

FORDHAM UNIVERSITY

# TOWARD 2016

INTEGRATED STRATEGIC PLAN



# Fordham University

## Mission Statement

### The Mission of the University:

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

### The History of the University:

Founded as St. John's College by Bishop John Hughes, Fordham opened in 1841 to serve the immigrant Church of New York. At the invitation of Bishop Hughes, the Society of Jesus (the Jesuits) assumed responsibility for the College in 1846. In 1907 the institution achieved university status. Its name was officially changed to Fordham University. During the 20th century, the University grew to encompass eleven schools, with campuses in the Bronx, Manhattan and Westchester County.

### Characteristics of the University:

#### *As a University*

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

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

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

#### *As a Catholic University*

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

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

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

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

*As a Jesuit University*

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

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

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

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

*As a University in New York City*

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

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

*Unanimously Approved by the Fordham University Board of Trustees, 28 April 2005*

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# FORDHAM UNIVERSITY

## TOWARD 2016 Integrated Strategic Plan

### INTRODUCTION

In October 2003 Fordham University launched its first comprehensive integrated strategic planning process by considering its position in American higher education and among Catholic and New York City institutions. We identified our aspirations in our Vision statement: to regain national prominence and preeminence among Catholic institutions. These aspirations are ambitious. They will require the investment of sizeable new or redeployed resources. They will also require the continuing good will and vital commitment ignited while the broader university community engaged in the strategic planning process.

Through strategic planning, we want to ensure:

- that Fordham's Mission is clearly evident and celebrated in our programs and actions;
- that we have faculty who receive national and international recognition;
- that we create professional school, graduate school, and undergraduate living and learning cultures marked by distinctive excellence; and
- that we generate and sustain the necessary resources and infrastructure to support our dreams and achieve our goals.

The Mission Statement approved by the Board of Trustees in March 2005 identifies and reaffirms those characteristics that define, enrich, and direct the University:

- our Catholic roots that foster growth in faith that is consonant with moral and intellectual development;
- our dedication to the challenges of the Jesuit educational tradition marked by intellectual rigor, free inquiry, a cosmopolitan nature, and concern for justice; and

- our abiding ties to New York City and through New York to the international arena.

These fundamental characteristics inform all the strategic plan's initiatives and testify to the University family's commitment to Fordham's core values.

Our initiatives fall into two categories:

**TRANSFORMING INITIATIVES** whose successful realization is the surest route to achieving our Vision; and

**SUPPORTING INITIATIVES** that buttress our Transforming Initiatives and extend the reach of focused strategic planning throughout university life.

Transforming Initiatives will require significant investment of resources that will be generated through fundraising, sale of non-strategic assets, increases in externally funded research, and creation of new revenue-producing centers. Supporting Initiatives can be funded in the first planning phase through redeploying existing resources or through incremental budget increases until the time is appropriate for moving them forward more rapidly with more substantial resources.

Both sets of Initiatives are backed by detailed Action Plans that outline Goals with Objectives, Actions/Strategies, Responsibility Centers, Timelines, Resources Needed, Revenue Projections, and Indicators of Success.

Strategic planning will be an ongoing process, monitored for progress through Annual Reports and subject to annual reassessment to endorse, adjust, or change initiatives.

## TRANSFORMING INITIATIVES

Transforming Initiatives build on our strengths. They demand that we reshape those strengths to meet our Vision's challenge. These foundations for our action are both solid and malleable: their quality is unassailable yet they are ready and restless for renewal. Our Transforming Initiatives are seven:

**TRANSFORMING INITIATIVE I.  
INFUSING UNDERGRADUATE EDUCATION with NEW ENERGY, FOCUS,  
RIGOR and QUALITY to RANK in the TOP 25 NATIONALLY**

- A. We will focus the Core Curriculum more sharply on the primacy of the Ignatian tradition in concrete ways such as fully integrating the preparation of students in *eloquentia perfecta*: right reason expressed effectively, responsibly, and gracefully. The renewed Core will be smaller, more focused, a true Core supported by a Center for Teaching Excellence. In conjunction with renewing the Core, we will ensure that our broader undergraduate curriculum will be enriched by the opportunities and challenges of New York City with its international heritage and destiny.

***Ultimate Goals:***

*We will formulate a distinctive Core Curriculum that our students will remember with pride as formative of their college educational experience;*

***Progress to Date:***

*The Core Curriculum Review Committee reviews the Core on a regular basis. A committee to study the Core for renewing and refocusing will be formed.*

- B. We will become even more Highly Selective in Recruiting our Freshman Class by using scholarship programs, by targeting communication materials to selected constituencies, and by enhancing the public's perception of our strengths and quality.**

***Ultimate Goals:***

*Entering Class profile in 2016: Average SATs: 1350-1400; High School Rank: 80% in the top quartile of the high school class; Geographical Diversity: 25% from the greater New York metropolitan area, 30% minority and international; Acceptance Rate: down to 40%; Discount Rate: in the 25% range; Freshman to Sophomore Retention Rate: the 95% range; and Graduation Rate: 85% for the traditional age undergraduate colleges.*

