed also participates in frequent staff training programs and provides institutional support for employees to participate in a variety of professional development opportunities offered through affiliations with professional organizations and associations. The Division of Student Affairs advances its mission by inviting all staff members to attend a divisional training day each semester as well as a winter and summer day-long planning retreat for senior staff. Several of the departments surveyed regularly schedule internal staff development and training programs for para-professional staff, graduate staff, and junior full-time professional staff. The Staff Qualifications Survey also reveals that staff members are consistently evaluated by their department managers through performance appraisals and frequent staff meetings. Staff report in this survey that they are evaluated by their own standards as well as through peer and student feedback.

The Division of Student Affairs, Campus Ministry, Athletics and Sodexho Hospitality Services at Fordham University are concerned with institutional fit and employee identification with the University Mission when making hiring decisions. Once student services staff are hired, Fordham provides strong institutional support for staff members to pursue professional development.

The Staff Qualifications Survey results (Appendix 9.6) reveal a high percentage of new professionals employed by the University (64% at the University fewer than five years). It is, therefore, important to continue to provide innovative training programs that meet the needs of these entry-level staff members because of their high level of participation in many of the services the University provides to constituents across the three campuses.

Non-Academic Advising and Guidance Procedures

In an effort to gain useful and accurate information about non-academic advising and guidance services provided at Fordham University, we conducted an electronic survey of University departments that offer students non-academic advising or guidance (Appendix 9.7). In this survey, we found that all departments offer students advice, guidance and/or counsel on a regular basis about non-academic issues or concerns. All of these offices listed at least one specific service that exists within their office to address specific student concerns and assist in the advising process, and all but one listed more than three specific services.

In order to make students aware of these services, all departments publicize their programs through websites, campus newspapers, information tables, handbooks, direct conversations between resident assistants and students in residence hall floor meetings, office brochures, flyers advertising group counseling opportunities, and student and club leadership handbooks.

To gain some understanding of the student perspective and the student experience with these non-academic advising services, students on all three campuses participated in a paper and online student survey specifically designed for this self-study (Appendix 9.3). While the sample of the total student population was relatively small (318 on all three campuses), the survey provided the team with valuable student feedback regarding the non-academic advising opportunities at Fordham. At least 75% of these students agree that they have adequate access to the services offered by all departments listed in this study. In much the same way, a large majority of students reported that Student Services departments meet their personal needs. A majority of students surveyed indicated they are "very aware" of the advising services offered by Student Activities and Sodexho Hospitality Services, "somewhat aware" of services offered by Career Planning and Placement, Health Center, Community Service and Security, and "somewhat unaware" of the services offered by Counseling and Psychological Services. A further review of the survey results indicates that students seem to seek advice and guidance most often from Health Services, Residential Life, Student Activities and Career Planning and Placement followed by Sodexho Hospitality Services. Overall, students responded that they were satisfied with the advising they received from the different student services departments.

The Division of Student Affairs, Campus Ministry, the Community Service Program, and Sodexho Hospitality Services are mandated by their missions to work to establish meaningful connections with Fordham students and they report in the Non-Academic Advising E-mail Survey conducted for the self-study (Appendix 9.7) that they make strong efforts to do so. These connections are often formed when students reach out to a student services staff member for non-academic advice and guidance that may or may not be directly related to the specific responsibilities of that staff member. In this way, Disability Services, Counseling and Psychological Services, and Health Services have a more obvious focus on advising and guiding students while other offices involved in this process may not be as obvious.

In reviewing the available information on Student Affairs, there is a dearth of assessment information for the services and programs in place to advise and guide Fordham students who belong to minority populations. In a similar vein, there is minimal assessment of the effectiveness of non-academic student advising as it relates to alcohol and other drugs. Another challenge evident from the On-Line Student Survey regards a perceived lack of opportunity for student evaluation of Student Affairs services while most offices report that there are systems in place to assess student satisfaction with the non-academic advising and guidance processes. The possibility exists that students are not fully aware of these assessment efforts or do not associate them with advising, per se, when they do participate in them.

Grievance, Complaint and Record Keeping Processes
All student services departments have non-academic grievance procedures and record keeping processes in place that are consonant with the Mission of the University. Information regarding these processes is widely available and students are generally aware of the offices to which they may turn when they have a grievance or complaint. In reviewing these procedures, the team electronically interviewed staff members from 15 student services departments (Appendix 9.8). In addition, we administered an electronic student survey (Appendix 9.3) on all three campuses in order to assess the student grievance and complaint process itself as well as how effectively information regarding the process is disseminated.

It is important to note that although Fordham has three campuses and although different Directors may supervise identical departments on each campus, policies and procedures from campus to campus are quite uniform. An example of this uniformity is evident in the fact that each campus has a formal grievance procedure for sexual assault and sexual harassment reporting which is outlined in the University Student Handbook. In this way, the University Student Handbook serves as the main communication vehicle for complaint and grievance procedures and ensures that publication of information across all three campuses is consistent.

From our research, it is clear that appropriate and effective grievance procedures are in place in all student support services departments and offices. Similarly, all student services departments maintain accurate records and appropriate procedures are in place regarding the release of these records. While there are differences in some offices regarding the record keeping process, there is also some variation among offices regarding the dissemination of information about these procedures.

In order to assess student perception regarding the grievance, complaint and record keeping processes, an Electronic Student Survey was administered to a small sample of students. This survey indicates how widely and effectively information about procedures related to non-academic student complaints and grievances is available. In addition, students taking the survey gauged how effective University policies are at informing them of the maintenance of these records as well as the procedures in place regarding the release of them (Appendix 9.3).

Assessment

In reviewing the current assessment practices in student services, we asked deans and directors from 16 principal areas within the Division of Student Affairs, Athletics, and Campus Ministry to update and provide feedback regarding a comprehensive document detailing the different assessment tools and methods currently in use in these departments (Appendix 9.9) and to complete an electronic interview on assessment (Appendix 9.10). All departments report that they currently assess their programs and services.

The Division of Student Affairs employs a variety of national survey instruments within its departments, including the Higher Education Research Institute's Cooperative Institutional Research Program (CIRP) freshman survey, the College Student Survey (CSS) senior survey and the Your College First Year (YFCY) freshman survey; the College Alcohol Survey (CAS), the Core Alcohol and Drug Survey and the Educational Benchmarking, Inc. (EBI) survey affiliated with the Association of College and University Housing Officers International (ACUHO-I).

While student services departments at Fordham University currently participate in a wide variety of assessment practices, there are several notable areas where improvement is necessary. Currently, the use of assessment instruments and processes is rather inconsistent and left to the individual offices to administer. Student services lacks a central administrator to assure that assessment practices are adequate, to facilitate sharing of assessment information across the University, and to assure that those results benefit practice and programming. Also, while Student Affairs dutifully coordinates the University's participation in a variety of national annual surveys offered through the Higher Education Research Institute (HERI), data provided each year through the CIRP, YFCY and CSS surveys are apparently not made use of in an organized manner by the multiple constituencies for which these surveys are administered. Finally, the use of technology to improve and enhance the process of collecting data is inconsistent among departments and campuses and lacks a central system for processing assessment instrument data. Assuring adequate sample size has, at times, been a challenge for staff managing assessment efforts.

Athletics

Fordham offers a competitive and nationally respected intercollegiate athletic program. Rich in athletic tradition, Fordham supports 22 intercollegiate sports on the Rose Hill campus (Appendix 9.11). The recreation and club sport programs at Rose Hill also fall under the guidance of the Athletic Department. The club sport program at Rose Hill has 11 sports with four men's sports, four women's sports and three co-ed sports (Appendix 9.11). The Lincoln Center campus offers a very limited club sport program (baseball, soccer and tae kwon-do) due to limited facilities and staff.

The program at Rose Hill competes in Division I of the NCAA for all sports except football, which competes at the I-AA level. Fordham is a member of the Atlantic 10 Conference for all Rose Hill sports except football, squash, and

water polo. Fordham football participates in the Patriot League and water polo competes in the Collegiate Water Polo Association. The Office of Student Activities organizes the club sports program at Lincoln Center.

Student-athletes are academically representative of the student body. The Patriot League uses an academic index to ensure that football student-athletes are comparable to those of other students. Graduation rates of student-athletes who receive athletic scholarships, as calculated by the NCAA, are consistent with those of the undergraduate student body. According to a 2004 report, which tracks the 1997-1998 freshmen class, the national average graduation rate for Division I institutions was 62% while Fordham's student-athlete graduation rate was 79% (the same percentage rate for the undergraduate student body as a whole). In addition, the four-class average for all Division I institutions was 60% while Fordham's student-athlete rate was 76% (again the same as the percentage rate for the rest of the student body). For the 2003-2004 academic year, 158 student-athletes achieved a cumulative GPA of 3.0 or higher, 140 student-athletes were named to the Atlantic 10 Commissioner's Honor Roll achieving a 3.0 GPA or higher, and 5 football student-athletes were named to the Patriot League Honor Roll achieving a GPA of 3.2 or higher.

In the mid 1980s, Fordham established the Office of Academic Athletic Advising at Rose Hill. The office supervises a number of support programs designed to assist student-athletes in their academic growth from freshmen through senior year. The office reports to the University President through the Dean of Fordham College at Rose Hill and maintains its location, staff, support, and budgeting separate from the Athletic Department. The office serves to ensure that academic standards, expectations, academic eligibility, and progress towards degree are the same for the student-athletes as they are for the general student body.

The Athletic Department receives oversight from various University committees. The Athletics Committee of the Board of Trustees meets a minimum of four times a year for the Athletic Department to receive advice and counsel from Board members. The committee is responsible for "representing the athletic and recreational concerns, needs, and viewpoints of undergraduate students and student-athletes to the full Board and its various committees, whose work and deliberations affect the undergraduate experience in these areas." The Athletic Advisory Board is comprised of three students, four faculty, three university administrators, and four alumni who meet four to six times per year. The purpose is to "advise the President of the University on all matters pertaining to athletics" and "to encourage the development and promotion of athletic policies which are consistent with the educational objectives of Fordham University." The department also receives counsel from the Student-Athletic Advisory Council, which serves as a vehicle to promote communication between the Athletic Department's administration and the student-athletes.

Assessment of the athletic and recreational program is extensive. The Athletic Department makes use of a number of methods and resources to assess the success of their programming on an annual basis, including, but not limited to, evaluation by the Student-Athletic Advisory Council, weekly staff meetings with the Vice President for Student Affairs, monthly Divisional meetings, senior exit interviews and questionnaires, student-athlete feedback forms, analysis of team and individual performance, analysis of graduation rates, and donations received by the athletic program.

Finally, it is important to note that the Athletic Department at Rose Hill has both a Gender Equity Action Plan and Minority Opportunity Action Plan that were submitted and approved by the NCAA in June 2002 as part of the NCAA Certification Process. Within each plan, the University ensures and monitors progress in these areas annually. The goal of the Gender Equity Action Plan is to maintain, evaluate, and revise the plan to ensure that women student-athletes continue to be treated equitably. The goal of the Minority Opportunity Action Plan is to maintain, evaluate, and revise the plan to ensure that student-athletes from diverse backgrounds continue to be treated equitably.

The Athletic Department at Fordham University faces many challenges including lack of facilities, limited scholarships, and a general understaffing of both coaches and administrators. The biggest challenge facing the recreational needs of the student body is a lack of recreational space for cardiovascular and weight training activities on all three campuses. There is a strong demand for improved recreational activities, but there is very limited space to meet this demand. The club sport program and general recreational facilities at Lincoln Center in particular are limited, and the intramural program is nonexistent, due to limitations of facilities and staff. There are, in fact, students who travel to the Rose Hill Campus to participate in their intramural program of choice. There is pressure from the administration to improve club sports and add an intramural program at Lincoln Center; though, currently there is not a large demand for these services by the students.

Conclusion

The offices that compose student support services at Fordham University, Student Affairs, Athletics, Campus Ministry, Community Service and Sodexho Hospitality Services, are consciously and effectively concerned with embodying the University's Mission in their operations, as evidenced by questionnaire responses from service staff. Students and staff surveyed alike indicate satisfaction with regard to the visibility and accessibility of most of the student services provided. The offices associated with student services provide frequent staff training programs as well as avenues for further staff professional development, in addition to frequent performance appraisals. All the offices provide students with non-academic advisement and students surveyed indicate satisfaction with access to such. All the offices have accessible non-academic grievance procedures and record keeping in place and students surveyed indicted that such procedures are adequately publicized. While all the offices involved use a wide variety of instruments to assess outcomes, there is no central administrator to assure the adequacy of assessment practices, to share information with the wider University community and to suggest the use of such assessment in improving policies and practices.

Recommendations

1. Student Affairs and Campus Ministry should develop a partnership in order to refine and broaden the Division's sense of Mission.

2. The University should benchmark its place in relation to Student Affairs' funding and staffing levels in comparison to peer and aspirant institutions.

3. The University should conduct assessments of the services and programs which advise and guide Fordham's minority students.

4. The University should support centralization of assessment activities in Student Affairs.

5. The University should examine the adequacy of the athletic program at Lincoln Center.

Standard 10
FACULTY

Introduction

This report focuses upon an evaluation of how effectively Fordham University supports and assesses the professional development of faculty and others involved in academic instruction from recruitment to postretirement. In assessing the University's support for professional development, we examined Fordham's promotion of the instructional staff's scholarship, teaching, and the obtaining of grants, as well as the efficacy of procedures to protect the faculty's special responsibilities regarding curriculum. We also assessed the fairness of University procedures regarding the faculty in matters of appointment, promotion, tenure, grievance, discipline, and dismissal. We evaluated that support system in the light of the goals that Fordham sets forth in the University's Mission and the aspirations of our new President regarding Fordham's potential achievement of national prominence.

We gathered information through open forums, consultation with the Faculty Senate, and the collective experience of our own task force members. We relied also upon the deliberations and actions recorded in the published minutes of the Fordham Faculty Senate. Several of those who prepared this report on Standard 10 are, and in some instances have been for over a decade, Faculty Senators and have served on its major committees.

Institutional Support for Faculty Recruitment, Retention, Continued Growth and Retirement
Course Reductions

The most important issue consistently bought to our attention, from open meetings with the faculty to consultation with Faculty Senators, is the need for a reduction in the number of courses faculty are required to teach if Fordham is to achieve national prominence. The standard teaching load at Fordham is six courses per academic year, compared to five at Holy Cross, four at Boston College, and three at Notre Dame. There are some important mechanisms already in place that provide faculty course reductions for PhD mentoring and dissertation committee work, for research projects, and for administrative duties. These mechanisms, however, are limited. In addition, some of these mechanisms, such as PhD mentoring, are limited to faculty involved in doctoral programs. Even taking into consideration faculty who are qualified for such course reductions, the net effect on the faculty teaching load is minimal.

This issue is connected with the question of the adequacy of faculty compensation in general. The cost of living, and especially the price of housing in New York City and its commutable environs, is expensive. Needless to say, even if faculty salaries at Notre Dame were lower than those at Fordham, the considerably lower cost of buying a home and raising a family in South Bend would offset any seeming economic advantage Fordham faculty members might appear to have. Combined with the comparatively heavy teaching load, the higher cost of living exacerbates the disadvantage of Fordham's faculty and is costly to the University, in terms of both recruitment and retention of faculty. We are concerned as well with the need for the University to create new faculty lines. We hope that the new Faculty Life Committee will work with the administration in improving the quality of life for our faculty, essential in the University's quest to achieve national prominence.

Faculty Compensation

Achieving faculty compensation comparable to that of our aspirant institutions will also be necessary for Fordham to achieve its goal of national prominence. The University, for well over a decade, has had for its faculty a target of the 80th percentile of category I AAUP faculty compensation rankings. According to the Faculty Senate's Faculty Salary and Benefits Committee, these faculty compensation targets are significantly below the faculty compensation received at our aspirant institutions. We already have a body dedicated to monitoring and assessing faculty compensation: the Faculty Salary and Benefits Committee of the Faculty Senate. We hope that this committee, working closely with the administration, will eventually succeed in securing appropriate compensation for the faculty.

Benefits

Insuring that Fordham's faculty members continue to enjoy affordable benefits, especially the medical benefits that are so important for our retired faculty, must be a priority. Particular concerns regarding prescription costs for retirees and how they might provide a disincentive to retirement have been brought to our attention. The Faculty Senate's Faculty Salary and Benefits Committee is currently reviewing this situation. Again, that committee's mandate is to monitor and assess faculty benefits, as enumerated in Appendix C of the University Statutes. We expect that the Faculty Senate's Committee on Salaries and Benefits will continue its work with the administration in improving this situation.

Faculty Housing Assistance, Child Care, Tuition Exchange at Other Schools, Office Space, and Common Space

Through open forums, consultation with the Faculty Senate, as well as from our own experience as faculty members, we are aware of faculty concerns regarding University housing assistance, child care, tuition exchange programs with other institutions of higher learning, and office and common space.

Given the high cost of living in the New York City area, housing assistance, now absent in University policy, is crucial in attracting and retaining talented faculty. Assistance to faculty regarding affordable housing can take the form of providing University-owned or rented housing or of providing systematic access to information about housing opportunities. In addition, there are intermediate means that Fordham could undertake, such as providing assistance with the down payment on mortgages. Currently, the University has no systematic policy on housing, leaving the new faculty member to his or her own devices and to the varying levels of assistance that may come from an academic department or other faculty members. Without resolving this difficulty, it would be very difficult for Fordham to achieve the goal of national prominence.

At the start of our work, there was no means for the faculty to address these issues in a consistent and coherent manner. The Faculty Senate's Faculty Salary and Benefits Committee seems to have had enough work to do regarding faculty compensation. However, we hope that the Faculty Senate's new Faculty Life Committee as well as the Senate's Faculty Salary and Benefits Committee will be able to work with the administration in addressing these issues.

Merit

In the course of our research, the administration expressed the concern that the system of awarding faculty merit pay, since it is primarily in the control of the department or unit-based faculty, is not sufficiently flexible to reward worthy activity that crosses units or departments. Fortunately, the University does have a structure, the Faculty Senate's Faculty Salary and Benefits Committee, to address this issue.

Retirees

Appendix C, Section 2, of the University Statutes provides a full account of Fordham's continued benefits for retired faculty, including provisions for life and medical insurance, tuition remission, discounts at the University Bookstore, and use of University facilities, including the Library, office space (when available), and laboratory space. The University employs a Counselor for Retired Faculty to serve both as a liaison between these former faculty and the University as well as an ombudsman to deal with specific problems.

Administrative Decentralization

The chapter of this report on Standard 5 has described the administrative structure of the University as highly decentralized. Given that fragmented structure, there is much faculty concern about the repercussions for faculty development. Difficulties occur, among other areas, in the realm of communication. For example, in the recent past, discrepancies have occurred with regard to reporting annual faculty medical benefits to the American Association of University Professors. While additional work still needs to be done, the recent work of the Faculty Senate's Faculty Salary and Benefits Committee, along with the hiring of an outside auditor, has led to improvement in coor-

dination between the Office of Academic Affairs and the Office of Human Resources in providing mutually shared accurate reporting.

Similarly, we are hopeful that the recent creation of the Senate's Ombuds Committee at the President's invitation will also prove to be a step in the right direction. The Ombuds Committee refers faculty concerns directly to the President, bypassing Fordham's vice presidential structure. Potentially the operations of this committee might not only allow the President to better monitor this administrative structure in a way that is consistent with faculty development, but also to envision required reforms.

Institutional Support for Faculty Scholarship and Research

The members of our faculty are productive scholars. The Walsh Library and its resources are state of the art tools for faculty research. In addition, the University makes available to its faculty to encourage and support its scholarship and research: travel funds, department-based merit, faculty research development grants, and faculty fellowships, as well as research tools. University Statutes §4-05.08(a)(1) and §5-02.01 as well as Appendix C, Section 1 of the University Statutes detail these provisions. The Faculty Research Grant program has recently seen important improvements. In October 2005, the award limit was raised and new provisions were made to support the purchase of equipment, consulting services and data sets. Next year, a follow-on course release program will be inaugurated to support the preparation of proposals to outside funding agencies. We are aware that our faculty fellowship program is quite generous: tenured faculty members continue to be eligible for a fellowship every four years and that eligibility has recently been extended to junior faculty. The University President has announced new initiatives in creating endowed chairs, which may also serve to facilitate research and publication. Faculty concerns have focused on the provision of research tools, especially laboratory space, as well as on the defining of procedures for appointing endowed chairs. Still needing improvement are resources and rewards for research. The annual travel allowance, particularly for Arts and Sciences faculty, should be substantially improved.

Institutional Support for Effective Teaching by Faculty
Coverage of Undergraduate Courses

The key problem is the large number of sections of some undergraduate courses and the resulting over reliance on part-time instructional staff, particularly in the undergraduate core curriculum. The procedure in place to monitor and address this situation is the annual department hiring requests to the deans and the Vice President for Academic Affairs. Given the enthusiasm of the new President to raise the funds needed to address this problem, we look forward to this issue finally being resolved. At the same time, the University needs to consider the faculty request for lower teaching loads.

Incentives for Better Teaching

Department-based merit increases to base salary, in conjunction with the use of a standardized, University-wide teaching evaluation tool in the liberal arts, have significantly contributed to improving our ability to assess and reward teaching performance. In addition, through the process of University-wide strategic planning, the Administration is considering initiatives for improving our curriculum and our teaching, proposed by the University faculty. These proposals include an institute for teaching, faculty curriculum and teaching development grants, course reductions tied to mentoring at both the undergraduate and graduate level, an expanded focus on externally funded prestigious awards for our students (now housed in the interschool Campion Institute), and a new emphasis on the freshman year. There are also strategic planning proposals coming from the Arts and Sciences faculty for various living and learning experiences that further integrate the life of the mind into the residence hall experience. We also recognize the importance of recent activities by the Office of Academic Affairs and by the Dean of the Faculty of Arts and Sciences to help orient new faculty to the identity and Mission of the University.

The primary structures that the academic side of Fordham has for vetting these initiatives are the Arts and Sciences Council, the various school councils, and faculty curriculum committees. In the case of vetting proposals for living and learning experiences, a concern was noted regarding coordination between the Office of Academic Affairs and the Office of Student Affairs. It was agreed that the working relationship between these two offices could be strengthened to enhance such experiences for students.

Institutional Support for the Procurement of Grants by the Faculty: Office of Research and Sponsored Programs

While there have been some problems with the operation of the Office of Research and Sponsored Programs (ORSP), we are hopeful that with an expanded staff and the appointment of a permanent director, the Office will prove useful in supporting faculty in obtaining outside grants. We also recognize the importance of the administration's decision to increase the indirect cost recovery to the faculty. The University's new policy is to return 10% of overhead costs to faculty regarding administrative grants and 30% of such costs in the instance of research grants. Key faculty concerns include the lack of space on campus to carry out grants and the current placement of the financial administration of grants awards outside the ORSP. The University Research Council believes there are cogent reasons for relocating post-award financial administration of grants in the ORSP.

