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### **Dean of Business Faculty Annual Report**

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FORDHAM UNIVERSITY  
ANNUAL REPORT—STRATEGIC PLAN REPORT  
2011-12

Due to School Dean/Director 30 May 2012 | to Vice President: 30 June 2012 | from Vice President to President: 5 August 2012

Unit \_\_\_ Gabelli School of Business \_\_\_\_\_

Reporting Individual \_\_\_ Donna Rapaccioli \_\_\_\_\_

The ultimate objective of the Gabelli School of Business is to develop an intellectual business community defined by high academic standards, global participation, and ethics — one in which students become socially responsible global leaders. This overarching goal has motivated faculty and administration to pursue four main initiatives: to foster academic excellence through the integrated core curriculum and applied learning; to create a global business education by forging new international connections; to help each student develop as a whole person; and to cultivate a business faculty whose classroom approaches and research define them as innovators.

Progress was made on each of these fronts in 2011-2012, with a specific eye toward three items in particular: further incorporating applied learning into the curriculum, expanding global opportunities at Rose Hill and abroad, and rationalizing and broadening the four-year personal and professional development sequence.

The vision for a Gabelli School graduate is of an individual who goes into the world with a multidimensional academic background and skill set that defines a business leader. This graduate has a strong command of business fundamentals: the language of accounting, the formulas of finance, the strategies of marketing, the role of an organization, the basics of corporate law, and the skills to use new technology. He or she also has a firm grounding in the liberal arts: an appreciation of world literature, excellent written and oral expression, an understanding of philosophy, and a grasp of how world history has produced today's society. But there is something else: This Gabelli School graduate moves into a chosen career believing that a business leader's mission goes beyond profit. Informed by the school's Jesuit traditions, he or she will use Fordham's lessons to advance society and help others.

Shaping graduates like those described above requires an approach that is at once pedagogical and social. Each objective at the Gabelli School in 2011-2012 required us to examine not only how students learn, but also what they can do with that learning.

Academic excellence and applied learning

Pedagogically, the business faculty is committed to producing a high-achieving student body by engaging students in applied learning. No matter what the academic discipline, the learning experience is more meaningful when students see how their textbook lessons can be applied in the marketplace. We encourage our faculty to blend theory and practice

in innovative and engaging ways, knowing that fundamentals are more firmly grounded when students can discover firsthand how they work.

Examples include writing a business plan for an entrepreneurial venture in the freshman Ground Floor class; solving a specific marketing challenge for the sophomore Integrated Project; writing an honors thesis about female hedge fund managers or pro-social online lending; funding, importing, and selling Kenyan artisan goods; acting as consultants for Bronx nonprofits; and engaging in corporate internships. Faculty led excursions into the real world: visits to Occupy Wall Street to bolster discussions on management and ethics, and trips to hedge funds to supplement the study of alternative investments. Across the board, class assignments mirrored what students eventually will do as professionals: Undergraduates analyzed a complicated tax problem in a Deloitte competition, earning a regional first-place finish and entry in the national finals in Dallas; developed pitch presentations that piqued the interest of executives at McCormick spices; and advised a new technology-focused charter school on marketing approaches that would appeal to Bronx sixth-graders. In all, the Gabelli School's emphasis on applied learning has spurred faculty to make the most of Fordham's location in the business center of New York City.

New academic approaches pursued in 2011-2012 were diverse, highly successful, and geared toward improving student outcomes and engagement. A specialization in value investing launched this year, as did four new entrepreneurship courses and a minor in sustainability. Faculty taught courses in flexible formats, such as 1.5-credit marketing classes that offered a look at niche topics a full-semester course might not address. Both the integrated business core and the rest of the Gabelli School program benefited from an increase in rigor, in the form of more quantitative assignments, the use of technology in classroom projects, and requirements for analytical written work.

The union of applied learning and increased rigor finds a natural home, and showcase, in the Gabelli School of Business undergraduate research program. This year represented a defining moment for original student research, as we held our first Gabelli Undergraduate Business Research Conference. In addition, four times as many students were chosen for the National Conference on Undergraduate Research, and one presented his work at a prestigious conference in Poland. With the continued publication of our undergraduate student research journal and the acceptance of student-written papers to national peer-reviewed journals — two this year — we are establishing Fordham as a center for serious academic inquiry and groundbreaking investigations in business.

None of this academic improvement at the Gabelli School would be as meaningful if not for the second component of our larger vision: the advancement of society. Students learn that shareholder value is not an end in itself and that business exists in a larger political and ethical context. Through academic experiences, community participation, lessons from guest lecturers and more, students come to understand that if all they have done is improve the bottom line and walk away with additional profit, they have not fulfilled the promise of a Gabelli School of Business education.

All students in the integrated business core take a rigorous course in business ethics that not only asks them to consider how they would handle real ethical challenges, but also helps them to understand major philosophers' theories that can help answer the difficult questions. A new lecture series exposed students to the stories of businesspeople who made the right decisions — whistleblowers who uncovered fraudulent activity at Enron and in Bernard Madoff's investment business — and the stories of those who learned tough lessons because they did not, including an MCI executive convicted of white-collar crime.

Social justice is a topic that Gabelli School of Business students discuss and experience at every level of the curriculum. The new sustainability minor, which saw high enrollment, challenged students to find ways to conduct business in ways that would not only avoid harm to future generations, but also advance their cause. The Gabelli School has a vibrant core of service learning, but such programs merit additional attention and resources to increase student participation and broaden their impact. Related curriculum initiatives are underway: A course called Spirituality, Fair Trade and Social Justice has been developed, and faculty and administration will work together to investigate an expansion of the Fair Trade/Microfinance program. The service side will be addressed as well, as Gabelli deans and faculty will work with the Dorothy Day Center to expand student opportunities. Additional service-learning opportunities will grow out of the Ignite program and from deans' mentoring sessions. Ignatian reflection writing assignments will be designed as capstones of the student service experience.

### Globalization

The goal of expanding global opportunities originates in the knowledge that no business enterprises are merely local any longer. Customers, supply chains, employees, financing, and every other aspect of innovative and thriving corporations extend across borders. Business education must examine the global reach of business enterprises as well as the many cultures in which companies exist. As a result, the Gabelli School of Business endeavors to globalize the curriculum and expand international experiences such as study abroad and study tours.

Abroad, we invested in the growth of our London Centre, which has the capacity to serve a wide range of students: Gabelli School business majors, Fordham College students who are pursuing a business or marketing minor, and students from other universities for whom Fordham could be a gateway to study abroad. This year's greatest milestone was the planning of specialized fall-semester accounting and marketing coursework that will allow more Gabelli School students to choose London and still complete requirements toward their major. Enabled by new academic partnerships, Gabelli School students may now direct-enroll at the London-based institutions of Westminster College, University of Roehampton and City University. Enabled by new corporate and alumni partnerships, Gabelli School students in London have greater access to mentors and to internships.

While enrollment in the three semesters of the London program has been healthy, there remains a need to increase interest in the program. Initiatives toward that end in 2011-

2012 included a public awareness campaign to promote the program at both Rose Hill and Lincoln Center, cooperative efforts with the Provost and the Office of International Programs, and increased use of the web and social media. Future opportunities include tapping into other Jesuit universities as London feeder schools, asking Gabelli School class deans to recommend well-suited students to apply, continuing to add courses that match student demand, and exploring space and facilities issues at the London site.

To generally raise the number of students who study abroad in any context, the Gabelli School administration is committed to the Provost's effort to make international experiences more affordable and provide additional financial aid overseas. Meanwhile, the business school has forged relationships with Koc University in Istanbul and EDHEC in Nice, and will continue to pursue strategic international partnerships through which students may pursue both business and liberal arts courses.

Meanwhile, at Rose Hill, the Gabelli education became more global even for students who do not study or travel abroad. All academic areas integrated new internationally oriented lessons and discussions. Study tours — conducted this year in China, Italy and Switzerland — more closely tied content to their corresponding Rose Hill courses. A committee of administrators and faculty convened to explore additional global avenues inside and outside the curriculum. And finally, international students were given a greater chance to play an active role in life at the Gabelli School, directly educating their peers about business and culture in their home nations.

There is great potential to develop Gabelli's global character through a proposal for a bachelor of science in global business degree program at Lincoln Center. Though the proposal is in its early stages, with support from the faculty and the President's and Provost's offices it has the ability to attract high-achieving, internationally focused students from all over the world. It would delve into niches of global business in ways that would complement the offerings at Rose Hill.

#### Personal and professional development

It is through a four-year personal and professional development program, in coordination with management and other coursework, that Gabelli School of Business students come to understand what constitutes leadership.

The personal and professional development sequence is one of the best reflections of the Gabelli School's commitment to Jesuit values. A thematic four-year sequence serves all students headed into all business fields. The program is not about finding a job, but rather about finding meaning: If a student graduates feeling that he or she is exactly the same person he or she was upon arrival, without any growth or change, the school has failed.

Each phase of the program cultivates a specific outlook or value. One of the most crucial is self-awareness, which allows students to choose a career that will have the greatest chance at turning him or her into a truly self-actualized person. When a person is doing the thing that most inspires him or her, and takes the greatest advantage of his or her

strengths, it is then that he or she truly has the potential to make a difference. Cultivating self-awareness begins in freshman year, and the advising program for freshmen has been updated and improved to make this process more effective. Another of the program's most important elements is imbuing students with the desire to benefit others. The later parts of the sequence were enhanced this year to help students reflect, to think about how their careers might help society in a broader context, and to meet alumni and others who already are giving back by helping them to reach their goals.

Alumni involvement in student personal and professional development took significant steps forward in 2011-2012. A new program called the Gabelli Alumni/Student Supper Club gave students the chance to meet alumni in intimate social settings, as did the Morning Meeting, a new program for finance students and alumni that takes place in alumni offices. Alumni advisory board members renewed their commitment to working actively to help the Gabelli School, from student recruitment to post-graduate planning.

Among the tenets of our personal and professional development program is that students always ought to be reflecting: identifying goals, seeking resources, and charting their academic and career trajectory. The Integrated Learning Community for Global Business for sophomores continued to emphasize careful introspection, discernment, and Jesuit values in business education. The management course in the integrated business core investigates personal leadership styles and culminates in intense personal examination. Mentoring sessions address how students can embody the value of leadership beginning in their first jobs and how they can intensify that over time.

Each of the Gabelli School's objectives in academic excellence, globalization, personal and professional development, and pedagogical innovation aim to improve the student experience and enhance the school's reputation among peer institutions. As such, progress toward these goals should contribute to an improvement in rankings.

The Gabelli School's ranking in *Businessweek* improved this year from 52 to 49. Hidden in these numbers is the total number of schools ranked. Given that the total number of colleges and universities included rose from 113 to 124, the Gabelli School's position improved from the 46th percentile to the 40th percentile. In the academic year to come, three committees — the advisory board, a committee of faculty and staff, and the student Dean's Council — will implement strategies to improve these statistics even further.

## Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2011-12. Be sure to include goals identified in your last annual report and any added during the past year. If the goal on which you are reporting contributes to one of the initiatives in the University's strategic plan or in your unit's plan, please indicate the initiative to which your goal applies in the space provided. You may find the University's strategic plan, *Toward 2016*, at [www.fordhamfrc.org/strategic](http://www.fordhamfrc.org/strategic). The user name is strategic, and the password is pumpkin.

### **GOAL: ACADEMIC EXCELLENCE**

*Transforming Initiatives: I, IV, V*

*Supporting Initiatives: I, III*

**Continued to refine the integrated business core, which aims to educate holistic thinkers who can make strategic and ethical decisions.**

#### Actions:

- Created a faculty core committee to oversee coordination efforts, address student and curricular issues, and monitor the integrated projects.
- Broadened sophomore participation in the core to 220 students, which represents half the class. All of these students had taken The Ground Floor as freshmen.
- Designed new assignments to amplify the writing-intensiveness of the integrated core and focused grading of these assignments on the quality of students' writing and self-expression. For example, we required sophomores to complete a series of Dean's Essays in the fall that exercised their critical thinking and composition skills around three topics: the purpose of business, the role of a CEO, and the responsibilities of a corporate board. In the spring, they moved on to three Critical Thinking essays.
- Introduced a Leadership Profile project across all sections of the sophomore year management curriculum. Students conducted a live, multi-source self-evaluation involving at least seven key people in their lives who helped them to gather and analyze feedback about their weaknesses and strengths. Armed with an increased self-awareness, they drafted specific goals to further develop in an area of either weakness or strength, and/or identified career paths that would match their personality, values, and core strengths and weaknesses. Psychology graduate students helped management faculty to assess the results.
- Reviewed course content to ensure that each class wove in all 12 of the overarching "threads" that run through the entire integrated core. Faculty were asked to prioritize two threads in particular: writing skills and analytical skills.
- Deepened the level of teamwork required of students in the integrated core. Based on academic literature on teams science — and indeed the same principles we teach our students in Management 1 — we designed and piloted a new process to better enable student team effectiveness, as well as the learning and development of teamwork skills and expertise. Students learned the importance of diversity in team creation, factors that contribute to team success, and other lessons. They experimented with that knowledge through team-based activities and completed post-activity assessments and reflections.

- Assigned one faculty member as the “owner” of each integrated core course and made him or her responsible for coordinating with colleagues to make sure that there is curricular consistency across all course sections.
- Conducted focus groups with members of the Class of 2015 to collect ideas about how to structure the sophomore cohorts for their class in a way that would maximize student engagement.
- Debuted junior-year core courses in business communication, information systems, and operations that blended theory and practice and included demanding real-world simulations. Juniors also completed an integrated project.
- Planned senior-year core courses in strategy and management plus a senior integrated project, which the original 60 core pioneers will take on in spring 2013.
- Tapped advisory board members and other alumni to review our course plans and ensure that they correspond with the real-world skills students need to develop.
- Continued to position our integrated core as a model for business education nationwide by encouraging deans and faculty to share details of the curriculum with their peers at other schools and to widely discuss its objectives and methods.

