Provost’s 2013-14 Report of the Undergraduate Colleges

Fordham College at Rose Hill

Fordham College at Rose Hill (FCRH) continued to advance toward its primary goals during the 2013-2014 academic year. An outstanding liberal arts college in the Jesuit tradition, FCRH is distinguished by the high quality of its faculty, the intellectual ability of its students, a thriving culture of undergraduate research, the vibrancy of its integrated learning communities, its engagement with New York City, and a rigorous core curriculum.

In accordance with the University’s Strategic Plan, the college focused on four primary goals during the past academic year:

- To advance University Mission, resources, and planning
- To infuse the academic curriculum and culture with new energy and quality
- To promote distinctive programs of excellence
- To advance the recruitment, advising, and retention of FCRH students

Mission, Resources, and Planning

FCRH remained committed to a mission-centered agenda during this academic year. In collaboration with the Jesuit Community and University Mission and Ministry, the college created and sustained opportunities for students and faculty to deepen their understanding and commitment to Fordham’s fundamental values and purposes. These involved the continuation of the Arrupe Seminar as well as an increased integration of mission into the life of the integrated learning communities at Rose Hill, including overnight retreats, a faith and reason colloquia series, service-learning opportunities, and an “Urban Immersion” alternative spring break. For the first time, the Fordham Club also sponsored a series of luncheon conversations for small groups of students to meet with members of the Jesuit Community for focused discussions.

The college promoted fundraising goals as well. After surpassing its capital campaign goal, FCRH went on to raise over $800,000 in contributions to the college’s annual fund during the 2014 fiscal year. This will provide vital resources for programs in undergraduate research and innovative teaching. Then Dean Michael E. Latham also worked with Development and University Relations to raise the profile of the Fordham Science Council, a body designed to promote alumni engagement and philanthropy. Mark G. Kris, M.D., from the Memorial Sloan-Kettering Cancer Center, delivered the Third Annual Science Council Lecture to a large audience at the Steelcase offices and new donors joined the council’s advisory board. FCRH pursued new engagement opportunities through alumni panels on “The Business of Science,” real estate practice discussions (with the Gabelli School of Business), pre-law and pre-health alumni lectures, and a pre-health speed mentoring session.

Infuse the Academic Curriculum and Culture with New Energy and Quality

The college took significant steps to enhance the strength of its liberal arts curriculum. The second cohort of students under the new core graduated in 2014, and FCRH ensured very high rates of full
completion of all required core elements. Interim Dean John P. Harrington also worked with the Core Curriculum Committee to streamline the process through which faculty submit proposed core courses for review.

The interim associate dean for science education, Dr. Robert Beer, continued the upward trajectory in the sciences by managing the college’s grants to support pedagogical innovation in biological sciences, chemistry, and computer and information sciences. Major grant applications were made to the Howard Hughes Medical Institute, the American Association of Colleges and Universities, and the National Science Foundation’s Nanotechnology Undergraduate Education program. Under new leadership by the associate dean for STEM and pre-health programs, the University’s partnerships with the Bronx Science Consortium continued to grow as FCRH students joined research projects at the Albert Einstein College of Medicine and The New York Botanical Garden, while pre-health students gained placements at the Montefiore Medical Center’s Pediatric Resident Assistant Program. Most significantly, the Provost’s Undergraduate Science Education Committee completed and presented its report, assessing current strengths and weaknesses and defining key goals and benchmarks for the future. The Arts and Sciences Council followed by creating a standing committee on Undergraduate Science to review institutional progress towards those goals in the coming years, including targets in curriculum, innovative teaching, technology, faculty recruitment, and renovations.

The college raised its level of international engagement as well. In 2014, 20 students enrolled in the Ubuntu Program in Pretoria, South Africa, taking courses at the University of Pretoria, working at service sites outside the city, and participating in spiritual direction and discussion through the Jesuit Institute of South Africa. The new Fordham London Centre Liberal Arts Semester enjoyed strong participation in its second year, with 16 FCRH students attending in the fall and 22 in the spring. The college also created a new study abroad opportunity for pre-health students over the spring break at the Javeriana University in Cali, Colombia. Over the course of the academic year, 287 FCRH students studied abroad in a combination of short-term programs and semester or year-long study programs. All of these numbers will rise in 2014-2015.

Rose Hill’s integrated learning communities (ILCs) continued to thrive. Faculty and dean’s office staff added new components to the Manresa Program, working closely with Mission and Ministry and Student Affairs to offer service opportunities, biweekly faculty dinners and colloquia, writing workshops, in-house Masses, retreats, and study abroad information sessions. At Queen’s Court, FCRH contributed to colloquia on academic skills, relationships and sexuality, and the Ignatian sense of professional and personal vocation, in addition to offering core courses. Students in the ILC for Ignatian Leadership and Civic Service (“The West Wing”) participated in a one-credit faculty lecture/seminar series that included sessions on political and campaign polling, civil rights, visits to governmental agencies, and workshops and outreach projects in collaboration with the Dorothy Day Center for Service and Justice. FCRH coordinated with Student Affairs to promote its graduate school advising series and a Making the Most of Senior Year program for seniors in the Campbell and Salice-Conley ILC. Dedicated tutoring and academic counseling continued in the Science Integrated Learning Communities, improving academic performance and building community.
**Promote Distinctive Programs of Excellence**

Five years ago FCRH defined a goal to make undergraduate research an integral part of the culture of the college. That objective has been achieved through the creation of a very active student research grant program, a large and engaging Undergraduate Research Symposium, and the publication of the student-run *Fordham Undergraduate Research Journal*. In 2013-2014, FCRH’s faculty committee reviewed three rounds of grants to fund 115 student projects, totaling $263,000. The symposium drew 315 students supported by 95 faculty members, and an increased percentage of those students also elected to pursue the more demanding challenge of delivering formal conference papers before faculty moderators. Perhaps most gratifying is the continued external recognition that the college has enjoyed. In this academic year alone, FCRH students co-authored 16 professional journal articles and delivered or co-authored 53 presentations at regional or national conferences, sometimes the only undergraduates in rooms filled with faculty and postdocs. The benefits to students intellectually and personally are immense, and this is an area of real distinction for the college.