***Progress to Date:***

*Entering Class Profile: Average SATs: 1209; Entering Class High School GPA: 3.6; Minority Representation: 23%; Geographical Diversity: 25% from New York City; 50% from New York State; 15% New Jersey; 17% New England; 12% Middle Atlantic states; Discount Rate: 36% for the Class of 2009; Freshman to Sophomore Retention Rate: in the 88% range; and Graduation Rate: 76% for the traditional-age undergraduate colleges.*

- C. We will support our Most Gifted and Motivated Students and thereby attract new students of similar profile. We will focus on programs that challenge them now and prepare them for the future, such as:**

**Honors Programs** in each of the undergraduate colleges structured to the college's unique profile;

**The Champion Institute** that prepares students with potential to compete successfully for major fellowships;

**Pre-Health and Pre-Law Advising** programs to ensure successful applications to the best medical and law schools;

**The Math/Economics/Finance** major at Fordham College at Lincoln Center, a challenging business-related undergraduate program; and

**Theatre and Dance** artistic scholarships and national auditions to extend our reach to a national population.

***Ultimate Goals:***

*The Champion Institute will be fully endowed with a staff adequate to serve an increasingly talented student body;*

*On average, 75 students will earn prestigious scholarships/fellowships each year;*

*The medical school acceptance rate will climb to the 75% range;*

*The law school acceptance rate will climb to the 85% range;*

*Appropriate prestigious affiliation agreements will have been concluded, enabling our high-achieving students to enroll in the world's most rigorous, selective and prestigious settings;*

*Fordham graduates will be routinely accepted into the top graduate and professional school programs in the country and around the world;*

*Fordham graduates will be sought by the country's top firms for their competence and integrity;*

*Appropriately challenging and comprehensive undergraduate business programs will have been established at the Lincoln Center campus, thus allowing the University to capitalize on its location in New York and to enhance its attractiveness to high-ability students interested in business education; and*

*The Career Planning and Placement Offices on both campuses will have been expanded to accommodate and sponsor new mentoring and placement opportunities for students.*

***Progress to Date:***

*The Champion Institute is established and is currently funded through operating budgets; 32 prestigious fellowships and scholarships were won during the past year;*

*Pre-Health and Pre-Law Programs are undergoing review. (Our present medical school acceptance rate hovers around 33% and our law school acceptance rate around 67%);*

*Affiliation agreements are in place with Oxford and Cambridge Universities;*

*A business-related undergraduate program is being developed at Lincoln Center. (We will continue to investigate the possibility of expanding business offerings and majors at Lincoln Center); and*

*The President's Council has established the Executive-in-Residence Program to inaugurate mentoring programs for high-ability students and to establish appropriate employment networks that link our students with successful alumni.*

- D. We will combine existing strengths to establish Interdisciplinary Science programs like Cognitive Neuroscience, Bioinformatics, Materials Science, and Environmental Science to prepare students in emerging fields. Completing the state-of-art science building planned for Rose Hill will ensure the vitality of our science profile.**

***Ultimate Goals:***

*Science programs will be nationally recognized and attract highly gifted students who will be qualified for graduate study at the best graduate programs in their fields.*

***Progress to Date:***

*Planning for the Rose Hill science facility has entered its second phase; and*

*The Interdisciplinary Science Committee with faculty from the sciences as well as Math and Computer Science is developing details of the programs.*

- E. We will develop a Center of Excellence in *Communications Education* by drawing elements from several schools and leveraging special assets: our long experience in Communications programs, our extraordinary alumni network, and our prime location in Manhattan.

***Ultimate Goals:***

*The Communications program will be recognized as one of the strongest in the country in its specialized areas.*

***Progress to Date:***

*There have been exploratory discussions about models and foci for a new Communications unit. A group will be formed to study these and to make recommendations for implementation.*

***Supporting Initiative I (page 18) that delineates Goals in Campus Ministry and Student Affairs is essential to success in achieving an undergraduate learning and living environment that will be identifiably Fordham's.***

**TRANSFORMING INITIATIVE II.  
ADVANCING THE SCHOOL OF LAW TO RANK IN THE TOP 15  
NATIONALLY**

The School of Law's unique approach to legal education blends the theoretical and applied to provide students the intellectual tools to think critically about the law and legal system and the training to grasp the craft of legal practice. This singular approach is, in keeping with our Jesuit tradition, combined with a sense of moral and ethical obligation and with dedication to serving others.