Results:

- Professor Frank Werner published an article in the *Journal of the Academy of Business Education* about The Ground Floor, offering insight into the course’s development and an avenue for its replication at other universities.
- Professors Rachael Wells and Dorothy Klotz worked with faculty at the Boston University School of Management and the University of Maine Business School on aspects of the core that include teamwork and leadership development, and Professor Klotz collaborated with Emmanuel College representatives as well.
- Professor Bob Hurley discussed the integrated core’s Principles of Management course and its approach to ethics and trust at the Department of the Interior in Washington, D.C., in March.
- Professor Meghann Drury talked about the core with colleagues in Shanghai, China, at the International Conference for Information Systems, and at meetings with corporate executives from KPMG, Virgin and Nash Water in London.
- Professor Sris Chatterjee introduced the integrated core at the Financial Management Association conference to an audience of potential job candidates.
- Professor Dongli Zhang talked about the integrated core with colleagues at the Decision Sciences Conference in Boston in November 2011 and at the Production and Operations Management Conference in Chicago in April 2012.
- The fall-term sophomore integrated projects were of such high quality that we selected the strongest six in the class and held an oral presentation competition among those teams, inviting all Gabelli students to attend as spectators. Three alumni evaluated the top six and selected the best.
- The sophomore Integrated Project teams representing Campbell’s Soup and McCormick spices had their final presentations shown to executives from the companies they had studied. The McCormick team met with one of the firm’s leaders and sent her a copy of their marketing recommendations.
- Awarded prizes for the best sophomore Dean’s Essay in each category in an effort to recognize and reward high-quality student writing.



- Adopted a cohort structure for the Class of 2015 sophomore core based on student-generated ideas that were submitted in focus groups and tested in surveys.
- Conducted a fast-paced, intellectually challenging real-world communications simulation as the concluding element of the junior Business Communications II course. Working in teams to represent a specific company they had studied during the semester, students had to respond in real time to eight tasks designed to reflect unexpected situations that a company might face. Students strategized, for example, how to respond to a key supplier who is looking to dramatically raise her rates; how to handle a news reporter looking into accusations of CEO wrongdoing; and how to disseminate significant corporate news under the 140-character-or-less constraint of Twitter. They received evaluations and constructive critiques of their performance from alumni and administrator judges who watched every step of their communications process and team dynamic.

Follow-up:

- Increase participation from half of sophomores to the entire class.
- Continue to assign faculty leadership roles to ensure coordination across all courses in the same cohort and in similar courses across all cohorts.

**Enhanced the undergraduate curriculum with new programs and a greater level of academic rigor in existing programs.**

Actions:

- Developed and launched a three-course sequence in value investing. The curriculum was designed and is taught by Professor James Kelly, lecturer in finance. Bruce Greenwald, a Columbia Business School professor and renowned value investor, taught four guest lectures as part of the introductory course.
- Introduced three new marketing analytics assignments to reflect the marketing profession's increasing reliance on data. The assignments cover database analysis, demand forecasting and break-even analysis.
- Increased the difficulty of finance coursework such as the Options and Futures and Derivatives Markets courses. We also continued to offer the quantitatively focused Advanced Portfolio Management course, introduced last year.
- Management courses offered a greater degree of challenge by requiring students to write a series of reflective essays designed to examine how their major life experiences had shaped their personalities and management styles. They also are now required to write a major paper about what makes them different from others and how those differences had an impact on their choice of major and career path.
- Revised the business minor to provide a more effective introduction to business and a more valuable experience for liberal arts students.
- Approved a new marketing minor to appeal to Fordham College students whose majors offer a natural fit. The six-course sequence, to launch in 2013, will require Foundations of Psychology; a statistics course in the economics or psychology department; Marketing Principles; and three marketing electives.
- Convened a faculty and alumni committee to increase the rigor of our sports business offerings by making the transition from our sub-certificate level Business of Sports Program to a full specialization in sports business.

- Capitalized on the expertise of adjunct instructors by adding challenging exercises and simulations based on their work that reflect real-world conditions.

Results:

- The Introduction to Value Investing class was enrolled to its 35-student capacity.
- The Student Managed Investment Fund continued to outperform its blended benchmark of stock, bond, and commodity indices. Students in the 2011-2012 program had the unique experience of managing money in an uncommonly volatile market and learning strategies to hedge risk. It won the title of “Best Hybrid Fund” at the Quinnipiac University G.A.M.E. Forum in spring 2012.

Follow-up:

- Encourage new flexible course offerings and formats, and foster curriculum development.
- Investigate a new finance specialization in alternative investments. If established, this would be the first undergraduate program of its kind in the United States and would cover topics such as hedge funds, real estate, commodities, venture capital and private equity.
- Expand Fair Trade/microfinance courses with opportunities to visit and cooperate with craftspeople in Brazil, the Philippines and other nations.
- Add management specializations in health care and benefits management.
- Seek funding to establish a student-run program in value investing that parallels the Student Managed Investment Fund experience.
- Introduce new accounting courses in International Financial Reporting Standards that will prepare our students for the new system with which they will work as professionals.
- See the development of the sports business specialization through to completion.

**Enhanced undergraduate research and promoted its results.**

Actions:

- Launched the Gabelli Undergraduate Business Research Conference, a two-day event that brought together student researchers across several universities and offered a peer-to-peer learning experience for dozens of Fordham students who took the time to watch their classmates and friends present. Featured papers came from Fordham, NYU Stern, University of San Francisco, Seattle University and Saint Peter’s College, and a keynote address on the second day explored the future of academic publishing in the electronic age.
- Began to develop the second edition of our undergraduate research journal, which will be published in fall 2012. To begin to extend the journal’s audience and reach, we distributed the first edition at the Gabelli Undergraduate Research Conference and at admissions and yield events throughout the year.
- Added a public presentation and review component for the research papers proposed by juniors in the Global Business Honors Program. Alumni, advisory board members and faculty members convened to hear the students’ proposals and offer constructive feedback that promises to sharpen their investigations.
- Garnered public attention for undergraduate research at Gabelli by publishing articles on GabelliConnect about once a month and by creating a dedicated sub-

- site for the Gabelli Undergraduate Research Conference where readers can access research abstracts, registration information and more.
- Offered additional opportunities for students in our Boyle Scholars program to assist faculty members on their research.
  - Formed a team of students to work with Professor Al Greco on an investigation of how e-books are shaping the business of academic and textbook publishing.
  - Connected undergraduate students to the business faculty research centers by providing Gabelli students with positions as fellows of the Center for Positive Marketing and the Center for Digital Transformation.
  - Created a password-protected “working papers” web site to allow students and faculty to effectively exchange drafts and make revisions.

Results:

- 32 students worked as research assistants for 22 Gabelli professors. Research topics spanned business law, organizational structure, fiduciary responsibility, organizational communication and change, online social lending, and more.
- Saw a 300% increase in the number of Gabelli students selected for the National Conference on Undergraduate Research in Utah.
- A Gabelli senior was invited to present his research at the International Academy of Management and Business conference in Warsaw, Poland, in April. His paper focused on whether shareholders have penalized bank boards and management for their roles in the financial crisis.
- Two student-written papers were accepted to national peer-reviewed journals: one to the *Journal of Accounting, Finance and Economics* and one to the sociology journal *Society & Animals: Journal of Human-Animal Studies*.
- A member of our Class of 2011 had her senior-year Gabelli research paper about preventing counterfeiting in the luxury goods market chosen for presentation at an American Marketing Association conference. She is continuing her research as an alumna and is working with a Fordham marketing professor to do a cross-cultural version of her study in Russia.
- Professor Al Greco and his nine student researchers were invited to present their findings on electronic academic publishing at the Society for Scholarly Publishing conference in Arlington, Virginia, in May.
- Saw a marked increase in the number of students who chose to take on research projects individually or with one research partner rather than in larger groups. In spring 2012, only a single project was submitted by a group larger than two.
- Center for Digital Transformation undergraduate fellows completed a working paper on the subject of agile development and helped to plan the center’s Digital Workshop held in November 2011.
- Center for Positive Marketing fellows helped to produce the center’s quarterly V-Positive report on consumer well-being and helped to analyze qualitative data on the public’s perceptions of marketing.

Follow-up:

- Further increase the number of students who take on independent research and who assist faculty in their research.
- Encourage students to present their work at external conferences or to submit it for inclusion in professional and academic journals.

- Increase the number of students from other universities and the number of Gabelli students who present at our Undergraduate Business Research Conference, and publicize the conference more widely to both internal and external audiences.

**Continued to position the Global Business Honors Program as a highly enriching experience that attracts the nation's best and brightest.**

Actions:

- Worked to place the honors Class of 2012 into full-time jobs that will let them make the most of their talents, skill sets and international background.
- Laid the groundwork for incorporating the Global Business Honors Program Class of 2015 into the sophomore level of the integrated business core.
- Incorporated guest lectures by industry professionals into the honors curriculum whenever possible, both on campus and during international travel experiences.
- Involved members of the Gabelli advisory board in improving our yield of honors students. Board members wrote letters on their companies' letterhead, made personal telephone calls and attended a special admitted-student lunch at the offices of accounting firm PwC to advocate for choosing Fordham.
- Added to our outreach by conducting an online chat with accepted honors students prior to the deposit deadline, and continued to invite accepted students to sit in on an honors class or speak with current program participants.

Results:

- 100% of Class of 2012 honors program students secured jobs or graduate program admission by graduation, including one who is joining the Jesuit Volunteer Corps.
- A quarter of the honors program 2013 cohort of 16 juniors chose to study abroad independently, adding to the program's international aspect.
- The incoming honors Class of 2016 represents the most high-achieving and largest honors class in the program's history. The 23 students have an average SAT score of 1483. The four prior classes averaged 19 students and had an average SAT of between 1423 and 1465.
- We continued to increase our geographic diversity. Incoming honors freshmen represent five states that are new to this program: Arizona, Colorado, Hawaii, Missouri and New Mexico. During the upcoming 2012-2013 school year, our 77 honors students across all four classes will represent 21 states and the U.K.
- Either on campus or during site visits in Beijing and London, honors students heard from guest lecturers who represented Hyundai, Lenovo, Clim International, Arabica Roasters, Chadbourne & Parke, Chelsea Football Club, Google U.K., HSBC, KPMG, Kraft Europe, Nash Wines, UBS, Virgin Media, Winterflood Securities, Emblem Health, Davies Energy Systems and more.

Follow-up:

- Continue to seek out students of the highest academic ability and promise.
- Increase the involvement of alumni and advisory board with GBHP students.
- Encourage enthusiastic participation by faculty, both in teaching newly developed courses and in taking part in the experiential-learning portions of the program.

- Continue to track measurable outcomes of the honors program's success by monitoring placement of honors students in internships, full-time jobs, prestigious fellowships, and graduate programs.

**Intensified our focus on — and offerings in — the realm of entrepreneurship.**

Actions:

- Developed four new entrepreneurship courses: Exploring Entrepreneurship, Innovation & Resilience, Executing the Entrepreneurial Vision, and Personal Branding & Leadership.
- Opened our fall Entrepreneurship Conference to the general public and students at other universities. The agenda included seminars on socially responsible business, learning from failure, attracting investors and growth strategy, among other topics. Twenty speakers, some of them alumni, represented small businesses and startups such as First Round Capital, Mercury Aviation Holdings, Silicon Valley Bank Accelerator and the Chop't Creative Salad Company, which has restaurants throughout midtown and downtown Manhattan.
- Debuted the Small Biz Connector, a new breed of career fair geared for students who want to launch their own businesses or work for a small startup.
- Established an on-campus chapter of the Compass Fellowship, which offers guidance to students who want to develop socially beneficial businesses. Eleven students received fellowships in 2011-2012 and worked one-on-one with mentors.
- Promoted the value of entrepreneurship through articles in GabelliConnect about student businesses, including a fantasy sports news and advice web site, a baked goods delivery company.

Results:

- Students registered in high numbers for each of four courses: Exploring Entrepreneurship, Executing the Entrepreneurial Vision, Innovation & Resilience, and Small Business Finance.
- The Entrepreneurship Society is thriving. Between 30 and 40 active members from both Gabelli and Fordham College at Rose Hill attended each meeting.
- Student attendance at the Entrepreneurship Conference was strong. Across the conference's four days, between 48 and 75 people came to each sub-event, with the social entrepreneurship panel attracting the greatest attendance.
- 30 employers came to the inaugural Small Biz Connector with 50 jobs and internships available to Fordham students. Student interest was high as well; 100 attended.
- Compass Fellowship students in the Class of 2015 completed business plans for 11 socially conscious companies, including a college textbook swap web site that benefits New York City public schools and a business that sells service-learning spring break trips to college students in place of traditional vacations.
- Three Gabelli students were chosen for the 3-Day Startup, a downtown Manhattan conference in which mentors guide students to fully develop a business idea in the course of a long weekend, working in a team. The experience includes hands-on market research and practical experience in business development. Each student brought an idea to submit, and students from all participating schools voted on

which ideas the three working groups would use. Two of the three ideas chosen were submitted by Gabelli students.

Follow-up:

- Establish a Gabelli-sponsored small business incubator that will be housed in an office building on Fordham Road and offer space, support and community to Fordham entrepreneurs. All members of the university community and the local community — especially students, faculty, staff, parents, and others with Fordham connections — will be invited to participate.
- Offer two sections of Exploring Entrepreneurship in each semester in 2012-2013 to keep pace with student demand.
- Introduce a 1.5-credit course in Social Media for Startups in fall 2012 and two new courses in spring 2013, one in social entrepreneurship and the other in web development for small businesses.
- Use the two kiosks on the ground floor of Hughes Hall to advance the entrepreneurship curriculum.
- Work with Fordham's finance and student services departments to coordinate all entrepreneurship programs with university guidelines.

**Launched a new sustainability minor.**

Actions:

- Formed a faculty committee under the direction of professor Sharon Livesey to direct the development of the sustainability curriculum and advance sustainability programs across campus, and hired a part-time sustainability coordinator.
- Management professor Michael Pirson and economics professor Darryl McLeod co-taught the introductory course, Foundations of Sustainable Business, in fall 2011. The syllabus for this class had been developed cooperatively by both.
- Led a group of FCRH and Gabelli students to Washington, D.C., for the U.S. Department of Energy's Solar Decathlon. They learned about sustainable building technologies and toured sustainable houses created by university teams from schools around the world.
- Arranged for guest lectures by Dickson Despommier, a renowned thinker on urban farming and Columbia University professor emeritus, and other experts.
- Continued our faculty focus on Principles for Responsible Management Education and our participation in the corresponding United Nations program.