Continuing a pattern of excellence, FCRH students and alumni won a total of 30 prestigious fellowships and scholarships, including one Gates-Cambridge Scholarship, five Fulbright Fellowships, two National Science Foundation Research Experience for Undergraduates awards, two Gilman Scholarships, two DAAD (German Achievement Exchange Service) Science scholarships, two New York City Urban Fellowships, and a Boren Scholarship. This outstanding record is a testament to the dedicated work of the faculty, the Campion Institute, and the Matteo Ricci Fellowships Preparation Seminar.

The college’s pre-professional programs remain highly successful. The pre-law symposium course for freshmen grew to 146 students this year, with tailored programming for upper-class students including dedicated advising, alumni engagement, and internships. Official law school admissions data for the Class of 2014 is not yet available, but students from the Class of 2014 gained admission to the most prestigious schools in the United States, including Harvard University (two students), Columbia University, Georgetown University, New York University, Boston College, and Fordham University. The Law School Admissions Council reported the acceptance rate for the Class of 2013 at 94 percent. Pre-health students from the Class of 2014 gained admission to excellent programs at Georgetown University, Rutgers University, the University of North Carolina, Temple University, and the Albert Einstein College of Medicine. Although admissions for 2014 remain in process, the current rate of 57.3 percent is unusually low. The overall picture, however, remains strong with the acceptance rate for the Class of 2013 at 76 percent, and the five-year average at 82 percent. FCRH also continued to expand its advising program for students seeking admission to graduate school in the arts and sciences, and 139 students took advantage of sessions offered on selecting programs, application strategies, financial aid, and personal statements.

**Advance the Recruitment, Advising, and Retention of FCRH Students**

During 2013-2014, FCRH contributed strongly to University efforts in student recruitment and retention. This marked the third year of the college’s integrated approach to core advising, through which faculty members serve students through their first three semesters and provide greater continuity of support. The college also continued its broader efforts to achieve improved retention and graduation rates. Key
strategies, deployed in collaboration with the Offices of Student Affairs, Financial Aid, Counseling and Psychological Services, and the other undergraduate colleges, involved addressing potential financial difficulty, academic challenges, unrealized connections to the University, and the unintended consequences of University policies. The college staff increased its academic counseling services for students in difficulty, finalized a medical leave of absence policy, built financial education sessions into orientation and preview day events, actively referred students with financial concerns to Student Financial Accounts, hosted faculty focus groups to improve communication between faculty and the dean’s office regarding student concerns, expanded the orientation program for international students, developed improved coding for senior students who become inactive, and revised probation and suspension policies to include additional academic counseling. Results to date indicate that individualized attention to at-risk students is the most vital means to promote success at FCRH. The college will continue to review retention and graduation rates annually, maintain requirements for academic counseling, and collaborate with Enrollment Services in the initial testing of the Student Success Collaborative, a database analyzing curricular options and graduation rates offered by the Educational Advisory Board (EAB).

**FCRH and Service Initiatives**

Service remains an integral part of the college’s approach to delivering a transformative education in the Jesuit tradition. It also appears in multiple forms throughout a student’s experience at the college. Over the course of the year, FCRH students participated actively in the Service-Learning Program, run jointly by FCRH, Fordham College at Lincoln Center (FCLC), and the Dorothy Day Center for Service and Justice. Through this initiative, eight different core and elective courses in theology, philosophy, psychology, Spanish, economics, and sociology were offered with community-based learning experiences and placements in the Bronx, allowing students to receive an additional academic credit in recognition of the added intellectual dimension of their reflections and assignments. Service opportunities were built into the college’s integrated learning communities as well, particularly in the Manresa Program, which featured a spring symposium course that placed students in service roles at Our Lady of Mount Carmel Grammar School in the Bronx, as well as an “alternative spring break” service experience involving volunteer opportunities throughout the city. More broadly, hundreds of FCRH students maintain regular volunteer service commitments in local Bronx organizations and agencies through the Dorothy Day Center and Campus Ministry.

FCRH has also made service a key component of its commitment to international education in two ways. First, the college’s Ubuntu Program in Pretoria, South Africa integrates service-learning directly into its approach. All students take two dedicated courses at the University of Pretoria, one focused on the history of modern South Africa and another analyzing problems of poverty and community development in that country. They then work at service sites in rural and suburban areas, directly working alongside South Africans on public health, primary and secondary education, handicrafts, technical training, and agricultural projects. Through reflection led by the Jesuit Institute of South Africa, students consider the deeper meaning of this experience, integrating their academic coursework with direct immersion into the local-level work of development and exploring their own values and commitments. Second, through the generosity of a prominent alumnus, FCRH has offered service-learning study abroad fellowships,
enabling students from a broader range of socioeconomic groups to take advantage of study abroad opportunities that reinforce the University’s mission.

**Future Initiatives: Innovative Teaching**

During the course of the past year FCRH put new attention on innovative teaching, emphasizing two areas of particular interest. First, the college collaborated with FCLC and Information Technology’s Office of Academic Computing (ITAC) to offer a round of “Faculty E-Grants” to enable instructors to use digital resources to enhance liberal arts courses. The grants were intended to give students greater opportunities for collaborative writing, to improve presentation skills, and to bring additional primary sources into the classroom. Digital humanities projects, initiatives to engage students in research exercises or data analysis, and proposals to introduce digital technology into laboratory work were all eligible for consideration. Awards were made to Professor Julie Kim (English Department) for a course on globalization and food, Professor Barbara Mundy (Art History and Music Department) for a course on the art and architecture of Mexico, and to several History Department faculty members who will incorporate digital primary sources into the introductory Understanding Historical Change series. ITAC will consult with faculty on the design of projects, the selection of technology, and the implementation of courses. Grants will provide up to $5,000 in software and equipment, consultation and training for faculty, and supplemental classroom technology assistance. The college strongly supports these efforts. Rather than replacing more traditional means of liberal arts instruction, these approaches promise to complement them, enabling faculty to bring new resources into their teaching and helping students deepen analytical skills.

