Appendix 7.1: Tabular Summary of Institutional Assessment Information

AREA	Written plan?	written in operation plan?	activities, but not written?	in Annual Report?
Office of the President				
General Counsel-DeIulio	No	No	Yes. Status reports appear in letters. There is an annual assessment by University auditors of the financial effects cases may have on the University. The General Counsel evaluates legal costs in relation to the University's budget for five-year periods and participates in a national benchmarking study conducted by the National Association of College and University Attorneys.	The first annual report of the Office of General Counsel included this information, but the Office was not asked for any subsequent annual reports.
Affirmative Action-Arendacs	No		Yes. Tracks minority representation in reports on faculty, administration, athletes, and students.	No ann rpt.
Sr. Vice President, CFO & Treasurer (Lordan)	No	Not explicit	Yes, losing vs. making money, SBB goals, external bond ratings, workload stas (such as # personnel evaluations, invoices paid, technology utilization by time)	Yes
VP for Lincoln Center and Chief Information Officer (Hodulik)	Yes, for VP area and each unit	Yes	Tracking of requests for services, monitoring of help desk, ad hoc assessment by peers and consultants, focus groups, user surveys, Faculty Senate Subcommittee on IT.	Yes
VP for Finance (Simio)	No	No	Included in quarterly reports for each division that lead to annual report. However, much assessment is discussed, not written. Benchmarking by way of survey of about 65 private colleges conducted by Cambridge Associates.	Yes
VP for Academic Affairs (Hollwitz)	Within schools, not overall	Each school has guidelines & timetable for program review	Yes, implicit in committee, task force reports, etc.	Yes
Library	No	Yes, date survey against national markers		Yes
Fordham Press	No	Yes, cost models from national association		
WFUV	No	Yes, Arbitron, Public Broadcasting, awards		
RETC	Yes			
Faculty	Yes for individuals (tenure, promotion, & merit). No for new positions	No, hampered by lack of coordination with Finance, lack of control of salary budget (and maintenance of separate databases)		
Office of Research and Sponsored Programs	No	Getting Baseline.Tracking system from Faculty Application to Award or Denial with quarterly reports prepared and improvement in office operations made where identified.	Dr. Tassi regularly assesses this office based on data presented to her in written form (heavily quantitative.)	Yes
Study Abroad Office -- Lincoln Center & Rose Hill	No	Yes, e.g., data on students is tracked for decision-making purposes.	Dr. Tassi and the Deans regularly assess this office based on data presented and recommendations are made. Lengthy evaluation forms are completed by students.	Activities of office are analyzed.
Study Abroad Office — Tarrytown	No	No	Not written to date.	No
Office of International Students — Lincoln Center & Rose Hill	No	Yes, this information is guided and governed by the U.S. Department of Immigration.	Dr. Tassi regularly assesses this office based on data presented to her.	Report on government requirements fulfilled included in Annual Report.

Appendix 7.1: Tabular Summary of Institutional Assessment Information

AREA	Written plan?	written in operation plan?	activities, but not written?	in Annual Report?
Office of International Students — Tarrytown	No	No	Dr. Tassi regularly assesses this office based on data presented to her.	Report on government requirements fulfilled included in Annual Report with LC & RH.
Institute of American Language and Culture	No	Detailed records are kept of foreign students served and information is used for planning curriculum.	Dr. Tassi regularly assesses this office based on data presented to her.	No
Trio Programs	No, but detailed in text of program proposal.	Each TRIO Program proposal must develop overall goals and specific objectives unique to each program. For example, the latest Upward Bound proposal has eleven objectives. The programs must demonstrate how each objective will be evaluated (must be measu	No	TRIO Program evaluation activities are detailed in the Annual Report.
STEP / CSTEP / HEOP	No, but detailed in text of program proposal.	The STEP/CSTEP/HEOP Program proposals must also develop overall goals and specific objectives unique to each program. The programs must demonstrate how each objective will be evaluated (must be measurable).	No	STEP/CSTEP/HEOP Program activities are detailed in their Annual Reports.
Summer Session	No	Course scheduling is based on enrollments from previous summers and perceived student and faculty needs; marketing efforts are focused with reference to Visiting Students reports, Marketing reports from Public Affairs, and previous years' response rates to advertising and published pieces; programs are planned by considering the reports of coordinating departments like Public Affairs, Career Planning and Placement and Residential Life.		AR provides 4-year comparisons of enrollments & revenues & reviews of special programs (enrollment, student & faculty response)

Vice President for Administration (Byrne)

AREA	Written plan?	written in operation plan?	activities, but not written?	in Annual Report?
Custodial Services		Yes. Custodial assignments are made by "sections" which are standardized schedules of work to be performed on a daily, weekly, monthly or other periodic basis. Sections are benchmarked on per square foot basis and level of cleanliness standards against national, local and higher education indexes . Monthly reports also track periodic and special project work by work order. Reports are used to adjust personnel distribution, section size and content and type/extent of outside contractor work. Monthly reports reports also track expenditures vs budget with adjustments made quarterly as necessary.		
Facilities Ops	BCAT	Yes. Monthly reports track work order progress by trade, type of work and aging schedule. Reports are used to adjust personnel distribution and type/extent of outside contractor work. Monthly reports also track expenditures vs budget with adjustments made quarterly as necessary. Annual report includes summary of work order progress, aging of work orders, personnel distribution and external contracting together are used to formulate next year's budget requests and any justified personnel increases.		
Government Relations & Urban Affairs		There is no standard way to assess these activities for the most part. Grants, contracts and member's items are one indication of success. Impact on legislation is another. Testimony from Deans and others on the assistance provided (or not provided) by this unit also is an indicator. The VP for Administration evaluates these activities on an ongoing basis. Community Service/Service Learning, as a part of the GRUA effort, is assessed annually by a data driven report on number of students involved, number of hours volunteered, number of placements new and old, number of service learning contracts made and concluded and so on.		Yes