Results:

- Gabelli's sustainability curriculum placed 16th among 125 schools in the *Bloomberg Businessweek* academic subject rankings.
- The United Nations' PRME initiative included our sustainability minor in one of its *Inspirational Guide* publications, whose primary audience is institutions that aim to develop or enhance sustainability-oriented academic programs.
- Professor Michael Pirson was invited to join the board of Gram Vikas USA, a prominent non-governmental organization that seeks sustainable solutions for social issues in India.

- Dean Rapaccioli was selected to represent Fordham at the Rio+20 United Nations conference on global sustainability in Brazil in June 2012. She will participate in a discussion about the future of business education.
- A Class of 2011 student helped to co-found a business, Garden Up, that is grounded in the principles of urban farming and sustainability. We featured this venture in the spring 2012 edition of *Fordham Business* magazine.
- The Foundations of Sustainable Business course for fall 2011 surpassed its maximum enrollment with a total of 36 students.

Follow-up:

- Develop new courses and co-curricular experiences in sustainable business.
- Locate corporate and nonprofit partners that can enhance our offerings and provide direct benefits to our students.

**Implemented a strategic communications plan to raise the profile of the school, especially by drawing attention to its academic offerings.**

Actions:

- Executed a complete content overhaul of our outward-facing web site, [www.fordham.edu/gabelli](http://www.fordham.edu/gabelli).
- Designed and launched [www.gabelliconnect.com](http://www.gabelliconnect.com), a source of news and information for current students, prospective students, alumni, faculty and donors.
- Published links to all GabelliConnect stories on our Facebook page to draw a wider audience and encouraged Facebook viewers to share our content. We also took steps to increase our reach on Facebook by repeatedly encouraging students and current parents to become page members and receive updates.
- Commissioned traffic analysis on GabelliConnect beginning in June 2012 that will yield useful data on entry pathways, site usage, and readership trends.
- Worked with a production company to create a suite of four videos that emphasize Gabelli's strengths. The topics were: "What sets Fordham apart," "The alumni network," "A day in the life of a Gabelli student," and "Internships."
- Established a Gabelli channel on the video-sharing site Vimeo to make our videos accessible to the general public and added a prominent visual link to the Vimeo page from our revised [www.fordham.edu/gabelli](http://www.fordham.edu/gabelli) main page.
- Employed the suite of promotional videos in our admissions yield effort by e-mailing a link to the "What sets Fordham apart?" clip to any accepted students who had not made a decision as of April 26, 2012.
- Developed an advertising campaign that emphasizes the opportunities for applied learning at Gabelli and builds upon the university's "New York is my campus" concept.
- Published the second and third editions of *Fordham Business* magazine on the topics of workplace culture and the business of energy, respectively.

Results:

- Received positive feedback from university administrators, alumni, faculty and others on the new content developed for [www.fordham.edu/gabelli](http://www.fordham.edu/gabelli).
- Published more than 180 stories on GabelliConnect in two semesters.

- Since July 2011, GabelliConnect received 148,049 page views from nearly 28,000 unique visitors. People viewed an average of two to three pages on each visit.
- Increased the membership of our Gabelli Facebook page by about 50% from summer 2011 to present. The site now has more than 1,350 members across a varied range of constituencies, from prospective students to alumni. Our Facebook page is linked to our Gabelli Twitter, which has nearly 500 followers.
- The videos received solid viewership in their first year. Our centerpiece video, “What sets Fordham apart?” had been viewed close to 3,000 times by the time of this writing. Nearly 1,000 viewers watched the “Day in the life” video and the “Alumni network” video. Close to 800 watched the “Internships” segment.
- Turned our new ads into three large-scale glossy posters to use at admissions events and into oversized postcards that could be distributed to prospective families. The reverse side of each postcard offered additional information about international programs, student internships and the Student Managed Investment Fund, along with corresponding links to our web site.
- Established a stable base of *Fordham Business* “subscribers” who now receive the business magazine every time it is published. This makes it more likely that our magazine will have greater presence in the minds of the other university deans, alumni, current parents, donors and others who receive it. Previously, the mailing list had changed from issue to issue based on recent donations to Fordham.

Follow-up:

- Create a print brochure about the integrated business core curriculum that can be used in admissions efforts.
- Work with the university web site redesign team to keep abreast of developments in the Fordham-wide web overhaul and analyze how our own *www.fordham.edu*-side content could be improved to take advantage of any new features.
- Employ a search-engine optimization firm to improve the frequency with which Fordham and Gabelli are returned in web search results for business education, with a special focus on search keywords related to New York City.
- Continue to develop content for GabelliConnect and emphasize the school’s academic strengths in stories that are published.
- Produce two additional promotional videos: one about the Gabelli programs in London and another about the integrated business core curriculum.
- Create four to eight new versions of ads based on our campaign concept. Possible options for new versions include sports business, marketing, the London program and entrepreneurship, plus additional iterations in accounting that solidify our relationship with other partners among the Big Four.
- Work with the university’s ad placement agency, Furman Roth, to book ad space in print and online media from late summer into fall.
- Track the success of our print and online advertising placements using metrics wherever possible.
- Continue to feature Gabelli programs wherever possible in *Fordham Business* magazine and ensure that the magazine reaches its target audiences.



**Developed and presented a strategic plan for the Gabelli School of Business at Lincoln Center.**

Actions:

- Began to plan an interdisciplinary and thematic program for Lincoln Center that would lead to a new Bachelor of Science in Global Business degree.

Results:

- Presented our concept to university leaders when requested.

Follow-up:

- Work with the university committee on Lincoln Center and the business faculty to determine curriculum details.

**Refined plans for Hughes Hall to match use of space with programmatic needs.**

Actions:

- Worked with John Spaccarelli, the director of special projects, to ensure that Hughes Hall developed in line with our original intent to create a true academic and intellectual community where students, faculty, administrators, alumni and others could all learn together.
- Collaborated with representatives of Fordham IT to make sure that faculty and administrators will have immediate access to the technology and media needed to properly execute the curriculum and provide our full range of student services.
- Worked with university facilities and an outside designer to come up with interior features that would honor alumni and donors, draw attention to the work of Gabelli students, and reinforce the school's mission and core values.

Results:

- Hughes Hall is on schedule to open in late summer 2012.

Follow-up:

- Coordinate with facilities, IT and other departments to ensure a smooth transition into the new building in August.
  - Develop an effort to energize faculty around the new spaces and technological capabilities and remind them that they must solidify specific plans to make the most of the Hughes Hall upgrades.
-

## **GOAL: GLOBALIZATION**

*Transforming Initiatives: I, V, VI, VII*

*Supporting Initiatives: I, III*

### **Improved the academic and extracurricular experience at our London campus.**

#### Actions:

- Ran a full academic year of three semesters — fall, spring and summer — for the first time.
- Conducted market research on what factors would make London an appealing program for Gabelli students to attend and discovered that upper-level accounting courses would make the difference for many.
- Enhanced the London cultural experience by making it possible for all students to participate in regional trips, even if not enrolled in the affiliated academic course. For example, if a liberal arts course travels to Stonehenge, students who are not taking that class may sign up and go.
- Informed students more effectively about our London offerings through upgraded web pages, articles on GabelliConnect, social media posts, and an advertising campaign featuring posters and postcards made in-house.
- Built support for London enrollment at other Jesuit universities, primarily through the Provost's office but also by Gabelli staff.
- Sought out stronger relationships with London-based corporations.

#### Results:

- Based on market research, planned an accounting focus to add to the fall-term London program. Beginning in 2012, the fall program will include upper-level coursework in both marketing and accounting.
- Upgraded course offerings by providing more Fordham liberal arts courses, CAPA courses, and direct-enroll course opportunities with three London universities: City University London, Roehampton and Westminster College.
- 15 students participated in the London program in fall 2011, 23 in spring 2012 and 29 in summer 2012. 32 are signed up for fall 2012.
- Student surveys indicated wide approval for the coursework offered in London.
- Expanded our mentoring program using U.K.-based Fordham alumni.
- Established new relationships with the London offices of the big four accounting firms as a source of adjunct faculty.

#### Follow-up:

- Investigate improvements to the London program in the areas of housing, classroom space, and student services.
- Cultivate other Jesuit universities as reliable feeder schools for London enrollees and work with their administrators to ensure that our London curriculum suits the needs of their students as well.
- Pursue innovative recruiting methods, such as developing a new audience for our London advertising using admissions office lists of accepted students who attended other schools.

- Contract with a U.K.-based professional videographer to create a promotional video for the London program.
- Develop two London-related versions of the Gabelli-wide advertising campaign to attract interest in the program in both internal and external markets.
- Investigate the cost of placing advertisements in student newspapers at other universities to attract external London applicants and raise Fordham's profile as a provider of high-quality experiences abroad.
- Make it possible for students to apply online for the London program.
- Expand news coverage of London programs on GabelliConnect through a more active program of regular stories.
- Continue to enhance London-related web content at *www.fordham.edu/gabelli*.
- Expand our relationship with the big four accounting firms in London and other corporate partners to offer internship pathways, one-on-one mentoring, and opportunities for service learning.
- Formalize the program of guest speakers offered in London.

**Strengthened international exchange, bringing more international students to Fordham and sending more of our students for learning experiences abroad.**

Actions:

- Developed new relationships with universities abroad, including EDHEC in Nice and Koc University in Istanbul.
- Participated in the Provost's effort to increase the number of Fordham students who study abroad by making these experiences more affordable and by providing financial aid for international study.
- Made presentations at advising sessions, in partnership with the Campion Institute, to encourage students to apply for prestigious fellowships that offer the possibility of overseas travel.
- Worked in cooperation with OIS, ISAP, Rose Hill admissions, FCRH and FCLC to improve the university-wide orientation for all incoming international students.
- Provided better services for international students by giving special attention to their social integration and their mastery of English as a foreign language and involving them more deeply in Gabelli community life.

Results:

- A 2012 graduate received a Fulbright English Teaching Assistantship to Sri Lanka. JPMorgan Chase has offered to hold aside the full-time position he would have had to give up to accept the Fulbright.
- Continued to increase our percentage of international students, to 11.6% from 10% the year before.
- Incoming freshmen in the Class of 2016 represent 7 countries that were not represented in the preceding class: Bolivia, India, Indonesia, Israel, Kazakhstan, Mali, and Taiwan.
- 237 Gabelli students did some form of study abroad in 2011-2012, which represents consistent performance with the year before.
- Global Business Honors Program students visited London and China; study tours included winter in Switzerland and spring in Venice and Milan.

- Began conversations with the University of Pretoria and the Jesuit institute to create opportunities in South Africa and sent two students to the Ubuntu Program, a Fordham-run study abroad program in Pretoria that combines a historical and socioeconomic study of the local area with a service-learning component.
- Added sessions to the international student orientation regarding topics essential to their success at Fordham, such as working in teams, academic integrity and plagiarism, and the Socratic classroom experience.

Follow-up:

- Increase the rigor of the current G.L.O.B.E. specialization by introducing new guidelines for region-specific coherence. Business and cultural coursework, language study and international study/internships should align in one region of focus to produce a more meaningful experience.
- Investigate a G.L.O.B.E. concentration or minor that would offer a more rigorous program in international business, requiring a study-abroad component as well as coursework in economics, political science and international relations.
- Maintain an active role in the provost's ongoing work to make study abroad more accessible and affordable.
- Link each Gabelli major to a targeted study-abroad opportunity.
- Increase opportunities for international learning by adding more study tours, and continue to elevate the academic rigor of existing study tours.
- Continue to develop our connections with universities and institutes outside the United States, focusing on institutions within the Jesuit network.
- Ramp up our outreach efforts in locations such as South Korea, Latin America and southeast Asia.
- Deepen our level of communication with incoming international students during the summer before their arrival.
- Deliver the revised international orientation and seek out student reactions to guide further improvements.
- Continue to work with other university departments to ensure that the academic and social needs of our international students are met.

**Internationalized the on-campus experience at Rose Hill in new ways.**

Actions:

- Integrated more global lessons and examples into courses delivered on campus.
- Held International Business Week, which highlighted noteworthy guest speakers and the contributions of our own international students.
- Added special events designed to recognize and celebrate the value that our international students bring to Gabelli as a whole.

Results:

- Added an international focus to the Fixed Income Analysis course by tying the fall 2011 curriculum to the troubles in the European bond market. Class sessions began with a 15- to 20-minute assessment of the worldwide bond market during the prior week; topics covered during the semester ranged from the financial crisis in Greece to the bond market contagions in Spain, Italy, and Portugal.

- Introduced new material on the European debt crisis into the Contemporary Issues in Global Finance course, drawing on research done by Professor James Lothian and material presented at conferences run by Fordham's Frank J. Petrilli Institute for Research in International Finance.
- Brought an additional global dimension to the honors Financial Management course by designing a section of the course that focused on the Chinese economy and its financial development. During this course, the students enrolled traveled to China as part of the Global Business Honors Program curriculum.
- Popular International Business Week events included the lecture by *Currency Wars* author Jim Rickards, the global business etiquette lunch and the business-dress fashion show.
- International students acted as leaders at International Business Week by presenting information on the culture and businesses of their nations. They also were invited to special events for international freshmen and graduating seniors.

Follow-up:

- Invite to International Business Week more globally positioned guests with greater U.N. and cross-national business experience.
  - Deepen the involvement of international students in International Business Week.
-

## **GOAL: PERSONAL AND PROFESSIONAL DEVELOPMENT**

*Transforming Initiatives: I, IV, V, VI, VII*

*Supporting Initiatives: I, III, V*

### **Established and intensified Gabelli-specific career development initiatives to supplement university career services and to increase student satisfaction and retention.**

#### Actions:

- Recruited a new director of personal and professional development and a pre-professional advisor in accounting.
- In cooperation with university career services, held the first Small Biz Connector, a career fair for entrepreneurially focused students. Startups and small businesses came to interview and hire students.
- Began preliminary work toward a Gabelli-sponsored professional-development series for corporate recruiters. This series will offer recruiters useful information and networking time while strengthening their ties with our university.
- Offered students access to three formal mentoring programs: the Alumni and Student Mentoring Program, the Marketing Professionals Mentoring Program, and the NYSSA summer mentoring program in finance.
- Added a networking session and a résumé workshop to our annual Women in Leadership Summit and built a networking reception into our Entrepreneurship Conference agenda.
- Included a Marketing Career Day in the Center for Positive Marketing's first full-length conference week.
- Instituted a mentoring program with Graduate School of Business Administration students in marketing and finance.
- Encouraged faculty to organize and execute career-development events in fields of their expertise.