The college also started a pilot project in collaboration with the University Library to promote information literacy and research ability. Focusing on the third *Eloquentia Perfecta* (EP) course required in the core curriculum, FCRH recruited seven faculty to develop an approach to advance specific learning objectives in their EP sections. The faculty each implemented teaching strategies designed to promote the ability to formulate research questions and problems, advance a clear and compelling argument centered in the literature of the field, evaluate diverse sources critically, conduct a multistep research process, and use information ethically. The college is now collecting the assessment data. In the future, following a review of the data, additional pilot sections can be conducted to determine the most effective approaches. Discussions with the Core Curriculum Committee may also allow for a formal introduction of information literacy and research ability objectives into EP3 courses, deepening student learning and satisfying assessment expectations put forward by external agencies.

Such efforts offer long-term benefits for students and the college. These include: the ability to learn, research, and work across technological platforms; the ability to think critically about data and sources; experience in collaborative writing and analysis; the opportunity to create public products and the personal investment in that experience; and the chance to build partnerships with external organizations, businesses, and foundations. Given their high value in enhancing the liberal arts, and the growing value of such experiences in a post-graduate marketplace, the college should continue to advance such teaching initiatives in the future.
Goals for 2014-2015

• Advance and enrich the new core advising plan
• Enhance innovative teaching and digital liberal arts
• Promote student information literacy and research ability
• Implement new programs
FCRH BY THE NUMBERS

FALL 2013 ENTERING
CLASS PROFILE
Average SAT: 1265
up 3 pts from fall 2012 and
up 31 pts since fall 2007
National Merit Award semifinalist: 44
compared to 33 in fall 2012 and
40 in fall 2007
Freshmen in the top 10% of class: 52.2%
compared to 48.5% in fall 2012 and
42.7% in fall 2007
Minority percentage: 24.5%
compared to 23.1% in fall 2012 and
20.1% in fall 2007
Male/Female ratio: 42.0% male/58.0% female
compared to 40.8%/59.2% in fall 2012 and
44.9%/55.1% in fall 2007

FCRH BY THE NUMBERS
US News and World Report Ranking: 57
(Fall 2013 magazine)
compared to 58 in 2012 and 67 in 2007
Prestigious fellowships and awards: 55
compared to 42 and 41 in the two previous
years, respectively
Number of degrees conferred: 827
600 bachelors of arts and 227 bachelors of
science
compared to 827 in 2013 (609 BAs and 218 BSs)
compared to 783 in 2008 (616 BAs and 167 BSs)
Total enrollment: 3,649 (fall 2013)
International enrollment: 91 (fall 2013)
compared to 73 in fall 2012 (a 24.7% increase)
compared to 28 in fall 2007 (a 225% increase)
Gabelli School of Business
The Gabelli School of Business demonstrated tangible improvement in 2013-2014 toward its four major goals: academic excellence, globalization, personal and professional development, and pedagogical innovation. The administration remains focused on devising and implementing strategies that result in a student experience of ever-greater quality.

The results of those efforts are manifest in the school’s rankings, which continue to improve. It is encouraging that the Gabelli School rose two more places this year in the Bloomberg Businessweek undergraduate rankings to No. 38. The school received an A for classroom teaching and an A for career placement, and tied with nine other schools for No. 24 in academic quality.

Academic Excellence
In the area of academic excellence, one of the main accomplishments of this academic year was the recruitment of an inaugural class for the Lincoln Center program. Yield far exceeded expectations, in both quantity and quality. The 90 students who will begin at Lincoln Center (more than the 50 initially expected) have an average SAT score of 1310. This is slightly above the mean SAT of their Rose Hill counterparts, indicating success in the intention to make Lincoln Center an honors-oriented cohort. The Lincoln Center students will take a more international version of the integrated business core curriculum as part of their pursuit of a Bachelor of Science in Global Business. Administrators and faculty collaborated on how The Ground Floor, the introductory business course for freshmen, could be further globalized. Other improvements to the integrated core included development of the junior and senior curricula and introduction of new methods of applied learning. In an example of the latter, executives from three Integrated Project 1 companies came to Fordham to evaluate the presentations of business solutions that students devised for their firms.

Applied learning remains a defining feature of the Gabelli School program. Faculty and administrators find that these experiences not only increase success in meeting learning goals, but also increase student satisfaction. To that end, additional applied-learning experiences were added to increase retention and graduation rates. Other efforts to raise retention and graduation percentages included more one-on-one academic advising, new co-curricular opportunities such as academic competitions, and options for students to do original research of their own or in support of faculty.

The Gabelli School remains academically diversified, fostering niche programs that have been successful in their first one to three years: sustainability, Fair Trade, alternative investments, entrepreneurship, and sports business. Both faculty and administrators devoted time in 2013-2014 to developing corporate connections in these areas, so that students who choose them as an academic focus will have a robust supply of internship and career prospects. In addition, other niche programs that are focused on higher-caliber students, such as the Global Business Honors Program, continue to thrive.
Globalization
Regarding globalization, 2013-2014 saw further progress toward several existing goals, among them the increased reach of the Gabelli School of Business in London, expanded study abroad options, and the integration of global content and culture into the program at Rose Hill. Highlights included a record 140 students choosing London across the three semesters, new study tours to Tokyo and Turkey, and a 30 percent increase in the number of students in a single year who recorded some kind of international experience: either a semester/summer abroad or a study tour. The goal remains to produce year-over-year increases in international education.

Personal and Professional Development
The Gabelli School’s third goal, personal and professional development, was addressed by new efforts to widen the school’s hiring pipeline, especially via mid-tier and smaller firms. New relationships were established with Berkeley Research Group, Cove Capital, Digitas, Mass Mutual, the New York Islanders and Towers Watson, among others. Meanwhile, existing relationships were strengthened with the school’s largest recruiting companies, such as JPMorgan Chase, Morgan Stanley, Bank of America, and the Big Four (Deloitte LLP, Ernst & Young, KPMG, PricewaterhouseCoopers). The business faculty assisted with corporate connections as well. By graduation, about 75 percent of Class of 2014 students who intended to find a job or continue their education had achieved their goal through an employment or academic admission offer.