We received serious complaints about our Office of Development (e.g., understaffing and the need to better understand the goals of the academic units). In cooperation with the administration and the University Research Council, we again hope that the new Faculty Life Committee will be able to monitor and properly assess this situation in ways that lead to its improvement.

With regard to procurement of patents, the University's Intellectual Property Policy explicates the faculty's role and rights regarding such. The chapter of this Self-Study on Standard 6, Integrity, and the appendices of that report, discuss that policy and provide a recommendation for its implementation. Finally, the University Research Council feels the lack of a technology transfer office hinders Fordham's development of potential patent revenue.

Service

Service is one of the three criteria on which faculty personnel decisions are based. While academic departments may set guidelines on the relative weight given to each aspect of faculty responsibility (teaching, research, service), in general, final decisions give greatest weight to research and publication. There have been occasional discussions in the Faculty Senate regarding the role of service relative to research productivity. As the reports on Standard 4 and Standard 5 indicate, the Administration needs to improve rewards for effective service to the University, both to provide incentive to involve faculty in University, school, and department governance, as well as to correct the current injustice to those who do choose to serve.

Instructional Curricula Design, Maintenance, and Updating

The University has ample procedures, starting with the University Statutes (§4-01.02) and including the institutional roles of the various school councils and departments/programs, to insure that the faculty has "primary responsibility" for curricular matters. We have concerns that this situation could be improved in the Business Schools. Over time the size of the Business faculty has significantly increased, and some believe there is now a need to rethink its organization. The entire faculty now functions as a committee of the whole for personnel decisions. With assistance from the Faculty Senate and the Vice President for Academic Affairs Office, the Business faculty is currently reviewing their situation to see if a departmental structure is more appropriate.

The Faculty Senate is the key institution that monitors these matters. As can be seen from the current example of the Business Schools, we do have a system that allows for modifications and improvements as circumstances change.

Appointment, Promotion, Tenure, Grievance, Discipline and Dismissal Procedures
Again, the University Statutes (§4-05) and the institutions of the Faculty Senate have in place a fairly structured set of procedures to insure fairness in personnel matters. The Faculty Senate's Tenure and Reappointment Appeals Committee (University Statutes §4-06.09 (b)) and its Faculty Hearing Committee (University Statutes §4-06.08 (c)) provide faculty with the opportunity to contest University personnel decisions perceived by faculty members to be unfair. In recommending tenure, the University Statutes stipulate that faculty recommendation is "accorded the greatest weight" in the University's decision (§4-05.04.e).

Various committees of the Faculty Senate, especially the Faculty Hearing Committee and the Tenure and Reappointments Appeals Committee, are the primary monitors of personnel procedures. For example, both an ad hoc committee of the Senate as well as the full Senate has assessed the quality and timeliness of the feedback to a candidate regarding University personnel decisions as well as the overall quality and effectiveness of the mentoring process for junior faculty. Without compromising the University's norms regarding confidentiality, the Faculty Senate is seeking to improve the feedback process in personnel matters as a way of enhancing our general mentoring process for untenured faculty. Currently, discussions with the administration seem to promise a final conclusion on this issue. A second issue that has been raised at the Senate is whether or not we need more formal written standards with greater specificity than what is already detailed in the University Statutes. This issue is still being assessed through the Faculty Senate and its committees.

Summary of Findings
Fordham University has many worthy programs in place to support faculty development. The strong foundations that we have to build on are a very good faculty governance structure, a general enthusiasm on the part of the faculty for the work of the University, as well as various initiatives ranging from a generous faculty fellowship program to standardized faculty teaching evaluations. If the University's goal is national prominence, however, there is more work to be done. In light of such a lofty goal, our judgment on the University's efforts in faculty development must necessarily be mixed. Nonetheless, we greatly welcome the fact that the Trustees know very well that achievement of our goal of prominence will require a renewed emphasis on faculty development.

Recommendations
1. Institute teaching loads comparable to those at aspirant institutions and concurrently reduce the number of sections now being taught by adjunct instructional staff.

2. Renew the University's commitment to bring faculty compensation within the 80th percentile of category I AAUP rankings.

3. Establish a policy regarding faculty housing assistance and other non-salary benefits in order to attract and retain highly competent faculty.

4. Improve rewards for teaching and service.

Standard 11
EDUCATIONAL OFFERINGS

Consonance between Fordham University's Mission and Its Educational Offerings

Two important aspects of any university are its reputation and its culture: how it is known to others and how it is known by those who live, work, and study within its gates. Fordham University strives for consonance between its reputation and its culture: both should bring to mind the demand for academic excellence, the education of the whole person, and the formation of leaders and citizens who will be men and women for others. This consonance should be evident in the relationship of the University Mission to its educational offerings.

The University bulletins for the undergraduate colleges (Fordham College at Rose Hill, Fordham College at Lincoln Center, Fordham College of Liberal Studies, College of Business Administration, and Marymount College of Fordham University) and professional and graduate schools, all prominently display a mission statement in their opening pages. In the undergraduate bulletins, the core curriculum receives special emphasis as a means to "develop the capacity for clear and critical thinking and correct and forceful expression." According to the statement, Fordham's curriculum of science, history, cultural study, religion, and philosophy "goes beyond the transmission and acquisition of basic knowledge to the exploration of questions of values and ethics." A final paragraph notes that Fordham respects religious and philosophical diversity within its community and calls on students to develop a commitment to "the dignity of the human person, the advancement of the common good, and the option for the poor." Fordham, it concludes, teaches students "not only how to use the resources of this world, but also how to make their own contribution."

Students reported in response to focus group questions that they saw Fordham's Mission as a statement defining goals the University has for its students, goals which are promoted through a core curriculum that motivates students' desire to achieve them. Although there have been noteworthy variations in the public mission statements, students seem to have received a consistent, core message about the Mission of the University. (Appendix 11.1)

We conclude that there is consonance between the University Mission Statement and its educational offerings in the undergraduate bulletins. However, we note there are various mission statements of the University and that those mission statements, as well as those of the professional schools, feature differences of tone and emphasis. The new 2005 University Mission Statement and its use across the University should strengthen the consonance among the University's culture, its reputation, and its educational offerings.

Balance of the Core Curriculum with Majors and Minors

Analysis of the relationships between the core curriculum and majors and minors revealed that the education of each student progresses logically from freshmen and sophomore year core courses, to core and major courses, distributive course requirements, and two to six free electives or a minor course of study during the sophomore and junior years, to completion of major, minor, free electives, distributive course requirements, and a values seminar during the senior year. To graduate, students must complete 36 courses successfully; 17-21 as core requirements, 10 to 20 as major requirements, and nine or fewer to meet the requirements of a minor or as free electives.

While the education of students is highly structured and the commitment to a particular major is substantial, the analysis revealed that the present organization does allow some room for free electives, though not for students in all majors. This structure is in line with Fordham University's mission for undergraduate education that "affirms the value of a curriculum rooted in the liberal arts, and the importance of cultivating life-long habits of critical thinking, moral reflection, and articulate expression."

Standard 12 examines the rationale and structure of the core curriculum, whereas this report examines majors and their articulation with the core. In general, completion of the core curriculum constitutes approximately half of an

undergraduate student's academic career, leaving the remainder available for specialized work within majors and minors. At all the undergraduate colleges, the core is sufficiently demanding to require approximately four semesters to complete. In other words, taking five courses a semester, students would be likely to complete most of the core curriculum of 19 to 21 courses by the end of their sophomore year and begin to take courses in their major. Students then dedicate their junior and senior years (taking approximately four courses per semester) to the completion of major/minor requirements, distributive requirements, and enrollment in free electives.

The number of courses that constitute a major range from seven in Classics-Language to 20 in Chemistry. The modal number is eleven courses. Table 1 in Appendix 11.2 presents information on the number of courses for each major, the number of major courses in addition to core courses, and the number of free electives.

Our analysis shows that students are able to complete all requirements because there is some overlap between the core and most majors. Table 2 in Appendix 11.2 presents the specific courses that overlap between the core curriculum and each major and shows that most students benefit from at least one overlap course. Even so, this table shows that all the science major courses of study allow only one or two free electives, and Chemistry, in fact, allows none. Communication and Media Studies is the only non-science major that allows no free electives as it requires students also have a minor course of study. Standards 12 and 14, devoted to "General Education" and "Assessment of Student Learning", respectively, examine this "tight fit" between the core and majors in detail.

The current structure has both advantages and disadvantages. The large array of core curriculum courses enables students to acquire a valuable body of knowledge, encourages them to develop skills in the liberal arts, and exposes them to a wide range of fields, a process that may facilitate the selection of majors even as it enacts the University Mission. For students, however, the combination of a rigorous core and demanding major requirements may limit opportunities for them to change majors, add minors, study abroad, or take free electives. Students may also receive credit for taking special Service Learning courses or may receive a single credit for adding an approved Service Learning component to any course. Discussion of this co-curricular activity appears below.

In conclusion, the structure and logical progression of Fordham University's undergraduate courses across the colleges is clear and purposeful; however, it is also constraining to such a degree that we recommend that an examination of major requirements and of the value of free electives be undertaken in the next few years.

Departmental Curriculum Evaluation Procedures

The chairs or undergraduate associate chairs of 12 departments of Fordham College at Rose Hill and Fordham College at Lincoln Center responded to a survey assessing the evaluation procedures in use for examining and changing their educational offerings. Faculty discussions, comparison to aspirant programs/universities, frequency of evaluation of the major and of courses, and the role of faculty and chairs in these internal assessments were addressed. The survey and selective analysis appear as Appendix 11.3.

We conclude that the Fordham faculty and academic departments demonstrate the use of systematic discussions, yearly or occasionally (once or twice in the last five years), to reflect on and refine or change their major requirements and range of course offerings. They are much less inclined, as yet, to incorporate information from other sources, such as student feedback from course evaluations and exit interviews, into those discussions. The survey results show that informal and occasional procedures are most frequently used. In light of this, we recommend that the following questions be addressed: 1) What information do faculty believe is ideal or necessary for designing and updating major requirements and deciding on the range of course offerings? 2) How do faculty assess the usefulness of information from other sources (especially student feedback) in these decisions? 3) What do they see as the most desirable and useful procedures for this assessment?

Overall, students were very positive about the structure and content of their majors. However, students report that courses in a few majors are repetitive and that courses in other majors do not offer enough depth; that is, that certain majors do not sufficiently challenge Fordham students.

The results of the departmental surveys and the student focus groups combined indicate that student feedback should be included in departmental reviews of majors and that departments should more frequently and systematically review their major curricula as part of the process of changing and updating them. Given the findings, such changes would most likely result in more rigorous required and elective courses within majors and minors. In addition, these findings suggest that faculty expectations may actually be lower than student expectations regarding rigor and depth of courses as well as students' motivation to perform at high levels.

Curricular Content on Diversity, Ethics and Moral Values, and Religious and Humanistic Concerns
Since the report from Standard 14 on "Assessment of Student Learning" includes analysis of American Pluralism, Globalism, and Senior Values courses, we addressed only students' views of the extent to which these courses enhanced their knowledge and understanding of others and their regard for the role of morality in everyday life.

All students valued these courses, felt the need for more as congruent with the conclusions of Standard 14, and felt that the issues raised in these courses should be integrated and highlighted in many, if not all, other courses.

Monitoring Undergraduate Accelerated Programs
We analyzed the accessibility to students of undergraduate accelerated programs by examining the Undergraduate Bulletin, the Fordham website, and departmental web pages, and by interviewing departmental chairs or undergraduate associate chairs about the monitoring of these programs. Eight undergraduate departments have accelerated programs. Only History provides information in both the bulletin and websites. The others communicate information about their accelerated programs in either the bulletin or the web, but not both (Appendix 11.4).

Results of the interviews with department chairs or associate chairs reveal that all have a formal GPA minimum requirement (between 3.25-3.5). All departments have procedures in place for monitoring students' progress toward the MA/MS, with either the department chair or the associate chair providing that function.

Opportunities for the Development of Information and Computer Literacy
It is presumed that all courses in the undergraduate and graduate curricula feature assignments that provide students with opportunities to develop information literacy. The methods of each discipline determine the exact form such opportunities take. Thus, this section first presents an analysis of opportunities for computer literacy by examining exposure of students to the potential for computerized lectures and presentations by looking at the number of courses held in "smart classrooms" (with LCD screens and/or computer-ready podiums) at both the undergraduate and graduate levels and the number of courses held in computerized laboratories at the undergraduate level. The second section examines how the library system contributes to opportunities for both information and computer literacy by analyzing the capability and programs offered by the library, the use of the library by students, and evidence of effective communication between the library and academic departments.

Investigation of how many courses use smart classrooms is a crude indicator of Fordham's infrastructure for developing student computer literacy and sophistication. It is a fact that not all professors who would like to teach in computerized classrooms are able to do so given limited availability. It is also true that a professor's use of computer technology in his/her lectures does not mean that he or she promotes the use of information technology in student assignments. However, it is true that almost all professors give assignments that entail information research and that many give assignments that do demand using computers for work other than retrieving information.

Keeping in mind these caveats, analyses of the use of "smart classrooms" by the undergraduate colleges in the Fall 2004 semester gives an accurate picture of a typical semester. (See Appendix 11.5, Table 2 for details.)

This analysis indicates, most importantly, that large numbers of students are taught in classrooms with available computer technology, suggesting that many professors may use information technology as an integral part of their teaching, serve as role models for students in this area, and encourage students to become skilled in information technology and computer literacy. However, our data did not enable a comparison between needs and current facilities; therefore, we suggest that such analyses be conducted within the near future. Moreover, a survey of faculty needs and uses of information technology as it relates to teaching would be a worthwhile assessment project.

We asked students whether Fordham faculty and courses enhanced their computer literacy. The almost unanimous response was that, while a minority of faculty used computer technology in the classroom and/or used Blackboard, students improved their computer literacy through their own efforts during their four years at Fordham.

This situation can be seen as either normal or problematic, depending upon whether one regards computer literacy as similar to literacy in language; if so, then it is problematic and faculty should be schooled in using information technology to convey knowledge and ideas and in teaching it as part of their subject matter.

Analytical and Critical Reading, Writing and Thinking: Student Commentary
Because analysis, criticism, and close reading are central to the Fordham Mission, students were asked to comment on the extent to which Fordham provides opportunities for the development and advancement of analytical and critical reading, writing, and thinking. All students reported that knowledge and skills in these areas improved greatly over their four years. The views expressed by the students about the extent to which Fordham promotes analytical and critical reading, writing, and thinking seem to parallel their views about majors; that is, they think Fordham promotes their thinking and writing skills, but they also want professors to be more demanding and to cultivate in them more advanced capabilities in these areas, just as they want major courses to be even more rigorous. Together these findings lend strength to our suggestion that faculty may not have high enough expectations of student motivation and performance.

Monitoring Procedures for the Evaluation of Graduate Student Progress
Analysis of discussions with deans and/or associate deans of the Graduate School of Arts and Sciences (GSAS) and the professional schools show that the importance of monitoring the academic performance and progress toward student completion of their degrees is well understood by those charged with this responsibility. It is clear that each has a regular and systematic process and procedure to keep track of all graduate students (Appendix 11.6).

The Library System
The library website (www.library.fordham.edu) is the gateway to all library resources. The online catalog is available for searching by anyone. Library resources, including proprietary databases and electronic reserves, are fully accessible on campus at any time. Remote access is available through a proxy server. Since September 2004, the Virtual Reference Service, provided through the Association of Jesuit Colleges and Universities, has been available. Together with reference librarians from 18 other Jesuit colleges, Fordham reference librarians monitor this online service, which allows Fordham students and faculty to "chat" in real time with a reference librarian at any time.

The library has several outreach strategies to encourage and maintain close ties with students. The libraries issue a new print and electronic Library Handbook in the fall of each new academic year that provides information on all library services, resources, hours, contact names, and regulations. Copies are available at various locations in all three libraries and are given to each undergraduate student attending a bibliographic instruction class, as well as to all new graduate students in GSAS. In Fall 2004, a print flyer describing the library homepage of the Fordham web

site was given to all incoming students at Rose Hill. Lastly, the library annually takes out an advertisement in the Fordham student newspapers highlighting many of its services and resources.

Students give high marks to both the actual and virtual libraries, but criticized the lack of online resources such as modules to teach computer literacy. As noted above, library staff are aware of these issues and suggest they will be addressed in the near future with a more extensive online resource manual. Lincoln Center students reported that books and articles are sent from the Rose Hill library promptly, but viewed the size of the Lincoln Center collection as too small. Students like eReserve and electronic data resources. Freshmen wanted a more formal, organized introduction to the library system, while seniors and Fordham College of Liberal Studies students advocated only a brief orientation session for freshmen. They noted that the real work of learning how to use the library has to be done independently.

The analyses provide strong evidence that the Fordham library system is fully accessible and is very widely used by students and by faculty.

Library and Department Relations

An effective relationship between the libraries and academic departments is evident in the practices of the library collection department. The approval plan through which the library purchases most of its books is tailored to Fordham's curricula. The Library Director and the Head of Acquisitions periodically review this plan for any necessary adjustments. All faculty book order requests are filled. Each year lists of the journals to which the libraries subscribe that relate to specific disciplines are submitted to the relevant academic department for review, comment, addition, or deletion.

The libraries use several means to keep academic departments informed about its resources and services. The annual new handbook is mailed to faculty in the fall of each year. The Library Director makes a presentation to the new faculty members each year before the school year begins. The library newsletter is mailed to all faculty and copies are available in the library. Notices of new resources and services are put out in the libraries and information is featured on the library website under "Library News."

On the Rose Hill Campus, a Bibliographic Instruction class is incorporated into the required freshman English Composition course. Collaboration between the Bibliographic Instruction instructors and academic departments is well-organized and thorough.

In conclusion, analyses demonstrate that Fordham University makes good use of its present facilities and library system to provide extensive opportunities for the development of information and computer literacy of its undergraduate and graduate students and faculty as well.

Accessibility of Information about the Service Learning Program and Extra-curricular Clubs and Organizations

We examined the undergraduate Service Learning Program because it recently became a formal aspect of the curriculum and carries its own academic credit (Appendix 11.7). Service Learning exemplifies a central mission of Fordham University and of Jesuit education, that of fostering the commitment of students to promoting "the dignity of the human person, the advancement of the common good, and the option for the poor." A faculty member serves as academic director (with a one-course per annum reduction) and works with graduate student coordinators at Rose Hill and Lincoln Center. Formal requirements for successful completion include working at least four hours per week providing service in an off-campus organization, writing weekly reflection papers, and incorporating those reflections as appropriate into course assignments.

The Community Service Office reported that three to four courses are taught as full Service Learning courses on each of the Rose Hill and Lincoln Center Campuses each semester. At this point only one of these courses is formally listed as such in the Undergraduate Bulletin, one course on Faith and Critical Reason.

Though the Service Learning Program began a few years ago, students still do not understand it fully. Overall, students reported they engaged in voluntary activities, and while they thought the Service Learning Program is a very good idea, they did not perceive that it might fulfill purposes other than having students engage in voluntary service for its own sake, such as enabling them to develop knowledge and practical skills and to enhance critical and analytic skills and promote their self-development (*cura personalis*).

In summary, Fordham University is providing an invaluable service by sponsoring and administering the Service Learning Program. However, the rate of growth of this program is unpredictable unless more administrative support becomes available, given that the program is not well-understood.

Clubs and Organizations

Student-initiated clubs and organizations are coordinated with the rest of student life and learning. Their purposes and goals are consonant with the University Mission, specifically to provide opportunities for intellectual stimulation, for open and critical dialogue on issues important in today's world, and to provide opportunities for student to make their own contributions. The Undergraduate Bulletin (2002-2004) provides the most widely available information regarding the University's 125 co-and extra-curricular clubs. Two other sources of information are the Student Handbook and Planning Calendars for Rose Hill and Lincoln Center. Students receive these handbooks at orientation, and they are also available in various offices on the campuses. Unfortunately, neither gives specific information for contacting these clubs and organizations. All students expressed the belief that participating in these activities was essential to developing the "whole person" as espoused by the Fordham Mission and felt it was true for themselves as individuals.

The Fordham Educational Culture: Urban and Campus

Assessing how successful Fordham University is in coordinating its academic goals and curricula with the goals and activities of co-and extra-curricular activities was difficult. The best overall index of this coordination, however, seems to be expressed by the idea of university culture. A strong, vibrant, cohesive but complex university culture would indicate that all its activities, educational, intellectual, social, cultural, physical, and religious, are grounded in shared values and expressed by all, students, faculty, administrators, and support staff, in some commonly accepted norms. Two examples of Fordham's attention to its culture follow an analysis of evidence that its educational offerings are significantly enriched by the University's proximity to New York City.

For two decades, Fordham University has had an active Community Service Program (CSP) with over 75 projects and programs in education, social service, housing, health-AIDS, aid to the homeless, and environmental improvement. The Community Service Program serves both the Rose Hill and Lincoln Center Campuses. In 2003-2004, 21 Rose Hill students interned at 11 sites in the Bronx working 15 hours per week. The Community Service Program Internship is supported by Federal Work Study Program as well as by Con Edison and the NYC After School Program. The program points proudly to the fact that upon graduation, some interns are hired as full-time professionals at the sites. In addition, 800 undergraduate students volunteered last year in a wide range of settings in New York City. The Community Service Office also sponsors with student clubs special events such as Earth Day, Urban Plunge XII (a-three-day introduction to community service in which 125 incoming students participated in 2003-2004), Volunteer Fair, clothing drives for many agencies, hunger banquets as fundraisers, and the Thanksgiving Food Drive. Fordham University has an active "America Reads" challenge program in which students work.

Involving students in New York City is an important part of the curriculum for many courses on each campus. Courses in Anthropology and Sociology, Art History, Communication and Media Studies, and Modern Languages,

Political Science, Theatre, and Environmental Physics routinely assign and offer New York City experiences as a part of their curricula. A Spanish course trip included the play "Chronicle of a Death Foretold" by Garcia Marquez and dinner in a Spanish restaurant. Three courses in Sociology included one trip each; Forensic Science to a forensic lab, U. S. Prisons to a prison, and Criminal Justice to view court proceedings in a courthouse. The Urban Political Science course sends its students into the City on assignments. These are just a few examples from one campus (Rose Hill).

At the graduate level, New York City provides essential resources for doctoral candidates in its specialized museums and archives for those in the humanities, and in its hospitals, schools, and social service agencies for those in Psychology, Social Service, and Education. For instance, every Clinical Psychology doctoral student completes a one-year externship and a one-year internship with supervision provided by New York City hospitals and agencies. The Law School trains its students through a series of Law Clinics, Lincoln Square Legal Services, that serve Manhattan clients, from children in need to adult offenders with mental disorders. The Fordham Interdisciplinary Center for the Advocacy for Children and Families, that includes a training program for Law, Social Service, and Psychology students in working together to serve clients, provides Fordham faculty supervisors from these fields. The work of this Center focuses on clients in the family welfare and child special needs clinics of Lincoln Square Legal Services.