#### Results:

- Hired a director of personal and professional development who has extensive recruiter contacts and specializes in internship placement and social media.
- Hired a pre-professional advisor in accounting who was a KPMG recruiter for a decade.
- Continued to demonstrate strong results in career placement. As of mid-June, with just over half the class reporting, about 70 percent of the Class of 2012 students who intended to either work or continue their education had fulfilled their goal by obtaining a job offer or acceptance to an academic program.
- Half of Gabelli students who obtained full-time jobs reported that a prior internship led directly to the permanent position.
- As of the beginning of June, 90 percent of the junior class Finance Scholars had obtained internships with firms such as J.P. Morgan, Sumitomo Mitsui Banking Corporation, Morgan Stanley, Credit Suisse, Barclays, Goldman Sachs, UBS, Nomura Securities and Bank of America Merrill Lynch, with the remaining 10 percent closing in on final offers.

- Three Gabelli students were selected for the national Smart Woman Securities networking trip to Omaha, Nebraska, where they met Warren Buffett and other Berkshire Hathaway executives and took part in networking activities.
- The joint Gabelli/GBA chapter of the New York Society of Security Analysts that was established in 2011 attracted students at an astonishing pace, becoming the chapter statewide with the highest enrollment.
- Professor Stanley Veliotis organized sessions on accounting and tax careers, and Professor Elizabeth Pinho-Cosenza ran a session on securing a legal internship.
- *Note: For a full list of career-related events, please see Section 2 of the appendix.*

Follow-up:

- Redouble efforts to collect outcomes data to guide future enhancements in personal and professional development programs, especially regarding the placement of students in full-time jobs, internships and post-graduate study.
- Support the new director of personal and professional development in her efforts to add significant numbers of new employers to our roster of recruiters.
- Work with an outside event planner and members of the Gabelli advisory board to plan and launch the recruiter professional-development series.
- Continue to expand the number of students we reach with our personal and professional development efforts.
- Change the way we offer Gabelli enrichment events to increase students' ability to make personal connections with outside speakers.
- Add questions to the senior survey to discover why a small fraction of Gabelli students don't hold an internship and analyze the data to determine how to reduce this population even further.
- Begin to hold Gabelli/GBA mentoring events.
- Continue to review and supplement our work as needed.

**Tightened the links between alumni and students to provide better career connections and networking opportunities.**

Actions:

- Created the Gabelli Alumni/Student Supper Club to offer small-group networking dinners with alumni and other executives. This program is designed to provide a forum for students and alumni to make lasting personal connections — bonds that might not form as easily when alumni address a large group in a lecture hall or present to a full class.
- Launched a weekly program called the Morning Meeting to give finance students a chance to network with alumni. This program is run on the application model that proved successful this year for the Supper Club.
- Solidified the responsibilities for members of our alumni advisory board to increase engagement. Beginning in the 2012-2013 school year, board members will be required to sponsor an on-site office visit for Gabelli students at least once during each three-year term of board service.
- Invited alumni to give course-development feedback for the integrated business core and involved them as judges for student projects.

- Welcomed seniors in the Class of 2012 to join the alumni LinkedIn group and Facebook community that we created last year to enable online networking. We hope these online platforms will enable direct links between students and alumni.
- Coordinated the first large-scale networking event for Gabelli alumni of all class years and all business fields at the Yale Club on June 28.
- Held a “youngest alumni” networking and reunion happy hour in July 2011 for graduates in the Classes of 2006 to 2011.
- Cooperated with the alumni office to co-sponsor and add a business networking focus to one of the recurring Third Thursday events for graduates of the last decade. The event was held April 19, 2012.
- More than doubled the size of our group of young alumni who want to take a leadership role in organizing networking events.
- Sought out Fordham alumni as on- and off-campus speakers and presenters and as sources of academic year and summer internships for students.

Results:

- Held seven meetings of the Supper Club in 2011-2012, featuring companies from Credit Suisse to AT&T, and several sessions of the Morning Meeting.
- More than 300 alumni participated in networking events in 2011-2012.
- 579 alumni joined the LinkedIn group in its first year of existence, and 145 are members of the alumni-specific Facebook community. Our main Facebook community, which also includes alumni, now has more than 1,346 members.
- Alumni demonstrated their commitment to the Gabelli School with generous gifts. Through the work of Father McShane and the university development office, more than \$6.7 million in gifts and pledges were raised on our behalf from 709 donors as of early June 2012.

Follow-up:

- Based on the success of our June 28 networking event, strive to organize at least one networking evening in each half of the calendar year.
- Continue to promote our online networking communities on LinkedIn and Facebook and increase their membership.
- Seek out new hosts for the Alumni/Student Supper Club and further diversify the career backgrounds of the alumni who volunteer for the dinners.
- Evaluate the possibility of running a Supper Club reunion at the end of each school year.
- Invite additional alumni in finance to sponsor the Morning Meeting.
- Investigate the feasibility of hiring a part-time alumni relations coordinator for the Gabelli School of Business to oversee the unique needs and significant demand for connections of our business-focused alumni community.

**Improved our means of communicating with current students about personal and professional development opportunities, both directly and through their families.**

Actions:

- Launched GabelliConnect, a news and information web site where we publish stories about upcoming career-development programs and events, student job and internship achievements (known as “Success Stories”) and Gabelli coursework.



- Linked all GabelliConnect stories on the Gabelli Facebook and Twitter feeds to offer a wider degree of promotion for our career opportunities.
- Worked with career services to cross-promote its career fairs, recruiting sessions, and other events on GabelliConnect and Facebook.
- Published and mailed the first two editions of a print “mini” GabelliConnect for current parents to keep them in the loop on important news. Each mini-newsletter encouraged parents to bookmark GabelliConnect’s main online presence, to join our Facebook community and to sign up for direct e-mail updates.
- Commissioned traffic analysis on GabelliConnect beginning in June 2012 that will yield useful data for next year on visitors’ pathways to the site, use of the site and readership trends.

Results:

- Published more than 180 posts on GabelliConnect in 2011-2012, including 28 Success Stories.
- 879 students attended the February 2012 career fair, 45 percent of whom were Gabelli students. 575 students attended the October 2011 career fair, and 440 came to the September 2011 fair specifically for accounting and finance fields.
- Harvested parent e-mail addresses for future communication.

Follow-up:

- Create advising videos that can be housed on GabelliConnect and accessed on demand by students.
- Increase the number of career-development-related posts on GabelliConnect by publicizing events run by student groups and academic departments in addition to the current roster of dean’s office and career services office events.
- Regularly solicit Success Stories from students through the class deans, by adding a link to the submission form on all Success Story posts, and by sending e-mail reminders to students to report their job, internship and scholarship news.
- Publish the print “mini” GabelliConnect edition for parents three times a year.

**Made further improvements to the freshman-year experience.**

Actions:

- Restructured the first-year advising program based on advice from student leaders, producing a smaller number of more meaningful and effective sessions.
- Built a suite of first-year advising resources on GabelliConnect and made a concerted effort to familiarize freshmen with this entire. Online resources include PDFs of all advising sessions; time-management and test-prep advice; guides for résumés, interviewing and career fairs; and links to important Gabelli web pages. All offerings can be found at <http://www.gabelliconnect.com/freshman-advising>
- Brought in guest speakers whose lives and work reflect the Gabelli School of Business mission and who could address the topic of self-awareness, which is the freshman theme in Gabelli’s Ignite personal and professional development sequence. Presentations included:
  - Mission and ministry session on Jesuit process of discernment
  - Ernst & Young presentation on the value of diversity and “global mindset”
  - Get What You Set presentation on self-awareness and career planning

Results:

- Freshman attendance at advising sessions was extremely strong throughout the year. 99.9% of students in the fall met the advising requirement of attendance at three events.

Follow-up:

- Grow institutional awareness of the Ignite Program beginning at the freshman level and work with other class deans to ensure that students remain aware in all four years of the Ignite sequence and what it entails.
- Combine the advising assistant program and the mentoring program to produce a more effective experience for the freshman and for the seniors who advise them.
- Broaden the “global mindset” theme of open-mindedness and workplace diversity based on the success of the Ernst & Young program in 2011-2012.
- Work with the Jesuit community to set up a series of breakfasts so that freshmen can meet with a Jesuit, participate in Ignatian exercises and share ideas.

**Enhance the integrated learning communities that serve Gabelli students and align their programs with the curriculum.**

Actions:

- Worked with Fordham College at Rose Hill and the Office of Residence Life to ensure that the ILC-GB, Manresa and West Wing each offered a close-knit residential community, academic cohesiveness, and a strong presence for mission and ministry.
- Monitored student academic performance to make sure that the learning communities’ intentions are reflected in student outcomes.
- Integrated learning communities into the four-year Gabelli-wide personal and professional development sequence through career-planning events, service-learning, and activities designed to foster students’ sense of self.
- Reinforced learning communities’ ties to Fordham alumni and the New York City business community.

Results:

- The projected retention rate for participants in the ILC-GB is 97%, an increase of 3% over last year’s figures. Participants’ GPA improved from 3.215 in freshman year to 3.420 in sophomore year, and students had the chance to participate in 60 planned activities, 49 of which were exclusive to the ILC-GB.
- ILC-GB students traveled to Harvard University to attend a conference on business in Asia.
- Corporate and organizational site visits and partnerships across all three learning communities included Alliance Bernstein, Société Générale, JPMorgan Chase, McCann Erickson, the New York Stock Exchange, and the United Nations.
- Readings designed to meet ILC goals included *The Geography of Thought* (Nesbitt), *Art of War* (Sun Tzu), *Outliers* (Malcolm Gladwell), and *Our Iceberg is Melting* (Kotter).

Follow-up:

- Adjust academic programs to match the integrated business core curriculum.
- Work with the Dorothy Day Center to expand service-learning opportunities.

- Strengthen the bonds between ILC participants and business faculty members.
- Explore new enrichment-level business projects, business project competitions, and other high-caliber learning opportunities to augment the ILC experience.
- Determine ways to augment the global character of the ILC-GB.
- Seek new and more effective approaches to integrating mission and ministry.

**Improved our summer efforts to get students thinking in three areas — about their education, about their career, and about business ethics — and to develop a sense of community through a shared experience.**

Actions:

- Sent all incoming freshmen a book about Google and asked them to read it before coming to campus. They also received their first assignment: to think of an innovative, entrepreneurial idea that they would pitch to Google executives.
- Mailed books about careers and business ethics to upperclassmen.
- Reinforced our messages to all students by communicating separately with their parents about our expectations and upcoming academic, extracurricular and social experiences.

Results:

- Had notable alumni Mario Gabelli (GSB '65) and Google executive Bill Sickles (GSB '84) on hand for orientation day as guest speakers.
- Freshmen in the Class of 2015 expressed a high degree of satisfaction with the Google-themed summer experience and academic orientation.

Follow-up:

- Provide a similar Google-based summer assignment and orientation experience for the Class of 2016.
- Ensure a continuous cycle of learning throughout the year by providing prompts to both students and their parents to make productive use of the summer and other down times.
- Reinforce the Ignite Program sequence and outcomes beginning in the summer before each school year and continue throughout the fall and spring semesters.

## **GOAL: PEDAGOGICAL EXCELLENCE AND INNOVATION**

*Transforming Initiatives: I, III, IV, V, VI, VII*

*Supporting Initiatives: I, III, IV, V*

### **Finalized plans for Hughes Hall that will facilitate student learning, team-based projects and hands-on practical experiences.**

#### Actions:

- Worked with university administration to create a new academic space that embodies our goals and ethos.

#### Results:

- Hughes will include flexible teaching spaces and formats; technological upgrades that will allow for video documentation of class meetings; gathering/community areas for students and faculty; rooms designed to enable group work; suites for international programs, honors programs, and personal/professional development; and meeting spaces and office layouts that will encourage faculty collaboration toward improved instruction.
- The building is slated to open on time in summer 2012.
- Faculty members were assigned to office spaces within Hughes and on the fourth floor of Faber Hall to maximize faculty effectiveness and collaboration.

#### Follow-up:

- Ask faculty to submit concrete plans on how they can use the enhanced spaces at Hughes Hall to improve their practice.
- Track use of rooms in Hughes during 2012-2013 to make sure new spaces are being used to the full advantage of faculty and students.

### **Ensured that courses effectively blend theoretical and practical approaches.**

#### Actions:

- Adjusted course assignments and teaching pedagogy based on assessment results.
- Fielded student teams for large firms' national academic competitions, which provide opportunities for students to road-test the skills learned in class.
- Encouraged faculty to enhance their syllabi to offer both theoretical and practical instruction.
- Strategically placed adjunct instructors in core courses and electives to capitalize on the classroom potential of their up-to-the-moment industry experience.
- Provided off-campus learning experiences that allowed students to witness practical applications of theoretical concepts learned in class.
- Offered 1.5-credit courses that reflect a more flexible model for course length and are appropriate for introducing material. These courses also allow us to delve into niche subjects that reflect recent changes in the business world.

#### Results:

- Faculty used assessment results to improve the curriculum. For example, marketing faculty addressed concerns identified through course assessments by revising their methods: They expanded the use of concrete examples to explain and reinforce theoretical concepts in order to improve student understanding.