Pedagogical Innovation
The Schools of Business faculty collaborated with the Gabelli School administration toward the fourth goal, pedagogical innovation. Developing new applied-learning opportunities was key, exemplified by new consulting-style projects and business simulations, more demanding oral-presentation requirements, and expanded use of case studies. Pedagogical innovation also featured more technology in the classroom, as Fordham’s business educators continue their push to become leaders in hybrid learning. Noteworthy accomplishments include Fordham’s participation in a Stanford University-led effort to develop a MOOC (massive open online course) on open knowledge, in which Gabelli School students and Fordham students in other schools are invited to enroll for fall 2014. Other successful initiatives included the increased use of online discussion forums, online student assessment instruments, and online databases.

Finally, service learning remained an important part of Gabelli School pedagogy. As a Jesuit business school, the principle of “business with purpose” remains central to the dean’s philosophy and strategy. To that end, Gabelli School students and business faculty participated actively in Fordham’s effort to secure Changemaker Campus status from the international social innovation organization Ashoka. Students also continued a strong tradition of involvement in Fair Trade coursework, business-related volunteer experiences such as the VITA tax-preparation program, the one-credit service-learning seminar, and service activities sponsored by business student organizations.

All of this contributes to the Gabelli School’s efforts to live up to its mission.
Goals for 2014-2015

- **Academic Excellence**
  - Implement the Gabelli School of Business program at Lincoln Center and plan for the second year of the curriculum
  - Intensify the academic rigor of the integrated business core
  - Improve the academic and social student experience to increase the retention rate and graduation rate
  - Expand and develop niche academic programs that can enhance Fordham’s positioning in the marketplace

- **Globalization**
  - Increase study abroad opportunities through London programming, study tours, and exchange agreements
  - Redouble efforts to globalize the Gabelli School experience

- **Personal and Professional Development**
  - Use the business school unification to create improvements in personal and professional development
  - Increase freshman retention by providing an excellent first-year experience at both Rose Hill and Lincoln Center
  - Develop a cohesive business school community through enriching experiences such as integrated learning communities and shared reading assignments

- **Pedagogical Excellence and Innovation**
  - Expand applied learning strategies in all courses at all levels and encourage faculty creativity in developing new applied-learning methods
  - More strongly pursue blended/hybrid learning and technological innovation
  - Renew commitment to service-learning, an important element of business education in the Jesuit tradition
GABELLI BY THE NUMBERS

FALL 2013 ENTERING
CLASS PROFILE
Average SAT: 1277
up 16 pts from fall 2012 and
up 57 pts since fall 2007
National Merit Award semifinalist: 12
compared to 8 in fall 2012 and
8 in fall 2007
Freshmen in the top 10% of class: 40.3%
compared to 59.6% in fall 2012 and
39.2% in fall 2007
Minority percentage: 27.0%
compared to 26.1% in fall 2012 and 26.8% in fall 2007
Male/Female ratio: 64.5% male/35.5% female
compared to 63.4%/36.6% in fall 2012 and
66.8%/33.3% in fall 2007

GABELLI BY THE NUMBERS
Businessweek 2014 Ranking: 38
compared to 40 in 2013 and 34 in 2007
Prestigious fellowships and awards: 9
compared to 4 and 2 in the two previous years,
respectively
Number of degrees conferred: 545
545 bachelors of science
compared to 543 in 2012
compared to 463 in 2008
Total enrollment: 2,001 (fall 2013)
International enrollment: 198 (fall 2013)
compared to 190 in fall 2012 (a 4.2% increase)
compared to 62 in fall 2007 (a 219.3% increase)
**Fordham College at Lincoln Center**

The mission statement of Fordham College at Lincoln Center (FCLC) is short and simple but filled with possibilities:

*FCLC is a close-knit intellectual and creative community of faculty and students, located in the heart of Manhattan and conducted in the Jesuit and Catholic tradition of education.*

The college continually seeks to foster the closeness of the community by including all first-year students in the integrated learning communities and insisting on a rigorous and supportive first-year advising program staffed by full-time faculty. It continues to develop the possibilities inherent in its location by seeking cooperative ventures with The Ailey School, The Juilliard School, Rubenstein Atrium at Lincoln Center, Jazz at Lincoln Center, the New York Historical Society, and others. It fosters a community that respects the complementarity of faith and reason and the pursuit of justice that flows from them. In all things, FCLC seeks the fullest development possible of the potential of all members of its community.

The 2013-2014 academic year was a successful year for the college, a year that began with 449 first-year students sharing the experience of reading *Charming Billy* over the summer and hearing from Alice McDermott, author and parent of a student (FCLC ’15), during academic orientation.

While there were many highpoints during the course of the year, a few stand out.

- Student research activities expanded, as did their exposure to the community. The new Arts and Research Showcase was a great success, a celebration of all the college is and can be.
- At a time when some seem to believe the liberal arts are losing their appeal, the college developed programs, including the career fair and the pre-business council, to demonstrate to liberal arts students the value of their degree.
- The college is at the center of the musical world and is swiftly developing new performance opportunities for its students that include a chamber orchestra on campus, jazz ensembles, and a jazz orchestra that rehearse at Jazz at Lincoln Center.

**Promoting a Culture of Excellence**

During the 2013-2014 academic year, both students and alumni of FCLC distinguished themselves. Two juniors were awarded prestigious scholarships: Nora Dwyer, a Truman Scholarship, and Nikolas Oktaba a Beinecke Scholarship. In addition, Trevor Haskell (a sophomore who will probably graduate a year early) won a Google Lime Scholarship that included a trip to Google headquarters in California. While there, he won the "People's Choice" Award at the 2014 Google Scholars Conference Hackathon held in Mountain View, CA. Ruslan Gibadullin, ’14 received an NIH Research Grant. Henrique Valim, ’14, and Molly Clemens, ’14, won Fulbrights to Germany and Australia, respectively, while alumna Martha Clippinger, ’05, won a Fulbright to Mexico.
The FCLC Mock Trial team went to the regionals held at Yale University and came in second to Columbia in a field of fifteen, surpassing schools such as Yale and Penn. Seniors were accepted to top-flight law schools, including Fordham, NYU, Duke, Cornell, George Washington, Georgetown, and Boston College.