***Ultimate Goals:***

*To move the Law School to the level of accomplishment and recognition that warrants ranking as one of the 15 best in the nation, we will:*

*Continue to develop strength in three areas that are central to the direction the legal profession is taking and that build on the advantage of our New York location: Information Law, International Law, and Business Law;*

*Strengthen our Faculty through exceptional new appointments supported by competitive compensation and endowed professorships;*

*Improve the student/ teacher ratio to 14:1;*

*Fortify strength of the student body through national recruiting, scholarships, and enhanced financial aid and loan programs;*

*Improve public relations and communication about the School of Law to ensure recognition of its strengths, existing and developing;*

*Continue to improve the fine record of placing graduates in major law firms and judicial clerkships;*

*Construct a new Law building at Lincoln Center that will showcase these accomplishments and solidify them, concretely and symbolically, in a state-of-the-art structure; and*

*Continue to nurture and strengthen those programs that are unique to the Law School and that bear witness to the unique contribution that Fordham Law has made and continues to make to the legal profession.*

***Progress to date:***

*Business Law, International Law, and Information Law programs have been established and have been a focus of continual attention for strengthening and attracting highly qualified students;*

*Endowed Professorships have been established during the past year in the following areas: International Human Rights, Advocacy, Business Law, Real Estate, Property, and Land Use;*

*Student-faculty ratios have been lowered to 16:1;*

*The student body has an average entering LSAT score of 165, and median entering college GPA of 3.56; students are drawn from 32 states and four foreign countries;*

*Placement rates at the present time hover around 85% at graduation and 98% within six months with our high ranking graduates placed in the best firms in New York City and nationally;*

*The Law School Building Fund stands at \$12 million;*

*The Louis Stein Center for Law and Ethics, the Joseph R. Crowley Program in International Human Rights, the John Feerick Center for Social Justice, the Public Interest Resource (pro bono) Center and the Center for Religion, Law and Lawyer's Work have already garnered national acclaim for the work that they do in their respective areas. All of these centers, however, require additional funding if they are to achieve their full potential.*

## TRANSFORMING INITIATIVE III. DEVELOPING A DISTINGUISHED FACULTY

We recognize that the true measure of a University's success in achieving excellence is its ability to attract and retain a faculty distinguished for teaching, research, and scholarship.

### ***Ultimate Goals:***

*Committed to creating conditions to enable us to build a faculty recognized nationally and internationally, we will:*

*Create and fund at least 100 endowed Chairs and Distinguished Professorships to attract new scholars and to recognize and reward members of our own faculty whose careers at the University have been marked by excellence in teaching, research and service;*

*Create and fund a program of Magis Junior Fellows to recognize, reward, and nurture newly-tenured Associate Professors whose professional careers show exceptional promise (20 in the Arts and Sciences and 20 in the professional schools);*

*Introduce faculty compensation scales and appropriate complementary compensation packages that are competitive with those in place at our peer and aspirant schools;*

*Create dedicated endowment accounts to support both the expansion of the faculty and the reduction of faculty teaching loads to 3/2 by 2011. The contemplated reduction in course load will enable the faculty to spend more time in direct student contact, advising, and mentoring. (These endowment accounts should amount to \$100 million by 2011; and \$200 million by 2016.); and*

*Develop a culture of grantsmanship that will support research and scholarship through external funding. (We hope that grant funding will reach \$75- \$90 million by 2011.)*

### ***Progress to Date:***

*Through fundraising and wise use of operating surpluses, we have increased the number of endowed professorships and chairs to 37;*

*We have already funded six Magis Associate Professorships;*

*We have created endowments in the amount of \$44 million to support faculty development, enrichment, and research. (\$18 million is earmarked for general faculty development and expansion; \$26 million has been used to support endowed professorships and chairs; and \$20 million will be placed in a general faculty development endowment fund at the end of the 2005-06 fiscal year.);*

*In conjunction with the Faculty Senate, we have begun a study of faculty compensation that should be completed by the end of the 2005-06 academic year; and*

*Assisted by the Office of Research and Sponsored Programs, our faculty has attracted \$14 million in funding during the last fiscal year.*

*Supporting Initiative IV (page 25) ensures continuing attention to maintaining a supportive professional environment for a faculty of distinction as well as a staff notable for high quality with due attention to orientation to and continuing engagement with the Mission.*

## TRANSFORMING INITIATIVE IV. DEVELOPING CAMPUS RESOURCES

The University's ability to develop new academic, co-curricular, and extracurricular programs to serve its students with the focused devotion that is the hallmark of Jesuit education is seriously constrained by space limitations at both the Lincoln Center and Rose Hill campuses. Our use of space is at capacity by any nationally recognized measures.