- A team of Gabelli students reached the national finals of the Deloitte tax case study competition after a strong performance in their regional competition and traveled to Dallas to represent Fordham.
- Developed a Compliance and Risk Management course, taught by Chris Mahon, senior vice president at Alliance Bernstein, that addressed a current industry topic; both compliance and risk management are becoming key drivers of how financial institutions are looking strategically at their business plans.
- Two new projects were built into the Corporate Tax course to teach substantive tax rules and then engage students in their application. One project instructs students on tax compliance services and then asks them to practice these skills on behalf of a corporate client. The other relates to accounting consulting work.
- After learning advertising theory, Integrated Marketing Communications students developed pitch presentations for Burger King just as the company was, in actuality, looking for an agency to develop a new campaign.
- Management students paired their in-class study of corporate ethics and trust with a trip to Occupy Wall Street, where they spoke with protesters about their views.
- Used actual data culled from the *CIA Factbook* instead of textbook sample sets to give honors statistics students the experience of a real-world application.
- Many academic projects developed in the Sustainable Business and Social Entrepreneurship courses were written up as actionable business plans.
- The Hedge Funds course visited a fund's office in New York City and heard presentations from current and former fund managers who discussed topics such as practical challenges faced by recently launched funds and funds that had to change their business model as a result of recent dislocations in the market.
- Participants in the Student Managed Investment Fund course wrapped together portfolio management theory with the opportunity to manage \$1 million of the university's endowment and traveled to a Quinnipiac University conference to learn about portfolio management from practitioners.
- One of our adjunct entrepreneurship faculty raised capital for a seed-stage investment fund and became one of the few entrepreneurship professors in the United States who could fund student projects coming out of the school.
- Selected adjunct faculty who could bring practical industry experience to the classroom, such as managing accounting partner Cecil Nazareth, who taught International Financial Statement Analysis; investment manager Michael Manzo, who taught Financial Modeling; Google attorneys Blake Reese and Anjali Kumar, who taught High-Tech Law; marketing manager Monique Carswell, who taught Introduction to Public Relations; and Grant Thornton senior manager Eugene Pishciker, who taught Accounting for Information Systems.
- Courses within the integrated core featured guest speakers, such as Peter DeCarlo, the founder of Blimpie's sandwiches, and Edward Stroz (GSB '79), founder and co-president of a global security consulting firm, who provided practical insight into some of the theory taught in the curriculum.

Follow-up:

- Continue to calibrate a strategic balance of theory and practice as we implement the integrated core curriculum.

- Encourage the development of additional 1.5-credit mini-courses and other flexible course formats.

### **Incorporated innovative applications of technology into the curriculum.**

#### Actions:

- Named a director of blended learning: Hooman Estelami, a marketing professor who has become a national leader in teaching with online technology.
- Incorporated marketing computer simulations into the Marketing Strategy and Marketing Research courses. The simulations, designed to replicate the way the marketplace functions, allow students to make decisions in a competitive setting and to experience the results of their choices.
- Expanded Excel applications across multiple courses.
- Added the use of social media and lessons on its application into the Integrated Marketing Communications class. Students investigated how and when to engage an audience with social or digital media, how to evaluate the effectiveness of real campaigns, and how to evaluate return on investment for this new technology.
- Continued to video-record full class meetings to archive online. We also recorded many student presentations, especially in the integrated business core, so that students could see and self-evaluate their work.
- Continued to train students to use Bloomberg terminals, an industry standard for real-time business data.
- Continued to offer students a practical application of business technology through the StockTrak program that allowed them to manage an actual stock portfolio.

#### Results:

- Two faculty workshops were offered on distance education methods (online at <http://www.bnet.fordham.edu/distancelearning>). In addition, Fordham held a two-day international conference at the Westchester campus on distance-learning methods specifically in business.
- Videotaped The Ground Floor course in its entirety, including 6 final presentations and all 8 guest speakers. We also recorded 46 sophomore integrated core final presentations and 4 Personal Leadership final presentations.
- Students learned to harvest data from Morningstar and Bloomberg to analyze how socially responsible investment funds compare with standard funds in terms of performance and risk-taking; the research became an honors thesis project.
- Used Skype to enhance the information systems capstone course. It allowed students to have discussions with a former Chase technologist who started his own identity management firm, an expert in online security, the former president of an information technology recruiting firm, and the chief financial officer of a major pharmaceutical company.

#### Follow-up:

- Identify new clinical and adjunct faculty who are able and motivated to develop and deliver blended/distance-learning courses.
- Provide additional faculty workshops on how to create distance-learning coursework that meets desired student learning outcomes.

- Investigate the feasibility of hiring additional support staff to manage the technology needed to make online courses possible.
- Continue to push faculty to experiment with new technologies, especially ones we have not tried before, and to become more fluent in their use of ones that we have.

**Continued our ongoing commitment to service learning, an important element of business education in the Jesuit tradition.**

Actions:

- Completed the planning for a new course titled Spirituality, Fair Trade and Social Justice that is centered around a financial analysis of the daily lives of the poor. The course will be offered for the first time in 2012-2013.
- Ran another successful year of the Fair Trade course, in which Gabelli students meet African purveyors of Fair Trade-certified goods and market their merchandise in the United States, sending all profits back to Africa.
- Held two events at Fordham on the role of values in business education, featuring guest speakers Ron Anton and Mary Gentile.
- Served four New York City organizations through the local consulting project: *Living City Magazine*, a brand-new Bronx charter school, New City Press and the Business Overall Economic Development Council of the Bronx.
- Encouraged students to design their own projects through our Local Service-Learning Seminar, in which they choose a partner organization and integrate volunteer work into one of their existing business courses.
- Continued our record of participation in the VITA tax-preparation program, in which Gabelli students volunteer to help low-income Bronx residents with their taxes and complete returns for filing.
- Gave students the incentive to participate in service activities through their business student clubs and organizations.

Results:

- The Fair Trade program set a new record in fall 2011 by selling more than \$3,000 in goods. This represents a 328% increase over the amount sold in the program's inaugural semester in 2006.
- 22 students took the one-credit Local Service-Learning Seminar and volunteered more than 678 total hours at 12 local Bronx nonprofits: Bethex Federal Credit Union, Crotona Achievement Center, Fordham Business Improvement District, Citizen Schools, Fordham's RETC — Center for Professional Development, The HopeLine, Picture the Homeless, Saint Martin's Federal Credit Union, Serviam Gardens Senior Apartments, University Neighborhood Housing Program's Volunteer Income Tax Assistance Program (VITA) and Yes The Bronx.
- Enrollment in both the local and international consulting courses remained high.
- The Social Entrepreneurship class led to the founding of Gram Vikas USA, an arm of a well-known and well-established Indian non-governmental organization, Gram Vikas.
- Aided by their Gabelli tutors, Edge Program participants were accepted to institutions such as Adelphi University, CUNY and St. John's University.

- Beta Alpha Psi students continued a tradition of service by participating in the Ernst & Young Breast Cancer Walk, packing school supplies and books for underprivileged children through a KPMG program, and making and delivering Easter baskets for children with staff from Deloitte.

Follow-up:

- Provide incentives for faculty to develop service-learning courses.
- Continue to expand our local and international consulting programs.
- Work with the Dorothy Day Center to expand service-learning opportunities.



## Section II: New Goals for 2012-13

Enter new Goals that you will start in 2012-13.

### Area of Focus: Academic Excellence

- Improve the overall student experience in significant ways that will increase our retention rate and graduation rate.
- Review our curriculum with a greater focus on assurance of learning.
- Continue to enhance the integrated business core with particular attention toward academic rigor and applied learning.
- Begin active development of new programs, including concentrations in alternative investments, compliance and risk management, and sports business; minors in health care and human resources; and a summer CFA course.
- Ensure the continued development of specialty programs such as sustainability and entrepreneurship.
- Work with faculty to develop a Gabelli School of Business program for Lincoln Center using guidance and direction from the President's Office and Provost's Office.

### Area of Focus: Globalization

- Improve the student experience at the London Centre.
- Increase the rigor of the G.L.O.B.E. program by introducing more stringent requirements to the current program and by developing a more challenging G.L.O.B.E. minor or concentration.
- Strengthen the involvement of international students and faculty in globalizing the Gabelli experience at Rose Hill, including significantly raising expectations for faculty to include international business content in every course.
- Work in cooperation with the provost's office to make study abroad more accessible and affordable.
- Implement a Gabelli-specific awareness campaign to redefine international study as an experience that can and should be a part of a student's time in college.

### Area of Focus: Personal and Professional Development

- Explore the introduction of a culminating/capstone experience for every Gabelli student that would require a meaningful self-designed learning experience and involve high-level reflection.
- Crystallize student awareness of the Ignite program by rebranding it.
- Reinforce the Ignite program by requiring students to create, thoughtfully and with intention, a four-year "road map" for their development.
- Expand our service learning programs at home and abroad and research grant programs that would enable their development.
- Add more recruiters to our pool, both in existing career fields and new areas.
- Expand data collection and analysis to guide program improvements and to promote student outcomes.

### Area of Focus: Pedagogical Excellence and Innovation

- Capitalize on the capabilities of Hughes Hall in qualitatively and quantitatively measurable ways.
- Expand applied learning strategies in all courses at all levels and encourage faculty creativity in developing new applied learning methods.
- Establish the Gabelli School of Business as a leader in blended learning for undergraduate business students.

All of these goals are designed to improve the student experience and enhance our reputation among domestic and international universities and business colleges. As such, they should contribute to an improvement in our rankings. Gabelli's ranking in *Businessweek* improved this year from 52 to 49. Hidden in these numbers is the total number of schools ranked. Given that the number of schools included rose from 113 to 124, our position improved from the 46th percentile to the 40th percentile.

Beyond the goals defined above, we intend to build on our momentum by working with three committees — the advisory board, a committee of faculty and staff, and the student Dean's Council — to implement rankings-improvement strategies. These committees will contribute to an overarching five-year plan that includes short- and longer-term strategies. Specific initiatives include:

- Introducing students to the science of academic rankings in their strategy courses.
- Holding recruiter focus groups.
- Improving the on-campus recruiter experience.
- Addressing issues brought up in various student surveys.
- Expanding internship and employment opportunities in sectors where we have the potential for growth, such as IT, insurance, niche finance, and Fortune 500 companies.
- More effectively promoting and advertising the improvements we continue to make.
- Hiring an administrative assistant for the new integrated business core to better fulfill students' needs.

# APPENDIX

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## SECTION 1: SELECTED STUDENT RESEARCH

### **Accounting for Business Combinations: The Implications of SFAS 141(R)**

*Christina Kennedy*

Faculty Advisor: Paul Lynch

### **Analyzing the Social Capital Market through a Financial Risk Analysis of Community Investing**

*Chelsea Carges and Delaney Leighton*

Faculty Advisor: Yusif Simaan

### **Comparative Analysis of the Financial Markets of China and India and the Impacts of Key Regulatory Events**

*Alissa Brunetti*

Faculty Advisor: Yi Tang

### **Corporate Fraud & Economic Factors in the United States: A Correlation Study from 1984-2010**

*Sean Pinckney*

Faculty Advisor: Steven Raymar

### **Do Shareholders Penalize Bank Boards and Management for the Financial Crisis?**

*Bryan Matis*

Faculty Advisor: N.K. Chidambaran

### **Effect of Self-Construal and Purchasing Patterns on Attention to Product Detail**

*Caitlin Byrnes and Jessica Castano*

Faculty Advisor: Beth Vallen

### **Endzone Dance: Why the Current BCS System Has Reason to Celebrate in a Potential Antitrust Claim Against It**

*Travis Marmara*

Faculty Advisor: Mark Conrad

### **Impact of Globalization on U.S. Private Equity Performance**

*Yujin Ye*

Faculty Advisor: Kevin Mirabile

### **Impact of Tax Policy on Economic Competitiveness in the Nordic Region: Implications for the United States**

*Daniel Keyes, Christopher Minutoli and Michael Wolff*

Faculty Advisors: Stanley Veliotis and Joanna Francis

### **Keeping Women in the Game: The Relation Between Retention of Female Lawyers and Organizational Climate and Culture of Law Firms**

*Danielle O'Boyle*

Faculty Advisor: Rachael Wells

### **Neuromarketing: The Effect of Consumer Awareness on Brand Perception and Ethicality**

*Megan Smith*

Faculty Advisor: Yuliya Komarova

### **Special Purpose Acquisition Companies (SPAC) and Their Acquisitions**

*Matthew Collins*

Faculty Advisors: Sris Chatterjee and N.K. Chidambaran

### **Study of the Impact of Equity Short Sale Restrictions: Summer 2011 European Bans**

*Christopher Hendrix and Norman (Trey) Reilly*

Faculty Advisor: Christopher Blake

### **Under-Reaction Bias Toward Corporate Event Announcements: Value Versus Growth**

*Zachary Venditto*

Faculty Advisor: Sris Chatterjee

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## **SECTION 2: SELECTED SPEAKERS & EVENTS**

### Access Your Future Week

- Tour of NBC
- Google on-campus recruiting event
- Jared Bartie, Head of Sports Marketing Business Practice, Arendt Fox
- Joe Favorito (FCRH '85), Former PR Director, New York Knicks and Philadelphia 76ers
- Andrew Giangola (FCRH '85), Internal and External Communications, IMG Sports
- Jennifer Karpf, Founder, National Sports Marketing Network
- Ryan Kurek, CEO, LVRG Marketing & Media
- Alex Martinez (FCRH '94), Chief of Staff, United Way
- Francesca Merlino (FCRH '75), Senior Marketing Manager, Guggenheim Museum
- Tola Murphy-Baran (FCRH '75), Co-Founder, The Holgate Group

### Alumni Speakers

- Boris Alergant (GSB '11)
- Gabrielle Becer (GSB '09)
- Philip Camporeale Jr. (GSB '00)
- Bailey Champlin (GSB '08)
- Mario Gabelli (GSB '65)
- James J. Houlihan (GSB '74)
- John Longobardi (GSB '85)
- Joseph Mazzella (GSB '82)
- John McCombe (GSB '82)
- Mark Meehan (GSB '09)
- Charles Menges (GSB '64)
- Francesca Palmiero (GSB '09)
- Kristen Nowak (GSB '10)
- Bryan Reilly (GSB '08)
- Stephen Sinacore (GSB '80)
- Emily Wilant (GSB '08)

### Beta Alpha Psi events

- Back to School BBQ
- Becker
- Deloitte
- Ernst & Young

- E&Y Breast Cancer Walk
- Grant Thornton
- iFind Group
- JPMorgan Chase Audit
- KPMG
- McGladrey
- New York Cares Day
- PwC
- Relay for Life
- Special Olympics
- xTax competition

#### Corporate site visits

- Alliance Bernstein
- IBM
- JPMorgan Chase
- New York Stock Exchange
- Société Générale
- Stew Leonard's market
- Tiffany & Co.