*The Observer*, the Lincoln Center student newspaper, continued to win awards including first place in editorial writing and in news story from the New York Press Association. The Society of Professional Journalists gave their mark of excellence awards to *The Observer* for general news photography and photo illustration.

FCLC alumni continued to demonstrate excellence in many areas. Alison Lindsay, ’11, and Erica Matula, ’11, were accepted to the Cornell University College of Veterinary Medicine. Ten members of the first company of the Alvin Ailey American Dance Theater are graduates of Fordham. Aaron Rhyne, ’02, won a Drama Desk award for projection design in Broadway’s *A Gentleman’s Guide to Love and Murder*. John Johnson, ’02, won his second and third Tony Awards as a producer of *A Gentleman’s Guide* and *Raisin in the Sun*. Taylor Schilling, ’05, was nominated for a Golden Globe as Lead Actress in a Drama.

**Preparing for the Next Chapter in Fordham Lincoln Center History**

Fordham College at Lincoln Center spent much of the 2013-2014 academic year in a sense of anticipation of the tremendous changes the Lincoln Center campus would see in the fall of 2014. Even as the year began with the arrival of 449 first-year students, the largest class in the college’s history, the college prepared for an even larger first-year class in 2014.

The faculty of FCLC had a general meeting on Thursday, September 26, 2013 to develop procedures to prepare for the changes. Four committees were set up by the faculty:

- Adaptation of the Integrated Learning Communities (ILCs) – Chaired by Assistant Dean Vincent DeCola, SJ
- Library Committee – Chaired by Anne Fernald, associate professor of English
- Student Life Committee – Chaired by Keith Eldredge, dean of students
- Cooperative Ventures with Gabelli School of Business – Chaired by Sertan Kabadayi, associate professor of marketing

The first two committees largely completed their work. The last two committees will continue working into the new academic year.

Structures were put into place for the two new majors approved by the New York State Education Department during the summer of 2013. New Media and Digital Design will be led by Amy Aronson, associate professor of communication and media studies. Humanitarian Studies will be led by a committee of faculty chaired by Brendan Cahill, executive director of the Institute of International Humanitarian Affairs. Assistant Dean Desciak will temporarily oversee the new minor in fashion.
With the expectation of an FCLC class of 500, as well as a first-year class of 50 Gabelli School of Business students, additional faculty will be necessary, and the University authorized three new lines: one in communications to support the new media and digital design major, and one each in economics and mathematics which will also provide for the courses necessary for the Gabelli School. In addition, two replacement positions were authorized. The University successfully filled these five positions. A sixth search for a position in international political science was unsuccessful.

The additional faculty and students made space issues more critical than ever. A temporary relief will be felt with a plan to move the Department of Communication and Media Studies along with the new media and digital design major to the second floor of 33 W 60th Street when the law school vacates it in the summer of 2014. In addition, the History Department shifted its headquarters to the 4th floor of Lowenstein. This, in turn, led to significant relocation of faculty offices into a more coherent arrangement.

Through the excellent work of the office of Development and University Relations, a marketing campaign for the Lincoln Center campus in 2014 was launched. It included electronic, visual, and paper elements and is likely the cause of the phenomenal increase in applications to FCLC: 12,260, a 57 percent increase. As of the end of June 2014, the registration for FCLC stood at 499.

The faculty continued preparation with the second college-wide faculty meeting on January 23, 2014. The dean gave an overview of the progress being made, followed by reports from the chairs of the four committees. By this time, the Library Committee had already held an open faculty forum with University Library Director Linda LoSchiavo and, having completed their work successfully, disbanded.

As the May 1 deadline for student deposits arrived, the numbers were somewhat disappointing, but Enrollment Services masterfully managed the numbers to approach and at least temporarily surpass our budgeted goal. In addition, FCLC saw an increase in SAT scores and a decrease in the discount rate.

Much work remains to be done as the advent of the 2014-2015 academic year approaches.

**Fordham College at Lincoln Center and Development**

As space on the Lincoln Center campus opens up, it is clear that the college will need to help raise the funds needed for new facilities for the various programs such as theatre, visual arts, music, natural science, communications, and psychology. In keeping with this need, the college seeks to reinvigorate the Board of Advisors for Undergraduate Education at Fordham Lincoln Center, to rethink the Ailey-Fordham Benefit Concert to bring it to a new level, to highlight the contributions of some of most generous alumni, most recently that of Mary Higgins Clark, and to bring to completion the Anne Mannion Scholarship, FCLC’s first attempt at such an endeavor. The college also needs to work with Development to identify and make contact with successful alumni who have not stayed in touch with the college.
Changes in the Administration of Fordham College at Lincoln Center

The administration of FCLC consists of six administrators: the dean, associate dean, and four assistant deans. Three of the six will change during the summer of 2014. Associate Dean Mark Mattson has returned to the faculty of Psychology; Assistant Dean for the First-Year Experience Vincent DeCola, SJ, moved from FCLC to the Gabelli School at Lincoln Center, and Assistant Dean for Seniors Joseph Creamer will be leaving because his family is relocating.

Associate Professor Robert Moniot of the Department of Computer and Information Science will become the associate dean beginning July 1, 2014. Professor Moniot previously served in this position from 2004 to 2009. Assistant Dean for Juniors and Transfer Students Joseph Desciak has become assistant dean for the first-year experience. Pending successful background checks, the college will hire two outstanding individuals from outside Fordham to serve as assistant dean of juniors and transfer students and assistant dean for seniors.

As Fordham at Lincoln Center grows and flourishes in the next few years, the college should keep the following goals in mind as it looks to the future.