Appendix 7.1: Tabular Summary of Institutional Assessment Information

AREA	Written plan?	written in operation plan?	activities, but not written?	in Annual Report?
Safety & Security		Yes. Security produces an annual report with extensive data and narrative information which is reviewed by the Presidential Advisory Committee on Security. The findings of this Committee together with the report are then forwarded to the Vice President for Administration and the University President. Contract security personnel receive ongoing assessment and daily training before every shift. An extensive written curriculum together with other media is used in this training and assessment. Every incident involving Security personnel must be recorded in writing by the on duty Security Supervisor. Every incident report is reviewed by both the Director of Security and the Vice President for Administration. Serious incidents involving criminal activity or a major campus event are also reviewed by the University President. The University has in place written, detailed plans for Hazardous Waste Management, Comprehensive Waste Management, Fire Safety and Emergency Management. Each plan includes assessment procedures. For example, the Fire Safety plans include a DAILY testing of every fire alarm system on every campus to insure that these systems are fully operational. Compliance with the various waste management protocols is monitored by the University's Health and Safety officer.		
Vice President for Development and Public Affairs				
Development	No	Yes, whether or not goals are met, Study to benchmark aspriants institutions this year		
Annual Giving	No	Yes, met goals, evaluate timing, messages, etc.		
Alumni Affairs	No	Yes, attendance, survey alumni attitudes		
Public Affairs	No	Yes, hits in major media, awards for publications,		
VP for Enrollment (FUEG, Stace)				
	No	Assessment activities included in statements of goals and objectives and overall workplans of subordinate units	Yes. Extensive tracking reports.	Reported in outcomes of planned activities.
Admission (Buckley)	No	Assessment activities included in most operations of the admissions office.	Yes. Surveys of attendees at virtually all on-campus functions and some off-campus activities. Global surveys of admitted students at the end of the admission cycle.	Reported in outcomes of planned activities.
Financial Services (Van Dekker)	No	Included in statements of goal and objectives of office.	Yes. Surveys of users of web services and in-person counseling.	Reported in outcomes of planned activities.
Enrollment Services (Bordas)	No		Yes. Automated continuous monitoring of phone cues, live monitoring of answers to phone calls, formal assessments of staff tele-counseling skills, web survey of satisfaction with web registration	
Institutional Research (Gillespie)	No	In plan for coming year in Annual Report.	Yes. Catholic College benchmarking survey completed in 2000. Surveys of users of the Fact Book and committee discussions with them.	Outcomes of all activities reported in great detail in annual report.
VP for Student Affairs (Gray) — All Offices in Area				
	In tentative form	There are Assessment Plans for the individual units. The main document is a compilation of the unit information.	No, all are written	Yes

Appendix 7.2 - Assessment Methods for Evaluating the Success of Our Academic Mission

Assessment Activities by Area	Methods
DEPARTMENT/ PROGRAM EVALUATION	
Arts & Sciences Department/Program 10-year Cycle Reviews	Self-study and external reviews
Professional Schools Self Studies	ABA, NCATE, AACSB, CSWE Self-Study Reports
Core Curriculum and Majors & Curricula Committees of the Arts & Sciences Council	Both committees make recommendations to the Arts & Sciences Council for their final approval; published in the Arts & Sciences Council minutes
FACULTY DEVELOPMENT AND EVALUATION	
Teaching	Student evaluations of faculty and courses Peer Review by faculty - classroom visit and evaluation
Sponsored Research & Grants	ORSP- RATC tracking system
Instructional Technology	Surveys and meetings
Faculty Fellowship Program	Faculty Fellowship Report
Research Course Reductions	Faculty Publications
Merit Pay	Recommendation of department Merit Committee to Deans, then to VPAA, based on Faculty Activity Reports
Reappointment, Tenure and Promotion	Evaluation and feedback process from probationary period through tenure decision in accordance with University Statutes
STUDENT ACADEMIC ACHIEVEMENTS	
GRE, LSAT, MCAT	Graduate school, pre-med and pre-law application reports
Graduate School Acceptances	Senior Survey, Departmental Records
Number of students going on to professional schools	Pre-med and pre-law acceptance reports
Prestigious Fellowships & Others	Application Reports, Record of Finalists & Awardees, Student Portfolios (for AY05)
STUDENT ACADEMIC ACHIEVEMENTS (continued)	