### ***Ultimate Goals:***

*In spite of the limitations from which we presently suffer, we recognize that:*

*Existing instructional space on both campuses must be renovated and brought up to date technologically;*

*Additional state-of-the-art instructional space that will enable us to realize our Vision must be added on both campuses;*

*Recreational and athletic facilities must be expanded and enhanced on both campuses;*

*A student center must be built at Lincoln Center. (That facility must be able to meet the needs of both undergraduate and professional school student populations.);*

*Rose Hill's McGinley Center must either be extensively renovated and expanded or replaced to serve the growing needs of commuter and residential undergraduates and graduate students;*

*To support an increasingly national student body (in both traditional-age undergraduate schools and professional schools), we must increase our bed census to 5,500.*

*In summary, we will complete construction of the first phase of the Lincoln Center Master Plan: the Law School building, Library, Student Center, and Residence Hall; at Rose Hill we will construct a Recreation Center, Student Center, Science Center, Residence Hall; and, we will complete renovations to vacated buildings and space on both campuses.*

### ***Progress to Date:***

*The Lincoln Center Master Plan has been drawn up. We hope that the first phase of the build-out will be completed by 2011: a new Law School Building, a Campus Center, an additional Residence Hall, and a Library to be shared by all Lincoln Center-based schools. In addition, we plan to complete appropriate renovations to vacated buildings/space;*

*The Master Plan for the Rose Hill Science facility is completed;*

*We have redone the athletic facilities at Rose Hill: Coffey, Prep and Murphy Fields have been turfed and lighted; the weight room in the Lombardi Center has been renovated and air-conditioned; the natatorium has been upgraded; the Rose Hill Gymnasium has been renovated and air-conditioned and it underwent extensive renovations; and, a new baseball stadium (Houlihan Park) has been constructed at the edge of Coffey Field.*

*Keating Hall's multiphase renovations are nearing completion: Keating First and Keating Third have been air-conditioned and outfitted with new seating; visual arts studios and instructional spaces have been installed in Keating Basement; new broadcast facilities for WFUV have been constructed in the basement; and lounges for both adult and traditional-age students have been added to the building.*

## **TRANSFORMING INITIATIVE V.**

### **PROMOTING ACTIVITIES THAT BEAR OUR MISSION'S STAMP, INCREASE OUR VISIBILITY REGIONALLY AND NATIONALLY, AND CREATE NEW PARTNERSHIPS**

These initiatives focus primarily on existing activities. They are not costly and are already notable for excellence. Their transforming impact rises from our promoting them and leveraging their critical mass to change perceptions internally and in the public eye.

#### ***Ultimate Goals:***

*Through the work of these mission-supportive centers, Fordham will establish itself as a base for intellectual exchange, especially on matters of religion and culture, in the City of New York and the nation:*

*The Fordham Center for Religion and Culture will engage the public in discussion about the interrelationships of religion and areas like public policy, journalism, globalization, popular entertainment, politics, advances in science, technology and health care;*

*The Curran Center for American Catholic Studies will engage the scholarly and intellectual communities in discussions about how American Catholicism has developed through history and how it has interacted with American culture. It will also continue to offer an honors-level major to talented undergraduates;*

*The Fordham Seminar on Judaism, Christianity and Islam will offer scholars from the three "religions of the book" opportunities to discuss in "Triologue" how the insights of their respective traditions can be brought to bear on ethical issues of general concern;*

*Capitalizing on our location in New York, we will seek to establish strategic relationships with institutions like the United Nations Development Programme, New York Medical College, Lincoln Center for the Performing Arts, the New York Botanical Garden, the Wildlife Conservation Society, and the National Academy of Television Arts and Sciences;*

*Capitalizing on the international network of Jesuit colleges and universities, we will establish affiliation agreements with Jesuit universities in Europe, Asia, and South America with the expectation that they will enable us to offer our students and faculty extraordinary opportunities for international study and research;*

*Building on our positive experience in China, we will continue to strengthen BiMBA;*

*Responding to the educational needs and aspirations of adult learners in the New York metropolitan area, we will review and revise the degree and enrichment programs offered through Fordham College of Liberal Studies.*

***Progress to Date:***

*The Fordham Center for Religion and Culture has been established. If it is to fulfill its promise, we must build an endowment that will support its programs into the future;*

*The Curran Center for American Catholic Studies has benefited from the endowment that the Curran family established to support its programs. Additional endowment funds, however, will be needed to help it fulfill its mission;*

*The University is collaborating with the United Nations Development Programme and the National Academy of Television Arts and Sciences;*

*We have an affiliation agreement with Iberoamericana (Mexico) and are in negotiations with Saint Joseph (Lebanon) and Esada (Spain) in our Jesuit network;*

*Fordham now has an international reputation for being able to respond to a rapidly changing environment, engaging global partners, offering particular expertise in areas of developing nations, poverty, international health and education, and, in some cases, pioneering teaching about these topics in developing areas of the world. This has significant implications for the international aspirations of many programs throughout the schools; and*

*The Adult Education Task Force has completed its preliminary study and has made recommendations on revisions to program offerings. Implementation of the Task Force recommendations will follow in the fall of 2006.*

***Supporting Initiative III (page 25) offers illustrations of other programs and centers that are notable for activities that are Mission-centered.***

## TRANSFORMING INITIATIVE VI. COMMUNICATIONS AND UNIVERSITY IMAGE

If we are to achieve our vision for the future, it is essential that we both marshal wide-spread support for our plan's strategic initiatives among the members of the Fordham family and raise the University's profile in the minds of the wider public. (With regard to the first-mentioned goal, we realize that we must communicate effectively with our on-campus and alumni bases to build in their hearts a greater sense of pride in Fordham's achievements. Only if our alumni and students feel such pride will they become colleagues with us in the more demanding -- and more important -- work of raising the University's profile in the wider world. Thus, if we are to achieve all that we wish to achieve for the University, it is essential that we undertake to work a revolution in the way we communicate with our internal constituents and the way they identify with and invest in the University.)