More broadly, Fordham enhances the intellectual and cultural offerings of New York City through its own many lecture series, the Gannon Lectures, conferences, and workshops that often draw upon the expertise in New York City but just as often bring experts from elsewhere in the United States. and around the world into New York City for the benefit of the wider community. Fordham University and its faculty and students have long-standing and new relationships with the United Nations. Finally, as a Jesuit university, Fordham has many strong relationships with other Jesuit and Catholic universities and other facilities worldwide that bring faculty and students from many countries to New York City for study.

Attention to University and Campus Culture: Two Examples

The first example is an ongoing project to develop a measure of university and campus culture that includes areas of concern to Jesuit and Catholic colleges and universities. The second example reports the outgrowth of an incident on the Rose Hill Campus.

Example One: There is currently a group of faculty and graduate students working under the aegis of the Vice President for Academic Affairs to develop the Catholic Identity Project (see Standard 1). The Project has constructed an instrument to assess the views of administrators, faculty, staff, and students on campus culture. The instrument is currently (Fall 2005) being pilot tested. After revisions, a research study at Fordham will be undertaken in Fall 2006 and Spring 2007.

Example Two: While no formal assessment of Fordham University's campus culture is included in this report, the University pays close attention to its overall culture as indicated by the current work on the University Mission (see Standard 1) and to the cultures of its campuses and groups as indicated by setting academic teaching (Standard 10) and learning goals, the curricula, and co-and extra-curricular activities and services in the context of its Mission and goal of development of the whole person for leadership and service to others. An indication of how students and faculty on the Rose Hill Campus see its culture is embodied in the report of an ad hoc committee appointed by the Fordham College at Rose Hill Dean as an immediate response to an incident in Fall 1999. It should be noted that the response of the dean was to examine the campus culture and to seek recommendations to improve it. He did not see the problem as only a few "bad apples" (although certainly it was partially that) but used it as an opportunity for strengthening the campus and the University. The Final Report of the Faculty Task Force on Campus Culture, which included several student members, was published in Fall 2000, showing an immediate, serious, and expansive response by the University.

We conclude from our examples that Fordham University is working continually to coordinate the various aspects of students' lives into an experience that provides them with both the support and challenges to foster their development and to prepare them for lives as active and discerning citizens equipped to assume leadership and to help others, especially the most vulnerable.

Recommendations

1. The Arts and Sciences faculty should examine the number of core curriculum requirements in relationship to requirements in the majors and the desirable number of free electives.

2. Appropriate faculty should decide upon ideal and necessary criteria for revising major requirements, including the use of outcome assessment analysis in that revision.

3. The University should conduct a survey of faculty information technology and literacy expertise and needs and should analyze the current status of computerized labs and smart classrooms.

4. The University should allocate more time and more attention to the Service Learning Program.

5. The University should develop guidelines to encourage regular formal and informal assessments of its overall culture and its individual campus cultures, including examination of Fordham's demonstration of its Catholic identity.

Standard 12
GENERAL EDUCATION

Introduction

Fordham University's core curriculum develops in students "the habits of mind and heart that are the hallmarks of liberally educated men and women" (Undergraduate Bulletin 2004-2006, p. 25). The University's core curriculum is designed "to develop the capacity for clear and critical thinking and correct and forceful expression…to impart a knowledge of scientific principles and skills, an awareness of historical perspective, an understanding of the contemporary world with its cultural diversity, and an intelligent appreciation of religious, philosophical, and moral values" (Undergraduate Bulletin 2004-2006, p. 6). Commitment to this design is manifest in a general education program that is largely common to all the undergraduate colleges of the University. This report will review this model of general education at Fordham, identify its strengths, and consider the challenges remaining to its full realization.

Core Curriculum
Background

The Middle States Self-Study of 1994 recounts the history leading to the consideration of the relationship among Fordham's four undergraduate colleges at Rose Hill and Lincoln Center (then Fordham College, the College at Lincoln Center, the College of Business Administration, and Ignatius College). In the course of this consideration, the University faculty and administration undertook an examination of the various core curricula existing in the different undergraduate colleges. This examination also led to the formulation of a common Undergraduate Mission Statement, which appeared in the 1994 Self-Study, and led to the recommendation that Fordham University develop a single core curriculum that would be common to all the undergraduate colleges, reflective of the values of the Jesuit tradition in education, and consonant with Fordham's newly adopted Undergraduate Mission Statement. On May 10, 1994, the Board of Trustees adopted this recommendation. As reported in the Periodic Review Report of June 2000, the Core Curriculum Committee, consisting of both voting members, all of whom were members of the Arts and Sciences faculty, and non-voting members, including administrators, a member of the Business faculty, and students, developed the common core curriculum. The Committee presented its report to the Arts and Sciences faculty, who approved and adopted the proposal and made the new curriculum effective for all undergraduate colleges in the fall of 1996 for the class of 2000.

Original Form

As adopted, the core curriculum consists of 18 courses (55 credits) representing nine disciplines or families of disciplines (for example, the natural sciences, the social sciences, and mathematics and computer science). Students take the following requirements:

- One course in English Composition and Rhetoric, which was capped at 15 in order to enable close attention to writing;

- Two courses in literature, of which one (Close Reading and Critical Writing) was capped at 20 with the aim of moving toward a cap of 15;

- Two courses in philosophy, including one in ethics;

- Two courses in theology;

- Two courses in history;

- One course in mathematical reasoning, which can be satisfied either by finite mathematics or by an appropriate computer science course;

- Two courses (including laboratories) in the natural sciences (either a two-semester sequence or one course in a physical science and one course in a life science);
- Two courses in the social sciences;
- One course in the fine arts;
- Two foreign language courses, with enrollment capped at 15 for spoken language classes;
- A senior seminar in values and moral choices, with enrollment capped at 20.

The curriculum also includes three distribution requirements (Freshman Seminar, American Pluralism, and Global Studies). The student fulfills the Freshman Seminar requirement by taking a specially designated section of one of the freshman-year core courses. These seminars have more significant writing requirements, and enrollment is capped at 20. A student may satisfy the American Pluralism and Global Studies requirements by taking a core course, a course in a student's major, or an elective course. If these last two requirements are taken in major or elective courses outside the core, then the general education requirement could require 20 courses for its completion; moreover, if the senior seminar is also taken outside the major, the general education requirement could require 21 courses for its completion.

Major Modifications

While adopted as a common core curriculum, there arose in practice motives for changing the curriculum with respect to different constituencies.

First, after discussions among the Core Curriculum Committee, the administration, and the English department, the Core Curriculum Committee recommended to the Arts and Sciences Council that the planning for enrollments in English Composition and Rhetoric aim for an enrollment of 16 students per section, while allowing for the administration in consultation with the department to increase the size of individual sections to 17 or 18.

Second, the original core requirement of two courses in a foreign language was thought inadequate because it was not based on the goal of achieving proficiency in a language. Hence, there was a successful proposal to change the requirement to one that was proficiency based and required an advanced course in language. However, there are exceptions to this rule. Students intending to graduate with a degree in the natural sciences (i.e., in Psychology, Biology, Physics, Chemistry, General Science, or Natural Science), in mathematics, or in computer and information sciences, because of the magnitude of the course requirements in those majors, must complete two language courses but are exempt from the proficiency requirement. Students in the College of Business Administration were also exempted from the language requirement originally; however, as is noted below, this requirement has been reinstated. The change to a proficiency-based requirement means that students might need anywhere from one to five courses to complete the requirement. Review of data from full-time freshmen entering in Fall 2004, who were not science majors, indicates that most students need four to five courses to complete the proficiency requirement. Students satisfying the new language requirement complete their core requirements, therefore, in 17 to 21 courses, assuming that both the American Pluralism and Global Studies requirements are satisfied by a core course. Where that assumption does not hold, students complete their core requirements in 19 to 23 courses.

Third, a cap of 18 is being applied to beginning language courses, Freshman Seminars, and Senior Values Seminars.

Fourth, the College of Business Administration (CBA), motivated both by the specialized nature of the business programs and the number of courses required for their completion, developed a modified list of required liberal arts courses as well as a list of required courses in the business programs. In particular, the alternative program differed from that of non-business majors in the following ways: 1) there was no language requirement, 2) students who did take a two-course sequence in language could use that as a substitution for their second classes in certain core areas, such as history, theology and natural sciences (a practice discontinued in Fall 2004), 3) the Global Studies requirement was weaker insofar as Global Studies courses offered in the CBA need not be devoted to the

particular study of one or more non-Western cultures, and 4) requirements permitting choice for the liberal arts students were specified for the business students. There have been recent changes, however, that address some of these differences with the result that students entering CBA in Fall 2005 will follow a curriculum much more like that followed by students in the liberal arts colleges. For example, on April 13, 2004, the Core Curriculum Committee of the Arts and Sciences Council adopted a recommendation that the College of Business Administration follow the language requirement for students in the natural sciences in the liberal arts colleges (that is, two successive semesters at the appropriate placement level).

Fifth, historical factors account for some minor differences between the core curricula in Fordham College at Rose Hill and Fordham College at Lincoln Center.

A comparison of the core curricula in the various colleges for the classes that entered in 2005 appears in Appendix 12.1.

Strengths

Faithfulness to Jesuit Tradition

The original core curriculum proposal states that "the ultimate test for the validity of a proposed core curriculum is the degree to which it is consistent with and supports Fordham's stated Mission and goals. Both the curriculum as a whole and the individual courses in the core should be judged accordingly." The Undergraduate Mission Statement provides Fordham University with the clear objective of providing an educational experience that demands that its students develop a rigorous intellectual curiosity about their unique place in the world. The University's undergraduate core curriculum facilitates this awareness by centering its content on developing the students' "capacity for clear and critical thinking and correct and forceful expression." Such demands require Fordham students to seek knowledge and awareness beyond the rote "acquisition of basic knowledge" and instead to desire the constant "exploration of questions about values and ethics." Fordham's undergraduate curriculum, in other words, is committed to the classical principles of liberal education, that is, to the development of the arts and skills appropriate to those who are at once rational agents and free citizens.

Fordham's Jesuit tradition is a crucial component in creating the environment that fosters this intellectual curiosity. In its commitment to the caring and careful development of each student, in teaching its students to be concerned with making "their own contribution" to the world instead of learning only "how to use the resources of the world," and in encouraging each student to develop "a commitment to growth in personal and social values," Fordham insists that its students constantly evaluate their present and future contributions to society on a personal, professional, and social level.

The curriculum remains faithful to the Jesuit tradition in higher education by paying deliberate attention to those areas of endeavor, such as philosophy, theology, literature and the arts, history, science, the social sciences, and the foreign languages, in and by which students come to understand human beings, their world—both natural and cultural—and their place in that world, as well as their relation to the supernatural. In its distribution requirements and Senior Values seminar, the core curriculum asks students at once to consider other peoples and cultures, both fellow citizens and those of other lands, and to draw together their own beliefs, aspirations, and moral principles while remaining open to others. Well-grounded in the study of the human and of human beings, students are prepared to take up positions in the academy, in the professions, and in their cities and countries wherein they can live out the Jesuit ideal of acting as "men and women for others."

Adherence to the Undergraduate Mission Statement

Fordham's core curriculum is designed specifically to execute the University's principles as outlined in the Undergraduate Mission Statement. The nearly simultaneous adoption of the unified Undergraduate Mission Statement and the deliberations regarding the core curriculum specifically in the light of this statement ensure

a close fit between that articulated Mission and the curriculum. This near-simultaneous adoption produced a situation in which all the courses included in the core curriculum were selected and designed with the Undergraduate Mission Statement in mind. The Core Curriculum Committee evaluated the courses originally identified as belonging to the core or satisfying one of its disciplinary requirements, as well as those introduced to the list later, in the light of the newly adopted Undergraduate Mission Statement. Moreover, in the cases of some requirements—particularly social sciences courses, freshman seminars, American Pluralism, Global Studies, and the Senior Values seminars—the Core Curriculum Committee established subcommittees and charged them with the responsibility of establishing norms and standards for these courses and for monitoring the implementation of the requirement. These subcommittees continue to evaluate proposals for new courses to satisfy these requirements prior to their introduction into the list of offerings.

Breadth of Student Exposure to Liberal Arts Disciplines and a Widely-Shared Commitment to a Common Goal
The students' exposure to the different disciplines underlying a liberal arts education is impressive. The requirements of the core curriculum cross nine different disciplines, each of which is central to liberal arts education. Moreover, no fewer than nineteen different departments or interdisciplinary programs offer courses satisfying core requirements. The commitment to the core curriculum, in other words, extends both deeply and widely across the University's departments, programs, and faculty.

Sequencing of Courses to Develop Skills
Each course in the curriculum requires students to engage and further develop modes of critical inquiry. For example, when students in their first year enroll in a particular required core course such as Close Reading and Critical Writing and in their sophomore years select a "course chosen from a range of possibilities" within literature, this sequential process demands that students continuously devote attention to developing the principles of analytic and critical thinking at increasingly advanced levels as they move through the curriculum. The repetition of this process in different departmental sequences, wherein each department hones the skills specific to its discipline, enables the core curriculum to promote one of the chief tenets of a Jesuit education, namely, the ability to think from different disciplinary perspectives while organizing one's knowledge into an integrated and unified whole.

Shared Experience of the Core Curriculum for Students
While the commonality of the core curriculum has in practice waxed and waned over the years, there is currently a remarkable consistency across the undergraduate colleges (Appendix 12.1). The most significant differences occur in the College of Business Administration, where the aims of the core curriculum are met in more narrowly defined requirements than for students in other colleges. The requirement involving the greatest differences among the colleges has been the foreign language requirement, which, for students entering in Fall 2006 and thereafter, is now a two-course requirement in CBA, in FCLS, and Marymount College, and is, depending on a student's major, either a two-course requirement or a proficiency requirement at the advanced level in FCRH and FCLC.

Challenges
Sustaining the Commonality of the Core Curriculum
The commonality of the core curriculum has been an issue of some concern in recent years, and Fordham has taken steps to strengthen this commonality. However, commonality cannot mean absolute uniformity, for insistence on the latter would fail to recognize the differences that exist among different colleges and among different departmental programs. The different requirements imposed upon students by the particular mission of a college or the curricular requirements of a discipline require that there be at least some flexibility in how the core curriculum is satisfied by different groups of students. The University, therefore, must carefully consider the degree to which difference is compatible with commonality, clearly state what is expected of its vari-

ous undergraduate colleges with respect to the commonality of the core curriculum, and enforce those expectations. This is the task of the faculty and, in particular, the Core Curriculum Committee. The appointment of an Associate Vice President of Academic Affairs for Undergraduate Education/Dean of Arts and Science Faculty is a further step in this direction. Since this appointment was made only in July of 2004, it is too early to tell what effect the creation of this position will have.

An additional problem arises from the fact that a number of students do not take the core courses at the designated times, and this weakens the commonality of the core experience. When all sophomores are taking, say, Philosophical Ethics at the same time, there is a possibility for students to engage in discussions of the issues raised in their various sections. However, a student who is taking the course out of sequence does not share in that experience, at least not in the same way or to the same degree. This problem exists across all the undergraduate colleges, although there is evidence from some departments that the problem is present to a greater extent in the College of Business Administration.

Moreover, while the core curricular requirements that involve particular courses preserve commonality, there are limits even here. Not all departments report having policies that cover the content of a course or the nature of the assignments given. This is, of course, consistent with principles of academic freedom, but so too are departmental decisions openly arrived at that commit the department to sustain at least some common elements in all sections of a particular core course. Even in some cases where there are such policies, these policies are meant to ensure that the course adequately introduces the students to the foundations of the particular discipline rather than to ensure that the course addresses the aims of the core curriculum. The policies do not seem drawn with particular reference to the ends of the core curriculum.

Newer instructors who were not party to the discussions regarding the core curriculum do not always see the connection between their course and the goals of the core curriculum, viewing the course instead primarily in its role as introducing the discipline to potential majors. This is especially true in those courses that are taken voluntarily in order to satisfy a "cafeteria-style" requirement. While the University orients all new regular and visiting faculty, it is less clear how well adjunct faculty and new teaching fellows are oriented to the aims of the core curriculum and the principles underlying it.

Relieving Scheduling Difficulties for Students

Two issues arise for students with regard to scheduling. The first concerns the laboratory component of science courses. These labs invariably run over two schedule blocks, and a student's ability to select other courses during the semester in which he or she takes the laboratory science course is thereby severely restricted since he or she must devote three different course blocks to the single course and its laboratory component. Students who are not science majors complain about this difficulty, especially when they are shut out of major courses or electives closer to their own interests. There is simply no way around this problem. The issue is best addressed by enabling students to see more clearly the value of the lab science courses in relation to the Mission of the University as realized in the core curriculum and in relation to the student's own education, and, more specifically, how these laboratory science courses for non-majors will contribute to an informed citizen's scientific literacy and ability to participate in important public policy debates and decisions. To be successful, this kind of effort must occur at many levels, in college orientation and advising sessions, within departments, and, finally, within the context of courses and course syllabi (which might include a clear statement of the core objectives to be realized in the course).

The second issue concerns the scheduling difficulties that arise as a consequence of the size of the core. Some students and some departments point out that students are unable to begin taking significant numbers of courses in their majors until the junior year. This fact has different consequences for different programs. In some cases, it means that students often must take courses out of the preferred sequence. In other cases, stu-

dents interested in graduate school will be unable to take a sufficient number of courses to prepare adequately for superior graduate programs.

A comparison of the Fordham core curriculum with core curricula at similar and competing universities indicates that the Fordham core curriculum is large. This is clear in comparing the Fordham requirements with those at Notre Dame and other Jesuit colleges and universities (see Appendices 12.2 and 12.3 for a comparison with our Catholic aspirant institutions). Fordham's number of required courses is higher than almost all these schools, and Fordham requires fewer courses for graduation than most. Fordham undergraduates must take 17 to 21 courses to satisfy the core. This assumes that they satisfy all their distribution requirements in core courses, but this possibility does not exist for students who major in some—indeed, most—departments. Hence, satisfying the core requirements in some cases will require as many as 23 courses. The Fordham student typically takes 36 courses; consequently, students take anywhere from 47.2% to 63.9% of their courses in the satisfaction of core requirements. From the point of view of credit hours, a student will take anywhere from 51 to 69 hours in the core curriculum. Since one hundred 24 credits are required for graduation, this means that a student will typically acquire 41.1% to 55.6% of their credits in core courses. The difference in the percentages is a function of the fact that most core courses are three-credit courses while the courses a student takes in the junior and senior years are typically four-credit courses. This difference in credit hours exacerbates the problem of the limited number of course slots available to students in some majors, particularly the sciences (Appendix 12.3). Nevertheless, the responses from chairs of departments to a questionnaire asking about the balance between the breadth of knowledge and skills acquired in core offerings and the specialized knowledge and skills required in major offerings generally indicated satisfaction with the balance. Moreover, a review of available departmental self-studies indicates that the problem of students scheduling courses in their major fields is not an issue that arises for most departments in their reviews. A few departments, however, do consider it a crucial issue for the adequate preparation of their majors.

Staffing the Core Curriculum

The core curriculum requires the commitment of a substantial number of faculty and teaching fellows. There are two competing pressures in this regard. One arises from the Undergraduate Mission Statement's stated aim regarding "the care and development of each individual student." This is understood by many as a call for small class sizes, and in courses that are writing intensive, it demands small class sizes. So, for example, the Core Curriculum Committee proposed the enrollment in English Composition and Rhetoric sections be capped at 15 students and that the enrollment in Close Reading and Critical Writing sections be capped at 20 "with the aim to move toward 15." The cap for the former course was raised to 16, with the possibility of a course having 17 or 18 students. The average enrollment over the past five semesters has been between 15 and 16 students as compared with an average enrollment between 14 and 15 over the previous four semesters. These average figures do not reflect the range of enrollments for particular sections. Moreover, the increase of one in the mean enrollment might seem insignificant. However, since the course requires weekly submissions of "essays," and since good pedagogical practice suggests that essays of different types and lengths be written over the course of the term, the additional student in each section means that instructors are faced with an additional 14 essays over the term (and double or triple that if multiple sections are taught by the same instructor). There is, therefore, a need on the part of instructors to keep the burden of reading essays to a manageable level, and this can result in a reduction of the length of what should be longer assignments toward the end of the semester. Consequently, students might not receive the required training in writing longer essays or constructing a sustained argument, forms of writing that will become increasingly important in their later academic careers. A weakening of the writing experience in English Composition and Rhetoric would create a ripple effect throughout the core. It would certainly affect, for example, philosophy, which has a departmental policy requiring at least ten pages of writing in each section of its two core offerings and where the assignment

of papers involving sustained arguments is common. Given section sizes of 35 in philosophy courses, the already considerable burden of writing instruction is magnified if students are not adequately prepared. Similar repercussions manifest themselves in other core courses whose enrollments have increased and in which writing is emphasized.

In order to sustain and improve the University's programs, there is pressure to redefine the notion of faculty workload, and this, in turn, creates pressure to reduce teaching loads, especially in doctoral departments. The reduction of teaching loads in doctoral departments that are also heavily invested in the core curriculum, however, creates enormous staffing problems for the core. There are several possible solutions to this dilemma: the University must hire large numbers of additional faculty; the University must rely more greatly on teaching fellows, post-doctoral teaching fellows, and adjunct instructors in core sections; departments must increase the size of core sections, or these actions must be combined in some way. Some departments have begun to experiment with larger sections in order to reduce or maintain the number of adjuncts while adjusting some teaching loads, but it is too early to evaluate the results of these experiments.

Financing the Core Curriculum

Core courses are currently staffed by regular faculty, clinical faculty, post-doctoral teaching fellows, graduate teaching fellows, and adjuncts. When our own unfunded graduate students serve as adjuncts, they are designated Teaching Associates and receive a slightly higher level of compensation and access to University health insurance. Staffing issues are invariably related to financial issues, and the staffing issues surrounding the core curriculum are no exception. Two issues merit some comment.

The first is that there are few incentives for regular faculty to teach in the core, and especially to teach multiple sections of a core offering. Incentives the University might consider offering are course relief when someone teaches multiple sections for a defined number of semesters (a policy that would be comparable to current policies for mentoring or reading dissertations at the graduate level), and taking into consideration when merit is determined the fact that a faculty member teaches a large number of core sections in a given year.

The second issue is that the remuneration established for adjunct faculty is low relative to other universities in the area. So, while there are a great number of people available to serve as adjuncts in the greater New York metropolitan area, Fordham does not pay enough to secure the best available adjuncts.