#### Entrepreneurship Conference 2012 ("TrepCon")

- Amy Abrams, In Good Company
- Jo Ann Corkran, GoldenSeeds
- Tony D'Angelo, author, *Rich Grad Poor Grad: What Every College Student Needs To Know About Money & Entrepreneurship*
- Kevin Dolan, Mercury Aviation Holdings
- Ted Fienning, Babiators
- Angela Giovine (GSB '04, GBA '05), Happenings Media
- Shai Goldman, Silicon Valley Bank Accelerator
- Jen Groover, business and lifestyle entrepreneur
- Samer Hamadeh, Zeel.com
- Alon Hillel-Tuch, RocketHub
- Kurt Jetta, TABS
- Ali Khan, Warby Parker
- Linda Kay Klein, Echoing Green
- Adelaide Lancaster, In Good Company
- Colin McCabe, Chop't Creative Salad Company
- Charlie O'Donnell (GSB '01), First Round Capital
- Sabina Ptacin, 'Preneur
- Katherine Rosenberg, Grameen America
- Sadna Samaranayake, Ashoka
- Melea Seward, Chief Amusement Designer
- Tony Shure, Chop't Creative Salad Company
- Jenna Slotin, Peace Dividend Trust
- Melody Stevens, Time Millionaire

#### Entrepreneurship Society speakers and activities

- Matt Wilson, Under30CEO.com
- Bob Ebers, Workplace Stars
- Cherie Corso, G2 Organics
- Joe Blaney, Broadway Joe

#### Finance Society speakers and activities

- Mary Ann Bartels (GSB '85, GSAS '92), Managing Director and Head of Technical and Market Analysis Global Research, Bank of America Merrill Lynch

- Joseph Connelly, Expert on Ratings Agencies
- Prem Jain, Georgetown University professor and author, *Buffett Beyond Value*
- Robert Kowitz, Senior Vice President, Federated Investors
- Gregory Marino, Director of Global Partnerships, New York Society of Security Analysts
- Martin J. Mauro, Managing Director and Head of Private Client Fixed-Income Research, Bank of America Merrill Lynch
- Kevin Mirabile, Fordham Business Professor, Expert on Hedge Funds

#### International Business Week

- Business Etiquette Lunch
- Business Wear Fashion Show
- International Business Mixer
- Dr. Kevin Lyons, Professor, Rutgers University
- James Rickards, author, *Currency Wars*

#### Marketing Career Day

- Lou Barricelli, PR Coordinator, Major League Baseball
- Mike Brown, Corporate Recruiter, Lord & Taylor
- Dan Derian, Senior Director of Research, Major League Baseball
- Diane DuPaul, Associate Publisher, Marie Claire/Hearst
- Jacqui Gray, Marketing and Promotions Manager, Major League Baseball
- Bob Handel, VP of Sales, AT&T
- Keisha Kellman, Talent Manager, McCann Erickson
- Rick Kendall, President, NYC Chapter, American Marketing Association
- Linda Luca, former EVP, McCann Erickson
- CP Robinson, Director, Global Marketing Group, Johnson & Johnson
- Dominick Sampogna, Strategic Account Manager, AT&T

#### Marketing Informational Sessions (Recruiting)

- AT&T
- GE (IT division)
- Johnson & Johnson
- McCann Erickson
- New York Life
- Target
- Undertone
- WB Mason

#### Marketing Leadership Forums

- CBS Television
- Hearst Publishing/*Marie Claire*
- Johnson & Johnson
- L'Oreal
- Major League Baseball
- McCann Erickson
- New York Life
- PepsiCo
- Undertone
- WB Mason

#### Marketing Practitioner Sessions

- AT&T (Product Differentiation Strategy/Sales Management)
- G2 Organics (Branding Strategy and Entrepreneurship)
- Merkeley and Partners (Advertising/ Marketing Research and New Business Strategy)
- Pampered Chef (Customer Relationship Management/ Entrepreneurship)
- Ross Stores (Retail Buyer Pricing Strategy)

- Target (Positioning Strategy, Leadership)
- WB Mason (Personal Selling, Sales Promotion, Branding and Pricing Strategy)

Pre-law advising (organized by the Pre-Law Society and offered to Gabelli students)

- William Banfield (FCRH '74), Partner at Podell, Schwartz, Schechter & Banfield, LLP
- Patrick Butler (FCRH '02), Bronx Assistant District Attorney
- Vincent Cappucci (GSB '81, LAW '84)
- Andrew Cavanaugh (FCRH '69), former Vice President at Estée Lauder Companies
- Carl Chiappa (FCRH '74), Partner at Hogan Lovells
- Matthew Elias (FCRH '09)
- Jack Ford (LAW '75), CBS Legal Analyst
- Honorable Robert Holdman, Ret. (FCRH '86, LAW '91), General Counsel for the Rilin Group
- “Mastering the Law Firm Interview” with Professor Elizabeth Pinho-Cosenza (FCRH '98)
- “Financing Law School” with Stephen Brown, Assistant Dean at Fordham Law (FCRH '86)
- “1L: Beyond the GPA” with Paul Soden (FCRH '65, LAW '68)
- 16 hours of LSAT preparation in fall 2011 and spring 2012

Small Biz Connector

- Analog Method
- Argington
- Asking Matters
- Behance
- Best Small Biz Help.com
- Breaking Media
- Campus Scout
- Clifton Corner
- Cobra Society
- Culture Baby
- Donor Touch
- Elfa International
- Fitist
- G2 Organics
- Gameday Goods
- Hamlet Hub
- Land Yoga
- LifeNet
- Los Niños
- MarketCounsel
- MEO Total Body Beauty
- MommyBites
- MSCO
- My Sports Dreams
- PerformX
- Plyfe
- Retensa
- Silver Lining Ltd.
- Speak Up For Success
- Stemp Systems
- Wally's Wicked Good Ice Cream

Smart Woman Securities speakers and activities

- Sean Reed (FCRH '90), New York Life Insurance Company
- Laura Roche (GSB '92), Atwater Capital
- Samantha Beattie (FCRH '09), JPMorgan Chase
- Anu Joseph (GSB '01), JPMorgan Chase
- Mary Ann Betsch, PwC

- Phil Lamariana, JPMorgan Chase
- Angela Terra (GSB '10), JPMorgan Chase
- Michael Butler, JPMorgan Chase
- Siobhan Santiago (FCRH '09), JPMorgan Chase
- Maura McGourty-Poiesz (GBA '90), Morgan Stanley Smith Barney, Inc.
- Thomas Humphrey (FCRH '82), GoldenTree Asset Management

#### Special topics speakers

- Ken Bouyer, Director of Inclusiveness Recruiting, Ernst & Young
- William Dudley, CEO, Federal Reserve Bank of New York
- Steven Linehan, Executive Vice President and Treasurer, CapitalOne Bank
- Harry Markopolos, Madoff whistleblower (E&Y Business Ethics Lecture Series)
- General Peter Pace, Ret., former head of the Joint Chiefs of Staff
- Walt Pavlo, convicted white-collar criminal (ethics lecture)
- Sherron Watkins, Enron whistleblower (E&Y Business Ethics Lecture Series)

#### Sports business speakers

- Cedric Bess, Supervisor of Guest Relations, New York Yankees
- John Flading (GSB '82), Owner and CEO, Swingaway Sports
- Chris Insolera, Manager of Corporate Sales and Sponsorship, New York Yankees
- Jason Latimer, Assistant Director of Player and Media Relations, New York Yankees
- Yao Williams, Premium Sales and Service Consultant, New York Yankees

#### Town Hall meeting with Dean Rapaccioli

- September 29, 2011

#### Supper Club hosts

- John Caroselli, First Capital
- Kevin Dolan (GSB '89), Mercury Aviation Holdings
- Jessica Flores (GSB '98), Credit Suisse
- Bob Franz (GSB '95), Credit Suisse
- Robert P. Handal Jr., AT&T
- Regina O'Neill (GSB '92), Partner, KPMG
- Dominick Sampogna, AT&T
- Christopher Schiffer (GSB '91), Geller Family Financial Services
- Gregory Schiffer (GSB '94), Swiss Re

#### Women in Leadership Summit

- Jenny Argie, Founder, Argington
- Mary Ann Bartels (GSB '85, GSAS '92), Managing Director and Head of Technical and Market Analysis Global Research, Merrill Lynch
- Angie Cercone, Advisory Lead People Consultant, Financial Services Office, Ernst & Young
- Margaret Copete, Director of North America Campus Recruiting, Booz & Company
- Barbara Corcoran, The Corcoran Group
- Christine Driessen (GSB '77), Executive Vice President and Chief Financial Officer, ESPN
- First Investors
- Roberta Garland (TMC '73), Founder, Garland Actuarial
- Galia Gichon, Founder, Down-to-Earth Finance
- Jen Groover, business and lifestyle entrepreneur
- Sarah Hall, Sarah Hall Productions
- Ellen Hancock (GSAS '67), technology executive
- Naomi Holland, Director of Marketing, Kenneth Cole
- Sidney Henne (GSB '11), Account Management, BBDO
- Jennifer Karpf, Founder & Executive Director, National Sports Marketing Network
- Jessica Liconti, Senior, Assurance Services, Ernst & Young, LLP
- Christine Lowney, Partner, Financial Services Office, Assurance Services, Ernst & Young



- Mary Jane McCartney (TMC '69), Senior Vice President, Gas Operations, ConEdison
- Carissa Reiniger, Founder & President, Silver Lining Limited
- Sandra Sicilia, Senior Vice President, Jefferies & Co.
- Melinda Travis, Co-Founder and CEO, Pro Sports Communications
- Nelly Yusupova, Founder, [www.webgrrls.com](http://www.webgrrls.com)

## SECTION 3: ADMINISTRATION

### **Donna Rapaccioli**

Dean of the Gabelli School of Business, Dean of Business Faculty, University Professor

### **Harry Kavros**

Associate Dean

### **Mario DiFiore**

Assistant Dean, Advisor to Seniors

### **Alan Cafferkey**

Assistant Dean, Advisor to Juniors

### **Gabriella Brown**

Assistant Dean, Advisor to Sophomores

### **Greer Jason-DiBartolo**

Assistant Dean, Advisor to Freshmen

### **Rosanne Conte**

Advisor to Evening Students

### **Steven Najdzionek**

Assistant Dean, Advisor to Transfer Students

### **Brian Dunn**

Director of Honors Opportunities and the Global Business Honors Program

### **Michael Polito**

Director of International Programs

### **Nicole Gesualdo**

Director of Strategic Communications

### **Jeffrey Haynes**

Information Systems Engineer

### **Heather Krasna**

Director of Personal and Professional Development

### **Nancy McCarthy**

Manager, Personal & Professional Development

**Lisa Henkoff**

Pre-Professional Advisor, Finance

**Gina Hill LoBasso**

Pre-Professional Advisor, Marketing

**Tara Naughton**

Pre-Professional Advisor, Accounting

**Elizabeth Grizzaffi**

Administrative Assistant to the Dean

**Susan Brucculeri**

Administrative Assistant to the Deans

**Doreen Fishburne**

Administrative Assistant to the Deans

**Elizabeth Cardiello**

Administrative Assistant to the Business Faculty

**Valerie Mastrocovo**

Administrative Assistant to the Business Faculty

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FORDHAM UNIVERSITY  
ANNUAL REPORT—STRATEGIC PLAN REPORT  
2011-12

Due to School Dean/Director 30 May 2012 | to Vice President: 30 June 2012 | from Vice President to President: 5 August 2012

Unit \_\_\_Dean of Business Faculty\_\_\_\_\_

Reporting Individual \_\_\_Donna Rapaccioli\_\_\_\_\_

The Dean of Business Faculty’s main objective is to nurture a community of outstanding scholar-teachers with an international reach and reputation — a goal achieved in collaboration with the GBA Dean, the administrative staffs of both schools, and the faculty members themselves. A thriving intellectual community grows out of individual meetings about research and service, a variety of teaching workshops, interdisciplinary forums for scholarly contributions, and support for research centers and global collaborations.

Three specific goals underpin the strategy to advance the faculty. One is to execute a strategic plan to hire, retain and develop faculty. The second is to create valuable connections between the business faculty and alumni and industry practitioners. The third is to advance the global visibility and reputation of the Schools of Business. In turn, three specific expectations for the business faculty help to advance these goals: Faculty must break new ground through innovative research, continually improve their pedagogy, and increase the level of student engagement.

An intellectual community of this kind cannot be established by fiat. Rather, it depends upon the active participation of each member and a strong sense of shared ownership. To this end, the faculty in each academic area were challenged to concretely define research with impact as well as excellence in teaching and service — and to agree to be held to those standards. With buy-in from the faculty, progress will be made in 2012-2013 to better serve students and to bring greater renown to the Schools of Business.

Research remains a significant priority. The quality and impact of faculty research has improved significantly. The dean is working to advance and publicize the contributions of the most active researchers and has had conversations with the least active to find out how to support them in a return to new investigations. Ten faculty centers, spanning the range of academic disciplines, represent a driving force behind business research at Fordham. The Center for Digital Transformation, devoted to information systems and technology research, launched this year. Others held noteworthy events: The Center for Positive Marketing organized Positive Marketing Week, the Global Healthcare Innovation Management Center held a symposium that attracted renowned industry representatives, and the Center for Research in Contemporary Finance held four

conferences, including one on the subject of energy. All centers serve as bridges to stakeholders, including students, faculty at other institutions, and corporate partners.

On a parallel track, equal attention is committed to the art of teaching and the improvement of student engagement. Providing a peerless undergraduate and graduate education is at the heart of what the Fordham Schools of Business do. Faculty are continually invited to blend innovations in both methodology and technology with classical classroom techniques.

In respect to methodology, the Schools of Business continued a valuable collaboration with the Center for Teaching Excellence, and the success of an initial teaching workshop led to two new workshops this year. Fordham business faculty and Graduate School of Education colleagues ran one, and a nationally recognized leader in the art of teaching ran the other. In addition, faculty were asked to visit one another's classes, observe new approaches they might use in their own lessons, and offer useful feedback that could help their colleagues to improve their practice.

In respect to technology, faculty have become more aware of the growing body of web-based lectures, applications, and survey tools that can be used creatively in the classroom. They are encouraged to combine time-honored Socratic dialogue techniques with cutting-edge technological and multimedia approaches in every course, employing the old and the new to students' best advantage. The faculty has benefited from Fordham IT's work to install Echo360 in enough classrooms that professors can supplement live lectures with taped review sessions and supplemental materials. Finally, with the appropriate support, faculty leaders are becoming pioneers in distance learning for business, holding workshops and conferences on that subject for Fordham faculty and colleagues from other universities.