Assessment Activities by Area	Methods
Honors Program – Track after Graduation	Records of Achievement
Post-graduation Employment and Achievements	Senior Survey, Alumni Directory
ACADEMIC ADVISEMENT PROGRAMS	
The Freshman Advisement Program: Fordham College at LC Fordham College at Rose Hill	Evaluation Reports from students Evaluation Reports from advisors Assessment Reports from Dean
Sophomore Advising Program: Fordham College at LC Fordham College at RH	Under consideration Evaluation Reports from Sophomore Dean Assessment Reports from Associate Dean
All Assistant Deans do Academic Advising for their respective years.	Evaluation Reports from Assistant Deans and Associate Chairs
Major advising is coordinated by the Associate Chair of each respective department.	Reports from Committee on Major Advising
Graduate School of Social Service	Evaluation Report from students
Graduate School of Religion and Religious Studies	Evaluation Report from Dean
Graduate School of Business	AACSB Assessment Standards, Curriculum Analysis Sheet
ACADEMIC PROGRESS OF STUDENTS ADMITTED UNDER THE FOLLOWING PROGRAMS	
HEOP	Services utilization rates by individual students, individual progress reports, retention rates, course completion rates, graduate and professional school acceptances
CSTEP	Services utilization rates by individual students, individual progress reports, retention rates, course completion rates, graduate and professional school acceptances

Appendix 7.3: Department and Program Reviews

Completion Date or Status			
Department	Undergraduate	Joint Undergraduate/ Graduate	Graduate
African & African American Studies	in process		
Art History	4/19/03		
Biology	4/26/99		State#
Chemistry	4/30/03		
Classics	4/30/03		State#
Communications & Media Studies	in process		in process
Computer & Information Sciences		in process*	
Economics	1/20/04		in process
English		6/29/2004*	
History	6/10/03		4/18/00
Mathematics	in process		
Modern Languages & Literatures	to be scheduled		
Music	to be scheduled		
Natural Sciences	in process		
Philosophy		in process*	
Physics	4/18/03		
Political Science		in process*	
Psychology	6/10/03		in process
Sociology& Anthropology		to be scheduled*	
Theater	2/29/00		
Theology		to be scheduled*	
Visual Arts	Fall 2002		

NOTES:

* In 2000-2001, external program reviewers started to review undergraduate and graduate programs together. Starting in 2001-2002, the self-studies were combined.

The doctoral programs in these departments were reviewed and approved under the discontinued state program. The graduate programs will be included in the next departmental review.

Appendix 7.3: Department and Program Reviews

Completion Date or Status			
Program	**Undergraduate**	**Joint Undergraduate/ Graduate**	**Graduate**
American Studies	1/10/03		
General Science	4/18/03		
International Political Economy & Development			to be scheduled
Latin American & Latino Studies		in process*	
Humanities & Sciences			to be scheduled
Medieval Studies		4/15/2003*	
Middle East Studies	to be scheduled		
Pre-Med	Spring 2005		
Urban Studies	to be scheduled		

NOTES:

* In 2000-2001, external program reviewers started to review undergraduate and graduate programs together. Starting in 2001-2002, the self-studies were combined.

# Appendix 7.4: 2004-2005 Faculty Survey

Fordham University's Participation in the Higher Education Research Institute, UCLA National Survey
At the time the full-time, undergraduate faculty participated in the HERI Faculty Survey during the Fall of 2004, Fordham University was engaged in its institutional self-study in preparation for re-accreditation by the Middle States Commission on Higher Education. This report is a summary of the findings of the HERI Faculty Survey and is considered an important assessment instrument yielding information critical to the University's self-study. In particular, this report provides information on the status of the faculty in terms of their experience of institutional support and involvement in assessment activities, their report of their teaching and scholarship, and the degree to which the faculty report how they reinforce the mission and identity of Fordham. This information is garnered from their responses on the HERI survey that tap their observations, comments, and activities.

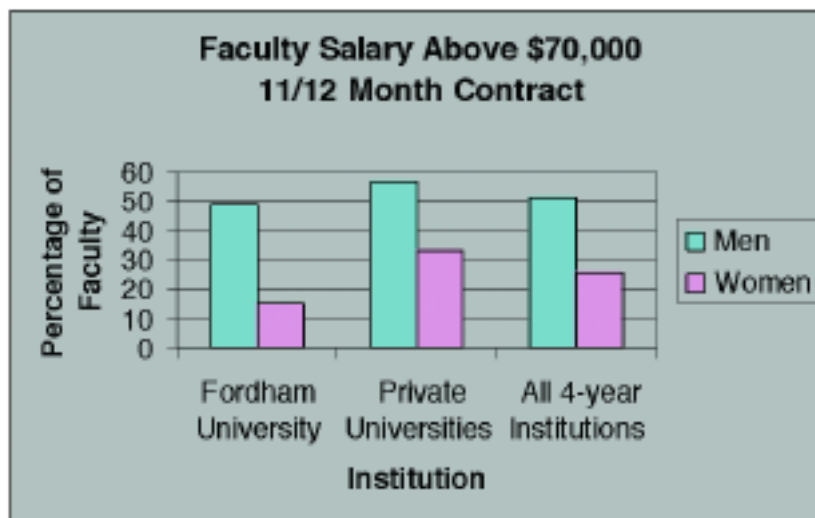**Institutional Support for Faculty Development and Advancement**
Representation of faculty by rank who participated in the survey from Fordham is noticeably different from faculty at other institutions. Fordham faculty respondents were less likely to be at the rank of full professor and more likely to be at the rank of associate professor than faculty at other institutions. Full professors at Fordham made up 29% of the respondents to the survey, whereas full professors comprised 39% of respondents at private universities and 34% of respondents nationally. Forty percent of the respondents at Fordham were associate professors while only 25% of the respondents at private universities and 26% of the respondents nationally were associate professors.