Goals for 2014-2015

• Explore the as yet unrealized possibilities and opportunities that the new residence hall presents
• Cooperate with the Gabelli School in developing an unparalleled vision of higher education in Manhattan today
• Develop an increasingly interdisciplinary curriculum that insures the inculcation of the fundamental skills of eloquentia perfecta, while opening up new vistas in intellectual development
• Continue to foster a sense of community among the faculty across disciplinary boundaries
• Focus attention on the inclusive nature of Fordham’s heritage of Catholic spirituality and practice in line with the vision of Pope Francis
FCLC BY THE NUMBERS

FALL 2013 ENTERING
CLASS PROFILE
Average SAT: 1240
up 6 pts from fall 2012 and
up 34 pts since fall 2007
National Merit Award semifinalist: 18
compared to 9 in fall 2012 and
15 in fall 2007
Freshmen in the top 10% of class: 42.1%
compared to 43.0% in fall 2012 and
44.5% in fall 2007
Minority percentage: 41.4%
compared to 38.9% in fall 2012 and
33.3% in fall 2007
Male/Female ratio: 31.2% male/68.8% female
compared to 32.2%/67.8% in fall 2012 and
37.0%/63.0% in fall 2007

FCLC BY THE NUMBERS
US News and World Report Ranking: 57
(Fall 2013 magazine)
compared to 58 in 2012 and 67 in 2007
Prestigious fellowships and awards: 16
compared to 22 and 23 in the two previous
years, respectively
Number of degrees conferred: 416
332 bachelors of arts, 57 bachelors of science,
and 27 bachelors of fine arts
compared to 397 in 2012 (337 BAs, 45 BSs, and
15 BFAs)
compared to 420 in 2008 (372 BAs, 28 BSs, and
20 BFAs)
Total enrollment: 1,765 (fall 2013)
International enrollment: 151 (fall 2013)
compared to 116 in fall 2012 (a 30.0% increase)
compared to 52 in fall 2007 (a 190.0% increase)
Fordham School of Professional and Continuing Studies

Fordham School of Professional and Continuing Studies (PCS) grew to 950 credit students this past spring 2014, (a 25 percent increase over the last five years). Of these students, approximately 25 percent are veterans and 8 percent post-baccalaureate pre-med/pre-health students. Both groups represent new growth areas for the school that resulted from strategic initiatives of the preceding two years.

In the non-credit arena, the College at Sixty is at approximately 250 or more students. In addition, the non-credit certificate in Digital and Social Media Marketing in its first year attracted between 10 and 20 new non-credit students, bringing PCS as a whole to well over 1,200 students. Finally, the anticipated launch of the new Master of Science in Cybersecurity in August 2014 will allow PCS to serve both an undergraduate and graduate population for the first time in its history.

The three major goals from last year focused on the post-baccalaureate pre-med/pre-health initiative, on creating the first master’s program for PCS (in cybersecurity) and on developing curriculum in the health services area. All three have been successful. The post-baccalaureate pre-med/pre-health program has 80 students this year (from a dozen or so two years ago), with a small first group successfully applying to schools in the medical and health-related areas; the final results are not yet in.

The Master of Science in Cybersecurity is off to an excellent start, set to launch in the last week of August. Planned as a professional master’s, the program is offered in a blended format, meeting once a month for three days and online the rest of the time. The Computer and Information Science Department worked with PCS, establishing an executive committee to oversee the creation of the curriculum, assign the faculty, and selection of applicants. PCS markets the program, uses its admission team to recruit and process the applications, and works closely with the executive committee to ensure a seamless process. In addition, Professor Han is the program coordinator, officially responsible for advising the students, working with the faculty, and helping in recruitment efforts. The technical support needed for the online portion of the program has also required the school to use an outside vendor, SkyU, in collaboration with Fordham Instructional Technology Academic Computing (ITAC) to support the level of online server power needed for the students’ exercises and homework. PCS seems set to make the targets for the fall and the spring despite the relatively late approval of the program by New York State Education Department (NYSED).

The third goal is related to the first two. Building on the success of the post-baccalaureate pre-med/pre-health program and the new master’s, PCS is taking on the development of new curricula in the health area. This past year the faculty council of PCS approved changes in the undergraduate major Legal and Policy Studies, allowing it to offer a healthcare track. With the assistance of the Office of the Provost, PCS is gathering a group of faculty experts in this area from around the University to build new programs and will be meeting with health providers in the Westchester area. PCS will present the results of these meetings to the faculty committee and with their help launch non-credit courses as soon as possible and develop a master’s degree curriculum to launch next year.

In terms of collaborations, PCS is embarking on its first international collaborative program under the auspices of the Graduate School of Social Service (GSS). Nine undergraduate students will be coming
from the China Youth University (CYU) to PCS this fall to complete the undergraduate curriculum in social work and receive a BASW. CYU would already like to expand this exciting new collaboration, which will be discussed in a visit to China in October 2014, under the leadership of Provost Stephen Freedman. Meanwhile PCS and GSS are submitting the program as a new international program to NYSED to ensure approval for an international institution sending a pre-selected group of students to complete their undergraduate degree at Fordham University.

Under the auspices of the health services initiative, PCS is also working closely with the Westchester County Association (WCA) under the new leadership of Marissa Brett (a PCS alumna). PCS can work to ensure that Fordham is included in new initiatives and is in a competitive position to offer needed workforce development. PCS is also officially registering as a designated academic unit with Westchester One Stop Employment Centre.

Perhaps most important, internal collaboration among the various schools comprising Fordham is increasing, allowing new projects to leverage the expertise, knowledge, and resources across the University.