Decreasing Core Bureaucracy

The core curriculum requires students to take some courses that are fixed in the curriculum (namely, Freshman Composition and Rhetoric, Close Reading and Critical Writing, Philosophy of Human Nature, Philosophical Ethics, Faith and Critical Reason; and The West from the Enlightenment to the Present). Students may satisfy the remaining requirements by selecting from a set of courses, each of which can satisfy a particular requirement. This means that the core curriculum offers students great flexibility while ensuring that they take courses sufficiently similar to maintain a degree of commonality with the experiences of their fellow students. This flexibility is magnified by the fact that many of these courses can be shaped in a way that will enable them to satisfy the Global Studies or American Pluralism requirement, a fact that encourages the development of new and innovative courses. The same is true for the courses that satisfy the requirement for a Senior Values Seminar; many new and exciting courses have resulted from faculty attempts to address this requirement.

The process for gaining approval either for new additions to the list of courses that can satisfy a particular requirement or for new Global Studies, American Pluralism, and Senior Values courses can be quite cumbersome. In some cases, no fewer than three committees must approve the change: a subcommittee of the Core Curriculum Committee, the Core Curriculum Committee itself, and the Arts and Sciences Council. In some

cases, faculty members have not received replies from the subcommittees, or have received replies that indicate only that a course has not been approved but offer no substantive suggestions for improvement.

Assessment of the Core

The importance of assessing the core curriculum was evident to the ad hoc Core Curriculum Committee from the beginning of its deliberations. The seventh section of the core curriculum proposal identified a number of steps to be taken for the purpose of assessing the curriculum over time. Chief among these measures was the assignment of the responsibility for overseeing the core to a standing Core Curriculum Committee of the Arts and Sciences Council; the designation of Core Curriculum Subcommittees to oversee the three distribution requirements (Freshman Seminar, Global Studies, and American Pluralism), the Senior Values Seminars, the second literature course, and the second social science course; annual faculty meetings to review the core curriculum and recommend, if necessary, substantive changes; and faculty seminars. The list of courses that satisfy the second literature requirement has not changed, and the task force is unaware of any evidence that the subcommittee for the second literature course has functioned. Moreover, the subcommittee on the second social science course, after establishing guidelines and approving an initial list of courses, has functioned only as needed upon the presentation of new course proposals. Finally, the core curriculum proposal included a recommendation that both internal and external evaluation mechanisms be developed to determine whether the time objectives of the core curriculum are being met.

One might ask the following questions in assessing the core curriculum:

1. What are the ends properly sought by the core curriculum of a Jesuit, Catholic institution devoted to liberal and professional education?

2. Does the core curriculum as a whole aim at achieving these ends?

3. Does the particular set of core requirements taken together best lead to the realization of these ends?

4. Do the individual core courses promote the realization of these ends?

5. Are there changes, either in the package of courses or within individual courses, that would result in the curriculum or individual courses better achieving those ends?

Finally, since the University proclaims that its core curriculum (or at least central parts of it) is an integrated curriculum (Undergraduate Bulletin, p. 25), we must also ask the following question:

6. Are the core offerings by various departments and programs well *integrated* with the core courses offered by other departments and programs?

The process of formulating and adopting the uniform Undergraduate Mission Statement led to the explicit identification of the ends properly sought by the core curriculum prior to its design and adoption. This activity addressed the first question regarding assessment insofar as it established the framework for all other assessment activities. Moreover, as stated above, the core curriculum was adopted in the wake of the adoption of the Undergraduate Mission Statement and explicitly ordered toward the realization of that mission. All the courses contained within the core curriculum were, in this way, "pre-assessed" for their suitability in achieving the goals of the core curriculum. All new courses added to the core, either to satisfy a distribution requirement or to satisfy a requirement allowing a choice among designated courses, have undergone a similar "pre-assessment." This "pre-assessment" addresses questions two and four listed above and is a crucial element of Fordham's assessment of its core curriculum.

The change in the language requirement in the core curriculum is another example of successful assessment. The Core Curriculum Committee, in conjunction with the Department of Modern Languages and Literatures,

conducted an in-depth, two-year review of the requirement. In light of this review, the requirement was changed to a proficiency requirement for students in the humanities and social sciences while remaining a two-semester sequence for students in the natural sciences. This latter requirement has now been extended to CBA students. Moreover, given the fact that Department of Modern Languages and Literatures administers a placement test to some incoming students and has begun implementation of a common final exam, there will be opportunities for assessing the students' development of their language skills over the course of their language study.

The annual meetings of faculty to discuss issues in the core curriculum have typically not been well attended. Last year no meeting was held. Nevertheless, such meetings remain an important instrument for assessment and should be resumed with carefully chosen topics identified for discussion.

Core courses within departments also need to be assessed in relation to core goals. While the original adoption of these courses occurred in the context of the adoption of the Undergraduate Mission Statement and the core curriculum itself, the syllabi for these courses do not undergo the same kind of "pre-assessment" review as do, say, the syllabi of courses satisfying the distribution requirements or Senior Values requirement. One should assume that when they first conceived and designed these core courses, faculty considered the aims of the core. Over time, however, new and different faculty members, many of whom were not party to their original design, have begun teaching core courses, and, in appropriating them, may have significantly changed the degree to which they meet core aims. It is an open question as to how well continuing assessment of these courses occurs.

The departmental and program reviews recently conducted focus primarily on the major and minor programs in the departments and say little about core courses. Even when they do speak of core courses, the focus is often on those courses as introductions to the discipline and not as elements of the core curriculum. Questionnaires returned by departmental chairs (or associate chairs) indicate that the departments view themselves as assessing their core offerings. The means of assessment most frequently identified, however, are the SEEQ (Students' Evaluation of Educational Quality) forms completed by all students in each course and class visitations to observe instruction. The SEEQ forms, however, have few questions that can be considered core specific. One group of questions concerns group interactions and identifies the degree to which students were encouraged to participate in class discussions, to ask questions, to share their knowledge, and to express their own ideas or question the instructor's viewpoint. None of the other questions have a clear relation to the core objectives. Moreover, those who mentioned class visitations indicated that these were restricted to faculty not yet tenured, adjunct faculty, and teaching fellows. In addition, some departments mentioned a review of the syllabi for core sections, but a review of a random selection of syllabi reveals that many syllabi for core courses make no reference to core objectives, and it is difficult to determine whether the reviews of syllabi take core considerations into account over and above departmental considerations. Only one responding department mentioned a departmental committee charged with overseeing core courses to ensure that they meet core objectives, while another department mentioned informal discussion among faculty of their syllabi in relation to core objectives.

Perhaps the most obvious way to judge whether a curriculum or course realizes its end is to conceive the end as an intended consequence and determine whether the actual and intended results coincide. This suggests that assessment should also consider the effects of the core curriculum, and this is the insight that underlies the notion of "outcomes assessment." However, the reliance on the SEEQ instruments for evaluating the outcomes of the core curriculum is problematic. Quite apart from the fact that there are few core-related questions on the SEEQ form, their use in outcomes assessment blurs the distinction between an effect and the perception of an effect. The student evaluations best measure the students' perceptions of a course and its efficacy. To use

these individual course evaluations for the further purpose of evaluating the appropriateness and worthiness of an entire curriculum in fulfilling the University's Mission or the worthiness of a core course in fulfilling the aims of the curriculum of which it is a part is an exercise of limited value. We must be careful to avoid reducing our judgments about how well the curriculum and its courses achieves its ends to judgments on the part of the students about effects or outcomes of individual course sections.

Outcomes assessment is made still more difficult by the multiple agencies involved in learning. When actions involve only the interests, attitudes, judgments, and actions of the person intending the end, the "outcomes assessment" of an action makes much sense, although even in cases of single agency, some actions are undertaken for certain ends with the full knowledge that the action will produce effects in addition to the end at which the action aims. However, since learning depends in part upon the activities of agents (the students) other than those agents intending the ends and designing the courses realizing those ends (the faculty), judging the value of the actions undertaken to realize the end becomes problematic. When the activities that are the core courses fail to meet their ends, it is difficult to determine to whom this failure should be assigned [i.e., to students or to faculty] and to determine whether it is a matter of an agent's capacities or execution. The best curriculum in the world will not be successful if students do not fulfill their own responsibilities in the educational process.

Finally, when students properly exercise their own agency but instructors fail to do so, this does not reveal any clear conclusions about the curriculum itself. The SEEQ forms alert us most clearly to the worst cases of instructor performance, but this does not itself entail that there is a problem with the design of the curriculum. All these considerations, then, make many faculty wary of the reliance on SEEQs for outcomes assessment and as a means of determining the value of the curriculum in meeting Fordham University's goals for all students. Better are those "pre-assessment" methods that keep the goals of the curriculum in view and argue for the efficacy of a certain curricular design for achieving those goals.

On the assumption that the core courses do in fact achieve the ends of the core curriculum, the clearest indication of the "outcome" of any particular core course for a particular student is the grade the student receives in that course. But grades tell us little about the overall value of the core, since they will always yield averages whose significance goes far beyond the determination of whether the core objectives were achieved. Assessment of a student's progress over time in relation to core objectives can be determined by pre-testing and then administering another examination at the end of the curriculum. In this regard, the Department of Modern Languages and Literatures will be able to make important judgments about the progress made by students while in the foreign language courses, since a sample of students studying a particular language will take a common pre-test and all the students will take common examinations. Establishing similar sorts of pre-tests in disciplines where placement is not an issue is, however, a difficult task. It would contribute greatly to the work of faculty and yield little practical benefit since it would probably provide information of limited value. Similarly, maintaining portfolios and assessing a student's progress in writing over his or her time in the curriculum would also require a great amount of work while yielding conclusions of limited practical value. Nevertheless, a complete assessment program would look at the curriculum using both an "ends assessment" model and an "outcomes assessment" model.

It is worth noting that the first class graduating after taking the new curriculum is the Class of 2000. The Core Curriculum Committee recognized as early as February of 2003 that it would need to devise procedures for outcomes assessment. The Committee agreed that it would begin a broader discussion of assessment responsibilities in Spring 2005.

Recommendations

1. The Core Curriculum Committee should periodically assess the core curriculum, establish a basis for evaluating the development of students' abilities, especially in critical thinking and writing, and consider whether there is an over-reliance on SEEQ as the primary means of assessment of core courses.

2. The Core Curriculum Committee should resume the annual meetings of faculty to discuss important issues regarding the design, execution, and assessment of the core curriculum.

Standard 13
RELATED EDUCATIONAL ACTIVITIES

Related Educational Activities and Programs

This section examines degree programs, certificate programs, and other University-sponsored educational experiences, either credit or non-credit bearing, offered at Fordham University's Branch Campus and other instructional sites. The section also describes programs that provide under-prepared students with basic skills, institutional pre-college program activities, experiential learning programs, and activities to assist students who are not native born and/or who do not speak English as their first language. All program administrators, staff, and teaching personnel for the programs listed in this section have been recruited and hired using the University's fair and competitive personnel practices and procedures as administered by the Office of Human Resources and monitored by the Legal Counsel's Office. All information contained in this section is based on interviews with Office of Academic Affairs personnel, program directors and staff, as well as on review of relevant program documents and data.

The Tarrytown Graduate Center (Branch Campus) was established in 1976, and is geographically located across the street from the 25-acre campus of Fordham University's Marymount Campus in Tarrytown, New York. The Graduate School of Education, the Graduate School of Business Administration, and the Graduate School of Social Service offer a combination of master's and doctoral degree programs at this site. Tarrytown's Inventory of Registered Programs lists a total of 60 degree programs for this campus, whose courses are offered during the Fall, Spring, and Summer semesters. Each academic area has a full-time, on-site associate dean who functions as program administrator. The instructional staff includes full-time, tenure-track and adjunct faculty. The Center serves approximately 360 full-time students and 390 part-time students per academic year. All current institutional and school policies and procedures regarding program quality and program assessment are in effect at this campus. This includes offering the same courses available at the main campus for the graduate schools (Lincoln Center). Institutional resources available at this campus include classrooms, faculty offices, computing and technology centers, student services, library services, the Financial Aid Office, and a Bookstore. This campus does not have independent fiscal or hiring authority.

The Regional Educational Technology Center (RETC) was established, in part, through a $9 million grant funded by New York State's Higher Education Applied Technology Legislation of 1995, and reports to the Office of Academic Affairs. While the Center is located on the Rose Hill Campus, it offers an array of off-campus training, research, evaluation, and support services with a special emphasis on professional development and adult and continuing education. In recent years, the RETC has been very successful in developing multiple partnerships and funding grants to work with schools and districts in New York City. These partnerships include, among others, a New York State Education Department grant in partnership with Region 2 for $4.2 million; a U.S. Department of Education FIPSE/LAAP grant for distance learning research; and $200,000 in funding for computer hardware for Bronx schools through the Bronx Borough President's Office. The RETC does not offer degree programs. However, in collaboration with the Graduate School of Education, clients have access to degree and certification programs offered at the various campuses. Outcome assessment procedures for RETC projects are based on pre-established goals, objectives, and outcomes determined in collaboration with city, state, and federal funding authorities and partners.

Additional Sites

Based on the University's Institutional Profile (2003-2004) that was submitted to the Middle States Commission on Higher Education, the University has 13 other sites that offer undergraduate and graduate credit, though these sites do not offer complete degree programs: 1) Center for Education at Bishop Kearney (Brooklyn), 2) Center for Education at Saint John the Baptist (West Islip), 3) Center for Education at the New York Archdiocese (Manhattan), 4-8) Professional Development Programs at UFT (Bronx, Brooklyn, Manhattan, Queens, and Staten Island), 9) Saint

Francis Instructional Leadership Program (Manhattan), 10) Community School District 4 Office (Manhattan), 11) Marymount Fordham London Centre (London), and 12) MSW Program at Molloy College (Long Island). As with the Branch campus, these sites adhere to all institutional and school policies and procedures regarding program quality and assessment in effect at the main campuses.

Focused Educational Programs and Services

The International and Study Abroad Program is responsible for study abroad operations for the University's under-graduate colleges (FCRH/FCLC/CBA) located at the Rose Hill and Lincoln Center campuses. The program makes available program materials and catalogs about study abroad opportunities, maintains a specific roster of sponsored programs, handles all applications to study abroad, and administers and monitors all protocols and procedures necessary for a complete and successful study abroad experience (e.g., billing, credit transfer, approval of courses, etc.). A program committee screens all study abroad applications, and those needing additional scrutiny go to a University-wide Study Abroad Selection Committee with faculty and dean representatives from the participating colleges. On average, approximately 500 students use the program's services per academic year. Between 250 and 300 students become involved in a study abroad experience each year.

The program adheres to an on-site Study Abroad Programs Visit Evaluation Yearly Schedule that involves one to five visits during the academic year and the summer months. It also maintains and analyzes on both a semester and academic year basis an extensive database on all study abroad traffic. The goal of the analysis is to identify trends and monitor levels of participation. Additionally, each participating student must complete a formal program evaluation administered by the on-site program partner.

The Office of International Students and Scholars provides assistance and support services for international students. Services include assistance at the point of initial inquiry, counseling during the enrollment process, and post-enrollment services for admitted students. Other services offered include reviewing applications; evaluating international credentials; developing and maintaining contacts with overseas advisors, international schools, and exchange programs; advising students on immigration and cultural adjustment issues, and acting as an advocate for the international student population both within and outside the University. This Office also assists the University and its members in maintaining compliance with appropriate federal laws, statutes, and regulations regarding SEVIS (Student and Exchange Visitor Information System), the Department of Homeland Security, the Department of State, the Department of Labor, the Social Security Administration, and the Internal Revenue Service.

The program uses the Open Doors on International Educational Exchange Survey (2004-2005) to collect and analyze the following data: total enrollment by gender, degree levels, marital and immigration status, and place/country of origin. Additionally, the United States' Departments of State and Homeland Security monitor the program by means of annual and biannual reports submitted to these federal offices.

The Institute of American Language and Culture (IALC) offers intensive instruction designed to help students gain English language proficiency in a limited amount of time. Some are students who are enrolled in traditional degree-granting programs in Fordham's undergraduate and graduate schools while others are professionals working in the business and not-for-profit sectors. In particular, the program stresses the development of skills in speaking, listening, writing, reading, grammar, and vocabulary development. An "intensive" component offers six levels of proficiency ranging from beginner to advanced levels of proficiency (university preparatory proficiency). The program also offers content-based courses (traditional college subject matter courses that include ESL skill instruction). The university preparation level is a component that offers credit (for college writing courses) and non-credit courses. The Institute also offers courses for students who would like to study on a part-time basis. Each student who completes the program receives a certificate, and upon request, an official statement of his or

her English proficiency. Approximately 300 students per year take IALC classes. Students speak between 40-50 different languages in total, with representation from Eastern and Western Europe, Asia, Africa, and Central America most common. The majority of program participants are in the United States under visa sponsorship (i.e., F-1, J-1, B-1, and H-1). Approximately 20% are United States residents or immigrants studying English for employment purposes. The Institute also has administrative and budgetary oversight for the Center for English Language Studies located at the Marymount College Campus which offers an English language skills development program. Some students stay in the Marymount Campus dorms and commute to the Lincoln Center Campus to attend IALC classes.

The program assesses its activities through a variety of testing procedures, which include an oral exam, a grammar test, and a written exam that varies in intensity according to level. The program-specific placement test replaces the need for a TOEFL test in the undergraduate colleges and several graduate schools. IALC completes an annual report on enrollment, student retention, advancement, graduation rates, and program revenue, as well as on professional and university-related activities for program staff and faculty. The program also collects annual student data on country of origin, degrees earned in students' native countries, English proficiency, languages spoken, and immigration status.

The majority of undergraduate experiential activities in the five undergraduate colleges are student internships. There is one internship program coordinated by the University's Office of Career Planning and Placement. Most of the undergraduate degree programs and disciplines recommend and encourage internship experiences for students, and the pre-professional programs, e.g., education and social work, require an internship for degree completion. The Career Planning and Placement Office hosts internship information sessions throughout the academic year wherein institutional policy information on both credit and non-credit internships, as well as a signed Learning Expectations Form that requires students to agree to abide by program policies, are distributed. The Office also works with academic advisors to ensure that academic and internship requirements are coordinated for the student's benefit. Several measures are used to evaluate student learning outcomes and the efficacy of the internship experience. The students submit two formal evaluations during the internship experience, and the site supervisor must formally evaluate the student's work performance. Students who intern for credit must enroll in an internship seminar specifically designed to integrate the student's academic and experiential learning.

At the conclusion of each academic year, the Career Planning and Placement Office conducts a Senior Survey concerning employment and/or graduate school plans for the graduating class. For the 2003-2004 academic year, 528 students participated in the Undergraduate Internship Program. This was an increase of 3.7% from the previous year.

Externally-Funded Campus-Based Programs
These programs offer some form of academic preparation, support, enrichment, and the enhancement of basic skills for targeted student populations.

Higher Education Opportunity Program
In 1969, the New York State Legislature established The Higher Education Opportunity Program (HEOP) to help academically and economically disadvantaged and first-generation students attend independent colleges and universities in New York State. A grant from the New York State Education Department funds the program, and the goal of the program is to recruit, retain, and graduate participating students by providing supportive services and supplemental financial aid. Fordham has two HEOP programs, one at the Rose Hill Campus (established in 1969) and another at the Lincoln Center Campus (established in 1973). HEOP-RH serves approximately 250 students and HEOP-LC serves approximately 115 students. During the academic year, supportive services include academic advising, involving regular meetings with students to monitor academic progress and foster academic planning;

academic skills services, involving workshops that enhance skill development in focused areas such as time and stress management, and tutorial services that provide individual peer tutoring for students in need of assistance with academic courses. There is also an intensive six-week summer program for freshmen.

Collegiate Science Technology Entry Program
In 1987, the New York State Legislature established The Collegiate Science Technology Entry Program (CSTEP) for the purpose of increasing the number of historically under-represented students who enroll in and complete undergraduate and graduate programs leading to careers in science, mathematics, technology, and the health-related professions. The program places emphasis on expanding students' knowledge of the opportunities and prerequisites for professional-level careers in the licensed professions such as medicine, dentistry, and optometry, as well as law, and graduate training in the arts and sciences with an emphasis on doctoral studies. A grant from the New York State Education Department funds the program, which serves approximately 156 students, including 40 freshmen, at the Rose Hill, Lincoln Center, and Marymount Campuses. During the academic year, program services include academic enrichment classes and summer enrichment activities; academic and career counseling services; study groups and tutorials, including peer mentoring; study, test-taking, time management and career seminars; research and internship experiences and attendance at scholarly conferences, and financial aid for graduate and professional school applications.

Science Technology Entry Program
In 1986, the New York State Legislature established The Science Technology Entry Program (STEP) for the purpose of encouraging and preparing historically underrepresented secondary students to pursue studies in the sciences, mathematics, and careers in scientific, technological, health and the licensed professions. A grant from the New York State Education Department funds the program, which is based at the Rose Hill Campus. The STEP Program recruits mostly from Bronx-based secondary schools, and uses a competitive formal application process that includes a review of transcripts, personal interviews with prospective students and parents, and review of recommendations. STEP serves approximately 175 students in grades seven through twelve. During the academic year, program events take place on Saturdays from 9:00 a.m. to 1:00 p.m. These include: 1) academic enrichment classes in the sciences, mathematics, computer science, and literature, 2) study groups, tutorials (conducted by Fordham undergraduates), and internships, 3) test-taking, time management and career seminars, and 4) assistance in selecting and applying to institutions of higher education. There is also a five-week summer program (Monday-Friday), including a science project and science fair, that places an increased emphasis on science laboratory work and sponsors educational/recreational field trips.

Upward Bound Program
The Upward Bound Program is part of a series of TRIO programs established by the United States congress to prepare low-income, first-generation Americans to enter and graduate from college. The goal is to enable students to overcome social, academic, and cultural barriers that impede access to higher education. Two-thirds of the families served by the program must be classified as low-income in accordance with federal guidelines. The University's Upward Bound Program was established in 1967. The program is based at the Rose Hill Campus and recruits students from Bronx high schools. The selection process involves reviewing formal applications and transcripts and conducting personal interviews with prospective students and parents. The program serves approximately 70 students in grades nine through twelve. During the academic year, program events take place after school during the week and on Saturdays. The program services include 1) academic enrichment classes in reading, writing, math, science, English and SAT prep, and 2) academic, career/financial aid counseling, tutoring, and computer training, college advisement, college visitations, cultural and recreational events. There is also a six-week residential summer component (Monday through Friday) that exposes program participants to campus life on a 24 hour basis. The summer program emphasizes the attendance at formal academic classes on a college campus.

Student Support Services Program

The Student Support Services Program is the second campus-based TRIO program. It was established at Fordham in 1984. It is designed to provide tutoring, and other academic services to undergraduates identified by faculty and student services as needing assistance. Two-thirds of the students receiving services must be low-income, first generation and one-third must be classified as disabled. Approximately 200 students are served per academic year. The program is based at Rose Hill and Lincoln Center, and provides the following services during the academic year: 1) Tutorial/counseling services and scheduled study/support groups. 2) Assistance with preparation for graduate and professional school entrance exams, e.g., GRE, LSAT and MCAT. 3) Assistance with preparing graduate/professional school applications and financial aid forms.