It is surprising that there weren't more full professors since almost half (49%) of the Fordham faculty respondents reported that they had obtained the highest degree in their field over twenty years ago and almost a third (32%) have served Fordham University for 23 years or longer. However, whereas Fordham has fewer faculty at the rank of professor, it has more faculty who have received tenure than other institutions (see chart below). Thus, while the percentage of faculty serving Fordham for 23 years or more is greater than at other institutions, and fewer faculty have been given the rank of full professor, more have been given tenure compared to faculty at other institutions.
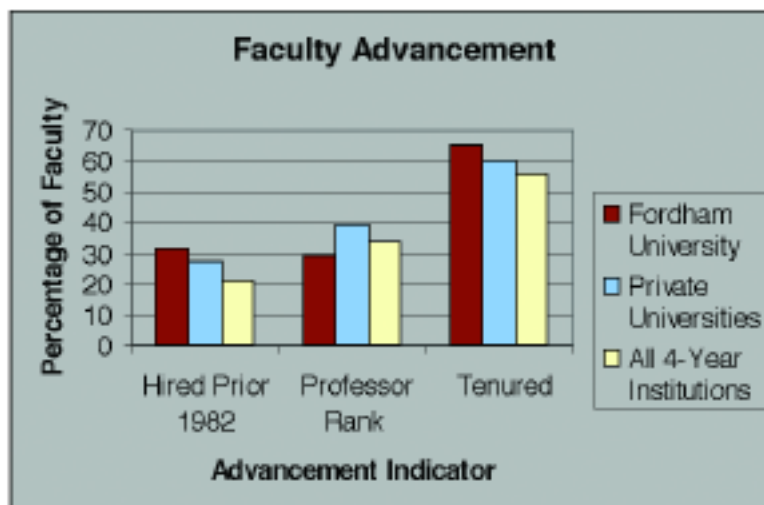
The salary given for a 9/10 month faculty contract was comparable to the salary of private institutions, and better than that of all 4-year institutions. However, the story changes for faculty on an 11/12 month contract. Faculty making more than $70,000 a year on an 11/12 month contract accounted for only 35% of Fordham faculty, while 48% of faculty at private institutions and 42% of faculty at 4-year institutions on an 11/12 month contract made $70,000 or more per year. Thus, the percentage of Fordham faculty receiving $70,000 or more a year on the 11/12 month contract was smaller than the national percentage.

There were the usual pay disparities based on gender. At Fordham, sixty percent of men but only 48% of women on a 9/10 month contract made $70,000 or more a year. This was actually an improvement over private colleges, where 65% of men and only 37% of women faculty had a salary of $70,000 or greater, and also an improvement on all 4-year institutions (41% of men and 18% of women). However, the story is a complete reverse for female faculty at Fordham on an 11/12 month contract. Almost half (49%) of men faculty and only 15% of women faculty at Fordham on an 11/12 month contract made $70,000. These percentages are much lower than those at other private universities, where 57% of men faculty and 33% of women faculty made $70,000 or more per year and worse than the national average (52% of men and 26% of women faculty at 4-year institutions, see chart below).

Institutional support for faculty development and advancement, however defined, was perceived to be significantly lower for Fordham faculty than the national average. Only 39% of undergraduate Fordham faculty agreed that they received adequate support for faculty development, vs. 56% of faculty at private institutions and 53% of undergraduate faculty at other 4-year institutions. Participation in a faculty development program was reported by 39% of the Fordham faculty compared to 49% of faculty at private institutions and 61% of faculty from all 4-year institutions. Clerical/administrative support was perceived to be significantly lower at Fordham University. Only one-third of Fordham faculty agreed that clerical/administrative support was "very satisfactory" or "satisfactory" compared to 52% of the faculty at other institutions.

The importance of support from older faculty for new faculty was also perceived to be lower at Fordham. Only 31% of undergraduate faculty perceived faculty mentoring to be a "high" or "highest priority" at Fordham, while this was considered a high or highest priority by 44% of faculty at other 4-year institutions. Teaching assistants as sources of support were not found at Fordham University as readily as at other institutions. Only 5% of Fordham University faculty noted they had the help of assistants versus 23% of faculty in other private institutions and 12% of faculty in 4-year institutions. Interestingly, at Fordham University, twice as many male professors reported having a teaching assistant than female professors (7% vs. 3%).

Teaching load was not seen as satisfactory by faculty at Fordham compared to other institutions. Only 43% of faculty perceived their teaching load as satisfactory compared to 66% of faculty at private institutions and 55% of faculty at all four-year institutions. Office/lab space was seen as satisfactory by fewer Fordham faculty than other institutions (56% of Fordham faculty were satisfied with the amount of their available space versus 72% of faculty at private institutions). Opportunity for scholarly pursuit was also less satisfactory for faculty at Fordham than at other private institutions (48% of Fordham faculty versus 66% of faculty in private institutions were satisfied with scholarly opportunities).

These facts paint a picture of low perceived institutional support for faculty at Fordham University. Faculty report receiving less institutional support than faculty at other institutions. They are receiving less in terms of faculty development and less institutional support in the way of office space and scholarly opportunities. This information indicates that Fordham University faculty are making the most of fewer resources compared to other institutions.

Job Satisfaction

Even though faculty reported less institutional support for teaching and research compared to faculty at other institutions, the Fordham faculty reported that they were more likely to stay employed at Fordham. Overall job satisfaction was reported as "satisfactory" or "very satisfactory" by 83% of undergraduate faculty at Fordham versus 80% of private university faculty and 77% of all 4-year institution faculty. Stress that resulted from their teaching load, committee work, faculty meetings, research and publishing demands and institutional red tape were all at comparable or less stressful levels for Fordham faculty compared to faculty at other institutions.