### ***Ultimate Goals for Internal Marketing:***

*We will create the means we will need to gather information concerning the University's activities and achievements and disseminate that news to the on-campus community and the alumni family. Among other things, this will mean that we must:*

*Centralize and coordinate our internal communications efforts;*

*Strengthen and expand both our public relations and alumni offices;*

*Maximize our use and mastery of the intranet for internal communication and construct a website that is useful and usable, attractive, creative, interactive, and up-to-date and that provides the University family with information about our activities and achievements;*

*Overhaul our alumni communications systems;*

*Review and revise the mission, focus, and content of Fordham Magazine;*

*Create more effective online alumni communication; and*

*Create more effective and aggressive alumni chapters throughout the nation, especially in those areas where we wish to develop new admissions markets.*

***Progress to Date:***

*A new University website has been created. In the coming weeks and months, focus groups must be assembled to assess whether it is achieving our objectives and supporting the vision that we have articulated in the strategic plan.*

***Ultimate Goals for External Marketing:***

*We will implement an integrated marketing plan for the University. Among other things, this plan will assist us as we seek the following goals:*

*Articulating a unified message for the University that speaks of our mission and identity and of the unique (and transforming) nature of the educational experience that we offer to students;*

*On the basis of the unified message, overhauling all University publications (admissions, alumni and activities-related) so that they reflect and buttress the unified message;*

*Creating and nurturing a unified look for all of the University's publications (both hard-copy and electronic);*

*Developing more effective approaches to and relationships with local, regional, and national media outlets;*

*Capitalizing on the potential that participation in intercollegiate athletics in the Atlantic 10 and Patriot League offers us for raising the University's profile (In this area, we intend to improve the basketball programs in the hope that they may achieve success on the national level. In addition, we will invest in and support a number of major and niche teams to garner metropolitan and regional attention for the University and its efforts and/or achievements. We will implement "Athletics for Visibility" focusing on men's and women's basketball for national prominence; football, men's and women's soccer, women's volleyball, women's swimming, women's softball, men's baseball, men's and women's lacrosse for conference dominance, and women's crew, men's swimming, men's golf, men's and women's cross country, men's and women's track, men's and women's tennis, men's water polo and men's squash for conference participation.)*

***Progress to Date:***

*With the assistance of Foot Cone and Belding, we have completed an integrated marketing study and plan. The plan will be implemented in the coming months.*

## TRANSFORMING INITIATIVE VII. GROWTH AND WISE STEWARDSHIP OF ENABLING RESOURCES

If we are to achieve the bold dreams that we have set for ourselves as we prepare to celebrate the 175th anniversary of the University's founding, we must do all that we can to seek the financial resources that will enable us to move into the front ranks of America's colleges and universities. Thus, we set the following ambitious goals for ourselves:

### *Ultimate Goals:*

*The University endowment will grow to \$1 billion by 2011 and to \$2 billion by 2016. (We seek to build endowment and research support that will enable the University to cover approximately 35% of its annual operating budget from non-tuition-related sources.)*

*Annual fundraising will grow to \$100 million by 2016;*

*We will build annual alumni participation rates to 35% for the Law School and the undergraduate alumni base;*

*We will aggressively pursue funding from government, foundation and private sources;*

*The University will complete a \$500 million capital campaign by 2011, and continue fundraising activities beyond that date.*

### *Progress to Date:*

*The University's endowment has grown \$100 million in the last two years and now stands at \$352 million;*

*Annual fundraising has grown to \$31.5 million in the past year;*

*The annual alumni participation rates have grown to 18% for the undergraduate alumni base and to 12% for the Law School alumni base; and*

*In its silent phase, the capital campaign has raised \$151 million, most of which has been placed in the endowment;*

Achieving these fundraising goals will ensure that we will have the resources necessary to support and advance the initiatives outlined in the Strategic Plan and enable us to make significant progress toward achieving our Vision for the future.

## SUPPORTING INITIATIVES

Recognizing that no institution can move on all strategic fronts at the same time, we plan to implement Supporting Initiatives incrementally until we have made sufficient progress on Transforming Initiatives to warrant moving certain of the Supporting forward more rapidly.