Talent Search Program

The Talent Search Program is the third University-sponsored TRIO program. Established in 1985, the program is designed to identify and encourage middle/senior high students to persist in their formal studies, graduate, and enter postsecondary education. The program also attempts to help drop-outs to re-enter school. Talent Search serves approximately 750 high school students and 100 middle school students. During the academic year, the following services are offered: 1) Academic/career advisement and assistance with computer literacy, 2) Parent information services, SAT prep, and college visitations, and 3) Exposure to educational/cultural enrichment activities.

Interuniversity Doctoral Consortium

Fordham University's Graduate School of Arts and Sciences (GSAS) is a participating member of the Interuniversity Doctoral Consortium which is an association of universities in the region. Other participating members include The City University of New York Graduate Center, Columbia University, Princeton University, Rutgers University, Stony Brook University, and Teachers College, Columbia University.

The Doctoral Consortium allows fully-matriculated students the opportunity to take courses that are usually not available at Fordham at one or more of the participating institutions. Access to these courses is based on availability of space, and the students need the prior approval of the Associate Dean of GSAS, the student's program advisor, the dean's office of the host institution, and the course instructor.

In addition, the University's Department of Classical Languages and Literatures is a member of the Graduate Classics Consortium which includes New York University and The City University of New York. This arrangement allows Fordham students to choose from a wide variety of course offerings, as well as use of host institution libraries and consultation with their faculties.

Beijing International MBA Program (BiMBA)

The BiMBA program is the first foreign MBA degree program in Beijing to be formally approved by the Chinese government. Fordham University is the degree granting institution for this program. The University's partner in this endeavor is the China Center for Economic Research (CCER) which has a formal relationship with Peking University. The Executive Committee of the Association of Jesuit Colleges and Universities Business deans function as an oversight board for the program, and 26 American Jesuit business schools provide program faculty. This provides assurance that AACSB-qualified faculty teach in the program. All programs in the program are taught in English, and BiMBA maintains its own program records.

The goal of the program is to offer world-class graduate business education to exceptional students in China as well as to a small group of foreign students. The curriculum emphasizes a global business perspective and knowledge of emerging technologies. The program currently enrolls approximately 400 students, including approximately 90 executive program students. BiMBA offers a traditional MBA program curriculum for full-time and part-time students, as well as an accelerated executive program. An associate dean in Fordham's Graduate School of Business has administrative responsibility for the program.

All current University and school policies and procedures regarding program quality and program assessment are in effect for this program including adherence to AACSB program standards. In addition, an assessment of "International Capabilities" of the program was conducted jointly with the American Council on Education (ACE).

Undergraduate Honors Programs

The University's three traditional liberal arts undergraduate colleges (Fordham College at Rose Hill, Fordham College at Lincoln Center and Fordham College of Liberal Studies) offer honors programs. Founded in 1955, the Rose Hill Honors Program is the oldest. The program was designed to enhance critical thinking skills and provide students of exceptional academic talent and intellectual curiosity with the opportunity to pursue their major studies in greater depth, breadth, and intensity. Students from all majors are eligible and usually enter the Honors Program during their freshmen year.

Honors students take a sequence of courses that provide a comprehensive overview of the intellectual and social forces, as well as scientific and technological advances, that have shaped the modern world. Faculty members encourage program students to conduct independent work at an advanced level, and to integrate the study of such disciplines as History, Literature, Art, Philosophy, and Religion, as well as Science and Math.

In addition to special courses and seminars, the Honors Programs include a capstone requirement, such as a senior thesis or other focused research project. Enrollment in the programs is limited and each program has a special set of senior faculty advisors. Honors students are expected to maintain a grade point average of 3.5, and successful completion of the program entitles students to the designation *in cursu honorum* on their diploma and transcript. Upon graduation, many of these students continue their studies in graduate and professional schools.

Conclusion

Under the nomenclature "Related Educational Activities," Fordham University has implemented a set of successful long-term programs that have proven to be both exemplary and noteworthy in terms of helping students overcome academic, social economic, cultural, and language barriers that impede access to both educational opportunity in general, and higher education in particular. These programs provide a comprehensive array of services including basic skills and remediation for under-prepared pre-college and college-level students, honors programs, multi-level educational and social services for international students and students for whom English is not their native language, as well as experiential activities that have proven to be very successful for both undergraduate and graduate students. Most important, program data indicate that the programs and their staffs have engaged in activities that have brought both recognition and acclaim to the University.

Recommendation

1. Each program should review its procedures for assessing student learning outcomes and incorporate findings in subsequent planning.

Standard 14
ASSESSMENT OF STUDENT LEARNING

Introduction

According to the Middle States Commission, "assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher educational goals." Furthermore a commitment to assessment requires a parallel commitment to its use, in particular, in making improvements in the teaching and learning process.

In pursuing these charges, this chapter focuses on undergraduate students, particularly the liberal arts and sciences students in Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Undergraduates and graduates in business are accredited by the AACSB. The other professional schools undergo accreditation by relevant associations, including the Graduate School of Education, the School of Law, both undergraduate and graduate degree programs in the Graduate School of Social Services and the Clinical Program in the Graduate School of Arts and Sciences.

The above charges guided the development of the original charge questions. These questions have been reorganized into three major analytic foci–learning objectives and desired outcomes, on-going monitoring, and evidence of learning. Subsequently, there are two sections—one summarizing the major findings and another offering recommendations.

Learning Objectives and Desired Outcomes

In this section, we examine the learning objectives and desired outcomes of the core curriculum and major programs of study. We discuss to what extent these objectives support or reinforce one or more of the five University goals (intellectual excellence, moral values, religious concerns, humanistic component of every discipline, and active engagement in the contemporary world), whether these objectives are clearly articulated in course syllabi, and the extent to which there is a progression of knowledge, skill, and competency development.

Core Curriculum

The present core curriculum of the undergraduate colleges, approved by a majority of faculty, became effective in Fall 1996 for the Class of 2000 (Fordham, New York City's Jesuit University, One Common Core Curriculum in the Tradition of Jesuit Education, October 1995). The central learning objectives and desired outcomes for the core curriculum areas appear in the Undergraduate Bulletin, issued every two years, with the most recent edition being 2004-2006. Subcommittees of the Arts and Sciences Council review course proposals for the distribution requirements (i.e., Freshman Seminar, American Pluralism, Global Studies, and the Senior Values Seminar) each semester. This review is a pre-assessment to ensure that the courses meet the intended core learning objectives. The Core Curriculum Committee reviews these evaluations and then submits them to the full Council for a final vote of approval. Other courses in the core are managed by the appropriate departments.

The core curriculum seeks to foster in students intellectual excellence through clear and forceful expression, an awareness of historical perspectives, knowledge of scientific principles and quantitative reasoning, an understanding of the contemporary world in its cultural diversity, and the capacity for clear and critical thinking. Consistent with its Catholic, Jesuit identity, the core enables students to develop an intellectual appreciation of religious, philosophical, and moral values while encouraging them to explore their own values and ethics and to become engaged in promoting justice in society.

Course Level Analysis

To investigate learning objectives at the individual course level, we compiled all Fall 2003 syllabi collected by FCRH, FCLC, and FCLS. Excluding tutorials, syllabi were available for 57% of the 1370 total courses taught by the three schools. Instructors submitted syllabi for 60% of the core courses and for 53% of the major courses.

The analytic objective was to identify the specific learning objectives as written in the syllabi. For this task, we selected six syllabi (three from FCRH, two from FCLC, and one from FCLS) for each of the 18 areas of the core, plus the Honors Program, as well as for each of the 16 major areas. (The areas can be found in Appendix 14.1. The core is prioritized so that no course appears more than once. Some majors had to be combined given their small numbers.) In our examination of these syllabi, we were looking for explicit identification of learning objectives first for the core, noted above, and then for the major, to be discussed later. This was intended as an exploratory analysis, given the small number of syllabi examined in each area and the low response rate.

Three of the freshman year courses are supposed to have a strong emphasis on writing. The syllabi for the English Composition and Rhetoric courses consistently and explicitly identify basic writing skills as a learning objective. Syllabi for freshman seminars, on the other hand, are uneven and do not mention explicitly building and using writing skills as a goal; rather the emphasis is on acquiring knowledge of the particular discipline in which the course is being taught. The other freshman writing course, Close Reading and Critical Writing, consistently identifies the reading and writing foci of the course with more emphasis on higher order learning skills, including critical reading. In addition to these writing intensive courses, the sophomore literature course is required. These syllabi do not mention explicitly the goal of relating literature to the broader cultural context, which is a core curriculum goal for this area, and half do not mention any explicit learning objective at all.

The freshman and sophomore sequence in philosophy and theology relates most strongly to the University's Mission. Among the freshman philosophy courses, few syllabi mention explicitly a focus on issues relating to human nature, which is the core curriculum focus for this course. Half of these freshman philosophy course syllabi emphasize higher order skills, including critical thinking, textual analysis, and analytic reading. The aim of all these courses is to increase students' knowledge with a particular focus on introducing Western philosophy. In contrast, the sophomore philosophy courses emphasize consistently and explicitly ethical issues, the acquisition of knowledge regarding various perspectives, and the application of these perspectives to contemporary moral issues. Both freshman and sophomore theology courses identify consistently the knowledge-oriented goal of their courses. For freshman, there is an emphasis on issues and beliefs of various religious traditions. For one half of these courses, the objective is also to engage the student in a critical examination and analysis of religious faith. Sophomore theology focuses on reading primary texts in various religious traditions. No other higher order skills are mentioned consistently for sophomore theology.

There are two history requirements: the West, which covers the period from the Enlightenment to the present, which all students must take, and History II which includes a variety of courses in different Western historical periods and in different non-Western regions. The course syllabi for both types of courses focus on knowledge-based goals. While courses on the West explicitly seek to relate such understanding to the contemporary world, there are no other higher-order learning objectives consistently mentioned for the second history course.

Most of the finite math courses, as well as the physical and life science courses for non-majors, omit an explicit goals section and few identify specific learning objectives. These syllabi list topics to be covered, describe the grading policy, and spell out the course requirements. The implication is that students will acquire the basic knowledge of the field to which they are exposed. The language syllabi are very similar. Explicit learning objectives are rarely evident. The implication is that students will acquire the knowledge needed to achieve language proficiency. In the

core document, specific learning objectives are not identified for either mathematical reasoning or languages. For finite math, six topics to be covered are listed; for language, students must reach the "exit level." The goal for science is to introduce students to both scientific methodology and scientific ways of understanding natural phenomena, as well as to emphasize critical thinking, problem-solving, and the broader interrelationship between science and society.

The social science requirement includes two courses, one of which is an introductory course in economics, political science, sociology, or anthropology. The options for the second course are too numerous to permit an easy sampling; thus, we excluded them from our examination. Most of the introductory social science courses state their objectives explicitly as an introduction to the larger discipline with an emphasis on acquiring knowledge of the basic concepts and concerns. A secondary objective is relating these concepts to contemporary issues. While the core curriculum identifies the promotion of critical thinking as a goal for this core area, none of the syllabi identify this as a learning objective.

Fine arts include introductory courses in art history, music, opera, theatre, and urban design. Syllabi identify the introduction of concepts relevant to the aesthetic subject being taught as the primary objective. With an exposure to key art works, the secondary goal is to develop a greater appreciation of the fine arts. The core curriculum identifies critical analysis of art works as a skill to be promoted, but there is no explicit mention of this in the syllabi.

Both the Global Studies and American Pluralism courses include appropriate subject matter, non-Western and diversity within America, respectively. The Global and Pluralism courses taken in junior or senior year clearly identify learning objectives that extend beyond acquiring knowledge. While not all courses emphasize the same higher order skills, the common emphasis is on relating knowledge that is acquired to religious issues, social contemporary issues, moral questions, or political questions.

The Senior Values Seminars represent the capstone experience of the core and, ideally, promote the Catholic, Jesuit mission. A variety of foci are evident in the syllabi, ranging from dealing with moral dilemmas within a specific field (i.e., medicine) to focusing on contemporary social issues. Depending on the focus, relevant philosophical, religious, and/or readings in morality provide a basis for the specific objective of honing critical thinking skills within the context of moral decision-making.

Major Programs

The Arts and Sciences Council reviews major programs of study once every 10 years. The process involves a self-study by the department or program in conjunction with the Major and Curricular Committee, an evaluation by external educators and scholars, the department's response to the external review, and the development of a final action plan in conjunction with all the liberal arts deans. As of May 2004, 12 majors had completed all four phases of the review, five were in the final phase, and six others were in the pipeline. The review questionnaire used in the self study includes questions directly related to Middle States concerns.

We selected six of the 12 majors whose reviews had been completed to represent a variety of disciplines from the humanities to the social sciences and natural sciences. These six majors are Art History, Theatre, History, Economics, Psychology, and Biology. In addition, we included Philosophy because of its critical relationship to the University's Mission. Philosophy has completed its self-study and external evaluation. In addition to program review materials, we examined the 2003-2004 annual report of the relevant department for updates and planned changes. Finally, we examined the 2004-2006 Undergraduate Bulletin section for each of the above majors.

The goals of each major, as stated in the self-study, are appropriate to each field, including a knowledge-based overview of the discipline and the acquisition of relevant skills. All majors encourage an internship in appropriate

external organizations. Fordham's location in New York City provides access to premier social agencies and organizations for all programs and is particularly rich as both a cultural art center and an international economic and political center. While the amount of detail varies from one or two sentences to several paragraphs, the goals of each major are related explicitly to elements of intellectual excellence associated with a liberal arts education and the principles underlying the Catholic, Jesuit tradition, as noted earlier. The most extensive discussion of the later is in Philosophy.

In terms of course sequencing, each major has introductory level courses, more specialized middle range courses, frequently grouped by substantive focus, and either requires a capstone course (featuring research-oriented or creative projects) or provides the opportunity for such experience. In the social and natural sciences, another level of sequencing involves theory and research courses which usually follow the introductory level.

External reviews are helpful in making departments aware of emergent alternative analytic perspectives or alternative pedagogical styles which, in turn, initiate further discussion within the department and with the deans on how to strengthen their major. Three of the external reviews have asked departments to identify specific learning objectives for the major, to delineate how such specific skills and competencies are taught, and to provide evidence that students acquire the knowledge, skill, and competencies of the major. These are dominant themes in the assessment of student learning currently incorporated in the Middle States evaluation.

All departments list specific major requirements and the majority mention relevant career fields in the Undergraduate Bulletin. There is a lack of balance in what else is communicated. Only Philosophy and Psychology elaborate on program goals in relation to a liberal arts education and the Jesuit tradition. One of the challenges associated with the integration of liberal arts faculty at FCRH and FCLC was the development of common majors. It is clear in the Undergraduate Bulletin for 2004-2006 that Economics, History, Philosophy, and Psychology have common majors. For Art History there is one requirement that differs: Rose Hill students must take the senior seminar and Lincoln Center students must take the museum methods course. The external evaluation reviewers of Art History suggested developing a common major to provide students at both colleges the opportunities associated with each course. Since Biology is available only at Rose Hill and Theatre is available only at Lincoln Center, such a comparison is not useful.

Course Level Analysis
We also reviewed course syllabi for each of these seven majors to identify the specific learning objectives delineated in the six randomly selected syllabi. The syllabi we reviewed emphasized knowledge-based skills. Only two syllabi were submitted for Theatre and these two emphasized acquisition of appropriate skills and techniques. Basic writing skills were evident in the Psychology course syllabi. Higher order skills, including the application of perspectives and concepts and using research skills, and critical analysis appear in the majority of syllabi from biology, psychology, history, philosophy, and, to a lesser extent, also in art history. The emphasis on development of an intellectual appreciation of religious, moral, and contemporary issues while encouraging its students to explore questions of values and ethics for their own personal growth (which constitutes a focal point for Jesuit, Catholic mission-oriented education) pervaded the Philosophy course syllabi. Also, about half of the History syllabi focused on the interrelationship of religion and society and how particular historical periods influence moral issues.

On-Going Monitoring
In this section, we focus on the procedure for monitoring at both the student and course levels to ensure that the courses are achieving their learning objectives in the core and in the major. Monitoring at the faculty level is associated with student and peer evaluations of teaching.

Academic Advising of Students—Core Curriculum

Advising is a critical mechanism for monitoring the academic progress of students. The Freshman Advisement Program at FCRH and FCLC is a manifestation of the University's commitment to *cura personalis*. The program pairs freshmen with full-time faculty and administrators. Approximately 15-18 students are assigned to each freshman advisor, and the students meet with their advisor individually and in groups throughout the academic year. They discuss such issues as course planning, choosing a major, college degree requirements and policies, and strategies for academic success. The advisors also distribute and discuss the students' schedules and midterm grades.

In Fall 2003, Fordham College at Rose Hill launched an expanded Sophomore Advising Program. To provide the opportunity for personalized attention to sophomores, the Dean invited freshman advisors to continue advising their students during the fall semester of their sophomore year. All sophomores who have not yet declared a major require such advising. Sophomores with declared majors will receive such advising in their department/program of study. The sophomore class dean continues to offer large informational group meetings for all sophomores early in the fall semester on such topics as International Study Abroad, Internship Opportunities and Study Skill Workshops sponsored by the Counseling Center.

Beginning in Fall 2003, sophomores, juniors, and seniors in FCRH receive an individualized mailing each semester prior to preregistration. These letters, sent by the class deans, focus on the completion of core curriculum requirements. The data are generated via ON-COURSE. These mailings have been successful in reducing the number of substitutions needed at graduation. Whereas in Spring 2003, a pilot test run focused on unfulfilled physical science requirements among second semester sophomores found 256 students missing that requirement, a similar examination in Fall 2004 indicates that only 66 first semester juniors and 18 first semester seniors are in this situation.

Academic Advising of Students—Major Programs

When students declare a major, primary advisement becomes the responsibility of the chosen department or program. Recognizing the imbalance in major advising in the college, a task force on advising was set up at Rose Hill in October 2003. The purpose of the task force was to describe the current status of advising at Fordham College, describe advising practices at other colleges, and make recommendations for good advising practices at Fordham. The Report was distributed at the February 2004 College Council meeting and taken back to departments for further discussion. At the March meeting, the College Council approved the general thrust of the report and recommendations, with both its emphasis on promoting real encounters of majors with a faculty member and the need to decentralize advising among faculty in the department. Discussion of the implementation of specific recommendations began in the College Council this spring.

As an illustration of the inequities in the distribution of advising, two of the departments we have been focusing on have over 200 majors (230 and 280) with similar numbers of faculty (20 and 19); while one department shares advising among its faculty, the other has only two advisors. Two other departments each have 75 majors and 17 faculty members. In one department, advising is shared among 9-10 faculty volunteers, while in the other, one person does all the advising.

Course Monitoring—Core Curriculum

There is no procedure for periodic review of core curriculum courses apart from the pre-assessment of proposals for Freshman Seminar, American Pluralism, Global Studies, or Senior Values Seminar by the Core Curriculum Subcommittees, the Core Curriculum Committee, and the Arts and Sciences Council. There has been little to no discussion on monitoring the other core curriculum courses, which are by and large housed in relevant departments. While the original core curriculum document specified several mechanisms and strategies to keep the core alive

and promote improvement, including the development of evaluation mechanisms, there has been little progress with regard to the latter. There have been exceptions. For example, the Modern Languages and Literature Department, in conversations with the Dean's Council, is moving toward the creation of common syllabi for its introductory and intermediate language courses as well as a common final exam. In addition, Philosophy has developed a common set of authors whose writings must constitute at least one half of the reading materials in freshman and sophomore core courses.

Course Monitoring—Major Programs
The Department Review Process, discussed earlier, generally promotes continued discussion and evaluation of the major program. The new format for annual reports by academic departments and programs, implemented in 2003-2004, reinforces continual monitoring by calling for the identification of specific program objectives and their status, by asking for results of outcomes assessments, especially student outcomes (including admissions to graduate/professional schools, job placements, scholarships, fellowships and student/alumni surveys), and by seeking recommendations for program improvements. In addition to the current year's report, the report procedure requests two-year projections of changes for each of the above.

The Psychology Department serves as an illustration of a department that has instituted successful changes in response to external reviewers who were sensitive to the new vocabulary of outcomes assessment. Since their original self-study in Spring 1998, the Department has created one common major for both Rose Hill and Lincoln Center; adopted mission statements which identify both specific skill objectives and links to the Jesuit, Catholic mission among all of its programs; begun an annual workshop where faculty break into five small groups according to course to share syllabi and discuss teaching strategies; developed common course content which all faculty must cover; begun to collect annual exit interviews with one third of their seniors, and planned to have their seniors take the ETS discipline test every three years.

Evidence of Learning
In this section, we begin by looking at course syllabi to see how frequently instructors invited student feedback in order to improve their performance prior to the completion of the course. We used selected statements from course evaluations issued every semester (Students' Evaluation of Educational Activity Questionnaire) to assess student perceptions of course objectives, liberal arts values, critical thinking, genuine interest of faculty, and self-reported learning and understanding. We then report student achievement at the institutional level by examining freshmen retention and cumulative graduation rates. Final course grades are examined for core and major courses by department and then as related to course characteristics and SEEQ evaluations. Finally, we discuss the status of information on seniors and recent alumni.

Structure of Assignments/Evaluations
We begin with an examination of the types of assignments and evaluations used for the 776 undergraduate syllabi which were submitted to FCRH, FCLC and FCLS (See appendix 14.1). We reviewed each syllabus to determine the use of traditional one time evaluations (i.e., midterm exams, final exams, and a final course paper) and, in addition, we coded whether a course used multiple evaluations such as quizzes and short assignments (including brief papers, homework, and projects). All of these are listed as direct measures of student learning at the course level in the 2003 publication *Student Learning Assessment: Options and Resources* of the Middle States Commission on Higher Education. While we do not have information on students' grades for all these assignments or evaluations, we do have information on final course grades, which will be discussed subsequently. These current data do, however, provide a basis for assessing how frequently faculty solicit feedback on learning.

Core Courses

The substantial majority of all core curriculum courses had a final examination (90%) and a midterm (75%) and did not require a final course paper (71%). Core courses taken in junior and senior year, including American Pluralism, Global Studies, the Senior Values Seminar, as well as the Honors Program courses, were notably less likely to require a final exam and emphasized a final course paper to a much greater extent. Both multiple quizzes and multiple short assignments are used more frequently than a final paper in core courses, 39% and 55%, respectively.