In their teaching and research, the business faculty are expected to reflect Fordham's dedication to the liberal arts. This makes natural sense, given the degree to which business and liberal arts disciplines intertwine in both academia and industry. The Schools of Business have supported interdisciplinary collaborations within Fordham, such as a sustainability curriculum and a cooperative effort with arts and sciences faculty around the subject of global health; with faculty at other universities; and with industry practitioners. Faculty also collaborate by participating in conferences beyond the typical scope of academia and by seeking out connections with trade organizations and individuals.

The Schools of Business will continue with another highly valued project that is central to its mission: to expand ways to fulfill our identity as a Jesuit business faculty. Faculty are researching sustainability, exploring humanistic management, developing theories of positive marketing, and investigating strategies to restore public trust in corporations and government. Each of these, in line with the Jesuit tradition, seeks business solutions that address people and planet in addition to profit.

With the Provost's leadership and guidance, it has been possible to move forward with a hiring plan to bring academic leaders to Fordham, to develop a budget that is functionally aligned with faculty needs, and to reinforce a culture in which excellence is a given. The Schools of Business especially hope to work in partnership with the Provost's office as the AACSB maintenance of accreditation review approaches and preparations begin in 2012-2013.

Raising the profile of the business faculty and the Schools of Business remains another principal pursuit. Faculty achieve this first and foremost themselves: by publishing scholarly articles, attending academic and industry seminars and conferences, winning prestigious fellowships and competitions, and being active members of research centers. Administrators have ramped up efforts in the past year to promote them further. Self-generated publicity now has a greater role, enabled by the web site and the semiannual *Fordham Business* magazine, and both schools have established broader reach in social media such as Facebook and Twitter. A consistent goal remains to broaden the faculty's role as sources for mass-media journalists.

This year saw the hiring of eight tenure-track faculty with excellent research potential from outstanding universities throughout the country and internationally. Funding for four endowed chairs was secured in collaboration with the Office of the President and the development staff. Tom Wright, whose research includes ethics and character-based leadership, will be installed as the Felix E. Larkin Chair in Management, and James Lothian will be installed as the Toppeta Family Chair in Global Financial Markets.

Fordham faculty have collaborated fruitfully with international partners. Business faculty and administration are working with the Jesuit Institute in Pretoria, South Africa and the University of Pretoria. Management professor Michael Pirson conducted interdisciplinary collaborations with faculty in Colombia, Mexico, Argentina, Canada, Spain, Italy, Switzerland, Germany, and Japan toward the development of coursework in humanistic management. Backed by a Fulbright grant, business faculty member Katherin Marton wrote a paper with a Bolivian political science professor. Iftekhar Hasan, installed this year as the E. Gerald Corrigan Chair in International Finance, has presented his research at Trinity College, Dublin; Banque de France; and the University of Ancona, Italy; as well as other places.

Moving onward, the Schools of Business hope for the university's support in addressing the business faculty's needs for space, administrative support, and other resources, which are detailed in Sections III and beyond of the Dean of Faculty report. In particular, the Center for Positive Marketing has the potential to expand by finding room for a behavioral lab. Such a lab would allow marketing investigations to take place in-house and give students a chance to serve as test subjects or research assistants. The Schools of Business administration looks forward to discussing such needs at the university level and to planning financially and administratively for the business faculty's future success.

## Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2011-12. Be sure to include goals identified in your last annual report and any added during the past year. If the goal on which you are reporting contributes to one of the initiatives in the University's strategic plan or in your unit's plan, please indicate the initiative to which your goal applies in the space provided. You may find the University's strategic plan, *Toward 2016*, at [www.fordhamfrc.org/strategic](http://www.fordhamfrc.org/strategic). The user name is strategic, and the password is pumpkin.

### **GOAL: CREATE AN OUTSTANDING FACULTY UNIFIED BY A CULTURE OF SCHOLARSHIP, EXCELLENCE IN TEACHING, AND COLLABORATION**

*Transforming Initiatives: I, III, V, VII*

*Supporting Initiatives: III, IV, V*

#### **Fostered a true intellectual community by involving faculty in discussions of what constitutes research with impact, excellence in teaching and service.**

##### Actions:

- Used a collaborative approach from the collective ranks of the faculty to define the expectations and characteristics of a faculty that is committed to learning, teaching and serving a greater purpose.
- Allowed each academic area the freedom to develop its own standards and journal rankings based on what is meaningful in that particular discipline.

##### Results:

- All seven areas submitted completed, approved definitions for research with impact, quality teaching, and service to the university, the field and others.
- Each area arrived at a set of journal rankings and policies.
- The dean of faculty met individually with 85 percent of tenure or tenure-track faculty to review their progress, set new goals and determine needs for support.

##### Follow-up:

- Use the areas' definitions as baselines on which to evaluate faculty, and ask individual professors to base their personal reflections on their progress on the agreed-upon standards.

#### **Focused faculty energies on the art of teaching and the improvement of student engagement at all levels.**

##### Actions:

- Coordinated faculty workshops devoted to innovative classroom instruction methods.
- Asked each faculty member to conduct an observation of a colleague outside his or her academic area. This experience is intended to have two benefits: to give faculty ideas about instructional methods that could be adapted for their own use, and to yield peer-to-peer feedback for the professor being observed.

- Implemented the new course-embedded assessments that were approved last year to gauge the quality of student learning and overall experience.
- Appointed marketing professor Hooman Estelami as the director of blended learning, a new role.
- Used resources offered by the Center for Teaching Excellence to broaden and deepen faculty knowledge.

Results:

- Teaching workshops included nationally recognized presenters such as teaching expert Ken Bain and included carefully chosen companion reading assignments.
- Offered two workshops and one conference on blended/distance learning.
- Used distance-learning strategies to develop web-based seminars for incoming new faculty that will help them prepare for their teaching roles.
- Faculty members observed colleagues and shared their perspectives.

Follow-up:

- Offer online seminars for incoming faculty for the first time in summer 2012 and have conversations with new faculty members afterward to assess effectiveness.
- Solicit faculty recommendations for future teaching workshop topics and presenters, and schedule future sessions with those suggestions in mind.
- Increase faculty attendance at teaching workshops and ensure that each academic area conducts follow-up as a group based on the material presented.
- Continue our programs of peer observation and course assessment to guide further improvement and innovation.

**Worked to establish the Fordham Schools of Business as a top research institution.**

Actions:

- Held productive discussions with faculty to reinforce the responsibilities of a 3-2 schedule and asked faculty how the Schools of Business can support their work.
- Followed up with all faculty who have not been research-active in the last five years and talked about possible solutions that will enable their return to research.
- Convened a committee devoted to determining the “Dimensions of Teaching.” The group was charged with defining faculty responsibilities and discussing how to achieve a balance between the demands of research and teaching.
- Launched the Center for Digital Transformation, which is focused on digital technology’s capacity to advance society: promoting growth, raising the standard of living and reducing poverty.
- Supported research centers as they held major conferences and symposia.
- Developed ties between our faculty and fellow researchers in Colombia, México, Argentina, Canada, Spain, Italy, Switzerland and Japan.
- Began preliminary work toward the creation of a research center devoted to the study of trust and trustworthiness in the corporate and public arenas.
- Continued to support high-quality research through fellowships, summer grants, and sponsorship for each faculty member to present a paper at a minimum of one conference per year.
- Brought prominent scholars to Fordham through research seminars.

- Supported business faculty in their roles as editors of respected academic and professional journals.

Results:

- Conferences and symposia run by the three centers mentioned above attracted strong interest. More than 100 academics, students and practitioners attended each of the events run by the Center for Positive Marketing, the Global Healthcare Innovation Management Center and the Center for Digital Transformation.
- The Center for Research in Contemporary Finance held several successful events that advanced scholarship in this field, among them the Conference on Post-Crisis Risk Management in February 2012 and the Conference on Carbon Finance and Energy Economics in March 2012. The center also co-sponsored the Liquidity Risk Conference in June with the *Journal of Banking and Finance*, and Fordham faculty member Ren Raw Chen will guest-edit a special issue of the journal.
- The Frank J. Petrilli Center for Research in International Finance collaborated with the University of Rome, Tor Vergata; University of California at Santa Cruz; Cass Business School, London; and the University of Crete to help organize four scholarly conferences that were co-sponsored by the *Journal of International Money and Finance*. The journal published a special issue around each session.
- The *Journal of Financial Stability*, edited by Iftekhar Hasan, the E. Gerald Corrigan Chair in International Business and Finance, ranked sixth worldwide among English-language digital economics journals for their reach and impact.
- Professor Hooman Estelami of the marketing area was named editor of the *International Journal of Bank Marketing* in May 2012.
- 64 summer 2012 research proposals received funding, and 14 faculty served as undergraduate student research advisers.
- Many faculty published academic work in top journals. A full listing of academic products is in the appendix.
- Faculty have participated in numerous conferences, seminars, and workshops.

Follow-up:

- Reinforce the value of research among all faculty and develop a culture in which producing research is a non-negotiable element of faculty identity in the Schools of Business.
- Ensure that faculty produce research of quality and quantity that we would expect based on the additional time that a 3-2 course load yields for scholarship.
- Explore the possibility of a Ph.D. program that would expand the quantity and quality of business research at Fordham and enhance our teaching capacity.
- Supplement the work of the Dimensions of Teaching committee by convening small subcommittees of faculty members from each area to identify incentives that will enhance research productivity and teaching excellence.
- Investigate commissioning a research center devoted to the study of trust and trustworthiness in the corporate and public arenas — an area that has demonstrated potential for fostering discussion and attracting the interest of researchers, practitioners and the general public.
- Reconfigure and relaunch the Center for Communication as a hub for research activities that will connect business faculty with industry leaders.



- Determine whether our management center can increase its reach and impact by being reoriented to a focus on humanistic management.
- Run a Frank J. Petrilli Center conference at Fordham to celebrate the 30th anniversary of the *Journal of International Money and Finance*.
- Hold a conference in fall 2012 on the subject of restoring trust in the corporate and public spheres and invite a select group of researchers, industry leaders, government officials and the media.
- Sponsor a conference in May 2013 at Fordham on the future of business that would include former IMF leaders, European Union government advisors, noted social entrepreneurs and other prominent figures.

**Implemented the strategic hiring plan developed last year to shape the Schools of Business into a sought-after intellectual community of scholars.**

Actions:

- Ensured that faculty hiring at all levels contributes to the strategic advancement of the university.
- In partnership with our colleagues in development and the Office of the President, funded four endowed chairs.
- Filled the Toppeta Chair and the Larkin Chair.
- Began a search to fill the Gabelli Chair in Value Investing.
- Brought in nationally and internationally renowned scholars as guest lecturers at the undergraduate and graduate levels, looking to these individuals to both educate our students and inspire our faculty.
- Filled faculty positions based on whether a candidate would be dedicated to ongoing research, collaborate across business areas to develop interdisciplinary course content, meet our needs in either theoretical or practical instruction, and share knowledge effectively to contribute to the work of peers.
- Continued to recruit assistant professors, visiting professors and lecturers who, as a group, represent a mix of outstanding academic profiles, cutting-edge research, practical experience in today's business world, and international perspective.

Results:

- Hired Tom Wright as the Felix E. Larkin Chair in Management. His research interests include employee well-being, job attitudes, turnover and retention; ethics and character-based leadership; organizational effectiveness; positive psychology and other areas. Formerly an endowed chair at Kansas State University, he is a prolific researcher with impact: His work generated 589 citations for the 2010-2011 academic year.
- Named existing Schools of Business Distinguished Professor James R. Lothian as the Toppeta Family Chair in Global Financial Markets.
- Formally installed Iftekhar Hasan as the E. Gerald Corrigan Chair in International Business and Finance.
- Star guest lecturers for 2011-2012 included Dickson Despommier, a Columbia University professor emeritus and international expert on sustainability; Bruce Greenwald, a Columbia Schools of Business professor and renowned resource on value investing; Joe Madiath, founder of the non-governmental organization

- Gram Vikas and a Clinton Global Fellow, Schwab Fellow and Ashoka Fellow; Dr. David Ferrucci, principal scientist for the IBM Watson system; Prem Jain, McDonough Professor of Accounting and Finance at Georgetown University; and retired Marine Corps General Peter Pace, former head of the Joint Chiefs of Staff.
- Hired 8 tenure-track faculty with excellent research potential from outstanding universities throughout the country.

Follow-up:

- Complete the hiring process for the Gabelli Chair in Value Investing.
- Continue to expand the business faculty. We need university support as we take strategic steps to increase our ranks of top scholars and business practitioners, both in quantity and quality.
- Increase the roster of noteworthy academics we bring in as guest lecturers in both Gabelli and GBA classes.
- Work with the development office to secure the \$1 million in matching gifts required to release initial funding for the last remaining endowed chair.
- Support new hires in their development as researchers by holding annual conversations with them about their needs and by offering feedback on their progress from deans, peers and other constructive sources.

**Created a culture of interdisciplinary collaboration to foster faculty development in the areas of research, the art of teaching, and student engagement.**

Actions:

- Encouraged faculty to work with Schools of Business colleagues in other academic areas, professors from Fordham College, and faculty who represent other disciplines at universities around the United States and the world.

Results:

- Business faculty and administration worked with partners at the Jesuit institute in Pretoria, South Africa, and at the University of Pretoria to develop programs and expand our mission.
- Michael Pirson conducted interdisciplinary collaborations with top-level faculty and researchers in Colombia, México, Argentina, Canada, Spain, Italy, Switzerland, Germany and Japan toward the development of coursework in humanistic management.
- Backed by a Fulbright grant, Katherin Marton worked with a political science professor from the Universidad Católica de Bolivia, Andres Torres, on a multidisciplinary paper titled “Contractual Arrangements in the Bolivian Gas and Oil Sector Under President Evo Morales.”
- Falguni Sen worked with Fordham arts and sciences colleagues on the organizing committee for an undergraduate minor in global health.
- University Professor John Hollwitz became part of an interdisciplinary research group with Loyola University in Maryland that is examining relationships between sustainability and transcendence.
- Marketing faculty member Lerzan Aksoy explored the nexus of marketing and finance in soon-to-be-published research that examines the role of customer satisfaction and repurchase intentions in generating shareholder value.