§ Supporting Initiative I: *Create an Undergraduate Living and Learning Milieu that nurtures our students and challenges them to mature academically, spiritually, and socially in keeping with our Jesuit and Catholic traditions, a milieu to attract and retain students with ever-stronger academic credentials and geographic, economic and ethnic breadth.*

### A. LEARNING

Undergraduate learning rests on the Core Curriculum, excellent programs, and responsive advising. Indispensable to the Colleges' visions are programs that challenge and stimulate students to reach their full potential. To those ends, we will:

- Establish signature orientation and freshman year course/advising programs that contribute to building community;
- Support mission-related niche programs of special strength or distinctiveness such as:
  - Catholic Studies sponsored by the Center for American Catholic Studies;
  - American Studies with a New York City studies component;
  - International Political Economy that with the graduate program in International Political Economy and Development enjoys recognition for excellence;
  - Medieval Studies that like International Political Economy shares the limelight with its graduate program counterpart;
  - The Bronx African American History Project that links us to our Bronx neighborhood and highlights our commitment to New York and its populations;
  - HEOP and CSTEP both programs of acknowledged strength that serve academically and economically at-risk students and that record extraordinary success respectively in graduation rates and in preparing these students for science careers; and

**G.L.O.B.E. in the College of Business Administration that prepares students for successful integration into the post-graduate international business world.**

*Our goal for these programs is that they and others like them continue to grow in excellence and achieve recognition for their quality and distinctive Fordham character.*

*The Colleges have already planned pilot Freshman Year programs to begin in fall 2006. Catholic Studies in its established major grounds students in the Catholic tradition as an integral part of their intellectual and spiritual formation. American Studies now attracts exceptionally strong students evidenced by their GPAs and post graduate success in law school admission, prestigious fellowships won, and full funding received for doctoral work. International Political Economy in combining study of the political and social with the economic attracts students with commitment to social justice. Medieval Studies majors enjoy the benefit of faculty with extraordinarily strong teaching and research records. The Bronx African American History Project is creating a paradigm for university/community collaboration that can produce innovative studies of unacknowledged populations.*

*HEOP graduates 71% of its at-risk students compared with a 6% graduation rate nationally for comparable students. Over the past eight years CSTEP graduated 234 students, 63% of whom secured employment in science-related fields or pursued professional or graduate studies in target fields such as medical school, law school, PhD programs in Biology, Chemistry, Psychology, Education, Social Work, or the liberal arts.*

*G.L.O.B.E. students study business, language, and culture either through a study-abroad experience or international internships.*

## **B. LIVING**

In developing our undergraduate living environment we will distinguish ourselves for human, social, spiritual, and moral formation activity and for pastoral attention to our students and to those who work with them. We will develop a living environment that will help them to achieve their academic aspirations, that provides a setting and activities so they may mature in character and leadership, and that makes it possible to build the life-long friendships that will sustain them in the future.

## **CAMPUS MINISTRY**

Campus Ministry focuses on liturgical participation, faith formation, prayerful discernment and retreats. It promotes unity through fostering appreciation of other cultures and respect for other faith traditions. In keeping with the Ignatian tradition,

Campus Ministry expects to prepare leaders to engage in social change and transformation according to Gospel values. To those ends, we will:

- Expand our *Global Outreach* program, nationally recognized as a model for short-term cultural immersion programs and for educating for social justice;
- Expand *Specially Focused Spiritual Programming* to engage young “unchurched” Catholics and to increase ministry to non-Catholic and non-Christian students in their own faiths;
- Establish spiritual *Retreats* as a constitutive element of the Fordham experience;
- Establish the *University Church and Chapel* as spiritual magnets for spiritually and intellectually vibrant congregants supported by a dynamic music ministry and liturgical choir.

*Global Outreach will increase projects from 27 to 35 and increase student participation, in response to demand, by about 100 students. “Conversations” with “unchurched” young Catholics now draw 20-24 students twice a year and will increase in number. InterChristian Ministries programs serve students through the Gospel Choir, Praise and Worship, and Dialoging with Difference. Participation in these and similar efforts will grow to 100. Campus Ministry now actively advises Muslim and Hindu student groups. It will increase inter-faith forums to five each year and will provide dedicated prayer and worship space to Muslim students on both campuses. The Retreat Program now serves 120 students a year and will grow to 20 retreats open to 15-20 participants each.*

## STUDENT AFFAIRS

Student Affairs aspires to national recognition in Character Formation and Leadership Development to be achieved through co-curricular programs shaped with student participation. To those ends, we will:

- Establish *Student Leadership and Advising Programs and Facilities* to help students grow in character, to provide leadership experience, and to cultivate commitment to service (through Leadership Development and Transition Year Experience Programs specific to each undergraduate year and Student Activities Programs);
- Redesign *Orientation Programs* to provide first-year immersion experiences that connect academic programs with co-curricular/leadership programs and are foundational activities for character formation;
- Design, in collaboration with the Colleges, Campus Ministry and students themselves, *Living and Learning Programs* to integrate the academic curriculum with college life experience (through Residential Colleges, Living/Learning

Programs, Education Success Programs for students with disabilities, Student Life Freshman Mentors, Wellness Housing);