Fewer faculty at Fordham reported considering early retirement (14% vs. 21% of faculty at all 4-year institutions), fewer Fordham faculty considered leaving academia for another job (23% vs. 31% of faculty at all 4-year institutions), and fewer Fordham faculty considered leaving their current job for another institution (33% vs. 43% of faculty at all 4-year institutions). The table below provides comparisons between Fordham University, other private universities and 4-year institutions.

More Fordham faculty reported that they felt their work added meaning to their lives than faculty at other institutions (81% vs. 73% of faculty at private institutions and 70% of faculty at all 4-year institutions). Fordham undergraduate faculty reported a "close alignment between work and personal values" (72% vs. 61% of faculty at private and 59% of faculty at all 4-year institutions). Academic freedom as defined as "autonomy and independence" was satisfactory or very satisfactory for 86% of Fordham faculty, and 76% of Fordham faculty reported being satisfied with their opportunities to develop new ideas.

In conclusion, it appears that while institutional support of faculty is lower for Fordham faculty (less institutional support, less satisfaction with teaching load, etc.), Fordham faculty were not more stressed about these issues than faculty at other colleges. Perhaps this was due to the larger percentage of faculty who have tenure (65%) even though most Fordham faculty who participated in the survey (71%) do not have full professor rank.

Assessment Activities

In terms of institutional and program assessment, the majority of those surveyed at Fordham reported that assessment data was not collected and used for academic program development (69% of the undergraduate teachers have no opinion or do not see assessment data collected for academic program development purposes). A majority of faculty (72%) reported no opinion or disagreement with the statement that assessment data was collected and used to impact decision-making in academic advising. Only 36% of faculty agreed that Fordham did a good job of "supporting the development of teaching effectiveness." Half of the faculty agreed that the departments did a good job of evaluating teaching effectiveness within the core curriculum. In conclusion, assessment activities that inform and improve teaching effectiveness across departments and academic program development did not appear to have a strong impact at Fordham.

Teaching

Teaching was the primary activity of 94% of undergraduate faculty. However, 42% of these faculty stated that research was more of a primary interest than teaching. Faculty at Fordham University were more likely to have conducted research or writing on "international/global issues" and women's issues than faculty at other colleges (see first table below. That Fordham did more research and writing on these issues appeared to be mostly due to a greater percentage of women faculty at Fordham doing these kinds of research (see second table below).

Types of Research Issues Addressed by Institution			
Research Issues	Institution		
Subject	Fordham University	Private Universities	All 4-year Institutions
International/Global	36%	33%	28%
Racial/Ethnic	22%	21%	20%
Women/Gender	29%	21%	20%

Type of Research and Writing Conducted by Fordham University Faculty		
Research Issues	Gender	
Subject	Women	Men
International/Global	46%	30%
Racial/Ethnic	30%	16%
Women/Gender	53%	12%

Women faculty at Fordham were also teaching more courses that focus on these issues. For instance, 12% of women faculty at Fordham reported they had taught an ethnic studies course and only 5% of men faculty at Fordham reported the same. In addition, women faculty at Fordham are teaching more women's studies courses than women faculty at other institutions. Thirty-one percent of women faculty at Fordham have taught a women's studies course, compared to 21% of women faculty at private institutions and 17% of women faculty at 4-year institutions.

Technology
Support for technological innovations in undergraduate teaching also was lower at Fordham than at other institutions. Sixty-one percent of Fordham undergraduate faculty reported they agreed or agreed strongly that they were supported in integrating technology into their classroom, versus 78% of faculty at private institutions. Only 6% of undergraduate faculty perceived Fordham University as rewarding faculty use of instructional technology. It is not surprising then that only half of the faculty use Blackboard at all in their courses.

Perception of Students
It appears that the faculty perceive students at Fordham to be more similar to students nationally than to students at private institutions. Only 48% of faculty at Fordham reported being satisfied with the quality of students at Fordham University (vs.75% of faculty at private institutions). Only 40% of Fordham faculty reported that they agreed that students were "well-prepared academically" compared to 67% of faculty at private universities who agreed with this statement. Fordham faculty also perceived students similarly to faculty at four-year institutions
in terms of agreeing that most of the students "lack the basic skills for college level work" (see table below).

Faculty Perception of Students			
Statement	Institution		
Faculty report:	Fordham University	Private Universities	4-year Institutions
Quality of students is satisfactory	48%	75%	53%
Students are well-prepared	40%	67%	40%
Students lack basic skills	25%	16%	34%

Even though greater percentages of faculty at Fordham compared with other institutions reported that students were lacking some of the basic skills for college, more faculty at Fordham agreed that the students were "strongly committed to community service". Fifty-nine percent of faculty at Fordham agreed with this statement, whereas only 52% of faculty at private institutions and 37% of faculty nationally agreed with this statement. Surprisingly, fewer Fordham faculty endorsed the importance of serving as a role model for students than faculty at other institutions. Seventy-eight percent of Fordham faculty agreed that their personal goal was to be a role model compared to 85% of faculty at private institutions and 87% of faculty at all four-year institutions.