Among core courses taken in freshman or sophomore year, the greatest use of multiple quizzes, with more than half of the courses using them, was evident in calculus, introductory language courses, social science I, fine arts, and sophomore theology. The most prevalent use of multiple short papers, with over three quarters of the following course areas using them, was evident in Freshman Seminars, English Composition and Rhetoric, Close Reading and Critical Writing, Math for Business, Calculus, and Freshman Philosophy. What is striking in the above data is the unexpected presence of some disciplines on the list. For example, among those using more multiple quizzes is Calculus (57%) and Sophomore Theology (62%), but fewer than one-third of courses in Math for Business, Freshman Theology, or Freshman and Sophomore Philosophy use them.

Major Courses

Examining the types of assignments and evaluations used in major courses, we find notably fewer courses requiring a final examination (70% versus 90%), notably fewer requiring a midterm (56% versus 75%), slightly fewer using multiple quizzes (27% versus 40%), and also slightly fewer using multiple short assignments (46% versus 55%). What does increase among the major courses is the requirement of a final course paper (37% versus 27%). Earlier, we had noted that among core courses taken in junior or senior year, there was greater reliance on a final course paper and less use of final exams, a pattern reflected in major courses predominantly taken in junior or senior year.

Heavy reliance on multiple quizzes (greater than 50%) are evident in art history/music, biology, chemistry, and physics, while heavy reliance on multiple short assignments (greater than 75%) occurs in philosophy/theology, English, communications, and physics. The most prevalent use of a final course paper (greater than 50%) is evident in history, art history/music, communications, political science, sociology/anthropology, and among interdisciplinary programs.

If the use of multiple evaluations provides greater opportunities for feedback, then core courses provide more feedback more often than major courses. If a final course paper goes through several drafts in discussion with the instructor, then this paper may also provide opportunities for feedback. The critical question, however, is whether feedback is provided within a time frame that allows students opportunity to improve.

Course Evaluations

The above Middle States publication also identifies grades that are based on explicit criteria related to clear learning goals as direct measures of student learning. Course evaluations by students are viewed as indirect measures. These course evaluations do provide data on students' perceptions of course objectives and their correspondence to final course grades as well as liberal art values, critical thinking, faculty interest in students, and self reported learning and understanding of course materials.

We reviewed and analyzed a selection of SEEQ course evaluations from Fall 2003 for the liberal arts and sciences colleges, FCRH, FCLC, and FCLS. One of the major criteria for inclusion was a course size of at least 3 students. A report summarizing other criteria and the analysis of participation in SEEQ is available. Of the 28,358 undergraduate students enrolled in eligible courses, 21,876 , or 77%, returned the form. According to the administrative assistant who oversees the SEEQ, this is similar to participation at other schools. Apart from the CIRP administered to incoming freshmen during orientation, this is highest response rate for the various student surveys administered.

Course Content and Fit

As noted above, course grades are a direct measure of student learning if they are based on explicit criteria related to clear learning goals. The SEEQ evaluations provide four standards which students rate and, thereby, express their perception of course objectives. These four standards appear as follows: a) Proposed objectives agreed with those actually taught, so you know where the class was going (Question # 11); b) Reading, homework, etc. contributed to appreciation and understanding of the subject (Question 29); c) Examinations/graded materials tested class content as emphasized by the instructor (Question 27); and d) Feedback on examinations/graded material was valuable (Question 25). Responses to these statements range from 1 to 9: 1 (strongly disagree), 3 (disagree), 5 (neutral), 7 (agree) and 9 (strongly agree). The arithmetic means for these questions are provided in Appendix 14.2 for all undergraduate courses, for core and major courses, and for the separate areas of core and major, noted earlier.

The overall mean for each question following the order above is 7.3, 7.2, 7.2, and 7.0. Using the mean indicates that on average, students agree with the above statements. Students have a sense of where the course is going, that readings and homework were helpful, that the content of examinations and graded materials were emphasized by the instructor, and that feedback was valuable. These responses provide evidence that final course grades are an indicator of academic achievement. We would also expect that courses in which these dimensions are ranked lower would be related to poorer course grades and to lower scores on self-reported learning and understanding. Prior to analyzing these relationships, however, we want to compare core and major courses on this dimension and highlight what course areas score very high or very low on this dimension.

In terms of the fit between course objectives and content, there is little difference in students' responses between the core and major courses, with major courses tending to be only.2 higher than core courses. Within core courses, finite mathematics and physical sciences for non science majors consistently receive poorer student evaluations in this area (means are lower by.5 or more), while Senior Values Seminars consistently receive scores higher by.5 or more compared to all courses. Within major areas, philosophy/theology received more favorable (.5 or higher) responses for 3 of the 4 questions. There were too few interdisciplinary programs courses to distinguish them. As a group, interdisciplinary programs also receive favorable evaluations. None of the major areas received lower (.5 or less) scores.

Liberal Arts Values

The next group of four statements relates to liberal arts values. Question 2—You have learned something that you considered valuable relates to developing an appreciation of the liberal arts and sciences. Question 3—Your interest in the subject has increased as a consequence of this class relates to promoting life long learning. Question 23—Instructor presented points of view other than his/her own when appropriate relates to exposing students to new or different perspectives. Question 24—Instructor adequately discussed current developments in the field relates to sharing emergent perspectives.

The mean value for all undergraduate courses on the above liberal arts statements are 7.2, 6.8, 7.3, and 7.1, respectively. Here we see for the first time, a mean lower than 7 for all courses. With the exception of presenting other points of view, the difference between core and major courses has increased with core courses falling.1 or.2 lower than the total, but with major courses rising.3 higher than the total. In fact, the 6.8 noted above, in relation to interest in the subject matter increasing as a consequence of the course is related to the fact that the mean for core courses is only 6.6, whereas for major courses the mean is 7.1.

Within the core course areas, if we limit our attention to the first two statements, which relate broadly to students' perceived interest and considered value of the subject areas, we would find that finite math, calculus, computer science, and physical science for non-science majors consistently receive lower scores (.5 or less) and American

Pluralism, Global Studies, and Senior Values Seminar consistently receive higher scores (.5 or greater) than the average for all undergraduate courses. Considering all four statements, the later two—presenting other points of view and discussing current developments—are clearly relevant to majors. The number of majors with favorable scores (.5 or greater) for all statements are philosophy/theology, art history/music, interdisciplinary programs, history, and modern languages. None of the major areas received lower (.5 or less) scores.

Critical Thinking and Personal Care

The next three questions relate to critical thinking and personal care. Question 16—Students were encouraged to express their own ideas and/or question the instructor relates to promoting a capacity to think for oneself. Question 18—Instructor had a genuine interest in individual students and Question 19—Instructor made students feel welcome in seeking help/advice in or outside of class—both relate to cura personalis, the care and nurturing of the whole person.

The most favorable student responses for all courses relate to this area with means of 7.4, 7.4, and 7.5, respectively. The difference between core and major courses is similar to the first group of statements we looked at with core courses tending to be .1 less than the all undergraduate courses and major courses tending to be .1 greater. For core courses, we focus on the later two statements relating to personal attention. Finite math and physical sciences for non science majors consistently show lower scores (.5 or less), while Senior Values Seminars show consistently higher scores (.5 or greater) compared to all undergraduate courses. The Senior Values Seminars and American Pluralism courses taken in junior or senior year also show a higher score (.5 higher) for thinking for oneself. Among major course areas, philosophy/theology, languages, and interdisciplinary programs consistently receive higher scores for both statements relating to personal attention. Philosophy/theology, languages, interdisciplinary programs and theatre show higher scores for thinking for oneself. None of the major areas show lower scores.

Course Difficulty and Workload

So far we have been focusing on positive factors affecting learning and understanding. The better the fit between course objectives and content, the greater the perceived value and interest in the subject, and the greater the personal attention received from instructors, the more we would expect students to self report learning and understanding the course material. The final factor is course difficulty and workload where we would expect that the greater the difficulty and workload, the less we would expect students to learn and understand. These last two statements ask students to mark the response that best represents their own perspective: Question 1—Subject difficulty, relative to other subjects and Question 2—Subject workload, relative to other subjects. The scale still ranges from 1 to 9, but the labels are different with 1 "very easy," 5 "medium," and 9 "very hard."

The mean for undergraduate courses is 5.9 for difficulty and 5.8 for workload. These values are one higher than 5, which are labeled "medium" for these questions. In comparing the core and major courses, core courses are reported to be easier than major courses with .1 less than the total, and major courses are .2 higher. Among the core courses, calculus is consistently evaluated as more difficult (.5 higher), whereas computer science, freshman theology, fine arts, and life sciences for non-science majors are consistently reported to be easier. Among major courses, only biology and chemistry are consistently reported to be notably more difficult. None of the major courses are consistently reported to be easier.

Self-Reported Learning and Understanding

The mean response to the SEEQ statement "You have learned and understood the subject materials in this class" is 7.2 with the difference between core and major courses repeating a now common pattern of core courses being .1 less than the total and major courses being .1 higher.

Among core areas, notably lower understanding (.5 less) is reported for finite math, calculus, computer science, and physical science for non science majors. Both finite math and physical science consistently received lower evaluations in terms of course content and fit with objectives, lower scores on liberal arts value and student interest, and lower scores on perceived personal attention from instructors. Neither of these two core areas, however, was perceived as notably more difficult. At the opposite extreme, among core courses are the Senior Values Seminars which have notably higher self-reported levels of subjective understanding as well as more favorable evaluations of course content and fit with objectives, higher scores on liberal arts value and student interest, stronger perceptions of critical thinking, and report receiving more personal attention from instructors. Difficulty of course material is neither notably higher nor notably lower for Senior Values Seminars compared to all courses together.

Among major courses, there were no reports of notably low levels of understanding. High levels of understanding are reported for philosophy/theology, art history and music, theatre/visual arts, languages, and interdisciplinary programs. Philosophy/theology and interdisciplinary programs also consistently receive favorable reports on course content and fit with objectives, liberal arts value and student interest, critical thinking and personal care from instructors.

Student Achievement at the Institutional Level
In Fordham's Fact Book, data are published on retention and graduate rates. From the Fact Book for 2002-2004, Appendix 14.3 was extracted and updated. Focusing on full-time, first time freshmen who are predominantly enrolled in FCRH, FCLC and CBA, we find that freshmen retention rates have increased from 82.7 for the class entering in 1992 to 86.2 for the class entering in 1996. Since 1996, the number of entering freshmen has notably increased by 250 students in 1997, by another 100 in 1998 and 1999 and between 90 to 150 students since 2000. Despite these large increases, the freshmen retention rates have remained stable at a high rate fluctuating between 88 to 90 for classes entering after 1997.

The cumulative graduation rate which is evaluated at the end of the sixth year has also increased from 68.6 for those entering in 1992 to 73.1 for those entering in 1996. Although the size of the freshmen class has increased, as noted earlier, the graduation rate is higher—78.8 for those entering in 1997 and 77.5 for those entering in 1998.

Final Course Grades
An Overview of the Undergraduate Colleges
The above SEEQ course evaluations were not administered in all the undergraduate colleges; hence we begin with a brief overview of summary statistics for Fordham's Colleges, with data also for the College of Business Administration and for Marymount College (Appendix 14.4).

For Fall 2003, the lowest mean grade is 2.93 for FCRH, followed by 3.07 for FCLS, 3.09 for FCLC with the highest grade of 3.19 for CBA. The percentage of A grades awarded for CBA courses is roughly double that of the other three colleges. The percentage of B or better grades, however, is more similar ranging from 71 to 78 among CBA, FCLC, and FCLS. For FCRH, the comparable percentage is 62.

One factor affecting academic achievement is the academic ability of students. The verbal and math SATs for our traditional fulltime student bodies at FCRH and FCLC are similar, while fulltime students at CBA have a notably lower verbal SAT (roughly 30 points lower). Their mean math SAT, however, is between 10 and 13 points higher than FCRH and FCLC, respectively. FCLS, the liberal arts school for adult education with primarily part time students, does not require data on SATs for admission and thus is difficult to compare. The verbal and math SATs for fulltime students at Marymount College are notably lower than the comparable students are at all three fulltime Fordham Colleges. Its mean course grade is, however, lower than FCLC and CBA but higher than FCRH.

Grades for Core and Major Courses at FCRH by Department

Each semester the Dean of FCRH shares with all faculty the average grade for the college as a whole and average grades for each department. The chairs also receive a report for their faculty for each course taught. In Fall 2003, council members asked for a breakdown of average grades by core freshmen/sophomore courses and all other courses. The results are shown in Appendix 14.5. The data confirm that the average grade for core freshmen/sophomore courses is lower (2.88) than for other courses (2.99). The departments with the lowest grades for freshmen/ sophomore core courses were chemistry, physics and mathematics, fluctuating between 2.62 and 2.64. For the other courses, the combined grade average for philosophy/theology was 3.22, exceeded by modern languages (3.4), art history/music (3.32), and communication and media studies (3.24). This is similar to the above SEEQ results.

Course Characteristics Related to Mean Course Grades

We extracted all undergraduate courses taught in FCRH, FCLC, and FCLS from the Student Information System for Fall 2003. Characteristics associated with each course include the grades earned by students in the course, the school in which the course was offered, and the course size. To this we added whether the course was a core or major course and the instructor's rank. Finally, we added whether the course participated in SEEQ or not. In Appendix 14.6, we examine mean GPA for each of these course characteristics both prior to and after matching courses with the SEEQ data file. The comparison provides an indication of whether the smaller SEEQ matched file is representative of all courses.

Among these course characteristics, class size is most strongly related to course GPA. For all courses, grades range from a high of 3.6 and 3.62 for tutorials of one and two students, respectively, to a low of 2.90 for courses with 35 or more students. Since SEEQ was not distributed to courses with fewer than 3 students, these highest grades are not found in the grade/SEEQ matched file. The mean GPA for the other course sizes are similar in the two files. After course size, the second most important factor is faculty rank where the lowest mean GPA is given by full professors and associate professors (2.89 and 2.91, respectively) and the highest GPA of 3.08 is given by adjuncts. Graduate teaching fellows/associates are similar in their grading to full and associate professors. The middle group of grades ranging from 2.98 to 3.02 is tenure track assistant professors, clinical faculty, and miscellaneous faculty, the latter of which includes visiting professors, phased retirement faculty, and post docs. The mean GPAs by faculty rank are similar in the grade/SEEQ matched file. The third most important factor is school. The difference between the schools in mean GPA, which we examined earlier, is also evident in the SEEQ matched file.

The two least important characteristics affecting GPA among all courses are core status, that is, the difference between core and major courses, and whether or not the course participated in the distribution of the SEEQ forms. The GPA for major courses is 3.04 compared to 2.95 for core courses. Courses which did not participate in SEEQ had higher GPAs, partly as a consequence of size. In summary, the SEEQ matched course file under represents the highest grades by eliminating small tutorials, but overall, the similarity of GPAs among the other course characteristics provides confidence that the nature of the relationships is not seriously distorted.

Course Characteristics, SEEQ Evaluations and Mean Course Grades

We begin with a cautionary statement. Few faculty or students would disagree that a mix of factors are involved in determining the final course grade. These include students' intellectual abilities and special talents, their prior exposure and familiarity with the area of study, students' interest in the subject and motivation to excel, the difficulty of the subject material, faculty's enthusiasm and knowledge of the material, and the relationship between student's style of learning and professor's style of teaching. This analysis is based on cross

sectional data. Although the SEEQ evaluations are completed by students prior to the final grading period, the closeness of the timing makes its difficult to untangle the direction of causality. This examination focuses on course characteristics and SEEQ evaluations as variables affecting mean course grades.

Above we have just described the relationship between each course characteristic with course grades. Now we will describe the relationship of students self reports from SEEQ with objective course grades. Do courses with higher average student evaluations receive higher average grades? Our central variable of interest from SEEQ is Question 4, the students' self report of learning and understand (subjective learning). From each of the four groups of SEEQ statements discussed earlier, we selected one statement to represent the group. The statements selected were as follows: from course content and fit, Question 29 (helpful readings); from liberal arts values, Question 2 (learned something valuable), from critical thinking and personal care, Question 16 (critical thinking), and from course difficulty and workload, Question 1 (subject difficulty). In addition, we kept Question 18 (instructor genuine interest) because of its importance to *cura personalis*.

Of these six SEEQ statements, the strongest relationship with objective course grades was students self report of learning ($r = .46$). Following in order of importance, the greater promotion of critical thinking in the course ($r = .40$), the greater the instructor's genuine interest in students ($r = .38$), the stronger the perceptions that what was learned was valuable ($r = .36$), the more helpful the readings ($r = .33$), the higher the objective course grades. The only negative factor in terms of objective grades is course difficulty ($r = -.31$). Each of the SEEQ statements was more strongly related to average course grades than any of the course characteristics (school, faculty rank, course size, and core status) we discussed earlier. Of the course characteristics, course size was the most important ($r = .23$).

For the multivariate analysis, course grades were regressed on all six SEEQ variables simultaneously (Appendix 14.7). Students' self reported learning remains the most important variable affecting objective grades. In addition, course difficulty and instructor's genuine interest persist as significant factors directly affecting objective grades. The influence of learning something valuable, having more helpful readings, and encouragement of critical thinking exert their influence indirectly on grades by directly affecting students subjective learning, which in turn directly affects grades. After controlling for the course characteristics, the significance and magnitude of the above SEEQ statements persist.

For the multivariate analysis of course characteristics, average course grades were regressed on all five variables simultaneously. When this was done, only the variable for school changed in a dramatic way. The earlier higher grades in FCLS (+.15) compared to FCRH were no longer meaningful. This change is related to the notably greater reliance on adjuncts in the nontraditional evening school compared to FCRH as well as the greater prevalence of both major courses and smaller courses. The difference between FCLC and FCRH persisted but was reduced slightly from .16 to.13. When SEEQ statements were added, the major change was for faculty rank, in particular for assistant professors. When other course characteristics were entered, assistant professors still awarded significantly higher grades (.10) than full/associate professors. However, when SEEQ statements were controlled, the difference in grading, between assistants and full/associates, was no longer meaningful. Assistant professors received more favorable evaluations than associate/full professors on students' self reported learning and perceived genuine interest in students which directly affect grades. In addition, assistants received more favorable evaluations on valuable readings, learning something valuable from the course, and promoting critical thinking, all of which directly affect subjective learning, which in turn directly affects GPA. So, once these more favorable SEEQ evaluations of assistant professors are controlled for, there is no longer a difference in grading among tenure track faculty. The multiple R for the full model of course characteristics and SEEQ evaluations was .58.

Alumni

Increased Need for Alumni Outcomes

Beginning in 2003-2004, the annual report which all departments and interdisciplinary programs must submit explicitly requested information on outcome assessments, especially on student outcomes. Among the seven departments we have been focusing on, the most common response has been to propose doing an exit interview. Thus far, one department has successfully accomplished this, while another tried but noted that student compliance was very low. In addition, one department has implemented a standardized discipline based test among their graduating majors once every three years and another department does periodic surveys and publishes an alumni directory. During the 2004-2005 academic year, two sociology professors in conjunction with their research methods class have undertaken a pilot study of program effectiveness and student satisfaction focused on undergraduate sociology majors at FCLC.

The importance of following up on alumni was also highlighted in the Spring 2004 Report of the Major Advising Committee of FCRH College Council. This report recommended college-wide outcome assessment of our majors. Monitoring the life experiences and career paths of our graduates and obtaining their feedback is essential if we wish to work toward continually improving our current major programs. Such information would also be useful in networking current and past majors.

Current Information on Seniors

What information on graduates do we currently have? With the graduating Class of 2004, a major effort was made to increase the number of graduating seniors filling out the 2004 College Student Survey (national) and Fordham's one page survey from the Office of Career Placement and Planning. Both surveys include relevant data on educational and occupational aspirations and achievements. The primary data collection effort was focused on students when they picked up their caps and gowns for graduation. Of the 1,611 undergraduate degrees awarded in May 2004 to the five undergraduate colleges (FCRH, FCLC, FCLS, CBA, and Marymount), approximately one half filled out the national CSS. For longitudinal comparisons from freshman to senior year, data were available on only one-third of the graduates. The CPP survey collected at the same time had a slightly lower response rate of 44%.

While the CSS does not distinguish college, the Career Placement Planning survey does. Given differences in the academic credentials required for admission, differences in liberal arts and sciences education versus business administration education, and the very different educational experiences of traditional fulltime versus part time students, it is important in assessing student outcomes to differentiate the colleges from each other. From the CPP survey, we find that 88% of the FCLC graduates participated, but only 26% of the graduates of FCRH did so. For CBA, 41% participated. The response rate for FCLS was less than 10% and for Marymount 73%. These disparate response rates, when combined together, do not give us an accurate or representative portrait of undergraduate education at Fordham as a whole.

One of the reasons for participating in the national CSS is benchmarking. Apart from notable differences in participation by school which we presume from the CPP data, what schools are we comparing ourselves with? For the CSS, 163 schools participated. Of these, 10 are identified as private universities which are in the category in which Fordham is listed. The total number of students for this category is 3507 for the cross sectional survey of which 801 are Fordham students. The majority of students (N=25,082) participating in CSS are from 140 four year colleges. The Jesuit consortium to which Fordham belongs sent us responses from 6 Jesuit schools, all of which according to the Carnegie classification would be masters-university. Since Fordham is a private doctoral/research university, how can we meaningfully compare ourselves to institutions which have

qualitatively different environments and resources? It is imperative that we identify an appropriate vehicle for comparisons prior to making any policy decisions. One such vehicle might be the National Survey of Student Engagement in which 470 institutions and 80,000 seniors participated in 2004. Findings are reported for five categories of institutions—doctoral/extensive, doctoral/intensive, master's, bachelor's-liberal arts, and bachelor's-general.

There are other offices which collect data on our graduates—in particular students who applied to medical or law schools, their test scores, whether they are accepted and where matriculated. These data have not been widely shared with the larger University community. There is no systematic approach to collecting student GRE or GMAT scores. In contrast, the Office of Prestigious Fellowships has been expanded, given appropriate space and greater support for its work. The successful accomplishments of this office in terms of awards received are proudly announced at Encaenia along with students elected into national honorary societies, including Phi Beta Kappa, Sigma Chi, and Alpha Sigma Nu. Alumni Relations updates educational, employment and family history of all alumni every four years in preparation for releasing the Alumni Directory.

Summary of Major Findings

As summarized by the Middle States Commission, assessment of student learning is a process whereby the institution articulates expected student learning at the institutional, program and individual course levels with the greatest specificity at the course level. While not all learning objectives can be readily measured, the systematic evaluation of what has been learned is essential to monitoring the quality of desired educational outcomes. A commitment to assessing student requires a parallel commitment to ensuring its use in improving teaching and learning.

Elements of the University's five goals of intellectual excellence, moral values, religious concerns, a humanistic component to every discipline, and active engagement in the contemporary world are reflected in the special learning objectives summarized for core curriculum areas in the Undergraduate Bulletin issued every two years. There is a progression of knowledge, skills and competencies beginning with improving basic skills in writing and mathematical reasoning, extending to knowledge-based overviews of the humanities, social sciences, natural sciences, promoting the development of critical thinking skills, and culminating in the capstone senior seminar in values and moral choices.