- Expand experience-based learning through *Internship Programs* to capitalize on our New York City location and strong metropolitan area alumni base; and, expand career-related services to our alumni;
- Restructure student services consonant with our commitment to *Personal Care* to meet the challenges of students' increasing psychological, medical, safety, and nutritional needs (Alcohol and Other Drugs Education, 24-Hour Security in Residence Halls, Student Health Services, Wellness Programs, Dining Area Renovations, Commuter Student Services);
- Design and build *Next-Generation Athletic and Recreational Programs and Facilities* to train and develop student-athletes of distinctive athletic achievement and authentic character, to achieve national and regional prominence in selected athletic programs by implementing "Athletics for Visibility," and to meet students' rising fitness and wellness demands (niche sports, recreation, club and intramural program expansion, financial and capital project planning).

*Student Affairs is committed to providing the co-curricular and extra-curricular activities that help students to learn from student life experiences in tandem with their classroom learning, most especially through programs that foster character formation and leadership development. Student Affairs is also committed to providing the level of student services that demonstrates Personal Care in the Jesuit tradition and is commensurate with our aspirations for prominence and preeminence.*

*Leadership programs permeate student life activities now. Orientation receives very strong endorsements from students for the foundation it lays for their transition to college. FUEL gives sophomores and juniors experience in public speaking. Senior year programs give practical advice on topics from resume preparation through apartment hunting.*

*Residential Colleges offer student leadership development opportunities as students plan for their own communities through committee structures; KNIGHT engages them in presentations to their fellow students on issues of interest, both building community and providing experience in oral presentation and in leading discussions; *Disputatio* engages students in debate.*

*External grant funding supports the efforts of the Alcohol and Drug Education Program to engage parents and faculty in alcohol and drug education.*

*Career Planning capitalizes on New York's wealth of career opportunities to provide well-supervised Internships in prestigious area firms for over 300 students each year.*

**Supporting Initiative II: *Promote Excellence, National Recognition, and Advancing in National Rankings through Selected Programs in the Graduate and Professional Schools***

**THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION**

The Graduate School of Business Administration will strengthen and make secure its position as one of the top three graduate business schools in New York City and recognized nationally and internationally as a premier Catholic business school. It will rank in the top 50 nationally for its full-time program and in the top 10 for its part-time programs. To those ends, we will:

- Redesign the part-time MBA and continue to develop a high quality full-time MBA;
- Develop the *MS in Finance* to leverage our location in the financial capital of the world and serve the needs of New York’s financial community;
- Strengthen our *Faculty* through superior junior and senior appointments and cultivate the high quality faculty research productivity critical to AACSB accreditation;
- Recruit a stronger *Student Body* as reflected in GMAT scores, acceptance rates, and improved placement of graduates;
- Enhance and enrich *selected Niche Programs* that capitalize on current strengths the like MS programs in Communications and Media Management and Information Systems and the Centers for International Finance and the Community for Communications;
- Continue to leverage other *international alliances and programs*;
- Expand and enhance GBA access to space and high-tech support.

*In the course of 2005, the Wall Street Journal reported GBA to be ranked 14<sup>th</sup> nationally by recruiters, the only New York City area school to be in the top 20. Forbes ranked the part-time program 9<sup>th</sup> for return on investment. US News and World Report ranked the part-time MBA 19<sup>th</sup> nationally and Fortune Magazine (China) ranked BiMBA, our Beijing International MBA, as 1<sup>st</sup> in all of China.*

**THE GRADUATE SCHOOL OF EDUCATION**

The Graduate School of Education is committed to recharging its founding mission to Urban Education. It will be distinguished for its excellence in preparing professionals--teachers, administrators, psychologists, and counselors for urban schools, most proximately the New

York metropolitan urban area, and through its doctoral programs, preparing leaders in the field, regionally and nationally. Graduate Education will be preeminent among Catholic graduate schools and rank within the top 30 nationally. To those ends, we will:

- Establish the *Center for Leadership in Catholic Education* as an interdisciplinary center to serve Catholic school teaching and administration needs;
- Endow the *scholarship fund for Graduate Education students from Catholic schools*;
- Support the *Rosa A. Hagin School and Early Childhood Consultation Centers*, now among the premier psychology-education assessment centers in the country, to provide outstanding training for our students and high quality service to the community.

*Graduate Education is poised to build on current strengths like the Cosby Scholars Certificate Program that stresses basic reading skills in preparing certified teachers to work with young readers at risk and the highly regarded School and Counseling Psychology Programs, the former recognized for establishing the first and premier bi-lingual school psychology program in the nation. Both Psychology programs have great potential for achieving national preeminence: they are among the most highly selective programs in the University, admitting less than 20% of applicants.*

## THE GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences will focus its attention on selected programs that have the potential to achieve recognized excellence. To those ends, we will

- Support *unique master's programs that emphasize the application of knowledge to real world problems* like International Political Economy and Development and Election Campaign Management;
- Enhance *niche doctoral specialties of excellence*, like the Medieval focus in English, History, Philosophy and Theology; 18<sup>th</sup> Century Studies in English, History, and Philosophy; concentrations in philosophy of religion, ethics, continental/contemporary (analytic) philosophy, and funded areas in immigration and development, research ethics, psychometrics, applied developmental psychology, and ecology;
- Establish a distinctive pedagogy-training program that provides a foundation in the Jesuit traditions of *eloquentia perfecta* and ethics for doctoral students and that draws on faculty expertise in Theology, Philosophy and the Center for Ethics Education.