- Stanley Veliotis of the accounting area worked with finance faculty at Texas State University–San Marcos and Kean University to produce two separate forthcoming articles for scholarly journals.
- Finance professor Laura Gonzalez began work on a cross-area study with marketing’s Yuliya Komarova on the subject of online social lending.
- Albert Greco, who teaches marketing and communication courses, joined up with management faculty Robert Wharton and Falguni Sen to publish “The Price of University Press Books, 2009-2011” in the University of Toronto Press’s *Journal of Scholarly Publishing*. He also organized a cross-disciplinary seminar for marketing, strategy, statistics and finance faculty from Fordham, Georgetown University and George Washington University in Washington, D.C., May 2012.
- Raised the number of professors to three who cross-teach in the Schools of Business and Fordham Law School. Wullianallur “RP” Raghupathi and Ken Davis have joined John Finnerty in this group.

Follow-up:

- Investigate the prospect of establishing a joint LLM degree in international taxation between the Schools of Business and Fordham Law School.

**Built links between Fordham business faculty and alumni, and between business faculty and industry practitioners.**

Actions:

- Sponsored faculty members to attend professional and industry conferences rather than purely academic ones, allowing them to participate alongside Fordham alumni who work on the industry side of a given field.
- Invited alumni to speak to class meetings, creating an opportunity in each case for the alumnus/alumna and the professor to develop an interpersonal relationship.
- Involved faculty in the university development office’s efforts to raise funds for the Schools of Business from alumni and other donors.
- Continued our strategic partnerships with corporate partners.
- Fostered faculty-alumni interaction in informal settings.

Results:

- John Carey presented his research to industry practitioners at the Advertising Research Foundation, the Collaborative Alliance of Advertising Agencies, Google, MSNBC, the NBC President’s Council, the Online Publishers’ Association, the Organization of Latin American Cable Companies, Oxygen Cable, Rentrak Insight Forum, Televisa and Universal Studios.
- Stan Veliotis co-taught a four-day tax boot camp at Ernst & Young for the company’s new hires, in collaboration with an E&Y senior manager.
- Robert Hurley made connections with practitioners in the public policy and government arenas by presenting his research on trust at the U.S. Treasury in Washington, D.C., and to employees of the U.S. Departments of Justice, the Interior and Transportation.
- Michael Pirson of the management area organized a conference in St. Gallen, Switzerland, on the subject of “Happiness and Profit” that drew a mixed audience of academics, practitioners and policymakers.

- Sris Chatterjee was a panelist at the Serbian Economic Conference in Belgrade.
- Dongli Zhang attended a practitioner conference sponsored by the American Society of Quality: the 2012 World Conference on Quality and Improvement.
- Lerzan Aksoy presented her research on the “Wallet Allocation Rule” to an audience of practitioners at the IPSOS KMG Conference in Istanbul, May 2012.
- Mark Conrad attended the annual Sports Business Symposium at the Indiana University of Pennsylvania and the Sports Lawyers Association Conference in Washington, D.C., both of which were heavily attended by non-academics.
- Brent Horton presented to the Securities Law Section of the Federal Bar Association on mortgage backed securities, and law and ethics faculty attended sessions run by the New York State Bar Association.
- About a dozen faculty members selected by a committee of young Gabelli alumni attended an April 19 business networking event for Fordham graduates of the last decade.

Follow-up:

- Invite professors to attend more alumni networking/mentoring events, especially as we move toward industry/area-focused networking sessions.
- Expand the number of faculty involved in major gift solicitation strategies and donor meetings.
- Increase faculty participation in professional conferences.

## **GOAL: ADVANCE THE REPUTATION OF THE SCHOOLS OF BUSINESS AND INCREASE FACULTY VISIBILITY**

*Transforming Initiatives: I, III, V, VI*

*Supporting Initiatives: III, IV, V*

### **Promoted and drew attention to the work of our faculty research centers.**

#### Actions:

- Established a strong reputation for the Center for Digital Transformation from its earliest moments of existence. This center launched in October 2011 and held several high-profile events within its first year.
- Publicized the conferences and symposia run by the Center for Positive Marketing and Global Healthcare Innovation Management Center.
- Worked with the university communications office to garner national media coverage for the innovative research and theory being produced by the Center for Positive Marketing.
- Coordinated the Rising Stars Conference for emerging researchers in cooperation with the Lally School of Management and Technology at Rensselaer Polytechnic Institute and NYU Stern School of Business.
- Raised our profile within PRME (Principles for Responsible Management Education), a United Nations-affiliated organization that supports colleges and universities in the quest to produce graduates who are capable of leading the world toward a more sustainable and responsible future.
- Sponsored faculty for the first time to be trained in writing print and online op-ed pieces, which are an effective means of both introducing research to general audiences and raising the profile of our faculty centers.

#### Results:

- The Center for Digital Transformation's first two symposia brought to Fordham noteworthy researchers and practitioners such as Dr. Saskia Sassen, Robert S. Lynd Professor of Sociology at Columbia University; Jonathan Bowles, director of the Center for an Urban Future; David Bragdon, the director of the New York City Mayor's Office of Long-Term Planning and Sustainability; and Murray Campbell, Senior Manager of Business Analytics Research, IBM Research.
- 180 people attended the launch of the Center for Digital Transformation and 220 attended its May 11 symposium on smarter cities.
- 150 health professionals attended the Global Healthcare Innovation Management Center's first symposium.
- 105 people attended the first Positive Marketing Conference.
- About 70 people attended events run by the Frank J. Petrilli Center for Research in International Finance.
- The Center for Research in Contemporary Finance held four events that saw a total attendance of about 230 guests.
- Dawn Lerman, marketing area chair, attended the Public Voices Thought Leadership Fellowship Program with university support, received training in writing op-ed pieces, and successfully published her writing in the *Christian Science Monitor*, *Forbes*, the *Huffington Post* and *The Record*. Her success

inspired the university communications office to create a permanent web page that will highlight published opinion pieces from faculty university-wide.

- The Center for Digital Transformation's launch received press attention in *Chief Executive* magazine, *Crain's New York Business*, *IT Business Edge*, *Campus Technology*, *Information Management* and other print and online publications.
- Donna Rapaccioli was selected to serve as a discussant at the PRME Rio+20 United Nations conference on global sustainability in Brazil in June 2012. She will represent the university in talks about the future of business education.

#### Follow-up

- Continue to promote all faculty research through any means available to us.
- Maintain our commitment to the values of PRME by investing time and resources into the sustainability minor at Gabelli and by incorporating the values and strategies of socially responsible business into our coursework at all levels.

### **Overhauled and relaunched our faculty web site and used other online resources to publicize faculty achievements.**

#### Actions:

- Reorganized the faculty site, *business.fordham.edu*, as a preliminary step while we await the university's full web redesign.
- Used the Gabelli School of Business news site, GabelliConnect, and the Facebook pages of both Gabelli and GBA to spread the word about faculty projects, centers and accomplishments.

#### Results:

- The faculty web site better showcases research, publications and media citations; provides working journalists with better access to our roster of faculty experts; draws attention more effectively to our research centers; and educates prospective faculty about the Schools of Business.
- Post-relaunch, the new faculty site has been moved under the supervision of a freelance programmer who is able to quickly turn around updates to site content and functionality.
- Published 25 stories on the Gabelli School of Business news site, GabelliConnect, about faculty projects, centers and accomplishments.

#### Follow-up:

- Conduct a mid-year review of *business.fordham.edu* to ensure that it is meeting faculty needs and plan improvements to address any areas where it is not.
- Increase the number of articles on GabelliConnect about faculty and encourage faculty to notify us about their successes so that we can write about them.
- Continue to use Facebook at both Gabelli and GBA as a means of getting our faculty members' accomplishments out to a wider audience.
- Solicit, edit, and post biographical information from professors who have not yet submitted information or whose content could be improved, and get photographs of faculty members who are currently not pictured.

**Continued to publish *Fordham Business* magazine and distribute it to a diverse audience of about 10,000 readers.**

Actions:

- Developed a stable “subscriber list” of about 10,000 alumni, faculty, deans of other universities, institute directors, researchers and donors who will receive every issue of our magazine and become its regular audience.
- Began posting the magazine online as a downloadable PDF via GabelliConnect.

Results:

- Received positive anecdotal feedback on the spring 2012 issue.
- Featured 9 faculty, 10 alumni, 2 current students and 2 university staff members in the spring 2012 magazine as quoted expert sources.

Follow-up:

- Choose a central theme for fall 2012 that will simultaneously showcase our faculty’s research strengths and interest a general audience reader.
- Ensure the magazine remains focused on showcasing Fordham professors as leading researchers in business research, industry insight and cutting-edge investigation into the most relevant topics in today’s economy.

**Took steps to position our faculty as resources for national and regional media.**

Actions:

- Solidified a list of professors that have agreed to be contacted by Bob Howe’s office when reporters come looking for business experts.
- Experimented with an outside media consultant, a former NYU Stern publicist, to increase the frequency with which our faculty are quoted in the press.
- Worked with Bob Howe at the close of the school year to come up with a new strategy for improving media citations.

Results:

- Identified 25 members of the business faculty as potential media experts.
- Certain faculty have emerged as “media stars,” earning frequent mentions and being quoted often as sources.

Follow-up:

- Ask additional professors to serve as media experts.
- Have conversations with the 25 faculty we have identified as media sources to go over their responsibilities and remind them that they may be approached.
- Expand the business-faculty-focused use of Nicholas & Lence, the outside PR/media placement firm that Fordham employs university-wide.
- Contract with an outside firm to search-engine optimize our faculty web site so that our faculty resources rank highly on Google.
- Review the in-house web page at regular intervals to ensure that the subjects on which we offer experts remain current with industry topics and trends.

**Drew attention to our faculty through their participation in prestigious programs and conferences and their selection for national awards and other recognition.**

Actions:

- Supported faculty in their pursuit of high-profile awards, research seminars, appointments with outside organizations, and conference attendance.
- Supported each academic area in its pursuit of renown through various rankings programs.

Results:

- Michael Pirson of the management area was a finalist for the Emerald Best Symposium Award at the Academy of Management conference in Boston. He also participated in prestigious conferences such as the IESE symposium on Ethics and the 2012 Trust Research Conference FINT at Bocconi University in Milan, Italy.
- Iftekhar Hasan served as primary organizer of the Rising Stars Conference, based at Fordham and co-sponsored by NYU Stern and the Lally School at RPI, and participated in numerous other high-profile research and conference activities.
- Wullianallur “RP” Raghupathi was awarded a \$10,000 grant from IBM to do research and develop a curriculum in the role of digital technologies in enabling sustainability.
- Robert Hurley presented research on trust and the global financial crisis at the European Group and Organization Studies conference in Gothenburg, Sweden, in summer 2011. His book *The Decision to Trust* was named one of 2011’s best leadership books by *The Washington Post*, and he was chosen as one of the top 100 thought leaders on trust by the organization Trust Across America.
- Lerzan Aksoy was named to the board of Colleagues in Jesuit Business Education and served as co-chair of a conference in the Netherlands on service management that featured 40 worldwide academic leaders.
- Dawn Lerman was appointed in November 2011 to the board of directors of the Advertising Educational Foundation.
- Donna Rapaccioli met in Italy with International Association of Jesuit Business Schools colleagues and Father General Adolfo Nicolás.
- Christine Tan continues to maintain Fordham’s link to the Financial Accounting Standards Board.
- Mark Conrad was honored with the 2012 Service Award from the Sports and Recreation Law Association.
- Laura Gonzalez presented, discussed, chaired and reviewed for the Financial Management Association annual conference last October and participated in other association conferences as well.
- Several finance faculty participated in “Rethinking Finance: New Perspectives on the Crisis,” a conference coordinated by the Russell Sage Foundation and the Century Foundation that featured Ben Bernanke as the keynote speaker.
- The finance area was ranked 16th nationally in the *U.S. News & World Report* MBA specialty rankings; 20th nationally by *Bloomberg Businessweek*; and 65th globally by ASU, based on publications in the four major finance journals.
- The marketing area ranked 7th nationwide according to *Bloomberg Businessweek*.

Follow-up:

- Increase faculty motivation to apply for national awards programs, prestigious conferences and other recognition and provide resources where appropriate to the best of our ability.



## Section II: New Goals for 2012-13

Enter new Goals that you will start in 2012-13.

- Continue to develop an outstanding faculty unified by a culture of scholarship, excellence in teaching, and collaboration.
  - Reinforce the faculty's responsibility to meet the standards they have defined for themselves and to contribute positively to the Schools of Business' growing reputation.
  - Recruit new faculty with demonstrated promise and a high likelihood to become active, enthusiastic participants in our intellectual community.
  - Attract prestigious visiting scholars who can serve as role models for the broader faculty community in both teaching and research.
  - Ensure that, taken as a whole, our faculty offers students an advantageous blend of academic/theoretical and industry/practical expertise.
  - Encourage greater collaboration across business areas, with liberal arts partners, and with alumni and corporations.
  - Ensure that faculty are recognized at Fordham for their excellence and motivated to apply for external recognition.
- Sharpen the Schools of Business' identity as a top research institution.
  - Encourage research and provide support/funding to meet faculty needs.
  - Expand opportunities for faculty to share their research at venues where they will garner national and international attention for their work.
  - Reward faculty achievements in research.
  - Foster a system of student-faculty research, involving students in faculty work and pairing faculty with students as mentors.
- Create new administrative processes that improve efficiency and allow faculty to concentrate on research, instructional quality and student engagement.
  - Review the Dimensions of Teaching committee report.
  - Revisit faculty policies.
  - Hire three secretaries to provide clerical support for area chairs.
- Give faculty the opportunity to enhance their leadership skills.
  - Help new area chairs to make successful transitions to this leadership role.
  - Establish deputy area chair positions and fill them with faculty who will support the area chairs and become the next generation of leaders.
  - Continue to offer committee positions in globalization, development of the undergraduate business core, teaching equity across schools, and other topics that are crucial to academic development.
- Prepare for the AACSB maintenance of accreditation review.
  - Use the self-study year as a genuine learning experience and build on the strong foundation we have established in scholarship, teaching and assessment.

## APPENDIX

### Intellectual Contributions: Tenure and Tenure-Track

July 1, 2011 - June 30, 2012

#### ACCOUNTING AND TAXATION

##### Articles:

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## **COMMUNICATIONS AND MEDIA MANAGEMENT**

### **Book Chapters:**

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#### **Contracts, Grants and Sponsored Research**

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