There are pre-assessment procedures and structures to evaluate core curriculum proposals for freshman seminars, American Pluralism, Global Studies and Senior Values Seminar each semester. All other core courses are managed by the appropriate department. There are no current procedures in the Arts and Sciences Council to monitor or evaluate whether the core curriculum courses are successfully educating students in the manner intended. While the development of such an evaluation mechanism was noted in the original core curriculum document, it was never implemented. In addition to developing evaluation procedures, the exploratory review of core course syllabi suggests the need for discipline-based faculty forums from similar core curriculum areas to discuss specific learning objectives, the link of such objectives with core curriculum goals, the content of substantive material to be covered, opportunities for feedback to students, and the strategies for assessing student achievement.

The structure and procedures for review of major programs are in place, including the input from external evaluators. In addition, the new format for the annual report reinforces continual monitoring of specific program objectives and assessment of student outcomes. The initial response of departments to the revised annual reports has been most encouraging, particularly with respect to assessing or planning to assess the achievements of graduating seniors and recent alumni. If departments are to be successful in meeting the challenges of student learning assessment, it is clear that a centralized group of administrators and faculty should provide the resources and expertise to guide this college-wide endeavor.

Course evaluations (SEEQ) are done every semester and in Fall 2003, 77% of students enrolled in liberal arts and sciences courses participated. Only the CIRP filled in during orientation week has greater participation. Selected statements were used to assess students perception of course objectives, liberal arts values, critical thinking, genuine interest of faculty and self reported learning and understanding. The arithmetic means indicated that students agreed that the content of examinations and graded materials were emphasized by the instructor, they learned something valuable, the instructor presented other points of view, students were encouraged to express their own ideas and that they had learned and understood the subject materials in this class. Students in core courses gave less favorable reports than students in major courses.

Evidence of student achievement at the institutional level is reflected in freshmen retention rates which have increased from 82.7% for the class entering in 1992 to 86.2% for the class entering in 1996 to between 88%-90% for classes entering after 1997-2003. The cumulative graduation rate evaluated at the sixth year has increased from 68.6% for those entering in 1992, to 73.1% for those entering in 1996 to 77.5% for those entering in 1998.

Recommendations

1. The Core Curriculum Committee of the Arts and Sciences Council, in consultation with relevant subcommittees and departments of each core course area, should develop a procedure for evaluating all core curriculum areas.

2. Academic Affairs should review and improve academic advising.

3. The University should collect data from current seniors and recent alumni about their undergraduate and post-graduate experiences and communicate this information to its constituencies.

FORDHAM AS NEIGHBOR

Fordham University has a long and active history as neighbor, institutional citizen and civic leader down through the years since 1841 in our Bronx, Manhattan and Westchester communities surrounding, respectively, the Rose Hill, Lincoln Center and Marymount/ Tarrytown Campuses.

Historical Perspective
Rose Hill, The Bronx
During the first 125 years of our history, these relationships came somewhat naturally as Fordham in the Bronx, the small sleepy village that arose alongside the rail station of the then developing New York Central Railroad—and whose name was ultimately adopted by the University as a sign of connectedness and a strong geographic identity with its neighbors—gradually transformed from a rural country farming district into a dense urban residential "uptown" for a New York City based on a growing industrial economy. This was made possible largely through the extension of elevated rail, subway and streetcar lines from downtown up into the Bronx around the turn of the 20th century, leading to the development of medium to high density multi-family apartment neighborhoods, and drawing many immigrant and first generation Irish Catholic, Italian Catholic, and Jewish families into these newer residential quarters from Manhattan tenement neighborhoods, seeking a better life for themselves and their children, all now in this newly minted Borough of the Bronx.

Over the more recent 40-year period, Fordham has had to become more proactive in the wake of the vast urban crisis that enveloped and afflicted these now aging and increasingly worn down neighborhoods surrounding the Rose Hill Campus. This was greatly exacerbated by major demographic shifts bringing in many poorer families as part of a largely non-English speaking Hispanic/Latina migration, accompanied or followed by an influx of Afro-Caribbean, as well as additional American Blacks, also seeking a better life, and punctuated by an increasing middle class flight to the suburbs. All this movement was taking place in a new rapidly changing post-industrial environment presaging a downward spiral that occurred on such an unprecedented scale that "The Bronx" became a by-word of urban legend. This urban maelstrom—renowned for its large scale arson, disinvestment, multidimensional civic abandonment and decline—mushroomed, peaked and finally subsided, leading to renewed physical and civic revival for the borough as a whole, sparked largely by grass-roots citizen initiatives (often spearheaded by area churches and church related groups) through gradual stabilization and redevelopment strategies in which Fordham University has played, and continues to play, a significant and supportive leadership role.

A New Proactive Posture and Relationship Including Contemporaneous Impacts
Since the mid-to-late 1970's Fordham has recognized the need for a central institutional catalyst and clearinghouse to help promote its participation in both the efforts to build stronger community relationships on this new basis, and to participate creatively in the redevelopment of the neighborhoods of this Borough. This challenging task was initially led by an Assistant to the President for Urban Affairs, who was commissioned to orchestrate Fordham's overall engagement and contributions. Subsequently, in 1985, the effort was more formally institutionalized in a newly established Office of Government Relations and Urban Affairs, which also created, nurtured and housed the University's Community Service Program. In the most recent ten-year period since the prior Middle States review, Fordham's institutional initiatives in this area have been able to solidify the mushrooming revival and positive reversal in the life of the Borough of the Bronx through a continuing, focused, selective, yet multidimensional and targeted engagement with the Bronx community. Fordham University found itself handicapped to a certain degree in its natural capacity to become more closely engaged in certain aspects of the physical redevelopment efforts underway in the Borough of the Bronx, since Fordham lacks a professional school of Urban Planning, Urban Design

and/or Architecture which could have provided a more natural set of affinities to serve as the basis for Fordham's institutional response. Thus it became a greater and a more creatively innovative challenge to launch truly meaningful initiatives with the community.

With respect to the overall question of Fordham's institutional life, involving the complex interrelationship with its neighbors and its various communities, these activities have embraced, but necessarily transcended, Fordham's traditional academic, teaching and research mission, due to Fordham's even broader nature as a social institution and economic actor. This comprehends Fordham's status as a major borough employer in the Bronx, a procurer of goods and services at all of its campuses, a local economic market participant (including real estate activities) with a historically modest but growing endowment, a venue or magnet that brings people (students, faculty, staff, guests and visitors) into each of its communities every day, inter alia, to enjoy, use, maintain and operate its large institutional campus facilities, and finally the multiplier effect that all these activities, involving both economic and social capital—either directly or indirectly mediated—have on the local communities surrounding each of its campuses.

All of this, in addition to those physical development and advancement undertakings, actual and proposed, can and do impinge upon the neighboring community environment at each of our campuses. These factors can act to advance, constrain the shape and scope of any university development. In addition, these activities can and do impact Fordham's relationship with its communities in a variety of ways and represent an ancillary outgrowth or by-product, though not necessarily a core function, of its academic mission. They continue to shape the contours and constrain and enhance possibilities that suggest the type of role that Fordham can play as an institutional citizen within each of its communities.

Over the past 25 years Fordham at Rose Hill has become increasingly oriented toward the Belmont—Arthur Avenue community just to the south of Fordham Road, known as the "Little Italy of the Bronx." This lower density, lower rise, smaller scale—almost village like—community with "old world charm" contains a vast array of Italian restaurants, bakeries, pastry shops, cafes, cheese, pork, other specialty food and wines shops, as well as a public market and various Italian American cultural institutions, and has retained much of its ethnic flavor while undergoing many of the same ethnic shifts as other portions of the Bronx. Our Lady of Mount Carmel Church, established in 1906, serves as an Italian National Parish for the entire Bronx/Westchester area. This neighborhood has become a primary venue for Fordham families, alumni, visitors, parents, and prospective students who want to dine or shop when attending various Fordham events such as orientation and pre-orientation visits, athletic games and sporting events, lectures, concerts, Dean's Day, commencement and the myriad other University activities. The relationship has become important for Fordham and the other area institutions that surround and encompass Belmont especially the Bronx Zoo, St. Barnabas Hospital, the New York Botanical Garden and even Montefiore Medical Center and the office workers at Fordham Plaza.

While Italians are still numbered among the residents of the area, over the years there has been a major influx of Albanians, Kosovars, Yugoslavians, Mexicans, Puerto Ricans, other Central Americans and even some relatively newer Italian immigrants. Most importantly, this neighborhood has become a home to many Fordham students, with about 250 living within University sponsored housing in the neighborhood and another 350 in private market housing in this convenient neighborhood. While there have been some of the unavoidable and the endemic town-gown issues and concerns, the student population contributes to the overall vitality of the community, and the students benefit from "rubbing elbows" with a very diverse groupings of people from different ethnic, racial and socio-economic groups and classes. Students will likely continue to live here, whether or not the University sponsors and actually provides housing in the neighborhood, because as is evident from the numbers, many students

continue to opt for private market housing in this neighborhood to escape from what some experience as the paternalistic controls of University residence halls.

Lincoln Center, Manhattan

Fordham's Lincoln Center Campus in Manhattan was initially planned largely over the course of a single decade (1958-68) as part of an overall Federal Urban Renewal Plan first advanced by the City of New York for the Lincoln Square neighborhood area in the mid to late 1950's. This urban renewal made possible and presented a means for Fordham to relocate and reconfigure in a single location all of its downtown graduate professional and undergraduate operations that had been historically rooted in Manhattan for the better part of the last century, but in a scattered fashion throughout downtown and some of the midtown area. From a public policy viewpoint this Lincoln Center project is now considered perhaps the only truly successful Urban Renewal project ever undertaken by the City during that period or since, successfully transforming what was considered a marginal and downtrodden tenement area through "slum clearance" into a cultural arts center and educational Mecca that became the hinge or anchor for the redevelopment of the entire Columbus Circle/Lincoln Square shank between midtown-west and the upper west side.

From one community perspective, however, this now long abandoned style of urban renewal policy, often poorly implemented and ill-conceived by shortsighted and callous planners and bureaucrats, despite its success in this instant case, still dislocated and uprooted people who did not have many alternatives open to them even though relocation services were provided, setting off, it is sometimes charged, a wave of upscale gentrification in the area which has further impacted the entire west side of Manhattan. This has produced a certain level of lingering resentment and sensitivities, both sincere and feigned, some of which still endures today, calling for a proactive and creative set of considerations in shaping the contemporary relationship between the educational enterprise located there and the surrounding community. This history has implications for the ambitious new Master Plan Development that Fordham has announced for the Lincoln Center Campus which will provide much needed academic and residential facilities for a campus whose plant was designed for about 3500, and now serves close to 8,000 students. The School of Law, Graduate School of Social Service and Graduate School of Education have consistently been strong partners in the community, providing field placements, clinics, and other kinds of public service contributions both independently and in collaboration with an array of governmental, community and social service organizations and networks.

Fordham's Catholic and Jesuit Tradition, Mission, Identity, and Ministry

As an independent Catholic institution of higher education and the Jesuit University of New York, Fordham has attempted to proceed in its community undertakings over the past 25 to 30 years more deeply informed and guided by both the Catholic and Jesuit traditions in which it is rooted; cognizant, as well, of its own unique mission, vision and more recently unfolding strategic planning. These normative and strategic considerations must inform all aspects of the life of Fordham as a Catholic and Jesuit institution, but are particularly salient with respect to an institution's dealings with "the neighbor." To further explore the demands of the contemporary Catholic mission we are challenged to turn to one of the primary documents of Vatican II, "The Church in the Modern World" (*Gaudium et Spes*, translated "Joy and Hope"), and try to take to heart what the Council proclaims as a concern for the fullness of life, calling on the church to dedicate itself, through means that are always being renewed, to work with all men and women, "in their grief's and anxieties." This call, though fundamentally spiritual in orientation, is at once integrally social and always includes a material dimension. It affirms that the church's apostolic work must enable people

to become more truly human with full human dignity—active participants in building a better world and looking for the "Kingdom of God." Fordham has attempted to take this seriously in its relationship with "the Neighbor."

Pope John Paul II confirmed that this orientation demands a concern for and solidarity with the poor on the part of all. He personally identified himself with this orientation since he was "convinced that he could not do otherwise because this option is the perennial message of the gospel… the way Christ acted… the way the apostles acted… what the church has done for 2,000 years… an option founded on the very Word of God!" This call of the Pope to the universal church contains an appeal to the promotion of justice, but insists that we not give it a too narrow or reductionist meaning or sense, by truncating the gospel proclamation of the Kingdom of God and depriving people—poor, ordinary and rich alike—of receiving the more comprehensive truth about what it means to be human—a search that the University respects in its dealings with all of its communities.

The particularly Jesuit charism embraces the Catholic message in a special way as applied to dealings with "the Neighbor." Demanding "*cura personalis*"—care for individual—for those whom it serves, it also mandated that those who are formed by the Jesuit university, become, "men and women for and with others," thus introducing an element of solidarity into the field of human service, social action, as well as individual acting and being. Can the institutional leadership of a Jesuit university be other than faithful stewards and exemplars of this mandate in their dealings? Decree Four of the 32nd General Congregation of the Society of Jesus proclaimed and insisted upon the linkage of the "service of faith and the promotion of justice" as the priority of priorities in all the varied apostolic works of the Society. Whatever a Jesuit institution is doing, it must reflect an involvement in the promotion of justice—no one can be exempted from solidarity with the human community. The 33rd General Congregation boldly declared that "We have not always recognized that the social justice that we are called to is part of that justice of the Gospel, which is the embodiment of God's love and saving mercy." It is biblical at root.

The current Father General of the Society, Hans Peter Kolvenbach, confirms that these words, along with those of the Pope, provide the reassurance that this preferential option for the poor and the promotion of justice as an apostolic priority is "a part of the church's tradition," but they each also insist that these expressions be understood in a wider sense—that the option includes the whole of the truth about the human person, which Jesuit institutions must respond to without ambiguity or delay. These principles are and have been of extreme import in informing our relationship and any specific collaboration with the community. The 4th Decree of the 32nd Congregation describes the power that the educational apostolate has to contribute to the formation of multipliers for the process of educating the world itself in order to be a powerful leaven for the transformation of attitudes and humanizing the social climate. Therefore the "option for the poor" in service and solidarity, or the promotion of justice in the name of the Gospel, is not at all in conflict with the educational apostolate. A Catholic and Jesuit university must always bear witness to this priority through all of its relationships but especially with "The Neighbor."

Major Initiatives and Undertakings

We will now briefly describe and evaluate some of the ways that Fordham University has institutionally responded to its neighbors over the recent past, given the contemporary social conditions and circumstances that obtain as described above, and in the light of some of the salient principles of both its Jesuit and Catholic heritage. We will begin with the Rose Hill Campus in the Bronx where initiatives were shaped in response to the impinging urban crisis, and where the Jesuit commitment to community service and social justice has remained strong over the years. One of the major Fordham institutional initiatives continuing to have a strong and enduring ongoing impact today is the University Neighborhood Housing Program.

University Neighborhood Housing Program (UNHP)

This innovative program was created in 1983 by Fordham's Board of Trustees as a vehicle to focus the University's involvement in Bronx community redevelopment efforts around housing preservation and affordability in the neighborhoods surrounding the Rose Hill Campus, when at a time of both crisis yet increasing promise, Fordham responded to a direct request from an area Church related grass roots community coalition. By 1988 this venture was transformed into a formal partnership with that group, the Northwest Bronx Community and Clergy Coalition (NWBCCC), which by that time had been characterized as one of the longest and largest sustained Alinsky-style grass roots community-based organizations in the country; having been inaugurated back in 1974 through the initiative of the Northwest Bronx Catholic Clergy Conference with a strong institutional assist from Fordham University and its students. The University and the Coalition sensed an opportunity to join forces more closely in 1988 to reverse the decay that had taken place in the Bronx. UNHP's mission is to create, preserve and develop affordable housing for the low-income residents of the Northwest Bronx by creating and sustaining innovative financing mechanisms. UNHP has taken the lead in dozens of projects responding to tenants and other community-based groups who seek housing improvements by determining the scope of work needed in such buildings, and making and/or obtaining the loans necessary for the renovation, refinancing and in some cases acquisition of the building. Serving as a financial intermediary and a technical assistance provider to local non-profit community housing development corporations, UNHP, by refocusing bank lending into appropriate projects that help preserve both the physical integrity and the affordability of the area's housing, has now helped reverse decades of destructive disinvestment.

This active collaboration between Fordham and the NWBCCC allowed UNHP to build on the prestige, reputation and skills of each partner to create new models and sources of financing. In its 22-year history UNHP has established lines of credit with a wide array of banks and other lenders, local and national, directly leveraging and packaging close to $25 million in financing and rehabilitation loans for some 100 multi-family properties comprising at least 3,000 residential units. Many other projects have been indirectly aided through the provision of technical assistance services and the indirect leveraging of capital. UNHP has accomplished this through its mini-loan program, green loan program (focused on energy and environmental cost savings), bridge financing, short-term interest rate reduction loan program and its packaging of major long-term participation loans for rehabilitation projects with regulated institutional lenders. It has recently organized over the past two years, a consortium of such institutional lenders, along with FannieMae and the Enterprise Foundation, and in tandem with New York City housing agencies plans to establish a multi-family assistance center to focus on the newer and debilitating problem of over financing by identifying distressed properties in each banks' loan portfolio through a clearinghouse that would seek to circumvent, in a pro-active manner, some of the serious negative effects of potentially lengthy foreclosure procedures upon the residents of the neighborhood.

UNHP has also launched a Fordham Community Action Plan, seeking to build upon prior successes, including attention to public amenities and social services that benefit community residents, and therefore add the necessary resources to permanently stabilize these neighborhoods. In the past these types of efforts have included a daycare provider support network to assist women and families confronted with the burden of the fairly strict compliance imposed by the "Welfare Reform Act." More recently, UNHP has become involved as a placement site in a Peace Corps internship program for returning Peace Corps volunteers, sponsored through Fordham's graduate level International Political Economy and Development (IPED) Master's Degree program.

UNHP's innovative collaboration has been an exemplar of the principles inherent in Fordham's Catholic and Jesuit heritage over the years and up to the present, and has drawn in a broad array of Fordham faculty, administrators, alumni, students, former trustees and even a former President of the University in varied roles as Board members, professional staff, interns, supporters and stakeholders. It has received both prominent city-wide and national recognition. William Frey, who has served as the acting president of the Enterprise Foundation stated that "A lot of Universities talk about how their school is involved in the community, but UNHP has been a way for Fordham to tie itself into the community in a meaningful way… they have created a model for the rest of the country." The United States Jesuit Conference honored UNHP with a national designation as a model project in its "Building Just Communities Campaign" in 2001. Funnyman also designated UNHP as a recipient for the first of its national FannieMae Fellows awards and was also awarded it its Maxwell Award of Excellence for affordable housing production. It has also won an annual award conferred by the National Housing Conference for its work as a key actor in the Northwest Bronx Non-Profit Network. Finally, UNHP was designated in 2001 as a Community Development Financial Institution (CDFI) by the United States Department of Treasury, which has enabled it to secure more community development loan fund investments from regulated financial institutions, growing its resource base. In the words of Father Vincent O'Keefe S.J., former UNHP Board member, "we must insist on collaboration, involving both the community and the university. Each is strengthened and enriched by the other partner in a manner that brings about truly sustaining advances and human development."

Fordham Sponsored HUD Senior Housing
UNHP has not been Fordham's only first and only foray into affordable community housing. The University began its first venture into the world of building affordable housing for the community through its direct sponsorship of a HUD Section 202 Housing Project for low income senior citizens and handicapped in late 1982. This nine story, 119 unit apartment building was constructed on a piece of abandoned New York City Park land adjacent to the Rose Hill Campus, that had deteriorated into an unsightly dumping ground, and for which the University obtained from the City with the intent of using this land for desperately needed safe, affordable housing for senior citizens and handicapped of all ages—with a special set-aside for the local community. The building formally opened in March 1986 and has been a major success, incorporating this sizeable community of seniors and integrating them in a variety of ways into the University community.

This building is managed by the Rose Hill Management Corporation, a not-for-profit housing management company established by the University, which now also runs a second companion building located a few blocks away, co-sponsored in this case by the Fordham—Bedford Housing Corporation, a non-profit housing development corporation which owns approximately 90 buildings in the area immediately to the west of the Rose Hill Campus. The joint resources and experience of both groups have enabled another vacant city owned lot in the community to be turned into affordable senior citizen housing. Both buildings enjoy federal Section 8 rental subsidies for all of the residents. Social services are provided in each of the buildings which also have security guards around the clock. Fordham remains the active sponsor of both projects.

Fordham's Student Community Service, Urban Internship, and Service Learning Programs
The University's Community Service Program (CSP) which was begun 20 years ago on the Rose Hill campus with a single part-time administrator has now grown to three full-time administrators and an array of student interns at both Rose Hill and Lincoln Center and with a fourth person working under the aegis of Campus Ministry at the Marymount /Tarrytown Campus. It has assisted tens of thousands of students, who were in many respects already exemplars of the Jesuit tradition of service to be more effectively and creatively engaged in initiatives with a broad array of local community organizations as volunteers and interns. These service opportunities have included a

broad and diverse set of initiatives including but not limited to working in shelters for homeless families and individuals, volunteering at soup kitchens, working with agencies that provide services to those afflicted with HIV/AIDS, delivering meals to and visiting the homes of the infirm and aged, offering advice and advocacy on housing issues, assisting with community development projects, working with children and teens in after school programs, refereeing sports leagues for local youths, working with community gardens and environmental projects, working in community centers and in a broad array of tutoring and mentoring initiatives in local schools and after school centers.

The Community Service Program (CSP) has built relationships with over 300 local community organizations across New York City and serves as a liaison between these agencies and University resources at all of our campuses, including student volunteers and interns, access to University facilities, programs and special events, advertisement of employment opportunities, and a switchboard to connect agencies to academic departments and student organizations. Over the past academic year alone (2004-05), the Program has seen the addition of 39 new community organizations/agencies seeking student volunteers at Rose Hill, with over 85 Bronx organizations participating in the semi-annual Community Service Volunteer Fair to recruit volunteers and interns. The CSP has worked with each of these organizations to provide valuable student placements that mutually enrich those who are served as well as those who serve. At the Lincoln Center Campus in Manhattan, where a Community Service Program was fully established only four years ago in 2001, nine new organizations were added this past year and the Circle K service club was reinstated through CSP efforts. A total of 834 volunteers at Rose Hill and 135 service volunteers at Lincoln Center were recruited for regular ongoing service placements in the community along with 292 students at Rose Hill and 176 at Lincoln Center who were recruited for special service projects. The Urban Plunge Program designed for incoming new students as a pre-orientation program yielded participation by 119 incoming freshmen at Rose Hill and 21 incoming at Lincoln Center who were introduced to their surrounding community, to local community organizations and to social justice issues throughout the weekend.