Scholarship
Forty-two percent of Fordham faculty reported a primary interest in research, a percentage different from both the private and national levels (50% at private institutions and 32% across all four-year institutions). Fewer Fordham faculty have secured funding for research from outside sources compared to other private and public institutions. Only 20% of Fordham faculty have received funding from foundations (vs. 30% of faculty at private institutions); 13% of Fordham faculty have received funding from state or federal government sources (vs. 32% of faculty at private insti-

tutions); and only 8% of Fordham faculty have secured funding from business or industry (vs. 17% of faculty at private institutions). Publishing scholarly articles in peer reviewed journals and book chapters were reported by Fordham faculty at the same frequency as found in faculty at private institutions, and men faculty at Fordham reported more publications than women. However, within the last two years, men and women published at about the same rate (74% of men and 70% of women).

Community Orientation and Service
Only 23% of faculty at Fordham perceived that it was a high priority for Fordham University to provide resources to faculty for teaching or doing research in the community. Only 32% of faculty perceived Fordham's role in creating and sustaining partnerships within the community as a high priority of the University, whereas 41% of faculty at all other 4-year institutions perceived community partnerships to be a high priority of the institution. Slightly fewer Fordham faculty than faculty at other institutions participated in research, teaching or collaborating with the surrounding community (see table below). The percentage of undergraduate faculty at Fordham engaging in unpaid public service or consulting was also slightly lower than that of undergraduate faculty at other institutions (49% of Fordham undergraduate faculty vs. 54% of private and 58% of all participating 4-year institutions). However, in contrast to undergraduate faculty, 77% of graduate faculty at Fordham reported they had engaged in non-paid public service.

Faculty Opinions on Teaching and Research Collaboration with the Surrounding Communities			
Opinion	Fordham University	Private Universities	4-year Institutions
Agree that the University has a high priority to provide resources to the faculty to work with the community.	23%	28%	30%
Agree that the University has a high priority to build relationships with the community.	32%	37%	41%
Faculty that have used scholarship to address local needs	34%	40%	47%
Faculty that have collaborated in research with the local community in the last two years.	24%	38%	44%

All of this is in contrast to the large percentage of faculty who agreed with statements consonant with the mission of Fordham, specifically that the University should help the surrounding community. Seventy-nine percent of Fordham faculty agreed that colleges have a responsibility to work with surrounding communities to address local issues, and 65% of Fordham faculty agreed that colleges should be active in solving social problems. These percentages are similar to the percentage of faculty in private and 4-year institutions who agreed that universities should help the community. Thus, it appears that there is room for growth at Fordham in supporting faculty to be "men and women for others" so that they may engage and work with the surrounding communities.

University Mission
A greater number of faculty came to Fordham University without considering Fordham's mission in their decision. Only 41% of the faculty report that they came to Fordham University because the mission of Fordham was important to them. However, the atmosphere at Fordham appears to have benefits for the faculty that is not found at other insti-

tutions. Fordham faculty were significantly more likely to say they felt a close alignment between their work at the University and their personal values. Greater numbers of Fordham faculty than faculty at other institutions reported that their work added meaning to their lives. Faculty at Fordham reported that they achieve a balance between professional and personal life in slightly higher numbers than at other institutions. Thus, Fordham faculty reported that they feel congruence between their values and their work, and that they experience positive results in their lives more than faculty at other four-year institutions. The following table provides the percentages of faculty at Fordham, at other private institutions, and at 4-year institutions who agreed with statements that reflect a personal relationship with each respective institution.

Faculty Agreement with Statements of Personal Relationship with the University			
Statements	Fordham University	Private Institutions	4-year Institutions
Feel close alignment with personal and University values.	72%	61%	59%
Feel that their work adds meaning to their lives.	81%	73%	70%
Feel they have achieved a balance between personal and professional life.	46%	38%	38%

The personal goals of Fordham faculty are somewhat different from the goals of faculty in other institutions. More faculty at Fordham reported that it was very important to "influence the political structure". Twenty-four percent of Fordham faculty vs. 18% of faculty at private and all 4-year institutions felt that influencing the political structure was very important or essential to them. Interestingly, raising a family was somewhat less important to Fordham faculty than faculty at other four-year institutions. Only 61% of Fordham faculty reported that raising a family was "essential" or "very important" versus 73% of faculty at private and 71% of faculty at four year institutions. Being well-off financially was an important goal for slightly fewer Fordham faculty compared to faculty at private or 4-year institutions; 34% of Fordham faculty vs. 40% of private and 42% of the 4-year institution faculty said being well off was important.

The goals of Fordham faculty for their students were different than those of faculty at other private universities or all the four-year institutions together that participated in the HERI survey. A greater percentage of faculty at Fordham reported it was "very important" or "essential" to instill in students an appreciation for the liberal arts (68% of Fordham faculty vs. 59% of faculty at private and 58% of faculty at other 4-year institutions). A significantly smaller number of Fordham faculty believe that the purpose of education is to prepare students to take a job after college (57% of Fordham faculty believed it very important or essential vs. 70% of faculty in other 4-year institutions). On this issue, Fordham faculty are similar to faculty in other private universities (57% of Fordham and 61% of private university faculty believed preparing the student for a job after graduation was very important or essential).

In congruence with University mission, a significantly greater percentage of Fordham faculty reported that it was either a high or highest priority of the University to "help students learn how to bring about change in American society." Forty-seven percent of Fordham faculty versus 39% of private and 34% of 4-year institutions believed this was of high or highest priority. In addition, a greater percentage of faculty at Fordham agreed with the statement that "most" students are committed to community service (59% of Fordham faculty vs. 52% of private and 37% of all 4-year institutions).