**Goals for 2014-2015**

- Develop a master’s in health services/administration area
- Grow the new Master of Science in Cybersecurity
- Develop an undergraduate program in the health services/administration area
- Pursue collaborative certificates and workforce development
- Oversee and strengthen Fordham Veterans Initiative
- Continue to work with GSS on the China Youth University collaboration
PCS BY THE NUMBERS

Prestigious fellowships and awards: 0
compared to 3 and 1 in the two previous years, respectively

Number of degrees conferred: 150
122 bachelors of arts and 28 bachelors of science
compared to 157 in 2012 (146 BAs and 11 BSs)
compared to 89 in 2008 (77 BAs and 12 BSs)

Total enrollment: 930 (fall 2013)
International enrollment: 19 (fall 2013)
compared to 16 in fall 2012 (a 18.8% increase)
compared to 6 in fall 2007 (a 217% increase)
Dean of the Faculty of Arts and Sciences

In 2013-2014 the Office of the Dean of the Faculty of Arts and Sciences continued to focus on and to develop continuing goals of fundamental importance to Fordham College at Rose Hill, Fordham College at Lincoln Center, the Graduate School of Arts and Sciences, and the School of Professional and Continuing Studies. At the same time, in light of the changing dynamics within higher education in America, it also worked closely with the Office of the Provost to define new, longer-term strategic goals to define a distinctive and effective Fordham Arts and Sciences and liberal education for future constituencies. This planning process has begun to define ongoing and potential new partnerships linked to new local, national, and international constituencies.

The top three goals for 2013-2014 for Office of the Dean of the Faculty of Arts and Sciences were:

- Faculty renewal, including faculty development and faculty mentoring
- Arts and Sciences core curriculum and assessment of it for learning outcomes
- Development of the Liberal Arts program at Fordham London Centre

Faculty renewal continues to be a critical dimension of the University’s ability to recruit undergraduate students, develop research potential, and fulfill Fordham’s Jesuit mission. New faculty have taken leading roles in many undergraduate recruitment events, including inviting candidates to classes, talking to applicant families, and providing sample classes for Enrollment Management Open Houses. In recent years, the undergraduate enrollment at both FCRH and FCLC has grown substantially, and the academic profile of the entering classes has increased in quality. This enrollment strategy built on academic strength requires a renewed faculty to mirror the new interests, particularly in sciences, of new students. In addition, Arts and Sciences provides approximately one-third of the Gabelli curriculum, and its student enrollment has also grown. As the quality of the Arts and Sciences faculty has risen, faculty members have been awarded more internal faculty fellowships and external prestigious fellowships. Recruitment of outstanding faculty requires recognition of their research as well as teaching potential through adjustments to faculty workload policies. In these changing dynamics, the size of the tenure and tenure-track faculty, which is subject to attrition, requires close monitoring.

In addition to hiring, an effective program of faculty renewal must also include faculty development and mentoring. Fordham has an excellent structure for faculty mentoring, especially junior faculty mentoring, based on transparent expectations and policies through the University Statutes, the Faculty Senate, the Arts and Sciences Council, and internal procedures within department. Faculty development includes active supervision of progress from hiring through promotion and entry into emeritus status. That progress is enabled by internal research support that allows new faculty to successfully obtain external forms of research support. Senior faculty take an important role in this process. In comparison with peers, Fordham Arts and Sciences maintains and prioritizes a faculty renewal emphasis that creates the teacher-scholar figures essential for Fordham University's undergraduate recruitment strategies.

The core curriculum at Fordham was recently renewed into a newly dynamic form that extends through all undergraduate years. It creates a mission-specific educational experience for a Jesuit university. The
Fordham Board of Trustees launched that core curriculum revision process by recognizing that "Fordham’s Core Curriculum is a central part of its larger mission and identity as a university in the Catholic and Jesuit tradition preparing its students for responsible leadership in a global society." Now that all students have transitioned into the new core curriculum, assessment of its outcomes is possible and essential. The assessment project is now underway through the Core Curriculum Committee and the University Assessment Officer.

The Liberal Arts program at Fordham London Centre has grown from a summer program to a one-semester program in fall 2011 and to a full-year program in 2012-2013. Development of the program with partner Heythrop College of the University of London helps realize the Toward 2016 goal of capitalizing on the international network of Jesuit colleges and universities." Enrollment in the Liberal Arts program has grown from 11 in fall 2011 to 25 in spring 2014. In fall 2014, 31 students will be enrolled in the Liberal Arts program. In fall 2013 the combined Liberal Arts, Gabelli School of Business, and London Dramatic Academy Fordham programs in the Centre exceeded 100 for the first time. In fall 2014, the three programs have enrolled 131 students. The goal for Liberal Arts in London is to add to Fordham University enrollments by becoming the preferred London destination for students of other AJCU schools.

The key short-term academic plans for the Faculty of Arts and Sciences are to review and renew a budget process to make it more responsive to resource needs, to plan effective use of academic work spaces on campuses, and to enable new longer-term planning initiatives.

In the current budgetary structure, Arts and Sciences is not represented in a clear revenue-expenditure model. As a consequence, its resource plans are under-examined at a time when financial means are restricted. One recent, dramatic change, for example, has been large enrollment increases in sciences, with high instructional costs that are not reflected in financial planning. Arts and Sciences is pursuing a renewed model for financial planning with the associate vice president for academic financial planning and analysis.

Fordham has a well-deserved high reputation for close interaction of faculty with students, and this is also key to its current recruitment strategy of undergraduate students. To preserve and even enhance that reputation, Arts and Sciences is working with University Facilities Management to develop a plan to address deferred maintenance of department and interdisciplinary program office spaces. Space needs have altered with changes in faculty composition and student enrollments. While there is a broad plan in development for expansion of academic space on the Lincoln Center campus, there is a need to plan for academic space on the Rose Hill campus. Ongoing attention to academic meeting spaces other than classrooms will enhance recruitment of both academically-strong students and outstanding new faculty members.

Arts and Sciences’ longer-range plans include processes that will help define liberal arts in American higher education and Fordham University's place in that context. Articulating a new vision for Arts and Sciences is underway in several ongoing planning processes in Arts and Sciences and academic affairs
including the Task Force on Liberal Education, a Visioning of Arts and Sciences group, the Science Education Committee, and a working group of Arts and Sciences department chairs. In these groups and in the annual reports and strategic plans submitted by 20 departments and 20 interdisciplinary programs in Arts and Sciences, new focuses are emerging on international initiatives and on digital, electronic, and internet initiatives. More specific plans in these areas will be defined in 2014-2015.