The CSP undertook two new public school relationships with funding from The After School Corporation (TASC) offering University resources and programming through the Bronx College Town Program both at the school site and the Rose Hill Campus involving students and faculty members. The CSP has maintained the Urban/ Community Internship Program that employs undergraduate students at local not-for-profit community organizations with an environmental focus through a combination of Con Ed and Federal Work Study funding. Most telling regarding their impact on the organizations, upon graduation several interns are often hired by intern host organizations for full-time, professional positions. The CSP also helped establish a "First Book" chapter at the Rose Hill campus in 2004, whose mission is to give children from low-income families the opportunity to read and own their first new books. Fordham "First Book" has fully funded two local shelters with a library of 12 books for each of their residential children.

In 1999, a Service Learning Program was established at Fordham College Rose Hill which was subsequently extended to Fordham College Lincoln Center, and in a somewhat modified form a companion program has evolved at the College of Business Administration. A total of 55 students were registered in the One Credit Service Learning Program at Rose Hill while 25 students at Lincoln Center were registered for such course work during the 2004-2005 academic year. The Service Learning continues to grow by leaps and bounds offering 14 courses and seminars at both campuses which contained a community service component during the same academic year, with an additional two academic programs requiring service as a requirement for enrolled students. Four brand new courses with a service component were developed this Fall 2005. The Community Service Program has become a hallmark

and embodiment of Fordham's fulfillment of its Jesuit and Catholic mission. To serve the less fortunate and become engaged in activities that directly relate to the preferential option for the poor and the promotion of social justice, within the broader search for the truth.

The Regional Education Technology Center

In 1992, Fordham obtained a $9 million capital construction grant from the State of New York Legislature toward the development of what was to become Fordham's new, contemporary gothic, state-of-the-art Walsh Family Library largely as a result of a proposal that committed the University to establish a Regional Educational Technology Center as part of this new library. The new Center, headquartered within the four walls of the Walsh Family Library, would work with and serve middle and secondary school teachers in the distressed school districts of the Bronx and lower Westchester County, training them in how to incorporate and integrate technology into the curriculum and pedagogical methods in their classrooms.

Fordham's Regional Educational Technology Center (RETC) provides specialized professional development programs, based in educational research, with a focus on Lives, Learning and Outreach. The RETC's mission is to provide leadership and support in professional development programs and research services for educators and adult learners locally, nationally and internationally. Based on their educational expertise, we research and develop educational applications of technology and instructional best practices to meet the needs of today's educators and other professionals.

The vision of the RETC is grounded in a deep respect for individual potential and a commitment to community development and can be articulated as follows:

- *Learning as Transformation*—an approach to learning that empowers individual adults to embark upon a journey of lifelong learning and development.
- *Community Service and Outreach*—the commitment to fostering, developing and maintaining committed relationships with the surrounding community.
- *Research-Based Adult Learning Development and Initiatives*—a dedication to identifying, developing and refining current and emergent trends and ideas in adult learning theory and their application to professional development for k-12, adult and higher education faculty.
- *Educational Applications of Emerging Technologies*-identify, develop and evaluate educational application and instructional methodologies for innovative software and technologies.

The current RETC programs have served over 5,000 participants locally and nationwide via the Center's award-winning face-to-face, hybrid, and online professional development courses and events, and more than 14,000 listeners via their nationally acclaimed professional development web-based broadcasts.

Outreach

Fordham's RETC has significant impact on education across city, national and international levels. With a staff and programs that are recognized leaders in research, theory and practice, the RETC is realizing its goal of transforming lives and learning through outreach in practical and academic arenas. With a fundamental vision of assisting the Bronx in its economic redevelopment, the RETC addresses the social economic status and related educational needs of its community members.

Working with community schools and organizations, we have developed programs to provide computer literacy, career awareness, and computer certifications to at risk youth, their parents, teachers, and school leaders. In addition, they have advocated, written funding requests, and gained computer equipment for the schools

from the Bronx Borough's President's Office. They have also partnered with the 1199 Healthcare Union Training Fund to evaluate an innovative, grassroots training program for nursing home workers. Their vision is that by changing *lives*, they can make the greatest difference in the community. By changing *learning*, they can change the field of education so that this vision can be continued. And that through *outreach*, this vision is brought to life.

Most recently the RETC has developed partnerships and received funding to work with schools, regions and organizations across New York City. These initiatives include a Federal Title IID (EETT) grant in partnership with NYC Department of Education's Region 2 in the Bronx for $4.2 million, a Department of Justice grant for career and computer training of Bronx at-risk youth and their schools, our US Department of Education FIPSE/LAAP grant, and professional development programs in partnership with prominent organizations. The RETC has hosted several widely attended free City-, Boro-, and Region-wide events and conferences in direct support of the school leadership. These events provide dynamic and quality professional development experiences for school leaders and educators.

In October 2005, the RETC's weekly podcast, *Techpod: Podcast for Teachers*, was honored with the 2005 Innovation Award for educational leadership in the field of faculty development by the Professional Organizational Development Network. Since its launch in August 2005, more than 14,000 listeners have tuned into the podcast over the Internet, which focuses on professional development topics in educational technology and curriculum redesign.

At the same time, as an example of the academic roots of these efforts, the Center's director, Dr. Dr. Kathleen P. King's most recent book, *Bringing Transformative Learning to Life*, provides a unique program and classroom operationalization of these dynamic adult learning concepts. Based on her extensive research, she illustrates transformative learning through the lives of learners in many different contexts. The RETC, while investing so extensively in community education and outreach, effectively balances ongoing significant contributions to the field of education through numerous research book and article publications and conference presentations annually.

Models of Practice
Based on this continuing research, grounded theory and models, the Center develops programs designed to meet the needs of today's educators as adult learners and professionals. As a result, the RETC has a wide array of online and in-service offerings and courses to help establish high-performance classrooms and advanced learning environments. For example, it offers professional development programs, such as: Instructional Technology Professional Development (ITPD), Anytime, Anywhere Learning Professional Development School (AALPDS), www.podcastsforteachers.org, E-Libraries of professional development resources, customized hybrid professional development programs, and community-focused conferences.

Evaluation
Benchmarks of the Center's outreach are tracked using a variety of means depending on the program. Across activities they track the number of participants. In extended programs, they determine pre-and post-treatment skills, the degree to which participants' teaching practice changes, and the number of students participants serve, at a minimum. In addition, some projects use extensive pre-and post-online assessments or surveys to gather data about participant experiences pertinent to the focus of the program. Their Title IID grant project provides a robust demonstration of the use of benchmarks in evaluating the impact of RETC's programs on the community—teachers, schools, classrooms and students.

RETC Partners

Fordham's RETC has many community partners, supporters and collaborating organizations including Apple, IBM, Lego Education, Toshiba, United Hospital Fund, Bronx Borough President's Office, Classroom Connect, the Center for Digital Education, Certiport, Custom Computer Specialists, Inc., Diocese of Rockville Centre, 1199 Training Fund, the Gateway to Educational Materials, North Carolina Partnership for Excellence, New York City Department of Education, NY Learns, Sussman Publications, Thomson–Prometric, University of Texas Medical Branch, Vision Education, and Yonkers Public Schools.

Fordham's Bronx African American History Project

Fordham University's Bronx African American History Project (BAAHP) is dedicated to uncovering the unknown and undocumented cultural, political, economic, and religious histories of the more than 500,000 people of African descent in the Bronx. This innovative and creative community research undertaking is led by Dr. Mark Naison, professor of African and African American Studies, who serves as the principal investigator, and Mr. Brian Purnell, a doctoral candidate, who serves as the project's research director. Through its neighborhood-based research, community member research teams, and outreach in the form of public lectures, museum exhibits, and social studies curriculum workshops with local public school teachers, the BAAHP works to support the mission of Fordham University and its vision statement. Its scholarly goals are to create a database from oral history transcripts and audio and visual tapes for use in public history projects and to produce scholarly publications and teaching tools that contribute to the fields of African American studies, History, and Urban Studies. By the end of 2007, five years after the start of the project, the BAAHP's goal was to have conducted 300 oral history interviews and have them transcribed and it is half way toward completing that goal. The principal investigator has also published close to ten articles related to the BAAHP's research and has a book contract for a full length manuscript based on the work of the oral history project. In keeping with the Jesuits' tradition of forming partnerships with diverse populations to do intellectual, spiritual, and community development work, the BAAHP's endeavor to produce public history programs and scholarly publications is part of its commitment to build relationships between Fordham University and political, religious, and cultural leaders from the Bronx's African American community.

Fordham Center on Religion and Culture

The Fordham Center on Religion and Culture was established in 2004 at the Lincoln Center Campus to promote public exploration of religious issues arising at the intersection of religious faith and contemporary public life. What is the relevance of religion and religious institutions to public policy? How is the sacred conveyed in contemporary art and literature—or religious beliefs and institutions represented in scholarship, the news media, and popular entertainment? What is the role of religion in provoking or countering violence? The Center has addressed these questions through widely publicized forums and conferences on timely topics including the moral principles relevant to withdrawal from Iraq, the presuppositions of religious studies in academia, the relationships between religion and both conservative and liberal politics, the place of disagreement, dialogue, and debate in Catholicism as well as the development of Catholic teaching on religious freedom and the advancement of a vibrant inter-religious dialogue so important in our time and city. These events, placing attention to Catholic tradition within the cosmopolitan and religiously mixed culture of New York City, draw audiences of 200 or more, largely from outside the University, and are fully recorded on the Center's website. More intimate roundtable discussions with religious leaders and thinkers aim at building the network of informed people who can speak and write on these matters.

The Fordham Center is co-directed by Peter Steinfels, University professor at Fordham, longtime religion columnist at The New York Times and author most recently of *A People Adrift: The Crisis of the Roman Catholic Church in America*; and by Margaret O'Brien Steinfels, journalist-in-residence at Fordham, former editor-in-chief of Commonweal magazine and editor of *American Catholics in the Public Square.*

WFUV (90.7 FM) Public Radio from Fordham University
WFUV (90.7 FM) is a noncommercial, public radio station licensed to Fordham University. It serves more than 300,000 weekly listeners in the New York area. Professionally run by a full-time staff of 27 broadcast veterans and a part-time student staff of 70, WFUV is pioneering a unique format of musical variety, news and cultural programming while providing unparalleled professional experience to Fordham students wishing to distinguish themselves in the most competitive media market in the world.

WFUV has built a devoted following in the New York area for its award-winning *City Folk* weekday format and for its culturally diverse lineup of special programs. In addition to hourly newscasts from National Public Radio, WFUV broadcasts 72 local newscasts over the course of each week, lifestyle segments on *City Folk Morning*, and a three hour block of public affairs and educational programming on Saturday mornings. Long-form news and sports documentary projects, involving both professional and student staff, have been recognized with a multitude of industry awards. A designated producer of university programming ensures that University conferences, lectures, consortia, and other programs of interest to the listening audience are covered and presented in an appropriate format.

WFUV can be heard all over the world online at www.wfuv.org. The site offers a live simulcast of the station's programming, on-demand audio archives, bulletin boards, searchable playlists, concert calendars and up-to-the-minute programming information. WFUV.org has been consistently rated among the top 20 Internet radio stations on the Web by Arbitron.

WFUV is an affiliate of National Public Radio and Public Radio International. At the same time, WFUV is itself a national producer, supplying specials such as "The Downtown Messiah," a panel discussion on Bob Dylan, "Start Making Sense" (a literacy documentary), and "Democracy on the Block" to public radio stations around the country.

Fordham University students gain a competitive advantage through hands-on experience in a variety of capacities, from hosting weekly music programs to anchoring newscasts to reporting on sports to behind-the-scenes duties in the programming, music, promotion and marketing areas. Distinguished WFUV alumni include Vin Scully, Charles Osgood, Alan Alda, Michael Kay, Bob Papa, and Mike Breen.

Additional Statistics
- 40 percent of WFUV's audience resides in New York City, with the remaining 60 percent divided fairly evenly among New Jersey, Westchester and Rockland counties, Connecticut, and Long Island.

- 71 percent of WFUV's audience is between 25 and 54 years old (81 percent of the weekday audience).

- WFUV receives 70 percent of its funding from its 22,000 members, 15 percent from corporate underwriting, 10 percent from government sources, and 5 percent from Fordham University.

The Fordham Road Business and Lincoln Square Business Improvement Districts
More recently, Fordham played a major leadership role in establishing the Fordham Road Business Improvement District in the Bronx this past July 2005, which had been on the drawing boards for over 20 years, but required a renewed push led by Fordham and several institutions, businesses and property owners to get City government to finally authorize this District along with its District Management Association and its self-assessment financing mechanism. During the course of this multi-year effort, Fordham also played a supporting role in the establishment of the Lincoln Square Business Improvement District, where the major players who led the effort were several large New York-based Fortune 500's along with corporate and real estate leaders of similar scale and the other cultural

institution(s) at Lincoln Center for the Performing Arts. In Manhattan, Fordham's role was less critical given the strength and power of the surrounding business community, but in the Bronx effort along Fordham Road, Fordham's leadership was indispensable. A Business Improvement District (BID) is a local-non-profit group created in a commercial district in which property owners and some businesses agree to assess themselves a marginal additional tax to provide supplemental services within the District in order to improve the overall climate of this business, retail shopping and cultural district. Even though Fordham Road is the third largest retail shopping district in terms of gross receipts in the City of New York and the closest to a real commercial "midtown" that the Bronx possesses, it has suffered from the failure to have a unified voice that can speak and act forcefully and effectively for this critical area. Fordham took a lead in advocating, promoting and providing the needed technical assistance to launch the BID, including but not limited to testimony at the City Planning Commission and City Council hearings, as well as the filing of the certificate of incorporation for the District Management Association with the New York Secretary of State in Albany.

The property owners of the Fordham District, with only one objection, agreed to adopt a budget that would provide for supplemental street maintenance and sanitation services beyond that required to be provided by the City. This has already dramatically transformed the streetscape throughout the District into a much more pleasant and attractive one for visitors, with clean ship-shape streets and unsightly graffiti and posters removed from walls, along with enhanced police and security coordination for safety and a set of seasonal and district banners hung on street lamp posts. The current phase of operations is focused on the provision of services to merchants, property owners, businesspeople, visitors and neighboring residents, while the next phase contemplates new improved lighting and amenities, accompanied by longer term strategic planning for the area. This represents a different sort of broader, innovative, collaboration with people and organizations in all types of roles as economic actors including property owners, merchants, consumers and institutions on a scale which we believe is in keeping with that called for by the Vatican Council and our Jesuit charism, making the overall community safer, attractive and more livable for all who live and work within it.

Increased Collaboration with other Major Bronx Cultural and Service Institutions

Finally, the newest incipient initiative, specifically mandated by the University's own recently adopted strategic plan, calls for a greater and more intense level of collaboration and reciprocally beneficial undertakings with and among three of Fordham's other great "world class" institutional neighbors that share much of the same "turf" and geographical space in and around the Bronx River Valley and its noted park system. This grouping of institutions are comprised by the New York Botanical Garden, The Wildlife Conservation Society (WCS)—which runs the New York Zoological Garden (more colloquially known as the Bronx Zoo)—and Montefiore Medical Center. All of these institutions are involved in research and teaching missions, and a primary hope is that this collaboration can lead to an increase in the level of interaction and cross fertilization among all or a subset of these institutions, and can also help to define and redefine more strongly the space and the district mutually inhabited by these cultural institutions, while at the same time looking toward greater and renewed scholarly, research and academic collaboration.

The initial step in this deeper engagement has been three-fold: first, to define more precisely this "cultural institutions district"; second, to undertake a "branding" process to describe this forward looking collaboration and set about a joint urban planning and design effort initiative that will look to strengthen and promote this cultural and parks district, and three, to tie it together anew in ways that rethinks and redefine its linkages with the Fordham Road Business District and the Belmont–Arthur Avenue (Little Italy) shopping district community. Little Italy is a venue for visitors and staff at all the institutions involved, and where, as previously discussed upwards of 600 Fordham University students live in University, as well as private market, housing. The University's new parking

facility will also provide public parking for the area where these cultural institutions intersect with both the Belmont Community and the Fordham Road Business District. This area, particularly its northern boundary along the eastern end of Fordham Road, represents a critical strategic space for the University's future.

Conclusion

All of the collaborations described above, in which Fordham acts and attempts to live up to the designation "neighbor," as understood through its Catholic, Jesuit and humanist traditions, are also consonant with the University's new strategic plan and vision which calls for a "closer and more extensive exploitation of the University's New York City location to enable the University to serve the City and provide teaching, learning and research opportunities to the University Community." Most importantly, all of these initiatives and activities are absolutely consistent with an orientation of the University as a community of people who serve, and is strongly supportive of the same Strategic Plan's description of Fordham as an institution "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." This central aspect to the Mission of the University is one that is engaged in by the entire University community—students, staff, faculty, administrators Jesuits and Trustees alike—not only as a community of scholars, but with stout hearts and active hands as whole persons, in a manner true to the transforming nature of its Catholic, Jesuit and humanist identity and vision.
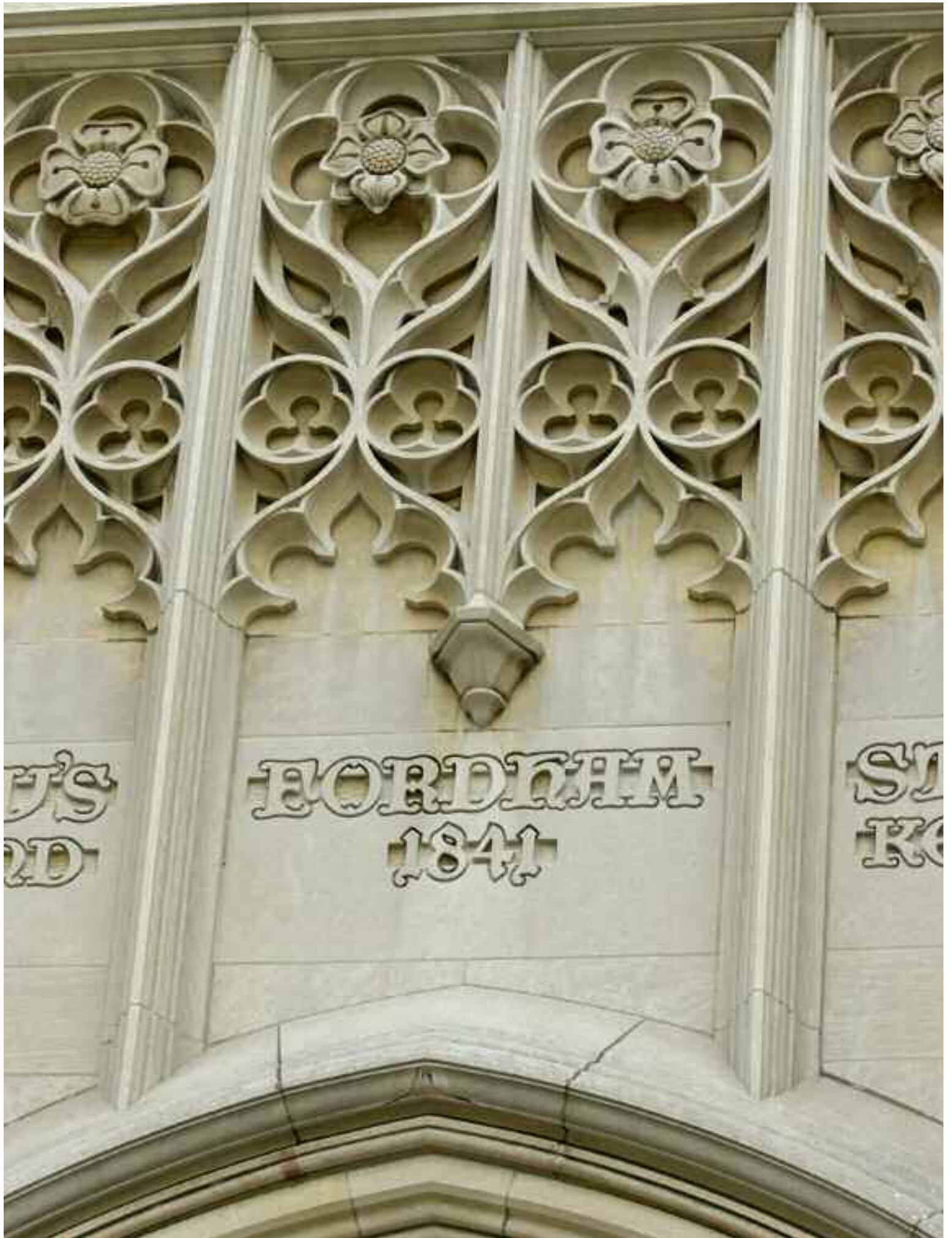
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Administrator
Tarrytown
Graduate Center

Director of CSTEP, STEP
and AMERICA READS

General Manager
WFUV-FM Radio Station

Vice President for Administration

Campus Coordinator Marymount Campus

Associate Vice President and Director of Government Relations and Urban Affairs

Associate Vice President for Facilities

Assistant Vice President for Government Relations and State Affairs

Director of Community Service

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Assistant Vice President for Alumni Relations

Director of Special Events

Director of Alumni Operations

Director of Individual Giving

Assistant Vice President for Public Affairs

Director of Operations

Director of Media Relations

University Art Director

Director of Alumni Publications

Director of Alumni Relations Marymount College

Director of Development Marymount College

Vice President
for Development and
University Relations

Assistant Vice President
for Development,
Law School

Associate Vice President
for Development
and University Relations

Assistant Vice President
for Development

Executive Director
of Development Services

Director of Development,
Arts and Sciences

Director of
Corporate and
Foundation Relations

Director of Development,
Athletics

Director of Technology

Director of Prospect
Research

Vice President for Student Affairs

Associate Vice President for Student Affairs and Dean of Students Marymount College

Assistant Vice President for Public Affairs

Director of Student Activities Marymount College

Assistant Dean of Student Life and Director of Residential Life Rose Hill

Director of Residential Life Marymount College

Director of Student Activities and the McGinley Center Rose Hill

Director of Athletics Marymount College

Director of Student Assistance Program Rose Hill

Director of Alcohol and Other Drug Education Program Rose Hill

Assistant Vice President and Dean of Student Services

Director of Career Services

Director of Intercampus Transportation

Director of Disability Services

Director of Counseling Services

Director of Learning Services Marymount

Director of Health Services

Coordinator of Wellness Marymount

Vice President for Student Affairs

Executive Director of Intercollegiate Athletics and Recreation Rose Hill

Director of Athletic Administration

Assistant Dean and Director for Multicultural Programs Rose Hill

District Manager of Sodexho Campus Services

Dean of Students Lincoln Center

Director of Residential Life Lincoln Center

Director of Student Activities and New a Orientation Lincoln Center