Also in congruence with Fordham's mission, a greater percentage of Fordham faculty than faculty at four-year institutions reported that it was very important or essential to enhance the spiritual development of their students (30% vs. 22%), and significantly more Fordham faculty reported it was very important or essential to help a student in a search for meaning and purpose in life (45% vs. 38% of private faculty and 37% of 4-year institution

faculty). Fordham University faculty were similar in their views with private faculty and other 4-year institution faculty on the importance of critical thinking, moral character, the development of personal values of students, and providing for student's emotional development.

In conclusion, the mission of Fordham University, as stated on its website, is to train critical thinkers who are leaders and men and women for others. Although the mission of Fordham University did not seem to play a role for the majority of faculty in their decision to come and teach at Fordham, greater numbers of faculty reported that they experienced greater congruence between their values and their work at Fordham. More Fordham faculty reported that extra care was given to the spiritual and emotional development of students. Greater numbers of faculty at Fordham reported that most students are involved in community service thereby reinforcing "men and women for others." It appears that the mission of Fordham is finding expression in the lived experience of Fordham University faculty.

Description of Fordham University Faculty Respondents

Fordham University had approximately a 40% faculty response rate to the HERI survey. Fordham faculty respondents are significantly older than the national average. Faculty aged 60 years and above account for 33% of all faculty at Fordham vs. 25% of private university faculty and 21% of faculty nationally (see table below).

Fewer faculty at Fordham reported they were married (68% versus 76% of the sample of 4-year institutions). Seventy-six percent of Fordham faculty reported no children under 18 years of age versus 62% of faculty at
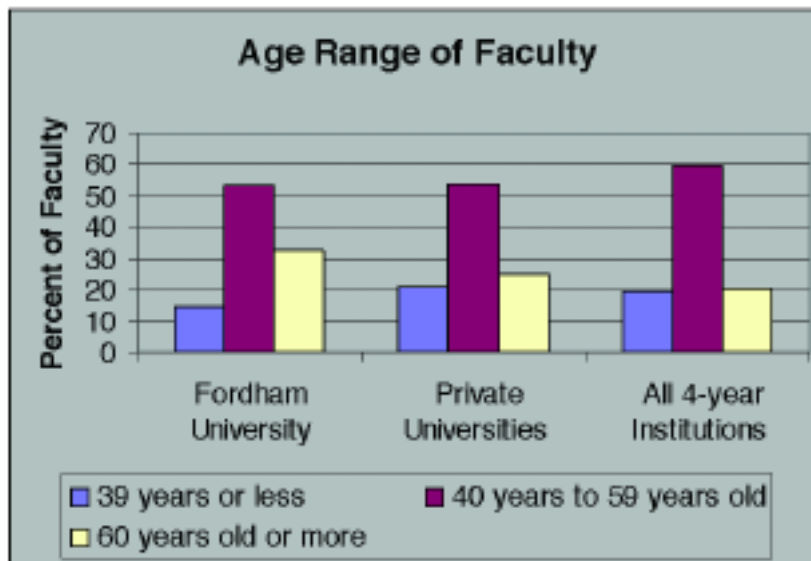
private institutions and 64% of faculty at all four-year institutions. Commute times were reported to be longer for Fordham faculty compared to other institutions. Forty-four percent of faculty agreed that they commuted a long distance to work compared to only 18% of faculty at private and other 4-year institutions.

Diversity

The ethnic distribution of faculty respondents at Fordham was similar to that at other private and public higher education institutions. Fordham's faculty respondents were mostly White/Caucasian (89%). Approximately three percent were African-American, three percent were Asian, and three percent were Puerto Rican or other Latino. Even though there was a small number of ethnic minority respondents among the faculty, only 31% of Fordham faculty reported that recruiting and hiring ethnic minorities to increase their representation was a high or highest priority at Fordham (vs. 46% of faculty at private institutions and 48% of faculty at four-year institutions).

The percentage of female faculty at Fordham University was similar to that at other private institutions. Women comprised 38% of the respondents at Fordham, and comprised 38% of the respondents at other private colleges and 43% of respondents at across all four-year institutions.

Conclusions and Recommendations

The majority of Fordham University undergraduate faculty respondents to the HERI survey reported that, in general, they are satisfied with their current job and are less likely to seek employment elsewhere. They reported they are teaching roughly the same number of courses as faculty at other institutions. However, they reported they are receiving less support from the institution to teach and conduct research, and they are less satisfied with their teaching load than faculty at other institutions. In addition, the faculty at Fordham reported that they are securing extramural funding at lower rates than faculty at other institutions.

Recommendation: Fordham should evaluate staffing adequacy to ensure that Fordham faculty receive enough support for teaching, conducting research and securing extramural funding.

Faculty salaries are in need of study and improvement. Faculty respondents on an 11/12 month contract receive salaries somewhat lower than other institutions, and women on an 11/12 month contract had the lowest salary average of all. This is in spite of the fact that women faculty reported they have taught more international and global courses, that within the last two years they were publishing at a rate similar to men faculty, and that they had secured outside funding at the same rate as men faculty.

Recommendation: Fordham should pay men and women equitable and comparable salaries, especially given that women are as productive as men, and are teaching more of the mission oriented courses.

Fordham undergraduate faculty reported that they do not see Fordham as reaching out to the local community, and that they do not use their scholarship to address local community needs. Yet at the same time undergraduate faculty reported that reaching out to the community should be a high priority of a college or university. An integral part of Fordham's mission is to create leaders who are "men and women for others." Fordham should consider how it might better encourage and support undergraduate faculty in their attempts to use their scholarship to help the local community.