*Graduate Arts and Sciences has potential for developing additional "applied" Master's programs that would expand its recruitment base. Establishing a graduate school culture through programs*

*like pedagogy-training will help it to leverage doctoral program strengths and to cultivate the levels of student satisfaction and pride important to marketing those strengths.*

## THE GRADUATE SCHOOL OF SOCIAL SERVICE

The Graduate School of Social Service ranks 14<sup>th</sup> nationally. To secure a place among the 10 top ranked schools of social work, GSSS will:

- Enhance its ability to prepare professional social workers for organizational leadership, community and economic development, and policy formulation and analysis;
- Recognize links with other professions and develop joint/interdisciplinary offerings like an MBA/MSW, MSW/JD, and MSW/MPH.

*Graduate Social Service continues to advance social work practice through its centers of excellence like the Ravazzin Center for Social Work Research in Aging, the Bertram M. Beck Institute for Religion and Poverty, The Women and Girls Institute, Children FIRST (research on child welfare and mental health), the National Center for Schools and Community (school policy analysis), and the Interdisciplinary Center for Family and Child Advocacy.*

## THE GRADUATE SCHOOL OF RELIGION AND RELIGIOUS EDUCATION

The Graduate School of Religion and Religious Education will gain prominence and then preeminence in Religious Education and Pastoral Studies. To those ends, we will:

- Strengthen alliances with local dioceses and serve local Church needs for Religious Education and Pastoral Studies, giving special attention to training for leadership in Hispanic churches;
- Develop distance learning programs to reach out to international communities that have the technological capacity to pursue studies in that format;
- Develop offsite programs to extend our reach into local communities; and
- Establish a state-of-the-art Summer Program to serve a national constituency in Religious Education and Pastoral Studies.

*The Graduate School of Religion and Religious Education is consolidating its regional, national and international, cross-cultural, and inter-religious contacts in highly focused ways to reach and serve those constituencies. The School expects by 2011 to solidify a place of prominence among Catholic universities in the United States that offer graduate programs in Pastoral Studies and Religious Education.*

§ Supporting Initiative III: *Promote Existing and Create New Programs that Clearly Reflect our Mission and Identity*

Illustrative of centers that augment our critical mass and that hone our profile in key mission-related areas like religion, ethics, international, New York City, and community service are: the Center for Ethics Education, the Louis Stein Center for Law and Ethics, the Institute on Religion, Law, and Lawyer's Work, the Joseph R. Crowley Program in International Human Rights, the Center on European Law, our affiliations with the Institute of International Humanitarian Affairs and the Center for Migration Studies, the Public Interest Resource Center (the School of Law's community *pro bono* service center), and the Regional Educational Technology Center that serves local community educational needs, especially in technology for teachers and for adults.

§ Supporting Initiative IV: *Attract and Retain a Faculty of Distinction and a Staff Appreciated for its High Quality*

This must be an ongoing day by day, semester by semester supporting effort across the schools and units to maintain and enhance the culture that attracts and retains outstanding faculty and staff members, that orients them to Fordham's Mission and culture, that supports faculty in their teaching, research, scholarship and grantsmanship endeavors , and creates a welcoming and supportive professional environment for both faculty and staff.

§ Supporting Initiative V: *Ensure the Infrastructure Necessary to Achieve Strategic Goals*

## INFORMATION TECHNOLOGY

Information Technology will ensure that our data and communications networks have the capacity, reliability, architecture and redundancy to provide highest levels of service and support for business continuity, that University administrative systems will be fully integrated through enterprise resource planning, that the IT Division will be thoroughly modernized for current and future needs including securing and training staff in higher education Core Competencies, that as much functionality as possible moves to the Web (Anything from

Anywhere Anytime), and that there are Institutional Governance Committees to oversee implementing Information Technology strategies.

## **UNIVERSITY LIBRARIES**

We will ensure that the libraries develop into an even more responsive, flexible, and effective organization, delivering individualized and personalized services both in person and online. The libraries will be seen as the University center for research and scholarship.

## **STRATEGIC PLANNING, INSTITUTIONAL RESEARCH AND ASSESSMENT**

We will explore centralizing strategic planning, institutional research, and institutional assessment functions to ensure the level of data collection and analysis critical to continuing effective strategic planning and to ensure ongoing assessment of the effectiveness/efficiency of administrative functions, equally as critical to successfully achieving planning goals and ultimately our Vision.

*5 December 05*