Embedded in these planning processes is recognition that Fordham’s Jesuit mission is also to advance partnerships that offer Fordham faculty and students opportunities for research, study, and service while contributing to local, national, and international communities. The Faculty of Arts and Science is now reviewing existing and potential partnerships that increase the academic direct contributions to society. Existing partnerships include the Environmental Science program internships with New York City organizations including The New York Botanical Garden, the Wildlife Conservation Society, the New York City Audubon Society, and the Million Trees NYC Project. Educational outreach partnerships include the Mathematics Department’s Fordham University Math Program for Talented Youth (FUMPTY) program that offers enrichment courses for middle and high school students and provides a venue for them to participate in the American Mathematics Competitions (levels 8, 10, and 12) and other national competitions. Emerging initiatives of this kind include both undergraduate and graduate partnerships in the department of Communication and Media Studies with WFUV, WNET, ESPN, and Manhattan Neighborhood Network. There are in Arts and Sciences additional governmental partnerships such as the Psychology Department links to governmental and non-governmental organizations including the Agency for Healthcare Research and Quality, the Women’s Health and Economic Development Corporation, the Child and Family Institute at St. Luke’s Hospital, and the Bronx Borough-based council of the Mental Health Association of New York. The planning process in Arts and Sciences at the end of 2013-2014 reviewed existing partnerships with non-academic communities, and its planning process in 2014-2015 will define future commitments of this sort from the Faculty of Arts and Sciences.

Goals for 2014-2015
- Renewal of the Arts and Sciences Faculty budget process
- Continuance of Fordham Rose Hill Academic Space Task Force and Plan
- Definition of new Arts and Sciences strategic initiatives
FACULTY OF ARTS AND SCIENCES BY THE NUMBERS

COMPOSITION OF THE FACULTY OF ARTS AND SCIENCES
367 full-time tenured/tenure track faculty
88 full-time non-tenure track faculty/instructional staff

FACULTY APPOINTMENTS FOR 2013-2014
18 full-time tenured/tenure track lines
20 full-time non-tenure track/instructional staff lines

FACULTY OF ARTS AND SCIENCES
Faculty Scholarship
178 books and book chapters
224 articles
200 other intellectual contributions
Presentations
326 international presentations
114 national presentations
102 regional, state, and local presentations
Contributions to the Fine Arts and Architecture
6 art exhibitions
7 film
1 work of music
4 works of music performed
9 written/directed/set design/performance play
Dean of the Faculty of Business

The most significant development of 2013-2014 for the Schools of Business faculty was the reaccreditation from the AACSB after a successful February site visit from the review team. This concluded a multi-year process of self-reflection, data-gathering, goal-setting, and planning.

The review team’s report confirmed that significant progress has been made toward the dean’s overarching goal of defining the Schools of Business faculty as an intellectual community dedicated to excellence in research, teaching, and service. It also identified areas that can be targeted and strengthened to further advance this goal.

Research at the Schools of Business is manifest in the 12 faculty centers, which were active in 2013-2014 in ways that led to both scholarship and visibility. The centers held conferences at home and abroad. They established partnerships with prominent academic institutions, such as University of St. Gallen and Bocconi University, and with large corporations, such as Novartis and EmblemHealth. Faculty centers also intensified their service role, leveraging corporate connections and their own stature to add to the roster of companies that hire Fordham students for jobs and internships.

The dean continued to make scholarship a priority among individual faculty, encouraging faculty of all levels to maintain an active research agenda. The number of publications in peer-reviewed journals more than doubled, up to 575 in the years 2009 to 2014, from 252 in the five years prior. Several faculty had their work recognized with awards from academic organizations — such as the Academy of Management, the India Finance Conference, and Alpha Sigma Nu, the honor society of Jesuit institutions of higher education — and grants from corporate funders, including IBM and Verizon.

In support of these accomplishments regarding research, the AACSB review team wrote in its report that faculty scholarship “clearly conforms well to the stated mission, vision and strategic plan of the Schools. An emphasis on social justice, sustainability, fair trade, etc. permeates the intellectual contributions of the faculty. This emphasis represents clearly the influence of the Jesuit ethic in the programs and mission of the Schools.”

The business faculty experienced a significant infusion of energy this year around the effort to win Changemaker Campus status from the international organization Ashoka. Business faculty played a key role in establishing Fordham as a potential worldwide player in the field of social innovation. Ashoka awarded Fordham the designation in April 2014, making the University one of only 30 global campuses to carry this honor.

Future gains in research, teaching and service are expected in 2014-2015 based on the refocusing of a top-level administrator specifically on inspiring and motivating faculty to achieve more highly in these areas. The senior associate dean of research and academic innovation will be the primary support to the dean on faculty and curricular matters, continually setting the bar higher and ensuring that faculty have the support and resources to meet those standards.
The creation of this position is part of the dean’s strategic plan to unify the undergraduate and graduate business schools into a single entity, a move supported by the University leadership and confirmed in spring 2014 by votes of the business faculty, Faculty Senate, and Board of Trustees. Careful thought, deliberation, and research has gone into the planning for the unified school, which has been conducted at each stage with the support of the Office of the Provost.

**Goals for 2014-2015**

- Create an outstanding faculty unified by a culture of scholarship, excellence in teaching, and collaboration
- Advance the reputation of the Schools of Business and increase faculty visibility
- Implement a comprehensive plan to unify the Schools of Business
FACULTY OF BUSINESS BY THE NUMBERS

COMPOSITION OF THE FACULTY OF BUSINESS
95 full-time tenured/tenure track faculty
28 full-time non-tenure track faculty/instructional staff

FACULTY APPOINTMENTS FOR 2013-2014
2 full-time tenured/tenure track lines
6 full-time non-tenure track/instructional staff lines

FACULTY OF BUSINESS
Faculty Scholarship
23 books and book chapters
96 articles
20 other intellectual contributions
Presentations
96 international presentations
12 national presentations
25 regional, state, and local presentations