Recommendation: The Office of Community Service should liaise with faculty more efficiently to enable faculty to identify community needs and provide service to the surrounding community.

Appendix 8.1: Review of Graduate and Professional School Admission Practices

Graduate School of Arts and Sciences

The GSAS admission staff works closely with each applicant from the point of inquiry to the time of registration. The GSAS Admission Office maximizes the technology available to ensure a good relationship between the student and the graduate school. Using their outsourced Inquiry Management tool, GSAS Admission is able to provide e-mail and land mail communication that meets the specific needs of each candidate.

GSAS Admission provides all potential applicants with the most accurate, current, and relevant information. Key administration and faculty from each academic department work closely with the Director of Admission in developing marketing, recruiting and enrollment strategies that meet the needs of both the Graduate School of Arts and Science as a whole and each of its 12 individual departments and five interdisciplinary programs. This continued communication also provides GSAS Admission with the most up-to-date information on program initiatives and faculty research, information that is invaluable to the student recruiting process.

The student selection process reflects the school's commitment to a student population that combines ability and motivation. A successful applicant to GSAS is one who can demonstrate academic excellence through strong undergraduate and Graduate Record Examination (GRE) performances. The candidate also must demonstrate motivation to pursue graduate studies. The process requires applicants to explain their interest in pursuing a particular graduate-level academic course of study, and to submit letters of recommendation, personal essays, and undergraduate writing samples. The GSAS admission decision process is decentralized in that each department within the school reviews applications for its specific program. For example, a committee of faculty from a department will review all applications specific to that program and make recommendations of either acceptance or denial. The applications are then forwarded to the GSAS Director of Admission who acts upon their recommendations. While decisions at the department level tend to meet the needs and requirements of that specific department, the Director of Admission will make final decisions, taking into consideration overall GSAS enrollment strategies. There is consistent, open dialogue between the department-level committees and the Director of Admission to ensure that the school meets its enrollment targets without jeopardizing program integrity.

While overall enrollments at GSAS have dropped from a five-year high of 809 students in fall 2002 to a five-year low of 693 students in spring 2004, the recruiting and enrollment strategies stress the quality of the student population over quantity when it comes to the selection process. As a result, selectivity at GSAS has improved from a 53% acceptance rate in 2002 to a 42% acceptance rate in 2003. During the same period, overall application numbers improved 7% to a four-year high of 1,393 applications.

Two of the greatest challenges facing GSAS are the need to achieve better gender balance and enhance socioeconomic diversity. GSAS is using scholarship and assistantship opportunities to overcome these challenges. The traditionally female dominated Psychology Department has attracted male candidates with graduate assistantship opportunities while the male-dominated Philosophy Department has aggressively recruited female candidates for its assistantship offerings. The Psychology Department also promotes ethnic diversity through a group of scholarships targeted to ethnic minorities. In fall 2003, 15 percent of students in the Graduate School of Arts and Sciences were members of minority groups.

A recent self-evaluation conducted along with the marketing firm Frankfurt Balkind identified various challenges that the GSAS Admission Office faces in achieving the school's objectives of academic and marketplace recognition. Specifically, the University's endowment limits financial-aid packages to attract the most qualified students. In addition, there is a significant tuition disparity as Fordham's private university status and expensive location command

premium tuition prices in comparison to much of the competition. Finally, GSAS has low visibility in national rankings, affecting the perceived reputation of both GSAS and its individual departments.

GSAS is using its location and the active learning opportunities that are associated with attending a graduate program in New York City as a way to overcome its challenges. Other features highlighted in marketing the school include the availability of personalized attention, faculty accessibility, and the Jesuit tradition of cura personalis that infuses a Fordham education. GSAS reviews its marketing materials and initiatives every two years and typically makes major revisions every four years. GSAS produced a new view book in 2004.

GSAS Admission is always seeking ways to improve its performance and service to prospective students and applicants. The Office surveys applicants and has implemented changes to its communications and recruiting practices in response to the findings of these surveys. Moving forward, there is a need for better dissemination of information regarding the success of its students and the relationship of their success to initial admission practices.

Other Graduate and Professional Schools
Similar to GSAS, the admission committees of the Graduate Schools of Business, Social Service, Education and Religious Education, as well as the Law School, select their candidates with the spirit of the University mission in mind. The Graduate School of Social Service seeks candidates who can meet the academic requirements of a graduate level program and who demonstrate those personal qualities and hold those values compatible with the goals of the social work profession. Meanwhile, the Law School stresses academic rigor and maintains its position as one of the most competitive programs in the country. Admitted Law School students typically fall in the 90th percentile on the LSAT and have an average undergraduate GPA of 3.6. The Law School also seeks diversity in the student body, and their success is demonstrated by the fact that 24 percent of the recently enrolled class identified themselves as members of an ethnic minority group. The Graduate Business School targets candidates who not only provide evidence of academic excellence through strong undergraduate performance and GMAT scores, but who also demonstrate the knowledge and skills to become leaders in both business and society. Like GSAS, the Graduate School of Education admission process is a committee effort which brings together faculty from specific programs and admission personnel. Admission requirements vary depending upon academic program and New York State certification requirements. While these standards impact the admission procedures, the selection process reflects the University mission of demonstrated commitment to rigorous scholarship.